



Child Safe Standards Risk Register

School name:	Marra School	Responsible staff member:	Lindsey Delooze
Date endorsed:	June 2025	Endorsed by:	Principal
Next review date:	June 2026	File location:	TBC

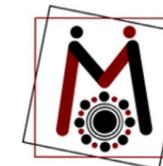
RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</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>
Child Safe Standard 1 – Aboriginal cultural safety						
<p>Risk Title: Culturally safe environments</p> <p>Description: 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</p> <p>Risk type: Situational, Organisational</p>	<ul style="list-style-type: none"> 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 children Policy development and review is not consultative 	<ul style="list-style-type: none"> Aboriginal children experience physical and psychological harm or abuse because the environment is not culturally safe. 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 Aboriginal children do not feel welcome, safe, respected or valued for their diverse and unique identities which may result in them being less likely to report harm or abuse by adults or peers and make them more vulnerable to harm 	<ul style="list-style-type: none"> Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented Other documents that address Aboriginal cultural safety include: <ul style="list-style-type: none"> Action Plan Student Wellbeing and Engagement Policy Bullying Prevention Policy Inclusion and Diversity Policy Koorie Education Policy Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy We collaborate with regional KESOs to review and strengthen our policies and procedures We fly the Aboriginal and Torres Strait Islander flags on our new school campus Our school was designed in consultation with local Traditional Owners Our Child Safe Standards Action List identifies actions we have taken and will take to address Standard 1 and Ministerial Order 1359. 	Yes	<ul style="list-style-type: none"> A Marrung Champion allocated to ensure staff are aware of up-to-date policy and practice Identifying a Koorie School Captain to be part of the Student Representative Council As a specialist setting, all students will have an IEP and regular SSGs. For all Koorie students additional support for the student and family to attend these meetings to discuss progress and review goals will be offered through the KESOs. All students are educated in Aboriginal histories, cultures, perspectives, values, skills and attitudes via the Victorian Curriculum We aim to have all staff participate in Community Understanding and Safety Training (CUST) Ensure that actions identified in our Child Safe Standards Action List have been completed <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	Beginning of Term 1, 2026 and ongoing
Child Safe Standard 2 – School leadership, governance and culture						
<p>Risk Title: Leadership, governance and culture</p> <p>Description: 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>	<ul style="list-style-type: none"> Children's safety is not prioritised Decision-making power is concentrated in one individual Unclear accountabilities Staff and volunteers are unaware of the school's expectations relating to their conduct and role in supporting child safety and wellbeing Culture of secret keeping Poor management of conflicts of interest 	<ul style="list-style-type: none"> Children experience physical harm or abuse because of leadership, governance and cultural failures 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 Children are harmed or abused because staff and volunteer roles and responsibilities 	<ul style="list-style-type: none"> 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 and is publicly available and promoted in the school community. Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed. This document is publicly available and promoted in the school community. Our Child Safety Responding and Reporting Obligations Policy and Procedures outlines the 	Yes	<ul style="list-style-type: none"> Child safety is included as a standing item on all school meeting agendas Promote the school's child safety policies at meetings, via Compass, the school website and other regular communications Our school's leadership team will model a child safety culture from Day 1 and communicate very clear expectations to all staff, volunteers and school council members. Ensure all child safety documentation is on the school website and communicated with 	Beginning of Term 1, 2026 and ongoing



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<p>Risk type: Organisational, Propensity</p>	<ul style="list-style-type: none"> Lack of leadership on child safety Poor understanding of the foreseeable risks relating to harm or abuse Poor recordkeeping and information management practices Absence of or poor child safety messaging 	<p>to prevent or report harm or abuse are not clearly communicated</p> <ul style="list-style-type: none"> 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. Poor records and record-keeping limits the ability of new principals to become aware of previous concerning staff behaviour Poor records and record-keeping practices contribute to 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. 	<p>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"> This risk register is reviewed annually and after any significant child safety incident or concern We have nominated a child safety advocate to support the principal to implement our child safety policies and practices, including staff and volunteer training. Our 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 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 Our Child Safe Standards Action List identifies actions we have taken and will take to address Standard 2 and Ministerial Order 1359. 		<p>the school community – including translations into other languages.</p> <ul style="list-style-type: none"> The Child Safety Advocate will establish the Child Safety and Wellbeing Team and set terms of reference and meeting schedules Ensure that all new staff, volunteers and school council members, receive an induction and ongoing training regarding child safety and wellbeing appropriate to their roles, including information about: <ul style="list-style-type: none"> the Child Safety Code of Conduct where relevant to the role, the Child Safety and Wellbeing Policy and the procedures for managing child abuse complaints and concerns and are aware of their responsibilities to children and students, information sharing, reporting obligations and record-keeping obligations When required consult with regional and external experts on matters related to Child Safety that may need additional support and advice Ensure that actions identified in our Child Safe Standards Action List have been completed <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	
Child Safe Standard 3 – Children are safe, informed and actively participate						
<p>Risk Title: Student empowerment</p> <p>Description: 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>Risk type: Vulnerability</p>	<ul style="list-style-type: none"> Children 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 school Lack of friendship or peer support Students with a disability or who speak English as an additional language may be unable to 	<ul style="list-style-type: none"> Children experience harm or abuse due to lack of knowledge and empowerment 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 Children are not empowered with information about their rights, child safety risks, and sexual abuse prevention, which increases the risk of harm or abuse going unidentified and unspoken Children do not feel confident or empowered to raise a concern and are unwilling to report harm or abuse Children experience increased vulnerability to harm or abuse due to a lack of friendship or peer support 	<ul style="list-style-type: none"> Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students Student Wellbeing and Engagement 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 Resilience, Rights and Respectful Relationships teaching and learning materials Students are educated about their rights through Resilience, Rights and Respectful Relationships teaching and learning materials, Health and Human Development teaching and learning 	Yes	<ul style="list-style-type: none"> Additional external education programs will be sought to support student education about their rights. Our school will prioritise positive relationships between staff and students by: <ul style="list-style-type: none"> having an 'open door' policy where students are welcome to self-refer to a trusted member of staff explicit communication re. who the key Wellbeing contacts in the school are if issues or concerns arise facilitating circle time at all year levels to encourage student to teacher and peer to peer discussions and activities incorporating student voice in Student Support Groups (SSGs) Measures will be in place (via our CS Resp & Reporting Obligations Policy and Procedures and Complaints policy) to empower our 	<p>Programs to be in place by the end of 2026 and will be ongoing.</p> <p>All other treatments will be in place beginning of Term 1, 2026 and ongoing.</p>



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	<p>access sexual abuse prevention programs, do not understand how to raise concerns or do not have accessible avenues to do so</p>	<ul style="list-style-type: none"> • 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 	<p>materials, SoSafe Helpers program, and having a Student Representative Council (SRC).</p> <ul style="list-style-type: none"> • Friendship and peer support are promoted through the school values, School Wide Positive Behaviour Support (SWPBS) practices in place, groups organised and managed through the wellbeing team and use of the Student Representative Council. • Students in Year 4 and above participate in the Attitudes to School Survey. Results are analysed and monitored to ensure concerns are addressed • Our learning programs promote and acknowledge our <i>Statement of Values and School Philosophy</i> expectations by celebrating student positive behaviour and achievement in both the classroom, and formally in school assemblies and communication to parents. • Our Child Safe Standards Action List identifies actions we have taken to address Standard 3 and Ministerial Order 1359 		<p>school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment</p> <ul style="list-style-type: none"> • Students will have the opportunity to contribute to and provide feedback on school operations through the Student Representative Council and other forums including year level meetings and Peer Support Groups and student surveys. • Provide students who find it challenging to speak up or be heard (including CALD students, younger kids and students with a disability), multiple avenues for communicating, including writing, drawing, or physical forms of communication. • Display visually engaging and easy-to-read posters promoting student voice and agency • We will provide avenues for all students to take on leadership roles within the school community, fostering a sense of ownership and empowerment • Ensure that actions identified in our Child Safe Standards Action List have been completed <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	
Child Safe Standard 4 – Family engagement						
<p>Risk Title: Families and community involvement</p> <p>Description: 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>Risk type: Organisational</p>	<ul style="list-style-type: none"> • Unwelcoming staff • Lack of appreciation of the value of community consultation and engagement • The school 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, cultural sensitivity or willingness to engage families and communities • Lack of accessible information about the school's child safety practices for families from culturally and linguistically diverse communities or who have a disability 	<ul style="list-style-type: none"> • Children experience harm or abuse due to an issue that may have been resolved if families and communities were engaged in child safety • 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 • 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 • Children are at increased risk of harm or abuse because families cannot help students identify harm or abuse 	<ul style="list-style-type: none"> • Our Child Safety 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 school community • 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 the school website and newsletters • The School Council have Child Safety and Wellbeing as a standing agenda item • We have carefully planned student induction programs where families are provided with enrolment packs and key contact details within the school from their initial enquiry, ensuring opportunities to develop pathways of support. 	Yes	<ul style="list-style-type: none"> • Continue to look for opportunities to build and strengthen connections with our families, school and broader community such as - open days, school events including assemblies, musical and sporting events, celebrations, themed days and fundraising events • Ensure our Child Safety and Wellbeing Policy and Code of Conduct are also available in hardcopy • Ensure Child safety is discussed at parent information sessions and other school events where families attend. • Ensure new enrolments are provided with family welcome packs that include information about child safety, the school's complaints processes and how to raise concerns • Promote the whole school approach to Respectful Relationships and Resilience 	From Term 1, 2026 and ongoing



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		<ul style="list-style-type: none"> • Children who want to make a complaint are not supported by their families • 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 	<ul style="list-style-type: none"> • Clear communication platforms, as outlined in all our Child Safety policies and procedures, are in place. • We have measures in place to be responsive and sensitive to changes in the student's and families' circumstances and health and wellbeing • Our Child Safe Standards Action List identifies actions we have taken to address Standard 4 and Ministerial Order 1359 		<p>Rights and Respectful Relationships education to families..</p> <ul style="list-style-type: none"> • At the beginning of the year ask families about their preferred methods of communication, including email, social media, meetings and workshops and use their responses to inform your communications approach. • Ensure sure child safety information is easy to read and caters for the needs of our community, for example modifications are made for families with limited literacy skills, font size is considered for parents/carers with low vision, CS information is translated into multiple languages to reflect our school community • Create a welcoming environment at the school office and classrooms so community members and families feel respected, included and safe to come onto school grounds. • Ensure that actions identified in our Child Safe Standards Action List have been completed <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	
Child Safe Standard 5 – Equity and diverse needs						
<p>Risk Title: Diversity and equity</p> <p>Description: There is a risk to children from diverse cohorts and their safety, if equity is not effectively upheld and diverse needs are not respected in policy and practice</p> <p>Risk type: Vulnerability</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Children from diverse cohorts are more vulnerable to harm or abuse because their needs are not respected or accommodated • Children from diverse cohorts do not feel 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 • 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 	<ul style="list-style-type: none"> • Our Child Safety and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented • Our Student Wellbeing and Engagement Policy outlines how the school 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 also address diversity and equity, such as: <ul style="list-style-type: none"> ○ Bullying Prevention Policy ○ Inclusion and Diversity Policy ○ Action Plan: Aboriginal Learning, Wellbeing and Safety • Our school implements: 	Yes	<ul style="list-style-type: none"> • Identify and implement inclusionary days/weeks for the whole school as ongoing forms of raising awareness and celebrating diversity and equity • Staff will aim to develop age appropriate learning programs and activities that: <ul style="list-style-type: none"> ○ genuinely engage with students to 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 – supported by the SoSafe program. ○ discusses and communicates that discrimination and bullying are not tolerated and do not form part of the school values ○ explore the differences and similarities amongst peers related to culture, language, foods etc. • Accompany child safety information with the support materials needed to help students and families interpret it - including engaging with interpreters and translators if required 	<p>School year Celebrations calendar to be planned for by the end of Term 1, 2026</p> <p>Other treatments to be implemented from day 1, Term 1 2026 and ongoing</p>



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			<ul style="list-style-type: none"> o Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials o Respectful Relationships whole school approach • Students in Out of Home Care have an allocated Learning Mentor, ensuring clear access to support • Use images (with parent approval) of students with diverse characteristics on our school website and school publications to reflect the school community • Our staff reference the Preventing and Addressing Racism in Schools policy (PAL) to provide additional supports and resources in strengthening our schools culture and practice to prevent and address racism • Our Child Safe Standards Action List identifies actions we have taken to address Standard 5 and Ministerial Order 1359. 		<ul style="list-style-type: none"> • Seek out regional and external expert advice when needed, to support inclusion, such as an occupational therapist, speech pathologist, provision planning • Ensure that actions identified in our Child Safe Standards Action List have been completed <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	
Child Safe Standard 6 – Suitable staff and volunteers						
<p>Risk Title: Suitable staff (including contractors engaged by the school in child-related work)</p> <p>Description: 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>Risk type: Organisational, Propensity</p>	<ul style="list-style-type: none"> • 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 school • Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern • Insufficient promotion of the school'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 	<ul style="list-style-type: none"> • Children experience harm or abuse due to unsuitable staff being appointed at the school • 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 • Children are harmed because during recruitment, history and behaviours of concern relating to suitability to work with children are not identified • Children are harmed because conflicts of interests in recruiting staff means child safety is not responded to in an objective manner • 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 • Children are harmed because the school provides insufficient supervision of teaching practice and performance management for existing staff 	<ul style="list-style-type: none"> • Our Child Safety and Wellbeing Policy outlines the controls in place: <ul style="list-style-type: none"> o for child safe recruitment and screening practices for staff. o to ensure staff are provided with an appropriate induction in the school's child safety policies and practices. o to ensure ongoing supervision and management of staff is focused on child safety and wellbeing • All actions and strategies outlined in our Child Safety and Wellbeing Policy are implemented • We follow the Departments guidelines on: <ul style="list-style-type: none"> o Suitability for Employment Checks o Recruitment in Schools o School Council Employment o Contractor OHS Management • We ensure that job advertisements have clear statements about: <ul style="list-style-type: none"> o the job's requirements, duties and responsibilities regarding child safety and wellbeing o the job occupant's essential or relevant qualifications, experience and attributes in relation to child safety and wellbeing. • In preparation for new staff recruitment, we have: <ul style="list-style-type: none"> o developed questions about child safety for job interviews. 	Yes	<ul style="list-style-type: none"> • Allocate an experienced member of staff as a mentor for each new member of staff (Assistant Principal/s to be responsible for this process in consultation with the Principal) • Communicate regularly with staff and volunteers about the Child Safety and Wellbeing Policy and Code of Conduct at staff meetings • Should a staff members behaviour raise child safety concerns the Leadership team should consider the following escalation process: <ul style="list-style-type: none"> o contact the Department's Conduct and Integrity Division at an early stage to ensure appropriate risk management is in place (Email contact preferred with as many details as possible: employee.conduct@education.vic.gov.au or (03) 7022 0005) o depending on the circumstances effectively performance manage the staff member in question, as well as ensure they are appropriately located in centrally located classrooms where increased supervision and line of sight is possible. o upon instruction from Conduct and Integrity Division, staff displaying any behaviours of concern should not be left alone with children at any time (for e.g. 	Beginning of Term 1, 2026 and ongoing



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		<ul style="list-style-type: none"> • Children are harmed because the school takes inadequate steps to address concerning staff behaviour • Children are harmed because staff do not understand their role and responsibilities in promoting and supporting child safety 	<ul style="list-style-type: none"> ○ seek multiple referees, including their last employer, and overseas referees if they've worked overseas. ○ prepare referee questions that ask about the person's character and experience in working directly with children and young people. • Ensure all school leaders know how to manage a staff member whose behaviour raises child safety concerns. This includes: <ul style="list-style-type: none"> ○ when to escalate concerns ○ what records of conversations to keep ○ how to follow up and monitor staff behaviour after immediate concerns have been addressed. • Our schools Child Safety Advocate will support the principal to implement our child safety policies and practices, including staff training. • All staff are required to provide their valid Working with Children Clearance (WWCC) details or VIT and sign the child safety code of conduct, which includes the child safety commitment statement during induction prior to engaging in any interaction with children or young people. • Our Child safety policy stipulates staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by our Leadership team, through twice yearly performance reviews, classroom observations, through mandatory completion of Child Safety modules each year, and student and staff feedback. • Our Child Safe Standards Action List identifies actions we have taken to address Standard 6 and Ministerial Order 1359. 		<p>without an ES staff member or other adult present).</p> <ul style="list-style-type: none"> • Ensure that actions identified in Child Safe Standards Action List have been completed. <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	
<p>Risk Title: Suitable Volunteers</p> <p>Description: 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>Risk type: Organisational, Propensity</p>	<ul style="list-style-type: none"> • 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 • Lack of child safety culture • Insufficient induction and training • Insufficient supervision 	<ul style="list-style-type: none"> • Children experience harm or abuse due to unsuitable volunteers being appointed at the school • 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 • 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 report appropriately when they form a reasonable belief that harm has occurred 	<ul style="list-style-type: none"> • Volunteer Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision • Our schools Child Safety Advocate will support the principal to implement our child safety policies and practices, including staff training. • Due to the vulnerable nature of our student cohort all volunteers engaged to support school activities in any format 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. 	Yes	<ul style="list-style-type: none"> • Ensure volunteers comply with our Volunteers policy, which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management • Provide an induction for volunteers engaged in child-related work, regarding child safety and wellbeing that is appropriate to the nature of the role and ensure that induction addresses: <ul style="list-style-type: none"> ○ the school's Child Safety Code of Conduct 	Beginning of Term 1, 2026 and ongoing



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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 consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</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"> • Children are harmed because volunteers receive insufficient supervision • 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) 	<ul style="list-style-type: none"> • We have a process in place to check all volunteers' working with children clearance status or equivalent background check at least annually or more frequent if requested • 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 • 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. • Our Child Safe Standards Action List identifies actions we have taken to address Standard 6 and Ministerial Order 1359. 		<ul style="list-style-type: none"> ○ the school's Child Safety and Wellbeing Policy ○ procedures for managing complaints and concerns related to child abuse ○ their responsibilities to children and students, information sharing, reporting obligations and record-keeping obligations • Communicate regularly with volunteers about the Child Safety and Wellbeing Policy and Code of Conduct in newsletters and via Compass • Ensure that actions identified in Child Safe Standards Action List have been completed. <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	
Child Safe Standard 7 – Complaints processes						
<p>Risk Title: Complaints processes</p> <p>Description: There is a risk to children's safety if processes for complaints and concerns: - are not designed to be child focused and cannot be readily accessed, understood and used by children and the school community; - do not provide clear guidance on responding to complaints and concerns, including reporting to relevant authorities.</p> <p>Risk type: Organisational, Vulnerability</p>	<ul style="list-style-type: none"> • The complaints process is not publicly available • Complaints processes are not written in simple plain English • Children, parents and carers do not trust the process, or find the complaints process culturally unsafe or incompatible with their culture or religious practices • Children, parents and carers do not feel supported to make complaints or raise concerns • Children's input in decision making is not valued • Children, parents and carers concerns/complaints are not taken seriously • Staff child safety responding and reporting obligations are not clearly described and communicated • The school's complaints process is not child-friendly or easy to follow 	<ul style="list-style-type: none"> • Children experience harm or abuse because complaints processes are not able to be used by children • 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 • Children do not feel safe to report behaviours of concern, harm or abuse • Children experience additional harm because the actions in the complaints process are inappropriate or result in insufficient action being taken to protect children • Children experience harm or abuse because safety policies and procedures are not effectively documented or are difficult to understand, resulting in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities • 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 	<ul style="list-style-type: none"> • Our 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 • Our Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to harm or abuse • The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website • The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff • Our Child Safety 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 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 • Our Child Safe Standards Action List identifies actions we have taken to address Standard 7 and Ministerial Order 1359. 	Yes	<ul style="list-style-type: none"> • Student information packs will be provided to students and their families and include information about: <ul style="list-style-type: none"> ○ how to make a complaint ○ what to expect the school to do when responding to a complaint ○ how the school will support complainants • Through various communication mediums including student friendly posters, RRRR and HHD teaching and learning programs students will be given tools and processes to raise concerns with a trusted staff member if anything makes them feel uncomfortable or unsafe • Office staff will follow a clear process to capture and ascertain the purpose of a family requested meeting, to allow for the appropriate allocation of time and necessary resources. • Conduct Issues will be filed securely under teacher files and on the school administration server. This recordkeeping process will form part of the Child Safety staff and volunteer training appropriate to particular roles. • Support students to develop the skills to make complaints and raise concerns by using teaching and learning materials and assisted technology. 	Beginning of Term 1, 2026 and ongoing



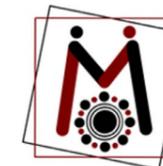
RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</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"> • Train staff and volunteers to recognise the different ways students' express concerns or distress, such as changing their behaviours or demeanour. • Our school will consider: <ul style="list-style-type: none"> ○ displaying posters around the school about how students can raise or resolve an issue ○ sharing a complaints fact sheet and scenarios on our school website and in our school newsletter for students and their parents/carers • Ensure that actions identified in Child Safe Standards Action List have been completed. <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	
Child Safe Standard 8 – Child safety knowledge, skills and awareness						
<p>Risk Title: Knowledge, skills and awareness</p> <p>Description: There is a risk to children's safety if staff and volunteers are not equipped with the knowledge, skills and awareness to keep children and students safe through ongoing education and training</p> <p>Risk type: Organisational</p>	<ul style="list-style-type: none"> • 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 • New staff may not understand the particular risks that can arise for students who require assistance with toileting or changing incontinence pads <p>Also refer to Child Safe Standard 6 risks above</p>	<ul style="list-style-type: none"> • 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 respond to instances of harm or abuse if they occur • Children experience harm because staff and volunteers do not know how to identify child safety risks including inappropriate behaviour and signs of harm • Children experience harm because the school's child safety and wellbeing policies and practices are poorly understood by staff and volunteers • Children are exposed to continued harm due to lack of staff knowledge, skills and awareness to stop harm or abuse from occurring 	<ul style="list-style-type: none"> • 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 child safety and is implemented • Our Volunteers policy provides information on training for volunteers. • Volunteers that are engaged to support in any capacity within the school environment are provided with child safety training that is appropriate to the activity and the volunteer's role. • Induction protocols include training staff on providing toileting support/incontinence pad changing practices for students who require it • Record management is clear, and staff are provided annual training to ensure good practice • Our school has a Child Safety Advocate will regularly review the 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 • We include child safety and wellbeing goals in staff professional development plans • Our Child Safe Standards Action List identifies actions we have taken to address Standard 8 and Ministerial Order 1359. 	Yes	<ul style="list-style-type: none"> • Staff undertake additional professional development on the child safe standards each term • Ensure Administration staff understand that they are responsible for ensuring that volunteers sign in and understand our child safe standards, further, administration staff have the responsibility of handing over the volunteer to a member of staff who will be supervising the volunteer. • Regular child safety briefings will be delivered for all staff, for example through staff meetings, newsletters & PLC meetings • Keep a record of all staff and volunteers who complete child safety training to ensure all are appropriately trained and training is refreshed as required • Require all staff with Mandatory Reporting obligations to refresh their Protecting Children – Reporting and Other Legal Obligations (Mandatory Reporting) training at least once a year • Ensure that actions identified in Child Safe Standards Action List have been completed. <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	<p>Professional learning calendar to be mapped out by February 2026</p> <p>Beginning of Term 1, 2026 and ongoing</p>



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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 consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</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>
Child Safe Standard 9 – Physical and online environments						
<p>Risk Title: School physical environment</p> <p>Description: 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>Risk type: Situational</p>	<ul style="list-style-type: none"> • Areas of child safety risk in the school buildings or grounds are not identified, appropriately supervised or managed. • The school's multi-purpose area is used for local school networking events during school hours leading to inadequate supervision and management of visitors on site. • The school staffroom is used for parent sessions during school hours leading to inadequate supervision and management of visitors on site. • Secondary aged students are onsite with primary aged students with inappropriate supervision. • Students travel on minibuses when required, risks are not identified, appropriately supervised or managed. 	<ul style="list-style-type: none"> • Children experience harm or abuse because the school physical environment is unsafe • 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 • Children experience harm on school grounds because the school's-built environment does not provide for adequate supervision, line of sight or visibility • Children are groomed, harmed or abused by adults connected to the school because the school environment limits supervision or visibility of staff-student interactions 	<ul style="list-style-type: none"> • Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety • 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 shared primary and secondary areas • 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 Child Safety Code of Conduct • Regular reminders to staff to approach unaccompanied visitors at the school and monitor the school perimeter • Reduced entry and exit points at the school, with gates and signage that directs all visitors to access the site via the Administration Office • Garden sheds and store cupboards are locked unless in use, with controlled access to keys • Access to isolated, internally lockable, hidden or darkrooms or environments at the school is restricted or prevented. • students are required to go to the bathroom with adult supervision • Secondary students take breaks for lunch and recess at different times to primary students • Secondary and primary students use different bathrooms • Fencing around the site is 1.8m high to contain student absconders. • Marra School will be co-located with Ngayuk College however the two schools have: <ul style="list-style-type: none"> ○ separate entrances and Administration buildings ○ appropriate wayfinding signage will ensure there is no confusion as to which school is which for both their both school communities and visitors. ○ Both schools will also have individual carparks, including a bus loop for the specialist school, to enable ease of drop-off and pick-up of students 	Yes	<ul style="list-style-type: none"> • Engage with Ngayuk College regarding shared physical risks • Ensure that during the school day all external access exits are locked, students are required through administration to exit the school and must be signed out by a carer. • With a higher number of external agencies and Allied Health Professionals attending our school premises we will ensure that all visitors report to the general office to sign in and out at all times and abide by our schools Visitors and Volunteers policy. • Identify students who may be more inclined to abscond and ensure they have a higher level of supervision during the school day and are given strategies and alternative safe places, such as the sensory room or play areas, to go to when they are feeling vulnerable and wanting to leave. • Review physical environment and reconsider site risks upon commencing operations and if required amend yard duty policy. • Conduct staff walk-through of site as part of staff induction to familiarise personnel with the physical environment and supervision arrangements • Keep records of any court orders in place regarding access or intervention orders and communicate to staff who can collect students in these circumstances • Socialise bus operation child safety and other requirements (including emergency management procedures) with bus operators • Ensure that actions identified in Child Safe Standards Action List have been completed. <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	Beginning of Term 1, 2026 and ongoing



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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 consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</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>Bus operations</p> <ul style="list-style-type: none"> • We operate in compliance with the School Bus Program Emergency Management Operational Guidelines and Student Disabilities Transport Program policy, including oversight of the service delivery, risk and emergency management, and ensuring each student accessing SDTP services has an individual travel plan specific to the student's needs. • School Bus Program emergency management procedures are socialised with the school and bus operators. • Students are supervised during bus arrivals and departures • Log of bus travel risks maintained. • The School maintains accurate bus rolls to determine who is travelling on a school bus each day. • The School maintains emergency contact records for all students travelling on buses. <p>Ngayuk College construction works:</p> <ul style="list-style-type: none"> • Even though our school will be co-located with Ngayuk College, they will operate as two separate schools catering for differing cohorts. • As the Secondary School will have ongoing construction works during 2026 appropriate fencing will be in place to ensure that the Specialist school students and community are kept safe and separate from the ongoing building works that will be occurring at the Secondary School. This will also ensure there is no interaction between the students and building contractors <ul style="list-style-type: none"> • Our Child Safe Standards Action List identifies actions we have taken to address Standard 9 and Ministerial Order 1359. 			
<p>Risk Title: Online environment</p> <p>Description: 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>Risk type:</p>	<ul style="list-style-type: none"> • Child safety risks in the school'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 • Online communication channels between adults working in the school and students are not 	<ul style="list-style-type: none"> • Children experience harm or abuse because the school's online environment is unsafe • Children experience harm if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment • Children are groomed online • Children are harmed or abused as a result of undetected grooming • Children are harmed by other students as a result of the school environment not providing for adequate boundaries, 	<ul style="list-style-type: none"> • Acceptable Use Agreements are in place and enforced • Our school references the Digital Learning Policy which outlines the requirements and recommendations for the use of digital technologies (digital hardware, software and resources) in a safe, intentional and responsible way that supports learning. • 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 	Yes	<ul style="list-style-type: none"> • Communicate acceptable and non-acceptable behaviour in online environments in the school's Child Safety Code of Conduct to students and families • Hold regular meetings and discussions with the school technician to ensure that passwords and other sensitive information are protected, and that filtering software and firewalls are in place • Inform families about appropriate use of technology, safety tools and how to seek help and report concerns including cyberbullying and online grooming 	Beginning of Term 1, 2026 and ongoing



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 consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</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>
Situational	<p>monitored or have insufficient safeguards to prevent inappropriate one to one communication</p> <ul style="list-style-type: none"> Teaching about online safety is not delivered in an accessible format for students with a disability 	supervision and oversight of online school activities	<p>information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct</p> <ul style="list-style-type: none"> 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. Our school complies with the department's Cybersafety and Responsible Use of Digital Technologies policy and Digital Learning in Schools policy Our school reminds staff at the beginning of each school year that they are only permitted to use school approved platforms to communicate with students The wellbeing curriculum addresses online safety for students in an age and developmentally appropriate way, and information is provided to parents about the role they can play in monitoring their child's use of digital devices. 		<ul style="list-style-type: none"> Our school will be kept informed of current online safety issues and expert information from specialist government and non-government bodies including the Office of the e-Safety Commissioner, and Alannah and Madeline Foundation's eSmart Schools. Provide clear guidelines to staff and school personnel around taking, storing and using images of children and students – including photos and video recordings. Ensure that actions identified in Child Safe Standards Action List have been completed. <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	
<p>Risk Title: Off-site school activities and use of third-party providers</p> <p>Description: 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 activities off-site and/or school activities involving third party providers.</p> <p>Risk type: Situational, Organisational, Propensity, Vulnerability</p>	<ul style="list-style-type: none"> School staff fail to identify and manage risks of harm or abuse occurring during off-site school activities School staff fail to identify and manage risks of harm or abuse by third-party providers engaged by the school School does not consider child safety during procurement processes School does not consider child safety during procurement processes Staff ratio is not high enough to support child safe practices off site 	<ul style="list-style-type: none"> Children experience harm or abuse because the school does not adequately manage safety with third-party providers Children are harmed because policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school activities that involve third-party providers Children experience harm or abuse because they are transported by adults connected with the school in private vehicles without appropriate oversight from school leadership 	<ul style="list-style-type: none"> 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"> Excursions Procurement School Bus Program Doctors in Secondary Schools NDIS Funded Therapy in Schools Work Experience Structured Workplace Learning School Based Apprenticeships and Traineeships School Community Work Purchasing Secondary Courses and Vocational Training from External Providers Community VCAL For others, see the Policy and Advisory Library Our school completes an Excursions Risk Register and Emergency 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. 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 	Yes	<ul style="list-style-type: none"> Provide contractors (including Allied Health staff and NDIS professionals) with a copy of the Child Safety Code of Conduct and Child Safety and Wellbeing Policy. Consider off-site physical environments, such as camps, for student use and where reasonably possible, inspect these sites and venues for events, excursions and camps ahead of time. Conduct specific child safety briefings for excursion/camp staff and volunteers Nominate a staff member who is responsible for collecting child safety compliance information about third party providers Require vendors to provide evidence of compliance with the Child Safe Standards when establishing contracts to deliver services to students. Individual camp and excursion management plans developed for all students due to student's additional needs in conjunction with families Leadership and or further ES staff attend camps and excursions where an increased level of support is required due to student needs Ensure a Privacy Impact Assessment is undertaken for any software handling student personal information. 	Beginning of Term 1, 2026 and ongoing



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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 consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</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>specific to that activity and ensure appropriate controls are in place.</p> <ul style="list-style-type: none"> • Relevant risk assessments are conducted and submitted within the specified time frames for all off-site activities <p>Procurement and third parties:</p> <ul style="list-style-type: none"> • We require contractors to provide their Working with Children Clearance upon entry to the school. • We provide contractors with a copy of the Child Safety Code of Conduct and Child Safety and Wellbeing Policy • All third-party providers are required to enter into agreements with the school that include appropriate child safety obligations <p>Work experience and structured workplace learning</p> <ul style="list-style-type: none"> • The Department's Work Experience Policy must be adhered to for each Workplace Learning Option prior, during, and following the period of Work Placement. • 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 • Employer provided with a copy of the school's Child Safety Policy and Code of Conduct • Work Experience Coordinator is available as a contact person for the student for the period of the arrangement • Our students have the Work Experience Coordinator's contact details to report any incidents • Work Experience Coordinator visits or contacts new employers prior to work experience to ensure that an appropriate program is organised for the student • We keep a database of information about work experience placements, including any issues regarding employers • Our Child Safe Standards Action List identifies actions we have taken to address Standard 9 and Ministerial Order 1359. 		<ul style="list-style-type: none"> • Ask contractors to provide their Working with Children Clearance upon entry to the school. • Ensure that actions identified in Child Safe Standards Action List have been completed. <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	



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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 consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</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>
Child Safe Standard 10 – Review of child safety practices						
<p>Risk Title: Review and improvement</p> <p>Description: There is a risk to children's safety if the implementation of the Child Safe Standards is not regularly reviewed and improved</p> <p>Risk type: Organisational</p>	<ul style="list-style-type: none"> • Failure to regularly review child safety policies, procedures and practices (every 2 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 	<ul style="list-style-type: none"> • Children are harmed because safety policy, procedures and practices are out of date with any new laws or guidance on good child safety practice • Children are harmed because child safety policy, procedures and practices no longer meet the needs of the local school community • 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 	<ul style="list-style-type: none"> • 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 • Our Child Safety advocate along with the leadership team review child safety policies and procedures • 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 school's newsletter when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback • Child Safety is a standing agenda item in staff and school leadership meetings • Our Child Safe Standards Action List identifies actions we have taken to address Standard 10 and Ministerial Order 1359. 	Yes	<ul style="list-style-type: none"> • Establish a working group to review child safety policies and procedures including <ul style="list-style-type: none"> ◦ Reviewing 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 ◦ Analysing complaints and concerns to improve our child safety policies, procedures and practices. • Ensure that all Child safety concerns are discussed at relevant meetings, so that all staff have access to the information • Ensure all policies reflect new child safe standards. include school council, staff, families and student leaders in the review of the above risks • Include findings from any child safety reviews in future child safety training for staff and volunteers. • Communicate any review outcomes to students in age and ability appropriate ways. • Ensure that actions identified in Child Safe Standards Action List have been completed <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	Beginning of Term 1, 2026 and ongoing
Child Safe Standard 11 – Implementation of child safety practices						
<p>Risk Title: Policies and procedures</p> <p>Description: There is a risk that policies and procedures do not effectively document how the organisation is safe for children and students and are not effectively implemented by staff and volunteers.</p> <p>Risk type: Organisational</p>	<ul style="list-style-type: none"> • Policies and procedures are developed, but not implemented by school staff • Policies and procedures do not address all actions and measures required under the Child Safe Standards • Policies and procedures are not informed by best practice models and family and community engagement • 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 	<ul style="list-style-type: none"> • Children experience harm or abuse because child safety policies and procedures are not implemented effectively or at all • Children will experience harm 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 • 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 • 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 	<ul style="list-style-type: none"> • 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 school leaders champion and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation • Our Child Safety Advocate 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. 	Yes	<ul style="list-style-type: none"> • Child Safety Advocate to commence regular reviews PROTECT guidance and other relevant policies to ensure our own local child safety policies, procedures and practices are informed by best practice • Ensure Child safety related policies and procedures are available in staff induction materials and in enrolment packs. • Ensure PROTECT posters and the Four Critical Actions are displayed in appropriate locations around the school and are modified as required • Provide students, families, staff and volunteers with opportunities for regular input into policies, procedures, practices and risk strategies related to child safety and wellbeing 	Beginning of Term 1, 2026 and ongoing



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 consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</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>
	modelling and support from leaders <ul style="list-style-type: none"> • Policies and procedures are difficult to understand • Policies and procedures are not realistic or feasible • Policies and procedures are unsuitable and may cause additional harm or danger to children 	obligations, roles and responsibilities increasing the risk of harm or abuse <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Our Child Safe Standards Action List identifies actions we have taken to address Standard 11 and Ministerial Order 1359 		<ul style="list-style-type: none"> • Ensure staff and relevant volunteers are inducted and trained on our child safety and wellbeing policies, procedures and practices and are supported to implement them • Ensure that actions identified in Child Safe Standards Action List have been completed <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	