

Child Safe Standards Risk Register

School name:	Kuyim Primary School	Responsible staff member:	Assistant Principal
Date endorsed:	May 2025	Endorsed by:	School Principal
Next review date:	May 2027	File location:	Kuyim Primary School Administration Office

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						
Risk Title: Culturally safe environments 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 Risk type: Situational, Organisational	<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 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 Physical and psychological harm as a result of child abuse 	<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 The school has the following policies and plans in place: <ul style="list-style-type: none"> Action Plan Aboriginal Learning, Wellbeing and Safety Student Wellbeing & Engagement Policy Bullying Prevention Policy Inclusion and Diversity Policy Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy. Organise incursions and excursions, and recognise key events that celebrate cultural diversity, such as multicultural days, festivals, and events that celebrate Aboriginal culture and history, such as Harmony Day. The school fosters an understanding of Aboriginal culture across the school by integrating it into Literacy, Performing Arts, and the Visual Arts curriculum. The school commences events and meetings with an Acknowledgement of Country and will arrange Welcome to Country by local Elders at major school events such as the opening of new buildings Staff participate in the CUST – Community Understanding and Safety Training. A Marrung Lead is appointed to oversee the educational progress of all Koorie students. Prominently display the three flags with smaller versions also presented at assemblies. Staff receive guidance from Koorie Engagement Support Officers (KESOs) on creating culturally inclusive learning environments, including in areas such as visual arts. ensuring that all Koorie students have individual education plans developed in partnership with students, families, and KESOs. 	Yes	<ul style="list-style-type: none"> Equip staff, students, volunteers and the school community to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and students. (Assistant Principal) Ensure school policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, students and their families. (Assistant Principal) The flags of Aboriginal and Torres Strait Islander peoples are prominently displayed in the school's General Office area, outside externally and at assembly. (Business Manager) Ensuring that the school environment is welcoming and inclusive, with visual displays, signs, and symbols that reflect the diversity of the school community e.g. displaying plaques/signs outside our main entrance that Acknowledge Country and Traditional Owners (Assistant Principal) Partner with Bunurong People to seek feedback and advice on existing and new actions we can take to support the diverse and unique identities and experiences of Aboriginal students and children in our community. (Assistant Principal) Continue to provide professional development for teachers on culturally responsive teaching practices e.g. CUST (Assistant Principal) Ensure that actions identified in Child Safe Standards Action List have been completed. (Assistant Principal) 	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"> • Student artwork promoting Aboriginal culture is prominently displayed in public areas. • Consulting with local Traditional Owners, represented by the local Bunurong people to endorse the design of this new school. • Our Child Safe Standards Action List identifies actions we have taken to address Standard 1 and Ministerial Order 1359 			
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> <p>Risk type: Organisational, Propensity</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 • 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 	<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 to prevent or report harm or abuse are not clearly communicated • 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. • Physical and psychological harm as a result of child abuse • Inadequate documentation procedures may result in delays or oversights in recognising and managing child safety concerns and incidents, as well as hinder survivors in accessing information regarding their encounters within our school. This could limit the school's ability to identify systemic issues that require adjustments to policies, procedures, or practices. 	<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 • Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed. • Our Child Safety Responding and Reporting Obligations Policy and Procedures 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 • Our Child Safety and Wellbeing Policy and Code of Conduct are publicly available and promoted in the school community • This risk register is reviewed annually and after any significant child safety incident or concern • 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 • A student-created poster highlighting Respectful Relationships is prominently featured in our General Office • 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. • Kuyim Primary School values are displayed in learning spaces in the school • Child safety is consistently on the agenda during staff meetings, PLT meetings, and school council meetings. We ensure that it remains a priority by providing regular reports to the school council on any enhancements made in child safety measures. • All staff complete the Protecting Children – Reporting & Other Legal Obligations (Mandatory Reporting) interactive & informative online module • The Student Wellbeing team play a significant role in developing and implementing strategies to help identify students in need of support and enhance 	Yes	<ul style="list-style-type: none"> • Ensure that actions identified in Child Safe Standards Action List have been completed. (Assistant Principal) • Appoint a child safety champion. The responsibilities of the child safety champion are outlined at Guidance for child safety champions (Principal) • Continue to deliver annual induction and training for staff (including contractors) and school council regarding child safety and wellbeing appropriate to their roles, including information about: <ul style="list-style-type: none"> ○ the Child Safety Code of Conduct ○ the Child Safety and Wellbeing Policy and the procedures for managing child abuse complaints and concerns ○ how to contribute to identifying, removing or reducing risks ○ their responsibilities to children and students ○ privacy, information sharing, reporting and record-keeping obligations ○ school values and philosophy ○ Child Safe Standards from the slide presentation available on PROTECT (Assistant Principal) • Use various SWPBS school programs and initiatives to communicate and demonstrate that mistreatment of students and racism is not tolerated in any way and that students who speak out are listened to and taken seriously. (Assistant Principal) 	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>
			<p>student wellbeing, they meet regularly to respond to any ongoing matters related to child safety and wellbeing</p> <ul style="list-style-type: none"> • All students are welcome to self-refer to the Wellbeing Leader, classroom teacher, Assistant Principal, and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. • Our leadership team models a child safe culture • Staff, volunteers, visitors and contractors receive induction and annual training regarding the school's child safety policies, procedures and practices. • Our Child Safe Standards Action List identifies actions we have taken to address Standard 2 and Ministerial Order 1359 			
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 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 • The school's expectations regarding conduct and the support of child safety and wellbeing are not communicated effectively to staff and volunteers, leaving them unaware. • Lack of clarity and comprehension regarding record keeping and information management practices. • Responsibilities are not clearly defined, leading to ambiguity in accountability. 	<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 • 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 • Inadequate comprehension of information-sharing obligations may lead to staff or volunteers either withholding crucial information to mitigate the risk of child abuse or, conversely, improperly disclosing sensitive information, exacerbating potential harm • Insufficient record-keeping practices can lead to delays or oversights in identifying and addressing child safety risks and incidents, as well as hinder survivors seeking information about their experiences at our school. It can impede the school's capacity to detect systemic issues necessitating changes to policies, procedures, or practices. 	<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 <u>Resilience, Rights and Respectful Relationships teaching and learning materials</u> • Students are educated about their rights through the Respectful Relationships program. • Friendship and peer support are promoted through our SEL (Social Emotional Learning) programme, buddy, peers support, peer mediation and music programs • We encourage students to regularly share their emotions and opinions, ensuring their voices are valued and respected. • Students engage in activities that promote diversity, inclusion, and children's rights through visual arts, performing arts, physical education, and classroom programs. These opportunities encourage student agency and incorporate teaching and learning resources focused on resilience, rights, and respectful relationships. • Students have the opportunity to contribute to, and provide feedback on decisions about school operations through the Student Representative Group and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Leader, Assistant Principal and 	Yes	<ul style="list-style-type: none"> • Student consultation to inform Student Wellbeing and Engagement Policy (Assistant Principal & Principal) • Ensure that actions identified in Child Safe Standards Action List have been completed. (Assistant Principal) • Show that the school values students by addressing their concerns, recognising that what adults may view something as trivial could hold significance for young people. (Assistant Principal) • Provide students who find it harder to speak up or be heard with multiple avenues for communicating, including writing, drawing, or physical forms of communication. (Assistant Principal) • Provide students with a range of age-appropriate picture books, fiction and non-fiction that include: <ul style="list-style-type: none"> ○ Children's rights and empowerment themes ○ Cultural and linguistic diversity ○ Neurodiverse characters and people with disability ○ Diversity in sexual orientation and gender (Classroom teacher) • Students engage in student surveys to provide perspective on how they feel in relation to their school, their learning, peer relationships, resilience, bullying, health and wellbeing, physical activity, and life in general. (Assistant Principal) 	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>
			Principal whenever they have any questions or concerns. <ul style="list-style-type: none"> Students will have access to recess and lunchtime activities to support engagement and social skills development Involve students in consultation processes and inform them of their impact on decision-making. The Wellbeing Leader acts as a point of contact for students who may need additional support We empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment. Our Child Safe Standards Action List identifies actions we have taken to address Standard 3 and Ministerial Order 1359 			
Child Safe Standard 4 – Family engagement						
Risk Title: Families and community involvement 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 Risk type: Organisational	<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 	<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 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"> 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 our school website and newsletters Child Safety is an agenda item for all School Council meetings We provide frequent opportunities for parents and carers to engage with staff to discuss (formally and informally) their children's experiences at school. Ensure there is parent representation on the school council ensuring that all parents have access to our school policies and procedures, available on our school website maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy. providing parent volunteer opportunities so that families can contribute to school activities involving families with curriculum-related activities involving families in school decision making coordinating resources and services from the community for families including families in Student Support Groups, and developing individual plans for students. Offering multilingual communication and resources to ensure information is accessible. 	Yes	<ul style="list-style-type: none"> Ensure that actions identified in Child Safe Standards Action List have been completed. (Assistant Principal) Make newsletters and communications inclusive. Normalise a diversity of family profiles and reflect the characteristics of your school community. (Principal) Conduct school open days or host community events, such as a school fete or fair, to welcome families and the broader community. (Assistant Principal) Create a welcoming environment at the school's General Office so community members and families feel respected, included and safe to come onto school grounds. (All staff) Regularly engage with parents, carers and students and discuss the needs of students through parent/teacher interviews and informal discussion. (All staff) Organise interpreters and translations to engage families from non-English speaking backgrounds in conversations about the school's child safety strategies. (Assistant Principal) Display the Protect posters in shared areas that are accessible to parents and the community. (Assistant Principal) Promote the whole school approach to Respectful Relationships and Resilience Rights and Respectful Relationships education to families. (Assistant Principal) 	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"> • Respecting and valuing cultural differences and practices in our interactions. • Providing culturally sensitive and responsive support services. • Engaging interpreters to facilitate effective communication. • Our Child Safe Standards Action List identifies actions we have taken to address Standard 4 and Ministerial Order 1359 			
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 (LGBTIQA+), 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 • Physical and psychological harm as a result of child abuse 	<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 (LGBTIQA+) students • Child safety information, support and complaints processes are culturally safe, accessible and easy to understand <ul style="list-style-type: none"> ○ Bullying Prevention Policy ○ Inclusion and Diversity Policy ○ Student Wellbeing and Engagement Policy • Our school implements: <ul style="list-style-type: none"> ○ Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials ○ Respectful Relationships whole school approach • Seeking assistance from Koorie Engagement Support Officers (KESOs) to offer guidance and support in creating culturally inclusive learning environments within our classroom programs. • All staff encourage positive student behaviour, self-esteem, emotional well-being, tolerance, and respect. The core values for students to understand are: respect, excellence, adaptability, courage, and harmony. • The school addresses family violence in a manner that is accessible, culturally responsive, safe, child-centred, inclusive, and non-discriminatory. • The school collaborates with organisations such as DFFH and Orange Door to support students and families. • Our Inclusion and Diversity Policy details the strategies and actions our school will take to uphold diversity and equity: <ul style="list-style-type: none"> ○ giving students, staff, volunteers and the school community access to information, 	Yes	<ul style="list-style-type: none"> • Ensure that actions identified in Child Safe Standards Action List have been completed. (Assistant Principal) • Use contemporary, culturally sensitive and inclusive examples when discussing families, relationships or professions and vocations. (All staff) • Use images of students with diverse characteristics in school publications to reflect the school community. (Principal) • Create opportunities to remind staff and volunteers about student diversity and accommodating students and young people's needs. (Principal) • Check in with vulnerable students and their families to confirm their needs are being met. This can occur at pick-up or drop-off, at parent teacher interviews or through informal discussions. (Assistant Principal) • Seek out expert advice as needed to support inclusion, such as an occupational therapist, speech pathologist, provision planning. (Assistant Principal) • Recognise dates that connect with the school community <ul style="list-style-type: none"> ○ Harmony Day ○ NAIDOC and Reconciliation week ○ IDAHOBIT Day (Principal) • Ensure school environments are welcoming and inclusive. For example: <ul style="list-style-type: none"> ○ display flags representing different cultures within the school community ○ provide materials in different languages ○ decorate the school with artistic expressions from students and young people. (All staff) 	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>
			<p>support and complaints processes in ways that are culturally safe, accessible and easy to understand</p> <ul style="list-style-type: none"> ○ paying particular attention to the needs of: <ul style="list-style-type: none"> - students with a disability - students from culturally and linguistically diverse backgrounds - students who are unable to live at home - lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students - Aboriginal students and provides and promotes a culturally safe environment for them. • Our English as a second language students are supported through our EAL program and cultural orientation programs, all cultural and linguistically diverse students are supported to feel safe and included in our school • We empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment. • Our Child Safe Standards Action List identifies actions we have taken to address Standard 5 and Ministerial Order 1359 			
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"> ○ for child safe recruitment and screening practices for staff. ○ to ensure staff are provided with an appropriate induction in the school's child safety policies and practices. ○ 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 • All actions in the WWCC procedures are implemented • Staff attend a briefing on child safety at the beginning of each year. • Positions advertised will include selection criteria pertinent to the role, such as: <ul style="list-style-type: none"> ○ experience working with children or specific groups of children, including those with disabilities or Aboriginal children ○ ability to engage with families ○ a statement about child safety ○ commitment to cultural safety in their work • all staff job applicants are made aware of the school's child safety practices and are provided with the school's Child Safety Policy, Child Safety 	Yes	<ul style="list-style-type: none"> • Ensure that actions identified in Child Safe Standards Action List have been completed. (Assistant Principal) • Implement robust recruitment and screening processes (Principal) • Set out standards for child safety performance in staff contracts and state how performance will be assessed. Include child safety and wellbeing goals in staff professional development plans. (Principal) • Include child safety and wellbeing as a regular agenda item for staff meetings at all levels. (All staff) • Conduct formal and informal observations of staff working with children. (Principal class) • Nominate a child safety champion and support Assistant Principal to facilitate the induction and training programs for staff (Principal) • Continue to deliver annual induction and training for staff (including contractors) and school council regarding child safety and wellbeing appropriate to their roles, including information about: <ul style="list-style-type: none"> ○ the Child Safety Code of Conduct 	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"> 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 Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> Code of Conduct, and links to the child safety policies on our website. We follow the Departments guidelines on: <ul style="list-style-type: none"> <u>Suitability for Employment Checks</u> <u>Recruitment in Schools</u> We have processes in place to check staff working with children clearance status or equivalent background check on at least an annual basis We include child safety considerations in supervision discussion and PDP cycle We conduct annual training and induction for our staff (including contractors) to ensure that they are equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and understand how to identify and respond to child safety risks, especially vulnerable students 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 Child Safety and Wellbeing Policy and the procedures for managing child abuse complaints and concerns how to contribute to identifying, removing or reducing risks their responsibilities to children and students privacy, information sharing, reporting and record-keeping obligations school values and philosophy Child Safe Standards from the slide presentation available on PROTECT (Assistant Principal) Make child safety a key part of recruitment processes (Principal) 	
<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 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) Inadequate induction increases the likelihood that volunteers will not fully understand their roles and responsibilities in promoting and supporting child safety, thereby raising the risk of harm. Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> Volunteer Policy outlines the controls in place to ensure volunteers are suitable to work with children including recruitment, screening, induction, and ongoing management and supervision All volunteers must complete a Child Safety induction with the Assistant Principal or a member of the leadership team. Volunteers are informed about the Child Safety Policy folder available in every classroom, which contains all the Child Safety policies and associated documents, allowing them to familiarise themselves with our policies and procedures A register for WWCC and VIT is maintained. A Child Safety Policy folder, which includes the PROTECT Four Critical Actions and the Kuyim Primary School flow chart for reporting concerns, is available in every classroom for volunteers and visitors. Volunteers are supervised at all times and are never left alone with a student or group of students The school works collaboratively with organisations such as DFFH, The Australian Childhood Foundation and The Orange Door to support students and families Volunteers engaged to assist on camps, sporting events, Mothers and Fathers day stalls, excursions and to assist the classroom teacher, 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 that actions identified in Child Safe Standards Action List have been completed. (Assistant Principal) Nominate a child safety champion and support Assistant Principal to facilitate the child safety training for volunteers (Principal) Designated staff will use the WWCC Register procedure to ensure that all volunteers have up to date and valid WWCC and VIT registrations or its equivalent background check at least on an annual basis (Business Manager) We conduct training and induction for our volunteers using the Child Safe Standards Volunteer training available on <u>PROTECT</u>. The training includes information about: <ul style="list-style-type: none"> the school's policies and procedures relating to child safety understanding the role volunteers have in maintaining and promoting the safety of students the signs of child abuse to look for and how to raise concerns (Assistant Principal) 	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"> • We conduct training and induction for our volunteers to ensure they are aware of the behaviours expected of them, understand how to identify and respond to child safety risks, and how to support students have a positive experience in a safe environment • Volunteer behaviour that is inconsistent with the school's child safety and wellbeing policies and practices will be addressed by school staff swiftly. • Our Child Safe Standards Action List identifies actions we have taken to address Standard 6 and Ministerial Order 1359 			
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:</p> <ul style="list-style-type: none"> - 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>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 • Insufficient response to complaints or concerns related to child abuse 	<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 • The school implements a comprehensive approach to Respectful Relationships and utilises teaching and learning resources like the Resilience, Rights, and Respectful Relationships materials. Families, staff, and volunteers are informed about how to access the complaints process and are encouraged to provide feedback. • Our school also offers interpreting and translation services to parents and carers who have limited or no English language skills to communicate their concerns adequately. • Facilitate student discussions about what would help them speak up when they have concerns. • Our Student Wellbeing and Engagement Policy and Bullying Prevention Policy cover complaints 	Yes	<ul style="list-style-type: none"> • Ensure that actions identified in Child Safe Standards Action List have been completed. (Assistant Principal) • Encourage students to raise concerns with a trusted adult if anything makes them feel uncomfortable or unsafe.(All staff) • Ask students about their experiences making complaints and act on feedback from students in our policies and complaints process (Assistant Principal) • Continue to support students to develop the skills to make complaints and raise concerns by implementing the whole school approach to Respectful Relationships and using teaching and learning materials (all staff) • Ensure that child safe supervision and people management practices are implemented during and following a complaint or concern relating to the conduct of a staff member or volunteer (Principal) • Train staff and volunteers to recognise the different ways students express concerns or distress, such as changing their behaviours or demeanour. (Assistant Principal) • Encourage staff to maintain an approachable, professional standard to help students feel confident and supported to raise issues at any time. (Principal) 	Ongoing as required.

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>
			and concerns relating to student physical violence or other harmful behaviours. <ul style="list-style-type: none"> Our Child Safe Standards Action List identifies actions we have taken to address Standard 7 and Ministerial Order 1359 			
Child Safe Standard 8 – Child safety knowledge, skills and awareness						
Risk Title: Knowledge, skills and awareness 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 Risk type: Organisational	<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 Lack of comprehension regarding the school's child safety and wellbeing policies, practices, and obligations heightens the risk that they won't be effectively implemented by staff and volunteers. This increases the likelihood of child abuse incidents occurring and persisting undetected. 	<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 assist on camps, sporting events, Mothers and Father's day stalls, excursions and to assist the classroom teacher, are provided with child safety training that is appropriate to the activity and the volunteer's role. All volunteers and new staff must undergo a child safety induction with the Assistant Principal or leadership, and this is documented. They are briefed on child safety related policies including Child Safety and Wellbeing Policy, the Child Safety Code of Conduct, the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) policy and procedures, and other associated policies We conduct annual training for our staff (including contractors) to ensure that they are equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and understand how to identify and respond to child safety risks, especially vulnerable students 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"> Ensure that actions identified in Child Safe Standards Action List have been completed. (Assistant Principal) Deliver regular child safety briefings for all staff, for example through staff meetings, newsletters, year level briefings. (Principal) 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 (Assistant Principal) Appoint a child safety champion. The responsibilities of the child safety champion are outlined at Guidance for child safety champions (Principal) Remind staff regularly that they need to be alert for signs of harm and risk factors and aware of physical and online risks to child safety. (Principal) 	From Term 1, 2025 and ongoing
Child Safe Standard 9 – Physical and online environments						
Risk Title: School physical environment 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 Risk type: Situational	<ul style="list-style-type: none"> Areas of child safety risk in the school buildings or grounds are not identified, appropriately Construction work on school grounds 	<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 conduct active patrols throughout the school grounds, with a specific focus on monitoring secluded areas that have been identified as high-risk. They are responsible for identifying potential hazards, promptly reporting any concerns or incidents observed, collaborating with other staff to ensure comprehensive coverage. 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, 	Yes	<ul style="list-style-type: none"> Ensure that actions identified in Child Safe Standards Action List have been completed. (Assistant Principal) Supervise students properly in all settings, including the playground, excursions and camps (all staff) Discuss any site shared risks with the kindergarten – and monitor shared site risks. (Principal) Review physical environment in operation and amend yard duty policy if required (Principal) Promote activities in the school community that connect schools and communities and raise awareness to prevent bullying and violence (e.g. 	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"> If policies, procedures, and practices do not adequately identify and address potential risks in the physical environment of schools, there is a heightened likelihood of child abuse taking place on school premises. 	<p>access to 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"> Visitor and contractor sign-in at the General Office and wear a lanyard 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 General Office school grounds are well lit for after school activities students are required to go to the bathroom with another student during class time 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 When works are being completed on the school grounds, works are fenced off and there is no interaction between students and building contractors Yard duty and supervision schedules consider the varied needs of students and the surroundings of the school environment. All classroom windows and doors are clear to ensure proper visibility Staff members oversee all student use of the internet and technology within the school premises. Community use of school facilities (e.g. the Community Hub) is limited to outside of school operational hours. Arrangements for outside school hours access to the school's community hub and grounds will be managed by the Principal and approved by the School Council Our Child Safe Standards Action List identifies actions we have taken to address Standard 9 and Ministerial Order 1359 <p>During construction works:</p> <ul style="list-style-type: none"> Temporary fencing in place to separate school from construction area. Separate entrance for construction workers from school entrances. Updated yard duty map for construction periods All construction personnel are required to have valid Working with Children Checks as part of their employment contract. 		<p>National Day of Action against Bullying and Violence (Assistant Principal)</p> <ul style="list-style-type: none"> Identify and document the school's child safety risks in the school's risk register or equivalent and ensure strategies are in place to manage those risks. (Assistant Principal) All staff participate in a site walk, identifying environmental safety challenges and accompanying management plan (inside building and in the outside environment) (Principal to organise, all staff to participate) Students participate in a site walk with teachers to familiarise themselves with school and the expected behaviours in the school (Classroom teachers) Students and families to be informed about changed supervision zones and out of bounds after completion of building works (Principal) 	

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>
<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: Situational</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 monitored or have insufficient safeguards to prevent inappropriate one to one communication 	<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, supervision and oversight of online school activities 	<ul style="list-style-type: none"> Digital Learning Policy outlines the controls in place for online conduct and online safety and is implemented Acceptable Use Agreements are in place and enforced Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the online 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 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 that can be monitored, to communicate with students Staff collaborate with students and provide supervision for all student engagements with the internet, interactive whiteboards, computers, and iPads within the school. Filtering software is implemented on school-owned devices, and parents are advised to utilise parental controls on personal devices. All students have Cybersafety as a part of their curriculum program from F-6 whereby we facilitate age-appropriate ways to use the internet and social media for students utilising Resilience, Rights and Respectful Relationships, and our School-wide Positive Behaviour Support Framework Our school adheres to the DE Photographing, Filming and Recording Students: Policy education.vic.gov.au Our Child Safe Standards Action List identifies actions we have taken to address Standard 9 and Ministerial Order 1359 	Yes	<ul style="list-style-type: none"> Ensure that actions identified in Child Safe Standards Action List have been completed. (Assistant Principal) Inform students and their families about appropriate use of the school's technology, safety tools and how to seek help and report concerns including cyberbullying and online grooming. (Principal) Address acceptable and non-acceptable behaviour in online environments in the school's Child Safety Code of Conduct. Ensure that we cover social media, email, instant messages, SMS and other apps. (Principal) Support parents and carers to understand the safe and responsible use of digital technologies and the strategies that can be implemented at home through regular updates on the Sentral and information sessions. (Assistant Principal) Outline acceptable use of personal devices to staff and volunteers. (Assistant Principal) Monitor online activity and respond to breaches of the online policies and procedures with appropriate consequences. (Principal) 	From Term 1, 2025 and ongoing as required.
<p>Risk Title: Off-site school activities and use of third-party providers</p> <p>Description:</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 	<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 	<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: DE policies relevant to our school's activities are: <ul style="list-style-type: none"> Excursions Procurement NDIS Funded Therapy in Schools 	Yes	<ul style="list-style-type: none"> Ensure that actions identified in Child Safe Standards Action List have been completed. (Assistant Principal) Ensure a Privacy Impact Assessment is undertaken for any software handling student personal information. (Business Manager) 	From Term 1, 2025 and ongoing as required.

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>
<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 activities off-site and/or school activities involving third party providers.</p> <p>Risk type: Situational, Organisational, Propensity, Vulnerability</p>	<p>third-party providers engaged by the school</p> <ul style="list-style-type: none"> School does not consider child safety during procurement processes School does not consider child safety during procurement processes 	<p>activities and school activities that involve third-party providers</p> <ul style="list-style-type: none"> 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 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 specific to that activity and ensure appropriate controls are in place. This includes activities such as: OSHC, swimming programme, excursions, camps, ANZAC day service, and Kinder visits. Our Child Safe Standards Action List identifies actions we have taken to address Standard 9 and Ministerial Order 1359 <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 Kuyim Primary School maintains documentation of its risk management procedures, encompassing evaluations of potential risks for excursions and camps Staff receive initial and ongoing training on risk management policies and procedures as needed. 		<ul style="list-style-type: none"> Continue to ensure that vendors provide evidence of compliance with the Child Safe Standards when establishing contracts to deliver services to students. (Business Manager) 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. (Assistant Principal) Oversight of all camps and excursions, in particular new camp locations (Assistant Principal) 	
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 A working group (led by the child safety champion) is established to 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 	Yes	<ul style="list-style-type: none"> Ensure that actions identified in Child Safe Standards Action List have been completed. (Assistant Principal) Use surveys, focus groups and discussions to review the accessibility and level of awareness of child-safe policies and procedures by students, families, staff and volunteers (Principal) Review and evaluate the <u>child safety and wellbeing policies</u>, procedures and practices after any significant child safety incident, or at least every 2 years and improve where applicable. (Assistant Principal) Include findings from child safety reviews in child safety training for staff and volunteers. (Assistant Principal) Analyse complaints, concerns and safety incidents to identify causes and 	From Term 1, 2025 and ongoing as required.

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"> • Child Safety is a standing agenda item in staff and school leadership meetings as well as School Council meetings • The school will maintain and manage child safety risks using a risk register • Our Complaints policy clearly outlines the process by which our students, parents and wider school community can log complaints. These logged complaints and concerns then allow us to monitor areas for improvement in our child safety policies, procedures and practices. • Our Child Safe Standards Action List identifies actions we have taken to address Standard 10 and Ministerial Order 1359 		systemic failures and to inform continuous improvement. (Principal) <ul style="list-style-type: none"> • Report on the outcomes of relevant reviews to staff, volunteers, the community, families and students. (Principal) • Identify ways to involve staff, volunteers, students, families and community members in review processes. (Principal) 	
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 modelling and support from leaders • 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 	<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 obligations, roles and responsibilities increasing the risk of harm or abuse • 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. • Failure to induct, train and support staff and relevant volunteers on implementation of child safety policies and procedures increases the risk of child abuse 	<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 • Every new employee and volunteer must complete a child safety induction with the Assistant Principal. • The school's enrolment packets contain both the Child Safety policies and the Complaints policy. • Ensuring child safety is a key aspect of our recruitment procedures. • Child safety is routinely addressed during staff meetings, PLT meetings, and school council meetings. • All of the school's child safety policies are readily available on the school website. • The school manages child safety risks relating to child abuse using the Child Safety Risk Register template • Publish our child safety policies on our website • Display posters, write articles newsletters and staff bulletins on child safety topics. • Highlight child safety in recruitment processes. • Integrate child safety into other school policies, procedures and practices. • Produce child safety material in different formats with input from students. • Use child-friendly and plain language and provide translated versions of child safety policies and procedures to families 	Yes	<ul style="list-style-type: none"> • prior to Term 1 commencement, all staff briefed on child safety requirements and related policies (Assistant Principal) • Ensuring that existing controls are expanded and implemented at the school and appropriately shared and communicated to staff, students and the school community (Principal) • Ensure that actions identified in Child Safe Standards Action List have been completed. (Assistant Principal) • The Child Safety Champion will regularly review <u>PROTECT guidance</u> and other relevant policies to ensure our own local child safety policies, procedures and practices are informed by best practice and updated where required. (Assistant Principal) • Allocate regular time for a child safety agenda item for staff briefings. (Assistant Principal) • Be aware of emerging legislation, research and resources in child safety and wellbeing and ensure that policies and procedures are informed by any new developments. (Principal) • Maintain high visibility of child safety and wellbeing. (Assistant Principal) • Discuss child safety at staff and parent meetings, and school assemblies. (Principal) • Continue to deliver annual induction and training for staff (including contractors) and school council regarding child safety and wellbeing appropriate to their roles, including information about: 	From Term 1, 2025 and ongoing as required.

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"> • 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"> ○ the Child Safety Code of Conduct ○ the Child Safety and Wellbeing Policy and the procedures for managing child abuse complaints and concerns ○ how to contribute to identifying, removing or reducing risks ○ their responsibilities to children and students ○ privacy, information sharing, reporting and record-keeping obligations ○ school values and philosophy ○ Child Safe Standards from the slide presentation available on PROTECT (Assistant Principal) 	