

# PROTECT

## CHILD SAFETY RISK REGISTER



**School: Flowerdale Primary School**

**Responsible staff member: Stephanie Marcanio – Acting Principal**

**Approved by school principal: Stephanie Marcanio**

**Register name: Child safety risk register**

**Date reviewed: February 2025**

**Next review due: March 2027**

**Location(s): Flowerdale Primary School 3377 Whittlesea Yea Road Flowerdale**

| Risk Title & Description  | Risk Causes & Consequences   | Existing risk management strategies (existing controls)   | Current Risk Assessment  |  |   | New risk management strategies (treatments)   | Who is responsible?   | Date of new risk management strategies (treatments)         |
|---|--|---|--|--|---|---|---|---|
|   |  |   | Current Risk Consequence<br><i>How big would the impact of this risk be if it occurred? (choose one)</i> | Current Risk Likelihood<br><i>How likely is this risk to occur? (choose one)</i> | Current Risk Rating<br><i>What is the current risk level based on the risk rating matrix (below, page 9)?</i> |   |   |   |
| <p>Define the risk including a title and a short description<br/><i>What can go wrong?</i></p>  | <p>Describe the risk cause/s and consequence/s<br/><i>What would cause it to go wrong? (causes)</i><br/><i>What are the impacts if it does go wrong? (consequences)</i></p>  | <p>Describe any existing policy, procedure, practice or device that acts to minimise the risk<br/><i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i></p>   | <p>Severe<br/>Major<br/><b>Moderate</b><br/>Minor<br/>Insignificant</p>                                  | <p>Almost certain<br/>Likely<br/>Possible<br/><b>Unlikely</b><br/>Rare</p>       | <p><b>Low</b></p>   | <p>Describe the actions to be undertaken for those risks requiring further treatments</p>   | <p>List who is responsible for each new treatment (noting that the principal is ultimately responsible)</p> | <p>The date the treatment action should be completed by</p> |
| <p><b>Risk Title</b><br/>Non-child safe school culture</p> <p><b>Risk short description</b><br/>There is a risk the school does not develop a culture of child safety</p> | <p><b>Causes</b></p> <ul style="list-style-type: none"> <li>Lack of an effective child safety risk management strategy</li> <li>Failure to ensure that appropriate guidance and training is provided to the individual members of the school council and school staff about child safety</li> <li>School fails to monitor who is on the premises</li> <li>Lack of reporting procedures</li> <li>Lack of understanding of roles and responsibilities in relation to child safety</li> <li>Lack of leadership on child safety</li> </ul> | <ol style="list-style-type: none"> <li><a href="#">Child safety risk management strategies</a> are implemented</li> <li><a href="#">Child safety policy or statement of commitment</a></li> <li>Child safety <a href="#">code of conduct</a></li> <li><a href="#">Strategies to embed an organisational culture of child safety</a> are adopted</li> <li><a href="#">Human resources practices for child safe organisations</a> are in place</li> <li>A child safety officer/champion for the school is appointed</li> <li>Staff, volunteers, visitors and contractors receive induction</li> </ol> |  |  |   | <ol style="list-style-type: none"> <li>Develop and deliver training to the principal, school council and staff about:               <ol style="list-style-type: none"> <li>individual and collective obligations and responsibilities for managing the risk of injury/child abuse</li> <li>child abuse risks in the school environment; and</li> <li>the school's current child safety standards</li> </ol> </li> <li>Develop strategies to deliver appropriate education to students<br/><a href="#">(See A Guide to Support Victorian Schools to Meet Child Safe Standard 7)</a></li> </ol> | <ol style="list-style-type: none"> <li>Stephanie Marcanio</li> <li>Cassandra Anderson</li> </ol>            | <p>Dec 2025</p> <p>SWPBS</p> <p>Weekly sessions in SEL</p>  |

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|---|---|--|--|--|---|---|--|--|
| Define the risk including a title and a short description<br>What can go wrong?   | Describe the risk cause/s and consequence/s<br>What would cause it to go wrong? (causes)<br>What are the impacts if it does go wrong? (consequences)  | Describe any existing policy, procedure, practice or device that acts to minimise the risk<br>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?   | <b>Current Risk Consequence</b><br>How big would the impact of this risk be if it occurred? (choose one) | <b>Current Risk Likelihood</b><br>How likely is this risk to occur? (choose one) | <b>Current Risk Rating</b><br>What is the current risk level based on the risk rating matrix (below, page 9)? | Describe the actions to be undertaken for those risks requiring further treatments  | List who is responsible for each new treatment (noting that the principal is ultimately responsible) | The date the treatment action should be completed by   |
|   | <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Underreporting of child safety incidents to relevant authorities</li> <li>Inappropriate behaviour not reported within school</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>Non-compliance with minimum standards/Min Order 870</li> <li>Breach of duty of care/organisational duty of care</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage (School/Department)</li> <li>Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul> | regarding the school's child safety policies, procedures and practices.  |  |  |   | <p>, and <a href="#">Empowerment and participation of children</a>) about:</p> <ol style="list-style-type: none"> <li>standards of behaviour for students attending the school;</li> <li>healthy and respectful relationships (including sexuality);</li> <li>resilience; and</li> <li>child abuse awareness and prevention.</li> </ol> <ol style="list-style-type: none"> <li>Inclusion of child safety obligations in staff position descriptions.</li> <li>Introduce child safety as a standard discussion item on School Leadership Team meetings and staff meetings.</li> <li>Develop and distribute regular school bulletins containing material related to child safety to inform the school community <ol style="list-style-type: none"> <li>Conduct periodic reviews of the effectiveness of the <a href="#">child safety risk management strategies</a> put into practice and, if considered appropriate, revise those strategies.</li> </ol> </li> </ol> |  | <p>Newsletter Articles re:<br/>child safety<br/>March, June,<br/>September</p> <p>Review of strategies<br/>July, December 2025</p> |
| <p><b>Risk Title</b><br/>Child abuse is not reported</p> <p><b>Risk short description</b><br/>There is a risk that the school does not report child safety concerns</p> | <p><b>Causes</b></p> <ul style="list-style-type: none"> <li>Lack of reporting protocols</li> <li>Staff not aware of reporting protocols</li> <li>Staff not aware of their reporting obligations</li> <li>Familiarity of relationships</li> <li>Poor child safety culture</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Underreporting of child safety incidents to relevant authorities</li> <li>Inappropriate behaviour not reported within school</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>Criminal penalties:</li> </ul>                                      | <ol style="list-style-type: none"> <li><a href="#">Child safety policy and statement of commitment.</a></li> <li>Child safety <a href="#">code of conduct.</a></li> <li><a href="#">Procedures for responding to and reporting suspected child abuse</a> are developed and implemented</li> <li><a href="#">Recording your actions: responding to suspected child abuse template</a> is readily available to all staff</li> <li>Performance management procedures are in place.</li> </ol> | <p>Severe<br/><b>Major</b><br/>Moderate<br/>Minor<br/>Insignificant</p>                                  | <p>Almost certain<br/>Likely<br/>Possible<br/><b>Unlikely</b><br/>Rare</p>       | <p><b>Low</b></p>   | <ol style="list-style-type: none"> <li>Train students, staff and volunteers (including homestay providers) to identify inappropriate behaviour and indicators of abuse, and escalate concerns</li> <li>Ensure all school mandatory reporters (and other school staff if possible) undertake the <a href="#">Protecting Children - Mandatory Reporting and other Obligations online module</a> annually</li> <li>Develop and deliver training to the principal, school council and staff about: <ol style="list-style-type: none"> <li>individual and collective obligations and responsibilities for managing the risk of child abuse;</li> <li>child abuse risks in the school environment; and</li> </ol> </li> </ol>   | <ol style="list-style-type: none"> <li>Stephaie Marcanio</li> <li>Cassandra Anderson</li> </ol>      | <p>Mandatory reporting completed by staff<br/>March 2025</p>   |

| Risk Title & Description  | Risk Causes & Consequences  | Existing risk management strategies (existing controls)  | Current Risk Assessment   |  |   | New risk management strategies (treatments)   | Who is responsible?  | Date of new risk management strategies (treatments)   |
|---|---|--|---|--|---|---|--|---|
| Define the risk including a title and a short description<br>What can go wrong?   | Describe the risk cause/s and consequence/s<br>What would cause it to go wrong? (causes)<br>What are the impacts if it does go wrong? (consequences)  | Describe any existing policy, procedure, practice or device that acts to minimise the risk<br>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?   | <b>Current Risk Consequence</b><br>How big would the impact of this risk be if it occurred?<br>(choose one) | <b>Current Risk Likelihood</b><br>How likely is this risk to occur?<br>(choose one)    | <b>Current Risk Rating</b><br>What is the current risk level based on the risk rating matrix (below, page 9)? | Describe the actions to be undertaken for those risks requiring further treatments  | List who is responsible for each new treatment (noting that the principal is ultimately responsible) | The date the treatment action should be completed by  |
|   | <ul style="list-style-type: none"> <li>o Failure to Report and/or Failure to Protect offence,</li> <li>o Penalties under the Reportable Conduct Scheme</li> <li>• Non-compliance with minimum standards/Min Order 870</li> <li>• Breach of duty of care/organisational duty of care</li> <li>• Litigation / adverse court ruling</li> <li>• Reputation damage (School/Department)</li> <li>• Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>   |  |   |  |   | <ul style="list-style-type: none"> <li>c. the school's current child safety standards</li> <li>4. Inclusion of child safety obligations in staff position descriptions.</li> <li>5. Child safety is a discussion item on School Leadership Team meetings and staff meetings.</li> </ul>   |  | <p>Position Descriptions include Child Safe Obligations when advertised</p> <p>Child Safety forms part of agenda items for staff meetings.</p>  |
| <p><b>Risk Title</b><br/>Child safety incident due to a child being unsupervised in the school environment</p> <p><b>Risk short description</b><br/>There is the risk of a child safety incident when a child is unsupervised including during recreational or other activities</p> | <p><b>Causes</b></p> <ul style="list-style-type: none"> <li>• School fails to monitor who is on the premises</li> <li>• Lack of student supervision</li> <li>• Lack of appropriate risk management practices in place for recreational or other activities</li> <li>• Inappropriate building design</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>• Child safety incident occurs</li> <li>• Underreporting of child safety incidents to relevant authorities</li> <li>• Inappropriate behaviour not reported within school</li> <li>• Physical or psychological injury</li> <li>• Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>• Criminal penalties: <ul style="list-style-type: none"> <li>o Failure to Report and/or Failure to Protect offence,</li> <li>o Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>• Non-compliance with minimum standards/Min Order 870</li> <li>• Breach of duty of care/organisational duty of care</li> </ul> | <ol style="list-style-type: none"> <li>1. <a href="#">human resources practices for child safe organisations</a> are implemented</li> <li>2. Organised 'Yard duty' for teachers before, during and after school</li> <li>3. <a href="#">Staff to student ratios</a> are observed.</li> <li>4. Visitor and contractor sign-in process, perimeter control (SPAG – <a href="#">Visitors in Schools</a>).</li> </ol> | <p>Severe</p> <p>Major</p> <p><b>Moderate</b></p> <p>Minor</p> <p>Insignificant</p>                         | <p>Almost certain</p> <p>Likely</p> <p><b>Possible</b></p> <p>Unlikely</p> <p>Rare</p> | <p><b>Low</b></p>   | <ol style="list-style-type: none"> <li>1. Develop and implement policies and procedures to reduce situations where a child may be unsupervised including during recreational or other activities</li> <li>2. CCTV for unsupervised areas and 'hot spot' areas</li> <li>3. Clear windows in walls to enable visibility of occupants</li> <li>4. Non-lockable doors in hot spots</li> <li>5. Assessment of new or changed physical environments for child safety risks</li> <li>6. Restrict or block off access to isolated, internally lockable, hidden or dark rooms or environments at the school</li> <li>7. Child safety is a discussion item in School Leadership Team meetings and staff meetings.</li> <li>8. Regular reminders to staff on this risk during School Leadership Team meetings and staff meetings.</li> <li>9. Adopt <a href="#">child safety risk management strategies</a> as appropriate.</li> </ol> | <ol style="list-style-type: none"> <li>1. Stephanie Marcanio</li> </ol>                              | <p>Review all policies in 2025</p> <p>All students visible in the yard and supervised by yard duty teachers in active and passive zones of the yard.</p> <p>Regular discussion in staff meetings about student behaviour and supervision in the yard.</p> |

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|---|---|---|---|---|---|--|--|--|
| Define the risk including a title and a short description<br>What can go wrong?   | Describe the risk cause/s and consequence/s<br>What would cause it to go wrong? (causes)<br>What are the impacts if it does go wrong? (consequences)  | Describe any existing policy, procedure, practice or device that acts to minimise the risk<br>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?  | <b>Current Risk Consequence</b><br>How big would the impact of this risk be if it occurred?<br>(choose one) | <b>Current Risk Likelihood</b><br>How likely is this risk to occur?<br>(choose one) | <b>Current Risk Rating</b><br>What is the current risk level based on the risk rating matrix (below, page 9)? | Describe the actions to be undertaken for those risks requiring further treatments   | List who is responsible for each new treatment (noting that the principal is ultimately responsible) | The date the treatment action should be completed by                     |
|   | <ul style="list-style-type: none"> <li>Litigation / adverse court ruling</li> <li>Reputation damage (School/Department)</li> <li>Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>   |   |   |   |   |  |  |  |
| <p><b>Risk Title</b><br/>Unsafe online environment</p> <p><b>Risk short description</b><br/>There is the risk of a child safety incident in an online environment</p> | <p><b>Causes</b></p> <ul style="list-style-type: none"> <li>Online child safety issues (including grooming) via media services: <ul style="list-style-type: none"> <li>email</li> <li>Facebook, Instagram, Twitter and other social media</li> <li>YouTube</li> <li>mobile phone SMS messages and other mobile messaging media</li> <li>telephone, Skype and other media for making voice calls</li> <li>photography and videography</li> <li>any other electronic media.</li> </ul> </li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Underreporting of child safety incidents to relevant authorities</li> <li>Inappropriate behaviour not reported within school</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>Criminal penalties: <ul style="list-style-type: none"> <li>Failure to Report and/or Failure to Protect offence,</li> <li>Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>Non-compliance with minimum standards/Min Order 870</li> </ul> | <ol style="list-style-type: none"> <li>School online policy and procedures, including <a href="#">Digital Technologies policy</a></li> <li>Child Safety <a href="#">Code of Conduct</a></li> <li>Use of school '<a href="#">Acceptable Use Agreement</a>'</li> <li>Use of an internet filter where required</li> <li>Use of <a href="#">Interactive Learning Modules</a> regarding bullying</li> <li>Appropriate <a href="#">supervision</a> for all online activities</li> <li>Response protocols implemented</li> <li>Ongoing awareness of the school's online policies and procedures</li> <li>Ongoing review of control effectiveness and improvements instigated as required.</li> </ol> | <p>Severe<br/>Major<br/><b>Moderate</b><br/>Minor<br/>Insignificant</p>                                     | <p>Almost certain<br/>Likely<br/><b>Possible</b><br/>Unlikely<br/>Rare</p>          | <p><b>Low</b></p>   | <ol style="list-style-type: none"> <li>Train students and staff to identify inappropriate behaviour (including grooming) and indicators of abuse, and escalate concerns</li> <li>Develop strategies to deliver appropriate education to students (see <a href="#">A Guide to Support Victorian Schools to Meet Child Safe Standard 7</a> and <a href="#">Empowerment and participation of children</a>) about: <ol style="list-style-type: none"> <li>standards of behaviour for students attending the school;</li> <li>healthy and respectful relationships (including sexuality);</li> <li>resilience; and</li> <li>child abuse awareness and prevention.</li> </ol> </li> <li>Become an <a href="#">eSmart School</a></li> <li>Prepare curriculum plans that explicitly teach safe, responsible and ethical online behaviours.</li> <li>Organise for the school to take the <a href="#">Bully Stoppers pledge</a></li> <li>Develop newsletter for parents with information and links to protect their children in the online environment (see <a href="#">eSafety Commissioner resources for parents and carers</a>).</li> </ol> | <ol style="list-style-type: none"> <li>Stephanie Marcanio</li> <li>All Staff</li> </ol>              | <p>ICT Acceptable Use Agreement create 2024<br/>Distributed Feb 2025</p> |



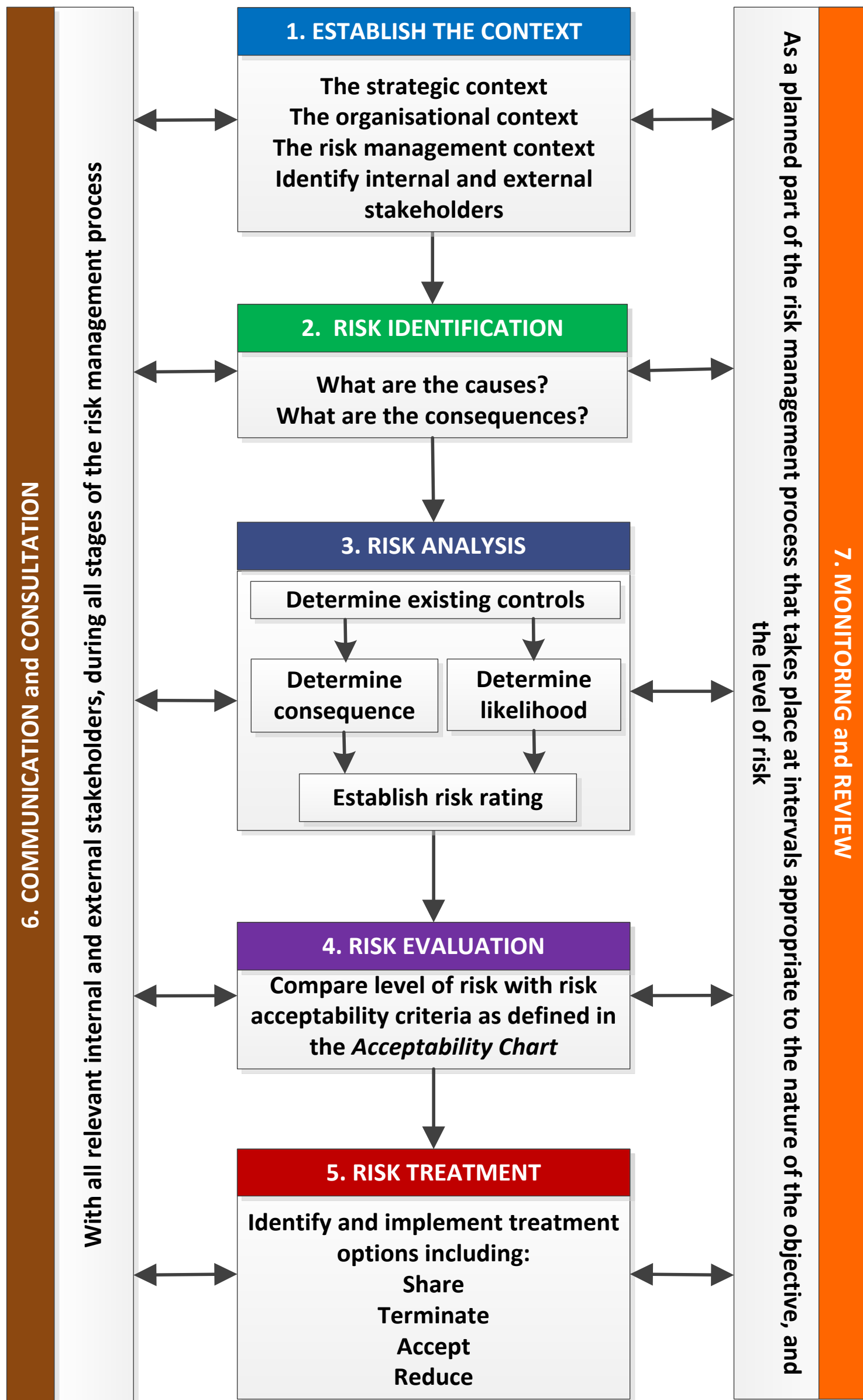
| Risk Title & Description  | Risk Causes & Consequences   | Existing risk management strategies (existing controls)   | Current Risk Assessment  |  |   | New risk management strategies (treatments)  | Who is responsible?  | Date of new risk management strategies (treatments)                                  |
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|   |  |   | Current Risk Consequence<br><i>How big would the impact of this risk be if it occurred? (choose one)</i> | Current Risk Likelihood<br><i>How likely is this risk to occur? (choose one)</i> | Current Risk Rating<br><i>What is the current risk level based on the risk rating matrix (below, page 9)?</i> |  |  |  |
| Define the risk including a title and a short description<br><i>What can go wrong?</i>  | Describe the risk cause/s and consequence/s<br><i>What would cause it to go wrong? (causes)</i><br><i>What are the impacts if it does go wrong? (consequences)</i>   | Describe any existing policy, procedure, practice or device that acts to minimise the risk<br><i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i>   |  |  |   | Describe the actions to be undertaken for those risks requiring further treatments   | List who is responsible for each new treatment (noting that the principal is ultimately responsible) | The date the treatment action should be completed by                                 |
|   | <ul style="list-style-type: none"> <li>Breach of duty of care/organisational duty of care</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage (School/Department)</li> <li>Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>  |   |  |  |   |  |  |  |
| <b>Risk Title</b><br>Contractor(s) on the premises commit abuse<br><br><b>Risk short description</b><br>There is the risk that contractors commit abuse | <b>Causes</b> <ul style="list-style-type: none"> <li>School fails to monitor who is on the premises</li> <li>Lack of supervision</li> <li>Contractors not aware of school arrangements</li> <li>Lack of background checks on contractors</li> </ul> <b>Consequences</b> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Underreporting of child safety incidents to relevant authorities</li> <li>Inappropriate behaviour not reported within school</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>Criminal penalties: <ul style="list-style-type: none"> <li>Failure to Report and/or Failure to Protect offence,</li> <li>Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>Non-compliance with minimum standards/Min Order 870</li> <li>Breach of duty of care/organisational duty of care</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage (School/Department)</li> <li>Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul> | <ol style="list-style-type: none"> <li>The <a href="#">Visitors in Schools</a> policy is followed where appropriate</li> <li>Screening checks, including working with children checks or referee checks</li> <li>Visitor and contractor sign-in process, perimeter control (SPAG – <a href="#">Visitors in Schools</a>)</li> <li>Signage at school office clearly directing visitors to reception</li> <li><a href="#">child safety risk management strategies</a> are adopted as appropriate.</li> </ol> | Severe<br><b>Major</b><br>Moderate<br>Minor<br>Insignificant   | Almost certain<br>Likely<br>Possible<br><b>Unlikely</b><br>Rare                  | <b>Low</b>  | <ol style="list-style-type: none"> <li>Raise topic in staff meetings.</li> <li>Awareness sessions for students.</li> <li>Refresher training for frequent contractors.</li> <li>All contractors supervised whilst on school grounds.</li> <li>Staff trained to question unaccompanied visitors on school premises.</li> </ol> | <ol style="list-style-type: none"> <li>Stephanie Marcanio</li> <li>Cherie Graham</li> </ol>          | All contractors and visitors must sign in and out using the iPad in the front office |

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|   |  |  | Current Risk Consequence<br><i>How big would the impact of this risk be if it occurred? (choose one)</i> | Current Risk Likelihood<br><i>How likely is this risk to occur? (choose one)</i> | Current Risk Rating<br><i>What is the current risk level based on the risk rating matrix (below, page 9)?</i> |  |   |   |
| <p>Define the risk including a title and a short description<br/><i>What can go wrong?</i></p>  | <p>Describe the risk cause/s and consequence/s<br/><i>What would cause it to go wrong? (causes)</i><br/><i>What are the impacts if it does go wrong? (consequences)</i></p>  | <p>Describe any existing policy, procedure, practice or device that acts to minimise the risk<br/><i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i></p>  |  |  |   | <p>Describe the actions to be undertaken for those risks requiring further treatments</p>  | <p>List who is responsible for each new treatment (noting that the principal is ultimately responsible)</p> | <p>The date the treatment action should be completed by</p>   |
| <p><b>Risk Title</b><br/>School staff member or volunteer commits abuse</p> <p><b>Risk short description</b><br/>There is a risk that a school staff member commits abuse</p> | <p><b>Causes</b></p> <ul style="list-style-type: none"> <li>• Circumvention of proper pre-employment procedures, including no background/suitability checks</li> <li>• A non-compliant recruitment process</li> <li>• Non-compliance with relevant policies and procedures including <a href="#">conflict of interest policy</a></li> <li>• Unethical behaviour</li> <li>• Lack of child safety culture</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>• Child safety incident occurs</li> <li>• Underreporting of child safety incidents to relevant authorities</li> <li>• Inappropriate behaviour not reported within school</li> <li>• Physical or psychological injury</li> <li>• Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>• Criminal penalties: <ul style="list-style-type: none"> <li>◦ Failure to Report and/or Failure to Protect offence,</li> <li>◦ Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>• Non-compliance with minimum standards/Min Order 870</li> <li>• Breach of duty of care/organisational duty of care</li> <li>• Litigation / adverse court ruling</li> <li>• Reputation damage (School/Department)</li> <li>• Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul> | <ol style="list-style-type: none"> <li>1. The <a href="#">DET Recruitment in Schools guide</a> is followed, including appropriate screening and referee checks for preferred candidate.</li> <li>2. Child safety <a href="#">Code of Conduct</a></li> <li>3. Child Safety Policy</li> <li>4. <a href="#">Suitability Checks for School Volunteers and Visitors</a></li> <li>5. Visitors policy is followed</li> <li>6. Performance and development and review processes with regular feedback to provide opportunities to discuss any concerns</li> <li>7. <a href="#">human resources practices for child safe organisations</a> are implemented</li> <li>8. Staff management practices as highlighted in the HRWeb <a href="#">Workforce Planning policy</a> are in place</li> <li>9. Regular staff meetings and Principal 1:1 meetings with staff</li> <li>10. <a href="#">Manager Assist</a> telephone advisory service</li> <li>11. If required refer to HRWeb <a href="#">Complaints, unsatisfactory performance and misconduct</a></li> <li>12. <a href="#">School duty of care</a></li> <li>13. <a href="#">child safety risk management strategies</a> are adopted as appropriate.</li> </ol> | <p>Severe<br/><b>Major</b><br/>Moderate<br/>Minor<br/>Insignificant</p>                                  | <p>Almost certain<br/>Likely<br/>Possible<br/><b>Unlikely</b><br/>Rare</p>       | <p><b>Low</b></p>   | <ol style="list-style-type: none"> <li>1. Ensure that staff are regularly reminded of their child safety obligations and undergo refresher training</li> <li>2. Thorough induction process</li> <li>3. Leadership model child safe culture</li> <li>4. Appropriate and inappropriate behaviours are discussed regularly at staff meetings so that staff are empowered to escalate concerns</li> <li>5. Principal <a href="#">Performance and development</a></li> <li>6. Ongoing monitoring and review of staff and student work practices and behaviours for 'warning signals' and indicators of abuse – see <a href="#">Identifying and Responding to All Forms of Abuse in Victorian Schools</a></li> <li>7. Child safety standard discussion item on School Leadership Team meetings and staff meetings.</li> <li>8. Ensure all school mandatory reporters (and other school staff if possible) undertake the <a href="#">Protecting Children - Mandatory Reporting and other Obligations online module</a> annually</li> <li>9. Develop strategies to deliver appropriate education to students (see <a href="#">A Guide to Support Victorian Schools to Meet Child Safe Standard 7</a> and <a href="#">Empowerment and participation of children</a>) about: <ol style="list-style-type: none"> <li>a. standards of behaviour for students attending the school;</li> <li>b. healthy and respectful relationships (including sexuality);</li> <li>c. resilience; and</li> <li>d. child abuse awareness and prevention</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Stephanie Marcanio</li> </ol>                                     | <p>Child Safety forms part of the start of the year induction training for all staff members.<br/>Dec 2024/Feb 2025</p> |
| <p><b>Risk Title</b><br/>Child safety incident at excursions and camps</p>  | <p><b>Causes</b></p> <ul style="list-style-type: none"> <li>• Lack of awareness of local conditions (unknown people and environments)</li> </ul>   | <ol style="list-style-type: none"> <li>1. Appropriate school approvals for excursions/camps including risk assessment</li> <li>2. Team Leader(s) upon arrival at commercial camp sites conducts briefing with camp site</li> </ol>   | <p>Severe<br/><b>Major</b><br/>Moderate<br/>Minor</p>  | <p>Almost certain<br/>Likely<br/><b>Possible</b></p>                             | <p><b>Medium</b></p>  | <ol style="list-style-type: none"> <li>1. Team Leader(s) to conduct an end day (each day) debrief to identify any issues arising and to lead the development of treatment solutions.</li> <li>2. Specific child safety briefing for excursion/camp staff and volunteers</li> </ol>   | <ol style="list-style-type: none"> <li>1. Stephanie Marcanio</li> <li>2. All Staff in attendance</li> </ol> | <p>Camps being conducted in Term 3 2025</p>   |

| Risk Title & Description   | Risk Causes & Consequences   | Existing risk management strategies (existing controls)  | Current Risk Assessment  |  |   | New risk management strategies (treatments)   | Who is responsible?   | Date of new risk management strategies (treatments)         |
|--|--|--|--|--|---|---|---|---|
|  |  |  | Current Risk Consequence<br><i>How big would the impact of this risk be if it occurred? (choose one)</i> | Current Risk Likelihood<br><i>How likely is this risk to occur? (choose one)</i> | Current Risk Rating<br><i>What is the current risk level based on the risk rating matrix (below, page 9)?</i> |   |   |   |
| <p>Define the risk including a title and a short description<br/><i>What can go wrong?</i></p>                               | <p>Describe the risk cause/s and consequence/s<br/><i>What would cause it to go wrong? (causes)</i><br/><i>What are the impacts if it does go wrong? (consequences)</i></p>  | <p>Describe any existing policy, procedure, practice or device that acts to minimise the risk<br/><i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i></p>  |  |  |   | <p>Describe the actions to be undertaken for those risks requiring further treatments</p>   | <p>List who is responsible for each new treatment (noting that the principal is ultimately responsible)</p> | <p>The date the treatment action should be completed by</p> |
| <p><b>Risk short description</b><br/>There is a risk that a child safety incident occurs whilst on excursions and camps.</p> | <ul style="list-style-type: none"> <li>School fails to monitor who is in vicinity of school camps / excursions</li> <li>Lack of supervision</li> <li>Inappropriate student behaviour</li> <li>Failure to consider child safety risks</li> <li>Lack of appropriate risk management practices in place for recreational or other activities</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Underreporting of child safety incidents to relevant authorities</li> <li>Inappropriate behaviour not reported within school</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>Criminal penalties: <ul style="list-style-type: none"> <li>Failure to Report and/or Failure to Protect offence,</li> <li>Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>Non-compliance with minimum standards/Min Order 870</li> <li>Breach of duty of care/organisational duty of care</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage (School/Department)</li> <li>Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul> | <p>authorities/staff to confirm site arrangements or any updates regarding local conditions</p> <ol style="list-style-type: none"> <li>Team Leader(s) following briefing with authorities brief teaching / support staff of any updates</li> <li>Staff and volunteers conduct area familiarity upon arrival at venue</li> <li><a href="#">Staff to student ratios</a> are observed</li> <li>Regular student head counts</li> <li>All staff members at the camp or excursion have been trained in <a href="#">what to do when an allegation of child abuse is made</a></li> <li><a href="#">Recording your actions: responding to suspected child abuse template</a> is readily available to all staff</li> <li><a href="#">child safety risk management strategies</a> are adopted as appropriate</li> <li>Volunteer screening / suitability checks are undertaken in line with the school's Volunteer Policy, including for homestay providers.</li> <li><a href="#">Code of Conduct</a> applies in all school contexts.</li> </ol> | Insignificant  | Unlikely<br>Rare   |   | <ol style="list-style-type: none"> <li>Avoid staff members/volunteers being alone with students</li> <li>Child safety considered when determining sleeping arrangements.</li> </ol> |   |   |



# DET Risk Process



Risk can be described as anything; event, practice, process, activity, etc. that could hinder or help achievement of stated goals or objectives.

## DET Risk Management Framework - Assessment Tools

**Consequence Criteria:** This guide provides indicative terms against which the significance of risk is evaluated.

| Descriptor           | Student Outcomes   | Wellbeing and Safety  | Finance  | Reputation   | Operations  | Strategic  |
|----------------------|--|---|--|--|---|--|
| <b>Insignificant</b> | <ul style="list-style-type: none"> <li>Educational outcomes, engagement and wellbeing and pathways and transitions can be met with workarounds</li> </ul>  | <ul style="list-style-type: none"> <li>Minor injury requiring no first aid or peer support for stress / trauma event</li> </ul>   | <ul style="list-style-type: none"> <li>Small loss that can be absorbed</li> </ul>  | <ul style="list-style-type: none"> <li>Internal impact (no external impact)</li> </ul>   | <ul style="list-style-type: none"> <li>School operations continue with slight interruptions to normal activities</li> </ul>   | <ul style="list-style-type: none"> <li>Goals, targets and key improvement strategies can be delivered with inconsequential impacts</li> </ul>  |
| <b>Minor</b>         | <ul style="list-style-type: none"> <li>Educational outcomes, engagement and wellbeing and pathways and transitions achieved but below targets</li> </ul>   | <ul style="list-style-type: none"> <li>Injury / ill health requiring first aid</li> <li>Peer support for stress / trauma event</li> </ul>                                       | <ul style="list-style-type: none"> <li>Loss of 'consumable' assets,</li> <li>&lt; 2% deviation from budget</li> <li>Minor fraud possible</li> </ul>  | <ul style="list-style-type: none"> <li>Adverse comments local community media</li> <li>Short term stakeholder dissatisfaction / comment</li> </ul>                     | <ul style="list-style-type: none"> <li>Some school operations disrupted</li> <li>Minor workarounds return school to normal operations</li> </ul>                          | <ul style="list-style-type: none"> <li>Minor workaround need to be implemented to deliver the SSP goals, targets and key improvement strategies</li> </ul>                                 |
| <b>Moderate</b>      | <ul style="list-style-type: none"> <li>Students' overall levels of Literacy and Numeracy static</li> <li>Increasing truancy</li> <li>Partial achievement of targeted pathways and transition</li> </ul>  | <ul style="list-style-type: none"> <li>Injury / ill health requiring medical attention</li> <li>Stress / trauma event requiring professional support</li> </ul>                 | <ul style="list-style-type: none"> <li>Loss of assets</li> <li>2% - 5% deviation from budget</li> <li>External audit management letter</li> </ul>  | <ul style="list-style-type: none"> <li>External scrutiny e.g. VAGO</li> <li>Adverse state media comment</li> <li>Stakeholder relationship impacted</li> </ul>          | <ul style="list-style-type: none"> <li>Key school operations temporarily disrupted</li> <li>School leadership team meets to return school to normal operations</li> </ul> | <ul style="list-style-type: none"> <li>Constant consultation with key stakeholders needs to be maintained to deliver the SSP goals, targets and key improvement strategies</li> </ul>      |
| <b>Major</b>         | <ul style="list-style-type: none"> <li>National targeted improvements not achieved</li> <li>Partial achievement of targeted learning outcomes</li> <li>Student dissatisfaction with access to pathways / transitions</li> </ul>                    | <ul style="list-style-type: none"> <li>Injury / ill health requiring hospital admission</li> <li>Stress / trauma event requiring ongoing clinical support</li> </ul>            | <ul style="list-style-type: none"> <li>Loss of significant assets</li> <li>6% - 15% deviation from budget</li> <li>External audit qualification on accounts</li> <li>High end fraud committed</li> </ul> | <ul style="list-style-type: none"> <li>External investigation</li> <li>Adverse comments national media</li> <li>Stakeholder relationship tenuous</li> </ul>            | <ul style="list-style-type: none"> <li>Whole of school operations disrupted</li> <li>Assistance sought from Regional Office</li> </ul>                                    | <ul style="list-style-type: none"> <li>Significant adjustment to resource allocation and service delivery required to deliver SSP goals, targets and key improvement strategies</li> </ul> |
| <b>Severe</b>        | <ul style="list-style-type: none"> <li>Literacy and Numeracy decline</li> <li>Student engagement and connectedness to the school and their peers is very poor</li> <li>Declining number of student options for pathways and transitions</li> </ul> | <ul style="list-style-type: none"> <li>Fatality or permanent disability</li> <li>Stress / trauma event requiring extensive clinical support for multiple individuals</li> </ul> | <ul style="list-style-type: none"> <li>Loss of key assets</li> <li>&gt;15 % deviation from budget</li> <li>Systemic and high value fraud</li> </ul>  | <ul style="list-style-type: none"> <li>Commission of inquiry</li> <li>National front page headlines</li> <li>Stakeholder relationship irretrievably damaged</li> </ul> | <ul style="list-style-type: none"> <li>Normal school operations cease</li> <li>School evacuated</li> <li>Regional Office notified</li> </ul>                              | <ul style="list-style-type: none"> <li>SSP goals, targets and key improvement strategies cannot be delivered</li> <li>Changes need to be made to the SSP</li> </ul>                        |

**Likelihood Criteria:** This guide provides the indicative terms against which the probability of a risk event occurrence is evaluated.

| Descriptor     | Description                        | Indicative % | Indicative Frequency            | Note:<br>1. The <b>Likelihood Criteria</b> refers to the likelihood of the consequence descriptor you have selected i.e. the likelihood of a 'major' consequence.<br>2. The <b>Indicative Frequency</b> may not be relevant when assessing risks related to repeated activities, or when objectives are to be delivered over discrete periods of time. It should not be the sole basis for assessment. |
|----------------|------------------------------------|--------------|---------------------------------|--|
| Almost Certain | Expected to occur                  | >95%         | Multiple times in the next year |  |
| Likely         | Probably will occur (no surprise)  | 66-95%       | At least once in the next year  |  |
| Possible       | May occur at some stage            | 26-65%       | Once in the next 3 years        |  |
| Unlikely       | Would be surprising if it occurred | 5-25%        | Once in the next 5 years        |  |
| Rare           | May never occur                    | <5%          | Once in the next 10 years       |  |

**DET's Control Effectiveness:** Indicates the self-assessment of control effectiveness.

| Controls Effectiveness Rating and Criteria |   |
|--|---|
| <b>Ineffective</b>                         | <ul style="list-style-type: none"> <li>The design of controls overall, is ineffective in addressing key causes and/or consequences.</li> <li>Documentation and/or communication of the controls does not exist (e.g. policies, procedures, etc.).</li> <li>The controls are not in operation or have not yet been implemented.</li> </ul>   |
| <b>Needs Improvement</b>                   | <ul style="list-style-type: none"> <li>The design of controls only partially addresses key causes and/or consequences.</li> <li>Documentation and/or communication of the controls (e.g. policies, procedures, etc.) are incomplete, unclear or inconsistent.</li> <li>The controls are not operating consistently and/or effectively and have not been implemented in full.</li> </ul>                                   |
| <b>Acceptable</b>                          | <ul style="list-style-type: none"> <li>The design of controls is largely adequate and effective in addressing key causes and/or consequences.</li> <li>The controls (e.g. policies, procedures, etc.) have been formally documented but not proactively communicated to relevant stakeholders.</li> <li>The controls are largely operating in a satisfactory manner and are providing some level of assurance.</li> </ul> |
| <b>Effective</b>                           | <ul style="list-style-type: none"> <li>The design of controls is adequate and effective in addressing the key causes and/or consequences.</li> <li>The controls (e.g. policies, procedures, etc.) have been formally documented and proactively communicated to relevant stakeholders.</li> <li>The controls overall, are operating effectively so as to manage the risk.</li> </ul>                                      |

**DET's Risk Rating Matrix:** Used to combine consequence with likelihood to determine the overall level of risk.

| Risk Rating Matrix |                | Consequence   |        |          |         |         |
|--------------------|----------------|---------------|--------|----------|---------|---------|
|                    |                | Insignificant | Minor  | Moderate | Major   | Severe  |
| Likelihood         | Almost Certain | Medium        | High   | Extreme  | Extreme | Extreme |
|                    | Likely         | Medium        | Medium | High     | Extreme | Extreme |
|                    | Possible       | Low           | Medium | Medium   | High    | Extreme |
|                    | Unlikely       | Low           | Low    | Medium   | Medium  | High    |
|                    | Rare           | Low           | Low    | Low      | Medium  | Medium  |

**DET's Acceptability Chart:** Used to decide whether the risk is acceptable, based on the rating calculated.

|  |  |
|--|--|
| <b>Extreme = Unacceptable</b><br><b>(must have Principal / School Council / Regional Office oversight)</b> | <p>Immediately consider whether the activity associated with this risk should cease. Any decision to continue exposure to this level of risk should be made at Principal / School Council / Regional Office level, be subject to the development of detailed treatments, on-going oversight and high level review.</p> |
| <b>High = Tolerable</b><br><b>(with ongoing Principal Class Officer review)</b>                            | <p>Risk should be reduced by developing treatments. It should be subject to on-going review to ensure controls remain effective, and the benefits balance against the risk. Escalation of this level of risk to Principal Class Officer level should occur.</p>  |
| <b>Medium = Tolerable</b><br><b>(with frequent risk owner review)</b>                                      | <p>Exposure to the risk may continue, provided it has been appropriately assessed and has been managed to as low as reasonably practicable. It should be subject to frequent review to ensure the risk analysis remains valid and the controls effective. Treatments to reduce the risk can be considered.</p>         |
| <b>Low = Acceptable</b><br><b>(with periodic review)</b>   | <p>Exposure to this risk is acceptable, but is subject to periodic review to ensure it does not increase and current control effectiveness does not vary.</p>  |