



CHILD SAFE STANDARD 6: RISK ASSESSMENT TEMPLATE

Risk Event or Environment	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatments	Who is responsible?	Target risk rating
<p>Whorouly Primary School is located in a small community adjacent to the Whorouly Pre School. There is a familiarity between school community members, staff and students</p>	<p>Child safe policy and procedures embedded in school and school community</p> <p>Students and School community aware of reporting procedures and policies</p> <p>All visitors must sign in</p> <p>All students arriving late must be signed in and all students leaving early must be signed out.</p>				<ul style="list-style-type: none"> School Community aware of code of conduct and expectations of behaviour. Students educated about (Standard 7) i.e. Victorian Curriculum, re Resilience, Rights and Respectful Relationships (RRRR) 	<p>Principal, School Council</p>	

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The physical environment of the school is a located in the township of Whorouly with a fully fenced boundary.. Not all areas of the school ground can be seen at any one time.	Yard duty supervision policy Gates are kept closed Front door is locked				<ul style="list-style-type: none"> Address how else is this is managed in your school 		
No organisational culture of child safety – lack of leadership, public commitment and frequent messaging	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Severe	Extreme	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed Statement of commitment to child safety is publicly available 	Principal, School Council President	Low
Inappropriate behaviour is not reported and addressed	Child safety code of conduct Clear child safety reporting procedures Performance management procedures	Unlikely	Severe	High	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed Refresher training for staff – see eLearning mandatory reporting module 	Principal, School Council President	Low

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Unquestioning trust of long term employees and contractors or norms	Strategies developed to embed culture of child safety Clear child safety reporting procedures	Possible	Major	High	<ul style="list-style-type: none"> • Refresher training for staff – see eLearning mandatory reporting module 	Principal, School Council President	Low
Recruitment of an inappropriate person	WWCC or Victorian Institute of Teaching registration	Unlikely	Major	Medium	Processes updated to require: <ul style="list-style-type: none"> • Criminal history search • Pre-employment reference check includes asking about child safety 	Principal, School Council President	Low
Engagement with children online	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Moderate	Medium	<ul style="list-style-type: none"> • Train students and staff to detect inappropriate behaviour • Ensure appropriate settings on all student technologies 	Principal, School Council Chair	Low
Unknown people and environments at excursions and camps	Child safety code of conduct Strategies developed to embed culture of child safety	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> • Assessment of new or changed environments for child safety risks • Ensure Code and strategies apply in all school contexts 	Principal, School Council Chair	Low

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	Clear child safety reporting procedures						
Ad-hoc contractors on the premises (eg maintenance)	Child safe environments Information and awareness for visitors, staff, volunteers and contractors Adequate monitoring	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> • Refresher training for frequent contractors 	Principal, School Council Chair	Low

The standard approach to proactive management of risks and opportunities can greatly help schools to improve decisions and outcomes as well as prioritise resources.

Each school has its own unique operating environment, goals and vision. Being able to clearly identify the potential risks and opportunities within this environment aids decision making that will help deliver the unique outcomes your school community is seeking.

Risk can not be eliminated, but effective risk management will identify those areas where resources need to be prioritised to maximise the achievement of outcomes for the school including in areas such as:

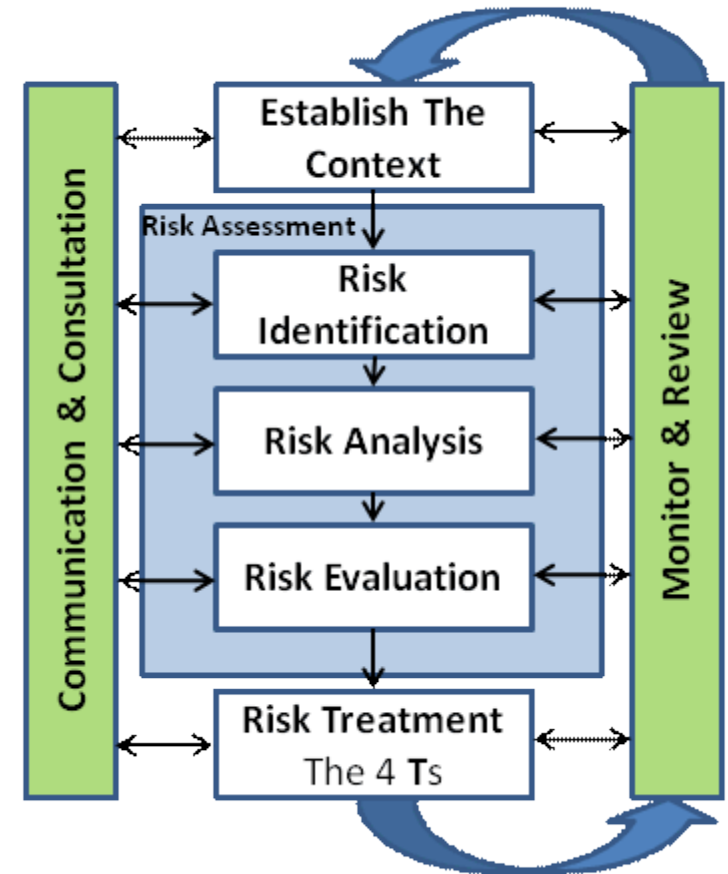
- the strategic plan
- educational outcomes
- financial management
- human resources
- [education outdoors](#) e.g. overseas travel
- well being
- reputation

Each school in Victoria should have an operational register of the key risks to the achievement of priorities and outcomes which is based on the DET [Enhanced Risk Management Framework](#).

Below are a number of useful tools (including a register which has been pre-populated with some risks which may be relevant to each school and which can be edited and tailored) which will help to identify and manage risks. Subordinate risk registers may also be established for specific activities such as [overseas travel](#) / excursions or projects.

A strong risk culture does not mean a culture of risk aversion.

REMEMBER: Management of risks in schools is more than OH&S, important as this is
(for details on EduSafe use the link at the bottom of this page)



Key risks

Some of the key risks to children in organisational settings are outlined below:

Risks to children	
Unintentional/accidental harm	Physical abuse
<ul style="list-style-type: none">■ Poor physical environment leading to injury■ Poor supervision■ High-risk activity■ Lack of risk mitigation strategies in place	<ul style="list-style-type: none">■ Physical punishment■ Pushing, shoving■ Punching, slapping, biting, kicking
Psychological abuse	Cultural abuse
<ul style="list-style-type: none">■ Bullying■ Threatening language■ Shaming■ Intentional ignoring and isolating (either face-to-face, online or via other technology)	<ul style="list-style-type: none">■ Lack of cultural respect■ Racial or cultural vilification or discrimination■ Lack of support to enable a child to be aware of and express their cultural identity
Neglect	Sexual abuse
<ul style="list-style-type: none">■ Lack of supervision■ Not providing adequate nourishment■ Not providing adequate clothing or shelter■ Not meeting the specific physical or cognitive needs of children	<ul style="list-style-type: none">■ Sexual abuse, assault and exploitation■ Grooming■ Inappropriate touching■ Inappropriate conversations of a sexual nature (either face-to-face, online or via other technology)■ Crossing professional boundaries

