



RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
Organisational, Propensity	<p>Poor understanding of the foreseeable risks relating to child abuse</p> <p>Poor understanding of recordkeeping and information management</p> <p>Poor child safety messaging</p>	<p>information to reduce the risk of child abuse or conversely, sharing sensitive information inappropriately contributing to further harm.</p> <p>Poor records and record-keeping practice can contribute to delays or failures to identify and respond to child safety risks and incidents and can obstruct survivors seeking information about their time at our school. It can also compromise the school's ability to monitor for systemic issues that required changes to policy, procedure or practice.</p> <p>Physical and psychological harm as a result of child abuse</p>	<p>Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping</p> <p>PROTECT posters and the Four Critical Actions are displayed around the school</p> <p>Records management obligations are met through adherence to the <a href="#">Records Management - School Records Policy</a> and all staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership.</p> <p>We 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.</p>		<p>safety improvements (To be provided by the Principal, Megan Dell)</p>	
<b>Child Safe Standard 3 – Children are safe, informed and actively participate</b>						
<p><b>Risk Title:</b> Student empowerment</p> <p><b>Description:</b> There is a risk that students will not be empowered about their rights, participate in decisions affecting them or be taken seriously</p> <p><b>Risk type:</b> Vulnerability</p>	<p>Students don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to</p> <p>Students don't understand their rights</p> <p>Student input in decision making is not supported or valued</p> <p>Student contributions or concerns are not taken seriously</p> <p>Students are not offered sexual abuse prevention education</p> <p>Students are coerced or silenced by adults at the school</p> <p>Lack of friendship or peer support</p>	<p>Abuse is more likely to happen if students do not feel supported to participate in decisions that affect them and do not feel like they will be listened to.</p> <p>Failure to empower students with information about their rights, child safety risks, and sexual abuse prevention will increase the risk of abuse going unidentified and unspoken</p> <p>If students do not feel confident or empowered to raise a concern, they will be unwilling to report abuse</p> <p>Lack of friendship or peer support may increase vulnerability to abuse</p> <p>Lack of friendship or peer support increases the risk that the student will not feel confident to discuss concerns with their peers, making it more likely that abuse will go unidentified and unspoken</p> <p>Physical and psychological harm as a result of child abuse</p>	<p>Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented</p> <p>Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students</p> <p>Student Wellbeing and Engagement Policy outlines the controls in place to ensure student wellbeing is supported and prioritised</p> <p>Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through <a href="#">Resilience, Rights and Respectful Relationships teaching and learning materials</a></p> <p>Students are educated about their rights through <a href="#">Resilience, Rights and Respectful Relationships teaching and learning materials</a></p> <p>Friendship and peer support are promoted through the buddy program and whole school events.</p> <p>We provide students who find it harder to speak up or be heard with multiple avenues for communicating, including regular AtoSS-style surveys.</p>	Yes	<p><a href="#">Child Safety Champion</a> regularly reviews PROTECT guidance and other relevant policies to ensure our own local child safety policies, procedures and practices are informed by best practice and updated where required. (Reviews to be led by the Assistant Principal)</p>	Term 4 then ongoing
<b>Child Safe Standard 4 – Family engagement</b>						
<p><b>Risk Title:</b> Families and community involvement</p> <p><b>Description:</b> There is a risk that families and communities are not informed, and involved in promoting child safety and wellbeing</p>	<p>Unwelcoming staff</p> <p>Lack of appreciation of the value of community consultation and engagement</p> <p>The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing</p>	<p>Child safety and wellbeing practices without input from families may result in practices that do not cover all the diverse needs of students, resulting in a risk that students do not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3)</p> <p>Families and communities not engaged in child safety at the school are less likely to be able to support the school to reduce</p>	<p>Our Child Safety and Wellbeing Policy outlines the controls in place to engage families and is implemented</p> <p>All child safety and wellbeing policies and procedures are publicly available and promoted in the school community</p> <p>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</p>	Yes	<p>Provide parents and carers with opportunities(face to face workshops) to discuss issues and well being practices at RPS</p>	Term 4 and ongoing



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<p><b>Risk type:</b> Situational</p>		<p>14.18.2 Compromising a child or young person</p>			
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