



*Josna*  
Jayne Bosworth

### St Brigid's Primary School Child Safety Risk Assessment Register

DOBCEL Schools have an obligation to undertake risk assessment pertaining to child safety and ensure alignment with the Child Safe Standards and Ministerial Order No. 870 - Child Safe Standards -Managing the risk of child abuse in schools.

This register identifies the risks, strategies to minimise and mitigate risks.

Risk Register Review Date: 19 August 2021	Date of previous Risk Register Review: February 2021	Date of next Risk Register Review: 22 March 2022
Reviewed by: Principal / Child Safety Officer / CARSO	Reviewed by: Leadership Team	TO be reviewed by: Principal / Child Safety Officer / CARSO

Risk Title	Risk Description	Possible Impact	Cause	Controls (School)	Who is responsible?	Likelihood	Consequence	Risk Rating
Child Safety	A child or young person is harmed or at risk of harm through a breach of child safety requirements.	<ul style="list-style-type: none"> <li>Children or young people in our schools are at risk, which could otherwise be reduced or mitigated with appropriate action</li> <li>Regulator action that may impose a restriction on a school/DOBCEL including breach of minimum standards including non-compliance with MO870</li> <li>Legal action against a school or DOBCEL including possible determinations or costs awarded against St Brigid's/DOBCEL</li> <li>Lack of parent/caregiver/community confidence in Catholic Education</li> <li>Decrease in enrolments</li> <li>Reputational damage and/or negative media coverage</li> <li>Inadvertently reinforcing poor behaviours and mindsets on employees such that it becomes a systemic issue</li> <li>Low employee morale resulting in absenteeism or turnover</li> <li>Criminal investigations undertaken resulting in charges, convictions, loss of employment.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of appropriate culture of child safety</li> <li>Child Safe practices and processes are not prioritised, embedded or maintained</li> <li>Lack of understanding of school expectations for child safety</li> <li>Lack of monitoring of school expectations for child safety</li> <li>Lack of supervision of school environment (onsite, online, excursions and camps)</li> <li>Lack of supervision of adults at a school environment (onsite, online, excursions and camps)</li> <li>Lack of supervision of appropriate engagement with students</li> <li>Inappropriate relationships and interactions between students and adults involved with St Brigid's</li> <li>Poor employment practices and inadequate induction to new staff, visitors, contractors regarding expectations on duty of care, supervision of students and areas to be supervised</li> <li>Complacency</li> </ul>	<ul style="list-style-type: none"> <li>Child safety and the Child Safety Standards are embedded into the culture and practises throughout St Brigid's</li> <li>Children understand child safety and the protections in place for them and the reporting processes for them to speak out</li> <li>The principles of the Code of Conduct are enforced and enacted</li> <li>Strong emphasis on supervising all students whilst at school and undertaking school activities</li> <li>Schools provide safe environments including buildings, equipment, playgrounds</li> <li>Ongoing professional learning including reportable conduct scheme, mandatory reporting, Child Safe Standards and the Disability Discrimination Act (DDA)</li> <li>Child safety is a standing item on agendas for school staff meetings and school advisory council meetings</li> <li>St Brigid's has a Code of Conduct that is shared with and signed by all visitors and external providers/contractors engaged by school</li> <li>St Brigid's has a Code of Conduct that is shared with and signed on an annual basis by employees of St Brigid's ensuring clarity of individual and collective obligations and responsibilities for managing the risk of child abuse</li> <li>A child safety commitment is displayed in areas for public and student viewing</li> <li>Child safety matters are raised with St Brigid's community via school newsletters, website and other appropriate communication tools</li> <li>St Brigid's has, and maintains, an appropriate Child Safe Policy which is also available in child-friendly/accessible language</li> <li>Curriculum materials for eSafety and child safety are part of student learning programmes</li> <li>Actively seek advice from Catholic Education Ballarat, CECV or appropriate agency where unsure of process, requirements or an appropriate response/action</li> <li>Supervision of playground areas (all areas covered)</li> <li>Communication to staff and students regarding restricted monitoring of schoolyard spaces</li> <li>Protocols for one-to-one supervision (reviewed annually)</li> <li>Building design (windows/doors) to include clear panels to enable visibility of occupants of rooms</li> <li>Risk assessment undertaken for camps and excursions including a lens for child safety</li> <li>Visitors to be supervised while at school environments (including camps and excursions)</li> <li>Children understand Child Safety and the protections in place for them and the reporting processes for them to speak out</li> <li>The Child Safety Policy is implemented and embedded</li> <li>Procedures for responding to and reporting suspected child abuse are developed and implemented according to the PROTECT protocol</li> <li>Educate students, staff and volunteers to identify inappropriate behaviour and indicators of abuse and how to report and escalate concerns</li> <li>Child Safety to inform the community is a regular item on school communications such as newsletters and websites</li> <li>Professional Learning for staff to enhance skills to identify areas for adjustment and to communicate with students with diverse learning needs</li> <li>Communicate child safety messaging to students of all ability and needs</li> <li>Utilise strategies which ensure students with special needs have voice within St Brigid's and know where they can raise concerns should they feel unsafe</li> <li>School has integrated approaches that raise awareness of diversity and developed understandings that have led to cultural sensitivity and cultural competence across the curriculum</li> <li>Implementation of anti-bullying policy and associated lessons for students</li> <li>Newsletter is available in languages that reflect the CALD needs of the families enrolled in St Brigid's</li> <li>St Brigid's has embraced inclusive pedagogy and a commitment to uphold the rights of CALD families in order to: <ul style="list-style-type: none"> <li>Support settlement and integration</li> <li>Ensure safety and wellbeing</li> <li>Develop students' English language proficiency and academic learning</li> </ul> </li> <li>Staff participate in ongoing professional learning, designed to build cultural competence and meet the educational needs of students</li> </ul> <p>An approach to child safety that is conducive to the family/school partnerships</p>	Principal	Unlikely	Moderate	High





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Child Safety	St Brigid's, upon learning of safety risks to children from within their lives fails to respond.	<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>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>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> <li>Student is harmed after school hours in a social setting</li> <li>Student is harmed by family member or another individual</li> </ul>	<ul style="list-style-type: none"> <li>Child safety and the Child Safety Standards are embedded into the culture and practises throughout St Brigid's</li> <li>Children understand child safety and the protections in place for them and the reporting processes for them to speak out</li> <li>The principles of the Code of Conduct are enforced and enacted</li> <li>Ongoing professional learning including reportable conduct scheme, mandatory reporting, Child Safe Standards and the Disability Discrimination Act (DDA)</li> <li>Child safety is a standing item on agendas for school staff meetings and school advisory council meetings</li> <li>Child safety matters are raised with St Brigid's community via school newsletters, website and other appropriate communication tools</li> <li>Actively seek advice from Catholic Education Ballarat, CECV or appropriate agency where unsure of process, requirements or an appropriate response/action</li> <li>Visitors to be supervised while at school environments (including camps and excursions)</li> <li>Children understand Child Safety and the protections in place for them and the reporting processes for them to speak out</li> <li>The Child Safety Policy is implemented and embedded</li> <li>St Brigid's has a Code of Conduct that is shared with and signed on an annual basis by employees of St Brigid's ensuring clarity of individual and collective obligations and responsibilities for managing the risk of child abuse</li> <li>St Brigid's has, and maintains, an appropriate Child Safe Policy which is also available in child-friendly/accessible language</li> <li>A child safety commitment is displayed in areas for public and student viewing</li> <li>Curriculum materials for eSafety and child safety are part of student learning programmes</li> <li>Procedures for responding to and reporting suspected child abuse are developed and implemented according to the PROTECT protocol</li> <li>Educate students, staff and volunteers to identify inappropriate behaviour and indicators of abuse and how to report and escalate concerns</li> <li>Child Safety to inform the community is a regular item on school communications such as newsletters and websites</li> <li>Professional Learning for staff to enhance skills to identify areas for adjustment and to communicate with students with diverse learning needs</li> <li>Communicate child safety messaging to students of all ability and needs</li> <li>Utilise strategies which ensure students with special needs have voice within St Brigid's and know where they can raise concerns should they feel unsafe</li> <li>Staff participate in ongoing professional learning, designed to build cultural competence and meet the educational needs of students</li> </ul>	Principal	Unlikely	Severe	High
Child Safety	Diversity of a student is not considered when implementing teaching, learning and educational programs.	<ul style="list-style-type: none"> <li>Children or young people in our schools are at risk, which could otherwise be reduced or mitigated with appropriate action</li> <li>Lack of parent/caregiver/community confidence in Catholic Education</li> <li>Decrease in enrolments</li> <li>Reputational damage and/or negative media coverage</li> <li>Breakdown of relationship between student, family and school</li> <li>Legal ramifications for St Brigid's according to DDA</li> </ul>	<ul style="list-style-type: none"> <li>Students with diverse learning needs are not adequately supported due to limited or no information provided.</li> <li>School not making adequate adjustments to support the needs of the child</li> <li>School not advised of previous diagnosis or supplied with copies of reports of other documents which could assist to determine required adjustments</li> <li>PSG/SSG meetings not conducted as required</li> <li>IEP not developed with input of all parties</li> <li>School fails to provide support the emotional and social needs of students</li> <li>School fails to provide child safety in the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Strong emphasis on supervising all students whilst at school and undertaking school activities</li> <li>Ongoing professional learning including reportable conduct scheme, mandatory reporting, Child Safe Standards and the Disability Discrimination Act (DDA)</li> <li>Actively seek advice from Catholic Education Ballarat, CECV or appropriate agency where unsure of process, requirements or an appropriate response/action</li> <li>Supervision of playground areas (all areas covered)</li> <li>Communication to staff and students regarding restricted monitoring of schoolyard spaces</li> <li>Protocols for one-to-one supervision (reviewed annually)</li> <li>Risk assessment undertaken for camps and excursions including a lens for child safety</li> <li>The principles of the Code of Conduct are enforced and enacted</li> <li>Educate students, staff and volunteers to identify inappropriate behaviour and indicators of abuse and how to report and escalate concerns</li> <li>Professional Learning for staff to enhance skills to identify areas for adjustment and to communicate with students with diverse learning needs</li> <li>Utilise strategies which ensure students with special needs have voice within St Brigid's and know where they can raise concerns should they feel unsafe</li> <li>School has integrated approaches that raise awareness of diversity and developed understandings that have led to cultural sensitivity and cultural competence across the curriculum</li> <li>Implementation of anti-bullying policy and associated lessons for students</li> <li>Newsletter is available in languages that reflect the CALD needs of the families enrolled in St Brigid's</li> <li>St Brigid's has embraced inclusive pedagogy and a commitment to uphold the rights of CALD families in order to: <ul style="list-style-type: none"> <li>Support settlement and integration</li> <li>Ensure safety and wellbeing</li> <li>Develop students' English language proficiency and academic learning</li> </ul> </li> <li>Staff participate in ongoing professional learning, designed to build cultural competence and meet the educational needs of students</li> <li>An approach to child safety that is conducive to the family/school partnerships</li> </ul>	Principal	Unlikely	Major	Medium





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Child Safety	St Brigid's fails to adequately support a student with cultural and linguistic diversity (CALD) particularly students who are vulnerable due to age, family circumstances, abilities, or Indigenous, cultural, or linguistic background.	<ul style="list-style-type: none"> <li>Children or young people of diverse backgrounds in our schools are at risk, which could otherwise be reduced or mitigated with appropriate action</li> <li>Lack of parent/caregiver/community confidence in Catholic Education</li> <li>Decrease in enrolments</li> <li>Reputational damage (whole community or groups within community)</li> <li>Negative media coverage</li> <li>Breakdown of relationship between student, family and school</li> <li>Decrease in school attendance</li> </ul>	<ul style="list-style-type: none"> <li>Students and families of diverse backgrounds are subject to discrimination</li> <li>School fails to ensure adequate communication with families of students of diverse backgrounds</li> <li>Poor transition to school process to understand students' cultural and linguistic background.</li> <li>Lack of depth of cultural understanding in staff and student communities</li> <li>Lack of opportunities to recognise and celebrate diversity of cultures and languages</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing professional learning including reportable conduct scheme, mandatory reporting, Child Safe Standards and the Disability Discrimination Act (DDA)</li> <li>St Brigid's has a Code of Conduct that is shared with and signed on an annual basis by employees of St Brigid's ensuring clarity of individual and collective obligations and responsibilities for managing the risk of child abuse</li> <li>Actively seek advice from Catholic Education Ballarat, CECV or appropriate agency where unsure of process, requirements or an appropriate response/action</li> <li>Child Safety is embedded into the culture and practises throughout St Brigid's</li> <li>The principles of the Code of Conduct are enforced and enacted</li> <li>Professional Learning for staff to enhance skills to identify areas for adjustment and to communicate with students with diverse learning needs</li> <li>Utilise strategies which ensure students with special needs have voice within St Brigid's and know where they can raise concerns should they feel unsafe</li> <li>School has integrated approaches that raise awareness of diversity and developed understandings that have led to cultural sensitivity and cultural competence across the curriculum</li> <li>Newsletter is available in languages that reflect the CALD needs of the families enrolled in St Brigid's</li> <li>St Brigid's has embraced inclusive pedagogy and a commitment to uphold the rights of CALD families in order to: <ul style="list-style-type: none"> <li>Support settlement and integration</li> <li>Ensure safety and wellbeing</li> <li>Develop students' English language proficiency and academic learning</li> </ul> </li> <li>Staff participate in ongoing professional learning, designed to build cultural competence and meet the educational needs of students</li> </ul> <p>Translators are available and accessed to aid in communication with students and their families where necessary</p>	Principal	Unlikely	Moderate	Low
Child Safety	A culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued is not established	<ul style="list-style-type: none"> <li>Aboriginal children are not able to express their culture and enjoy their cultural rights</li> <li>Breakdown in relationship between St Brigid's and local aboriginal community</li> <li>Decrease in enrolments from Aboriginal families</li> <li>Aboriginal children or young people are at risk, which could otherwise be reduced or mitigated with appropriate action</li> </ul>	<ul style="list-style-type: none"> <li>School fails to identify, develop and embed strategies to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.</li> <li>Racism may not be identified and confronted</li> <li>Policies and procedures to create a culturally safe and inclusive environment are not implemented</li> </ul>	<ul style="list-style-type: none"> <li>St Brigid's will identify ways to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued</li> <li>St Brigid's will encourage and actively support an Aboriginal child's ability to express their culture and enjoy their cultural rights</li> <li>St Brigid's will utilize the resources developed by the Commission for Children and Young People to assist in establishing a culturally safe environment for Aboriginal children</li> <li>Ongoing professional learning including reportable conduct scheme, mandatory reporting, Child Safe Standards and the Disability Discrimination Act (DDA)</li> <li>St Brigid's will take steps to create a culturally safe environment for Aboriginal children and young people, whether or not they know that there are Aboriginal children and young people currently enrolled at St Brigid's.</li> </ul>	Principal	Unlikely	Moderate	Low

