



# Child Safe Standards Risk Register template

<b>School name:</b>	Thomastown West Primary School	<b>Responsible staff member:</b>	Sandi Young, Principal
<b>Date endorsed:</b>	10 <sup>th</sup> September 2024	<b>Endorsed by:</b>	School Council
<b>Next review date:</b>	September 2025	<b>File location:</b>	2024 TWPS Google Team Drive (staff) <a href="https://www.thomwestps.vic.edu.au/page/101">https://www.thomwestps.vic.edu.au/page/101</a> (Parents, Carers and Community)

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>Sample content is provided below</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>
<b>Child Safe Standard 1 – Aboriginal cultural safety</b>						
<p><b>Risk Title:</b> Culturally safe environments</p> <p><b>Description:</b> There is a risk that 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</p> <p><b>Risk type:</b> Situational, Organisational</p>	<ul style="list-style-type: none"> <li>Racism, discrimination and bullying not adequately managed and addressed</li> <li>Ignorance/lack of awareness</li> <li>Curriculum that doesn't include Aboriginal Australians</li> <li>An unwelcoming environment for Aboriginal students</li> <li>Policy development and review is not consultative</li> </ul>	<ul style="list-style-type: none"> <li>Aboriginal students are less likely to trust school staff which may result in them being less likely to report abuse by adults or peers, and make them more vulnerable to harm</li> <li>Aboriginal students do not feel welcome, safe, respected or valued for their diverse and unique identifies which may result in them being less likely to report abuse by adults or peers and make them more vulnerable to harm</li> <li>Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented</li> </ul> <p>Aboriginal cultural safety include these:</p> <ul style="list-style-type: none"> <li>Student Wellbeing and Engagement Policy</li> <li>Bullying Prevention Policy</li> <li>Inclusion and Diversity Policy</li> <li>Individual Education Plans</li> <li>Teaching/Learning/Wellbeing Programs and documents</li> <li>Student Support Group meetings and IEP for Koorie students</li> <li>Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy.</li> </ul>	Yes	<p>Included in the Inclusion and Diversity Policy: At TWPS we will:</p> <ul style="list-style-type: none"> <li>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</li> <li>adopt measures to ensure racism is identified, confronted and not tolerated</li> <li>address any instances of racism within the school environment with appropriate consequences</li> <li>actively support participation and inclusion in the school by Aboriginal children, students and their families</li> <li>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</li> </ul> <p><a href="#">PROTECT Child Safe Standard 1</a> (Principal Class Officers and Wellbeing Team)</p>	<p>Term 3, 2024</p> <p>Ongoing</p>
<b>Child Safe Standard 2 – School leadership, governance and culture</b>						
<p><b>Risk Title:</b> Leadership, governance and culture</p> <p><b>Description:</b> There is a risk that child safety and wellbeing is not embedded in the school's leadership, governance and culture</p> <p><b>Risk type:</b></p>	<ul style="list-style-type: none"> <li>Child safety is not prioritised</li> <li>Decision-making power concentrated in one individual</li> <li>Unclear accountabilities</li> <li>Staff and volunteers are unaware of the school's expectations relating to their conduct and role in supporting child safety and wellbeing</li> <li>Culture of secret keeping</li> <li>Poor management of conflicts of interest</li> </ul>	<ul style="list-style-type: none"> <li>Children experience physical harm or abuse because of leadership, governance and cultural failures</li> <li>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</li> <li>Children are harmed or abused because staff and volunteer roles and responsibilities to prevent or report</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed.</li> <li>Our Child Safety and Wellbeing Policy and Code of Conduct are publicly available and promoted in the school community</li> <li>This risk register is reviewed annually and after any significant child safety incident or concern</li> </ul>	Yes	<p>At TWPS we will ensure:</p> <ul style="list-style-type: none"> <li>all Child Safe policies and relevant resources will be made available on the school website: <a href="https://www.thomwestps.vic.edu.au/page/101">https://www.thomwestps.vic.edu.au/page/101</a></li> <li>implement risk management actions to make sure children are safe in the school environment</li> <li>monitor, annually review and evaluate child safety and wellbeing risks</li> <li>develop a policy or statement detailing the school's processes to meet <a href="#">Public Record</a></li> </ul>	<p>Term 3, 2024</p> <p>Ongoing</p>

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<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the <b>consequences</b> for children if the child safety risk happens</i>	<i>Describe the existing <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</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>
Organisational, Propensity	<ul style="list-style-type: none"> <li>Lack of leadership on child safety</li> <li>Poor understanding of the foreseeable risks relating to child abuse</li> <li>Poor understanding of recordkeeping and information management</li> <li>Poor child safety messaging</li> </ul>	<p>harm or abuse are not clearly communicated</p> <ul style="list-style-type: none"> <li>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.</li> <li>Poor records and record-keeping limits</li> <li>the ability of new principals to become aware of previous concerning staff behaviour</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping</li> <li>PROTECT posters and the Four Critical Actions are displayed around the school</li> <li>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.</li> </ul>		<p><a href="#">Office Victoria Recordkeeping Standards (PDF, 653KB)</a></p> <p>At TWPS we will:</p> <ul style="list-style-type: none"> <li>ensure records relevant to child safety and wellbeing are created, maintained and disposed of by Public Record Office Victoria Recordkeeping Standards</li> <li>make sure school staff and volunteers understand their obligations in information sharing and recordkeeping.</li> </ul> <p><a href="#">PROTECT Child Safe Standard 2</a> (Principal Class Officers, Leadership Team and Wellbeing Team)</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>	<ul style="list-style-type: none"> <li>Children don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to</li> <li>Students don't understand their rights</li> <li>Student input in decision making is not supported or valued</li> <li>Student contributions or concerns are not taken seriously</li> <li>Students are not offered sexual abuse prevention education</li> <li>Students are coerced or silenced by adults at the school</li> <li>Lack of friendship or peer support</li> </ul>	<ul style="list-style-type: none"> <li>Children experience harm or abuse due to lack of knowledge and empowerment</li> <li>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</li> <li>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</li> <li>Children do not feel confident or empowered to raise a concern and are unwilling to report harm or abuse</li> <li>Children experience increased vulnerability to harm or abuse due to a lack of friendship or peer support</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented</li> <li>Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students</li> <li>Student Wellbeing and Engagement Policy outlines the controls in place to ensure student wellbeing is supported and prioritised</li> <li>Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through <a href="#">Resilience, Rights and Respectful Relationships (RRRR)</a> teaching and <a href="#">learning materials</a></li> <li>Students are educated about their rights through programs such as SWPBS, RRRR, BSEM and school values Start Up and Wellbeing programs.</li> <li>Friendship and peer support are promoted through Wellbeing programs such as SWPBS, RRRR and school values Start Up and Wellbeing programs.</li> </ul>	Yes	<p>At TWPS we will:</p> <ul style="list-style-type: none"> <li>utilise the Student Leaders to inform students about all their rights, including their rights to safety, information and participation</li> <li>recognise the importance of friendships and encourage support from peers, to help students feel safe and be less isolated</li> <li>make sure staff and volunteers: <ul style="list-style-type: none"> <li>are attuned to <a href="#">signs of harm</a></li> <li>are aware of school's SWPBS processes to facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns</li> </ul> </li> <li>utilise the Student Voice Team to support the development of a culture that encourages participation and responds to what students say</li> <li>utilise class meetings to give students opportunities to participate, and respond to their contributions to strengthen confidence and engagement</li> <li>offer students access to sexual abuse prevention programs and related information in an age-appropriate way. School boarding premises are required to offer sexual abuse</li> </ul>	<p>Term 3, 2024</p> <p>Ongoing</p>

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<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the <b>consequences</b> for children if the child safety risk happens</i>	<i>Describe the existing <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</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>
					prevention programs and related information where it is relevant to the setting or context <ul style="list-style-type: none"> <li>develop curriculum planning documents or other documentation that details how the school will address these requirements.</li> </ul> <u>PROTECT Child Safe Standard 3</u> (Principal, Teachers and Wellbeing Team)	
<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><b>Risk type:</b> Organisational</p>	<ul style="list-style-type: none"> <li>Unwelcoming staff</li> <li>Lack of appreciation of the value of community consultation and engagement</li> <li>The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing</li> <li>Lack of staff training, culture or willingness to engage families and communities</li> </ul>	<ul style="list-style-type: none"> <li>Children experience harm or abuse due to an issue that may have been resolved if families and communities were engaged in child safety</li> <li>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</li> <li>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</li> <li>Children are at increased risk of harm or abuse because families cannot help students identify harm or abuse</li> <li>Children who want to make a complaint are not supported by their families</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Our Child Safety and Wellbeing Policy outlines the controls in place to engage families and is implemented</li> <li>All child safety and wellbeing policies and procedures are publicly available and promoted in the school community</li> <li>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 Compass, Class Dojo, Facebook, weekly newsletters and the school website.</li> </ul>	Yes	<p>At TWPS we will:</p> <ul style="list-style-type: none"> <li>make sure families participate in child safety and wellbeing decisions which affect their child</li> <li>utilise Compass, Class Dojo, Facebook, weekly newsletters and the school website to engage and openly communicate with families and the school community about its child safe approach.</li> <li>make child safety information accessible via Compass, Class Dojo, Facebook, weekly newsletters and the school website.</li> <li>involve families and the school community in developing and reviewing child safety and wellbeing policies and practices</li> <li>inform families and carers about the school's governance and approach to child safety and wellbeing, including roles and responsibilities of school staff utilising Compass, Class Dojo, Facebook, weekly newsletters and the school website.</li> </ul> <p><u>PROTECT Child Safe Standard 4</u> (Principal, Assistant Principal, Wellbeing Team and Office Staff)</p>	Term 3, 2024 Ongoing
<b>Child Safe Standard 5 – Equity and diverse needs</b>						
<p><b>Risk Title:</b> Diversity and equity</p> <p><b>Description:</b> There is a risk that equity is not effectively upheld, and diverse needs are not respected in policy and practice</p> <p><b>Risk type:</b> Vulnerability</p>	<ul style="list-style-type: none"> <li>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 (LGBTIQ+), students in out of home care, international students and students who are culturally and linguistically diverse)</li> <li>Diverse cohorts not supported adequately</li> </ul>	<ul style="list-style-type: none"> <li>Children from diverse cohorts are more vulnerable to harm or abuse because their needs are not respected or accommodated</li> <li>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 will be less able or willing to report their concerns</li> </ul>	<ul style="list-style-type: none"> <li>Our Child Safety and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented</li> <li>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 (LGBTIQ+) students</li> </ul>	Yes	<p>At TWPS we will:</p> <ul style="list-style-type: none"> <li>continue to provide students, staff, volunteers and the school community access with information, support and complaints processes in ways that are culturally safe, accessible and easy to understand and support the needs of all students including:               <ul style="list-style-type: none"> <li>students with disability</li> <li>students from culturally and linguistically diverse backgrounds</li> </ul> </li> </ul>	Term 3, 2024 Ongoing

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<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the <b>consequences</b> for children if the child safety risk happens</i>	<i>Describe the existing <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</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"> <li>• Diverse cohorts feel unwelcome</li> <li>• Lack of staff training on diversity and supporting and responding to vulnerable students</li> <li>• Lack of respectful culture</li> <li>• Incidents of discrimination or humiliation are not effectively addressed and managed</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Child safety information, support and complaints processes are culturally safe, accessible and easy to understand <ul style="list-style-type: none"> <li>○ Student Wellbeing, Engagement and Inclusion Policy</li> <li>○ Bullying Prevention Policy</li> <li>○ Inclusion and Diversity Policy</li> </ul> </li> <li>• Implement: <ul style="list-style-type: none"> <li>○ <a href="#">Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials</a></li> <li>○ <a href="#">Respectful Relationships whole school approach</a></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>✓ students who are unable to live at home</li> <li>✓ international students</li> <li>✓ lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students</li> <li>✓ Aboriginal students and provides and promotes a culturally safe environment for them.</li> </ul> <p>PROTECT Child Safe Standard 5 (Principal Class Officers and all staff)</p>	
<b>Child Safe Standard 6 – Suitable staff and volunteers</b>						
<p><b>Risk Title:</b> Suitable staff (including contractors engaged by the school in child-related work)</p> <p><b>Description:</b> There is a risk that staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice</p> <p><b>Risk type:</b> Organisational, Propensity</p>	<ul style="list-style-type: none"> <li>• Poor recruitment and pre-employment screening processes</li> <li>• Provision of false information during recruitment</li> <li>• Poor management of conflicts of interest</li> <li>• Insufficient induction on commencement of working at school</li> <li>• Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern</li> <li>• Insufficient promotion of the school's commitment to child safety</li> <li>• Lack of child safety culture</li> <li>• Insufficient supervision</li> <li>• Performance management does not focus on or address concerns relating to child safety and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Children experience harm or abuse due to unsuitable staff being appointed at the school</li> <li>• 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</li> <li>• Children are harmed because during recruitment, history and behaviours of concern relating to suitability to work with children are not identified</li> <li>• Children are harmed because conflicts of interests in recruiting staff means child safety is not responded to in an objective manner</li> <li>• 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</li> <li>• Children are harmed because the school provides insufficient supervision of teaching practice and performance management for existing staff</li> <li>• Children are harmed because the school takes inadequate steps to address concerning staff behaviour</li> <li>• Children are harmed because staff do not understand their role and responsibilities in promoting and supporting child safety</li> </ul>	<ul style="list-style-type: none"> <li>• Our Child Safety and Wellbeing Policy outlines the controls in place: <ul style="list-style-type: none"> <li>○ for child safe recruitment and screening practices for staff.</li> <li>○ to ensure staff are provided with an appropriate induction in the school's child safety policies and practices.</li> <li>○ to ensure ongoing supervision and management of staff is focused on child safety and wellbeing</li> </ul> </li> <li>• All actions and strategies outlined in our Child Safety and Wellbeing Policy are implemented</li> </ul>	Yes	<p>At TWPS we will:</p> <ul style="list-style-type: none"> <li>• ensure all staff and contractors are aware of <ul style="list-style-type: none"> <li>✓ the school's Child Safety and Wellbeing Policies, processes and documents.</li> <li>✓ understand their responsibilities for children and students, including information sharing, reporting and recordkeeping obligations</li> </ul> </li> <li>• ensure that the school induction addresses the school's procedures for managing complaints and concerns related to child abuse</li> </ul> <p>PROTECT Child Safe Standard 6 (Principal/Assistant Principal, Leading Teacher and Office Staff)</p>	<p>Term 3, 2024</p> <p>Ongoing</p>

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<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the <b>consequences</b> for children if the child safety risk happens</i>	<i>Describe the existing <b>child safety and wellbeing controls</b> 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>
<i>Sample content is provided below</i>						
<p><b>Risk Title:</b> Suitable Volunteers</p> <p><b>Description:</b> There is a risk that volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice</p> <p><b>Risk type:</b> Organisational, Propensity</p>	<ul style="list-style-type: none"> <li>Screening processes lack sufficient strength to reveal histories and behaviours of concern</li> <li>Systems, processes, policies and culture do not demonstrate sufficient strength and transparency to deter potential perpetrators from attempting predatory behaviours</li> <li>Conflict of interest</li> <li>Lack of child safety culture</li> <li>Insufficient induction and training</li> <li>Insufficient supervision</li> </ul>	<ul style="list-style-type: none"> <li>Children experience harm or abuse due to unsuitable volunteers being appointed at the school</li> <li>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</li> <li>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</li> <li>Children are harmed because volunteers receive insufficient supervision</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Volunteer Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision</li> <li>Volunteers engaged to mentor students or support Thomastown West Community Hub programs 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.</li> <li>Volunteers that are working with children or that may have access to students in unsupervised or high-risk settings will always be supervised by a member of school staff</li> <li>Volunteer behaviour that is inconsistent with the school's child safety and wellbeing policies and practices will be addressed by school staff swiftly and with a focus on child safety and wellbeing.</li> </ul>	Yes	<p>At TWPS we will:</p> <ul style="list-style-type: none"> <li>ensure all volunteers are aware of <ul style="list-style-type: none"> <li>the school's Child Safety and Wellbeing Policies, processes and documents.</li> <li>their responsibilities for children and students, including information sharing, reporting and recordkeeping obligations</li> </ul> </li> <li>ensure that the school induction addresses the school's procedures for managing complaints and concerns related to child abuse.</li> </ul> <p><u>PROTECT Child Safe Standard 6</u> (Principal, Assistant Principal, Leading Teacher, TWCH Hub Coordinator and Wellbeing Team)</p>	Term 3, 2024  Ongoing
<b>Child Safe Standard 7 – complaints processes</b>						
<p><b>Risk Title:</b> Complaints processes</p> <p><b>Description:</b> There is a risk that processes for complaints and concerns are not child focused</p> <p><b>Risk type:</b> Organisational, Vulnerability</p>	<ul style="list-style-type: none"> <li>The complaints process is not publicly available</li> <li>Complaints processes are not written in simple plain English</li> <li>Children, parents and carers do not trust the process, or find the complaints process culturally unsafe or incompatible with their culture or religious practices</li> <li>Children, parents and carers do not feel supported to make complaints or raise concerns</li> <li>Children's input in decision making is not valued</li> <li>Children, parents and carers concerns/complaints are not taken seriously</li> <li>Staff child safety responding and reporting obligations are not clearly described and communicated</li> </ul>	<ul style="list-style-type: none"> <li>Children experience harm or abuse because complaints processes are not able to be used by children</li> <li>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</li> <li>Children do not feel safe to report behaviours of concern, harm or abuse</li> <li>Children experience additional harm because the actions in the complaints process are inappropriate or result in insufficient action being taken to protect children</li> <li>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</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Our Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to harm or abuse</li> <li>The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website</li> <li>The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff</li> <li>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.</li> </ul>	Yes	<p>At TWPS we will:</p> <ul style="list-style-type: none"> <li>ensure all staff and volunteers are aware of procedures for responding to complaints or concerns relating to child abuse and are: <ul style="list-style-type: none"> <li>✓ capable of reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and cooperate with law enforcement</li> <li>✓ able to provide details of recordkeeping, reporting, privacy and employment law obligations to be met when responding to complaints and concerns.</li> </ul> </li> </ul> <p><u>PROTECT Child Safe Standard 7</u> (Principal, Assistant Principal, Business Manager and School Council)</p>	Term 3, 2024  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 <b>consequences</b> for children if the child safety risk happens</i>	<i>Describe the existing <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</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>
		incident, suspicion or disclosure of harm or abuse being communicated by the school without consideration of safety in the home environment				
<b>Child Safe Standard 8 – Child safety knowledge, skills and awareness</b>						
<p><b>Risk Title:</b> Knowledge, skills and awareness</p> <p><b>Description:</b> There is a risk that staff and volunteers are not equipped with the knowledge, skills and awareness to keep children and students safe through ongoing education and training</p> <p><b>Risk type:</b> Organisational</p>	<ul style="list-style-type: none"> <li>Child safety and wellbeing training not provided to staff and school council annually</li> <li>Child safety and wellbeing training is not refreshed or updated where policy, practice or law has changed</li> <li>Volunteers are not required to undertake child safety training that is appropriate to the nature of their role</li> <li>Training does not cover all necessary topics</li> <li>Training is poorly facilitated</li> </ul> <p>Also refer to Child Safe Standard 6 risks above</p>	<ul style="list-style-type: none"> <li>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</li> <li>Children experience harm because staff and volunteers do not know how to identify child safety risks including inappropriate behaviour and signs of harm</li> <li>Children experience harm because the school's child safety and wellbeing policies and practices are poorly understood by staff and volunteers</li> <li>Children are exposed to continued harm due to lack of staff knowledge, skills and awareness to stop harm or abuse from occurring</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Our volunteers policy provides information on training for volunteers.</li> <li>Volunteers that are engaged to mentor students or support Thomastown West Community Hub programs are provided with child safety training that is appropriate to the activity and the volunteer's role.</li> <li>TWPS will share all Child Safe policies/documents to Staff, School Council, Volunteers, as well as offering professional learning within and outside of school hours and during School Council meetings.</li> </ul>	Yes	<p>At TWPS we will:</p> <ul style="list-style-type: none"> <li>ensure child safety training is provided each term so that staff and volunteers can enact their role and responsibilities.</li> <li>provide appropriate training and guidance to the members of the governing body School Council every year. This training will include: <ul style="list-style-type: none"> <li>individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse</li> <li>child safety and wellbeing risks in the school</li> <li>the child safety policies, procedures and practices of the school.</li> </ul> </li> </ul> <p><u>PROTECT Child Safe Standard 8</u> (Principal, Assistant Principal, Leading Teacher and Office Staff)</p>	<p>Term 3, 2024</p> <p>Ongoing</p>
<b>Child Safe Standard 9 – Physical and online environments</b>						
<p><b>Risk Title:</b> School physical environment</p> <p><b>Description:</b> There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's physical environment</p> <p><b>Risk type:</b> Situational</p>	<ul style="list-style-type: none"> <li>Areas of child safety risk in the school buildings or grounds are not identified and appropriately supervised or managed.</li> </ul>	<ul style="list-style-type: none"> <li>Children experience harm or abuse because the school physical environment is unsafe</li> <li>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</li> <li>Children experience harm on school grounds because the school's built environment does not provide for adequate supervision, line of sight or visibility</li> <li>Children are groomed, harmed or abused by adults connected to the school because the school environment limits supervision or visibility of staff-student interactions</li> </ul>	<ul style="list-style-type: none"> <li>Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety</li> <li>Yard duty staff are trained to actively patrol the school grounds, paying particular attention to</li> <li>Secluded areas that have been identified as high risk including <ul style="list-style-type: none"> <li>behind the bike shed</li> <li>in between room 7 and the TWCH</li> <li>in between room 18 and the sports shed.</li> </ul> </li> <li>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, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct</li> </ul> <p>At Thomastown West PS:</p> <ul style="list-style-type: none"> <li>students are advised that the front of school grass area is out of bounds as the area cannot be supervised</li> <li>the sport shed and bike shed are locked unless in use, with controlled access to keys</li> </ul>	Yes	<p>At TWPS we will:</p> <ul style="list-style-type: none"> <li>review policies, procedures and practices enable school staff and volunteers to identify and mitigate risks without compromising a student's social connections and learning opportunities.</li> </ul> <p><u>PROTECT Child Safe Standard 9</u> (Principal, Assistant Principal and Teachers)</p>	<p>Term 3, 2024</p> <p>Ongoing</p>

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 <b>consequences</b> for children if the child safety risk happens</i>	<i>Describe the existing <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</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"> <li>• school grounds are well lit for after school activities</li> <li>• students are required to go to the bathroom with another student during class time</li> <li>• 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.</li> <li>• Visitor and contractor sign-in process and requirement that visitors/contractors wear a lanyard</li> <li>• Regular reminders to staff to approach unaccompanied visitors at the school and monitor the school perimeter</li> <li>• Reduced entry and exit points at the school, with gates and signage that directs all visitors to access the site via the Administration Office</li> <li>• Students advised that the lower oval is out of bounds as the area cannot be supervised</li> <li>• Garden sheds and store cupboards are locked unless in use, with controlled access to keys</li> <li>• Access to isolated, internally lockable, hidden or darkrooms or environments at the school is restricted or prevented.</li> <li>• School grounds are well lit for after school activities</li> <li>• Students are required to go to the bathroom with another student during class time</li> <li>• 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</li> <li>• Senior school students must remain at school during study blocks. Attendance is monitored by supervising staff</li> <li>• Secondary students take breaks for lunch and recess at different times to primary students</li> <li>• Secondary and primary students use different bathrooms</li> <li>• When works are being completed on the school grounds, works are fenced off and there is no interaction between students and building contractors</li> <li>•</li> </ul>			
<p><b>Risk Title:</b> Online environment</p> <p><b>Description:</b> There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in</p>	<ul style="list-style-type: none"> <li>• Child safety risks in the school's online environment are not identified and appropriately managed.</li> <li>• Students are not provided with education about online risks and appropriate online behaviours.</li> <li>• Online safety measures fail to adapt to emerging technologies and child safety risks</li> </ul>	<ul style="list-style-type: none"> <li>• Children experience harm or abuse because the school's online environment is unsafe</li> <li>• Children experience harm if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment</li> <li>• Children are groomed online</li> <li>• Children are harmed or abused as a result of undetected grooming</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Learning Policy outlines the controls in place for online conduct and online safety and is implemented</li> <li>• Acceptable Use Agreements are in place and enforced</li> <li>• 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</li> </ul>	Yes	<p>At TWPS we will:</p> <ul style="list-style-type: none"> <li>• annually review of digital policies, procedures and practices enable school staff and volunteers to identify and mitigate risks without compromising a student's right to privacy, access to information, social connections and learning opportunities.</li> </ul>	<p>Term 3, 2024</p> <p>Ongoing</p>

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 <b>consequences</b> for children if the child safety risk happens</i>	<i>Describe the existing <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</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>the school's online environment</p> <p><b>Risk type:</b> Situational</p>		<ul style="list-style-type: none"> <li>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</li> </ul>	<p>connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct</p> <ul style="list-style-type: none"> <li>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.</li> <li>Thomastown West PS is an eSmart school and uses DET and eSmart resources each term provides students with an online safety modules as part of the teaching and learning program.</li> <li>Staff use of technology is also governed by the following Department policies: <ul style="list-style-type: none"> <li><a href="#">Acceptable Use Policy for ICT Resources</a></li> <li><a href="#">Cybersafety and Responsible Use of Digital Technologies</a></li> <li><a href="#">Digital Learning in Schools</a> and</li> <li><a href="#">Social Media Use to Support Student Learning.</a></li> </ul> </li> </ul>		<p><a href="#">PROTECT Child Safe Standard 9</a> (Principal Class Officers and eLearning Leader)</p>	
<p><b>Risk Title:</b> Off-site school activities and use of third-party providers</p> <p><b>Description:</b></p> <p>There is a risk that the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse at school activities off-site and/or school activities involving third party providers.</p> <p><b>Risk type:</b> Situational, Organisational, Propensity, Vulnerability</p>	<ul style="list-style-type: none"> <li>School staff fail to identify and manage risks of child abuse occurring during off-site school activities</li> <li>School staff fail to identify and manage risks of child abuse by third-party providers engaged by the school</li> </ul>	<ul style="list-style-type: none"> <li>Children experience harm or abuse because the school does not adequately manage safety with third-party providers</li> <li>Children are harmed because policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school activities that involve third-party providers</li> <li>Children experience harm or abuse because they are transported by adults connected with the school in private vehicles without appropriate oversight from school leadership</li> </ul>	<ul style="list-style-type: none"> <li>Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing: <ul style="list-style-type: none"> <li><a href="#">Excursions</a></li> <li><a href="#">Procurement</a></li> <li><a href="#">School Bus Program</a></li> <li><a href="#">Doctors in Secondary Schools</a></li> <li><a href="#">NDIS Funded Therapy in Schools</a></li> <li><a href="#">Work Experience</a></li> <li><a href="#">Structured Workplace Learning</a></li> <li><a href="#">School Based Apprenticeships and Traineeships</a></li> <li><a href="#">School Community Work</a></li> <li><a href="#">Purchasing Secondary Courses and Vocational Training from External Providers</a></li> <li><a href="#">Community VCAL</a></li> </ul> </li> <li>For others, see the <a href="#">Policy and Advisory Library</a></li> <li>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.</li> <li>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: [insert any activities the school currently undertakes that involved third party providers such as</li> </ul>	<p>Yes</p>	<ul style="list-style-type: none"> <li>At TWPS we will: access policies as required for facilities and services from third parties that ensure the safety of students</li> <li>Develop the following policies: <ul style="list-style-type: none"> <li>Dental Vans in Primary Schools</li> <li>NDIS Funded Therapy in Schools</li> <li>Work Experience</li> </ul> </li> <li>Review the following policies: <ul style="list-style-type: none"> <li>Excursions</li> <li>Procurement</li> </ul> </li> </ul> <p><a href="#">PROTECT Child Safe Standard 9</a> (Principal Class Officers, Hub Liaison, Sports Coordinator and classroom teachers and aides)</p>	<p>Term 3 - 4, 2024</p> <p>Ongoing</p>

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 <b>consequences</b> for children if the child safety risk happens</i>	<i>Describe the existing <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</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>football clinics on or off-site, homework clubs run by third party providers]</p> <ul style="list-style-type: none"> <li>• Insert any additional controls currently in place to address this risk in the context of different offsite activities or where third party providers are used, e.g.:</li> </ul> <p><b>Procurement and third parties:</b></p> <ul style="list-style-type: none"> <li>• We require contractors to provide their Working with Children Clearance upon entry to the school.</li> <li>• We provide contractors with a copy of the Child Safety Code of Conduct and Child Safety and Wellbeing Policy</li> <li>• All third-party providers are required to enter into agreements with the school that include appropriate child safety obligations</li> </ul> <p><b>Work experience and structured workplace learning</b></p> <ul style="list-style-type: none"> <li>• The Department’s Work Experience Policy must be adhered to for each Workplace Learning Option prior, during, and following the period of Work Placement.</li> <li>• Information provided to employer about the Child Safe Standards and acceptable and unacceptable behaviours in dealing with students, including the Fact Sheet for Employers: Child Safe Standards and Workplace Learning</li> <li>• Employer provided with a copy of the school’s Child Safety Policy and Code of Conduct</li> <li>• Work Experience Coordinator is available as a contact person for the student for the period of the arrangement</li> <li>• Our students have the Work Experience Coordinator’s contact details to report any incidents</li> <li>• Work Experience Coordinator visits or contacts new employers prior to work experience to ensure that an appropriate program is organised for the student</li> <li>• We keep a database of information about work experience placements, including any issues regarding employers</li> <li>• For off-site school activities and school activities engaging a third-party provider, we identify and assess the risks of child abuse that are specific to that activity and ensure appropriate controls are in place. This includes: <ul style="list-style-type: none"> <li>- Activities held at the Thomastown West Community Hub</li> <li>- A variety of locations during interschool sport, such as other local schools and the Thomastown Recreation and Aquatic Centre.</li> </ul> </li> </ul>			

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 <b>consequences</b> for children if the child safety risk happens</i>	<i>Describe the existing <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</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>
<b>Child Safe Standard 10 – Review of child safety practices</b>						
<p><b>Risk Title:</b> Review and improvement</p> <p><b>Description:</b> There is a risk that the implementation of the Child Safe Standards is not regularly reviewed and improved</p> <p><b>Risk type:</b> Organisational</p>	<ul style="list-style-type: none"> <li>Failure to regularly review child safety policies, procedures and practices (every 2 years) or following any significant child safety incident</li> <li>Failure to use analysis of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices</li> <li>Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices</li> </ul>	<ul style="list-style-type: none"> <li>Children are harmed because safety policy, procedures and practices are out of date with any new laws or guidance on good child safety practice</li> <li>Children are harmed because child safety policy, procedures and practices no longer meet the needs of the local school community</li> <li>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</li> </ul>	<p>Through both regular OHS meetings, Wellbeing Team meetings and School Council meetings, the following will be implemented:</p> <ul style="list-style-type: none"> <li>Review and evaluate their <a href="#">child safety and wellbeing policies</a>, procedures and practices after any significant child safety incident, or at least every 2 years and improve where applicable</li> <li>Determining 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</li> <li>Including Child Safety in OHS audit/log of complaints and concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices.</li> <li>Continue to inform families through our school's newsletter when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback</li> </ul>	Yes	<p>At TWPS we will:</p> <ul style="list-style-type: none"> <li>add Child Safe Standards to the OHS meetings, Wellbeing Team meetings agenda.</li> <li>create 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</li> <li>continue to report on the outcomes of relevant reviews to staff, volunteers, the community, families and students.</li> </ul> <p><a href="#">PROTECT Child Safe Standard 10</a> (Principal Class Officers, OHS Team and Wellbeing Team)</p>	Term 3, 2024  Ongoing
<b>Child Safe Standard 11 – Implementation of child safety practices</b>						
<p><b>Risk Title:</b> Policies and procedures</p> <p><b>Description:</b> 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><b>Risk type:</b> Organisational</p>	<ul style="list-style-type: none"> <li>The policies and procedures do not address all actions and measures required under the Child Safe Standards</li> <li>The policies and procedures are not informed by best practice models and family and community engagement</li> <li>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</li> <li>Policies and procedures are difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>Children experience harm or abuse because child safety policies and procedures are not implemented effectively or at all</li> <li>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</li> <li>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</li> <li>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</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Our suite of child safety and wellbeing policies and procedures address all aspects of the Child Safe Standards</li> <li>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</li> <li>Our school leaders champion and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation</li> <li>Our Child Safety Champion regularly reviews <a href="#">PROTECT guidance</a> and other relevant policies to ensure our own local child safety policies, procedures and practices are informed by best practice and updated where required.</li> </ul>	Yes	<p>At TWPS we will:</p> <ul style="list-style-type: none"> <li>review understanding of all relevant school staff, governing body and volunteers regarding the school's Child Safe policies and procedures</li> <li>champion and model the policies and procedures for a child-safe environment</li> <li>continue to make sure their policies and procedures are informed by best practice models and stakeholder consultation.</li> </ul> <p><a href="#">PROTECT Child Safe Standard 11</a> (Principal Class Officers and Wellbeing Team)</p>	Term 3, 2024  Ongoing

<b>School name:</b>	Thomastown West Primary School	<b>Responsible staff member:</b>	Assistant Principal
<b>Date endorsed:</b>	15 <sup>th</sup> October 2024	<b>Endorsed by:</b>	School Council 2024
<b>Next review date:</b>	September 2026	<b>File location:</b>	<b>2024 TWPS Google Team Drive (staff)</b> <a href="https://www.thomwestps.vic.edu.au/page/101">https://www.thomwestps.vic.edu.au/page/101</a> (Community)