

Child Safe Standards Risk Register

School name:	Burwood East Special Developmental School (BESDS)	Responsible staff member:	Principal (supported by the Child Safety and Wellbeing Team)
Date endorsed:	October 2025	Endorsed by:	Principal
Next review date:	October 2026	File location:	G:\Shared drives\Policies & Child Safety

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>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>
Child Safe Standard 1 – Aboriginal cultural safety						
Risk Title: Culturally safe environments Description: 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 Risk type: Situational, Organisational	● Racism, discrimination and bullying not adequately managed and addressed ● Ignorance/lack of awareness ● Curriculum that doesn't include Aboriginal Australians ● An unwelcoming environment for Aboriginal students ● Policy development and review is not consultative.	● 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 ● 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 ● Physical and psychological harm as a result of child abuse.	● Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented The school has the following policies and plans in place: - o Aboriginal Learning, Wellbeing & Safety Plan - o Student Wellbeing and Engagement Policy - o Bullying Prevention Policy - o Inclusion and Diversity Policy - o Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy Celebrate the local Aboriginal community in communications with our students, staff, volunteers and families. Whole school events are held that celebrate Aboriginal culture and history such as Harmony Day. The school builds schoolwide knowledge of Aboriginal culture through Literacy, Performing Arts and Visual Arts programs. Staff have participated in Community Understanding and Safety Training (CUST) training. The school provides a Marrung Aboriginal Education Leader for monitoring the education of all Koorie students. Aboriginal and Torres Islander flags displayed in the school reception area and externally. Acknowledgement of country displayed externally, on school grounds, and school reception. The school begins events and meetings with an Acknowledgement of Country.	Yes		

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			Staff gain support from Koorie Engagement Support Officers (KESOs) to provide advice and support about creating culturally inclusive learning environments e.g., through our Visual Arts program. Public displays of artwork done by students that promote Aboriginal culture.			
Child Safe Standard 2 – School leadership, governance and culture						
Risk Title: Leadership, governance and culture Description: There is a risk that child safety and wellbeing is not embedded in the school's leadership, governance and culture Risk type: Organisational, Propensity	• Child safety is not prioritised • Decision-making power concentrated in one individual • Unclear accountabilities • Staff and volunteers are unaware of the school's expectations relating to their conduct and role in supporting child safety and wellbeing • Culture of secret keeping • Poor management of conflicts of interest • Lack of leadership on child safety • Poor understanding of the foreseeable risks relating to child abuse • Poor understanding of recordkeeping and information management • Poor child safety messaging.	• Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because the school does not have a culture of child safety and reporting of child safety incidents or concerns • Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because staff and volunteer roles and responsibilities are not clear • Poor practices and understanding of information sharing obligations may result in staff or volunteers not sharing important information to reduce the risk of child abuse or conversely, sharing sensitive information inappropriately contributing to further harm • Poor records and record-keeping practices can contribute to delays or failures to identify and respond to child safety risks and incidents and can obstruct survivors from 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 • Physical and psychological harm as a result of child abuse.	• 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 • Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed • Our Child Safety and Code of Conduct are publicly available and promoted in the school community • Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping. This risk register is reviewed annually and after any significant child safety incident or concern. PROTECT posters and the Four Critical Actions are displayed around the school e.g., in the reception area and staffroom. Records management obligations are met through adherence to the Records Management - School Records Policy and all staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership. Students, staff and volunteers are supported to safely disclose any child safety concerns. Respectful Relationships poster created by students on display in reception area. Child Safety posters developed by staff are displayed in the reception area, and around the school, and are in every classroom and are embedded in classroom practice to reinforce the child safety message. Our Child Safety Policy and Code of Conduct are publicly available on our website. All Child Safety policies are publicly available on our website and a hard copy can be supplied on request at reception. Our Code of Conduct is publicly displayed in the reception area for all staff, parents and visitors to see	Yes	Through the development of a dedicated school child safety team and consultation, strengthen controls including practices and procedures for - Volunteers and visitors - Personal care of students - Staff device use	October 2025

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			BESDS values are displayed in learning spaces in the school. Child Safety Policy folder including PROTECT Four Critical actions and BESDS flow chart for reporting concerns, in every classroom for staff, volunteers and visitors. Visitors and volunteers are appropriately supervised on site in line with the Burwood East Special Developmental School's "Visitors in Schools Policy" and "Volunteers policy". Resources about support services for family violence, such as "The Orange Door" are available in the reception area and staffroom. The school's child safety policies are promoted at meetings, assemblies, enrolment packs, newsletters and other information/orientation sessions. Child Safety is a regular agenda item at staff meetings, section meetings and school council meetings. Regular reports are provided to the school council on any child safety improvements. Child Safety Officer appointed and known to staff, parents, volunteers and visitors. School Council trained in child safety. All staff complete the Protecting Children – Reporting & Other Legal Obligations (Mandatory Reporting) interactive & informative online module. Staff attend an annual Child Safety briefing at the beginning of each year. All teachers to read and sign off on the Victorian Teaching Profession's Code of Conduct. Speech Therapy staff to read and sign off on Speech Pathology Australia Code of Ethics. Occupational Therapists to read and sign off on Occupational Therapy Australia Code of Ethics.			
Child Safe Standard 3 – Children are safe, informed and actively participate						
Risk Title: Student empowerment Description: There is a risk that students will not be empowered about their	- Students don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to - Students don't understand their rights	- 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 - Failure to empower students with information about their rights, child safety	- Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented - Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students	Yes		

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rights, participate in decisions affecting them or be taken seriously Risk type: Vulnerability	• Student input in decision making is not supported or valued • Student contributions or concerns are not taken seriously • Students are not offered sexual abuse prevention education • Students are coerced or silenced by adults at the school • Lack of friendship or peer support.	risks, and sexual abuse prevention will increase the risk of abuse going unidentified and unspoken • If students do not feel confident or empowered to raise a concern, they will be unwilling to report abuse • Lack of friendship or peer support may increase vulnerability to abuse • 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 • Physical and psychological harm as a result of child abuse.	• Student Wellbeing and Engagement Policy outlines the controls in place to ensure student wellbeing is supported and prioritised. Students are provided with child friendly abuse prevention relevant related information through differentiated Resilience, Rights and Respectful Relationships teaching and learning materials. Friendship and peer support are promoted through school activities and our school values. The implementation of SoSAFE! School wide promotes the social, social-sexual and social safety of people with moderate to severe intellectual disability. Using the standardised framework of symbols, visual teaching tools and concepts of SoSAFE! Supports students to learn the strategies for moving into intimate relationships in a safe and measured manner, and provides visual communication tools for reporting physical or sexual abuse. Students are educated about their rights through child friendly posters developed by staff for our students. Our school grounds and classrooms display visually engaging and easy-to-understand child friendly posters promoting student voice and agency. We invite students to provide feedback on how they are feeling on a daily basis and take their views into account so that they feel their concerns are heard and are taken seriously. We do this by using “Feelings” charts and Kimochi resource packs and other “check in” activities in every classroom. We uphold the right of a family and/or student to select a preferred method of communication. It is with this in mind, therefore, that we do not have a preferred system of AAC in the school. We work in collaboration with students/families and any external therapist to support student acquisition of communication. There are communication devices in every classroom to support students with effective communication. We support student wellbeing by creating opportunities for cross -age connections amongst students through e.g., peer support programs. Students participate in whole school activities that support diversity, inclusion and children’s rights such			

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			as Harmony Day, R U OK Day and days of cultural significance? Student empowerment is also represented by, for example, students secondary students taking responsibility for tasks within their school e.g. Food Bank, delivering classroom resources, recycling, meals on wheels, whole school Christmas displays, participating in graduation preparations, excursions to a beach for water safety and looking after the environment by collecting rubbish, participating in information sessions with local police, and sessions with lifeguards to discuss water safety. Students participate in activities to support diversity, inclusion and children's rights, in a meaningful manner, through Visual Arts, Performing Arts, Physical Education and classroom activities. Student agency is supported in these programs by e.g., making decisions about song choices during senior choir. Resilience, Rights & Respectful Relationships teaching and learning resources are adapted used in classrooms.			
Child Safe Standard 4 – Family engagement						
Risk Title: Families and community involvement Description: There is a risk that families and communities are not informed, and involved in promoting child safety and wellbeing Risk type: Organisational	•Unwelcoming staff •Lack of appreciation of the value of community consultation and engagement •The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing •Lack of staff training, culture or willingness to engage families and communities	•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) •Families and communities not engaged in child safety at the school are less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns. •Families cannot help students identify abuse •Families do not support students who want to make a complaint •If families lack awareness about child safety including risks of child abuse, children may be more vulnerable to being groomed by perpetrators seeking to obtain their trust. •Physical and psychological harm as a result of child abuse.	• Our Child Safety and Wellbeing Policy outlines the controls in place to engage families and is implemented. All child safety and wellbeing policies and procedures are publicly available and promoted in the school community. 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 newsletters. Our school community has been invited to review our recently updated policies on our school website and give feedback. Child Safety policies are promoted publicly in the reception area of our school. Child Safety posters including the Four Critical Actions, Spotting the Warning Signs of Abuse and Reporting Concerns are displayed in the reception area and the staff room. Staff are aware of the reporting flow chart process to manage a disclosure if it arises. School Council have been consulted about our Child Safety policies.	Yes		

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			Child Safety is an agenda item for all School Council meetings. Protect posters and Four critical Actions are displayed around the school e.g., in reception area and staffroom. Child friendly posters developed by staff and therapy staff for our students, are displayed in the reception area and around the school. We encourage families and carers to advocate for their children and champion their safety while at school and in other environments. We communicate and appropriately involve families at all stages of the process if a concern or complaint is raised. We provide frequent opportunities for parents and carers to engage with staff. We regularly talk with parents/carers to ask them about their children. We may discuss a student's needs, e.g. formally through parent /teacher interviews, or during informal meetings such as drop-off and pick-up times. We organise interpreters and translations, if needed, to support families/carers from non – English speaking backgrounds to talk about their children and any concerns they may have. All Child Safety policies are publicly available on our website and a hard copy can be supplied on request at reception. Our Code of Conduct is publicly displayed in the reception area for all staff, parents, and visitors to see. School staff, students, and members of the school community know who to contact if they have a concern about child safety. Child Safety posters including the Four Critical Actions and the BESDS flow chart for reporting concerns is in the staffroom for all staff, visitors and volunteers to see. Child friendly posters are displayed around the school and in classrooms. Families are invited to school events e.g., Harmony Day, Teddy Bears' Picnic, and our Family Picnic Night.			

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Child Safe Standard 5 – Equity and diverse needs						
Risk Title: Diversity and equity Description: There is a risk that equity is not effectively upheld, and diverse needs are not respected in policy and practice Risk type: Vulnerability	•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) •Diverse cohorts not supported adequately •Diverse cohorts feel unwelcome •Lack of staff training on diversity and supporting and responding to vulnerable students •Lack of respectful culture •Incidents of discrimination or humiliation are not effectively addressed and managed.	•Diverse cohorts who do not feel safe or who are not adequately supported for their diverse and specific needs are more at risk of abuse and harm and will be less able or willing to report concerns •Experiencing discrimination can increase a child's vulnerability to abuse and harm and can also mean they are less likely to ask for help or speak up if they have a concern •Physical and psychological harm as a result of child abuse.	•Our Child Safety and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented •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 •Child safety information, support and complaints processes are culturally safe, accessible and easy to understand - o Bullying Prevention Policy - o Inclusion and Diversity Policy - o Student Wellbeing and Engagement Policy Whole school approach to implementing Resilience, Rights and Respectful Relationships teaching and learning materials. Burwood East Special Developmental School is a lead School for Resilience, Rights and Respectful Relationships. The school has established cultural safety for all students. Students participate in activities to support diversity, inclusion and children's rights, in a meaningful manner, through Visual Arts, Performing Arts, Physical Education and classroom activities. Building schoolwide knowledge of Aboriginal culture through Literacy, Performing Arts and Visual Arts programs. Gaining support from the Koorie Engagement Support Officers (KESOs) to provide advice and support about creating culturally inclusive learning environments through e.g., our Visual Arts program. Aboriginal and Torres Islander flags displayed in the school reception area and externally. Acknowledgement of Country displayed externally, and on school grounds, and school reception. Starting meetings major events and assemblies with Acknowledgement of Country.	Yes	.	

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			Staff can choose to wear a rainbow lanyard, rainbow pens are used, magnets etc to publicly support the experiences of lesbian, gay, bisexual, trans and gender diverse, intersex or queer (LGBTIQ+) students. Students have painted rainbows in the Visual Arts program that have been put on public display to celebrate diversity. Displays of rainbows have been displayed in different areas of the school. Students participate in whole school activities that support diversity, inclusion and children's rights such as Harmony Day, R U OK Day and days of cultural significance such as Chinese New Year and Diwali Day. Students can talk about their feelings using the Kimochi resource kits and "Feelings" posters in classrooms. Students are also supported by therapy staff. Students are encouraged to participate in singing songs about feelings in e.g. The Performing Arts program and in classroom activities. All staff promote positive student behaviour, self-esteem, emotional well-being, tolerance, and respect The everyday school values devised for students to understand are as follows: - Be a communicator - Be a learner - Be safe These values are displayed in all learning spaces in the school. Occupational therapy, Physiotherapy, and Speech therapy support is provided to support students and families, within the scope of relevant DET policy frameworks. A Family Support Coordinator provides support for families at the school. The school responds to family violence in a way that is accessible, culturally responsive, safe, child-centred, inclusive and non-discriminatory. Our approach is in collaboration with parents/guardians and is always in support of student wellbeing and engagement.			

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			The school works collaboratively with organisations such as DFFH, the Australian Childhood Foundation and The Orange Door to support students and families. We liaise with them to offer training for our staff as required. Information about family violence support services is displayed in the reception area, and brochures about The Orange Door is available in the staffroom and at the reception area of the school.			
Child Safe Standard 6 – Suitable staff and volunteers						
Risk Title: Suitable staff (including contractors engaged by the school in child-related work) Description: 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 Risk type: Organisational, Propensity	● Poor recruitment and pre-employment screening processes ● Provision of false information during recruitment ● Poor management of conflicts of interest ● Insufficient induction on commencement of working at school ● Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern ● Insufficient promotion of the school's commitment to child safety ● Lack of child safety culture ● Insufficient supervision ● Performance management does not focus on or address concerns relating to child safety and wellbeing.	● Insufficient promotion of the school's commitment to child safety during recruitment processes may fail to deter potential predators from seeking employment ● History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse ● Conflicts of interests in recruiting staff may increase the risk of other staff not reporting concerns relating to staff conduct, and where concerns are reported or identified, increased risk of them not being responded to in an objective manner with the focus on child safety and wellbeing ● Insufficient induction results in the increased risk that staff fail to identify child safety risks and signs of harm and are unable to respond appropriately when they do identify risks of harm or when a complaint or concerns is disclosed to them. ● Insufficient supervision and performance management results in increased risk of child abuse and harm to students ● Staff do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm ● Physical and psychological harm as a result of child abuse	● Our Child Safety and Wellbeing Policy outlines the controls in place: ○ for child-safe recruitment and screening practices for staff ○ to ensure staff are provided with an appropriate induction in the school's child safety policies and practices ○ to ensure ongoing supervision and management of staff is focused on child safety and wellbeing ● All actions and strategies outlined in our Child Safety Policy are implemented ● All actions in the WWCC procedures are implemented ● Recruitment Online is used to recruit school staff. All advertisements for school staff will have: ○ the job's requirements, duties and responsibilities regarding child safety and wellbeing ○ expected knowledge of child development appropriate to the role ○ essential or relevant qualifications, experience and attributes in relation to child safety and wellbeing ○ All job applicants are informed about the child safety practices of the school and are provided with the school's Child Safety Policy and Child Safety Code of Conduct and links to the child safety policies on our website ● Positions advertised will include selection criteria relevant to the role, such as: ○ experience working with children, or particular groups of children, including children with a disability or Aboriginal children ○ engaging with families ○ include a statement about child safety ○ cultural safety in their work ○ Special Education qualifications. We screen all staff, volunteers, leaders and school governing board members for their suitability during recruitment.	Yes	Through the development of a dedicated school child safety team and consultation, strengthen controls including practices and procedures for - Volunteers and visitors - Personal care of students - Staff device use	October 2025

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			We ensure panel members have the right skills, experience and information to perform their role. Interview questions include questions about child safety. We require referees for both staff and volunteers as appropriate, including their last employer, and overseas referees if they've worked overseas. We ask referees about the person's character and experience in working directly with children and young people. We determine what level of ongoing supervision and management is necessary to ensure staff and volunteers perform their role in a way that promotes child safety and wellbeing. Standards for child safety performance are set out in staff contracts and performance will be assessed through staff professional development plans. Child safety considerations with supervision are taken into account at all times, due to the vulnerability of our students in the physical environment of the school. Staff attend a briefing on child safety at the beginning of each year. All new staff go through a child safety induction process with the Assistant Principal (or Leadership), which is recorded. Coordinators and Teachers will seek guidance from Leadership and the Principal on steps to take when managing a staff member whose behaviour raises child safety concerns. The principal will decide when it is necessary to escalate concerns about staff behaviour.			
Risk Title: Suitable Volunteers Description: There is a risk that volunteers are not suitable to work with children or effectively supported to uphold child	- Screening processes lack sufficient strength to reveal histories and behaviours of concern - Systems, processes, policies and culture do not demonstrate sufficient strength and transparency to deter potential	- Insufficient promotion of the school's commitment to child safety may fail to deter potential predators from volunteering at the school - History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse	The Volunteer Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision. Volunteers who are working with children, or who may have access to students in unsupervised or high-risk settings, will always be supervised by a member of school staff.	Yes		

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safety and wellbeing values in practice Risk type: Organisational, Propensity	perpetrators from attempting predatory behaviours • Conflict of interest • Lack of child safety culture • Insufficient induction and training • Insufficient supervision	• Insufficient induction results in the increased risk that volunteers do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm • Insufficient supervision results in increased risk of child abuse and harm to students • Inadequate steps to address concerning behaviour may result in increased risk of harm (for example removing volunteer from duties or otherwise ensuring the volunteer does not demonstrate further behaviours of concern) • Physical and psychological harm as a result of child abuse.	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. All volunteers are required to do a Child Safety induction with the Assistant Principal or a member of the leadership team. Volunteers are made aware of the Child Safety Policy folder in every classroom, which has all the Child Safety policies and associated policies in it so that volunteers are able to familiarise themselves with our policies and procedures. Child Safety and Wellbeing is a regular agenda item for staff meetings, and section meetings. A Register for WWCC and VIT Register is maintained Child Safety Policy folder including PROTECT Four Critical actions and BESDS flow chart for reporting concerns, in every classroom for staff, volunteers and visitors. Coordinators and Teachers will seek guidance from Leadership and the Principal in regard to a staff member whose behaviour raises child safety concerns. Volunteers are supervised at all times and are never left alone with a student/students. We maintain a high staff ratio of staff for onsite supervision of students. The school works collaboratively with organisations such as DFFH, The Australian Childhood Foundation and The Orange Door to support students and families. Information about support services for families, such as "The Orange Door" are available in the staffroom and in the reception area of the school.			
Child Safe Standard 7 – complaints processes						
Risk Title: Complaints processes Description: There is a risk that processes for complaints and concerns are not child focused Risk type:	• Students and parents/carers are uncertain about how to raise a complaint or concern because information is not accessible or easily understood • Processes do not support students, parents and carers to make complaints or raise concerns	• Failure to ensure there is accessible, culturally safe and easily understood information on how to raise a complaint or concern increases the risk of students, parents and carers not reporting behaviours of concern or abuse • Students may be unwilling to report behaviours of concern or abuse if they feel	• The 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 • 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	Yes	.	

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Organisational, Vulnerability	- Complaints processes or responsible staff do not make students feel safe or supported to report - Student input in decision making is not valued - Student, parent and carer concerns/complaints are not taken seriously - Inadequate response to complaints or concerns relating to child abuse.	they will not be taken seriously or if they do not feel safe to report - Failure to have a clear process for responding to complaints and concerns about child abuse may result in inappropriate or insufficient action being taken resulting in continued or further harm to the child and other children - Physical and psychological harm as a result of child abuse.	The Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to child abuse. The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website. The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff. All complaints and concerns are managed in accordance with employment law obligations and our school seeks advice from Employee Conduct Branch and Legal Division when dealing with complaints and concerns relating to child abuse by a member/former member of staff or school council employee or contractor. Staff attend child safety training sessions where they are made aware of the new Child Safe Standards. All of the school's child safety policies are discussed along with all associated policies including the complaints policy. Staff and volunteers are made aware of the PROTECT Four Critical actions and BESDS flow chart for reporting concerns, and child safety policies in the Child Safety folder in every classroom for staff, volunteers and visitors. Child Safety posters including the Four Critical Actions, Spotting the Warning Signs of Abuse and reporting concerns are displayed in the reception area and the staff room. Staff are aware of the reporting process to manage a disclosure if it arises. The PROTECT Identifying & Responding to All Forms of Abuse in Victorian schools is available in the staffroom for all staff and Volunteers to read. For BESDS students, strong trusting relationships are essential for communicating with others. Classroom teachers encourage students to communicate any concerns. Staff also have an awareness of the different ways students express concerns or distress, such as changing their behaviours or demeanour, and this information is shared with any volunteers or new staff working in the classroom.			

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			All classrooms, and other areas of the school, have posters and resources in child friendly language so that students can communicate any concerns. Every classroom has a communication device to support student communication. Teachers “check in” with students on a daily basis using feelings charts, Kimochi resources and other classroom activities. Staff support students to develop the skills to communicate any concerns and make them aware of familiar staff members they can go to, if they need to communicate a concern or complaint. This is supported with child friendly posters and activities. This is embedded in classroom practice. The school has a whole school approach to Respectful Relationships and use teaching and learning materials such as the Resilience, Rights and Respectful Relationships materials. Families, staff and volunteers are made aware of how to access the complaints process and are encouraged to give feedback. Our school's Complaints Policy is publicly available on our website, and hard copies are available from reception at the school. The school includes information about how to make a complaint in the school enrolment pack for new families and at enrolment meetings. Interpreters are used for non – English speaking families. The school ensures complaint handling systems and processes are confidential, and that only authorised staff can access complaint records. Records are kept of all complaints and are kept confidential.			
Child Safe Standard 8 – Child safety knowledge, skills and awareness						
Risk Title: Knowledge, skills and awareness Description: 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	•Child safety and wellbeing training not provided to staff and school council annually •Child safety and wellbeing training is not refreshed or updated where policy, practice or law has changed •Volunteers are not required to undertake child safety training that is appropriate to the nature of their role •Training does not cover all necessary topics	•Inability to identify child safety risks including inappropriate behaviour and signs of harm resulting in increased risk of failing to protect children from child abuse, and underreporting of child safety incidents to relevant staff and authorities •Insufficient understanding about the school's child safety and wellbeing policies, practices, and obligations results in increased risk that they will not be appropriately implemented by staff and volunteers and an increased risk to students	•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 •Our Volunteers policy provides information on training for volunteers. Volunteers that are engaged to gain experience in classrooms with staff are provided with child safety training that is appropriate to the activity and the volunteer's role.	Yes	Through the development of a dedicated school child safety team and consultation, strengthen controls including practices and procedures for - Volunteers and visitors - Personal care of students - Staff device use	October 2025

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Risk type: Organisational	Training is poorly facilitated. Also refer to Child Safe Standard 6 risks above.	of child abuse occurring and of continuing to occur undetected. Physical and psychological harm as a result of child abuse.	All volunteers and new staff are required to do a child safety induction with the Assistant Principal or leadership, and this is recorded. They are made aware of the following policies: the Child Safety and Wellbeing Policy, the Child Safety Code of Conduct, the Child Safety Responding and Reporting Obligations (incl. mandatory Reporting) policy and procedures and other associated policies All staff attend annual child safety training. All staff must complete a personal care induction before supporting students in personal care. The school keeps a record of all staff and volunteers who complete child safety training to ensure all are appropriately trained and training is refreshed as required. Staff attend a briefing on Anaphylaxis and Asthma at the beginning of the year and a second briefing later in the year. Staff and volunteers are made aware of the PROTECT Four Critical actions and BESDS flow chart for reporting concerns, and child safety policies in the Child Safety folder in every classroom for staff, volunteers and visitors. Child Safety posters including the Four Critical Actions, Spotting the Warning Signs of Abuse and reporting concerns are displayed in the reception area and the staff room. Staff are aware of the reporting process to manage a disclosure if it arises. The PROTECT Identifying & Responding to All Forms of Abuse in Victorian schools is available in the staffroom for all staff and Volunteers to read. The school works collaboratively with organisations such as the Australian Childhood Foundation and The Orange Door to support students and families and we liaise with them to offer training for our staff as required. The school provides staff and volunteers with up-to-date contact details for local support services for students and families by putting up posters with this information and displaying them publicly in reception and in the staffroom.			

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			All staff do the Protecting Children- Reporting and Other Legal Obligations (Mandatory Reporting) interactive online module once a year. A record is kept of all staff who have completed the training. Child Safety is a regular agenda item for all staff meetings, section meetings, and school council meetings. Child safety and risk management are discussed on a regular basis. Ongoing professional learning continues at section meetings and staff meetings where child safety resources and culturally safe resources and learning materials are shared amongst staff to improve practice. The school has established a Wellbeing PLC. The Family Support Coordinator provides ongoing support for families.			
Child Safe Standard 9 – Physical and online environments						
Risk Title: School physical environment Description: 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. Risk type: Situational	Areas of child safety risk in the school buildings or grounds are not identified and appropriately supervised or managed.	- There is an increased risk of child abuse occurring on school grounds or buildings if policies, procedures and practices fail to identify and manage areas of risk in the school's physical environment - Physical and psychological harm as a result of child abuse.	- Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety - 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. Yard duty staff are trained to actively patrol the school grounds, paying particular attention to secluded areas that have been identified as high risk including the deck area and the inground trampoline area. High staff ratio for onsite supervision of students. The school monitors and evaluates the effectiveness of human resources on a daily basis and allocates these resources where they are needed to ensure effective and safe supervision of all students.	Yes		

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			Yard duty and supervision rosters take into account the physical environment and the diversity of student needs Bike and playground equipment sheds are locked unless in use, with controlled access to keys. School grounds are well-lit for after-school activities. Traffic management plan to ensure child safety in the carpark. SoSAFE! Lessons are implemented school-wide to enhance the social, social-sexual and social safety of students. Students who need to use the bathroom go into the classroom to use the bathroom with staff supervision. Toilets and changing rooms are located in easily accessible areas of the classroom complexes and the entrances and exits have good visibility from other areas of the school. All windows and doors of the classrooms are kept clear for adequate line of sight. Students participate in activities to support diversity, inclusion and children's rights, in a meaningful manner, through Visual Arts, Performing Arts, Physical Education and classroom activities. Staff organise the physical environment of the classrooms with the knowledge and assistance of Therapy staff in regard to risks that may arise from students trying to safely access learning materials and equipment, and child-to-child and adult-to-child interactions in these spaces. Students are given opportunities to learn, play, and create, with their peers in age-appropriate ways using the internet. Staff supervise all use of the internet and technology in the school by students. The Leadership team is aware of the Marram framework that needs to be aligned with the school over time. The school works collaboratively with organisations such as the Australian Childhood Foundation and The Orange Door to support students and families and liaise with them to offer training for our staff as required.			

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			The Family Support Coordinator provides support for families when required The school creates a respectful, sensitive and safe environment for people who may be experiencing family violence. The school provides a respectful, sensitive and safe environment that enables a child or young person to feel comfortable to talk about their experiences of family violence and seek support, by using the child friendly posters in the school and the resources in classrooms. Students can talk about their feelings using the Kimochi resource kits and “Feelings” posters in classrooms. Students are also supported by therapy staff. Students are encouraged to participate in singing songs about feelings in classrooms and the Performing Arts program. The school provides a culturally safe environment throughout the school. Aboriginal and Torres Islander flags are displayed in the school reception area and externally. Acknowledgement of country displayed externally, and on school grounds, and school reception. Staff gain support from Koorie Engagement Support Officers (KESOs) to provide advice and support about creating culturally inclusive learning environments through e.g., our Visual Arts program.			
Risk Title: School physical environment Description: 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. Risk type: Situational	building works are taking place at the school and contractors are present on site during school hours; some learning areas may be more isolated; visibility to some learning areas may be altered	- Children experience harm because the school physical environment is unsafe - Harm occurs on school grounds or buildings because the school fails to identify and manage areas of risk in the school’s physical environment - Children experience harm on school grounds because the school’s built environment does not provide for adequate supervision, line of sight or visibility	- Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety - Yard duty staff are trained to actively patrol the school grounds, paying particular attention to areas that have been identified as high risk including adjacent to new building site - 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 - Visitor and contractor sign-in process and requirement that visitors/contractors to pass appropriate clearance checks	Yes		

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			• If required to visit operational (non-building) school site, visitors and contractors to work out of school hours or with direct staff supervision • Regular reminders to staff to approach unaccompanied visitors at the school and monitor the school perimeter • When works are being completed on the school grounds, works are fenced off and there is no interaction between students and building contractors • Reduced entry and exit points at the school, with gates and signage that directs all visitors to access the site via the Administration Office • Unoccupied classrooms/buildings locked from the outside to prevent students from accessing areas unsupervised during non-class time • Building sites securely blocked to prevent students from accessing site • Traffic management plan updated with increased traffic including trucks and machinery.			
Risk Title: Physical environmental health risks Description: Risk to children's health and wellbeing in an unsanitary environment due to improper cleaning.	• Exposure to pathogens causing illness or disease	• Health risks due to the spread of illnesses: improper disinfection control for germs, increasing the risk of colds, flu, and other infections. • Respiratory Issues due to poor ventilation and dust accumulation can exacerbate respiratory problems like allergies and asthma. • Increased absenteeism from frequent illnesses due to poor hygiene can lead to more absences, affecting both students and teachers. • Safety concerns from physical hazards, from spills, clutter, and debris on floors, can cause slips, trips, and falls, leading to injuries. • Safety concerns due to accidents from poorly maintained equipment or hazardous materials can also contribute to illness/injury.	Trade Flex to implement: - Regular Cleaning: Implementing a consistent cleaning schedule, including daily cleaning of high-touch surfaces and termly deep cleaning. - Disinfection: Regularly disinfecting frequently touched surfaces like desks, doorknobs, and touch points. - Waste Management: Empty rubbish bins daily and ensure proper disposal of waste. Premier Waste (via Fresh n Clean) to implement: - Waste Management: Remove and replace nappy and sanitary bins weekly and ensure proper disposal of waste. BESDS teaching staff to implement: - Teaching student's hygiene skills; practices, including handwashing and covering coughs and sneezes. • Proper Ventilation by ensuring adequate airflow and ventilation to improve air quality.			
Risk Title: Online environment Description: There is a risk the school's child safety policies, procedures and practices	• Child safety risks in the school's online environment are not identified and appropriately managed • Students are not provided with education about online risks and appropriate online behaviours	• There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment – particularly risks relating to grooming and further risk of abuse if the grooming goes undetected	• The Digital Learning Policy outlines the controls in place for online conduct and online safety and is implemented. Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers	Yes		

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do not adequately address and manage the risk of abuse and harm in the school's online environment. Risk type: Situational	Online safety measures fail to adapt to emerging technologies and child safety risks.	Physical and psychological harm as a result of child abuse.	to identify and mitigate risks in the online school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety Policy and Child Safety Code of Conduct. Students are given opportunities to learn, play, and create, with their peers in age-appropriate ways using the internet. SWPBS includes explicit teaching and lessons on safety when using ICT & Technology. An Acceptable Use Agreement is followed by students at the school. Staff work with students and supervise all use of the internet, interactive whiteboards, computers, and iPads used by students in the school. The school uses filtering software on school-based devices. Parents are encouraged to use parental controls/guided access on personal communication devices. Parents must agree to and sign the BESDS Personal Communication System Policy.			
Risk Title: Off-site school activities and use of third-party providers Description: 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. Risk type: Situational, Organisational, Propensity, Vulnerability	- School staff fail to identify and manage risks of child abuse occurring during off-site school activities - School staff fail to identify and manage risks of child abuse by third-party providers engaged by the school.	- There is an increased risk of child abuse occurring if 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 - Physical and psychological harm as a result of child abuse.	Our school complies with relevant policies with respect to the following activities, including policies relating to child safety and wellbeing: - DET policies relevant to our school's activities are: - Excursions - Procurement - NDIS Funded Therapy in Schools - Work Experience - School Community Work - If required, we access Policy and Advisory Library 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. Risk registers are done for all excursions and camps. The school keeps records of risk management activities, including risk assessments for camps and excursions.	Yes		

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			Training and refresher training is provided to staff on risk management policies and procedures when required.			
Child Safe Standard 10 – Review of child safety practices						
Risk Title: Review and improvement Description: There is a risk that the implementation of the Child Safe Standards is not regularly reviewed and improved. Risk type: Organisational	● Failure to regularly review child safety policies, procedures and practices (every 2 years) or following any significant child safety incident ● Failure to use analysis of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices ● Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices.	● Child safety and wellbeing policy, procedures and practices may become out of date with any new laws or guidance on good practice, compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns ● Child safety and wellbeing policy, procedures and practices may no longer meet the needs of the local school community compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns ● Child safety and wellbeing 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 child abuse and to respond appropriately to complaints and concerns ● Physical and psychological harm as a result of child abuse.	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. We determine 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. We have a log of complaints and concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices ● We inform families through our school's newsletter when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback ● A Wellbeing PLC has been established to review child safety policies and procedures. The PLC's also develop and support teacher practice. ● The school community are invited to give feedback about updated child safety policies and other associated policies such as the School's Complaints policy ● The school will continue to maintain and manage child safety risks using a risk register ● There is a register of existing child safe standard policies, noting the date the policy was approved, and schedule a review date every 2 years.	Yes		
Child Safe Standard 11 – Implementation of child safety practices						
Risk Title: Policies and procedures Description: 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. Risk type: Organisational	● The policies and procedures do not address all actions and measures required under the Child Safe Standards ● The policies and procedures are not informed by best practice models and family and community engagement ● 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	● If child safety policy and procedures fail to address all aspects of the Child Safe Standards, it will result in gaps in protection of children and increased risk relating to child abuse ● 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 child abuse ● If child safety policies and procedures are not informed by best practice or family and community engagement it may result in compromised ability to protect children from child abuse	● Our suite of child safety and wellbeing policies and procedures address all aspects of the Child Safe Standards ● 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 ● Our school leaders champion and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation ● Our Child Safety Champion 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.	Yes		

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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>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>
	• Policies and procedures are difficult to understand	• Failure to induct, train and support staff and relevant volunteers on implementation of child safety policies and procedures increases the risk of child abuse • Physical and psychological harm as a result of child abuse.	All new staff and volunteers are required to do a child safety induction. All staff must complete a personal care induction before supporting students in personal care. Personal care protocols are in line with SoSAFE! approach to enhance the social, social-sexual and social safety of students. Child Safety policies and the Complaints policy are included in the school enrolment packs. Child safety is a priority in all recruitment processes. Child safety is a regular item on the agenda for staff meetings, section meetings and school council meetings. Child safety is discussed with families at orientation sessions. All the school child safety policies are easily accessible, on the school website. Updated child friendly posters about child safety are displayed publicly in reception, in the school grounds and in the classrooms. Updated child-focused complaints procedures that are understood and easily accessible for the student cohort at the school. The school manages child safety risks relating to child abuse using the Child Safety Risk Register template.			

Schools must tailor example content to be relevant to the school.
Not tailoring the examples content may result in non-compliance with Child Safe Standard 2 and Ministerial Order 1359.