

## Bialik College Child Safety & Wellbeing Risk Register

**Updated termly (quarterly) or as required, whichever is more frequent.**

**Last updated: 24/5/20**

Risk Title & Description	Risk Causes & Consequences	Existing Controls	Current Risk Assessment – with existing controls				Treatment	Target Risk Assessment – after treatments		
			Effectiveness of existing controls <i>How effective are the current controls we have in place? (choose one)</i>	Current Risk Consequence <i>How big would the impact of this risk be if it occurred? (choose one)</i>	Current Risk Likelihood <i>How likely is this risk to occur? (choose one)</i>	Current Risk Rating <i>What is the current risk level based on the risk rating matrix?</i>		Target Risk Consequence <i>(choose one)</i>	Target Risk Likelihood <i>(choose one)</i>	Target Risk Rating <i>What is the target risk level based on the risk rating matrix?</i>
<p>Define the risk event including a risk title and a short description <i>What can go wrong?</i></p>	<p>Describe the risk event cause/s and consequence/s. <i>What would cause it to go wrong? (causes)</i> <i>What are the impacts if it does go wrong? (consequences)</i></p>	<p>Describe any existing policy, procedure, practice or device that acts to minimise the risk <i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i></p>					<p>Describe the actions to be undertaken for those risks requiring further treatments. <i>What will be done? Who is accountable? When will it happen?</i></p>			
<p><b>1. School culture: child safety</b></p> <p>ie There is a risk the school does not develop a culture of child safety.</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>Lack of an effective child safety risk management strategy</li> <li>Fail to ensure that appropriate guidance and training is provided to the individual members of the school council and school staff about child safety</li> <li>School fails to monitor who is on the premises</li> <li>Lack of reporting procedures</li> <li>Lack of understanding of roles and responsibilities in relation to child safety</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage</li> </ul>	<ul style="list-style-type: none"> <li>Implement all relevant policies: Child Safety &amp; Wellbeing (inc. Code of Conduct and statement of commitment), Mandatory Reporting, Duty of Care, IT Policies (staff and students), Workplace Behaviours, Excursions and Camps, OH&amp;S and their ongoing review (including gap analysis workshops with students and staff)</li> <li>Ease of access to policies (website and Learning Management System), including Complaints and Whistleblowers policies</li> <li>Adopt and apply risk management procedures – including this risk register - to identify, assess, evaluate, treat, monitor, review and report child safety risks (<a href="#">Child Safety Standard 6, requirements 2, 3 &amp; 4, pages 3, 4 &amp; 5</a>)</li> <li>Adopt practices as outlined in the VRQA <a href="#">Strategies to embed an organisational culture of child safety</a></li> <li>Appointment of named child safety lead for the school and appointment of a wider Child Protection Team</li> <li>Staff, volunteers, visitors and contractors' induction (including Bialik-specific online training module) regarding the school's current child safety standards and practices</li> <li>Child safety standard discussion item on School Leadership Team meetings and regular professional development schedule slot including biannual Principal's Briefing for high profile); Induction, Mandatory March, Termly Briefings.</li> <li>School Council training and induction.</li> <li>Termly Review of Risk Register</li> </ul>	Effective	Severe	Unlikely	High	<p>2023</p> <ul style="list-style-type: none"> <li>Existing gap analysis workshops with students and staff to be extended to families.</li> <li>Extend biennial whole-school survey to expand student safety questions to child protection.</li> <li>Develop and distribute regular Igeret notices/updates bulletins containing material related to child safety to inform the school community.</li> </ul> <p>2024</p> <ul style="list-style-type: none"> <li>Ensure all volunteers do Volunteer Module (EF role)</li> <li>Could we have a regular statement in the Igeret?</li> </ul>	Severe	Rare	Medium

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<p><b>2. Counselling support following major incident.</b></p> <p><b>ie</b> There is a risk of a lack of availability of suitable counselling and other support services in case of major incident</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>Major incident (eg death of staff or student)</li> <li>Public and widespread awareness of an alleged child safety/abuse incident</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Counselling team of counsellors and psychologists become over capacity, resulting in their inability to service either current workload, or additional needs. Physical or psychological injury</li> <li>Stress for all personnel involved</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage for school</li> </ul>	<ul style="list-style-type: none"> <li>Expand usual provision for current part-time psych/counsellors to temporarily add on more hours, including debriefing and safe spaces.</li> <li>Employ additional support via staff contingency budget</li> <li>Approach other Jewish, local and/or EISM schools and ISV for lending of their psych/counsellors</li> <li>Contact social care organisations – in particular Jewish Care – for ramp-up support</li> <li>Use of parents / BCPA / therapy dogs to support</li> <li>Triage existing appointments</li> </ul>	Effective	Severe	Rare	Medium	<p>2023</p> <ul style="list-style-type: none"> <li>Include effective actions recently, taken following an internal review of our response to an on-campus, non-work related, death of a staff member in 2022, into College Crisis Management Plan.</li> </ul> <p>2024</p> <ul style="list-style-type: none"> <li>Use of external first-language support following Oct 7.</li> </ul>	Severe	Rare	Medium
<p><b>3. Non reporting</b></p> <p><b>ie</b> There is a risk that the school does not report child safety issues.</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>Lack of reporting protocols</li> <li>Staff not aware of reporting protocols</li> <li>Staff not aware of their reporting obligations</li> <li>Familiarity of relationships</li> <li>Poor child safety culture</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Inappropriate behaviour not reported</li> <li>Child safety incident occurs/continues</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage for school</li> </ul>	<ul style="list-style-type: none"> <li>Child Safety &amp; Wellbeing Policy and the Mandatory Reporting Policy are implemented</li> <li>Annual Protecting Children-mandatory reporting and other obligations DET training for all teaching and non-teaching staff, and logs/followups</li> <li>Once per semester (minimum) whole-staff training.</li> <li>Child Protection Committee review of incidents / reports, and visibility of Child Protection Team</li> <li>Child safety standard discussion item on School Leadership Team meetings and regular professional development schedule slot</li> <li>All attending volunteers Bialik-specific undertaken online training module</li> <li>Performance management procedures</li> <li>Refer to Accusation of Child Abuse in main school Risk Register</li> </ul>	Effective	Severe	Unlikely	High	<p>2024</p> <ul style="list-style-type: none"> <li>Train student mentors.</li> <li>Child safety briefing for Y10 camp attendees.</li> </ul>	Severe	Unlikely	High

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<p><b>4. Unsupervised child</b></p> <p><b>ie</b> There is the risk of a child safety incident when a child is unsupervised including during recreational or other activities.</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>School fails to monitor who is on the premises</li> <li>Lack of student supervision, including on overnight camps or out of hours informal Jewish education activities.</li> <li>Overseas trips supervision night and day.</li> <li>Lack of appropriate risk management practices in place for recreational or other activities</li> <li>Inappropriate building design</li> <li>Lack of supervision during down times at off-site school productions and rehearsalsLack of supervision while using on-line platforms</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage for school and staff involved.</li> </ul>	<ul style="list-style-type: none"> <li>Child Safety &amp; Wellbeing, Duty of Care, Workplace Behaviours, Excursions &amp; Camps Policies, and VIT standards</li> <li>Glass window rollout complete for every office and room</li> <li>Staff/student ratios and behaviours as per above policies</li> <li>'Yard duty' for teachers before, during and after school with sign-in and out books</li> <li>Staff-student ratios observed</li> <li>Visitor and contractor sign-in process through Loolearn, and employed security staff</li> <li>Child safety standard discussion item on School Leadership Team meetings and regular professional development schedule slot</li> <li>Student behavioural contracts for secondary camps and overseas trips</li> <li>New aftercare for Primary School</li> <li>Hybrid learning model in place if required</li> <li>Refer to following risks in main school Risk Register: <ul style="list-style-type: none"> <li>Serious Injury</li> <li>Accident at Camp</li> <li>Accidental Death of a Student</li> <li>Student Unaccounted For</li> <li>Students attending interstate &amp; overseas travel and risk to wellbeing</li> </ul> </li> </ul>	Effective	Major	Possible	High	<ul style="list-style-type: none"> <li>Overnight rosters for camps.</li> <li>Review CCTV to check for unsupervised areas, and 'hot spot' areas</li> <li>Assessment of new or changed physical environments for child safety risks</li> <li>Inclusion of supervision rosters for breaks and downtime during school productions &amp; rehearsal schedules</li> </ul>	Major	Possible	High
<p><b>5. False allegations</b></p> <p><b>ie</b> There is the risk of a false allegation of an incident of child abuse perpetrated by a staff member or volunteer.</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>Malicious complaint</li> <li>Unethical behaviour</li> <li>Discrimination</li> <li>Jealousy</li> <li>Misinformation</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Physical or psychological injury including very severe outcome such as self harm/suicide.</li> <li>Stress for all personnel involved</li> <li>Reputation damage for staff member/contractor/volunteer</li> <li>Reputation damage for school</li> </ul>	<ul style="list-style-type: none"> <li>Child Safety and Wellbeing Policy inc. statement of commitment</li> <li>Code of Conduct itemised areas eg photography; possession of drugs &amp; alcohol; transporting students; electronic communication; bathroom &amp; change rooms; sleeping arrangements whilst travelling; physical contact etc.</li> <li>Mandatory Reporting policy</li> <li>Positive Behaviour Policy with support from Psych/Counselling team</li> <li>For adult victim: Bialik College Employee Assistance Program (external) and Psych/counselling staff provision (internal)</li> <li>Duty staff, CCTV, glass in all doors to mitigate</li> <li>Child safety a standard discussion item on School Leadership Team meetings</li> <li>Legal advice from HR Legal, and ISV support</li> <li>Refer to Staff Suicide risk in main school Risk Register</li> </ul>	Effective	Severe	Rare	Medium	<ul style="list-style-type: none"> <li>Complete rollout of Bialik-specific online volunteer training module</li> <li>Ensuring all staff complete Mandatory March training</li> </ul>	Severe	Rare	Medium

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<p><b>6. Student bullying /racism / sexism</b></p> <p><b>ie</b></p> <p>There is a risk that a student may bully or use racist slurs against another or in general.</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>Immature / thoughtless behaviour.</li> <li>Lack of education from home/ school.</li> <li>Mimicking language from media (inc.online, films), home, friendships.</li> <li>Social media bullying / challenges</li> <li>Lack of personal self esteem.</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs.</li> <li>Physical and/or psychological injury.</li> <li>Stress for all personnel involved</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage for school</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining a zero tolerance stance towards racism and bullying</li> <li>Maintain position as regional lead for Respectful Relationships Program</li> <li>Policies: Positive Behaviour Policy (inc. Anti-Bullying Policy)</li> <li>Whole-school and year specific student surveys re child safety and specifically bullying</li> <li>Proactive curricula: SEL (Primary) and H&amp;W (secondary)</li> <li>Restorative and proactive practices</li> <li>Speakers, assemblies, parent information evenings, proactive yard duty, digital literacy, Y6 Learning to Learn middle school transition program</li> <li>School leaders regularly addressing unconscious bias and racism</li> <li>Aboriginal cultural inclusion elements and actions (eg Ngarrgee/Rosh Hashanah, RAP committee actions, partnership with First Nations for camps and curricula, and elder Murrindindi, educational displays, curriculum experiences through English texts, art, history, Jewish Studies etc. Refer to ATLAS</li> <li>Cyberhound web filter</li> <li>Cyberhound search alerts for staff and students</li> </ul>	Effective	Severe	Almost certain	Extreme	<ul style="list-style-type: none"> <li>Map incidents through new Compass (Learning Management System) behaviour system (implementation once Compass rollover takes place)</li> <li>Additional parent engagement opportunities</li> <li>Indigenous-inspired learning space in new Launch Lab development with a bookable contemplative space to take groups proactively and reactively</li> </ul>	Severe	Likely	Extreme
<p><b>7. Personal issues</b></p> <p><b>ie</b></p> <p>There is the risk of a child safety incident occurring due to unknown personal issues of staff or students.</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>Natural trust of long-term employees (who may have developed issues over time)</li> <li>Informal Jewish Education team and sports coaches who have a more informal relationship with students than other educators may have</li> <li>Stress e.g. gambling, addiction, self esteem</li> <li>Mental health issues</li> <li>Domestic issues e.g. relationship break ups, domestic violence</li> <li>Peer pressure</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage for school</li> </ul>	<ul style="list-style-type: none"> <li>Follow <a href="#">Recruitment Policy and Procedure</a></li> <li>Regular checking of current and future staff with Victorian Institute of Teaching registration (HR Dept) and WWCC (Linksafe)</li> <li>Ensure references include a current employer (and if school, a Principal / senior leadership team member)</li> <li>Implement Child Safety and Wellbeing, Workplace Behaviours, Duty of Care and IT/E-Safety policies</li> <li>Regular staff meetings and Principal 1:1 meetings with staff</li> <li>Bialik College Employee Assistance Program (external) and Psych/counselling staff provision (internal)</li> <li>Teacher ongoing monitoring (and review of student behaviour)</li> <li>Child safety standard discussion item on School Leadership Team meetings and regular professional development schedule slot</li> </ul>	Effective	Major	Rare	Medium	<ul style="list-style-type: none"> <li>Ongoing monitoring and review of staff and student work practices and behaviours for 'warning signals'</li> <li>Promote R U OK Week</li> </ul>	Major	Rare	Medium

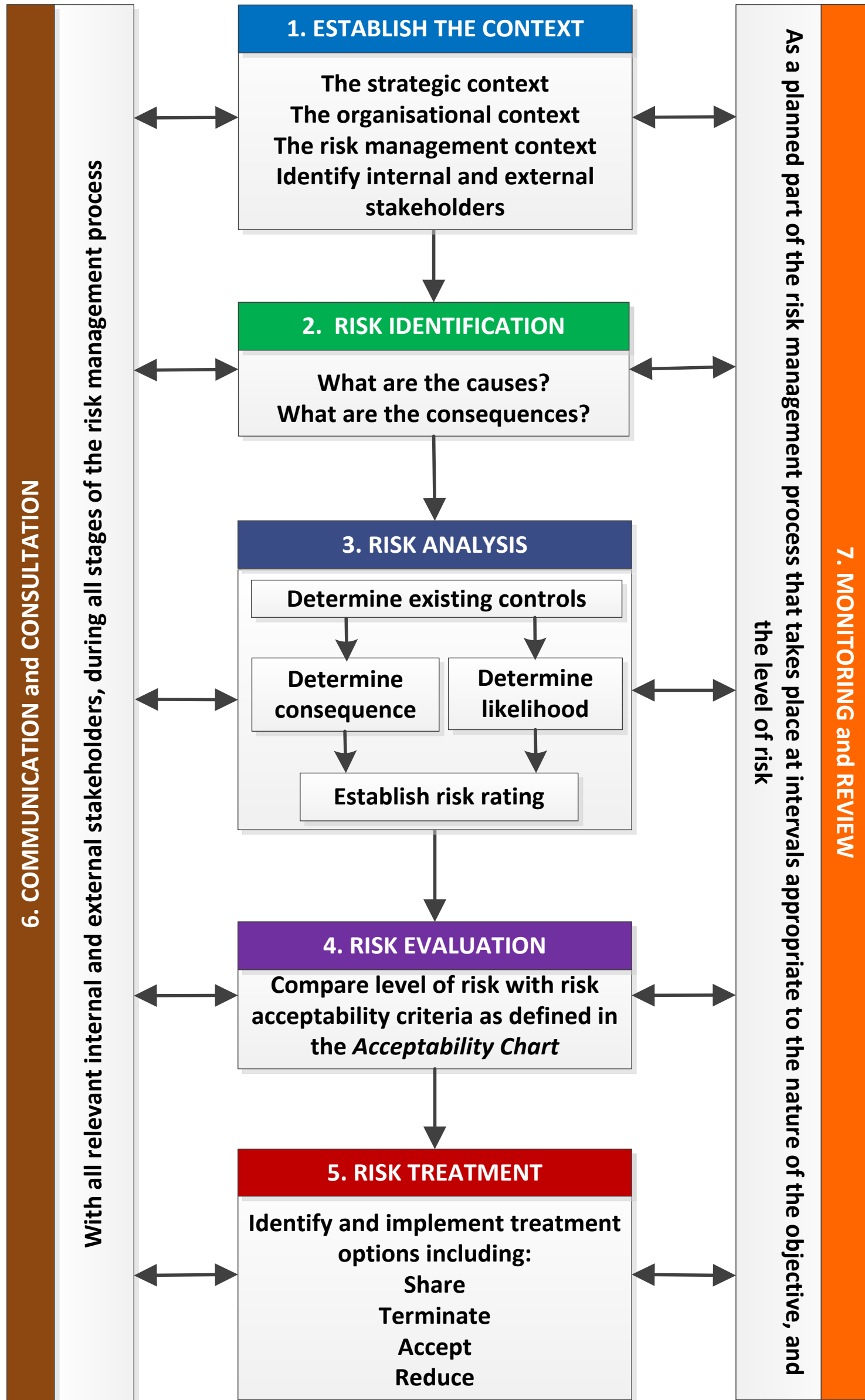
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<p><b>8. Online environment</b></p> <p><b>ie</b> There is the risk of a child safety incident in an online environment.</p>	<p><b>Causes</b> On line child safety issues via:</p> <ul style="list-style-type: none"> <li>o email</li> <li>o Facebook, Instagram, Twitter, TikToc, Snapchat etc</li> <li>o YouTube</li> <li>o Messaging eg SMS, Whatsapp etc</li> <li>o telephone, Zoom, Teams, Meet etc</li> <li>o photography and videography</li> <li>o any other electronic media.</li> <li>o School data breach including exposure of confidential info / notes.</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>• Psychological injury (stress / bullying)</li> <li>• Stress for staff dealing with incident</li> <li>• Litigation / adverse court ruling</li> <li>• Reputation damage for school</li> </ul>	<ul style="list-style-type: none"> <li>• School online policy and procedures</li> <li>• Policies: Acceptable Use Agreement (student – primary and secondary), Acceptable Use of Technology (Staff, Contractors &amp; Consultants) Policy, Staff Portable Device Policy, Positive Behaviour Policy, Staff Workplace Behaviours Policy</li> <li>• Cyberhound web filter</li> <li>• Cyberhound search alerts for staff and students</li> <li>• Digital Literacy curriculum</li> <li>• SEL (Primary) and H&amp;W (Secondary) curriculum</li> <li>• SchoolTV subscription with parental guidance</li> <li>• Parent developmental and behavioural sessions</li> <li>• Response protocols implemented</li> <li>• Ongoing awareness of the school's online policies and procedures</li> <li>• Ongoing review of control effectiveness and improvements instigated as required</li> <li>• Refer to Whole School Risk Register for Data Breach and Exposure of Confidential Notes</li> <li>• Refer to Student Suicide risk in main school risk register</li> </ul>	Effective	Severe	Likely	Extreme	<ul style="list-style-type: none"> <li>• Igeret reminders about safe behaviours</li> <li>• Address online behaviours in assemblies and year level meetings</li> </ul>	Severe	Likely	Extreme
<p><b>9. Contractor(s) on the premises</b></p> <p><b>ie</b> There is the risk that contractors do not sign in at security guard houses before delivering items (eg to canteens, emptying sanitary bins, commencing work on school grounds e.g. maintenance).</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>• School fails to monitor who is on the premises</li> <li>• Lack of supervision</li> <li>• Contractors not aware of school arrangements</li> <li>• Lack of background checks on contractors</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>• Child safety incident occurs</li> <li>• Physical or psychological injury</li> <li>• Stress for all personnel involved</li> <li>• Litigation / adverse court ruling</li> <li>• Reputation damage for school</li> </ul>	<ul style="list-style-type: none"> <li>• Follow <a href="#">Recruitment Policy and Procedure</a>.</li> <li>• Visitor and contractor sign-in process through LoopLearn</li> <li>• Contractors and delivery agents met by Security by guardhouse and credentials are checked and inputted prior to entry</li> <li>• Contractors are escorted and supervised by Maintenance team whilst students on campus</li> <li>• Trusted and vetted food deliverer and sanitary bin changer WWC confirmed prior to time-limited unsupervised entry. Looplearn alerts if stay is extended</li> <li>• Security guards at each guard house trained to direct all visitors to the relevant reception</li> <li>• Child Safety and Wellbeing Policy, and <a href="#">child safety risk management strategies</a> implemented</li> </ul>	Effective	Severe	Rare	Medium	<ul style="list-style-type: none"> <li>• Regular child safety &amp; wellbeing training for maintenance and security teams</li> <li>• Checking Looplearn does alerts for overstays</li> </ul>	Severe	Rare	Medium

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			Effectiveness of existing controls <i>How effective are the current controls we have in place? (choose one)</i>	Current Risk Consequence <i>How big would the impact of this risk be if it occurred? (choose one)</i>	Current Risk Likelihood <i>How likely is this risk to occur? (choose one)</i>	Current Risk Rating <i>What is the current risk level based on the risk rating matrix?</i>		Target Risk Consequence <i>(choose one)</i>	Target Risk Likelihood <i>(choose one)</i>	Target Risk Rating <i>What is the target risk level based on the risk rating matrix?</i>
<p>10. Recruitment</p> <p>ie There is a risk of recruiting an inappropriate person.</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>References not from current employer, missing a potential allegation / crime.</li> <li>Circumvent normal employment procedures, including no background checks</li> <li>A rushed recruitment process</li> <li>Non-compliance with relevant policies and procedures including conflict of issues policy</li> <li>Unethical behaviour</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage for school</li> </ul>	<ul style="list-style-type: none"> <li>Follow <a href="#">Recruitment Policy and Procedure</a>.</li> <li>Adopt practices as outlined in the VRQA child safety standard 4 <a href="#">staff selection checklist</a></li> <li>Victorian Institute of Teaching registration and WWCC</li> <li>Ensure references include a current employer (and if school, a Principal / senior leadership team member)</li> </ul>	Effective	Major	Rare	Medium	<ul style="list-style-type: none"> <li>This level of risk is accepted with good practice in place</li> </ul>	Major	Rare	Medium
<p>11. Excursions and camps</p> <p>ie There is a risk that staff do not consider child safety matters whilst preparing for and/or whilst on excursions and camps.</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>Lack of awareness of local conditions (unknown people and environments)</li> <li>Our staff fails to monitor who is in vicinity of school camps / excursions</li> <li>Lack of supervision</li> <li>Fail to consider child safety risks</li> <li>Lack of appropriate risk management practices in place for recreational or other activities</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Physical or psychological injury</li> <li>Disruption to excursion / camp</li> <li>Stress for all personnel involved</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage for school</li> </ul>	<ul style="list-style-type: none"> <li>Risk assessment by Activities Manager</li> <li>Site visit by Activities Manager</li> <li>Excursions Policy checklisted against camp activities</li> <li>Camp leader briefs students and Bialik staff on arrival</li> <li>Staff conduct area familiarity upon arrival at venue</li> <li>Staff-student ratios are observed as per Excursions Policy</li> <li>Regular student head counts</li> <li>All staff have undertaken child safety &amp; wellbeing and mandatory reporting training</li> <li>All attending volunteers have undertaken online training module</li> <li>All staff have completed DET 'Protecting Children - Mandatory reporting and other obligations' online training</li> <li>Adopt <a href="#">child safety risk management strategies</a> as appropriate with particular attention to Child Safety Policy, Excursions Policy and Mandatory Reporting Policy</li> <li>Appropriate school approvals for excursions/camps including risk assessment</li> <li>Student and Parent Declaration</li> </ul>	Effective	Severe	Rare	Medium	<ul style="list-style-type: none"> <li>Debrief following each night and end of camp – <i>Activities Manager / Head of Camp / YLC</i></li> <li>For excursions, incidents reported to OH&amp;S committee. <i>Activities Manager / Head of Camp / YLC</i></li> </ul>	Severe	Rare	Medium

Risk Title & Description	Risk Causes & Consequences	Existing Controls	Current Risk Assessment – with existing controls				Treatment	Target Risk Assessment – after treatments		
			Effectiveness of existing controls <i>How effective are the current controls we have in place? (choose one)</i>	Current Risk Consequence <i>How big would the impact of this risk be if it occurred? (choose one)</i>	Current Risk Likelihood <i>How likely is this risk to occur? (choose one)</i>	Current Risk Rating <i>What is the current risk level based on the risk rating matrix?</i>		Target Risk Consequence <i>(choose one)</i>	Target Risk Likelihood <i>(choose one)</i>	Target Risk Rating <i>What is the target risk level based on the risk rating matrix?</i>
<p>Define the risk event including a risk title and a short description <i>What can go wrong?</i></p>	<p>Describe the risk event cause/s and consequence/s. <i>What would cause it to go wrong? (causes)</i> <i>What are the impacts if it does go wrong? (consequences)</i></p>	<p>Describe any existing policy, procedure, practice or device that acts to minimise the risk <i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i></p>					<p>Describe the actions to be undertaken for those risks requiring further treatments. <i>What will be done? Who is accountable? When will it happen?</i></p>			
<p><b>12. Sporting Events (Offsite)</b></p> <p>There is a risk that the additional safety &amp; wellbeing issues inherent with an offsite sporting event are not considered or managed.</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>Lack of awareness of local conditions (unknown people and environments)</li> <li>Staff failing to monitor who is in vicinity of event</li> <li>Lack of supervision</li> <li>Failing to consider child safety &amp; wellbeing risks of specific spaces and/or activities</li> <li>Lack of appropriate risk management practices in place for sporting activities</li> <li>Injury to student</li> <li>Altercation between participants from other schools</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Physical or psychological injury</li> <li>Disruption to sporting event</li> <li>Stress for all personnel involved</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage for school</li> </ul>	<ul style="list-style-type: none"> <li>Event specific risk assessment approved by Activities Manager and shared with participating staff &amp; volunteers</li> <li>Site visit by staff member</li> <li>Staff conduct area familiarity or briefing upon arrival</li> <li>Staff-to-student ratios are observed as per Excursions Policy</li> <li>Student head counts undertaken before major movement of transport</li> <li>All staff, including coaches, have undertaken Bialik child safety &amp; wellbeing training</li> <li>All staff, including coaches, have completed DET 'Protecting Children - Mandatory reporting and other obligations' online training</li> <li>Ensure bathroom and change room guidance, as outlined in the Code of Conduct section of the Child Safety &amp; Wellbeing Policy, is understood by supervising staff</li> <li>Ensure staff managing each event are qualified/experienced with the activity and equipment</li> <li>College security to attend major events – as determined by the Activities Manager</li> </ul>	Effective	Major	Possible	High	<ul style="list-style-type: none"> <li>All attending volunteers understand their Child Safety obligations and have undertaken the Bialik online training module</li> <li>Active management/oversight of parents taking photographs of other people's children and posting photos on social media</li> </ul>	Major	Unlikely	Medium

Risk Title & Description	Risk Causes & Consequences	Existing Controls	Current Risk Assessment – with existing controls				Treatment	Target Risk Assessment – after treatments		
			Effectiveness of existing controls <i>How effective are the current controls we have in place? (choose one)</i>	Current Risk Consequence <i>How big would the impact of this risk be if it occurred? (choose one)</i>	Current Risk Likelihood <i>How likely is this risk to occur? (choose one)</i>	Current Risk Rating <i>What is the current risk level based on the risk rating matrix?</i>		Target Risk Consequence <i>(choose one)</i>	Target Risk Likelihood <i>(choose one)</i>	Target Risk Rating <i>What is the target risk level based on the risk rating matrix?</i>
<p>Define the risk event including a risk title and a short description <i>What can go wrong?</i></p>	<p>Describe the risk event cause/s and consequence/s. <i>What would cause it to go wrong? (causes)</i> <i>What are the impacts if it does go wrong? (consequences)</i></p>	<p>Describe any existing policy, procedure, practice or device that acts to minimise the risk <i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i></p>					<p>Describe the actions to be undertaken for those risks requiring further treatments. <i>What will be done? Who is accountable? When will it happen?</i></p>			
<p><b>13. Arrangements with third parties to deliver courses and provide opportunities on excursions</b></p> <p>ie There is a risk that the staff or content provided by third parties presents a safety or wellbeing risk to children through courses (such as VET) or camps (such as a Primary camp provider).</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>• Third parties may be unfamiliar with our child safety and wellbeing policies practices and procedures</li> <li>• Non-compliance with relevant policies and procedures including Conflict of Interest policy</li> <li>• Non-compliance with child safety regulations and laws</li> <li>• Unethical behaviour</li> <li>• Events arranged at the last-minute</li> <li>• Reference/background checks not conducted</li> <li>• Lack of supervision of presenters and students</li> <li>• Lack of appropriate risk management practices in place for recreational or other activities</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>• Child safety incident occurs</li> <li>• Physical or psychological injury</li> <li>• Disruption to activity</li> <li>• Stress for those involved</li> <li>• Litigation / adverse court ruling</li> <li>• Reputation damage to school</li> </ul>	<ul style="list-style-type: none"> <li>• All Bialik College staff have undertaken child safety and wellbeing, and mandatory reporting, training, whilst volunteers have undertaken online training module</li> <li>• External Education and Camp Provider Policy is followed, ensuring providers are compliant with statutory child safety obligations</li> <li>• Adopt child safety risk management strategies as appropriate with particular attention to Child Safety and Wellbeing Policy, Excursions Policy and Mandatory Reporting Policy</li> <li>• Appropriate school approvals have been given by the Activities Manager</li> <li>• Provision by presenter of Victorian Institute of Teaching registration and/or WWCC</li> <li>• Check (recent) references</li> </ul>	Effective	Moderate	Rare	Low		Moderate	Rare	Low
<p><b>14. LGBTQIA+ Support</b></p> <p>le There is a risk of a lack of support for LGBTQIA+ and transitioning students and staff with their needs including mental health wellbeing</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>• Lack of understanding by students, staff or parents of student distress/wellbeing</li> <li>• Lack of availability or inadequate understanding and training of staff</li> <li>• Inadequate education of students and resources for parents</li> <li>• Poor culture of inclusion</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>• Child safety incident occurs.</li> <li>• Bullying</li> <li>• Physical and/or psychological injury</li> <li>• Stress for all personnel involved</li> <li>• Litigation / adverse court ruling</li> <li>• Reputation damage for school</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain position as regional lead for Respectful Relationships Program</li> <li>• Policies: Positive Behaviour Policy (inc. Anti-Bullying Policy), Complaints Policy</li> <li>• Helpseeking posters age appropriate throughout school</li> <li>• Frequent student check-ins by wellbeing tam and year coordinators</li> <li>• Whole-school and year specific student surveys re child safety and specifically bullying</li> <li>• Proactive curricula: SEL (Primary) and H&amp;W (secondary) incorporating Safe Schools</li> <li>• Restorative and proactive practices</li> <li>• Pride Awareness month</li> <li>• Everyone bathrooms, gender neutral uniform, section in library with books supporting students (re sexual identity and transitioning)</li> <li>• Staff training through PL schedule, safe schools, Respectful relationships; ongoing part of the professional development program</li> <li>• Parent workshops</li> <li>• Cyberhound web filter</li> <li>• Cyberhound search alerts for staff and students</li> </ul>	Effective	Severe	Possible	Extreme	<ul style="list-style-type: none"> <li>• Reengage student interest in LGBTQIA+ support group</li> <li>• Review impact of strategies in next whole-school survey</li> <li>• Assess parent support for strategies, and plan accordingly, from next whole-school survey</li> <li>• Conduct gap analysis workshop with Mazkirut student leadership team</li> </ul>	Severe	Unlikely	High

# DET Risk Process



Risk can be described as anything; event, practice, process, activity, etc. that could hinder or help achievement of stated goals or objectives.

**1. Establish the Context**

1. Decide the scope of the activity, including the goals and objectives.
2. Ascertain the internal and external environment (see PESTLE overleaf).
3. Confirm the identity and concerns / issues / expectations of stakeholders.
4. Familiarise yourself with the Department’s tools used to identify, analyse and manage risk.

**2. Risk Identification**

5. Ask yourself the following questions (see SWOT overleaf):
  - What can go wrong? (risks)
  - What would cause it to go wrong? (causes)
  - What are the impacts if it does go wrong? (consequences)
  - What can go right? (value add - opportunity risk)
6. Once all the risks have been identified they should be recorded into a risk register.

**3. Risk Analysis**

7. For each risk the existing controls currently in place should also be captured.
  - How effective are the controls we have in place? (see control effectiveness chart overleaf)
8. Risk is analysed in terms of consequence (What is the impact of risk?) and likelihood (How likely is the risk to occur? - taking into account the effectiveness of any controls identified in the previous step).
9. Risk consequences are measured using the following descriptive terms:
  - severe, major, moderate, minor, insignificant (see the consequence criteria guide overleaf. It provides the context to select one of the above terms).
10. Risk likelihood is measured using the following descriptive terms:
  - almost certain, likely, possible, unlikely, rare (see the likelihood criteria guide overleaf. It provides the context to select one of the above terms).
11. The risk rating matrix (overleaf) can now be used to combine the selected level of consequence with the selected level of likelihood to determine the overall level of risk.
12. This is called the ‘current assessment’ (with existing controls).

**4. Risk Evaluation**

13. Risk evaluation involves comparing the current risk rating found during the analysis process with risk acceptance criteria established by the Department.
14. You should refer to the Acceptability Chart (overleaf) to determine the level of acceptability.
15. The categories of acceptability defined in the Acceptability Chart determine the approach to the management of risk across the Department.
16. Risks rated Low or Medium do not necessarily require further treatments as this level of risk is considered to be acceptable.
17. Risks rated High or Extreme require further treatments to reduce their level of risk to a more acceptable level – (refer to Risk Treatment).

**5. Risk Treatment**

18. Options for risk treatment include:
  - Share - if practical to do so, share the risk – or some of it (e.g. outsourcing or insurance)
  - Terminate - cease the activity
  - Accept - risk acceptance requires appropriate authority (see the Acceptability Chart to determine whether the risk is acceptable)
  - Reduce - reduce the risk level by applying additional treatments until the risk is acceptable.
19. Risk treatment involves a cyclical process of:
  - assessing the risks
  - deciding whether the risk levels are acceptable (by reference to the Acceptability Chart)
  - if not, determine appropriate risk treatment options (see above)
  - implementing risk treatments.
20. A second assessment is then made to confirm the treatments will reduce the level of risk.
21. This second level of risk is called the ‘target assessment’ – after treatments where you expect the risk level to be once your treatments have been implemented – once implemented they become existing controls.

**6. Communication and Consultation**

22. Communication and consultation with all relevant internal and external stakeholders should take place during all stages of the risk management process.

**7. Monitoring and Review**

23. Monitoring and review should be a planned part of the risk management process and should take place at intervals appropriate to the nature of the objective and the level of risk.

## DET Risk Management Framework - Assessment Tools

**Consequence Criteria:** This guide provides indicative terms against which the significance of risk is evaluated.

Descriptor	Student Outcomes	Wellbeing and Safety	Finance	Reputation	Operations	Strategic
Insignificant	<ul style="list-style-type: none"> <li>Educational outcomes, engagement and wellbeing and pathways and transitions can be met with workarounds</li> </ul>	<ul style="list-style-type: none"> <li>Minor injury requiring no first aid or peer support for stress / trauma event</li> </ul>	<ul style="list-style-type: none"> <li>Small loss that can be absorbed</li> </ul>	<ul style="list-style-type: none"> <li>Internal impact (no external impact)</li> </ul>	<ul style="list-style-type: none"> <li>School operations continue with slight interruptions to normal activities</li> </ul>	<ul style="list-style-type: none"> <li>Goals, targets and key improvement strategies can be delivered with inconsequential impacts</li> </ul>
Minor	<ul style="list-style-type: none"> <li>Educational outcomes, engagement and wellbeing and pathways and transitions achieved but below targets</li> </ul>	<ul style="list-style-type: none"> <li>Injury / ill health requiring first aid</li> <li>Peer support for stress / trauma event</li> </ul>	<ul style="list-style-type: none"> <li>Loss of 'consumable' assets,</li> <li>&lt; 2% deviation from budget</li> <li>Minor fraud possible</li> </ul>	<ul style="list-style-type: none"> <li>Adverse comments local community media</li> <li>Short term stakeholder dissatisfaction / comment</li> </ul>	<ul style="list-style-type: none"> <li>Some school operations disrupted</li> <li>Minor workarounds return school to normal operations</li> </ul>	<ul style="list-style-type: none"> <li>Minor workaround need to be implemented to deliver the SSP goals, targets and key improvement strategies</li> </ul>
Moderate	<ul style="list-style-type: none"> <li>Students' overall levels of Literacy and Numeracy static</li> <li>Increasing truancy</li> <li>Partial achievement of targeted pathways and transition</li> </ul>	<ul style="list-style-type: none"> <li>Injury / ill health requiring medical attention</li> <li>Stress / trauma event requiring professional support</li> </ul>	<ul style="list-style-type: none"> <li>Loss of assets</li> <li>2% - 5% deviation from budget</li> <li>External audit management letter</li> </ul>	<ul style="list-style-type: none"> <li>External scrutiny e.g. VAGO</li> <li>Adverse state media comment</li> <li>Stakeholder relationship impacted</li> </ul>	<ul style="list-style-type: none"> <li>Key school operations temporarily disrupted</li> <li>School leadership team meets to return school to normal operations</li> </ul>	<ul style="list-style-type: none"> <li>Constant consultation with key stakeholders needs to be maintained to deliver the SSP goals, targets and key improvement strategies</li> </ul>
Major	<ul style="list-style-type: none"> <li>National targeted improvements not achieved</li> <li>Partial achievement of targeted learning outcomes</li> <li>Student dissatisfaction with access to pathways / transitions</li> </ul>	<ul style="list-style-type: none"> <li>Injury / ill health requiring hospital admission</li> <li>Stress / trauma event requiring ongoing clinical support</li> </ul>	<ul style="list-style-type: none"> <li>Loss of significant assets</li> <li>6% - 15% deviation from budget</li> <li>External audit qualification on accounts</li> <li>High end fraud committed</li> </ul>	<ul style="list-style-type: none"> <li>External investigation</li> <li>Adverse comments national media</li> <li>Stakeholder relationship tenuous</li> </ul>	<ul style="list-style-type: none"> <li>Whole of school operations disrupted</li> <li>Assistance sought from Regional Office</li> </ul>	<ul style="list-style-type: none"> <li>Significant adjustment to resource allocation and service delivery required to deliver SSP goals, targets and key improvement strategies</li> </ul>
Severe	<ul style="list-style-type: none"> <li>Literacy and Numeracy decline</li> <li>Student engagement and connectedness to the school and their peers is very poor</li> <li>Declining number of student options for pathways and transitions</li> </ul>	<ul style="list-style-type: none"> <li>Fatality or permanent disability</li> <li>Stress / trauma event requiring extensive clinical support for multiple individuals</li> </ul>	<ul style="list-style-type: none"> <li>Loss of key assets</li> <li>&gt;15 % deviation from budget</li> <li>Systemic and high value fraud</li> </ul>	<ul style="list-style-type: none"> <li>Commission of inquiry</li> <li>National front page headlines</li> <li>Stakeholder relationship irretrievably damaged</li> </ul>	<ul style="list-style-type: none"> <li>Normal school operations cease</li> <li>School evacuated</li> <li>Regional Office notified</li> </ul>	<ul style="list-style-type: none"> <li>SSP goals, targets and key improvement strategies cannot be delivered</li> <li>Changes need to be made to the SSP</li> </ul>

**Likelihood Criteria:** This guide provides the indicative terms against which the probability of a risk event occurrence is evaluated.

Descriptor	Description	Indicative %	Indicative Frequency
Almost Certain	Expected to occur	>95%	Multiple times in the next year
Likely	Probably will occur (no surprise)	66-95%	At least once in the next year
Possible	May occur at some stage	26-65%	Once in the next 3 years
Unlikely	Would be surprising if it occurred	5-25%	Once in the next 5 years
Rare	May never occur	<5%	Once in the next 10 years

Note:  
 1. The **Likelihood Criteria** refers to the likelihood of the consequence descriptor you have selected i.e. the likelihood of a 'major' consequence.  
 2. The **Indicative Frequency** may not be relevant when assessing risks related to repeated activities, or when objectives are to be delivered over discrete periods of time. It should not be the sole basis for assessment.

**DET's Control Effectiveness:** Indicates the self-assessment of control effectiveness.

Controls Effectiveness Rating and Criteria	
<b>Ineffective</b>	<ul style="list-style-type: none"> <li>The design of controls overall, is ineffective in addressing key causes and/or consequences.</li> <li>Documentation and/or communication of the controls does not exist (e.g. policies, procedures, etc.).</li> <li>The controls are not in operation or have not yet been implemented.</li> </ul>
<b>Needs Improvement</b>	<ul style="list-style-type: none"> <li>The design of controls only partially addresses key causes and/or consequences.</li> <li>Documentation and/or communication of the controls (e.g. policies, procedures, etc.) are incomplete, unclear or inconsistent.</li> <li>The controls are not operating consistently and/or effectively and have not been implemented in full.</li> </ul>
<b>Acceptable</b>	<ul style="list-style-type: none"> <li>The design of controls is largely adequate and effective in addressing key causes and/or consequences.</li> <li>The controls (e.g. policies, procedures, etc.) have been formally documented but not proactively communicated to relevant stakeholders.</li> <li>The controls are largely operating in a satisfactory manner and are providing some level of assurance.</li> </ul>
<b>Effective</b>	<ul style="list-style-type: none"> <li>The design of controls is adequate and effective in addressing the key causes and/or consequences.</li> <li>The controls (e.g. policies, procedures, etc.) have been formally documented and proactively communicated to relevant stakeholders.</li> <li>The controls overall, are operating effectively so as to manage the risk.</li> </ul>

**DET's Risk Rating Matrix:** Used to combine consequence with likelihood to determine the overall level of risk.

Risk Rating Matrix		Consequence				
		Insignificant	Minor	Moderate	Major	Severe
Likelihood	Almost Certain	Medium	High	Extreme	Extreme	Extreme
	Likely	Medium	Medium	High	Extreme	Extreme
	Possible	Low	Medium	Medium	High	Extreme
	Unlikely	Low	Low	Medium	Medium	High
	Rare	Low	Low	Low	Medium	Medium

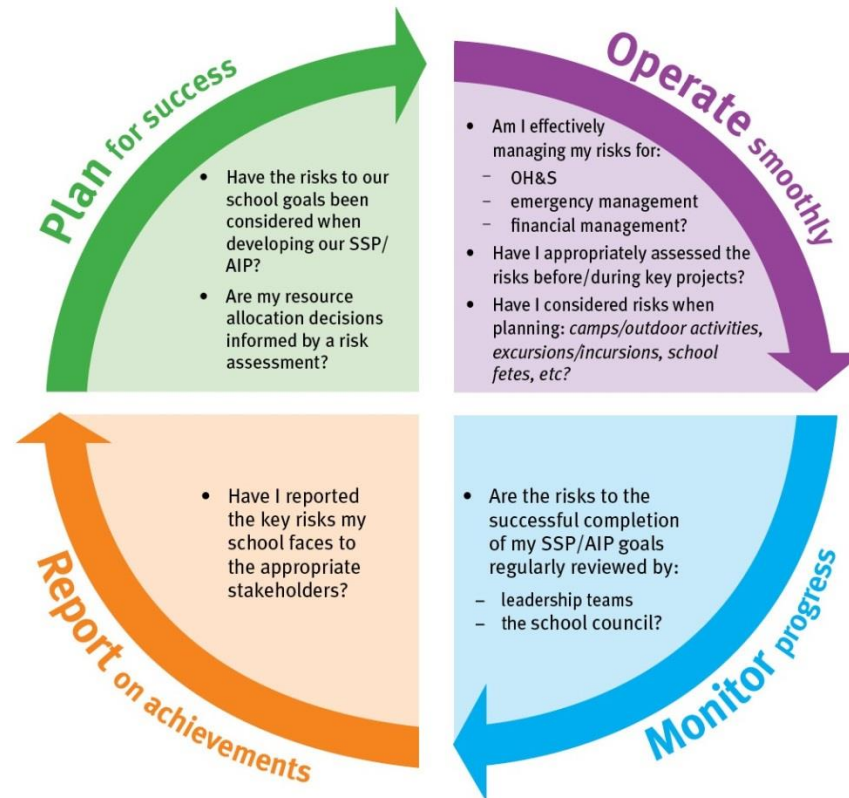
**DET's Acceptability Chart:** Used to decide whether the risk is acceptable, based on the rating calculated.

<b>Extreme = Unacceptable</b> (must have Principal / School Council / Regional Office oversight)	Immediately consider whether the activity associated with this risk should cease. Any decision to continue exposure to this level of risk should be made at Principal / School Council / Regional Office level, be subject to the development of detailed treatments, on-going oversight and high level review.
<b>High = Tolerable</b> (with ongoing Principal Class Officer review)	Risk should be reduced by developing treatments. It should be subject to on-going review to ensure controls remain effective, and the benefits balance against the risk. Escalation of this level of risk to Principal Class Officer level should occur.
<b>Medium = Tolerable</b> (with frequent risk owner review)	Exposure to the risk may continue, provided it has been appropriately assessed and has been managed to as low as reasonably practicable. It should be subject to frequent review to ensure the risk analysis remains valid and the controls effective. Treatments to reduce the risk can be considered.
<b>Low = Acceptable</b> (with periodic review)	Exposure to this risk is acceptable, but is subject to periodic review to ensure it does not increase and current control effectiveness does not vary.

Find Risk Management on eduGate

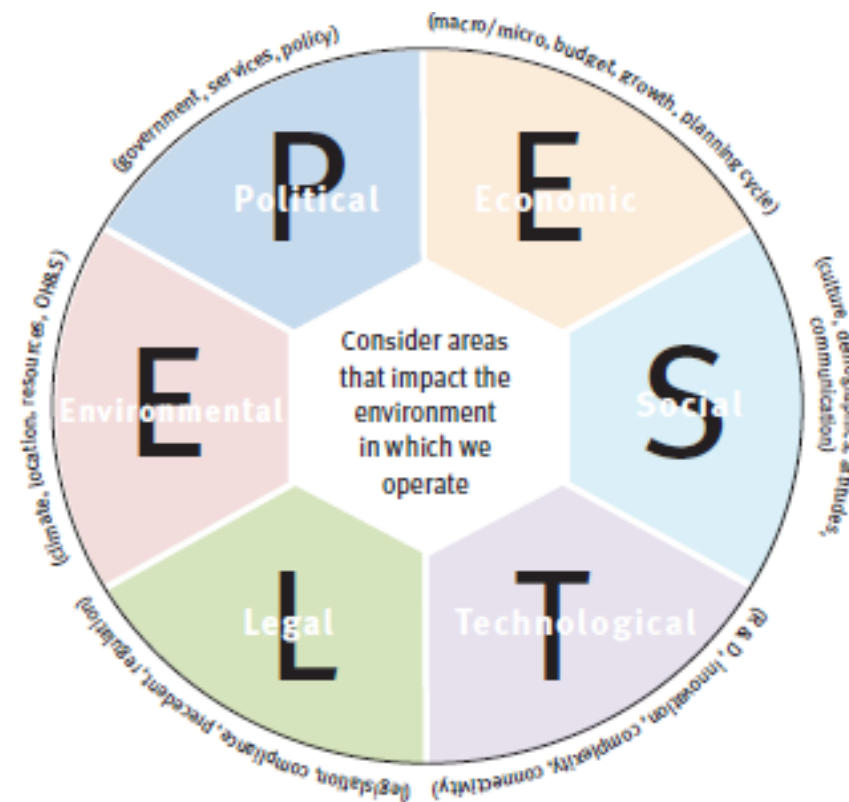
**School Cycle - where schools should use risk management**

Utilise risk management at all stages of the school cycle, to drive decision making, establish priorities and allocate resources. Risk management should be based on the best information available. Effort expended should be proportionate to the risk and benefits should be balanced against the risk.



**PESTLE Analysis - used to establish the context**

PESTLE - (political, economic, social, technological, legal, environmental) is a useful tool to analyse the operating environment and to understand any other factors that contribute to it. It may be beneficial to involve your key stakeholders when conducting this type of analysis.



**SWOT Matrix - used in risk identification**

A SWOT Matrix (strengths, weaknesses, opportunities and threats) is a useful tool to analyse the environment and establish current issues and future risks. It may be beneficial to involve your key stakeholders when conducting this type of analysis.

