



MARYBOROUGH EDUCATION CENTRE CHILD SAFE STANDARDS RISK REGISTER



School name:	Maryborough Education Centre Location(s): 102 Balaclava Road, Maryborough – Campus 1 and Campus 2	Responsible staff member:	Carla May, Child Safety Committee, Executive Committee, Education Policy Committee
Date endorsed:	25 th of March, 2025	Endorsed by:	School Council, May 2025
Next review date:	25 th of March, 2026	File location:	Maryborough Education Centre school website

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>

Child Safe Standard 1 – Aboriginal cultural safety

<p>Risk Title: Culturally safe environments.</p> <p>Description: There is a risk to Aboriginal children's safety if the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued.</p> <p>Risk type: Situational, Organisational.</p>	<ul style="list-style-type: none">• 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 children.• Policy development and review is not consultative.	<ul style="list-style-type: none">• Aboriginal children experience physical and psychological harm or abuse because the environment is not culturally safe.• Aboriginal children are less likely to trust school staff which may result in them being less likely to report harm or abuse by adults or peers, and make them more vulnerable to harm.• Aboriginal children do not feel welcome, safe, respected or valued for their diverse and unique identities which may result in them being less likely to report harm or abuse by adults or peers and make them more vulnerable to harm.	<ul style="list-style-type: none">• Our Child Safety Policy outlines the controls in place to establish a culturally safe environment and is implemented.• Our Cultural Action Tool outlines the controls in place to establish a culturally safe environment and is implemented with ongoing actions as part of the Action Tool review process.• Our Student Engagement and Wellbeing Policy outlines the connection our Aboriginal and Torres Strait Islander students are offered with local Aboriginal community leaders, KESO and Aboriginal and Torres Strait Islander mentor.• Our Inclusion and Diversity Policy outlines the MEC expectations in place to establish a culture where all individuals are treated with respect and dignity and are free from discrimination, vilification and prejudice regardless of race, religion or personal attributes.• Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy.• Our Aboriginal Perspectives in the Curriculum team consists of MEC leadership and teachers to thread Aboriginal concepts into our whole school curriculum with the support of local Aboriginal community leaders and KESO. In 2025, our aim is to include Aboriginal senior students in our team.• We recognise and participate in many key Aboriginal events and anniversaries.• We have engaged Aboriginal mentors to connect with students a day a week to share in cultural practices and history.• Our Aboriginal student leaders are leading student mentor sessions with Aboriginal and Torres Strait Islander students from the P-12 and specialist setting. <p>MEC is committed to fostering a culturally safe and inclusive environment for Indigenous students. Key initiatives include:</p> <ul style="list-style-type: none">• Prioritizing Indigenous student wellbeing and learning within the role of the assistant principal for wellbeing, engagement, and inclusion.• Ensuring principal class members have completed three days of Strengthening	Yes	Inclusion of senior Aboriginal students in our Aboriginal Perspectives in the Curriculum team. The Aboriginal Perspectives in the Curriculum team and Aboriginal students are responsible for this.	2025
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			Professional Capability of Principals in Koorie Education training. <ul style="list-style-type: none"> Engaging with the regional Koorie Engagement Support Officer (KESO) to promote cultural inclusiveness among school staff. Referring students to the Bendigo and District Aboriginal Co-operative (BDAC) for additional support. Collaborating with BDAC's Section 18 in cases where Aboriginal families are involved with Child Protection. Actively participating in NAIDOC Week celebrations, including organizing a special event with stalls, games, food, and cultural activities. Providing a dedicated cultural room/space for Indigenous students. Implementing a student management system to report and address any instances of racist or non-inclusive language, ensuring appropriate follow-up actions. Organising cultural training sessions for staff, facilitated by regional KESOs. Regularly reviewing the Cultural Action Tool. Developing nurture programs tailored specifically for Indigenous students. Employing an attendance officer to support student engagement. Regularly reviewing and updating policies to reflect cultural safety, including: <ul style="list-style-type: none"> Child Safety Policy Wellbeing and Engagement Policy Attendance Policy Inclusion and Diversity Policy. 			
Child Safe Standard 2 – School leadership, governance and culture						
Risk Title: Leadership, governance and culture. Description: There is a risk to children's safety if child safety and wellbeing is not embedded in the school's leadership, governance and culture. Risk type: Organisational, Propensity.	<ul style="list-style-type: none"> Children's safety is not prioritised. Decision-making power is 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 harm or abuse. Poor recordkeeping and information management practices. Absence of or poor child safety messaging. 	<ul style="list-style-type: none"> Children experience physical harm or abuse because of leadership, governance and cultural failures. Children are harmed or abused and it remains undetected or without an appropriate response because the school does not have a culture of child safety and reporting of child safety incidents or concerns. Children are harmed or abused because staff and volunteer roles and responsibilities to prevent or report harm or abuse are not clearly communicated. Harm or abuse continues due to poor practices and understanding of information sharing obligation resulting in staff or volunteers not sharing important information to protect children from harm or abuse or conversely, sharing sensitive information inappropriately contributing to further harm to children. Poor records and record-keeping limits the ability of new principals to become aware of previous concerning staff behaviour. Poor records and record-keeping practices contribute to delays or failures to identify and 	<ul style="list-style-type: none"> Our Child Safety 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 Responding and Reporting Obligations Policy and Procedures outlines the actions staff, including leadership, must take to report concerns relating to child safety and our leaders ensure staff are aware of and follow these procedures. Our Child Safety Policy and Code of Conduct are publicly available and promoted in the school community. This risk register is reviewed annually and after any significant child safety incident or concern. Our Volunteers Policy supports volunteers to understand their obligations on information sharing and record keeping. PROTECT posters and the Four Critical Actions are displayed around the school. 	Yes		

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		<p>respond to child safety risks and incidents, causing obstructions to survivors seeking information about their time at the school and compromising the school's ability to monitor for systemic issues that required changes to policy, procedure or practice.</p>	<ul style="list-style-type: none"> 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. Our Child Safety Committee meet regularly to review and implement child safe practices. MEC provides an extensive wellbeing team for students that includes a mental health practitioner, specialist student services wellbeing officer, year P-6 student services wellbeing office, year 7-12 student services wellbeing officer, specialist NDIS co-ordinator, school nurse, first aid officer, assistant principal for engagement, wellbeing and inclusion and more recently a mental health in primary schools leader. <p>To keep policies relevant and up to date, the following processes will be implemented:</p> <ul style="list-style-type: none"> Annual policy review: All listed policies will be reviewed annually by the child safety committee, education policy team, and school council. Risk Management Register: This will be reviewed annually in collaboration with relevant staff, such as the performing arts co-ordinator and EB co-ordinator. Student records management: <ul style="list-style-type: none"> Digital files will be stored in the student management system, with a confidential notes section accessible only to authorized staff. Hard copy files will be securely stored in the main office within student records. Induction & training: <ul style="list-style-type: none"> Staff, volunteers, and contractors will receive induction training that includes child safety. Induction resources will outline obligations related to information sharing and record-keeping. Cultural safety & inclusion: <ul style="list-style-type: none"> A designated cultural room/space will be provided. Any instances of racist or non-inclusive language will be reported through the student management system, ensuring follow-up action. Staff will receive cultural training facilitated by KESO. Indigenous students will have access to specific nurture program plans and support. Student support & attendance: <ul style="list-style-type: none"> An attendance officer will be employed to monitor and support student engagement. Policy review & updates: The following policies will be regularly reviewed and updated: <ul style="list-style-type: none"> Child Safety Policy Engagement and Wellbeing Policy 			

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			o Attendance Policy.			
Child Safe Standard 3 – Children are safe, informed and actively participate						
<p>Risk Title: Student empowerment.</p> <p>Description: There is a risk to children's safety if students are not empowered about their rights, able to participate in decisions affecting them or are not taken seriously.</p> <p>Risk type: Vulnerability.</p>	<ul style="list-style-type: none"> • Children 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. • 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. • MEC consists of secondary, primary and specialist school settings. MEC has a high number of students with a disability who are statistically at increased risk of child abuse. 	<ul style="list-style-type: none"> • Children experience harm or abuse due to lack of knowledge and empowerment. • Children do not feel supported to participate in decisions that affect them and do not feel like they will be listened to, reducing the likelihood that students will seek help or report harm or abuse. • Children are not empowered with information about their rights, child safety risks, and sexual abuse prevention, which increases the risk of harm or abuse going unidentified and unspoken. • Children do not feel confident or empowered to raise a concern and are unwilling to report harm or abuse. • Children experience increased vulnerability to harm or abuse due to a lack of friendship or peer support. • Children don't feel confident to discuss safety concerns with their peers, making it more likely that harm or abuse will go unidentified and unspoken. 	<ul style="list-style-type: none"> • Our Child Safety Policy outlines the controls in place to support child and student empowerment and is implemented. • Our Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students. • Our Student Engagement and Wellbeing Policy outlines the controls in place to ensure student wellbeing is supported and prioritised. • Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through Resilience, Rights and Respectful Relationships teaching and learning materials. • Students are educated about their rights through our social and emotional learning curriculum. • Friendship and peer support are promoted through our social and emotional learning curriculum. • Our Imagination team consists of students from our specialist, secondary and primary settings to advance their ideas for change in matters affecting our school and students. <p>MEC provides a range of documents and programs designed to support the growth and development of child and student empowerment, including:</p> <ul style="list-style-type: none"> • Values lessons and the mentor program. • Social emotional learning (SEL) and Respectful Relationships. • Responding to disclosures training, part of the induction process, completed annually by all staff. • Student Representative Council. • Student Leaders and Rural Youth Ambassadors. • Pivot student voice. • Attitudes to School Survey. • Student Engagement and Wellbeing Policy. • Delivering the Safe Touch program with prep students. • Curriculum plans for SEL. • Puberty sessions with student wellbeing co-ordinators. • Age-appropriate sexual abuse programs delivered through SEL/Respectful Relationships lessons. <p>In addition, MEC focuses on providing a cultural space and promoting inclusivity in the following ways:</p> <ul style="list-style-type: none"> • Providing a cultural room/space. • Reporting inappropriate non-inclusive language that is racist through a student management system, including follow-up messages and procedures. • Organising a cultural training session for staff, facilitated by a KESO. • Providing specific nurture program plans and access for Indigenous students. • Employing an attendance officer. • Reviewing policies, including: <ul style="list-style-type: none"> o Child Safety Policy 	Yes		

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			<ul style="list-style-type: none"> Engagement and Wellbeing Policy Attendance Policy. 			
Child Safe Standard 4 – Family engagement						
<p>Risk Title: Families and community involvement.</p> <p>Description: There is a risk to children's safety if their families and communities are not informed or involved in promoting child safety and wellbeing.</p> <p>Risk type: Organisational.</p>	<ul style="list-style-type: none"> 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, cultural sensitivity or willingness to engage families and communities. 	<ul style="list-style-type: none"> Children experience harm or abuse due to an issue that may have been resolved if families and communities were engaged in child safety. Children do not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3) because child safety and wellbeing practices were developed without input from families, resulting in practices that do not cover all the diverse needs of all students. Children are not protected because families and communities are not engaged in child safety at the school and less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns. Children are at increased risk of harm or abuse because families cannot help students identify harm or abuse. Children who want to make a complaint are not supported by their families. Children may be more vulnerable to harm or abuse due to children and their families being groomed by perpetrators seeking to obtain their trust, and families being unaware of the signs of grooming, harm or abuse. 	<ul style="list-style-type: none"> Our Child Safety 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 website and newsletters. MEC invite families and carers to many school events and provide a welcoming, inclusive environment as they share and participate in their child's school life. <p>MEC provide the following to support the engagement of families.</p> <ul style="list-style-type: none"> Student wellbeing officers work with families. Aboriginal students, students in out of home care, students with a disability and students requiring additional support, all receive a student support group meeting with a mentor each term. An individual education plan is developed to support each of these students. Parent Opinion Survey. Regular professional/care team meetings including external providers are conducted for students in out of home care. Families complete a permission form to be referred to our mental health practitioner. Have child safety material on our website. Communicate child safety poster and e-safety material through social media on a regular basis. School council has child safety as a standing item on the agenda. All policies are developed by our child safety committee and reviewed by education policy that has staff and parent/carer representatives and presented to school council for approval. 	Yes		
Child Safe Standard 5 – Equity and diverse needs						
<p>Risk Title: Diversity and equity.</p> <p>Description: There is a risk to children from diverse cohorts and their safety, if equity is not effectively upheld and diverse needs are not respected in policy and practice.</p> <p>Risk type:</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children from diverse cohorts are more vulnerable to harm or abuse because their needs are not respected or accommodated. Children from diverse cohorts do not feel safe, or are not adequately supported for their diverse and specific needs, experience greater risk of harm or abuse and harm and will be less able or willing to report their concerns. Children experience discrimination which increases a child's vulnerability to harm or abuse and can also mean they are less likely to ask for help or speak up if they have a concern. 	<ul style="list-style-type: none"> Our Child Safety Policy outlines the controls in place to support equity and diverse needs and is implemented. Our Student Engagement and Wellbeing 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. 	Yes		

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Vulnerability.	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Child safety information, support and complaints processes are culturally safe, accessible and easy to understand. • Our Bullying Prevention Policy outlines the strategies and programs in place to build a positive school culture and prevent bullying behaviour. • Our Inclusion and Diversity Policy outlines the strategies and programs in place to support the diverse needs of our students to feel included and the reasonable adjustments we make to support students with disabilities. • Our school implements: <ul style="list-style-type: none"> ◦ Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials ◦ Respectful Relationships whole school approach <p>To meet the requirements to uphold equity and respect diverse needs, MEC have established the following actions:</p> <ul style="list-style-type: none"> • Assistant principal for engagement and wellbeing and inclusion. • Positive Climate for Learning, leading teacher. • Inclusion Outreach Coach. • Social emotional learning (SEL) based lessons that include Respectful Relationships curriculum. • Real Schools 3 Year partnership. • Disability Inclusion modules delivered to all education based staff. • The support of Berry Street Education Model (BSEM) trained staff. • The support of Trauma Informed Practice trained staff. • BSEM strategies promoted for use by staff. • A Pride Crew which meets weekly and is led by a staff member in a position of leadership and responsibility. • Adhering to the Disability Inclusion Program model. • An Auslan instructor for specialist students. • Auslan lessons for P-6 students. • An Auslan interpreter at school assemblies. • DET Teacher for the Deaf support. • Visiting Teacher support. • Students access visiting speech pathologists, occupational therapists and physiotherapists who liaise with staff about strategies to implement to support students. • Processes for Out of Home Care students. • Professional learning for teacher assistants. • Promotion of advocacy of LGBTIQ + student's preferred pronouns. • Pronoun pins. • Mental health promotion and inclusion days e.g. Wear it Purple Day, Harmony Day. • Pride Crew coordinator. • Participation in NAIDOC week. 			

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			<ul style="list-style-type: none"> • Liaison with KESOs for Aboriginal families to promote engagement. • Aboriginal Perspectives and the Curriculum Working Party. • Local Aboriginal mentors providing cultural learning and support a day a week. 			
Child Safe Standard 6 – Suitable staff and volunteers						
<p>Risk Title: Suitable staff (including contractors engaged by the school in child-related work).</p> <p>Description: There is a risk to children's safety if staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing in practice.</p> <p>Risk type: Organisational, Propensity.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Children experience harm or abuse due to unsuitable staff being appointed at the school. • Children are harmed because the school does not sufficiently promote its commitment to child safety during recruitment processes, which fails to deter potential predators from seeking employment. • Children are harmed because during recruitment, history and behaviours of concern relating to suitability to work with children are not identified. • Children are harmed because conflicts of interests in recruiting staff means child safety is not responded to in an objective manner. • Children are harmed because staff are not provided with sufficient child safety induction and ongoing child safety training which means staff fail to identify child safety risks and signs of harm, and are unable to respond and report appropriately when they form a reasonable belief that harm has occurred. • Children are harmed because the school provides insufficient supervision of teaching practice and performance management for existing staff. • Children are harmed because the school takes inadequate steps to address concerning staff behaviour. • Children are harmed because staff do not understand their role and responsibilities in promoting and supporting child safety. 	<ul style="list-style-type: none"> • Our Child Safety Policy outlines the controls in place: <ul style="list-style-type: none"> ○ 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. • Our Yard Duty Policy outlines school staff responsibilities to supervise children to provide an environment which limits risk of student harm or abuse. • Our Visitor Policy (including contractors) outlines the actions we take, to ensure all visitors, working with or in the vicinity of children, provide a child safe environment for children. <p>MEC have the following processes in place to ensure that effective recruitment processes are in place for staff and contractors.</p> <ul style="list-style-type: none"> • Staff, working visitors and contractors must all have a working with children's check except in the following scenarios: <ul style="list-style-type: none"> ○ A guest speaker who is presenting to a group of students and is able to be supervised at all times. ○ A contractor who will be working onsite during holiday. • Follow the DET recruitment process which includes a child safety screen of successful candidates. • Expectation of keeping mandatory qualifications such as mandatory reporting and OHS modules are kept up to date. • Newly appointed staff complete induction and the DET onboarding process. • Position descriptions are reviewed and updated on an annual basis. • Induction for CRTS, working visitors and contractors. • Working with Children Clearance register. • Child Safety Risk Register. • Induction for school council. • Child Safety Code of Conduct is visible upon entry into the school. • Compass kiosk or log book sign in. • Child safety walk throughs of school environment. 	Yes		

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<p>Risk Title: Suitable Volunteers.</p> <p>Description: There is a risk to children's safety if volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing in practice.</p> <p>Risk type: Organisational, Propensity.</p>	<ul style="list-style-type: none"> • 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 perpetrators from attempting predatory behaviours. • Conflict of interest. • Lack of child safety culture • Insufficient induction and training. • Insufficient supervision. 	<ul style="list-style-type: none"> • Children experience harm or abuse due to unsuitable volunteers being appointed at the school. • Children are harmed because the school does not sufficiently promote its commitment to child safety, which fails to deter potential predators from volunteering at the school. • Children are harmed because volunteers are not provided with sufficient child safety induction which means staff fail to identify child safety risks and signs of harm, and are unable to respond and report appropriately when they form a reasonable belief that harm has occurred. • Children are harmed because volunteers receive insufficient supervision. • Children are harmed because the school takes inadequate steps to address concerning behaviour (for example removing volunteer from duties or otherwise ensuring the volunteer does not demonstrate further behaviours of concern) 	<ul style="list-style-type: none"> • Our Volunteers Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision. • All volunteers engaged at our school will undertake child safety induction training according to our Volunteers Policy. The principal will determine if additional child safety training is required depending on their work, the level of supervision required for volunteers whilst undertaking their work and whether volunteers are appropriate to continue working in our school. • Volunteers working directly with children will be asked to undertake additional screening processes including proof of identity (where this has not already been established), and references addressing suitability for working with children. • Volunteers that are working with children or that may have access to students in unsupervised or high-risk settings will always be supervised by a member of school staff. • 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. <p>MEC have the following processes in place to ensure that effective recruitment processes are in place for volunteers.</p> <ul style="list-style-type: none"> • Volunteers must all have a working with children's check except if there is a volunteer guest speaker who is presenting to a group of students and if able to be supervised at all times. • MEC will conduct a child safety screen of volunteers by checking WWCCs and seeking approval from school council. • MEC records a WWCC register for volunteers. • Expectation of keeping mandatory qualifications such as mandatory reporting and OHS modules are kept up to date. • Induction for volunteers. • Working with Children Register. • Child Safety Risk Register. • Induction for school council. • Child Safety Code of Conduct is visible upon entry into the school. • Compass kiosk or log book sign in. • Child safety walk throughs of school environment. 	Yes		
Child Safe Standard 7 – Complaints processes						
<p>Risk Title: Complaints processes.</p> <p>Description: There is a risk to children's safety if processes for complaints and concerns: - Are not designed to be child focused and cannot be readily accessed,</p>	<ul style="list-style-type: none"> • The complaints process is not publicly available. • Complaints processes are not written in simple plain English. • Children, parents and carers do not trust the process, or find the complaints process culturally unsafe or incompatible with their culture or religious practices. 	<ul style="list-style-type: none"> • Children experience harm or abuse because complaints processes are not able to be used by children. • Children and their families do not report behaviours of concern, harm or abuse because the complaints process is inaccessible, culturally unsafe, incompatible or unable to be understood. 	<ul style="list-style-type: none"> • Our Complaints Policy outlines the controls in place to ensure students are provided with accessible, culturally safe and easily understood information on raising a complaint or concern. • Our Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to harm or abuse. 	Yes		

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
<p>understood and used by children and the school community. - Do not provide clear guidance on responding to complaints and concerns, including reporting to relevant authorities.</p> <p>Risk type: Organisational, Vulnerability.</p>	<ul style="list-style-type: none"> • Children, parents and carers do not feel supported to make complaints or raise concerns. • Children's input in decision making is not valued. • Children, parents and carers concerns/complaints are not taken seriously. • Staff child safety responding and reporting obligations are not clearly described and communicated. • The school's complaints process is not child-friendly or easy to follow. 	<ul style="list-style-type: none"> • Children do not feel safe to report behaviours of concern, harm or abuse. • Children experience additional harm because the actions in the complaints process are inappropriate or result in insufficient action being taken to protect children. • Children experience harm or abuse because safety policies and procedures are not effectively documented or are difficult to understand, resulting in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities. • Children are exposed to an increased level of danger due to a person who uses violence in their household (family violence) being made aware of an incident, suspicion or disclosure of harm or abuse being communicated by the school without consideration of safety in the home environment. 	<ul style="list-style-type: none"> • 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. • Our Child Safety Policy sets out all recordkeeping, privacy and information sharing obligations that must be met when responding to complaints and concerns. • 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 harm or abuse by a member/former member of staff or school council employee or contractor. <p>MEC has developed the following actions:</p> <ul style="list-style-type: none"> • Implement the referral process after a complaint is made to ensure the complaints process is accessible, child-focused, culturally safe, and easily understood. • Develop a Complaints Policy that defines the roles and responsibilities for handling complaints. • Promote and follow the Four Critical Actions for handling and reporting child abuse. • The principal consults with the DE legal team, IRIS, SEIL, and the DE Wellbeing team. • Staff complete an annual induction process on child safety, which includes a link to the mandatory reporting modules. • The principal checks each semester via Edupay for staff completion of mandatory modules in Learn Ed. Staff who have not completed the modules will be followed up by the child safety committee. • Implement the Child Safety Responding and Reporting Obligations Policy and Procedure. • Enforce the Child Safety Policy. • Enforce the Student Engagement and Wellbeing Policy. • Involve the child safety committee, education policy, and school council in related matters. • Maintain record-keeping through Compass notes, including confidential notes with restricted access. • Notify Child Protection and make child protection reports when necessary. 			
Child Safe Standard 8 – Child safety knowledge, skills and awareness						
<p>Risk Title: Knowledge, skills and awareness.</p> <p>Description: There is a risk to children's safety if staff and volunteers are not equipped with the knowledge, skills and awareness to keep children and students safe through</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Children experience harm or abuse due to staff and volunteers being inadequately equipped with the knowledge and skills to prevent harm or abuse or identify and respond to instances of harm or abuse if they occur. • Children experience harm because staff and volunteers do not know how to identify child safety risks including inappropriate behaviour and signs of harm. • Children experience harm because the 	<ul style="list-style-type: none"> • 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 work at MEC are provided with child safety training that is appropriate to the activity and the volunteer's role. 	Yes		

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ongoing education and training. Risk type: Organisational.	<ul style="list-style-type: none"> • Training does not cover all necessary topics. • Training is poorly facilitated. <p>Also refer to Child Safe Standard 6 risks above.</p>	<p>school's child safety and wellbeing policies and practices are poorly understood by staff and volunteers.</p> <ul style="list-style-type: none"> • Children are exposed to continued harm due to lack of staff knowledge, skills and awareness to stop harm or abuse from occurring. 	<ul style="list-style-type: none"> • Staff involved in providing toileting support to students and/or incontinence pad changing practices or other complex health needs undertake additional training to limit risks of harm to children. • Existing staff and volunteers undertake annual child safety training. <p>MEC has developed and employed the following actions to ensure that appropriate child safety guidance and training is provided to the school community:</p> <ul style="list-style-type: none"> • Child safety induction to school council on an annual basis. • Child safety is a standing item on school council agenda. • Child Safety Committee member on OHS Committee. • Induction for all school staff. • Professional learning for staff e.g. Dealing with Disclosure. • Promoting the use of EAP to staff. • Cultural space. • Doctors in Secondary Schools clinic • Student services room set up to promote a safe/comfortable environment. 			
Child Safe Standard 9 – Physical and online environments						
Risk Title: School physical environment. Description: There is a risk to children's safety if the school's physical environment is not safe, or if risks in this environment are not managed or eliminated effectively. Risk type: Situational.	<ul style="list-style-type: none"> • Areas of child safety risk in the school buildings or grounds are not identified, appropriately supervised or managed. 	<ul style="list-style-type: none"> • Children experience harm or abuse because the school physical environment is unsafe. • Harm or abuse (either by adults or other students) occurs on school grounds or buildings because the school fails to identify and manage areas of risk in the school's physical environment. • Children experience harm on school grounds because the school's built environment does not provide for adequate supervision, line of sight or visibility. • Children are groomed, harmed or abused by adults connected to the school because the school environment limits supervision or visibility of staff-student interactions. 	<ul style="list-style-type: none"> • 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 secluded areas that have been identified as high risk. • MEC yard duty zones pay particular attention to secondary students, primary students and specialist students being separate and not interacting in the yard. • When a student from our specialist setting is participating in yard duty zones outside of the specialist zone, they are accompanied by a trained staff member to provide one to one support. • 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 Policy and Child Safety Code of Conduct. • Our Visitors Policy outlines procedures for visitors attending our school site including our sign in and sign out process, wearing a lanyard identifying them as a visitor and to follow instructions given to them by a staff member. All visitors will be accompanied by a staff member when required. • Our Yard Duty Policy outlines staff member responsibilities to approach unfamiliar people in our school, when safe to do so, to clarify their identity 	Yes		

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			<p>and ensure our sign in procedure has been followed or to redirect an unfamiliar person/s to our general office to follow our visitor protocol.</p> <ul style="list-style-type: none"> • Our school perimeter is fenced to prohibit unauthorised entrance to our school facilities. Our gates are locked during school times and all visitors to MEC must enter through our general office area to complete our visitor sign in process as outlined in our Visitor Policy. • Our yard duty zones of supervision show areas that are out of bounds for students and this is enforced by staff. • Sheds, cupboards and rooms are kept locked with the exception of the door to our general offices and communal areas which are always staffed during school hours. Entry and exit from these locked areas have controlled access to keys to authorised staff. • School grounds are well lit for after school activities. • Students are time monitored when they require the bathroom. In appropriate circumstances students are accompanied to the toilet with a peer. • Toilets are located in a central area of the school and the entrance and exit has good visibility from some other areas of the school. • Secondary, primary and specialist setting students utilise different bathrooms. • Senior students must remain at school during study blocks. Attendance is monitored by supervising staff. • The secondary, specialist and primary school settings take breaks for lunch and recess in separate allocated zones. • When works are being completed on the school grounds, works are fenced off and there is no interaction between students and building contractors unless supervised. • MEC have a third party after school and before school care organisation operating on site. Child safety processes are part of their registration as a provider. • MEC demonstrates its commitment to providing child safety in physical environments via the following actions. • High levels of supervision in the various playgrounds within the school during breaktimes. • Staff tagged to students who need extra support. • Access to p-6 nurture and the 7-12 nurture during breaks for student who need assistance regulating or who have anxiety. • Access to the members of the wellbeing teams. • Provision of food across all areas of the school for students who are hungry or need nourishment. • School nurse. • The Child Safety Committee conducts walkthroughs of our site with the following child safety foci: <ul style="list-style-type: none"> ○ Clear windows in walls to enable visibility of occupants. ○ Non-lockable doors in hot spots. 			

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			<ul style="list-style-type: none"> ○ Assessment of new or changed physical environments for child safety risks. ○ Restrict or block off access to isolated, internally lockable, hidden or dark rooms or environments at the school. <ul style="list-style-type: none"> ● Child safety training included in induction. 			
<p>Risk Title: Online environment.</p> <p>Description: There is a risk to children's safety if the school's online environment is not safe, or if risks in this environment are not managed or eliminated effectively.</p> <p>Risk type: Situational.</p>	<ul style="list-style-type: none"> ● 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. ● Online safety measures fail to adapt to emerging technologies and child safety risks. ● Online communication channels between adults working in the school and students are not monitored or have insufficient safeguards to prevent inappropriate one to one communication. 	<ul style="list-style-type: none"> ● Children experience harm or abuse because the school's online environment is unsafe. ● Children experience harm if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment. ● Children are groomed online. ● Children are harmed or abused as a result of undetected grooming. ● Children are harmed by other students as a result of the school environment not providing for adequate boundaries, supervision and oversight of online school activities. 	<ul style="list-style-type: none"> ● Our Acceptable Use Agreement has replaced the Department of Education's Digital Learning Policy. The Agreement 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 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. ● Staff undertake a privacy impact assessment for apps and other platforms in use by the school which includes the risk of access to children or personal information by people external to the school. ● Our school complies with the department's <u>Cybersafety and Responsible Use of Digital Technologies</u> policy and <u>Digital Learning in Schools</u> policy. These policies are not on our website. Do we have them and do we comply with them? ● MEC staff are reminded of the importance of the online communication with student's process. Our online platform for student communication is Compass. <p>MEC demonstrates its commitment to providing child safety in online environments via the following actions.</p> <ul style="list-style-type: none"> ● Restrictions to online sites for students. ● Use of the Acceptable Use Agreement. ● Electronic Devices Policy. ● Student management process for ICT breaches. ● ICT committee who regularly meet to provide feedback and review policies and requests for new programs. ● Student photo permission requires parental consent. ● Child Safety included in induction training. 	Yes		
<p>Risk Title: Off-site school activities and use of third-party providers.</p> <p>Description:</p> <p>There is a risk to children's safety if the school's child safety policies, procedures and practices do not adequately address and manage the risk of harm or abuse at school activities off-site and/or school</p>	<ul style="list-style-type: none"> ● School staff fail to identify and manage risks of harm or abuse occurring during off-site school activities. ● School staff fail to identify and manage risks of harm or abuse by third-party providers engaged by the school. ● School does not consider child safety during procurement processes. ● School does not consider child safety during procurement processes. 	<ul style="list-style-type: none"> ● Children experience harm or abuse because the school does not adequately manage safety with third-party providers. ● Children are harmed because policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school activities that involve third-party providers. ● Children experience harm or abuse because they are transported by adults connected with the school in private vehicles without appropriate oversight from school leadership. 	<ul style="list-style-type: none"> ● Our school complies with relevant policies with respect to the activities below, including policy relating to child safety and wellbeing. ● MEC updates the following list of DE policies to include those that are relevant to our school's activities. <ul style="list-style-type: none"> ○ Excursions ○ Procurement ○ School Bus Program ○ Doctors in Secondary Schools ○ NDIS Funded Therapy in Schools ○ Work Experience ○ Structured Workplace Learning ○ School Based Apprenticeships and Traineeships 	Yes		

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activities involving third party providers. Risk type: Situational, Organisational, Propensity, Vulnerability.			<ul style="list-style-type: none"> ○ School Community Work ○ Purchasing Secondary Courses and Vocational Training from External Providers ○ Community VCAL ○ For others, see the Policy and Advisory Library ● Our school completes an Excursions Risk Register and Emergency Management plan when required under the department's Excursions policy, including for overnight stays, and identifies, records and implements the controls in place to reduce the risk of students being harmed by child safety incidents occurring on the excursion. ● For off-site school activities and school activities engaging a third-party provider, we identify and assess the risks of harm or abuse that are specific to that activity and ensure appropriate controls are in place. This includes activities such as: <ul style="list-style-type: none"> ○ Third parties to provide instruction to students. All third party providers are supervised whilst onsite. ○ Allied health providers visiting our school site to work with students with parental permission. ○ After hours training for Energy Breakthrough is an annual event and is managed and supervised by existing staff. <p>MEC demonstrates its commitment to providing child safety at offsite environments via the following actions. MEC staff with primary responsibility for organising a school camp and/or water-based activity must have completed the mandatory excursions e-learning module.</p> <ul style="list-style-type: none"> ● MEC Electronic Devices Policy. ● Completion of parent consent and student medical forms. ● Completion of DE planning documentation. ● Completion of DE risk assessments. ● Completion of DE specific activity risk assessments. ● Student photo permission requires parental consent. ● Child safety training is included in induction. ● Camps and excursions require approval from the principal. ● School council must be aware of school camps and excursions. ● Adherence to items 20-24 of the Use of External Providers recommendations within the camps, excursions, swimming, and/or water-based activity checklist. ● Avoid staff members or volunteers being alone with students. ● Child safety must be considered when determining sleeping arrangements. <p>For Energy Breakthrough (EB), the following apply: EB coordinators must follow the Energy Breakthrough process.</p>			

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			<ul style="list-style-type: none"> • Students must complete a sign-in and sign-out sheet. • All volunteers must complete the induction process. • Students must be supervised at all times. • Visitors are discouraged and may only attend briefly under supervision. <p>For school performances or musicals, the following apply:</p> <ul style="list-style-type: none"> • The script must be checked for appropriate content by the principal and relevant assistant principal. • Students must complete a sign-in and sign-out sheet for rehearsals and production nights. • Supervising staff must seek written or verbal consent from parents/carers if students leave early from rehearsals or production nights. • All volunteers must complete the induction process and have a current WWCC. • A minimum of two staff members must be present for supervision. • At least one staff member must be female. • Designated areas and times will be provided for students to change into costumes. • For the p-6 musical performance, a designated area for parents to wait for students will be provided. <p>For Athletic Carnivals held onsite:</p> <ul style="list-style-type: none"> • On sport days, all visitors must sign in. • Sign-in procedures will be clearly visible and understood. • Visitors will be asked which child they are here to see, and details will be recorded. <p>For Swimming Carnivals held offsite:</p> <ul style="list-style-type: none"> • On swimming carnival days, all visitors must sign in. • Sign-in procedures will be clearly visible and understood. • Visitors will be asked which child they are here to see, and details will be recorded. <p>For Book Parade:</p> <ul style="list-style-type: none"> • On Book Parade days, all visitors must sign in. • Sign-in procedures will be clearly visible and understood. • Visitors will be asked which child they are here to see, and details will be recorded. <p>For Student Work Placement (work experience, Structured Workplace Learning, Traditional School-Based Apprenticeship/Traineeship, Head Start Apprenticeship/Traineeship):</p> <ul style="list-style-type: none"> • Employers will receive information about the Child Safe Standards and acceptable/unacceptable behaviours in dealing with students, including the Fact Sheet for Employers: Child Safe Standards and Workplace Learning. • Employers will be provided with a copy of the school's Child Safety Policy and Code of Conduct. 			

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			<ul style="list-style-type: none"> • The work placement coordinator will be available as a contact person for the student during the arrangement. • The work placement coordinator will visit or contact new employers prior to work experience to ensure an appropriate program is organized for the student. • The school will maintain a database of work experience placements, including any issues related to employers. <p>For a staff member supporting students with toileting or hydrotherapy:</p> <ul style="list-style-type: none"> • Staff who assist students must be informed of the requirements during staff briefings. • If a second staff member is unavailable to assist with changing due to supporting another student, the staff member must inform the colleague upon entering and exiting the change area. <p>For visiting therapists in work areas with low visibility (e.g., the Doctors in Schools room):</p> <ul style="list-style-type: none"> • All visiting therapists must have a WWCC. • All visiting therapists must sign in using the Compass sign in procedure or log book at the general office. • Where possible, two therapists or a student services member should be scheduled in the area at the same time. • If no other therapist or student services member is present, another student or teacher assistant should attend. • Adopt child safety risk management strategies as needed. • Visiting therapists must complete an induction process with signed-off checklists kept in HR. <p>Procurement and third parties:</p> <ul style="list-style-type: none"> • We require contractors to provide their WWCC upon entry to the school. • We provide contractors with a copy of the Child Safety Code of Conduct and Child Safety Policy. • All third party providers are required to enter into agreements with the school that include appropriate child safety obligations. <p>Work experience and structured workplace learning:</p> <ul style="list-style-type: none"> • The Department's Work Experience Policy must be adhered to for each workplace learning option prior, during, and following the period of work placement. • Information provided to employer about the Child Safe Standards and acceptable and unacceptable behaviours in dealing with students, including the Fact Sheet for Employers: Child Safe Standards and Workplace Learning. • Employer provided with a copy of the school's Child Safety Policy and Code of Conduct. • Work experience coordinator is available as a contact person for the student for the period of the arrangement. 			

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			<ul style="list-style-type: none"> Our students have the work experience coordinator's contact details to report any incidents. Work experience coordinator visits or contacts new employers prior to work experience to ensure that an appropriate program is organised for the student. We keep a database of information about work experience placements, including any issues regarding employers. 			
Child Safe Standard 10 – Review of child safety practices						
Risk Title: Review and improvement. Description: There is a risk to children's safety if the implementation of the Child Safe Standards is not regularly reviewed and improved. Risk type: Organisational	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children are harmed because safety policy, procedures and practices are out of date with any new laws or guidance on good child safety practice. Children are harmed because child safety policy, procedures and practices no longer meet the needs of the local school community. Children are harmed because child safety policy, procedures and practices are not improved as a result of analysis of past complaints, concerns and safety incidents, reducing the school's ability to protect students from harm or abuse and to respond appropriately to complaints and concerns. 	<ul style="list-style-type: none"> 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. Policies are updated within the review period and communicated appropriately to staff and our school community. A working group (led by the child safety committee) is established to review child safety policies and procedures. 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. Child safety is a standing agenda item in staff and school leadership meetings. 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. <p>To ensure that child safety practices, including policies, procedures, and protocols, are consistently followed, MEC has implemented the following measures:</p> <ul style="list-style-type: none"> The Child Safety Committee reviews policies annually. The Education Policy Committee and School Council review policies each year. Concerns and incidents are referred to EduSafe. The OHS Committee reviews the Helpdesk and incident reports. An incident management team is in place to respond to safety concerns. Regular evacuation drills are conducted to ensure preparedness. 	Yes		
Child Safe Standard 11 – Implementation of child safety practices						
Risk Title: MEC is safe for children and young people. Risk Description: Policies and procedures document how the organisation is safe for children and young people. Risk Type:	<ul style="list-style-type: none"> Policies and procedures are developed, but not implemented by school staff. Policies and procedures do not address all actions and measures required under the Child Safe Standards. Policies and procedures are not informed by best practice models 	<ul style="list-style-type: none"> Children experience harm or abuse because child safety policies and procedures are not implemented effectively or at all. Children will experience harm because child safety policies and procedures fail to address all aspects of the Child Safe Standards, result in gaps in protection of children and increased risk of harm or abuse. Children are exposed to inappropriate behaviour, groomed, harmed or abused 	<ul style="list-style-type: none"> 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 in 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 	Yes		

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
Organisational.	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. • Policies and procedures are difficult to understand. • Policies and procedures are not realistic or feasible. • Policies and procedures are unsuitable and may cause additional harm or danger to children. •	because the school failed to induct, train and support staff and relevant volunteers to implement child safety policies and procedures properly. • If child safety policies and procedures are not effectively documented or are difficult to understand it may result in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities increasing the risk of harm or abuse. • If child safety policies and procedures are not informed by best practice or family and community engagement it may compromise the school's ability to protect children from harm or abuse.	address any performance concerns relating to staff conduct or implementation. • Our Child Safety Committee 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. To ensure that child safety policies, procedures, and practices are effectively implemented and followed, MEC has established the following measures: <ul style="list-style-type: none"> • Regular Child Safety Committee meetings to oversee and strengthen child safety initiatives. • Education Policy Committee support to review policies and procedures, working in collaboration with the Child Safety Committee for guidance on child safety documentation. • Consultation with the school council to ensure child safety practices are communicated and effectively implemented. • Inclusion of Child Safety in induction modules for all staff and relevant personnel. • Implementation of procedures, practices, and risk strategies to mitigate potential risks. • Regular student support meetings to monitor and support vulnerable students. • Development of Child Safe Standards to maintain a safe and inclusive environment. • Child Safety as a standing agenda item in key meetings, including school council, executive, unit, and learning area meetings. • Use of Disability Inclusion Profiles to amplify student voices and ensure individual needs are recognized and addressed. 			