



CHILD SAFE STANDARD 6:

Strategies to Identify & Reduce or Remove Risks of Child Abuse

Rationale

- All organisations have a duty of care to protect the children they are involved with.
- Creating a child safe organisation begins with a clear, evidence-informed understanding of the potential risks to children in the setting.
- Taking a preventative approach means identifying the potential risks in the school environment. These range from the impact of the physical environment and how it affects the continual supervision of staff and children to staff recruitment practices.
- Despite the implementation of best-practice approaches, risks always exist for children who access child-centred organisations.
- School staff, students and parents are in the best position to know the vulnerabilities and risks within the school and its activities and how to plan to prevent them.
- By adopting a risk management approach, the school is acting in a preventative manner and can reduce the likelihood of risks becoming realised.
- Risk management maximises the school's ability to deliver on school objectives, to promote sound decision making and works to safeguard child, student and employee wellbeing.
- The risk management process will involve:
 - establishing the context (internal and external factors, objectives, appetite for risk)
 - identify the risk,
 - analysing and evaluating the risk
 - risk treatment (treat, share, retain, avoid)

Purpose

- To ensure Altona Primary School complies with the legislative requirements of MO 870.
- To ensure the school demonstrates its commitment to creating a child safe environment.
- To describe the minimum requirements for child safe risk management in the school.
- To ensure the school develops strategies to identify and reduce or remove risks that are compliant with the Child Safe Standard 6.
- To ensure the promotion of the safety of:
Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, individual gender preferences of children, children in out of home care and children who are vulnerable.
- To ensure the school discharges its duty of care towards children.

Definition

'The school environment' is defined as anywhere within the school grounds, classrooms, computer and/or, storerooms and offices.

It extends to off-site locations such as venues for school camps, sporting venues, excursions.

Implementation

- The safety and wellbeing of all children is the school's highest priority.
- The school has zero tolerance of child abuse.
- The management of risk is everyone's responsibility.



- To reduce the likelihood of harm, the school will define the risks and implement and review strategies to minimise risks. (What could go wrong within the school environment as a whole or for any specific activity?)
- Children will be involved in this process, as they may have a very different idea about what makes them feel unsafe. This will be done formally through the Student Attitude to School Survey, through the Student Representative Council (SRC), School and House Captains and informally through class discussions and one-on-one meetings e.g. with the Student Welfare Officer.
- The Leadership Team will work collaboratively with staff, children, School Council and the community to:
 - formally identify the potential risks within the school's physical environment e.g. doors that lock, volunteers working unsupervised with students, volunteers working in the school grounds during recess periods, other visitors to the school, school boundaries, school camps or excursions
 - consider the risks to children due age related vulnerability, children who have experienced trauma, neglect or abuse, Aboriginal children, children from a culturally and/or linguistically diverse background and children with a disability, children with gender preferences and children who are vulnerable
 - identify the risk associated with children working online including cyber bullying, online grooming, trolling, disclosure of personal details
 - consider the opportunities for accidental or accidental harm e.g. poor physical environment leading to injury, poor supervision, high-risk activity, pushing, shoving, jostling, slapping, pinching etc.
 - reflect on opportunities for psychological abuse – bullying, ignoring or isolating, lack of respect, social vilification or discrimination
 - document the risks
 - identify the level of risk i.e. low, medium or high
 - consider the consequences of the risk e.g. moderate, severe
 - develop strategies to minimise the risk e.g. require WWC Checks and/or criminal record checks for all volunteers, increase levels of supervision, change the environment, make it harder for abuse to occur
 - review the risk management strategy annually or if an incident occurs
 - set a time frame for completing the risk analysis and incorporating the learnings
 - identify a person to lead the ongoing monitoring and review
- The school will know that Standard 6 has been successfully implemented when:
 - situational risks are considered and understood by all personnel
 - steps are put in place to reduce risks where possible
 - risk management approaches are regularly reflected on and improved
 - specific risks to Aboriginal children, to children from a culturally and/or linguistically diverse background and children with a disability are identified, assessed and mitigated
- Please refer also to the school's *Camps and Excursions Policy*, *Incursions (Safety of Children Working with External Providers) Policy*, *Working with Children Checks – Volunteers* and the *Visitors to the School Policy*.



Evaluation & Review Cycle

- This Standard will be reviewed every 3-4 years or if guidelines change (latest information July 2016), or if a significant incident occurs.
- This standard was reviewed in June 2020, presented to School Council on 24/6/2020 and is scheduled for review in June 2023.