

Strategies for Reducing or Removing the Risks of Child Abuse

Monivae College develops, implements, monitors and evaluates risk management strategies to ensure child safety in school environments. In accordance with Ministerial Order 1359:

Requirements	Implementation
<p>(1) The school governing authority must develop and implement risk management strategies regarding child safety in school environments</p>	<ul style="list-style-type: none"> • Development and review of risk register (Appendix A) • This monitored by Risk Management (RM) Committee • Minutes of RM Meeting • Principal informs governing authority on child safety risks at principal/governing authority meetings (checklist) • Child safety standing item at board meetings
<p>(2) The school's risk management strategies regarding child safety must identify and mitigate the risk(s) of child abuse in school environments by taking into account the nature of each school environment, the activities expected to be conducted in that environment (including the provision of services by contractors or outside organisations), and the characteristics and needs of all children expected to be present in that environment.</p>	<ul style="list-style-type: none"> • Risk register identifies specific risks such as visitors, external providers and contractors • Considers the diversity of student needs • Different environments are identified and assessed including camps, excursions and school events These have a separate Risk Treatment Plan (Appendix B)
<p>(3) If the school governing authority identifies risks of child abuse occurring in one or more school environments the authority must make a record of those risks and specify the action(s) the school will take to reduce or remove the risks (risk controls).</p> <p>Explanatory note: Different risk controls may be necessary for particular groups of children depending on the nature of the risk and the diversity characteristics of children affected by the risk.</p>	<ul style="list-style-type: none"> • Records are kept in secure place and are confidential • The risk register is regularly reviewed to further mitigate such risks • Principal informs governing authority of risk management and any concerns. • Risk management is reported to Board as part of standing item on Board agenda for Child safety
<p>(4) As part of its risk management strategy and practices, the school governing authority must monitor and evaluate the effectiveness of the implementation of its risk controls.</p>	<ul style="list-style-type: none"> • Risk Management (RM) Committee oversees risk management in school. • Child Safety Committee work in collaboration with RM Committee to identify, mitigate and review risks. • The risk register is regularly reviewed at RM Committee meetings
<p>5) At least annually, the school governing authority must ensure that appropriate guidance and training is provided to the individual members of the school governing authority and school staff (about:</p> <ul style="list-style-type: none"> • individual and collective obligations and responsibilities for managing the risk of child abuse; • child abuse risks in the school environment; and • the school's current child safety standards. 	<ul style="list-style-type: none"> • Review of child safety policy, procedures and practices including roles and responsibilities are attended at first staff meeting before students resume at the beginning of each year. An additional session is held for staff members absent at this meeting • Emergency teachers have an induction on child safety before commencing each year.

	<ul style="list-style-type: none"> • Staff induction program includes child safety • External providers and contractors must sign Code of Conduct each year. • Staff participate in ongoing training and professional learning in child safety and associated risks • Professional learning for child safety is identified in annual whole school professional learning plan • Child Protection Officer attends specific professional learning and network meetings on child safety (CEOC) • Posters displaying procedures to follow up on child safety issues are displayed in classroom, staff areas and general areas. • Child Safety information in newsletter and staff, parent and student handbooks
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Monivae College’s risk register takes into account the following risk categories for its Boarding Facility:

1. **Physical Safety Risks:**
 - Inadequate supervision during recreational activities in the boarding house common areas.
 - Physical hazards such as slippery floors, loose handrails, or faulty electrical wiring within the boarding house facilities.
 - Insufficient emergency evacuation procedures or drills specific to the boarding house.
2. **Emotional Safety Risks:**
 - Instances of bullying, harassment, or peer conflicts among boarding students.
 - Lack of emotional support or counselling services for students experiencing homesickness or other emotional distress.
 - Inadequate measures to address cultural or social isolation among boarding students from diverse backgrounds.
3. **Sexual Safety Risks:**
 - Potential for sexual harassment, misconduct, or abuse between boarding students or involving staff members.
 - Lack of awareness or education on sexual consent, boundaries, and healthy relationships within the boarding environment.
 - Inadequate screening or supervision of external visitors or contractors accessing the boarding house premises.
4. **Health and Well-being Risks:**
 - Spread of infectious diseases or illnesses within the boarding house due to inadequate hygiene practices or overcrowded living conditions.
 - Lack of access to appropriate healthcare services, including mental health support, for boarding students.
 - Insufficient measures to address substance abuse or harmful behaviors among boarding students.
5. **Security Risks:**
 - Vulnerability to unauthorized access or intrusion into the boarding house premises.
 - Inadequate security measures to protect students from theft, vandalism, or other criminal activities.
 - Potential for online safety risks, including cyberbullying, grooming, or exposure to inappropriate content, within the boarding house internet network.
6. **Cultural and Diversity Risks:**
 - Discrimination, prejudice, or marginalization experienced by boarding students based on their cultural, racial, or religious backgrounds.
 - Lack of inclusive policies, programs, or support services to accommodate the diverse needs of boarding students.
7. **Training and Awareness Risks:**

- Insufficient training or awareness among boarding staff on child safety policies, procedures, and reporting requirements.
 - Limited understanding or recognition of potential signs of abuse or neglect among boarding staff members.
 - Inadequate communication channels or reporting mechanisms for boarding students to raise safety concerns or seek assistance.
8. **Governance and Compliance Risks:**
- Failure to comply with legislative requirements and regulatory standards related to child safety, including the Child Safe Standards and mandatory reporting obligations.
 - Lack of oversight or accountability mechanisms to monitor and address child safety risks within the boarding house.
 - Inadequate governance structures or policies to ensure transparency, accountability, and continuous improvement in child safety practices.
9. **Community Engagement Risks:**
- Limited engagement or communication with parents/guardians of boarding students regarding child safety policies, procedures, and incident reporting.
 - Potential for community backlash or reputational damage due to mishandling of child safety incidents within the boarding environment.
 - Lack of collaboration or partnership with external stakeholders, such as child protection agencies or community organizations, to enhance child safety initiatives and resources.
10. **Emergency Response Risks:**
- Inadequate emergency preparedness and response procedures specific to the boarding house, including evacuation plans, communication protocols, and staff training.
 - Potential delays or gaps in responding to medical emergencies, behavioural crises, or other critical incidents within the boarding environment.
 - Lack of coordination or integration with external emergency services, such as police, ambulance, or child protection authorities, during emergency situations affecting boarding students.

This below child safety risk register provides a comprehensive overview of the potential risks and vulnerabilities within Monivae College and includes risks within the context of the boarding house and international students. Addressing these risks requires a multi-faceted approach, including proactive prevention strategies, robust policies and procedures, ongoing staff training and awareness, and active engagement with stakeholders to ensure the safety and well-being of all students.

Appendix A: Child Safety Risk Register

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
<p>No organisational culture of child safety – lack of leadership, public commitment and frequent messaging</p>	<p>Ensure strategic direction, vision and mission of the school includes child safety as a key objective.</p> <p>Development of Child Safety documents such as Child Safety Policy, Code of Conduct, Commitment Statement and associated document</p> <p>Code of Conduct is made available and signed by all Staff Members, Casual Relief Teachers, Volunteers and Contractors</p> <p>Ensure that the School's Annual Report has a section in it dedicated to child safety.</p> <p>Dedicated Child Safety section of the website containing information, policies and procedures relevant to Child Safety Standards</p>	<p>Ongoing development and review of policies and procedures.</p> <p>Strategy to promote to all members of the school community processes around strict confidentiality of reporting of suspected abuse.</p> <p>Action plan to update the website to include child friendly and easy to understand resources regarding child safety.</p> <p>Child-safe training is included in the school's annual professional learning plan, with records of content and attendance maintained.</p> <p>Staff induction and annual awareness training, inclusion of obligation in staff position descriptions, policy and procedure for managing child safety, performance management procedures, reporting procedures.</p> <p>Child Safety is included as standing agenda items on Board Directors, School Directors</p>	<p>Yes</p>	<p>Board Directors Principal</p>

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		<p>and Staff Meeting agendas.</p> <p>Regular communication to school community regarding Child Safety.</p>		
<p>Roles and responsibilities in achieving child safety strategies have not been allocated and/or enacted</p>	<p>Appointment of a Child Protection Officer and a Director of Students who leads the Student Wellbeing Group to champion all aspects of Child Safety within the school.</p> <p>Development of the Child Protection Officer role description</p>	<p>Child protection officer role description reviewed annually and further developed as required</p> <p>Roles and responsibilities for canonical administrator, principal and other appropriate leaders defined and documented.</p> <p>Ensure that responsibility for embedding a culture of safety is incorporated into position descriptions for members of the Leadership Team.</p> <p>Names and roles of those with responsibilities publicised to school community through staffroom noticeboard, staff handbook, family handbook, school website.</p> <p>Child Protection Officer attends specific professional learning and network meetings on child safety (CEOC)</p>	<p>Yes</p>	<p>Board Directors Principal</p>
<p>Appropriate strategies have not been developed and/or</p>	<p>Development and review of risk register</p>	<p>Strategies to embed organisational culture of child safety reviewed annually and action</p>	<p>Yes</p>	<p>Board Directors</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
<p>implemented to embed a culture of child safety at the school</p>	<p>Strategies developed to embed culture of child safety</p> <p>Maintain a Child Safety Code of Conduct that establishes behavioural expectations.</p>	<p>plans further developed.</p> <p>Professional learning for child safety is identified in annual whole school professional learning plan</p> <p>The child safety strategies document included in the school's policy review process and cycle and is updated regularly.</p> <p>The school's child safety strategies recorded in a central document.</p> <p>Ensure ongoing briefings and training in the requirement for Mandatory Reporting.</p> <p>Members of the school community are encouraged to participate in the active reporting of suspected abuse.</p> <p>Action plans developed to include student participation in developing policies and procedures.</p>		<p>Principal</p>
<p>The school governing authority is not provided with sufficient information to be satisfied that persons engaged in child-connected work are performing appropriately</p>	<p>Annual performance reviews</p>		<p>Yes</p>	<p>Principal</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
<p>Lack of appropriate education about:</p> <ul style="list-style-type: none"> standards of behaviour for students attending the school; healthy and respectful relationships (including sexuality); resilience; and child abuse awareness and prevention. 	<p>Class/Pastoral meetings Student surveys</p>	<p>Parent guides on the curriculum outlining the school's approach</p> <p>Parent Handbook- outlines expectations and policy</p> <p>Class/Pastoral meetings- to establish rules and for student to raise issue/ monitor student wellbeing and personal safety</p> <p>Student safety surveys</p> <p>Chaplaincy and student wellbeing services</p> <p>Engagement of students in learning is embedded across the school</p> <p>Cross-curriculum focus on issues of safety and forms of abuse that are developed through literature, social media, media, government and church documents, examples of scenarios that develop understanding of responsibilities and ethical choices</p> <p>Curriculum scope and sequence that</p>	<p>Yes</p>	

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		<p>outlines key focus for resilience and healthy and respectful relationships at year levels</p> <p>Implementation of RE units that reinforce and allow student to develop their understanding of respecting the dignity of each person, social justice, reconciliation and respecting diversity</p> <p>Different levels of student voice:</p> <ul style="list-style-type: none"> Student surveys to assist with informing policies Student, staff and parent committees to review /collaborate on school initiatives Staff/student council Student Representative Council-across school Curriculum planning- pre and post testing, student input on unit planning and directions Student feedback on teaching practice and learning Focus group and action research Student led conferences 		

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		<p>Review and monitor curriculum and procedures for students</p> <p>Risk management register and strategies</p> <p>Professional learning on student voice and creating a culture that promotes students to report issues on own and others personal safety</p>		
Employment practices; employment of an inappropriate person	<p>Systematic and documented selection and screening processes are used for the appointment of all staff. These have been developed according to guidance documents provided by the CECV IR Unit to comply with Child Safe Standard 4.</p> <p>Screening processes established and maintained to ensure that any person anticipating to participate in Child Connected Works is of a suitable character and does not pose a risk to students or members of the broad community.</p> <p>Position descriptions are developed for all staff members that clearly define their</p>	<p>The school maintains a stringent screening process to assist in identifying only the most appropriate staff members with be engaged by the school.</p> <p>When assessing potential candidates members of the Principal and others on the assessment panel will consider the following:</p> <ul style="list-style-type: none"> » What motivates the individual to work with children (personal and/or professional). » Relevant & verifiable experience. » Understanding of Children’s physical & emotional needs. » Understanding of professional boundaries » Attitudes towards Children’s rights and how these can be upheld. » Values (honesty, integrity, reliability, fairness and non-discrimination). 		Principal

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	<p>responsibilities including those relating to child safety. These form part of the school's selection criteria when employing new staff members.</p> <p>Teaching Staff must maintain current VIT Registration which incorporates Criminal Record Checks, every 5 years.</p> <p>Non-Teaching Staff & Administration Staff must maintain current Working with Children Checks (WWCC).</p> <p>Administration, Cleaning & Canteen Staff may also be required to undergo a Police Check.</p> <p>Reference checks will be conducted by at least one member of the Leadership Team to identify the suitability of the candidate with regard to working with children.</p> <p>Criminal history search, online searches (Google, Facebook etc), pre-employment reference check includes asking about child safety</p>	<p>» Responses from referees</p> <p>School maintains a VIT and WWCC register to ensure validity of checks and registration.</p> <p>Ensure that all Staff Members, Clergy, Casual Relief Teachers, Volunteers and Contractors are adequately inducted into Child Safety requirements. They should also be trained in what to do if an allegation is made, or a concern raised or staff observe abusive behaviour towards a child.</p> <p>Academic transcripts are requested and filed in personnel files for all applicants</p> <p>Proof of identity documents requested and filed in personnel files.</p> <p>Reference check documents are stored separately from personnel files</p>		
Casual Relief Teachers	All Casual Relief Teachers (CRT) must attend an interview with a member of the	All CRTs must sign in at the office prior to	Yes	Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
	<p>Leadership Team prior to being authorised to conduct work on the school's behalf.</p> <p>Reference checks are conducted prior to any CRT being authorised to conduct work at the school.</p> <p>The school will only engage CRT agencies who can demonstrate robust processes to support Child Safety. The agency must demonstrate sufficient screening and induction procedures. The school's Code of Conduct will also be provided to the agency to be embedded into their own induction documentation.</p> <p>All CRTs must maintain current Victorian Institute of Teaching Registration and provide this to the school prior to commencing work.</p> <p>All Casual Relief Teachers (CRT) are to be provided with a copy of the School's Child Safety Code of Conduct and asked to sign this prior to being permitted to participate in teaching or volunteer activities.</p>	<p>commencing work.</p> <p>All CRTs must wear identification (CRT / Visitor) Lanyards at all times.</p> <p>Year Level teachers or a Member of the Leadership Team should 'check in' on the CRT throughout the day.</p>		
Inappropriate contractors are engaged	Systematic and documented selection and screening processes are used for the appointment of all staff. These have	Copies of Working with Children Checks (WWCC) obtained for all Contractors. Where a WWCC has not be provided the	Yes	Business Manager

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	<p>been developed according to guidance documents provided by the CECV IR Unit to comply with Child Safe Standard 4.</p> <p>Screening processes established and maintained to ensure that any person anticipating to participate in Child Connected Works is of a suitable character and does not pose a risk to students or members of the broad community.</p>	Contractor or their workers are not permitted to conduct work in the presence of any student without a member of Staff being present at all times.		Child Protection Officer
Inappropriate volunteers are permitted with work with students	<p>Systematic and documented selection and screening processes are used for the appointment of all staff. These have been developed according to guidance documents provided by the CECV IR Unit to comply with Child Safe Standard 4.</p> <p>Screening processes established and maintained to ensure that any person anticipating to participate in Child Connected Works is of a suitable character and does not pose a risk to students or members of the broad community.</p>	Copies of Working with Children Checks (WWCC) obtained for all Volunteers. Where a WWCC has not be provided the Volunteer or their workers are not permitted to conduct work in the presence of any student without a member of Staff being present at all times.	Yes	Deputy Principal
Contractors not aware of their child safety obligations	A Child Safe policy and Code(s) of Conduct have been developed.	All Contractors and their workers are to be provided with a copy of the School's Child	Yes	Business Manager

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	<p>The Child Safe policy and Code of Conduct are reviewed regularly.</p> <p>The Child Safe policy and Code of Conduct are readily available on the school's website.</p> <p>Written communication is made with Contractors regarding the processes and requirement of conducting work in a school environment</p> <p>Restricting (where possible) works to outside student attendance times i.e. School holidays</p>	<p>Safety Code of Conduct and asked to sign this prior to being permitted to conduct work on its behalf.</p> <p>All Contractors and their employees must have undergone a formal induction into the schools OHS requirements. This induction makes specific reference to Child Safety requirements and responsibilities for both the school and the Contractors.</p> <p>Contractors are retrained in induction material, including the Child Safe Policy and Code of Conduct, regularly and records of this are maintained.</p> <p>Contractors are provided with a copy of the School's Child Safety Code of Conduct and asked to sign this document annually.</p>		Child Protection Officer
Staff not aware of their child safety obligations	<p>A Child Safe policy and Code(s) of Conduct have been developed, in consultation with staff and volunteers.</p> <p>The Child Safe policy and Code of Conduct are reviewed regularly.</p> <p>The School's Child Safety Policy, Code of Conduct & Reporting Requirements are provided to all members of the school</p>	<p>All Staff Members, Clergy, Casual Relief Teachers and Volunteers are to be provided with a copy of the School's Child Safety Code of Conduct and asked to sign this document annually.</p> <p>Members of the School Community are regularly provided with Child Safety and</p>	Yes	Child Safety Officer

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	<p>community and made available via the school website.</p> <p>The Child Safe policy and Code of Conduct are active components of induction processes for new staff, and records of this induction are maintained centrally and in each staff member's personnel file.</p> <p>The Child Safe policy and Code of Conduct are included in ongoing staff professional learning each year and central records of this are maintained.</p>	<p>Reporting information.</p> <p>Child Safety requirements including reporting obligations are regularly discussed at Staff Meetings, communicated via newsletters and displayed on the school's website.</p> <p>Staff Members undergo regular training on signs of abuse and must complete the Department of Education's online eLearning Mandatory Reporting Training annually. They must provide the school with a copy of their completion certificate.</p> <p>Staff Members will be provided with a copy of the school's Child protection & reporting guidelines and be required to participate in relevant training.</p> <p>The school appointed a Child Protection Officer to provide guidance and support to all teachers with regards to reporting suspected abuse, disclosures or breaches of the School's Code of Conduct.</p> <p>Staff Members will participate in regular Child Safety related training and be assigned a mentor to ensure they are aware</p>		

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		of their responsibilities for maintaining a safe environment for all students.		
Volunteers not aware of their child safety obligations	<p>A Child Safe policy and Code(s) of Conduct have been developed, in consultation with staff and volunteers.</p> <p>The Child Safe policy and Code of Conduct are reviewed regularly.</p> <p>The Child Safe policy and Code of Conduct are readily available on the school's website.</p> <p>The Child Safe policy and Code of Conduct are active components of induction processes for volunteers and records of this induction are maintained centrally.</p> <p>The Child Safe policy and Code of Conduct are included in ongoing volunteer training each year, and records of this are maintained.</p>	<p>Volunteers are to be provided with a copy of the School's Child Safety Code of Conduct and asked to sign this document annually.</p> <p>The School's Child Safety Policy, Code of Conduct & Reporting Requirements are provided to all members of the school community and made available via the school website.</p> <p>Child Safety requirements including reporting obligations are regularly discussed at Staff Meetings, communicated via newsletters and displayed on the school's website.</p> <p>Volunteers undergo regular training on signs of abuse and must complete the Department of Education's eLearning Mandatory Reporting online training annually. They must provide the school with a copy of their completion certificate.</p> <p>The school has appointed a Child Protection Officer to provide guidance and support to all teachers with regards to reporting</p>	Yes	Child Safety Officer

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		suspected abuse, disclosures or breaches of the School's Code of Conduct.		
Risk of relationships and interactions with students among people involved with the school e.g. welfare staff, tutors, administration and support staff, volunteers, LSO's and other students	Child safety code of conduct	Confirmation is provided annually of any student engagement – completed by Survey Monkey.	Yes	
Risk of engagement with children in the online environment	<p>Child safety code of conduct</p> <p>Strategies developed to embed culture of child safety</p> <p>Staff Members and Volunteers must adhere to requirements outlined in the School's relevant policies including:</p> <ul style="list-style-type: none"> a. Staff Social Media Usage Policy b. Staff Email Usage Policy c. Staff Internet Usage Policy <p>The school actively maintains internet 'gateway' platforms to protect and monitor internet usage.</p> <p>Staff Members are not permitted to use personal email or social networking in the presence of children.</p>	<p>Annual review of Digital Technology Policy</p> <p>Further development of Acceptable Use Agreements</p> <p>Train students and staff to detect inappropriate behaviour</p> <p>Ongoing monitoring and review of appropriate settings on all student technologies</p> <p>Staff are required to acknowledge their understanding of requirements of these procedures annually or where changes to the policies have been made.</p>	Yes	Principal ICT Committee

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	<p>All correspondence with students and parents through school communication channels such as email & telephone.</p> <p>The school maintains a photograph / Video permission form when their child commences school.</p> <p>Parents & Volunteers are not permitted photograph or video students whilst conducting Child Connected Works.</p> <p>Staff Members & Volunteers are not permitted to take photographs or video of students or young people using their own mobile phones.</p>			
Risk of abuse via online and electronic media; including email, social media, youtube, SMS, telephone, photography and videography	Cyber safety curriculum	<p>Train students and staff to detect inappropriate behaviour</p> <p>Ensure appropriate settings on all student technologies</p>	Yes	Principal ICT Committee
Staff, volunteers and contractors are not appropriately supervised and monitored to ensure continued suitability to work with children	<p>All staff, volunteers, contractors and visitors must sign in (during school hours) prior to being authorised to enter the school site.</p> <p>All volunteers, contractors and visitors are as a minimum required to wear printed identification outlining their details</p>	<p>All staff, volunteers, contractors and visitors when signing in must acknowledge and agree to the code of conduct prior to being authorised to enter the school site.</p> <p>Staff members are to remain vigilant and approach any volunteer or member of the school community (during school hours)</p>	Yes	Principal Business Manager Child Protection Officer

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
	at all times.	found on site without the appropriate identification and make arrangements for directing or escorting them to the school office.		
Supervision of external contractors – contractors entering the school environment at ad-hoc times such as maintenance	<p>Contractors must sign in (during school hours) prior to being authorised to enter the school site.</p> <p>Contractors are as a minimum required to wear printed identification outlining their details at all times.</p> <p>Restricting (where possible) works to outside student attendance times i.e. School holidays</p>	<p>All Contractors and their workers must sign in at the Administrative Office prior to commencing work and ensure that they sign out upon leaving.</p> <p>Contractors when signing in must acknowledge and agree to the code of conduct prior to being authorised to enter the school site.</p> <p>Staff members are to remain vigilant and approach any volunteer or member of the school community (during school hours) found on site without the appropriate identification and make arrangements for directing or escorting them to the school office.</p> <p>Where contractors are required to enter the site to perform a 'one-off' activity for a short period of time and it is not reasonably practical to formally induct them, i.e. (Sanitary Bin Maintenance / Courier Deliveries) a staff member must supervise the activity and remain in close proximity to</p>	Yes	Business Manager

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		the contractor at all times.		
Supervision of external school activities – potential for unknown people and environments at camps and excursions	<p>Prior to any Camp or Excursion being authorised by the Leadership Team the coordinator must ensure that the service provider has processes in place to support Child Safety. If they do not actively implement the Child Safety Standards then the camp or excursion may not be permitted.</p> <p>All Staff Members & Volunteers are to be provided with a copy of the School's Child Safety Code of Conduct and asked to sign this.</p> <p>Working with Children Checks (WWCC) obtained for all Volunteers. Staff members are to ensure that these are current for all Volunteers prior to authorising them to attend.</p> <p>Parents and guardians are informed of Child Safety arrangements associated with the activity prior to commencement via writing, email / or online app.</p> <p>Staff members responsible for arranging the excursion or camp must complete the school's Excursion & Camp Planner Risk Assessment and provide it to the Principal or Member of the Leadership</p>	<p>Assessment of new or changed environments for child safety risks</p> <p>Ensure that the code and strategies apply in all school contexts</p> <p>Action plan developed to strengthen the risk assessment process.</p>	Yes	Deputy Principal Leadership Team

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	<p>Team for approval.</p> <p>Staff Members are to complete the CEM School off Site Activity Log identifying hazards and appropriate control measures associated with Child Safety.</p> <p>Arrangements are to be made to ensure that no Volunteer is left alone with one student.</p> <p>Where practical, Staff Members should ensure that at least one other adult is present at all times.</p> <p>Camps - No Staff Member or Volunteer is permitted to sleep alone with a student. In the event that a student is sick or has social or emotional needs arrangements are to be made where they can be accommodated with a 'buddy'.</p>			
Supervision of students – areas of the school environment that may be isolated from general view or students alone with one other person unsupervised	<p>Staff Members & other members of the school community should try to avoid being in the presence of students in isolation. Another student or members of staff should be present at all times.</p> <p>Students should never be in the presence of Clergy without a Staff</p>	<p>Review of supervision areas</p> <p>Staff members must not dismiss students before allocated breaks times (recess / lunch / afterschool). They are to remain with their students until the attending Staff Members have arrived. Failure to do so compromises Child Safety.</p>	Yes	Child Protection Officer

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	<p>Member present.</p> <p>Doors to all rooms must remain unlocked when Staff Members, Clergy, Casual Relief Teachers, Contractors and Volunteers are in rooms with a student or students at any time.</p> <p>Students are to be provided with education on Child Safety and be made aware of appropriate & inappropriate behavioural standards.</p> <p>Students to be encourage to take immediate action & report events where they feel unsafe.</p>	<p>The student's safety is of paramount concern.</p> <p>Attending staff members must scour the yard and toilet facilities for potential intruders or trespassers. Where an intruder or trespasser has been identified the Staff Member must take appropriate action to immediately remove them from site. Where circumstances require, contact with Police may be made.</p> <p>All staff members are required to wear a hi visibility vest whilst on duty at all times. This assists in identifying them as the responsible staff member.</p> <p>Staff members must remain visible and continue moving at all times.</p> <p>Staff Members must not venture into areas with a child alone 'out of the line of sight' of other students.</p> <p>Staff members must refrain from any behaviours which may be construed as unnecessary physical.</p> <p>Staff members must not initiate unnecessarily physical contact with children or do things of a personal nature that a child</p>		

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
		<p>can do for themselves.</p> <p>Staff Members are to ensure that all perimeters and those that provide access to playground and classrooms (excluding the front gate), must be locked at the conclusion of the duty.</p> <p>Staff Members required to attend scheduled supervision time (before school) must ensure that they attend their classroom prior to the commencement of their class.</p> <p>Students are not permitted in classrooms unsupervised.</p> <p>Ensuring clear windows in walls to enable visibility of occupants including blinds being left open</p> <p>Training for staff and students to detect inappropriate areas including between St Mary's Primary School.</p> <p>Should one on one supervision be required strict protocols are in place.</p> <p>Regular walk throughs to check potential</p>		

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
		risk situations		
Supervision of students – potential for unsupervised recreational or other activities	<p>Organising Staff Members must ensure that they conduct a thorough Risk Assessment, identifying all hazards and risk in the planning stage of the event.</p> <p>Consideration must be given to ensuring all aspects of Child Safety are assessed.</p> <p>Working with Children Checks (WWCC) obtained for all Volunteers. Staff members to ensure that these are current for all Volunteers prior to authorising them to attend.</p> <p>All Volunteers are to be provided with a copy of the School’s Child Safety Code of Conduct and asked to sign this prior to being permitted to participate in volunteer activities.</p> <p>All attending Staff Members must ensure that they are identifiable at all times, by either wearing their school lanyard, hi visibility vest or school polo vest.</p> <p>Staff Members must ensure that they regularly monitor the location and presence of students under their care at an event. Where this is not possible</p>	<p>Implement separate risk treatment plans as part of the planning process for recreational and other activities ie. school fete, graduation ceremonies, assemblies, grandparent’s day etc.</p> <p>Review of processes at the end of all events</p>	Yes	Deputy Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
	<p>(Whole School Event) all Staff Members are responsible for remaining vigilant.</p> <p>The school's Child Protection Officer or an appointed nominee must be visible at the event and governed with the sole responsibility for monitoring behaviours at the event.</p> <p>The Child Protection Officer or appointed nominee must remain visible at all times and regularly patrol all areas, in particular toilets and blind spots.</p> <p>Staff Members are to remain vigilant at all times during the event and are encouraged to take appropriate action where they suspect an individual at the event of acting suspiciously or are unsure of their identify.</p> <p>Students are not to attend toilets or other buildings without an accompanying Volunteer and at least one buddy.</p> <p>The Students safety is of paramount concern.</p>			
Proximity to St Mary's Primary School and younger children		Out of bounds/restricted areas have been designated.	Yes	Child Safety Officer

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
		Yard duty staff are aware of out of bounds/restricted areas and are required to follow behaviour management procedures should any student be found in those areas.		
Heightened risks of abuse in the following school environments:			Yes	Child Safety Officer
a. Classrooms and learning environments		<p>Staff Members are to ensure that all perimeters and those that provide access to playground and classrooms (excluding the front gate), are locked at the commencement of class time.</p> <p>Where these areas cannot be secured a staff member will remain on duty until all students have entered the classrooms.</p> <p>Doors to classrooms with external access must remain locked at all times when unattended. This includes before school, recess, lunchtime and after school.</p> <p>Staff Members must ensure, where practical that they are not alone with a single child in a classroom at any time.</p> <p>Students are not permitted in classrooms unsupervised.</p>	Yes	

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
b. Toilets and student change rooms		<p>Where possible a nominated Staff Member is to inspect student toilets for intruders at the commencement of class time and recess & lunch time.</p> <p>Where an intruder has been identified, the staff member is encouraged not to approach them, but maintain eye contact whilst raising the alarm. Administrative Staff are to contact the police immediately on 000.</p> <p>Students who require the toilet during school hours, must first seek permission from the teacher.</p>	Yes	
c. Staff workplaces and offices		Staff Members must ensure, where practical that they are not alone with a single child in a room/office at any time.	Yes	
d. Transport facilities and locations e.g. buses, bus stops		Bus interchange zone supervised before and after school.	Yes	
e. Boarding House	Specific policies and procedures established for the risk management of the Boarding House including inductions and training for boarding house staff.	<p>Continued review of the policies and procedures to ensure student safety.</p> <p>Regular monitoring of hot spots</p>	Yes	Deputy Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
Children are subjected to grooming behaviour		<p>Provision and promotion of Grooming policy from within the Child Safety Policy.</p> <p>Inclusion of the above in all staff, volunteer & contractor inductions.</p> <p>Inclusion of this policy in the annual training cycle for all staff and volunteers.</p>	Yes	Child Protection Officer
Staff awareness of abuse issues; lack of understand of the scope of child abuse	<p>A Child Safe policy and Code(s) of Conduct have been developed, in consultation with staff and volunteers.</p> <p>The Child Safe policy and Code of Conduct are reviewed regularly.</p> <p>The School's Child Safety Policy, Code of Conduct & Reporting Requirements are provided to all members of the school community and made available via the school website.</p> <p>The Child Safe policy and Code of Conduct are included in ongoing staff professional learning each year and central records of this are maintained.</p>	<p>All Staff Members, are to be provided with a copy of the School's Child Safety Code of Conduct and asked to sign this document annually.</p> <p>Members of the School Community are regularly provided with Child Safety and Reporting information.</p> <p>Child Safety requirements including reporting obligations are regularly discussed at Staff Meetings, communicated via newsletters and displayed on the school's website.</p> <p>Staff Members undergo regular training on signs of abuse and must complete the Department of Education's online eLearning Mandatory Reporting Training annually. They must provide the school with a copy of their completion certificate.</p>	Yes	Child Protection Officer

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
		<p>Staff Members will be provided with a copy of the school's Child protection & reporting guidelines and be required to participate in relevant training.</p> <p>The school appointed a Child Protection Officer to provide guidance and support to all teachers with regards to reporting suspected abuse, disclosures or breaches of the School's Code of Conduct.</p> <p>Staff Members will participate in regular Child Safety related training and be assigned a mentor to ensure they are aware of their responsibilities for maintaining a safe environment for all students.</p> <p>Posters displaying procedures to follow up on child safety issues are displayed in classroom, staff areas and general areas.</p> <p>Child Safety information in newsletter and staff and school handbooks.</p>		
Consistent reporting of abuse issues; complacency in reporting due to familiarity with student and/or family of child abuse	Child safety code of conduct Clear child safety reporting procedures	Strategies to embed organisational culture of child safety are reviewed annually.	Yes	Child Protection Officer

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
	Performance management	<p>Refresher training for staff – see eLearning mandatory reporting module.</p> <p>Child safety code of conduct signed and reviewed annually.</p> <p>Clear and concise child safety reporting procedures further developed.</p> <p>Regular performance management.</p>		
Staff familiarity; natural trust of long term employees (who may have developed issues over time)	Undertaking annual performance management	Annual refresher training for all staff – eLearning Mandatory Reporting.	Yes	Child Protection Officer
Failure of teachers to make a Mandatory Report		<p>Provision and promotion of Mandatory Reporting policy.</p> <p>Inclusion of the above in all staff inductions.</p> <p>Inclusion of this policy in the annual training cycle for staff.</p>	Yes	Child Protection Officer
Staff breaching failure to protect provision of <i>Crimes Act</i> 1958 (Vic)		<p>Provision and promotion of Failure to Protect policy within reporting obligations.</p> <p>Inclusion of the above in all staff, volunteer & contractor inductions.</p> <p>Inclusion of this policy in the annual training cycle for all staff and volunteers.</p>	Yes	Child Protection Officer

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
Staff breaching failure to disclose legal obligations		<p>Provision and promotion of Failure to Disclose policy within reporting obligations.</p> <p>Inclusion of the above in all staff, volunteer & contractor inductions.</p> <p>Inclusion of this policy in the annual training cycle for all staff and volunteers.</p>	Yes	Child Protection Officer
Lack of understanding of complaints procedures and handling false allegations	<p>Processes established for handling complaints – complaints and grievances policy developed</p> <p>CEOB services and resources for support</p>	<p>All members of the School community are made aware and regularly reminded of inappropriate behaviours and the process for reporting.</p> <p>Protect resources displayed throughout the school to ensure easy access to reporting process information.</p> <p>Allegations are brought to the immediate attention of the accused and they will be made aware of their rights.</p> <p>All allegations of suspected abuse will be dealt with in the strictest of confidence.</p> <p>All members of the school community are to be reminded of the severity of making false allegations and made aware that after a thorough investigation the allegation is of a personal nature (i.e. mischievous) then legal</p>	Yes	Deputy Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
		<p>action may be sort.</p> <p>Where any false allegations are made against Staff Members, Clergy, Casual Relief Teachers, Contractors or Volunteers, professional counselling & support services will be provided.</p> <p>Where an allegation has been made against a Staff Member, Clergy, Casual Relief Teacher, Contractor or Volunteer and it is made public, advice from the relevant Education Department will be sort.</p>		
Lack of availability and transparency of information regarding school strategies to achieve Child Safety and the school's compliance with child safe standards		Communication plan developed to ensure all staff remain informed.	Yes	Principal Child Protection Officer
Potential personal issues can increase vulnerability of staff and parents	<p>Appointment of Student Wellbeing Group</p> <p>Establishment of wellbeing support structures within the school</p>	<p>Availability to EAP – Access.</p> <p>Professional learning on wellbeing and issues that can affect people's behavior.</p>	Yes	Director of Students
Lack of understanding of the characteristics and needs of all students	<p>Appointment of Student Wellbeing Group</p> <p>Establishment of wellbeing support structures within the school</p>	<p>Professional learning on wellbeing and issues that can affect people's behavior.</p> <p>Development of ILP's for students.</p>	Yes	Director of Students

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
		<p>Online wellbeing surveys.</p> <p>Provision of counselling and other resources.</p> <p>Review of support services.</p>		
18-year-old students not aware of their child safety obligations		<p>Students are to be provided with education on Child Safety and be made aware of appropriate & inappropriate behavioural standards.</p> <p>Students to be encourage to take immediate action & report events where they feel unsafe.</p>	Yes	Director of Students
Students are not aware of the Child Safe Standards		<p>Students are to be provided with education on Child Safety and be made aware of appropriate & inappropriate behavioural standards.</p> <p>Students to be encourage to take immediate action & report events where they feel unsafe.</p> <p>Mental Health First Aid training offered for students and staff.</p> <p>Posters developed by the Students and</p>	Yes	Directors of Students

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
		<p>displayed throughout school.</p> <p>Student developed guidelines for child safety.</p> <p>Student code of conduct.</p> <p>Procedure for reporting any form of abuse- such as in student diary/school app- accessible to students.</p>		
<p>Appropriate strategies have not been developed and/or implemented to monitor and evaluate the risk register</p>	<p>Development of a Child Safety Risk Register</p>	<p>Maintain adequate record keeping of child safety issues and responses of any incidents, for example in an Excel spreadsheet or 'log book' that is appropriately stored to protect the privacy of children.</p> <p>An assessment must be completed of any new risk or exposure that has the potential to pose a risk to child safety.</p> <p>Upon completion of the risk assessment, identified control measures must be incorporated into the school risk register and communicated to all staff members and where relevant other members of the School Community.</p>	<p>Yes</p>	<p>Child Protection Officer</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
Potential concerns in the monitoring of who is on the premises	Sign In/Sign Out Processes	Staff members are regularly reminded to remain vigilant and approach any volunteer or member of the school community (during school hours) found on site without appropriate identification and make arrangements for directing or escorting them to the school office.	Yes	Child Safety Officer
Lack of commitment and practice to addressing student diversity and the principals of inclusion		<p>Provide a culturally safe environment for Aboriginal children, those from culturally diverse backgrounds and for those with disabilities.</p> <p>Provision of ILPs.</p> <p>Curriculum design.</p> <p>Adaptive play strategies.</p> <p>Professional learning on diversity and inclusion. (resilience project)</p> <p>Strategies for student voice and empowerment.</p> <p>Identify student characteristics as part of data analysis.</p> <p>Partnerships with agencies.</p>	Yes	

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
		Support for student learning- eg intervention, acceleration, LSOs, groupings, inquiry-based activities, revisiting and consolidating learning.		
Lack of strategies outlining different risk controls necessary for particular groups.		Identify student characteristics as part of data analysis.	Yes	Director – Student Wellbeing Director - Students
International Student Risks				
Homestay host is not clear on Child Safe requirements and mandatory reporting procedure (Reportable Conduct Scheme)	Child safe policy provided to all homestays. Expectations and procedure for reporting any abuse are discussed with homestay hosts as part of the induction process. Mandatory reporting of child abuse procedure sheet provided to homestays.	Child safety policies and mandatory reporting procedures discussed with homestay providers at every scheduled homestay check.	Yes	Principal Overseas Student Coordinator
Recruitment of an inappropriate homestay host	WWCC or Victorian Institute of Teaching registration. Homestay Checklist and Visits	Processes updated to require Pre-employment reference check includes asking about Child safety Personal identification verified	Yes	Principal Overseas Student Coordinator

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
Engagement with children online in homestays or external environments eg. recreational activities, shopping centres, after hours teaching or other services etc	Child safety code of conduct Strategies developed to embed culture of child safety	Train students, homestay providers and staff to identify inappropriate behaviour Ensure appropriate settings on all student technologies Provide overseas students with culturally and linguistically appropriate information about online and personal safety during Orientation.	Yes	Principal Overseas Student Coordinator
Unknown people and environments at excursions and camps	Child safety code of conduct Strategies developed to embed culture of child safety Clear child safety reporting procedures	Assessment of new or changed environments for child safety risks Ensure Code and strategies apply in all school contexts	Yes	Principal Overseas Student Coordinator
Visitors to homestays	Promotion of child safe environments Homestay Agreements WWCC for frequent visitors	Emphasise importance of establishing a child safe environment at every scheduled homestay check and training	Yes	Principal Overseas Student Coordinator
Inappropriate behaviour by homestay hosts <i>Note: This includes not adequately supervising students and personal issues</i>	School child safe policy provided to hosts. Ensuring all homestay providers have a current WWCC.	Check WWCC numbers on DOJR WWCC check database once a term.	Yes	Principal Overseas Student

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
<i>such as stress, financial issues, mental health issues, gambling/alcohol/drug addiction or domestic violence that arise after recruitment or even WWCC is revoked</i>	Regular communication with students to obtain feedback on homestay environment	<p>Include a section on Child safe standards and reportable conduct on homestay checklist and discuss this with at every scheduled homestay visit</p> <p>Provide and explain to international students with the Easy English Protect Factsheet to identify reportable conduct and how to report it.</p> <p>Continue to educate international students on child safety and protective behaviours.</p>		Coordinator
Parent of International student not clear on how to report child abuse	Child Safe policies and Reportable Conduct Scheme policies available on school website	Provide the factsheet (attach translated copy available on the Education website) and the school's child safety documentation to parents in the Pre-Departure Pack.	Yes	Principal Overseas Student Coordinator
International Student not clear on how to make a report if feeling unsafe or if there is an incident of child abuse to them or others	Information on Child abuse and reporting it provided to students in Orientation. Definition of child abuse and how to report it discussed with International students.	Provide student with Easy English Factsheet during Orientation.	Yes	Principal Overseas Student Coordinator

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
		Discuss Child safe standards and reportable conduct with the student at regular catch ups.		
International Student is out late and/or unable to be contacted	Orientation program includes expected behaviour, communication, emergency contacts and importance of all contact details to be kept up to date	Discuss Child safe standards and reportable conduct with student at regular catch ups.	Yes	Principal Overseas Student Coordinator
International students may face challenges in understanding and communicating effectively in the language of instruction, which can impact their ability to participate in classes, express their needs, or seek help in case of emergencies.	<p>Implementation of culturally responsive and supportive policies and practices</p> <p>Comprehensive orientation and support services for international students</p> <p>Promoting diversity and inclusion within the boarding house community</p> <p>Offering language and academic support programs</p> <p>Fostering cross-cultural understanding and empathy among students and staff</p>		Yes	Principal Overseas Student Coordinator

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
	<p>Ensuring access to appropriate healthcare, counseling, and emergency support resources</p> <p>Collaboration with international student support organisations, diplomatic missions, and cultural exchange programs</p>			
<p>International students may experience culture shock, homesickness, or feelings of isolation due to the unfamiliarity of the boarding school environment, separation from family and friends, and differences in cultural norms and practices.</p>			Yes	<p>Principal</p> <p>Overseas Student Coordinator</p>
<p>International students may encounter difficulties in forming social connections and friendships with their peers, leading to feelings of loneliness, exclusion, or social isolation within the boarding house community.</p>			Yes	<p>Principal</p> <p>Overseas Student Coordinator</p>
<p>International students may be targets of discrimination, prejudice, or bullying based on their nationality, ethnicity, language, or cultural background, which can</p>			Yes	<p>Principal</p> <p>Overseas Student Coordinator</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
negatively impact their mental health, self-esteem, and sense of safety and belonging.				
International students may face legal or immigration-related challenges, such as visa restrictions, residency requirements, or unfamiliarity with local laws and regulations, which can create stress, uncertainty, or vulnerability in their living and learning environment.			Yes	Principal Overseas Student Coordinator
International students may encounter issues related to housing and accommodation, such as substandard living conditions, unsafe neighborhoods, or inadequate support from host families or guardians, compromising their safety and well-being.			Yes	Principal Overseas Student Coordinator
International students may be vulnerable to financial exploitation, scams, or fraud schemes targeting individuals with limited knowledge or experience of local banking, currency, or financial systems.			Yes	Principal Overseas Student Coordinator

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
International students may face barriers in accessing healthcare services, including language barriers, lack of health insurance coverage, or unfamiliarity with local healthcare systems, which can impact their ability to receive timely and appropriate medical care in case of illness or injury.			Yes	Principal Overseas Student Coordinator
Boarding schools may lack awareness or sensitivity to the cultural, religious, and dietary needs of international students, leading to challenges in meeting their diverse preferences and requirements, and potentially compromising their physical and emotional well-being.			Yes	Principal Overseas Student Coordinator
International students may face risks related to travel and transportation, including navigating unfamiliar routes, using public transportation, or encountering unsafe or unfamiliar environments, which can increase their vulnerability to accidents, theft, or other security-related incidents.			Yes	Principal Overseas Student Coordinator

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
<p>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>Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented</p> <p>The School maintains a Child Safety Action, a Student Wellbeing and Engagement Policy, Bullying Prevention Policy and Inclusion and Diversity Policy</p> <p>Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy as well as a Racism Prevention Policy.</p> <p>The School employs a designated Indigenous Coordinator to work with Indigenous students.</p> <p>Staff training in the cultural diversity space has increased.</p> <p>Welcome to and Acknowledgement of Country present throughout aspects of the school.</p>	<p>Celebration on Reconciliation week, NAIDOC week etc</p>	<p>Yes</p>	<p>Indigenous Coordinator</p> <p>Principal</p> <p>Deputy Principal</p> <p>Child Safety Officer</p>
<p>There is a risk that families and communities are not</p>	<p>Child Safety and Wellbeing Policy outlines the controls the school has in</p>		<p>Yes</p>	<p>Director – Student</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
informed, and involved in promoting child safety and wellbeing	<p>place to engage families and is implemented.</p> <p>All child safety and wellbeing policies are publicly available and promoted in the school community.</p> <p>Families and the school community are invited to have their say in the development and review of child safety practices.</p>			<p>Wellbeing</p> <p>Child Safety Officer</p> <p>Principal</p>
There is a risk that equity is not effectively upheld, and diverse needs are not respected.	<p>Implementation of an Inclusion Policy as well as a Gender Diversity Policy outlining how the school pays particular attention to the needs of students.</p> <p>Implementation of the RRRR program</p>	Development of further celebration opportunities such as World Harmony Day.	Yes	<p>Director – Student Wellbeing</p> <p>Director – Students</p>
Boarding House Specific Risks				
Students in boarding houses may be at risk of physical abuse from peers, staff members, or other individuals within the school environment. This can include hitting, slapping, pushing, or other forms of physical violence.	<p>Prioritise child protection and create a safe and supportive environment for all students</p> <p>Implementing comprehensive child protection policies and procedures</p> <p>Providing training to staff and students</p>		Yes	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
	<p>on recognizing and reporting abuse</p> <p>Promoting a culture of openness and accountability</p> <p>Collaborating with external agencies and authorities to address child safety concerns effectively.</p>			<p>Child Protection Officer</p> <p>Principal</p>
<p>Emotional or psychological abuse can take various forms, including verbal insults, threats, intimidation, humiliation, or isolation. Such abuse can have long-lasting effects on a child's mental health and well-being.</p>			<p>Yes</p>	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal</p> <p>Child Protection Officer</p> <p>Principal</p>
<p>Boarding houses may be environments where sexual abuse occurs, perpetrated by peers, staff members, or outsiders. Sexual abuse can involve unwanted touching,</p>			<p>Yes</p>	<p>Director – Boarding</p> <p>Boarding Supervisors</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
sexual coercion, harassment, or assault, and it can have devastating consequences for the victim's physical and emotional health.				Deputy Principal Child Protection Officer Principal
Neglect occurs when the basic needs of students, such as adequate food, clothing, shelter, and medical care, are not met. Neglect can also include emotional neglect, where students are deprived of the emotional support and nurturing they need for healthy development.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Boarding houses can be breeding grounds for bullying and harassment, which can take various forms, including physical, verbal, social, or cyberbullying. Persistent			Yes	Director – Boarding Boarding

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
bullying can have serious consequences for a child's mental health and well-being.				Supervisors Deputy Principal Child Protection Officer Principal
Students may perpetrate abuse against their peers, including physical, emotional, or sexual abuse. This can occur within the boarding house or during offsite activities, and it often goes unreported due to fear of retaliation or social stigma.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Staff members in boarding houses may abuse their positions of authority to perpetrate abuse against			Yes	Director – Boarding

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
students. This can include physical, emotional, or sexual abuse, as well as neglect or exploitation.				Boarding Supervisors Deputy Principal Child Protection Officer Principal
With the proliferation of digital devices and social media, students may experience digital abuse, including cyberbullying, online harassment, or exploitation. Boarding houses need to address digital safety concerns and educate students about responsible online behavior.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Students from diverse cultural or religious backgrounds may be at risk of abuse related to			Yes	Director – Boarding

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
their identity, beliefs, or practices. Boarding houses should promote respect for cultural and religious diversity and provide support to students facing discrimination or prejudice.				Boarding Supervisors Deputy Principal Child Protection Officer Principal
Students may be reluctant to report abuse due to fear, shame, or uncertainty about where to turn for help. Boarding houses need to have robust reporting mechanisms in place and provide support to victims of abuse.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Risk of staff being alone with students in private			Yes	Director –

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
accommodation areas				Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Risk of staff being alone with student whilst waiting for a parent, event, sports training etc			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
Risk of staff transporting students to an appointment on their own (one on one)			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Staff taking students out for coffee / meal after an event			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
Staff tutoring or teaching in private accommodation in the Boarding facility			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Staff taking students away from the boarding facility for movies, activities, events			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
Exposure to inappropriate environments when boarding students visit other venues ie gyms, pools, sporting events and activities			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
No visibility into private rooms where students are situated			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
Unsupervised use of personal mobile devices and computers			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Failure to screen adults coming into the boarding house i.e. parents, friends etc			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
Risk of incident occurring in relation to student drivers and vehicles			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Students developing relationships with staff and other students			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
Failure to screen volunteers or homestay providers			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Risk that students will engage in risky behaviours as a result of peer pressure			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
Risk of sexual misconduct or assault among students or by staff members within the boarding house			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
The stress of living away from home coupled with academic pressure can contribute to mental health issues such as depression, anxiety, or eating disorders			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
Risk of unauthorised individuals gaining access to the boarding house, posing a threat to students' safety			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Poorly maintained facilities or careless behavior can lead to fire hazards			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
<p>Lack of proper hygiene practices or sanitation facilities can lead to the spread of diseases and infections among students.</p>			<p>Yes</p>	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal Child Protection Officer</p> <p>Principal</p>
<p>Risk of accidents or injuries occurring due to unsafe conditions within the boarding house premises, such as slippery floors, broken furniture, or inadequate lighting.</p>			<p>Yes</p>	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal Child Protection Officer</p> <p>Principal</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
<p>With the prevalence of digital devices, there's a risk of students being exposed to inappropriate content online or becoming victims of online predators.</p>			<p>Yes</p>	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal Child Protection Officer</p> <p>Principal</p>
<p>Access to drugs or alcohol within the boarding house or pressure from peers can contribute to substance abuse problems among students.</p>			<p>Yes</p>	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal Child Protection Officer</p> <p>Principal</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
<p>Some students might attempt to run away from the boarding house due to issues at home or within the school environment, exposing them to various dangers outside.</p>			<p>Yes</p>	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal Child Protection Officer</p> <p>Principal</p>
<p>There's a risk of staff members engaging in abusive or inappropriate behavior towards students, whether physical, emotional, or sexual.</p>			<p>Yes</p>	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal Child Protection Officer</p> <p>Principal</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
Risk of an environment where bullying occurs, whether physical, verbal, or cyberbullying.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Boarding House Offsite Activity Risks				
Inadequate preparation or planning for offsite activities can increase the likelihood of accidents, incidents, or disruptions during the event.	Thorough risk assessments Implement appropriate safety measures Provide adequate supervision Ensure clear communication and emergency procedures are in place during offsite activities. Staff and students receive training on safety protocols and guidelines specific		Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
	to offsite excursions.			Principal
Offsite activities may involve interactions with individuals from different cultural backgrounds, requiring sensitivity and awareness to avoid misunderstandings or conflicts.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Communication difficulties may arise between staff and students during offsite activities, making it harder to address emergencies or coordinate responses effectively.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
				Principal
Lack of compliance with legal and regulatory requirements when conducting offsite activities, including obtaining necessary permissions, permits, and ensuring adherence to safety guidelines.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Offsite locations may have inadequate security measures, increasing the risk of theft, assault, or other security-related incidents.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
				Principal
Offsite activities may present opportunities for students to engage in risky behaviors such as substance abuse, vandalism, or trespassing.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Students may come into contact with strangers or unfamiliar individuals during offsite activities, increasing the risk of potential harm or exploitation.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
				Principal
Offsite locations may pose environmental hazards such as rough terrain, bodies of water, or extreme weather conditions, increasing the risk of accidents or injuries.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Offsite activities may involve a larger group of students, making it challenging for staff to supervise effectively, increasing the risk of accidents or misconduct.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
Students may encounter medical emergencies during offsite activities, such as injuries, allergic reactions, or sudden illnesses, requiring prompt and appropriate medical attention.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
With students leaving the campus, there's a risk of students getting lost or going missing, especially in unfamiliar environments.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Risks can occur during transportation to and from			Yes	Director – Boarding

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
<p>offsite locations, including accidents, vehicle breakdowns, or incidents involving other road users.</p>				<p>Boarding Supervisors</p> <p>Deputy Principal</p> <p>Child Protection Officer</p> <p>Principal</p>
Boarding House Medical Risks				
<p>Boarding houses can be breeding grounds for infectious diseases due to close living quarters and shared facilities. Outbreaks of illnesses such as influenza, norovirus, or COVID-19 can spread rapidly among students if proper hygiene and infection control measures are not in place.</p>	<p>Implementation of comprehensive health and wellness programs</p> <p>Providing access to healthcare professionals</p> <p>Promoting healthy lifestyle habits</p> <p>Ensuring a supportive and nurturing environment for all students</p> <p>Regular health screenings</p> <p>Education on health-related topics</p>		<p>Yes</p>	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal</p> <p>Child Protection Officer</p> <p>Principal</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
	Collaboration with parents/guardians			
Accidents leading to injuries are common in boarding houses, whether from slips and falls, sports-related incidents, fights, or other activities. Without adequate supervision and safety protocols, these injuries can range from minor cuts and bruises to more severe fractures or concussions.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
The boarding school environment, characterized by academic pressure, homesickness, social challenges, and separation from family, can contribute to mental health issues such as anxiety, depression, eating disorders, or self-harm among students.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Without proper education and			Yes	Director –

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
access to resources, students in boarding houses may engage in risky sexual behaviors, leading to unintended pregnancies, sexually transmitted infections (STIs), or sexual assault.				Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Peer pressure, stress, and easy access to drugs and alcohol within the boarding house environment can contribute to substance abuse problems among students, leading to addiction, overdose, or other health complications.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Poor dietary choices, limited food options, or eating disorders can lead to			Yes	Director – Boarding

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
nutritional deficiencies among students, affecting their physical and cognitive development and overall well-being.				Boarding Supervisors Deputy Principal Child Protection Officer Principal
Students with allergies may be at risk of exposure to allergens in boarding house meals or shared living spaces, leading to allergic reactions ranging from mild discomfort to life-threatening anaphylaxis.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Students with pre-existing chronic health conditions such as asthma, diabetes, epilepsy, or heart conditions require proper management and			Yes	Director – Boarding Boarding

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
support to ensure their health and safety in the boarding house environment.				Supervisors Deputy Principal Child Protection Officer Principal
Proper administration and management of medication for students with chronic health conditions or acute illnesses are essential to prevent adverse reactions, medication errors, or missed doses.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Irregular sleep patterns, disturbances from roommates, academic stress, or excessive screen time can contribute to sleep disorders such as insomnia or sleep apnea among students, impacting			Yes	Director – Boarding Boarding Supervisors

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
their overall health and academic performance.				Deputy Principal Child Protection Officer Principal
Boarding House Medication Risks				
Students may misuse or abuse prescription or over-the-counter medications, either for recreational purposes or to self-medicate without proper guidance or supervision.	<p>Implementation of comprehensive medication management policies and procedures</p> <p>Provide education and training to staff and students on medication safety practices</p> <p>Ensure access to qualified healthcare professionals for medication administration and oversight</p> <p>Maintain accurate medication records</p> <p>Promote open communication between students, parents/guardians, and healthcare providers regarding medication management and any concerns or changes in medication</p>		Yes	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal Child Protection Officer</p> <p>Principal</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
	regimens.			
Students may inadvertently take the wrong medication, the wrong dose, or at the wrong time, leading to adverse reactions, ineffective treatment, or potential harm.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Lack of proper supervision and oversight during medication administration can increase the risk of errors, especially for students who require assistance with medication management.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Students may share or borrow			Yes	Director –

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
medications from their peers without understanding the potential risks or consequences, leading to medication interactions, adverse effects, or misuse.				Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
tudents with chronic health conditions may fail to adhere to their prescribed medication regimens due to forgetfulness, lack of understanding, or reluctance to take medication, compromising their health and well-being.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Improper storage of medications or lack of secure medication storage facilities			Yes	Director – Boarding

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
can lead to unauthorized access, theft, or tampering, posing a risk to student safety and medication integrity.				Boarding Supervisors Deputy Principal Child Protection Officer Principal
Failure to properly document and communicate students' medication allergies or previous adverse reactions can result in accidental exposure to allergens or adverse drug events, requiring prompt medical attention.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Students with severe allergies, asthma, or other medical conditions requiring emergency medication (such as epinephrine auto-injectors			Yes	Director – Boarding Boarding

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
<p>or rescue inhalers) may face delays in accessing their medication during emergencies if protocols are not in place or if staff are not trained to respond effectively.</p>				<p>Supervisors</p> <p>Deputy Principal Child Protection Officer</p> <p>Principal</p>
<p>Students may engage in self-medication practices without appropriate guidance or supervision, using medications obtained from friends, family, or over-the-counter sources to treat minor ailments or symptoms, which can lead to inappropriate use, dependency, or adverse effects.</p>			Yes	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal Child Protection Officer</p> <p>Principal</p>
<p>Students taking multiple medications concurrently may be at risk of medication interactions, especially if healthcare providers and staff are not aware of all medications being used,</p>			Yes	<p>Director – Boarding</p> <p>Boarding Supervisors</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
increasing the likelihood of adverse effects or reduced treatment efficacy.				Deputy Principal Child Protection Officer Principal
Boarding House Nutritional Risks				
Irregular meal times, restrictive diets, or unhealthy food behaviors may contribute to disordered eating patterns among students, impacting their physical health, mental well-being, and academic performance.	<p>Prioritize student health and well-being by providing nutritious and balanced meals</p> <p>Offering nutrition education programs</p> <p>Accommodating dietary restrictions and preferences</p> <p>Promoting healthy eating habits, and creating a supportive environment that fosters a positive relationship with food.</p> <p>Collaboration with nutritionists, food service professionals, and healthcare providers to help ensure that boarding house facilities meet the nutritional needs of all students</p> <p>Promoting a culture of health and</p>		Yes	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal Child Protection Officer</p> <p>Principal</p> <p>Kitchen Manager</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
	wellness.			
Availability of unhealthy snack options within the boarding house premises may encourage students to consume excessive amounts of junk food, leading to weight gain, dental issues, and other health problems.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal Kitchen Manager
Access to fresh fruits, vegetables, and other perishable items may be limited in boarding house facilities, leading to a lack of essential vitamins, minerals, and dietary fiber in students' diets.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
				Principal Kitchen Manager
Failure to accommodate students with food allergies or intolerances can lead to accidental exposure to allergens, resulting in allergic reactions ranging from mild discomfort to life-threatening anaphylaxis.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal Kitchen Manager
The boarding school environment, characterised by academic stress and social pressures, can contribute to the development or exacerbation of eating			Yes	Director – Boarding Boarding Supervisors

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
disorders such as anorexia nervosa, bulimia nervosa, or binge eating disorder among students.				Deputy Principal Child Protection Officer Principal Kitchen Manager
Busy schedules, academic pressure, or social activities may lead students to skip meals, resulting in inadequate nutrition intake and potential health consequences.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal Kitchen Manager

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
<p>Without education on nutrition and healthy eating habits, students may not understand the importance of balanced meals, portion control, or the nutritional value of different food groups.</p>			<p>Yes</p>	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal</p> <p>Child Protection Officer</p> <p>Principal</p> <p>Kitchen Manager</p>
<p>Boarding houses may offer limited food options, especially if they rely on a cafeteria-style meal service or have a small kitchen facility. This can lead to a lack of variety in students' diets and deficiencies in essential nutrients.</p>			<p>Yes</p>	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal</p> <p>Child Protection Officer</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
				Principal
Without proper guidance and supervision, students may make unhealthy food choices, opting for convenience foods that are high in sugar, salt, and unhealthy fats, and lacking in essential nutrients.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Boarding House Environmental Risks				
Older buildings or poorly maintained facilities can pose hazards such as structural defects, unstable flooring, exposed wiring, or inadequate fire safety measures, increasing the risk of accidents or injuries.	Conduct regular inspections of facilities and grounds Address any identified hazards promptly, implement appropriate safety measures and protocols Provide training to staff and students on safety procedures Promote a culture of environmental stewardship and sustainability		Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
	Collaboration with relevant experts, authorities, and community partners			Principal
Inadequate ventilation, mold, or indoor pollutants can contribute to poor indoor air quality, leading to respiratory problems, allergies, or other health issues among students and staff.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Insufficient lighting in common areas, stairwells, or outdoor spaces can increase the risk of slips, trips, and falls, especially during evening hours or in poorly lit areas.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
				Principal
Facilities that are not accessible to students with disabilities can pose barriers to their participation and mobility, compromising their safety and well-being.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Exposure to hazardous materials such as asbestos, lead-based paint, or chemicals used in cleaning products can pose health risks to students and staff if not properly managed or mitigated.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
Improper disposal of waste, including food waste, recyclables, or hazardous materials, can attract pests, create sanitation issues, and contribute to environmental pollution.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Playground equipment or recreational facilities that are outdated, poorly maintained, or lacking safety features can increase the risk of accidents or injuries during physical activity.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Inadequate security measures, such as broken locks,			Yes	Director – Boarding

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
unsecured entry points, or lack of surveillance cameras, can compromise the safety and security of students and staff, increasing the risk of unauthorized access, theft, or intruders.				Boarding Supervisors Deputy Principal Child Protection Officer Principal
Outdoor spaces such as courtyards, gardens, or pathways may contain hazards such as uneven terrain, sharp objects, or slippery surfaces, increasing the risk of accidents or injuries, especially during inclement weather.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Infestations of pests such as rodents, insects, or bedbugs can pose health risks and compromise the cleanliness and comfort of living spaces if			Yes	Director – Boarding Boarding

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
not promptly addressed through pest control measures.				Supervisors Deputy Principal Child Protection Officer Principal
Proximity to sources of environmental pollution, such as traffic emissions, or waste disposal facilities, can expose students and staff to air, water, or soil contaminants, potentially impacting their health and well-being.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Boarding House Personal Safety Risks				
Separation from family and familiar surroundings can trigger homesickness and emotional distress among students, leading to feelings of	Prioritize the mental health and well-being of students by providing access to confidential counseling services Promoting mental health literacy and		Yes	Director – Boarding Boarding

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
loneliness, anxiety, or depression.	<p>awareness</p> <p>Fostering a supportive and inclusive school culture</p> <p>Implementing anti-bullying policies and procedures</p> <p>Empowering students to advocate for their own mental health needs</p> <p>Collaboration with mental health professionals, parents/guardians, and community organisations.</p>			<p>Supervisors</p> <p>Deputy Principal</p> <p>Child Protection Officer</p> <p>Principal</p>
Boarding houses can be environments where peer pressure and social dynamics influence behavior, leading to conformity, exclusion, or bullying, which can impact students' mental well-being and personal safety.			Yes	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal</p> <p>Child Protection Officer</p> <p>Principal</p>
The academic demands of			Yes	Director –

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
secondary school can be overwhelming for students, leading to stress, burnout, or feelings of inadequacy, which can negatively impact mental health and personal safety.				Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Adolescence is a time of identity formation and self-discovery, and boarding house environments may exacerbate feelings of insecurity, low self-esteem, or identity confusion among students, affecting their mental and personal well-being.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Students from diverse cultural backgrounds may face challenges in adapting to the			Yes	Director – Boarding

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
social norms and expectations of the boarding house environment, leading to feelings of alienation, isolation, or marginalization, which can impact their mental health and personal safety.				Boarding Supervisors Deputy Principal Child Protection Officer Principal
Adolescents in boarding houses may engage in sexual relationships, which can raise concerns about consent, boundaries, and personal safety. Without proper education and guidance, students may be at risk of sexual exploitation, coercion, or assault.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Students experiencing mental health challenges such as depression, anxiety, or trauma may be at risk of self-harm or suicidal ideation, particularly if			Yes	Director – Boarding Boarding

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
they feel isolated, hopeless, or unable to cope with their emotions.				Supervisors Deputy Principal Child Protection Officer Principal
Boarding house environments may lack adequate access to mental health resources and support services, making it difficult for students to seek help for their mental health concerns or access timely intervention and treatment.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Boarding House Academic Risks				
Students with learning difficulties or disabilities may face challenges in accessing appropriate support and accommodations in the	Priorities student academic success and well-being by providing personalized support and accommodations Fostering a supportive and inclusive		Yes	Director – Boarding Boarding

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
boarding school environment, impacting their academic progress and overall well-being.	<p>learning environment</p> <p>Promoting mental health and stress management resources</p> <p>Offering academic enrichment opportunities</p> <p>Implementing strategies to promote academic integrity and positive peer influences</p> <p>Collaboration with parents/guardians, educators, and mental health professionals</p>			Supervisors Deputy Principal Child Protection Officer Principal
Social dynamics and emotional concerns within the boarding house can distract students from their academic responsibilities, leading to decreased focus, motivation, and performance in school.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
Peer influence can impact academic performance, with students being influenced by the academic attitudes and behaviors of their peers, whether positively or negatively.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Students may struggle to receive the individualised attention and support they need from teachers, counselors, or other school staff, especially if resources are limited.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
<p>Noise, distractions, or lack of privacy within the boarding house can disrupt students' study environment and hinder their ability to concentrate, learn, and retain information.</p>			<p>Yes</p>	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal Child Protection Officer</p> <p>Principal</p>
<p>Students from diverse cultural or linguistic backgrounds may face challenges in adjusting to the academic expectations and language of instruction in the boarding school environment, impacting their academic performance and confidence.</p>			<p>Yes</p>	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal Child Protection Officer</p> <p>Principal</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
<p>The competitive nature of boarding school environments may contribute to academic integrity concerns, such as cheating, plagiarism, or unethical behavior, which undermine the integrity of the academic process and compromise students' learning experiences.</p>			Yes	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal</p> <p>Child Protection Officer</p> <p>Principal</p>
Boarding House Governance Risks				
<p>Boarding houses may lack comprehensive policies and procedures related to child protection, safety, and well-being, leaving students vulnerable to various risks and issues.</p>	<p>Prioritize child safety and well-being in their governance structures and practices by establishing clear policies and procedures</p> <p>Providing comprehensive staff training and supervision</p> <p>Implementing robust communication and reporting systems</p> <p>Ensuring compliance with relevant laws and regulations</p>		Yes	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal</p> <p>Child Protection Officer</p> <p>Principal</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
	<p>Fostering transparency and accountability</p> <p>Promoting parental and community engagement in child safety initiatives and decision-making processes</p> <p>Collaboration with external stakeholders, such as child protection agencies, legal experts, and educational authorities.</p>			
<p>Inadequate oversight and accountability mechanisms within the boarding school administration can lead to gaps in governance, allowing misconduct, negligence, or abuse to go unchecked.</p>			Yes	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal</p> <p>Child Protection Officer</p> <p>Principal</p>
<p>Insufficient training and supervision of staff members in the boarding house can increase the risk of inappropriate conduct, breaches of child safety</p>			Yes	<p>Director – Boarding</p> <p>Boarding Supervisors</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
protocols, or failure to recognize and respond to child safety concerns effectively.				Deputy Principal Child Protection Officer Principal
Boarding schools may lack access to external support services, such as mental health professionals, counselors, or child protection agencies, hindering their ability to address complex child safety issues and provide necessary interventions and support to students.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Poor communication channels and reporting systems within the boarding school administration can hinder the timely and effective reporting of child safety concerns, compromising the safety and well-being of students.			Yes	Director – Boarding Boarding Supervisors

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
				Deputy Principal Child Protection Officer Principal
Conflicts of interest within the boarding school governance structure, such as personal relationships or financial interests, may influence decision-making processes and compromise the prioritisation of child safety and welfare.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Lack of transparency in governance practices, decision-making processes, or financial management can erode trust and confidence in the boarding school administration, raising concerns about the integrity and effectiveness of child safety measures.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
				Officer Principal
Failure to comply with relevant laws, regulations, and child protection standards can expose boarding schools to legal liabilities, reputational damage, or sanctions, particularly in cases of child abuse, neglect, or misconduct.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Inadequate risk management practices within the boarding school governance framework can lead to oversight of potential child safety risks and vulnerabilities, increasing the likelihood of incidents or crises occurring.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
				Principal
<p>Limited parental and community engagement in governance processes can result in a lack of accountability, transparency, and responsiveness to child safety concerns, undermining the effectiveness of child protection measures in the boarding house.</p>			Yes	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal</p> <p>Child Protection Officer</p> <p>Principal</p>
Boarding House Supervision Risks				
<p>Insufficient staffing levels relative to the number of students in the boarding house can compromise supervision effectiveness, leading to gaps in oversight and increased risks of accidents, incidents, or misconduct.</p>	<p>Ensuring adequate staffing levels and qualifications</p> <p>Implementing clear supervision protocols and guidelines</p> <p>Providing ongoing training and support to staff members</p> <p>Fostering a culture of accountability and vigilance</p>		Yes	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal</p> <p>Child Protection Officer</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
	<p>Promoting positive relationships and communication between staff and students</p> <p>Regularly reviewing and updating supervision practices to address emerging risks and challenges</p> <p>Collaboration with parents/guardians, external experts, and regulatory authorities</p>			Principal
<p>Staff members lacking appropriate qualifications, training, or experience in child supervision and care may struggle to effectively manage student behavior, respond to emergencies, or address child safety concerns.</p>			Yes	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal</p> <p>Child Protection Officer</p> <p>Principal</p>
<p>Lack of structured activities or supervision during students' free time can increase the risk of inappropriate behavior,</p>			Yes	Director – Boarding

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
conflicts, or accidents among students, especially during evenings, weekends, or holidays.				Boarding Supervisors Deputy Principal Child Protection Officer Principal
Inadequate supervision in sleeping quarters can create opportunities for bullying, harassment, or inappropriate behavior among students, particularly during overnight stays or sleep periods.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Insufficient supervision during offsite activities, such as field trips, excursions, or recreational outings, can expose students to risks such as accidents, injuries, or			Yes	Director – Boarding Boarding Supervisors

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
unauthorized behavior, especially in unfamiliar environments.				Deputy Principal Child Protection Officer Principal
Peer-to-peer supervision without adequate adult oversight can lead to situations where students engage in risky behavior, bullying, or misconduct, with potential negative consequences for child safety and well-being.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Overworked or stressed staff members may experience burnout or fatigue, impacting their ability to provide attentive supervision and support to students, and increasing the likelihood of oversight errors or lapses in judgment.			Yes	Director – Boarding Boarding Supervisors

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
				Deputy Principal Child Protection Officer Principal
Lack of preparedness or training in emergency response protocols among staff members can impede their ability to effectively manage crises, emergencies, or incidents involving student safety, highlighting the importance of regular drills and training exercises.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Boarding House Pastoral Care Risks				
Discrimination or bias based on gender identity or sexual orientation within the pastoral care system can marginalize LGBTQ+ students, exacerbating feelings of vulnerability, invisibility, or discrimination in the boarding	Fostering a supportive and inclusive pastoral care environment that promotes empathy, respect, and acceptance of students' individual identities and experiences Providing comprehensive training and professional development opportunities		Yes	Director – Boarding Boarding Supervisors

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
house environment.	<p>for pastoral care staff</p> <p>Implementing clear protocols and procedures for addressing student concerns and incidents</p> <p>Ensuring confidentiality and privacy in pastoral care interactions</p> <p>Fostering open communication and trust between students, staff, and parents/guardians</p> <p>Promoting a culture of respect, tolerance, and understanding within the boarding house community</p> <p>Collaboration with external mental health professionals, community organizations, and regulatory authorities</p>			<p>Deputy Principal</p> <p>Child Protection Officer</p> <p>Principal</p>
Imposition of religious or ideological beliefs within the pastoral care framework can undermine students' autonomy, diversity, and acceptance of differing perspectives, potentially leading to feelings of coercion or exclusion among certain			Yes	<p>Director – Boarding</p> <p>Boarding Supervisors</p> <p>Deputy Principal</p>

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
groups of students.				Child Protection Officer Principal
Limited parental involvement or communication with pastoral care staff can hinder efforts to address students' individual needs, advocate for their rights, and foster collaborative partnerships between home and school.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal
Inadequate training or capacity-building initiatives for pastoral care staff in areas such as mental health, child protection, conflict resolution, and diversity awareness can limit their effectiveness in providing comprehensive support to students.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer

Risk Description	Controls Already in Place	Additional Controls Developed	Control Assessment <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	Position Responsible for the Controls
				Principal
Breaches of student confidentiality within pastoral care systems can erode trust and discourage students from seeking support for sensitive or personal issues, hindering their ability to access necessary assistance or intervention.			Yes	Director – Boarding Boarding Supervisors Deputy Principal Child Protection Officer Principal

Issue Date:	6 th June 2018
Approval Authority:	Board of Directors
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Appendix B: Risk Treatment Plan

Risk Treatment Plan for:	
Risk Owner:	
Date:	
Description of Risk	
Controls and Actions to Mitigate Risks:	
Resources Required:	
Responsibilities and Task Owner/s	
Monitoring and Reporting	