



# RISK MANAGEMENT PLAN FOR SAFEGUARDING RISKS

Section I - Details				
<b>Site Location/Details:</b>	Bagdad Primary School – 46 School Road Bagdad TAS 7030			
<b>Risk Management Plan Purpose:</b>	General WHS Risk Management Plan (G-RMP) in relation to health, safety and protection of students and staff at the Bagdad Primary School Site in relation to the abuse of a child in the care of the school.			
<b>Background:</b> (e.g., previous events, behaviour, or concerns)	This risk management plan is to ensure students at Bagdad Primary School are safeguarded from abuse and supported to their rights are respected and they are always safe in our care.			
<b>Relevant Associated Documents/Reports:</b>	<ul style="list-style-type: none"> <li>• <a href="#">DECYP - Safe. Secure. Supported. Our safeguarding framework (2023)</a></li> <li>• <a href="#">DECYP - Safeguarding Risk Management Procedure for Schools (2023)</a></li> <li>• <a href="#">DECYP - Safeguarding Resources by Category (2023)</a></li> <li>• <a href="#">DECYP - Child and Youth Safe Standards (2023)</a></li> <li>• <a href="#">DECYP - step by step guidance for concerns, Information and incidents of child abuse (2023)</a></li> <li>• <a href="#">DECYP - Responding to incidents, disclosures or suspicions of harmful sexual behaviour initiated by a child or young person (2023)</a></li> <li>• <a href="#">DECYP - Responding to incidents, disclosures or suspicions of child sexual abuse by a current Department employee, volunteer, external provider or contractor (2023)</a></li> <li>• <a href="#">DECYP - Online Child Sexual Abuse Material: Response flowchart for staff (2023)</a></li> <li>• <a href="#">DECYP – Professional Standards for Staff Policy</a></li> <li>• <a href="#">Ethical Conduct Framework DECYP Page</a></li> <li>• <a href="#">DECYP – Supporting Sexuality, Sex and Gender Diversity Schools Policy</a></li> <li>• <a href="#">Safeguarding Children and Young People - Department for Education, Children and Young People</a></li> </ul>			
<b>Last Updated Date</b>	27th November 2024	<b>Next Review Date</b>	10 <sup>th</sup> February 2025	
Key Contacts (Who has been consulted when carrying out the plan and who a copy has been distributed to)				
Name(s)	Organisation/Business Unit	Role	Consultation completed. (Y/N and date)	Distributed to and completed. (Y/N and date)
Phil Novak	DECYP – Bagdad Primary	Principal	Y	24/7/2024
Chris Lewinski	DECYP – Bagdad Primary	Advanced Skills Teacher/ Safeguarding Lead	Y	24/7/2024
Jo Orchard	DECYP – Bagdad Primary	Social Worker/ Safeguarding Team	Y	24/7/2024

## Section 2 - Safeguarding risk register

Activity/Topic Describe/name the activity, behaviour, task, or process	Safeguarding risk Describe the hazard and associated risk	Assess Assess the risk without control measures			Control measures Describe what will be used to minimise or remove the risk	Who Responsible person(s)	Completed or Ongoing
		Likelihood	Consequence	Risk rating			
Working 1:1 with a student including: - Conducting a learning assessment - Discussion about behaviour, or an issue etc. - Providing feedback on work to a student - Toileting assistance - External providers working 1:1 with a student	<p><b>Situational Risk</b> - Being alone with a student.</p> <p><b>Institutional Risk</b> - Staff member/volunteers believing they are protected or there is a lack of follow up in the school or accountability. - Relief Staff not aware of Safeguarding procedures at school.</p> <p><b>Propensity Risk</b> - Staff/volunteers who have an unusual interest in children and young people or with a history of sexual misconduct or abuse.</p>	Possible	Major	High (12)	<ul style="list-style-type: none"> <li>- School staff to work with students with open doors or in an area with a clear line of site with other people.</li> <li>- Avoid working 1:1 with a student where possible.</li> <li>- Toileting procedures are followed. If changing ratio of 2:1. Ask student consent to help with change.</li> <li>- Where appropriate an additional member of staff will be present in the room (2:1 ratio)</li> <li>- Record of external providers entered into Learning Plans including date, time and location in the school.</li> <li>- Relief folder updates re Safeguarding RMP and school overview.</li> </ul>	Principal  Safeguarding Lead  Senior Staff  All School Staff	Completed
Staff member sexually assaults a student	<p><b>Institutional Risk</b> - Staff member believing they are protected or there is a lack of follow up in the school or accountability.</p> <p><b>Vulnerability Risk</b> - Staff member abusing their position to disempower a student with a history of trauma, a disability, diverse background, or lack of strong family relationships.</p> <p><b>Propensity Risk</b> - Staff who have an unusual interest in children and young people or with a history of sexual misconduct or abuse.</p>	Possible	Major	High (12)	<ul style="list-style-type: none"> <li>- Promote a strong culture in the school of accountability and adhering to DECYP policies and procedures.</li> <li>- Regular student education through Growing Up Program and in class lessons relating to protective behaviours, supports and children's rights.</li> <li>- Instil a culture with students to speak up and seek support when they require it from a number of adults across the school that is non-judgemental and fair.</li> <li>- Staff to have a clear understanding of who they can talk to for support including all members of senior staff, social worker, EAP, and Learning Services.</li> </ul>	Principal  Safeguarding Lead  Social Worker	Completed
Suspected or confirmed grooming	Institutional Risk	Possible	Major	High (12)	<ul style="list-style-type: none"> <li>- Instil a culture with students to speak up and seek support when they require</li> </ul>	Principal	Completed

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		Likelihood	Consequence	Risk rating			
behaviours by a staff member.	<ul style="list-style-type: none"> <li>- Staff member believing they are protected or there is a lack of follow up in the school or accountability.</li> </ul> <p>Vulnerability Risk</p> <ul style="list-style-type: none"> <li>- Staff member abusing their position to disempower a student with a history of trauma, a disability, diverse background, or lack of strong family relationships.</li> </ul>				<p>it from a number of adults across the school that is non-judgemental and fair.</p> <ul style="list-style-type: none"> <li>- Educate students on what they can do if they see something that reflects grooming behaviours and how to speak up about it to a trusted member of staff.</li> </ul>	<p>Safeguarding Lead</p> <p>Social Worker</p>	
Staff not adhering to DECYP mandatory reporting processes and policies.	<p>Institutional Risk</p> <ul style="list-style-type: none"> <li>- Lack of school actions on disclosures of abuse (school and in the home).</li> <li>- Personal relationships which may make the school defensive or disbelieving towards allegations against workers or volunteers.</li> </ul>	Possible	Major	High (12)	<ul style="list-style-type: none"> <li>- All school staff to undertake mandatory reporting PL conducted by child safety.</li> <li>- Clear outline of procedures and policies to all staff. Regularly revisited by all staff.</li> </ul>	<p>Principal</p> <p>Safeguarding Lead</p>	Ongoing
External contractors working on site e.g., grounds maintenance, building repairs etc. having harmful sexual contact with a student.	<p>Propensity Risk</p> <ul style="list-style-type: none"> <li>- External contractors who have an unusual interest in children and young people or with a history of sexual misconduct or abuse.</li> </ul> <p>Situational Risk</p> <ul style="list-style-type: none"> <li>- Blind spots in the building which are out of site, and where there is no CCTV for monitoring or regular staff duty monitoring.</li> <li>- Playground areas that are out of human sight and are not monitored by CCTV or regular staff duty monitoring.</li> </ul>	Possible	Major	High (12)	<ul style="list-style-type: none"> <li>- All visitors to the school must sign in first. Refusing to do so will result in them being asked to leave the site.</li> <li>- Must have a current WWVP card.</li> <li>- If they do not have WWVP card, they are not allowed on site unless fully supervised at all times by a member of staff.</li> <li>- Card to be kept on file and WWVP number check on DoJ website each time they work at school.</li> <li>- Admin staff to instruct external contractors on areas they are able to access.</li> <li>- WHS pack for new visitors to site to be filled in and Safeguarding RMP included as part of the induction.</li> </ul>	<p>Principal</p> <p>Safeguarding Lead</p> <p>Senior Staff</p> <p>Administration Staff including SBM and Clerks</p>	Completed
Harmful sexual behaviour/incident relating to student	<p>Vulnerability Risk</p> <ul style="list-style-type: none"> <li>- Students targeting others with a range of factors (disability, trauma, personal</li> </ul>	Possible	Major		<ul style="list-style-type: none"> <li>- Yearly education programs with Family Planning Tasmania (Growing Up Program)</li> </ul>	Principal	Ongoing

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		Likelihood	Consequence	Risk rating			
relationships or physical interference with each other.	<p>circumstances) that increases the risk of abuse.</p> <p>Situational Risk</p> <ul style="list-style-type: none"> <li>- Blind spots in the building which are out of site, and where there is no CCTV for monitoring or regular staff duty monitoring.</li> <li>- Playground areas that are out of human sight and are not monitored by CCTV or regular staff duty monitoring.</li> </ul>			High (12)	<ul style="list-style-type: none"> <li>- Consistent messaging to students about respectful behaviours</li> <li>- Respectful behaviours curriculum/education</li> <li>- Staff reminders for constantly playground areas (blind spots and other areas not in clear sight) and completing checks on excursion such as checking toilets regularly and excursion activity area.</li> <li>- Modelling of acceptable behaviours to students when being with friends in primary school.</li> <li>- Follow DECYP Responding to incidents, disclosures or suspicions of harmful sexual behaviour initiated by a child or young person.</li> </ul>	<p>Safeguarding Lead</p> <p>Senior Staff</p> <p>School Staff</p> <p>Social Worker</p>	
Students, families, and community not receiving information or supports relating to reporting child sexual abuse.	<p>Institutional Risk</p> <ul style="list-style-type: none"> <li>- Families not receiving correspondence or support materials, therefore not aware of how to access external supports.</li> <li>- School staff not following processes relating to mandatory reporting or follow up notes.</li> </ul>	Unlikely	Moderate	Medium (6)	<ul style="list-style-type: none"> <li>- Ensure a schedule for newsletter and Facebook posting is distributed to staff.</li> <li>- Regular Support Team meetings to review cases loads.</li> <li>- SSS entries are to be shared via email, so staff involved in support are aware of the situation or issues.</li> <li>- All information (general information) is sent out via email, Facebook, Class Dojo, and paper copies where requested.</li> </ul>	<p>Principal</p> <p>Safeguarding Lead</p> <p>Senior Staff</p> <p>All School Staff</p> <p>Administration Staff including SBM and Clerks</p>	Ongoing
Students accessing or exposed to child sexual abuse material at school.	<p>Institutional Risk</p> <ul style="list-style-type: none"> <li>- Staff not monitoring student online activities and believing there is no risk of accessing inappropriate materials while at school.</li> <li>- Access to mobile unsupervised (staff leave a phone unattended).</li> <li>- Lack of accountability for students ICT usage.</li> </ul>	Rare	Moderate	Low (3)	<ul style="list-style-type: none"> <li>- Students monitored while on devices by staff. Students not to be left unsupervised by an adult when on devices.</li> <li>- School is eSmart accredited.</li> <li>- Staff expectations clearly stated in regard to social media engagement.</li> <li>- eSmart safety curriculum taught in all classes each year.</li> </ul>	<p>Principal</p> <p>Safeguarding Lead</p> <p>Senior Staff</p> <p>All School Staff</p> <p>IT Support</p>	Ongoing

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		Likelihood	Consequence	Risk rating			
	<ul style="list-style-type: none"> <li>- Lack of online eSafe education by school.</li> </ul> <p>Propensity Risk</p> <ul style="list-style-type: none"> <li>- Staff members have students as friends or followers on social media.</li> </ul>				<ul style="list-style-type: none"> <li>- Student Digital Technologies Agreement to be completed for all students from Prep to Year 6. This is shared with parents.</li> <li>- <a href="#">DECYP - Online Child Sexual Abuse Material: Response flowchart for staff (2023)</a></li> </ul>		
Discrimination or harassment towards LGBTIQ+	<p>Vulnerability Risk</p> <ul style="list-style-type: none"> <li>- Students targeting others who identify as LGBTIQ+</li> </ul> <p>Situational Risk</p> <ul style="list-style-type: none"> <li>- Blind spots in the building which are out of site, and where there is no CCTV for monitoring or regular staff duty monitoring.</li> <li>- Playground areas that are out of human sight and are not monitored by CCTV or regular staff duty monitoring.</li> </ul>	Rare	Moderate	Low (3)	<ul style="list-style-type: none"> <li>- Ensure school education programs and general classroom social skilling addresses what is discrimination, effects on people and where people can seek support if they are discriminated against.</li> </ul>	<p>Principal</p> <p>Safeguarding Lead</p> <p>Senior Staff</p> <p>All School Staff</p> <p>Social Worker</p>	Ongoing
Lack of Community Consultation and Awareness	<p>Institutional Risk</p> <ul style="list-style-type: none"> <li>- School not consulting with School Association regarding processes and policies.</li> <li>- Parents assuming there is no clear strategies or processes in place due to lack of communication and information being shared.</li> <li>- Parents not understanding or clear about what Safeguarding is and why we are doing it.</li> </ul> <p>Vulnerability Risk</p> <ul style="list-style-type: none"> <li>- Inappropriate parent interactions before and after school drop off times.</li> </ul>	Possible	Moderate	Medium (9)	<ul style="list-style-type: none"> <li>- RMP shared with School Association and open for feedback. This to occur each time the plan is reviewed.</li> <li>- RMP shared with all staff (meetings and via email). Open for feedback. This is to occur each time it is reviewed.</li> <li>- RMP available to parents on request.</li> <li>- Simple overview sent out in the newsletter (not the explicit nature of it but processes for safety). Parents asked to contact the school for a copy of the plan on request.</li> <li>- Parent handbook to include information about what safeguarding is. Handbook available on school website for whole community.</li> </ul>	<p>Principal</p> <p>Safeguarding Lead</p> <p>School Association Chair</p> <p>School Association Committee</p>	Ongoing

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					<ul style="list-style-type: none"> <li>Parents made aware through safeguarding information shared at the start of each term in the newsletter and social media channels (Seesaw) what acceptable behaviour looks like on the school site.</li> </ul>		
Student Voice and Communication	<p>Vulnerability Risk</p> <ul style="list-style-type: none"> <li>Children who are at risk have no clear understanding of what sexual abuse is and why it is not acceptable.</li> <li>Students have no one to speak to or safe places to go for help while at school.</li> </ul> <p>Institutional Risk</p> <ul style="list-style-type: none"> <li>School does not have clear processes in place for addressing student voice.</li> <li>Students not provided with support to be able to identify and access their safe people when needed.</li> <li>Staff do not have a clear understanding of student voice and importance of structures to ensure students can access support and feel safe.</li> </ul>	Possible	Moderate	Medium (9)	<ul style="list-style-type: none"> <li>Teach students where safe places are in the school to find help. All students to be able to identify 5 trusted people to talk to about worries. Taught in class and revised throughout the year.</li> <li>Student reminders once a week at recess line up regarding seeking help and where you can go for it.</li> <li>Review by teachers of data from Resilience Project Wellbeing Survey and the DECYP Student wellbeing survey. Data will indicate area of focus for teaching or students who may require additional supports from social worker.</li> </ul>	<p>Principal</p> <p>Safeguarding Lead</p> <p>All School Staff</p> <p>Social Worker</p>	Ongoing

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<p>Working 1:1 with a student including:</p> <ul style="list-style-type: none"> <li>- Conducting a learning assessment</li> <li>- Discussion about behaviour, or an issue etc.</li> <li>- Providing feedback on work to a student</li> <li>- External providers working 1:1 with a student</li> </ul>	<ul style="list-style-type: none"> <li>- School staff to work with students with open doors or in an area with a clear line of site with other people.</li> <li>- Avoid working 1:1 with a student where possible.</li> <li>- Where appropriate an additional member of staff will be present in the room (2:1 ratio)</li> <li>- Record of external providers entered into Learning Plans including date, time and location in the school.</li> <li>- Relief folder updates re Safeguarding RMP and school overview.</li> </ul>	<ul style="list-style-type: none"> <li>- Clear outlines in Bagdad Primary Staff Handbook and start of year briefing about working 1:1 with a student.</li> <li>- Regular revision of DECYP Policies and Supporting documents with staff in relation to their conduct and interactions with students.</li> <li>- <a href="#">DECYP – Professional Standards for Staff Policy</a></li> <li>- <a href="#">Ethical Conduct Framework DECYP Page</a></li> </ul>	<p>Principal</p> <p>Safeguarding Lead</p> <p>Senior Staff</p> <p>All School Staff</p>	<p>Completed</p>
<p>Staff member sexually assaults a student</p>	<ul style="list-style-type: none"> <li>- Promote a strong culture in the school of accountability and adhering to DECYP policies and procedures.</li> <li>- Regular student education through Growing Up Program and in class lessons relating to protective behaviours, supports and children's rights.</li> <li>- Instil a culture with students to speak up and seek support when they require it from a number of adults across the school that is non-judgemental and fair.</li> </ul>	<ul style="list-style-type: none"> <li>- Yearly Growing Up Program ran by Family Planning Tasmania to address protective behaviours and supports.</li> <li>- Ditto Program in addition to Growing Up Program for Kinder to Year 2</li> <li>- 1:1 Family Planning sessions for students who are deemed vulnerable.</li> <li>- Regular revision of DECYP Policies and Supporting documents with staff in relation to their conduct and interactions with students.</li> <li>- All staff aware of Safeguarding RMP, and processes highlighted in plan in relation to reporting concerns.</li> <li>- Staff identify support people at the school they can talk to for support and guidance.</li> </ul>	<p>Principal</p> <p>Safeguarding Lead</p> <p>Social Worker</p>	<p>Completed</p>
<p>Suspected or confirmed grooming behaviours by a staff member.</p>	<ul style="list-style-type: none"> <li>- Instil a culture with students to speak up and seek support when they require it from a number of adults across the school that is non-judgemental and fair.</li> <li>- Educate students on what they can do if they see something that reflects grooming behaviours and how to speak up about it to a trusted member of staff.</li> </ul>	<ul style="list-style-type: none"> <li>- All staff aware of Safeguarding RMP, and processes highlighted in plan in relation to reporting concerns.</li> <li>- Staff identify support people at the school they can talk to for support and guidance.</li> <li>- Protective Behaviour Programs run yearly including Ditto, Growing Up Program and in class</li> </ul>	<p>Principal</p> <p>Safeguarding Lead</p> <p>Social Worker</p>	<p>Completed</p>

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<b>Activity/Topic</b> Describe/name the activity, behaviour, task, or process	<b>Control measure</b> Describe what will be used to minimise or remove the risk	<b>Control actions</b> Describe what actions are underway to minimise or remove the risk. Include any mitigations and referrals to other areas	<b>Who</b> Responsible person(s)	<b>Completed or Ongoing</b>
		discussions/lessons with teachers about safe people that students can assess. - Ditto Program in addition to Growing Up Program for Kinder to Year 2		
Staff not adhering to DECYP mandatory reporting processes and policies.	<ul style="list-style-type: none"> <li>- All school staff to undertake mandatory reporting PL conducted by child safety.</li> <li>- Clear outline of procedures and policies to all staff. Regularly revisited by all staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Yearly mandatory reporting PL with Safe Homes Safe Families</li> <li>- Induction training for new staff and regular reminders of mandatory reporting requirements for all staff.</li> <li>- All staff to notify Principal before making a mandatory report.</li> <li>- Principal to let school social worker know and also record in SSS.</li> <li>- Staff to use relevant flow charts to report concerns</li> <li>- <a href="#">DECYP - step by step guidance for concerns, Information and incidents of child abuse (2023)</a></li> <li>- <a href="#">DECYP - Responding to incidents, disclosures or suspicions of harmful sexual behaviour initiated by a child or young person (2023)</a></li> <li>- <a href="#">DECYP - Responding to incidents, disclosures or suspicions of child sexual abuse by a current Department employee, volunteer, external provider or contractor (2023)</a></li> <li>- <a href="#">DECYP - Online Child Sexual Abuse Material: Response flowchart for staff (2023)</a></li> </ul>	Principal  Safeguarding Lead	Ongoing
External contractors working on site e.g., grounds maintenance, building repairs etc. having harmful sexual contact with a student.	<ul style="list-style-type: none"> <li>- All visitors to the school must sign in first. Refusing to do so will result in them being asked to leave the site.</li> <li>- Must have a current WWVP card.</li> <li>- If they do not have WWVP card, they are not allowed on site unless fully supervised at all times by a member of staff.</li> <li>- Card to be kept on file and WWVP number check on DoJ website each time they work at school.</li> <li>- Admin staff to instruct external contractors on areas they are able to access.</li> </ul>	<ul style="list-style-type: none"> <li>- Clear and consistent process for administration staff to follow when people are entering the school outlined in staff handbook.</li> <li>- Regular communication with school community on school check in processes, volunteering expectations and behaviour on site. All information found on school webpage (<a href="#">Home - Bagdad Primary School (education.tas.edu.au)</a>)</li> <li>- All staff to have a clear understanding of DECYP and School Policies and Procedures when external providers, volunteers and contractors work on site.</li> </ul>	Principal  Safeguarding Lead  Senior Staff  Administration Staff including SBM and Clerks	Completed

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	<ul style="list-style-type: none"> <li>- WHS pack for new visitors to site to be filled in and Safeguarding RMP included as part of the induction.</li> </ul>	<ul style="list-style-type: none"> <li>- Prior reminders to staff in weekly update if any areas are out of bounds to students due to the presence of external providers on site.</li> <li>- Reminders given to students at lineup of out of bounds area and how students are to interact with external providers.</li> </ul>		
Harmful sexual behaviour/incident relating to student relationships or physical interference with each other.	<ul style="list-style-type: none"> <li>- Yearly education programs with Family Planning Tasmania (Growing Up Program)</li> <li>- Consistent messaging to students about respectful behaviours</li> <li>- Respectful behaviours curriculum/education</li> <li>- Staff reminders for constantly playground areas (blind spots and other areas not in clear sight) and completing checks on excursion such as checking toilets regularly and excursion activity area.</li> <li>- Modelling of acceptable behaviours to students when being with friends in primary school.</li> <li>- Follow DECYP Responding to incidents, disclosures or suspicions of harmful sexual behaviour initiated by a child or young person.</li> </ul>	<ul style="list-style-type: none"> <li>- All classes to attend relevant protective behaviour programs yearly.</li> <li>- 1:1 Family Planning sessions provided for students who are deemed vulnerable or at risk.</li> <li>- Yearly mandatory reporting PL with Safe Homes Safe Families for all staff.</li> <li>- Whole class social skills lessons with focus on positive friendships and interaction.</li> <li>- Small group work with school nurse and student wellbeing officer to support positive friendships for targeted students.</li> <li>- <a href="#">DECYP - step by step guidance for concerns, Information and incidents of child abuse (2023)</a></li> <li>- <a href="#">DECYP - Responding to incidents, disclosures or suspicions of harmful sexual behaviour initiated by a child or young person (2023)</a></li> </ul>	Principal  Safeguarding Lead  Senior Staff  School Staff  Social Worker	Ongoing
Students, families, and community not receiving information or supports relating to reporting child sexual abuse.	<ul style="list-style-type: none"> <li>- Ensure a schedule for newsletter and Facebook posting is distributed to staff.</li> <li>- Regular Support Team meetings to review cases loads.</li> <li>- SSS entries are to be shared via email, so staff involved in support are aware of the situation or issues.</li> <li>- All information (general information) is sent out via email, Facebook, Class Dojo, and paper copies where requested.</li> </ul>	<ul style="list-style-type: none"> <li>- Clear guidelines for teachers in recording information in SSS and sharing with relevant staff. Outlined in staff handbook.</li> </ul>	Principal  Safeguarding Lead  Senior Staff  All School Staff  Administration Staff including SBM and Clerks	Ongoing
Students accessing or exposed to child sexual abuse material at school.	<ul style="list-style-type: none"> <li>- Students monitored while on devices by staff. Students not to be left unsupervised by an adult when on devices.</li> </ul>	<ul style="list-style-type: none"> <li>- eSmart accreditation for the school kept up to date.</li> </ul>	Principal	Ongoing



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	<ul style="list-style-type: none"> <li>- School is eSmart accredited.</li> <li>- Staff expectations clearly stated in regard to social media engagement.</li> <li>- eSmart safety curriculum taught in all classes each year.</li> <li>- Student Digital Technologies Agreement to be completed for all students from Prep to Year 6. This is shared with parents.</li> <li>- <a href="#">DECYP - Online Child Sexual Abuse Material: Response flowchart for staff (2023)</a></li> </ul>	<ul style="list-style-type: none"> <li>- Online safety taught in STEM and in class. Student feedback and assessment used to guide next steps or gaps in student understanding.</li> <li>- Information shared with families on how to keep children safe online and supports available.</li> <li>- <a href="#">DECYP – Professional Standards for Staff Policy Ethical Conduct Framework DECYP Page</a></li> </ul>	<p>Safeguarding Lead</p> <p>Senior Staff</p> <p>All School Staff</p> <p>IT Support</p>	
Discrimination or harassment towards LGBTIQ+	<ul style="list-style-type: none"> <li>- Ensure school education programs and general classroom social skilling addresses what is discrimination, effects on people and where people can seek support if they are discriminated against.</li> <li>- <a href="#">DECYP – Supporting Sexuality, Sex and Gender Diversity Schools Policy</a></li> </ul>	<ul style="list-style-type: none"> <li>- Clear and consistent processes and PBS structures in the school for students relating to discrimination and harassment.</li> <li>- Regular revision of DECYP Policies and Supporting documents with staff in relation to their conduct and interactions with students.</li> <li>- Promotion of a school wide positive culture of acceptance and respect through The Resilience Project.</li> <li>- <a href="#">DECYP – Supporting Sexuality, Sex and Gender Diversity Schools Policy</a></li> <li>- <a href="#">DECYP – Professional Standards for Staff Policy</a></li> <li>- <a href="#">Ethical Conduct Framework DECYP Page</a></li> </ul>	<p>Principal</p> <p>Safeguarding Lead</p> <p>Senior Staff</p> <p>All School Staff</p> <p>Social Worker</p>	Ongoing
Lack of Community Consultation and Awareness	<ul style="list-style-type: none"> <li>- RMP shared with School Association and open for feedback. This to occur each time the plan is reviewed.</li> <li>- RMP shared with all staff (meetings and via email). Open for feedback. This is to occur each time it is reviewed.</li> <li>- RMP available to parents on request.</li> <li>- Simple overview sent out in the newsletter (not the explicit nature of it but processes for safety). Parents asked to contact the school for a copy of the plan on request.</li> <li>- Parent handbook to include information about what safeguarding is. Handbook</li> </ul>	<ul style="list-style-type: none"> <li>- Regular messaging to community at the start of each term in the first newsletter.</li> <li>- Agenda item and recorded discussions and actions when discussing Safeguarding and RMP with School Association. Information uploaded to School Association Teams Page.</li> <li>- Parents given opportunity to provide feedback on their understanding and support required in relation to Safeguarding processes and policies at school.</li> <li>- <a href="#">Safeguarding Children and Young People - Department for Education, Children and Young People (decyp.tas.gov.au)</a></li> </ul>	<p>Principal</p> <p>Safeguarding Lead</p> <p>School Association Chair</p> <p>School Association Committee</p>	Ongoing

## Section 3 – Safeguarding risk control register

<b>Activity/Topic</b> <small>Describe/name the activity, behaviour, task, or process</small>	<b>Control measure</b> <small>Describe what will be used to minimise or remove the risk</small>	<b>Control actions</b> <small>Describe what actions are underway to minimise or remove the risk. Include any mitigations and referrals to other areas</small>	<b>Who</b> <small>Responsible person(s)</small>	<b>Completed or Ongoing</b>
	<p>available on school website for whole community.</p> <ul style="list-style-type: none"> <li>- Parents made aware through safeguarding information shared at the start of each term in the newsletter and social media channels (Seesaw) what acceptable behaviour looks like on the school site.</li> </ul>			
<p>Student Voice and Communication</p>	<ul style="list-style-type: none"> <li>- Teach students where safe places are in the school to find help. All students to be able to identify 5 trusted people to talk to about worries. Taught in class and revised throughout the year.</li> <li>- Student reminders once a week at recess line up regarding seeking help and where you can go for it.</li> <li>- Review by teachers of data from Resilience Project Wellbeing Survey and the DECYP Student wellbeing survey. Data will indicate area of focus for teaching or students who may require additional supports from social worker.</li> </ul>	<ul style="list-style-type: none"> <li>- Submission of teacher planning and reflections in relation to Safeguarding lessons (social skills planning and prompt language).</li> <li>- Relevant wellbeing data shared with parent community through the school association.</li> <li>-</li> </ul>	<p>Principal</p> <p>Safeguarding Lead</p> <p>All School Staff</p> <p>Social Worker</p>	<p>Ongoing</p>

SAFEGUARDING RISK MATRIX		Consequence			
Likelihood	Negligible	Minor	Moderate	Major	Extreme
	An incident or near miss that does not result any harm (physical or mental)	Incident results in minimal harm, requires first aid treatment or access to wellbeing support but is not persisting	Impact of harm is observable, ongoing and / or intrusive to functioning or health requiring medical treatment (including in-patient and counselling) and/or ad hoc absence	Impact of harm is significant, enduring or deteriorating and likely to result in permanent consequences and/or permanent disability (e.g. serious mental ill health issues)	Impact of harm resulting in one or more fatalities.
	Almost certain Will occur in most circumstances	Medium (5)	High (10)	Very High (15)	Very High (20)
	Likely Will probably occur in most circumstances	Low (4)	Medium (8)	High (12)	Very High (16)
	Possible Might occur at some time	Low (3)	Medium (6)	Medium (9)	High (12)
	Unlikely Could occur at some time	Low (2)	Low (4)	Medium (6)	Medium (8)
	Rare May occur only in exceptional circumstances	Low (1)	Low (2)	Low (3)	Low (4)

Prepared by:	Position:	Signed:	Date:
Phil Novak	Principal		23/7/2024
Chris Lewinski	AST/Safeguarding Lead		23/7/2024

Principal/Manager Approval:			
Approved by:	Position:	Signed:	Date:
Phil Novak	Principal		23/7/2024



Resources				
Safeguarding Risk Management Procedure for Schools	<a href="#">Safeguarding Framework</a>	<a href="#">Contractor Checklist</a>	<a href="#">Security and Emergency Management Procedures</a>	<a href="#">WHS Risk Management Procedure</a>
Safeguarding Risk Management Quick Reference Guide	<a href="#">Work-Based Learning Procedure</a>	<a href="#">Flowchart Student-Behaviour</a>	<a href="#">Student Behaviour Management Procedure</a>	<a href="#">WHS Risk Management Plan – Information Sheet</a>