CHILD SAFE STANDARD 6
Strategies to Identify and Reduce or Remove Child Abuse

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

Purpose
- To ensure Tarneit Rise Primary School complies with the legislative requirements of MO 870.
- To ensure the school demonstrates its commitment to creating a child safe environment.
- To describe the minimum requirements for child safe risk management in the school.
- To ensure the school develops strategies to identify and reduce or remove risks that are compliant with the Child Safe Standard 6.
- To ensure the promotion of:
    - the cultural safety of Aboriginal children
    - the cultural safety of children from culturally and/or linguistically diverse backgrounds
    - the safety of children with a disability
- To ensure the school discharges its duty of care towards children.

Definition
'The school environment' is defined as anywhere within the school grounds, classrooms, computer and/or science laboratories, storerooms, offices.
It extends to off-site locations such as venues for school camps, sporting venues, excursions.

Implementation

- The safety and wellbeing of all children is the school's highest priority.
- The school has **zero tolerance of child abuse**.
- At Tarneit Rise Primary School, management of risk is everyone's responsibility.
- To reduce the likelihood of harm, the school will think about and define the risks. (What could go wrong within the school environment as a whole or for any specific activity?)
- Children will be involved in this process, as they may have a very different idea about what makes them feel unsafe. This will be done formally through the Student Attitude to School Survey, through the student leadership team, curriculum and informally through class discussions and one-on-one meetings e.g. with the child safe officer.
- If applicable, Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability will be strongly encouraged to provide input
- Over a period of time, the leadership team will work collaboratively with staff, children, School Council and the community to:
  - formally identify the potential risks within the school's physical environment e.g. doors that lock, volunteers working unsupervised with students, volunteers working in the school grounds during recess periods, other visitors to the school, school boundaries, school camps or excursions
  - consider the risks to children who have experienced trauma, neglect or abuse, Aboriginal children, children from a culturally and/or linguistically diverse background and children with a disability
  - identify the risk associated with children working online including cyber bullying, online grooming, trolling, disclosure of personal details
  - consider the opportunities for accidental or accidental harm e.g. poor physical environment leading to injury, poor supervision, high-risk activity, pushing, shoving, jostling, slapping, pinching etc.
  - reflect on opportunities for psychological abuse – bullying, ignoring or isolating, lack of respect, social vilification or discrimination
  - document the risks
  - identify the level of risk i.e. low, medium or high
  - consider the consequences of the risk e.g. moderate, severe
  - develop strategies to minimise the risk e.g. require WWC Checks and/or criminal record checks for all volunteers, increase levels of supervision, change the environment, make it harder for abuse to occur
  - review the risk management strategy annually or if an incident occurs
  - set a time frame for completing the risk analysis and incorporating the learnings
  - identify a person to lead the ongoing monitoring and review
- The school will know that Standard 6 has been successfully implemented when:
  - situational risks are considered and understood by all personnel
  - steps are put in place to reduce risks where possible
  - risk management approaches are regularly reflected on and improved
  - specific risks to Aboriginal children, to children from a culturally and/or linguistically diverse background and children with a disability are identified, assessed and mitigated

- Please refer to the schools Risk Management – Schools and the Risk Assessment Template, a separate document.

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- Please refer also to the school's Excursions (Including Camps) Policy, Incursions (Safety of Children Working with External Providers) Policy, Working with Children (Suitability) Checks – Volunteers and the Visitors to the School Policy.

Evaluation

This policy is mandatory and will be reviewed every two years as part of VRQA requirements, if an incident occurs or if guidelines change (latest PROTECT update April 2020).

Ratification Date	Review Date	Policy Number	Version Number	Date Produced
Sept 2020	2022	98	3	Sept 2017

References:
https://www2.education.vic.gov.au/school/pal/child-safe-standards
https://www2.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx?Redirect=1
https://www2.education.vic.gov.au/pal/excursions
https://www2.education.vic.gov.au/pal/suitability-checks