

# Child Safe Risk Management Plan

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## 1. INTRODUCTION

- This document sets out how we identify and manage risks that lead to harm (including forms of abuse and neglect) to children in the physical and online environments connected to our service
- Our Child Safe Risk Management Plan informs our policies, procedures, Quality Improvement Plan and action plans for individual children. It aligns with our Child Safe Environment Policy and related policies and procedures. Effective risk management is at the core of child safety and wellbeing
- The *Education and Care Services National Law and Regulations* and the National Quality Standard require us to take reasonable steps to protect children from harm and hazards and to have systems in place to manage risks
- We are required to have child safety risk management strategies under the Victorian Child Safe Standards. This plan also helps to fulfil our obligation under the Reportable Conduct Scheme to have systems in place to prevent and respond to child abuse
- Risk management is a shared responsibility for all staff, families and the community. At our service, risk management is overseen by the approved provider and nominated supervisor

## 2. CHILD SAFE RISK MANAGEMENT PLAN

- [This risk management plan template has been adapted from NSW Office of the Children's Guardian's Child Safe Risk Management Plan Template and the QLD Government's Blue Card Child and Youth Risk Management Strategy
- The plan identifies, analyses and plans to control risks of harm to children. It covers situational, vulnerability, propensity and institutional risks – areas that were identified by the Royal Commission into Institutional Responses to Child Sexual Abuse
- We balance the risk of harm with children's right to privacy, autonomy, access to information, social connections and to participate safely in activities they enjoy, and which help them develop and learn
- The Child Safe Risk Management Plan is concerned with protecting children from harm, including various forms of abuse and neglect
- It is distinct from our other risk management assessments and plans required under other laws concerning, for example: work health and safety, children's sleep and rest, excursions, transport, the safe arrival of children, emergencies and evacuations, and incidents, injuries, trauma and illness. The risk assessments and plans for these areas are contained in our front office.
- We add all new programs, activities, events, equipment to this Child Safe Risk Management Plan

### Types of risks we cover

#### Situational risks

Arising from **the environment** - the specific characteristics of the activities and the physical and online environments in which activities occur. For example (NOT LIMITED TO):

Physical and online environment	<ul style="list-style-type: none"><li>• Whether it allows for adults to be alone with children, unseen by others</li></ul>
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	<ul style="list-style-type: none"> <li>• Whether educators have a 'line of sight'</li> <li>• Location/layout of children's toilets and nappy changing areas</li> <li>• Location/layout of sleep and rest areas</li> <li>• Playgrounds and play equipment</li> <li>• Temporary renovations</li> <li>• Photography, phone, tablet and social media usage</li> <li>• Furniture and equipment placement, building/landscape structures and spaces</li> </ul>
During specific activities, including high risk activities or special events	E.g. play, eating and drinking, nappy changing, using the toilet, rest and sleep, special events with visitors, transitions, travelling to other care and education services, outdoor vs indoor play, excursions, administering medications, during illness and injury, emergencies, water-based activities, concerts or family information days, renovations
The type of contact between an adult and a child during an activity	E.g., does it involve physical contact as in changing a nappy or comforting a child, could the interaction result in an emotional dependence on adults?
Supervision arrangements	E.g. ratios, during different activities, natural lines of sight – note, this should be balanced with a child's right to privacy and their need for risky play which allows them to temporarily 'disappear'

### **Vulnerability risks**

Arise from the circumstances and **characteristics of the child/ren** (e.g. that might make them more vulnerable): For example (NOT LIMITED TO):

Children, in general, who are more vulnerable to the risk of harm are:

- From Aboriginal backgrounds
- With disability
- Newly arrived in Australia
- From culturally and linguistically diverse backgrounds
- Identifying as LGBTIQ/non-binary/gender diverse/unsure of sexuality or gender
- From trauma, abuse or neglect backgrounds
- Living out of home, including in foster care
- Experiencing poor mental or physical health.

### **Propensity risks**

Arise from the **type/profile of adults** who come into contact with children in our care who might be inclined to harm children. Also arises from children displaying harmful sexual behaviours. For example (NOT LIMITED TO):

- The profile of adults who are involved with children at our service
- Types of people who are attracted to working in the care and education sector
- How inappropriate behaviour is dealt with
- The attitudes of adults in our service towards children and their suitability to work with children
- Includes third party contractors/volunteers/students, handovers and training

### **Institutional risks**

Arise from the **characteristics of our service**, such as our internal structures, attitudes, culture and practices. For example (NOT LIMITED TO):

- Internal structures that may lead to harm (e.g., strong hierarchical structure, authoritarian management, close-knit relationships – deep friendships or families)
- Culture (e.g., attitudes towards children, valuing reputation above the safety of children, inclusive or discriminatory, attitudes towards bullying, children’s rights upheld or not, attitude to risk management)
- Attitudes about whose job it is to be responsible for child safety, access to training, awareness by staff of child protection obligations and reading the signs of child abuse/harm/risk of harm, staff and children’s understanding of how to raise a concern
- Policies and procedures – (e.g. adequacy and relevance, implementation and communication, induction and training processes, including for volunteers/students/third-parties, accessibility for people with different abilities and languages, staff’s understanding of roles and responsibilities)

### 3. CHILD SAFE RISK MANAGEMENT PLAN INFORMATION

Approval date	28/6/24
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Effective date	28/6/24
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Review date	28/6/25
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Approved by	Dina Kahn, Moshe Kahn
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# Child Safe Risk Management Plan [template]

[you can edit this table to suit your service]

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
<b>Describe the activity/ environment</b> <i>Identify all elements of the space or event from beginning to end e.g. activity, situation, experience, objectives, location, participants</i>	<b>Identify hazards and risks</b> <i>Something that could happen that would or could result in harm: <b>situational, vulnerability, propensity, institutional risks must be covered</b></i>	<b>Assess risk likelihood and consequences</b> <i>(1) How likely is the risk; and (2) what are the consequences of the risk occurring? (e.g rare, unlikely, possible, likely, almost certain)</i>	<b>Determine risk rating</b> <i>Use risk assessment matrix to rate Likelihood/Consequences for overall risk rating: (e.g. Major, significant, moderate, minor, insignificant)</i>	<b>Identify and introduce protective strategies</b> <i>What protective strategies already exist and are the gaps in the existing strategies?</i>	<b>Regularly review</b> <i>Nominate who will review protective strategies to make sure they are working. Include dates for implementation</i>
					[insert more rows as required]

Extracted from ACECQA's [Risk Assessment and Management Tool](#)

Risk Matrix						
Consequences	Likelihood					
		Rare	Unlikely	Possible	Likely	Almost Certain
	Major	Moderate	High	High	Critical	Critical
	Significant	Moderate	Moderate	High	High	Critical
	Moderate	Low	Moderate	Moderate	High	High
	Minor	Very low	Low	Moderate	Moderate	Moderate
	Insignificant	Very low	Very low	Low	Moderate	Moderate