

POLICY NO.WEL026 Risk Management Approach

Description

Chelsea Heights Primary School has adopted a risk management approach which will identify and consider our student's safety risk(s) based on a range of factors including the nature of our activities with children, physical and online environments and the characteristics of children to whom we provide services. This covers both 'business as usual' risks and risks posed by specific activities such as excursions and overnight trips. Where risks are identified, Chelsea Heights Primary School will employ measures to reduce or remove them.

Rationale

Chelsea Heights Primary School has an active approach to our duty of care in protecting children and have a risk management approach and a commitment to continuous improvement. Additionally, the implementation of our risk management approach is recognition of Chelsea Heights primary School's legal responsibilities to ensure the safety of children.

How will Chelsea Heights Primary School implement the 'Risk Management' approach-

- Ensure clear and accessible processes for evaluating risks posed by situations and activities appropriate to the organisation, its size and resources, physical and online environments, and the characteristics of the children to whom it provides services.
- Develop, record and communicate clear processes for removing risks to children (for example, rules on online communications that could be included in the code of conduct or child safe policy, removing staff or volunteers who may pose a risk).
- Provide relevant staff and volunteers with training in identifying child abuse risks, for example blocked-off/out-of-sight spaces (especially rooms with doors that can be locked), overnight stays, and opportunities for physical contact, such as sports coaching and personal care.
- Engage methods for continual improvement in how risks are managed by learning from past lessons, including policy review and staff training.
- Ensure supervision requirements for staff and volunteers who work with children.
- Institute processes for periodic review of risk management approaches and/or processes and following any incidents.
- Recognise and adapt to the needs of particular children and communities, including Aboriginal children, culturally and/or linguistically diverse children and children with a disability. For example, acknowledgement that greater staff or volunteer to child ratios may be needed for some children with a disability.
- Recognise and address risks to Aboriginal children which might exist because of their experiences, for example if a child does not feel safe identifying as Aboriginal, or if there is an inadequate response to self-identification.
- Recognise and address risks to children with a culturally and/or linguistically diverse background, which might exist because of their experiences, for example increased communication with families may be necessary to build trust and understanding of organisational activities.

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- Recognise and address risks for children with a disability, for example communication barriers when telling an adult they feel unsafe.
- Have a central reporting and advisory contact for staff to raise concerns and get advice about what to do if they need to report suspected abuse, the Principal and / or the Assistant Principal.
- Include statements about shared responsibility for management of risks in all position descriptions.
- Have a consistent risk management approach across all areas of the school ie. classrooms, offices etc.
- Include discussion about apparent risks or 'near misses' in staff and team meetings and areas for improvement.
- Roster staff with appropriate experience and qualifications to manage high risk environments.

Successfully implementing this approach should result in Chelsea Heights Primary School being a place where:

- situational risks are considered and understood by all staff
- steps are put in place to reduce risks where possible
- risk management approaches are regularly reflected on and improved
- specific risks to Aboriginal children are identified, assessed and mitigated
- specific risks to children from a culturally and/or linguistically diverse background are identified, assessed and mitigated
- specific risks to children with a disability are identified, assessed and mitigated.

EVALUATION

This policy will be reviewed every four years during the school's year of review.

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