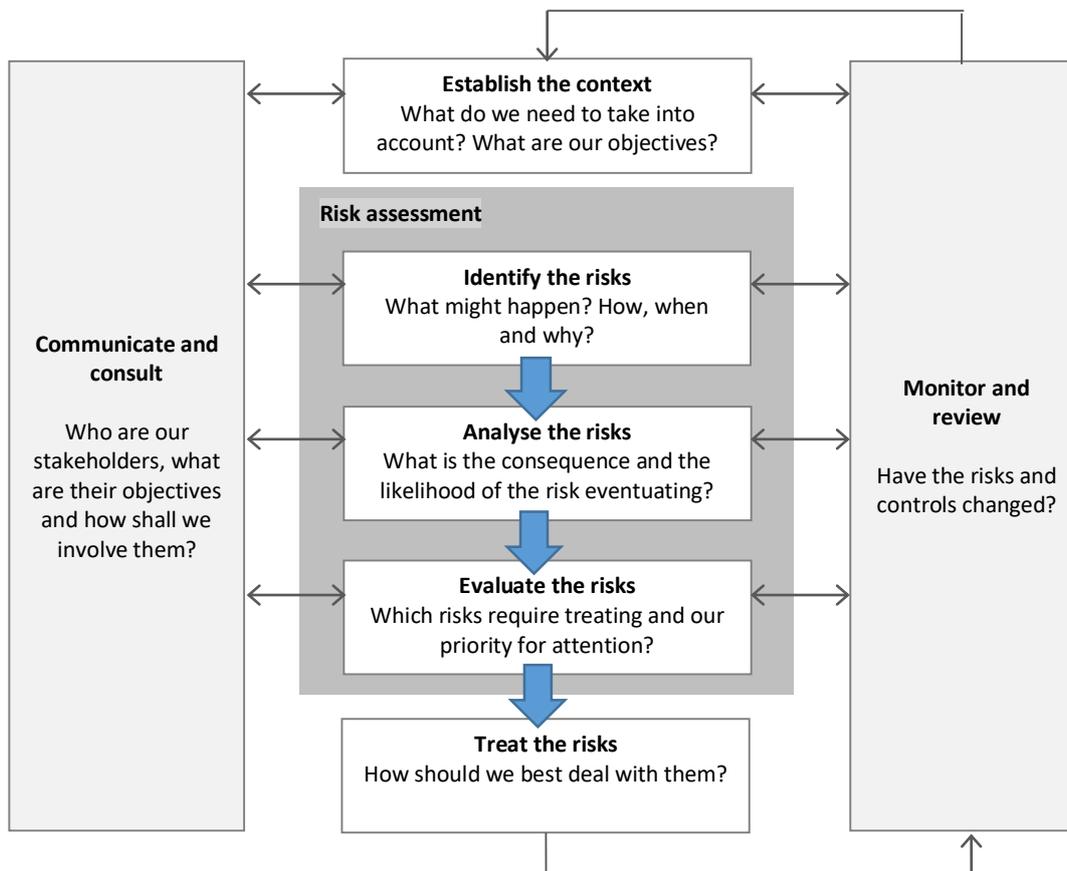


Child Safety Risk Management

The risk management process detailed in this INFORMATION SHEET has been adapted from *Managing risk in Catholic organisations* (Catholic Church Insurance n.d.), which is aligned with the national standard for risk management, AS/NZS ISO 31000: 2009 *Risk management – principles and guidelines*.

Figure 1 illustrates each stage of the risk management process.



The risk management processes detailed below focuses specifically on child safety risks, illustrated with relevant examples.

STEP 1: CONSULT WITH STAKEHOLDERS

Consultation with stakeholders within parishes, agencies and entities is a necessary component to ensure a comprehensive and relevant response to risk. This is because stakeholders will be aware of the possible risks associated with programs, activities and events and know the vulnerabilities within the organisation. Consultation increases the likelihood of identifying all potential risks that might result in harm to children and young people.

Consultation is also beneficial for other reasons:

- It demonstrates that an organisation is taking a proactive approach to child safety.
- It reinforces the openness of the organisation to talking about child safety and listening to stakeholders.

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- It acknowledges that child safety is everyone's responsibility.
- It provides an opportunity for stakeholders to contribute their views on keeping children and young people safe.

Stakeholders may include:

- clergy
- employees
- volunteers
- parishioners
- clients of an agency or entity
- program participants or participating organisations (e.g. school, community groups)
- parents and carers
- children and young people.

Children and young people as participants of programs, activities and events are key stakeholders and will often provide valuable insights from their unique perspective. See **INFORMATION SHEET: Consulting with Children and Young People**.

STEP 2: ESTABLISH THE CONTEXT

Understanding the context of the organisation as a whole and of specific programs, activities or events is important in identifying and evaluating potential risks.

A range of contextual factors impact on the risk assessment process, including:

- the mission and objective of the parish, agency or entity
- the key objectives of programs, activities and events
- the needs of particular children including Aboriginal and Torres Strait Islander children, culturally and linguistically diverse children and children with a disability
- the needs and characteristics of the community in which the parish, agency or entity operates
- the needs and expectations of stakeholders (e.g. clergy, employees, volunteers, parishioners, clients, parents, children and young people)
- resources (e.g. staffing, expertise, equipment, venues)
- the physical environment
- regulatory requirements (e.g. work, health and safety legislation, Victorian Child Safe Standards)
- understanding of key risk factors for child abuse within the organisational environment.

When assessing and evaluating child safety risk in relation to children and young people in a parish, agency or entity, each unique context provides valuable insight into potential risks. Table 1 provides an example of how context shapes our lens when identifying potential risks.

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Table 1: Establish the context (example)

Scenario A	Scenario B
<p>Parish A is situated near a public housing estate in inner Melbourne.</p>	<p>Parish B is located in regional Victoria.</p>
<p>Context</p>	
<p>The parish works very closely with the community to provide:</p> <ul style="list-style-type: none"> • mass • pastoral support • material and food aid • English language programs • homework support groups • youth group. <p>A large number of children and young people attend mass and other programs run within the parish.</p> <p>The parish community is culturally diverse with families from a range of newly arrived ethnic communities who live in the public housing estate.</p>	<p>The parish provides a range of programs and activities to meet the needs of a mostly older population such as:</p> <ul style="list-style-type: none"> • mass • pastoral support • monthly community lunch for older persons in the community. <p>The community lunch program is the only program within the parish that involves contact with young people. Students from various schools attend and work alongside other community volunteers to prepare and serve meals. School bands attend to provide musical entertainment.</p> <p>Mass is attended predominantly by older persons, who have grown up and raised their families within the parish.</p>
<p>Examples of potential risks</p>	
<p>Having the capacity (i.e. resources) to meet the complex and diverse needs of children and young people from newly arrived communities (e.g. trauma, language barriers).</p> <p>As the sense of connection to the local community is strong, children and young people attend mass, programs and activities without their parents or carers – ‘children and young people come and go’.</p> <p>Supervision of children and young people.</p> <p>Interaction of volunteers with children and young people in relation to program boundaries.</p> <p>Physical environment e.g. access to bathrooms.</p> <p>Safety of children and young people in the car park.</p>	<p>Engagement with secondary schools to ensure that there are sufficient numbers of students to enable the lunch program to continue.</p> <p>Supervision of young people in their interaction with other volunteers and vulnerable persons who attend the lunch program.</p> <p>The work, health and safety of students operating in a kitchen environment (e.g. slips, burns, lifting, operating equipment).</p> <p>Ensuring the students are supported when confronted by challenging behaviour of participants.</p> <p>Food allergies and intolerances.</p>

Our understanding of the context in which a parish, agency or entity operates is constantly changing and requires ongoing review to ensure that risk assessment processes incorporate relevant information to be effective.

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STEP 3: RISK ASSESSMENT – IDENTIFY, ANALYSE AND EVALUATE RISK

When undertaking risk assessment, it is useful to begin by identifying child safety risks from the ‘overall’ perspective of the parish, agency or entity.

Implementing risk management strategies at the ‘overall’ parish, agency or entity level will significantly reduce child safety risks at the program, activity and event level. For example, implementing a robust and thorough selection and recruitment strategy will increase the likelihood of suitable employees and volunteers working with and delivering appropriate services to children and young people.

Possible risks at the parish, agency or entity level may include:

- lack of or inappropriate supervision of children and young people
- lack of child safety culture within the organisation
- inadequate implementation of the safeguarding children and young people obligations e.g. Victorian Child Safe Standards
- inadequate recruitment and screening practices
- no induction processes
- no role descriptions to help set expectations and communicate boundaries of role
- inappropriate persons working with or volunteering with children and young people – that is, persons who may cause harm (e.g. previous misconduct or criminal behaviour) or those ill-suited to working with children and young people (e.g. impatient, intolerant, harsh)
- no processes for recording and managing attendance (e.g. registrations forms, sign-in and sign-out arrangements)
- risks related to the physical environment (e.g. trip and fall hazards, isolated rooms, nearby roads, poor fencing, fire, lack of visibility of activities through solid doors or closed doors)
- clergy, staff and volunteers lack awareness of child abuse and possible indicators
- lack of knowledge about reporting processes
- ineffective processes for reporting concerns or allegations
- parents and carers not informed about child safety
- children and young people disempowered or not listened to
- unauthorised persons on site (e.g. members of the public who wander into the building)
- contractors not screened or supervised when in contact with children and young people
- unauthorised contact with children and young people online
- a child or young person alone with an adult
- specific factors that contribute to the vulnerabilities of children and young people (e.g. disability, language barriers, newly arrived, Aboriginal and Torres Strait Islander heritage, LGBTI)
- peer-to-peer abuse
- managing existing medical conditions (e.g. asthma)
- first aid emergencies (e.g. cuts, bruises)
- risks associated with the provision of food (e.g. allergies, food intolerances)
- fire and emergency situations.

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FOUR DIMENSIONS OF RISK

Further, Parkinson and Cashmore (2017), in research commissioned by the Royal Commission into Institutional Responses to Child Sexual Abuse, identified four dimensions of risk within an organisational setting that contribute to child sexual abuse.

SITUATIONAL RISK refers to opportunities for abuse to occur in organisational environments (e.g. nature of activities, physical facilities/environments, opportunities to be alone with a child, to engage in grooming behaviour, to cross boundaries and to engage in abuse). Child safety can be improved when organisations proactively minimise situational risks. See **INFORMATION SHEET: Situational Crime Prevention**.

The research suggests that an institution with a low situational risk can starve even the committed sex offender of opportunity or greatly increase the likelihood of detection.

Parkinson & Cashmore 2017

VULNERABILITY RISK relates to characteristics of children and young people which may increase the risk of abuse. All children and young people are inherently vulnerable to abuse, however additional factors, such as disability, age, language barriers, lack of parental supervision/support, previous experience of abuse and cultural background, may increase a child or young person's vulnerability to abuse.

PROPENSITY RISK is characterised by an increased probability of some adults to engage in behaviours that may pose a risk to children and young people (e.g. those who have a sexual interest in children, those with anti-social tendencies, those who have previously engaged in sexual misconduct or abuse).

INSTITUTIONAL RISK refers to characteristics of an organisation (as distinct from the activities that it runs) that impede prevention efforts, where child safety is not prioritised and where organisational culture (or structures) contribute to or promote misconduct (e.g. an organisational culture that turns a 'blind eye' or condones abuse).

STEP 3A: IDENTIFY POTENTIAL RISKS TO CHILDREN AND YOUNG PEOPLE

Exploring risk at the program, activity and event level provides an opportunity to identify risks that may be specific to a program, activity or event. When planning an activity, consider the possible risks associated with the activity and how likely those risks are to eventuate. Consider what actions you can take or how you can structure the activity to minimise those risks and, if a situation should arise, how to manage it effectively.

Relevant questions to identify possible risks at the program, activity or event level are:

- What is the program, activity or event?
- What is the purpose of the program, activity or event?
- What could go wrong?
- How might a child or young person be harmed?
- What are the elements of the activity or event from start to finish?
- Where is the program, activity or event being held?
- What are the 'red flag' areas of concern?

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- Are there any characteristics of the physical environment that may pose a risk to children and young people?
- Who is involved in the activity?
- Are there any workplace health and safety risks that might impact children and young people?

Consider the example of a refugee support agency that provides a homework support program for primary school aged students. Specific activities within the program include weekly visits to the local library and cooking. Each year, the agency celebrates the participation of students and volunteers with an evening dinner. The example below illustrates potential risks that exist at each level. Brainstorming possible risks at each level reduces the likelihood of risks being missed.

Table 2: Example risk identification table

Risk assessment level		Potential child safety risks – what could go wrong?
Agency		
Potential risks that impact the agency as a 'whole'	Refugee Support Agency	<ul style="list-style-type: none"> • Potential for child abuse to occur from employees and volunteers • Peer-to-peer abuse (e.g. bullying, inappropriate sexual behaviour) • Unsuitable persons working or volunteering with the organisation (e.g. not screened) • Supervising children and young people across a number of rooms used by the homework support program • Lack of parental awareness of child safety and appropriate boundaries (e.g. requests for private tutoring or babysitting by volunteers, failing to pick up children on time) • Children, young people from newly arrived communities who lack knowledge of child safety within the 'Australian' context • Limited employee and volunteer knowledge about child abuse and how to report it • Inadequate levels of supervision of activities involving children and young people • Children attending without parents/carers – risks associated with getting to and from the agency • No consent from children and young people to attend the agency and participate in the services • Safety of children and young people in and around the car park, no fencing, children moving in and around the cars resulting in an accident • First aid situations (e.g. falls, trips) • Managing existing medical conditions of children and young people (e.g. allergies, asthma) • Risk of fire • Medical emergencies

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Risk assessment level	Potential child safety risks – what could go wrong?	
Program		
Potential risks that are specific to the program being run by the agency	Homework support program for primary school students	<ul style="list-style-type: none"> • Inadequate levels of supervision – potential for harm or abuse • Inappropriate interaction of volunteers with children resulting in harm and/or child abuse • Overcrowding due to the increasing number of students attending the program • Parents and carers not understanding how the program works (e.g. limited information, information not translated into community languages) • Children attending without parental permission (e.g. being dropped off and parent leaving) • Children leaving the centre without authorisation (e.g. not being signed out, wandering off, leaving without a parent or carer) • Child leaving the centre with an unauthorised person (e.g. person not approved to pick up the child) • Parents picking up their children late, children not being properly supervised • Food allergies/intolerances in relation to snacks • Managing medical conditions (e.g. asthma, epilepsy, diabetes) • Challenging behaviour of children (e.g. fighting, swearing, peer abuse)
Activity		
Potential risks that are specific to activities within a program	Weekly excursion to the local library for students attending the homework support program	<ul style="list-style-type: none"> • Inadequate supervision of primary students attending the library • Being able to supervise children in a large area over multiple floors of the public library (e.g. child being lost) • Transportation – possible accident • Contact with other patrons – possible risk of harm • Reliance on the attendance of volunteers to run this activity – if they do not attend, the activity cannot proceed • Inappropriate interaction of volunteers with children resulting in harm and/or child abuse • Interaction of library staff with children resulting in harm • Access to computers and the internet while at the library (e.g. access to inappropriate content) • Children attending the public bathroom – possible risk of harm • Mixed age of the group from Prep to Grade 6 – behaviour of older students toward young students

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Risk assessment level	Potential child safety risks – what could go wrong?	
Cooking activity in the staff room kitchen to teach numeracy (e.g. measurement, mass volume)	<ul style="list-style-type: none"> • Potential for burns and other injuries requiring first aid (e.g. stove, hot surfaces, trays, hot water, sharp utensils) • Inadequate levels of supervision • Inappropriate interaction of volunteers with children resulting in harm and/or child abuse • Not being informed about food allergies and intolerances 	
Event		
Potential risks that are specific to an event run within a program	Annual celebration dinner for students and volunteers	<ul style="list-style-type: none"> • Evening event – traffic congestion in the car park (e.g. parents picking up/dropping off, potential for children and young people to be hurt) • Parents not arriving on time to pick up their children • Not being informed about food allergies and intolerances • Inadequate levels of supervision of children and young people attending the event • Inappropriate interaction of volunteers with children resulting in harm and/or child abuse • Children leaving the venue alone

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STEP 3B: IDENTIFY AND EVALUATE RISK CONTROLS

Once risks have been identified, it is important to assess the risk controls that are currently in place to manage or mitigate a risk.

A risk control is any measure designed to modify or reduce a risk and might include current policies and procedures, safety systems, training programs and governance practices.
Catholic Church Insurance n.d., p. 10

In relation to the homework support program, we have listed the risk controls that are in place in Table 9 ('Example risk register'). Table 10 includes a template of the risk register that you can adapt or use to record risk management assessments at the parish, agency and entity level and for programs, activities and events.

If we examine the risk controls that are in place for the homework support program, we can see that there are a broad range of strategies to mitigate each risk that has been identified. Assessing the effectiveness of each risk control is an important step in assessing the comprehensiveness of our approach and identifying additional risk controls that could be implemented to further reduce potential risks to children and young people.

Table 3: Example risk control effectiveness table

Risk control effectiveness rating	Criteria
Fully effective	<p>Risk is being managed effectively, controls are well designed and address root cause.</p> <p>Only requires monitoring and review of existing controls.</p> <p>Controls are effective and reliable at all times.</p>
Substantially effective	<p>Most risk controls are designed correctly and are effective. Some existing risk controls require more work to improve operating effectiveness</p> <p>There are some concerns about the effectiveness and reliability of some controls.</p>
Partially effective	<p>Risk controls are designed correctly by addressing root cause, but are not very effective.</p> <p>Some controls are not well designed, do not treat root cause or there is too great a reliance on reactive controls.</p> <p>Not enough of the controls are effective or reliable.</p>
Largely ineffective	<p>Insufficient risk controls.</p> <p>Risk controls, if they exist, are reactive.</p> <p>Risk controls do not treat the root cause or do not operate effectively.</p> <p>Controls require significant improvement or replacement.</p>
None or totally ineffective	<p>No reliable risk controls are in place or available.</p> <p>There is no confidence in the risk controls.</p>

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STEP 3C: EVALUATE THE CONSEQUENCES

Once the effectiveness of the control has been assessed, it is helpful to analyse the consequences if the risk were to occur using the following Consequence Rating table.

Table 4: Example consequence rating table

Consequence rating	Health & wellbeing	Reputational	Program, activity or event	Legal and compliance	Reputation of the parish, agency or entity	Financial (estimated)
1 Catastrophic	Fatality and/or severe irreversible disability to one or more people	Irreparable loss of trust resulting in estrangement/separation	Total cessation of multiple programs, activities or events	Major litigation or investigation by regulatory body	National media coverage	>\$3 million loss
2 Major	Extensive injury or impairment to one or more persons	Major concerns with regard to safety Loss of trust	Disruption of multiple programs, activities or events	Major breach of regulation with punitive fine or significant litigation	State media coverage	\$1–3 million loss
3 Moderate	Short-term disability to one or more persons	Significant concerns with regard to safety Reluctance to trust the institution	Total cessation of one program, activity or event for a few months or multiple programs, activities or events for several weeks	Breach of regulation with investigation by authority and possible moderate fine	Local media coverage over several days	\$300K–999K loss
4 Minor	Significant medical treatment and/or hospitalisation required	Concerns with regard to safety	Some program, activity or event disruption	Breach of regulations, minor fine or legal costs or minor litigation	Local media coverage	\$10K–299K loss
5 Negligible	First aid or minor medical treatment required	Minimal concern	Minimal disruption	Minor legal issues or breach of regulations	No media coverage	<\$10K

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STEP 3D: EVALUATE THE LIKELIHOOD

Once we have determined the possible consequences of a risk occurring, it is useful to determine the likelihood of each consequence occurring. Likelihood can be assessed according to the categories listed in Table 5.

Table 5: Example likelihood rating table

Likelihood rating	Criteria
A Almost certain	Is expected to occur in most circumstances Could occur within days or weeks More than 90% chance of occurring in the parish, agency or entity
B Likely	Will probably occur in most circumstances Could occur within weeks or months More than 50% chance of occurring in the parish, agency or entity
C Possible	May occur but distinct possibility it will not Could occur within 'months to years' More than 20% chance of the consequence occurring in the parish, agency or entity
D Unlikely	May occur but not anticipated in most circumstances Could occur within years or decades More than 5% chance of occurring in the parish, agency or entity
E Rare	Would occur only in exceptional circumstances in the parish, agency or entity

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Step 3e: Rate the risk

Determining a risk rating helps to focus the efforts of parishes, agencies and entities on treating identified risks. Table 6 uses the Consequence Rating and Likelihood Rating to determine a risk rating for each risk.

Table 6: Example risk rating matrix

Likelihood rating	Consequence rating				
	5 Negligible	4 Minor	3 Moderate	2 Major	1 Catastrophic
A Almost certain	Medium	High	Very High	Very High	Very High
B Likely	Medium	High	High	Very High	Very High
C Possible	Low	Medium	Medium	High	Very High
D Unlikely	Low	Low	Medium	High	High
E Rare	Low	Low	Low	Medium	Medium

The intersection between the Consequence Rating along the horizontal axis and the Likelihood Rating along the vertical axis provides an overall risk rating from Low to Very High.

If we use the example of our homework support program, the identified risk of ‘Inadequate levels of supervision – potential for harm or abuse’ has a Consequence Rating of 1 ‘Catastrophic’ and a Likelihood Rating of D ‘Unlikely’ (see Table 4 and 5). Using Table 6 we can determine the overall risk rating for this risk as ‘High’.

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Table 7: Example risk assessment table

Program – Homework support program for primary school students					
Risk description: what could go wrong?	Risk controls: what is currently in place?	Control effectiveness rating	Consequence rating	Likelihood rating	Level of risk
Inadequate levels of supervision – potential for harm or abuse	Supervision guidelines: 1 volunteer per 5 students Homework program coordinator employed to oversee the program	Substantially effective	1 Catastrophic Harm to child or young person if abuse were to occur – long term consequences. If abuse were to occur, the program would not be supported and would be discontinued. Families, children and young people would be reluctant to participate.	D Unlikely	High

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STEP 4: DEVELOP A RISK TREATMENT ACTION PLAN

The overall risk ratings assist parishes, agencies and entities to prioritise risks that need to be addressed to effectively safeguard children and young people. From our homework support program example in Table 2, we have identified a range of risks that require treatment to increase the safety of children attending the program.

Table 8 highlights the different ways in which a risk might be treated or controlled.

Table 8: Risk treatment options

Risk treatment	Example
Avoid the risk	Ensuring all doors of homework program rooms remain open at all times – ensure that children are in view at all times.
Change the likelihood	Increase supervision to significantly reduce the likelihood of abuse occurring.
Change the consequence	Increase the number of volunteers involved.
Share the risk	Ask parents to attend with their children – support parents to help their children with their school work.
Retain the risk	Continuing to provide snacks while managing the risk of allergies and food intolerances is important as the children are hungry after school and it helps to settle the children while they complete their homework.

In exploring possible treatment options for the risks that have been identified, the parish, agency or entity will need to consider the following questions:

- Which risks are acceptable (e.g. an ice skating session as part of youth group)?
- Do existing risk treatment strategies sufficiently address the risk?
- What is practical and/or possible given available resources (e.g. financial, staffing, physical environment)?
- What is the cost-benefit of treatment measures? For example, replacing wooden doors with glass panel doors may be ideal, however it is likely to incur significant costs; alternatively, a requirement that all doors remain open when the homework support program is in progress is practical and does not incur any cost.
- What is the relationship of each risk to other risks? Is it possible to implement one treatment strategy that addresses a range of risks? e.g. using the Safeguarding Children and Young People Policy and Code of Conduct as part of the induction process for volunteers helps to establish expectations with regard to the appropriate treatment of children, supervision, and appropriate role boundaries.

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STEP 5: REGULAR REVIEW BY THE PARISH SAFEGUARDING COMMITTEE

Regular review ensures that risks are reviewed, that control measures have been implemented and that control measures are assessed for their effectiveness.

Reviews may be conducted at regular intervals, or they may be prompted by a new program, activity or event, a change in the operating context of the parish, agency or entity or in response to a new risk that has emerged or an incident that has taken place.

It is helpful to communicate and consult with stakeholders about reviews of child safety to demonstrate the ongoing and proactive stance of the organisation, and to seek feedback from stakeholders who complete “the picture” in our understanding of risk in relation to children and young people.

Table 9: Risk register example

Program – Homework support program for primary school students						Action plan			
Risk description: what could go wrong?	Risk controls: what is currently in place?	Control effectiveness rating	Consequence rating	Likelihood rating	Level of risk	Risk treatment actions	Resources required	Completion date	Accountability
Inadequate levels of supervision – potential for harm or abuse	Supervision guidelines: One volunteer per five students. Homework Support Program Coordinator (HSPC) employed to oversee the program Child Safety training for volunteers.	Substantially effective	1 Catastrophic	D Unlikely	High	Assign one volunteer to assist the HSPC to assist with supervision.	No additional costs	October 2018	HSPC Agency Manager – responsible for Homework Support Program Safeguarding Committee
Inappropriate interaction of volunteers with children resulting in harm and/or child abuse	Undertake interviews, check referees, require a WWCC. Induction – covering role boundaries and appropriate behaviour. Safeguarding Children and Young People Policy. Code of Conduct. Child safety training.	Substantially effective	1 Catastrophic	C Possible	Very High	Maintain risk treatment measures. Review when incidents occur.	No additional costs	Ongoing	Human Resources Department HSPC Safeguarding Committee
Overcrowding due to the increasing number of students attending the program	Program is expanding into other rooms at the venue. Never alone rule for volunteers – communicated through induction and Safeguarding Children and Young People Policy.	Fully effective	5 Negligible	A Almost certain	Medium	Use additional rooms at the venue to provide more space for the students. Monitor numbers of students attending program for the next three months. Consider relocating to a local school (e.g. more room, child safety considerations in place).	No cost at present Possible costs (e.g. rental, insurance) if relocation is required	November 2018	HSPC Agency Manager – responsible for Homework Support Program Safeguarding Committee

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Program – Homework support program for primary school students						Action plan			
Risk description: what could go wrong?	Risk controls: what is currently in place?	Control effectiveness rating	Consequence rating	Likelihood rating	Level of risk	Risk treatment actions	Resources required	Completion date	Accountability
Children and young people attending without parental permission	Registration forms (with parental permission) are collected for all student before they attend the program. Children who attend the program without registration – parents/carers are contacted and asked to collect their child. Parents informed that they need to complete the registration documentation.	Partially effective	5 Negligible	B Likely	Medium	Increased communication to parents (e.g. local schools). Large sign/poster about registration in the foyer. Coordinator and volunteer monitor dropping off and signing in to ensure that children are registered.	No cost		HSPC Safeguarding Committee
Children and young people leaving the centre without authorisation (e.g. not being signed out, wandering off, leaving without a parent or carer)	Supervision guidelines – each volunteer is responsible for supervising 5 students. Front door is closed, HSPC supervises and signs students in and out (log book) to ensure that students leave with a parent/carer. Homework program rules are communicated to students when they commence the program. Safety poster on display with program rules for students.	Fully effective	2 Major	D Unlikely	High	Coordinator and volunteer monitor pick-up and sign-out to ensure that children leave with their parents or carer. Children can only leave the centre when the parent arrives to collect them.	No cost	Ongoing	HSPC Safeguarding Committee

Program – Homework support program for primary school students						Action plan			
Risk description: what could go wrong?	Risk controls: what is currently in place?	Control effectiveness rating	Consequence rating	Likelihood rating	Level of risk	Risk treatment actions	Resources required	Completion date	Accountability
Child leaving the centre with an unauthorised person (e.g. e.g. person not approved to pick up the child)	Registration form records the name of persons who are authorised to collect the student. HSPC monitors the collection of students. Student is not permitted to leave with an unauthorised person.	Fully effective	2 Major	E Rare	Medium	Coordinator and volunteer monitor pick-up and sign-out to ensure that children leave with their parents or authorised person. Registration form to ensure that the identification of persons (other than custodial parents) who pick up are checked before the children leave the centre.	No cost	Ongoing	HSPC Safeguarding Committee
Parents picking up their children late, children not being properly supervised	Procedure for later pick-up in place – HSPC and a volunteer remain until all children are picked up – parents are contacted and if no response, emergency contact notified to collect the student.	Fully effective	3 Moderate	A Almost certain	Very High	Coordinator and volunteer remain until the last child has been signed out and picked up. Reminder in the newsletter to pick up children on time.	No cost	Ongoing	HSPC Safeguarding Committee

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Program – Homework support program for primary school students						Action plan			
Risk description: what could go wrong?	Risk controls: what is currently in place?	Control effectiveness rating	Consequence rating	Likelihood rating	Level of risk	Risk treatment actions	Resources required	Completion date	Accountability
Not being informed about food allergies or intolerances in relation to snacks	Registration form gathers information about food allergies and intolerances – food purchases/preparation ensures that snacks do not contain allergens and accommodate food intolerances (e.g. nut free, gluten-free options, lactose-free options).	Partially effective	1 Catastrophic	C Possible	Very High	<p>Parents reminded upon registration – registration form is checked in their presence and parent verbally asked about food allergies and intolerances.</p> <p>Forms are translated into community languages to ensure parents understand the registration requirements.</p> <p>Parents reminded in the newsletter to inform the HSPC of any food allergies and intolerances.</p> <p>Children reminded to disclose any food issues to the HSPC.</p>	<p>Possible costs – translation of registration forms into community languages.</p> <p>HSPC ensures that registration forms are translated.</p> <p>Standing items in the newsletter about disclosing medical conditions and possible food issues.</p> <p>Poster created for children regarding disclosing food issues.</p>	October 2018	HSPC

Program – Homework support program for primary school students						Action plan			
Risk description: what could go wrong?	Risk controls: what is currently in place?	Control effectiveness rating	Consequence rating	Likelihood rating	Level of risk	Risk treatment actions	Resources required	Completion date	Accountability
Managing medical conditions (e.g. asthma, epilepsy, diabetes)	<p>Registration form gathers relevant health information.</p> <p>HSPC meets with parents/carers when a student has significant health concerns to ensure the student's condition can be effectively managed (e.g. parents are asked to drop off medications with the child at each session). Management plan is documented and authorised by the parent.</p> <p>Emergency contact information is recorded for each student.</p> <p>Parents are advised through the registration process that in a medical emergency, an ambulance will be contacted.</p> <p>HSPC is trained in first aid.</p>	Partially effective	1 Catastrophic	B Likely	Very High	<p>Parents reminded upon registration – registration form is checked in their presence and parent verbally asked about existing medical condition.</p> <p>Forms are translated into community languages to ensure parents understand the registration requirements.</p> <p>First aid training is provided for designated volunteers to ensure that there are a number of volunteers present with first aid training.</p>	<p>Interpreting services may be required to ensure that parents are able to effectively communicate strategies for managing health conditions.</p> <p>Possible cost of translation of registration forms.</p> <p>Cost of first aid training for designated volunteers.</p>	October 2018	HSPC

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Program – Homework support program for primary school students						Action plan			
Risk description: what could go wrong?	Risk controls: what is currently in place?	Control effectiveness rating	Consequence rating	Likelihood rating	Level of risk	Risk treatment actions	Resources required	Completion date	Accountability
Challenging behaviour of children and young people (e.g. fighting, swearing, peer abuse)	<p>Volunteers receive training in guiding children's behaviour.</p> <p>Serious behavioural concerns are referred to the HSPC for a response.</p> <p>Parents are contacted to discuss behavioural issues.</p> <p>Supervision guidelines – each volunteer is responsible for supervising five students.</p> <p>Volunteers are equipped/trained to supervise students and respond to manage inappropriate student behaviour.</p> <p>Students are informed of rights and responsibilities when they join the program.</p>	Substantially effective	4 Minor	B Likely	High	Continuing professional development offered to volunteers on working with children and managing behaviour.	Workshop costs	January 2019	HSPC

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IMPLEMENTATION HINT

The Professional Standards Unit can assist parishes, agencies and entities with child safety risk management. Please do not hesitate to contact the Professional Standards Unit of the Catholic Archdiocese of Melbourne for support and advice:

phone: 9926 5630

email: psu@cam.org.au

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