



Child Safe Risk Management Plan

Child Safety Risk Management Plan	Overview
Nature of services provided	Child safe risk assessment and mitigation strategies for North Coast Pathway, Alstonville Campus located at 494 Bruxner Highway, Alstonville NSW 2477.
Date completed	23 October 2024
Purpose	<p>This document forms part of North Coast Pathway's Child Safe Plan in the implementation of the Child Safe Standards.</p> <p>The 10 standards were recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse to make organisations safer for children. The Standards are principle-based and outcome-focused and intended to provide a framework for organisations to make child safety a focus. In NSW, implementation of the Standards is governed under the Child Safe Scheme in the Children's Guardian Act 2019.</p> <ul style="list-style-type: none">• Standard 1. Child safety is embedded in organisational leadership, governance and culture.• Standard 2. Children participate in decisions affecting them and are taken seriously.• Standard 3. Families and communities are informed and involved.• Standard 4. Equity is upheld and diverse needs are taken into account.• Standard 5. People working with children are suitable and supported.• Standard 6. Processes to respond to complaints of child abuse are child focused.• Standard 7. Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training.• Standard 8. Physical and online environments minimise the opportunity for abuse to occur.• Standard 9. Implementation of the child safe standards is continuously reviewed and improved.• Standard 10. Policies and procedures document how the organisation is child safe.



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Risk Management Register

Identify settings where interactions could occur	Identify risks in interactions	Assess risk likelihood	Assess risk consequence	Determine the risk rating	Identify & introduce protective strategies	Revised Risk Rating	Regularly review
Think of the different environmental settings in your organisation, physical and online, where adults work or interact with children	Think about the specific risks that exist when interacting in those settings	Assess the likelihood of the risk occurring	Assess the consequence of the risk occurring	Use a risk assessment matrix to allocate ratings for likelihood and consequence for an over risk rating	Identify what protective strategies already exist and what strategies need to be developed to help minimise the risk	Revised risk rating after applying controls	Regularly review to make sure any protective strategies implemented are working
Adult and Student Interactions (all areas)	Inappropriate student-adult interactions	Possible	Major	● Medium	Child Safe Plan & code of conduct, regular training on child safe standards, child safe staff recruitment policy and reporting policy	● Low	
Conference room	Unsupervised interactions, bullying, inappropriate physical contact or conversations	Likely	Moderate	● Medium	Maintain appropriate student-to-staff ratios, student code of conduct, and promote child safe policy.	● Low	
Training Rooms	Unsupervised interactions, bullying, inappropriate physical contact or conversations	Likely	Moderate	● Medium	Maintain appropriate student-to-staff ratios, student code of conduct, and promote child safe policy.	● Low	



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Kitchen	Accidents, Unsupervised interactions, bullying, inappropriate physical contact or conversations	Likely	Moderate	● Medium	Ensure staff supervision, restrict access to hazardous areas, provide safety training, student code of conduct, and promote child safe policy.	● Low	
Student lounge	Unsupervised interactions, bullying, inappropriate physical contact or conversations	Likely	Moderate	● Medium	Supervise lounge areas, student code of conduct, and promote child safe policy	● Low	
Hallways & corridors	Unsupervised interactions, bullying, inappropriate physical contact or conversations	Likely	Moderate	● Medium	Increase staff presence during peak times, student code of conduct, and promote child safe policy.	● Low	
Toilets	Privacy violations, Unsupervised interactions, bullying, inappropriate physical contact or conversations	Likely	Major	● High	Separate toilets for students and staff, regular checks by staff, clear reporting procedures for incidents, student code of conduct, and promote child safe policy.	● Medium	
Storage rooms	Unsupervised access, accidents, unsupervised interactions, bullying, inappropriate physical contact or conversations	Likely	Major	● High	Keep storage rooms locked, restrict access to authorized personnel only,	● Low	



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Outdoor areas	Accidents, unsupervised interactions, bullying, inappropriate physical contact or conversation	Likely	Major	● High	Ensure staff supervision, establish clear boundaries and rules for outdoor activities, student code of conduct, promote child safe staff policy.	● Low	
Veranda areas	Accidents, unsupervised interactions, bullying, inappropriate physical contact or conversation	Likely	Major	● High	Ensure staff supervision, establish clear boundaries and rules for outdoor activities.	● Low	
Reception	Unauthorized access, unsupervised interactions, bullying, inappropriate physical contact or conversation	Possible	Major	● Medium	Ensure staff supervision, student code of conduct, and promote child safe policy.	● Low	
Offices	Unsupervised interactions	Possible	Major	● Medium	Students not to enter offices without supervision, student code of conduct, Child Safe Plan & code of conduct, regular training on child safe standards, child safe staff recruitment policy and reporting policy	● Low	



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Company Vehicles	Accidents, inappropriate interactions	Possible	Major	● Medium	Use licensed and insured vehicles, ensure drivers have valid licenses and clearances, maintain appropriate student-to-staff ratios, implement a code of conduct, provide training on child safe standards, and enforce the child safe staff recruitment policy and reporting policy	● Low	
Buses	Accidents, unsupervised interactions, bullying, inappropriate physical contact or conversation	Possible	Major	● Medium	Use licensed and insured buses, ensure drivers have valid licenses and clearances, maintain appropriate student-to-staff ratios, student & staff codes of conduct	● Low	
Online environment	Cyberbullying, inappropriate content	Likely	Major	● High	Use secure and monitored platforms, obtain parental consent for online interactions, establish clear guidelines for acceptable use, promote child safe policy.	● Medium	



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Student management systems	Data breaches, unauthorized access,	Possible	Major	● Medium	Implement strong access controls, regularly update security protocols, code of conduct, provide training on child safe standards, and enforce the child safe staff recruitment policy and reporting policy	● Low	
Excursion venues	Accidents, unsupervised interactions,	Possible	Major	● Medium	Conduct risk assessments for each venue, maintain appropriate student-to-staff ratios, obtain parental consent, student & staff codes of conduct	● Low	



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Steps in creating a Child Safe Risk Management Plan

Steps 1-7		
Step 1: Identify the settings (or environments) you operate		
Step 2: Identify the risks in each setting (or environment)		
Step 3: Assess the likelihood		
When assessing the risk likelihood you can use the following scale.		
Rating	Application of the Standards	Description
Unlikely	The Child Safe Standards are applied, adhered to and reviewed regularly.	There are enough protective strategies in place to prevent this kind of harm from happening.
Possible	Some Standards are applied but not all, and they are not regularly reviewed.	Harm could occur; there are protective strategies in place but not all Standards are applied.
Likely	Old systems and procedures are in place but not all are used. The Child Safe Standards aren't applied. The organisation may be hierarchical and other risk factors may be present.	Harm is likely to occur despite some protective strategies, or very likely to occur if the organisation is closed and there are no protective strategies in place.



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Step 4: Assess the consequence

While sexual abuse and serious physical assault undeniably fall into the category of 'major', prolonged psychological abuse and lack of care can be just as damaging. Consequence becomes more severe when the likelihood of it recurring is greater. Similarly, the effect of some actions on vulnerable children may be greater than on other children. For example, the consequence of a one-off incident of physical harm on a child with disability might be greater than for a child without disability. Therefore, when determining consequence your organisation should consider the detriment the harm would cause to the child, if possible.

In terms of risk prevention, consequence in a child safe context is perhaps a less important factor than in a WHS setting. The consequence of an accident could be a graze, a sprain, a break or a death. In other words, the consequence has different levels of severity. However, most people would consider any instance of child sexual abuse as 'major', whether it's a one-off incident or a repeated pattern of abuse.

Consequence in this context should therefore be seen as the potential for abuse to occur rather than the severity level of the abuse itself. Generally, the only way to reduce the consequence is to decrease the likelihood of it occurring.

Consequence	Effect on the child	Examples
Minor	Causing the child some upset or concern	One-off event of poor behaviour such as an adult belittling a child
Moderate	Causing the child significant distress	Instances of bullying, psychological harm, physical punishment or lack of care
Major	Ongoing significant distress or harm	Repeated inappropriate behaviour (bullying, psychological harm and so on) as well as grooming and abuse

Remember, even if a consequence is considered 'minor' it should still be reported if it breaches North Coast Pathway Child Safe Code of Conduct.



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Step 5: Calculate the risk rating

To determine the risk rating, use the left-hand column to plot the risk likelihood, then plot the risk consequence along the top.

Using the colour code of yellow, orange and red, the risk ratings are low (yellow), medium (orange) and high (red). To have a low-risk rating, the consequence sits at the lower end of the severity scale but as soon as severity level and likelihood increase, so too does the risk rating. It's important to remember that while a risk with a negligible consequence is usually low, it could become a medium risk if it occurs frequently.

Likelihood	Consequence		
	Minor	Moderate	Major
Unlikely	●	●	●
Possible	●	●	●
Likely	●	●	●
Risk Ratings			
● Low	Risks that may be managed by routine procedures or checklists		
● Medium	Risks that need attention and policy interventions put in place		
● High	Risks that need urgent attention, require further investigation and need significant interventions put in place		



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Step 6: Identify and introduce suitable protective strategies for each risk

Once the risk ratings for each potential identified risk are determined, identify and implement suitable protective strategies to prevent them from occurring. If they can't be prevented entirely, work out how to reduce the likelihood of them occurring. See the examples below. Record your strategies in the Risk Management Register.

Protective strategies		
Type of protective strategy	Examples	Standards applied
Physical barriers	Locks on doors to prevent access to secluded areas; areas where adults and children interact have clear lines of sight	1, 8 and 10*
Rules governing interactions	Adults are not allowed to be alone with children and young people; adults are not allowed to touch children in certain ways	1, 5, 7 and 10*
Rules governing behaviour	Adults are not allowed to contact children and young people on social media; adults are not allowed to shout at children	1, 5, 7 and 10*
Screening processes	Adults working with children should be suitable to do so with appropriate recruitment processes in place to ensure that they are, including screening processes such as verifying their WWCC.	5, 7 and 10*
Protective behaviours	Children and young people are given protective behaviours skills so they understand they can speak up if they feel worried, sad or angry	2, 3 and 4
Governance	Leaders model the behaviour they expect from adults; they make sure child safe codes of conduct are read and understood, and put robust child- focused reporting practices in place	1, 6 and 10* *Standard 10 refers to making sure processes and procedures for how to implement and improve protective strategies are explained in your child safe policies.



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Note: Once you've established your risk ratings, prioritise your risk prevention process. Some risks will need your immediate attention, and you can work to put protective strategies in place for them first. Based on what you have found, you should review and update your child safe policies to reflect any new protective strategies you have developed, in accordance with Standard 9.

Step 7: Publicise and review

Children and young people should be consulted as part of this process. Adults should also research best practice in other organisations to see if new initiatives can make their plan even better. A name, or position title, should be attached to the review process so all your stakeholders know who is responsible for it.

Associated Documents	<ul style="list-style-type: none">• Child Safe Policy• Child safe Code of Code of Conduct• Child Safe Recruitment Policy• Child Safe Reporting Policy
Next review date	Annual review or following an incident that breaches this plan.