# Risk Management Policy

**Introduction**

Risk management is the process of planning, organizing, leading and controlling the activities of Child Side School in order to minimize the potential for accidents, unwanted events, and the adverse effect of accidental losses.

**Scope and Application**

This policy describes the processes and defines the responsibilities for managing risk at Child Side School.

This policy applies to all employees, parents, children, volunteers and community members of Child Side School.  This policy will be reviewed and amended in accordance with Child Side School Policy on Policies and Policy Guidelines and Procedures Contents Schedule.

The use of the word child/children in this policy refers to students in the context of the school environment.

**Related Legislation/Guidelines**

- Working with Children (Criminal Record Checking) Act 2004
- Volunteers (Protection from Liability) Act 2002 (WA)
- Work Health & Safety Act (2020)
- Civil Liability Act 2002
- Occupiers Liability Act 1985
- School Education Act (WA) Section 63 (1) and Section 64 (1)
- School Education Regulations 2000 (WA), Regulation 38

**Related Policies**

- Guiding Children's Behaviour
- Anti-Bullying Behaviour
- Child Protection
- Child Code of Conduct Kindy – Yr6
- Young Adolescent Code of Conduct
- Parent Code of Conduct
- Staff Code of Conduct
- Playground Supervision
- Incursions
- Excursions
- Nutrition, Health and Hygiene
- Computer and Internet
- Literature and Television Viewing
- Work Health and Safety
- Risk Management
- Sun Protection
- Sickness and Accidents
- Emergency Action
- Asthma Care
- Transport in Private Vehicles
- Access to Students
- Volunteers

**Policy Statement**

All activities contain some level of risk. Some activities will have a risk level much greater than others. Educators are expected to assess the risk in all activities that they carry out with children as a natural part of the planning process, and to modify activities as needed to minimise risk. It is essential that adults involved in the activity have an understanding of the level of risk and are able to manage the risk at a level commensurate with the ability of the students and the area in which the activity is to be held.

Some of these risk assessments are carried out informally (selecting appropriate reading texts or computer programs for children) and others require a formal process (planning an excursion requires the writing and submission of an Excursion Management Plan: refer to Excursion Policy). Managing risks is also discussed and demonstrated with children so that they learn to manage risk as a natural part of their play and work just as Educators and adults do (e.g. walking inside instead of running, checking the inside of a tyre with a stick for spider webs before moving it, climbing up a piece of equipment only if I can climb back down it...).

## Appendices

| | |
|---|---|
| Appendix 1 | Table 1 - Risk Management Consequence Description |
| | Table 2 - Risk Management Likelihood Description |
| | Table 3 - Risk Matrix |
| | Table 4 - Child Side School Whole of School Risk Register Format |

## Version Management

| VERSION | DATE REVIEWED | DATE RATIFIED | CHANGES MADE | AUTHOR OF CHANGES | NEXT REVIEW DATE |
|---|---|---|---|---|---|
| 1 | Mar 2012 | 28/3/12 | none | KM | |
| 2 | Nov 2014 | 10/12/2014 | Name changes eg GC | KM | |
| 3 | May 2016 | 15/6/2016 | Inclusion of all school levels K-10 | KM | |
| 4 | July 2017 | | Updated Policy to reflect AISWA guidance | PF | |
| 5 | May 2018 | 22/8/2018 | Updated following Governing Council Review | PF | |
| 6 | Dec 2022 | 01/03/2023 | Updated to new format | LF | Term 4 – Dec 2025 |
| | | | | | |

## Risk Management Procedure

**Key Principles of Risk Management**

Effective risk management begins with the following principles which are applied at Child Side School. Risk management:
- is part of all activities;
- is part of all decision making;
- always considers uncertainty and how it can be addressed;
- is systematic and proactive;
- is based on accurate information and considers limitations of information;
- is built on the individual school;
- considers human nature and cultural factors;
- is transparent and involves all stakeholders;
- changes with the environment.

**Implementing Risk Management**

A whole of school register of risks is maintained by the School Leadership team and reviewed annually by the Governing Council.

Managing Risks shall take into account issues such as:
- Work health and safety - for both adults and children as school is a work place for both. The 'SAM' approach (suggested by WorkSafe for ensuring safety at work) is to be used by adults and children:
  - **S**pot the hazard
  - **A**ssess the risk
  - **M**ake the change
- Child Protection, Protective Behaviours and Codes of Conduct
- Children with diverse special needs, either emotional and/or physical.
- Highly emotional or stressed children and adults need assessing.  Aggressive and abusive children, parents or staff.
- Physical outdoor and indoor learning environment including building, furniture, fences, climbing and play ground equipment, sheds, fixtures such as doors and windows, electrical, plumbing, shelving.
- Learning resources both in and outdoors such as sports equipment, gardening equipment, maths manipulatives, computers, books, cooking equipment, art supplies.
- Travel arrangements using both private and public transport. Children in transit for purposes of school excursions.
- Excursion places
- Qualifications and professionalism of educators/visiting specialists/skilled parents during specific activities.
- Reptiles and rodents (being in a natural bush setting), fire (both in and outdoors), strong winds, escaped cows (being near farmlands).
- Access to local community open space and use.
- Communicable disease, illness, hygiene issues.
- Emergency procedures.
- First aid procedures.
- Other issues as they arise that create the potential for accidents, unwanted events, and the adverse effect of accidental losses.

**Responsibilities**

The Governing Council has responsibility for overseeing risk management. The council;
- Develops, annually reviews and endorses the Risk Management Policy.

- Ensures the school philosophy and Risk Management Policy are aligned.
- In partnership with the Leadership team ensures risk management is adequately resourced.
- Annually review the whole of school risk management register.
- Considers, from time to time, any activities presented by the Leadership Team that have been identified as Extreme or Very High risk rating.
- Models appropriate risk management behaviour whenever at school or participating in school business.

The Leadership team (the Co-Principals) is responsible for ensuring good risk management practice, including
- Communicating and modelling acceptable risk management behaviour and standards to staff, students, parents and visitors to the school;
- Maintaining a whole of school risk management register;
- Checks for compliance with all legal requirements;
- Ensures procedures for effective implementation are in place;
- With the support of the Council, ensure resources for implementation are made available;
- Using staff dialogues to communicate and consult, then follow through and reflect on risk management.
- Report to the Governing Council all activities of significant risk (both events that have occurred and hazards that were identified and actioned prior to any events occurring)

Educators and Staff are responsible for
- Implementing risk management in all activities, for example
  o Guiding and directing student behaviour to actively manage risks
  o Planning activities that present different risks (e.g. excursion plans)
  o Following the Risk Management Policy
  o Documenting risks and reporting variations of risk to the Leadership Team.
- Educators are asked to make an overall on-balance decision as to whether a project or activity is viable in terms of risk management and if there is any doubt they are to refer the matter to the Senior Educator and Administrator or the Governing Council.

**Risk Management Process**

The process used for managing risk, in a manner consistent with the Australian Standard for risk, is illustrated in the Figure 1 and each step is described below.
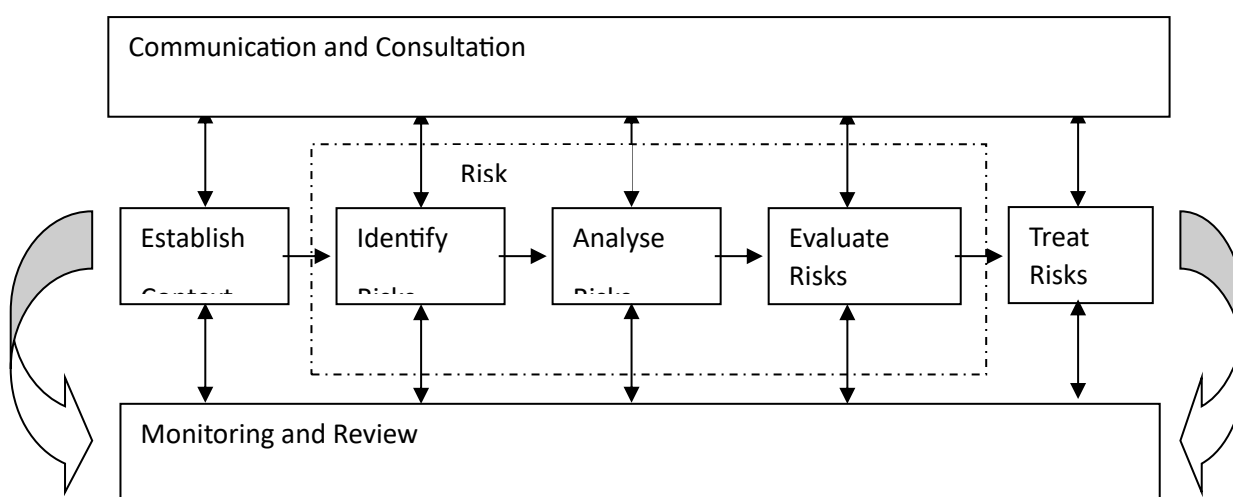


**Figure 1**            **An overview of the Risk Management Process.**

**Communication and Consultation**

Internal and external stake holders are consulted and kept informed as the school develops and implements its Risk Management Policy. A consultative and open process reduces the possibility that material risks are missed.
For each risk identified a consultative open approach is followed:

- all stakeholders are considered;
- clear identification of all risks;
- all expertise is used;
- all parties are aware of the risk and the treatment devised.

## Establish Context

When managing risks, Child Side School considers the external and internal contexts in which it operates.
- External Context includes the political, legal, competitive and regional environments.
- Internal Context includes the values and vision of the school, strategic directions, school culture, contracts let and existing policies.

Once the context of a risk, or risk event, is established then the risk can be assessed and managed.

## Identify Risk

Risks are identified prior to undertaking any new activity, and identified risks reviewed periodically.
Risks are recorded in the Child Side School Risk Management Register.
Risks have:
- a source – the thing that can help or harm;
- an event – something that happens;
- a consequence – the impact on assets and stakeholders;
- a cause – what and why is cause of the event;
- controls – actions to reduce and manage the likelihood and/or consequence of the risk event occurring;
- a time and place where it could happen.

## Analyse the Risk

Risk events are analysed in terms of their consequence (the result of the event) and the likelihood of the event occurring. Consequences and Likelihood classification is assigned for each event according to Tables 1 and 2 (Appended).
These classifications are then used with Table 3 (Appended) to assign a Risk Rating to the risk event.

## Evaluate the Risk

Based on the analysis a decision as to the tolerability of the risk event is made.
The decision may be to do further analysis if the risk is not properly understood. All legal requirements and flow on effects should be considered.
A good question to ask is "Under what circumstances, if any, would this risk be tolerable?".
As a rule, Child Side school does not tolerate any risks with a Risk Rating of Extreme or Very High. Any activities with risks evaluated as Extreme or Very High rating must be presented to the Governing Council for consideration. These activities must not be undertaken without the explicit consent of the Governing Council.

## Treat the risk

Identify Proposed Actions - Identify the range of options for treating and or reducing the rating of the risk event, assessing these options on the basis of their relative feasibility, effectiveness, cost, time management etc.
Identify person or people who are going to carry out the actions to minimise the risk or treat the hazard.
Identify when is the action is to be carried out.
When treating risks, consider the hierarchy of control, and give precedence to more effective treatments (ie elimination is better than engineering control, administrative controls are better than PPE).

**Figure 2 Risk Management Hierarchy of Controls**

## APPENDIX 1

**Table 5  Risk Management Consequence Description**

| Consequence | Description |
|---|---|
| **Catastrophic (5)** | • **Capability:** Indefinite loss of capability to the school/ inability to operate the school.<br>• **Safety:** Fatality.<br>• **Public/Image/Morale:** Widespread public condemnation or long term media condemnation or formal Government inquiry. |
| **Critical (4)** | • **Capability:** Long Term degradation of capability of the school.<br>• **Safety:** Serious injuries that could result in permanent disability.<br>• **Public Image/Morale:** Widespread public discontent with school with prolonged adverse media attention. |
| **Major (3)** | • **Capability:** Temporary loss or severe degradation to capability of the school.<br>• **Safety:** Injuries result in temporary disability.<br>• **Public Image/Morale:** Negative reaction by public interest groups and short term media attention.  Work morale seriously affected but recoverable. |
| **Moderate (2)** | • **Capability:** Substantial temporary degradation to capability of the school.<br>• **Safety:** Minor injuries requiring medical attention.<br>• **Public Image/Morale:** Local media attention and negative public reaction.  Work morale slightly affected. |
| **Minor (1)** | • **Capability:** Temporary degradation of capability of the school.<br>• **Safety:** Injuries requiring first aid treatment.<br>• **Public Image/Morale:** Local short-term media attention and negative public reaction.  Work morale slightly affected. |

**Table 6  Risk Management Likelihood Description**

| Likelihood | Definition |
|---|---|
| **Likely (5)** | Expected to occur during the activity. |
| **Probable (4)** | Could occur during the activity. |
| **Possible (3)** | Occurrence conceivable but only expected infrequently during the activity |
| **Improbable (2)** | Occurrence conceivable but only expected once during the activity. |
| **Rare (1)** | Occurrence conceivable but not expected during the activity. |

**Table 7  Risk Matrix**

| Likelihood | Consequence | | | | |
|---|---|---|---|---|---|
| | Catastrophic (5) | Critical (4) | Major (3) | Moderate (2) | Minor (1) |
| Likely (5) | Extreme | Extreme | High | Medium | Medium |
| Probable (4) | Extreme | Extreme | High | Medium | Medium |
| Possible (3) | High | High | Medium | Medium | Low |
| Improbable (2) | Medium | Medium | Medium | Low | Low |
| Rare (1) | Medium | Medium | Low | Low | Low |

**Table 8  Child Side School Whole of School Risk Register Format (Note that Risk Register will be maintained in a separate document)**

| Index | Risk Event | How could it happen? | Existing Strategies to minimise risk | C | L | R | Additional Controls | C | L | R |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Child abuse at school | Perpetrator, child & opportunity. | 1. WWC checks<br>2. Police clearances<br>3. Cooperative learning environment (no closed doors)<br>4. Mandatory Reporting<br>5. Child Protection policy<br>6. Keeping safe CP curriculum implemented across school<br>7. Public visibility statements<br>8. Staff - Professional learning<br>9. Board - Professional learning<br>10. Duty of Care and Supervision Policies<br>11. Code of Conduct for Staff/Students/Volunteers/Parents<br>12. Staff - Professional learning<br>13. Staff & Volunteer induction processes<br>14. Sign in book for visitors<br>15. Small school therefore strangers more likely to be recognised and intercepted by staff & parents. | 4 | 1 | M | Nil | 4 | 1 | M |