

# RISK MANAGEMENT POLICY

## **Rationale**

- School staff must ensure that risk management processes are integrated into all planning and implementation activities.
- A risk management process will help to deliver objectives, promote sound decision-making, and prioritise resources.
- As the day-to-day operations at a school are undertaken, there are many areas and contexts where risks need to be identified, assessed and communicated. These range from the ongoing risks to the achievement of the school objectives, to risks for one-off activities and projects.
- For each of these areas, the method for identifying, capturing and assessing the risks is the same, only the context, goals and objectives are different. Some contexts require that a risk register is communicated either to the principal, School Council or the Regional Office as part of an approvals process. For all contexts, it is best practice to identify the uncertainty involved to help prioritise the available resources.
- The Department of Education and Training's (DET) Risk and Decision Branch provides sample registers for each of these contexts, see Sample Risk Registers below.

## **Day-to-day Running of the School**

The school Leadership Team should maintain a register of risks for the day-to-day running of the school. These risks should inform decision-making at leadership meetings. This register should hold risks about essential school functions, such as:

- infrastructure and maintenance
- staffing
- financial performance
- educational outcomes

The Leadership Team should look at how risks change throughout the year as the school environment changes and as treatments for those risks are completed.

## **In the classroom**

Risks that assist in achieving goals and objectives in the classroom should be considered. This should take into account lesson-specific factors such as class demographics, venue and equipment required. Standard registers can be developed by faculty for reference. To help inform risk assessment within the classroom.

See: [Selecting Teaching and Learning Resources](#)

Wellbeing and safety risks will also need to be considered for classes such as:

- science practicals
- cooking
- physical education

See: [Safely Delivering the Curriculum](#)

## **Excursions and Incursions**

It is a requirement that all risks to the achievement of the objectives of an excursion or incursion are articulated and assessed. This risk assessment is to be included in the papers for approval by the Principal for single day events and School Council for overnight events.

The risks to be considered should include:

- the demographics of the group
- any travel planned
- the destination and its environment
- the activities to be undertaken.

The risk process will inform the planning of the event and help decide what resources, staff and equipment will be required. For information about the planning and approvals for Excursions and Incursions, see: [Excursions and Activities](#)

#### **Education Outdoors**

As with excursions, it is required that the risks to the objectives of education outdoors activities be captured and submitted to the School Council. For the activities to be undertaken, you will need to provide assurance that any third parties have appropriately assessed the risks.

See: [Safety Guidelines for Education Outdoors](#)

For guidelines and standard controls for specific activities, see: [Activities](#)

#### **Projects and Events**

Schools may hold one-off events such as school fetes, concerts and science fairs. To ensure these events are effective and achieve their goals and objectives, the risks to their delivery should be captured and assessed. This should take into account risks of:

- financial handling
- wellbeing and safety
- visitor experience
- infrastructure
- resources.

#### **Occupational Health and Safety (OHS)**

It is a requirement for schools to maintain a register of the OH&S risks facing the school to ensure all potential hazards on the site are identified, assessed and appropriately managed.

See: [Health, Safety and Workers Compensation](#) for information on the OHS Management System and OHS Contacts

- School Councils must inform the Minister and the DET of known major risks to the effective operation of the school and the risk management systems that it has in place to address these risks (based on Section 81 (1b) of the Public Administration Act 2004).

#### **Purpose**

- To ensure Tarneit West Primary School (Interim Name) manages risk appropriately to maximise the ability to deliver on school objectives, to make sound decisions, safeguard student and employee wellbeing and contribute to meeting the Victorian community and Government expectations for accountable and responsible use of public finances and resources.
- To ensure the school applies effective risk management processes.
- To ensure the school complies with DET guidelines and the provisions of the Public Administration Act 2004 (Section 81, Part 1b).
- To ensure the school complies with Child Safe Standards 1, 2 & 6.
- To ensure the school discharges its duty of care towards children.

#### **Definition**

Risk is the effect (positive or negative) of uncertainty on objectives.

Risk management is:

- the identification, analysis, assessment, and prioritisation of risks to the achievement of objectives
- the coordinated allocation of resources to minimise, monitor, communicate and control risk likelihood and/or impact, or to maximise the realisation of opportunities, and

- the coordination of activities to direct and control risks to the achievement of objectives.

### **Implementation**

- The safety and wellbeing of children is our highest priority.
- At this school, management of risk is everyone's responsibility.
- The school will use DET's Risk Management Framework as detailed in the guidelines.
- The review of risks will be a standing item on all School Leadership agendas.
- The key steps in this process are:
  1. Establish the Context
    - establish the environment using PESTLE analysis which examines the political, economic, social, technological, legal and environmental factors that affect the way the school operates
    - confirm the identity and concerns, issues and expectations of any related stakeholders
  2. Risk Identification
    - undertake a SWOT analysis to help identify risks and risks controls in the school
    - then look at each risk more closely to identify
      - What could go wrong?
      - Consequences if it goes wrong.
      - What can go right?
      - What existing controls are in place?
      - Record each risk in a Risk Register
  3. Risk Analysis
    - risk is analysed in terms of the following:
      - existing controls
      - consequences e.g. severe, major, moderate, minor or insignificant
      - likelihood e.g. almost certain, likely, possible, unlikely, rare
  4. Evaluation
    - Risk evaluation involves comparing the current risk rating with risk acceptability criteria established by the Department. Risks rated:
      - low or medium do not necessarily require further treatments and are considered acceptable
      - high or extreme will require further treatment to reduce their level of risk to a more acceptable level. Risks in this category will require a reduction treatment, as outlined in the next step.
  5. Risk Treatment
    - Risk treatment is based on the outcomes of the evaluation. Options include share, terminate, accept or reduce
  6. Communication & Consultation
    - Relevant internal and external stakeholders should be consulted and updated throughout the process
  7. Monitor & Review
    - Monitoring and review periods should be a planned part of the risk management process and should take place at intervals appropriate to the nature of the objective and the level of risk.
- School Council may consider including their approach to managing g risk within the Annual Report.

### **Occupational Health & Safety Risks**

- The school will maintain a Risk Register detailing all risk to school visions, objectives and goals as well as risks to governance and any other business activities. It will not include OH&S hazards which are to be captured in accordance with the OH&S Management System, see: Health, Safety and WorkSafe - OHS Management System (OHSMS). A sample register which can be edited and has automatic tools embedded is available, see: Risk Management in Schools – Risk Register.
- A subordinate Risk Register may be established for specific activities such as travel/excursions or projects see: Risk Management in Outdoor Education – Education Outdoor tools.
- The Leadership Team and the School Council will regularly review the Risk Register to ensure controls remain effective, treatments are being implemented and residual risks remain tolerable.
- To be effective, the school’s risk management, improvement and accountability processes will be monitored and coordinated by either a:
  - staff member
  - management committee, or
  - an existing school standing committee taking it on as an additional responsibility.
- A program of risk management training including an element in induction training will enhance risk management application and culture. The online module may assist in getting started, see: Risk Management - Online Risk Module.
- Inspection Checklists will be utilised for:
  - External Grounds and Sporting Field Inspection Checklist
  - Playground Inspection and Structures Inspection Checklist
  - Art Room Inspection Checklist
- The Principal initially will consult relevant persons when first reviewing the OH&S Risk Register for the workplace. These should include:
  - the Principal’s OH&S Nominee;
  - coordinators involved in the task, activity or area;
  - employees who either undertake the task, activity or work in the area or who may be affected by the outcomes of the risk assessment;
  - relevant Health and Safety Committee member/s or HSR.
- During the initial review, the Principal and/or Nominee should review each entry for applicability to their workplace (delete only if not appropriate i.e. if specific equipment or tasks are not present or conducted at the workplace) and list any additional hazards identified in the workplace.
- All new hazards identified either during the initial review, or on an ongoing basis, will be dealt with in accordance with the risk management methodology outlined in Section 6.5 of this procedure.
- OH&S risks now include work related stress linked to bullying and harassment including cyberbullying.
- Once the OH&S Risk Register is finalised, the Workplace Principal and/or Nominee will ensure the controls defined within the Register are implemented by allocation of sufficient resources and delegation of responsibility to personnel with the required authority to make decisions.
- The risk management, improvement and accountability processes will be monitored and coordinated by either a staff member, management committee or an existing standing committee taking it on as an additional responsibility.
- The Principal will review the OH&S Risk Register:
  - when first implementing the OHS Risk Register in the workplace
  - on an annual basis (review to be scheduled in the OH&S Activities Calendar);

- when hazards are reported;
  - when incidents or near misses occur;
  - when new substances or plant and equipment are introduced into the workplace;
  - when new or additional information regarding a hazard, relevant to workers, is made available or communicated via the regulatory authority (WorkSafe).
- If a risk control has not been implemented by the intended completion date, the Principal will identify the reasons for the delay and, in consultation with relevant parties, determine an alternate date and update the OH&S Risk Register accordingly.
- Employees, contractors and visitors are responsible for:
  - participating in training as provided;
  - reporting hazards and incidents in the workplace;
  - advising relevant Workplace Managers and/or Management OHS Nominees where risks need reviewing or hazards require inclusion on the OHS Risk Register;
  - completing OHS risk assessments as required;
  - implementing OHS risk controls and reporting back on the suitability of those risk controls in reducing risk;
  - following safe work procedures and instructions.
- A program of risk management training including an element in induction training will be utilised. The online module may assist in getting started, see: [Risk Management - Online Risk Module](#).
- The school will undertake risk analysis for school camps and/or adventure activities.
- WorkSafe will be notified of incidents occurring at the College resulting in:
  - the death of a person
  - serious injuries
  - an electric shock
  - immediate medical treatment as an in-patient in a hospital or medical treatment within forty-eight hours of exposure to a substance
  - the collapse or partial collapse of any part of a building or structure
  - an implosion, explosion or fire
  - the escape, spillage or leakage of any substance, including dangerous goods as defined in the Dangerous Goods Act 1985
  - the fall or release from a height of any plant equipment, substance or object.
- Please refer also to the Camps and Excursions Policy, the Dangerous Goods & Hazardous Substances Policy, the Accident Recording & Reporting Policy, the Emergency & Incident Reporting Policy and the Child Safe Standards.

#### Child Safe Risk Management

- Over a period of time, the Leadership Team will work collaboratively with staff, children, School Council and the community to:
  - formally identify the potential risks within the school's physical environment e.g. doors that lock, volunteers working unsupervised with children, volunteers working in the school grounds during recess periods, other visitors to the school, school boundaries, school camps or excursions
  - consider the risks to children due age related vulnerability, children who have experienced trauma, neglect or abuse, Aboriginal children, children from a culturally and/or linguistically diverse background and children with a disability
  - identify the risk associated with children working online including cyber bullying, online grooming, trolling, disclosure of personal details

- consider the opportunities for accidental or accidental harm e.g. poor physical environment leading to injury, poor supervision, high-risk activity, pushing, shoving, jostling, slapping, pinching etc.
- reflect on opportunities for psychological abuse – bullying, ignoring or isolating, lack of respect, social vilification or discrimination
- document the risks
- identify the level of risk i.e. low, medium or high
- consider the consequences of the risk e.g. moderate, severe
- develop strategies to minimise the risk e.g. require WWC Checks and/or criminal record checks for all volunteers, increase levels of supervision, change the environment, make it harder for abuse to occur
- review the risk management strategy annually or if an incident occurs
- set a time frame for completing the risk analysis and incorporating the learnings
- identify a person to lead the ongoing monitoring and review
- The Risk Management Template is a useful tool.

**Evaluation**

- This policy will be reviewed as part of the school’s three-year review cycle or if guidelines change (latest DET updates early & late July 2017).

<u>Ratification Date</u>	<u>Review Date</u>	<u>Policy Number</u>	<u>Version Number</u>	<u>Date Produced</u>
October 2017	2020	69	1	September 2017

References:

[www.education.vic.gov.au/school/principals/spag/governance/pages/risk.aspx](http://www.education.vic.gov.au/school/principals/spag/governance/pages/risk.aspx)  
[www.education.vic.gov.au/Documents/school/principals/management/ohsriskmgtpcedures.aspx](http://www.education.vic.gov.au/Documents/school/principals/management/ohsriskmgtpcedures.aspx)  
[www.education.vic.gov.au/Documents/school/principals/management/ohsriskregister.xlsx](http://www.education.vic.gov.au/Documents/school/principals/management/ohsriskregister.xlsx)

