

CHILD SAFE RISK MANAGEMENT POLICY

Approving authority	Governing Board
Purpose	This policy has been developed to ensure appropriate child safe risk management practice are in place to meet the Victorian Child Safe Standards.
Responsible Officer	President and CEO
Next scheduled review	September 2026
Document Location	http://www.ozford.edu.au/higher-education/policies-and-procedures/
Associated documents	<ul style="list-style-type: none"> Risk Management Framework Anti-Bullying and Harassment Policy and Procedure Anti-Discrimination Policy and Procedure Child Safety Policy and Procedure Child Safe Risk Management Procedure Critical Incident Policy and Procedure Diversity and Equity Policy and Procedure Human Resources Policy and Procedure (Manual) Use of Information Technology Facilities and Services Policy and Procedure (Student) Use of Information Technology Facilities and Services Policy and Procedure (Staff) Younger Students Policy and Procedure

1. PRINCIPLES

Ozford Institute of Higher Education (hereafter referred to as the “Institute”) is a child safe organisation.

The child safety risk management strategy at the Institute is a formal and structured approach to managing situational child safety risks associated in all Institute environments.

This policy and the associated procedure support the Institute’s ***Child Safety Policy and Procedure***.

2. SCOPE

This policy applies to persons that undertake child connected work in Institute environments. It applies to the governing authority, the Governing Board, and all Institute staff as defined by the Victorian Child Safe Standards and volunteers.

Staff is defined very broadly under the Victorian Child Safe Standards to include any persons engaged in child connected work in all Institute environments. Child connected work means all work authorised by the Governing Board and performed by an adult while children are present or reasonably expected to be present. This will include all persons engaged by the Institute or representing the Institute that may interact with younger students in any manner in the Institute’s environments.

3. DEFINITIONS

Child or young person

The term child or children includes both children and young people under the age of 18 years.

Child abuse

Child abuse is defined in the Child Wellbeing and Safety Act 2005 (Vic) as including:

- a sexual offence committed against a child
- an offence committed against a child under section 49M(1) of the Crimes Act 1958 (Vic), such as grooming
- physical violence against a child
- causing serious emotional or psychological harm to a child
- serious neglect of a child

Harm is damage to the health, safety or wellbeing of a child, including as a result of child abuse by adults or the conduct of other children. It includes physical, emotional, sexual and psychological harm. Harm can arise from a single act or event and can also be cumulative, that is, arising as a result of a series of acts or events over a period of time.

Child safe culture

A child safe culture means an organisation has shared attitudes, values, policies and practices that prioritise the safety of children.

Child connected work

Work authorised by the Institute and performed by an adult in any Institute environments where children are likely to be present or engaged.

Child safety

Child safety encompasses matters related to protecting all children from all forms of child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

ESOS National Code

The ESOS National Code refers to the National Code of Practice for Providers of Education and Training to Overseas Students 2018 established under the Education Services for Overseas Students Act 2000.

Institute Environments

Institute environments means any physical or virtual place made available by the Institute for use by a child for teaching, learning or Institute activities, including:

- the campus;
- Online learning environments; and
- Other physical environments where the Institute operates or conducts activities.

Physical environments are the physical places where an organisation operates or conducts activities, such as a building, facility or space and includes physical environments operated by third parties such as student advocates and homestay accommodation.

Online environments are any technological platforms which an organisation uses or controls, such as computers, phones, websites, intranet, email, social media and video conference facilities regardless of where such platforms may be accessed by students.

Reportable Conduct

As listed in the Child Wellbeing and Safety Act 2005, “reportable conduct” include:

- sexual offences (against, with or in the presence of, a child)
- sexual misconduct (against, with or in the presence of, a child)
- physical violence (against, with or in the presence of, a child)
- behaviour that causes significant emotional or psychological harm
- significant neglect.

Staff

Staff means a person engaged by an organisation as an employee, worker, contractor, labour hire worker, officer or office holder, minister of religion or religious or pastoral leader, regardless of whether that person’s role relates to children.

Volunteer

Volunteer means any person engaged by or a part of an organisation who provides a service without receiving a financial benefit, regardless of whether their role relates to children. ‘Volunteers’ for the purpose of the Standards includes foster carers and kinship carers. There is no minimum period of engagement to be considered a volunteer.

Younger student

A student under the age of 18 years.

4. POLICY

- 4.1 The Institute has zero tolerance to child abuse and is committed to embed a culture of child safety within the organisation for protection and wellbeing of all children in all Institute environments.
- 4.2 As required by the Victorian Child Safe Standards, the Institute risk management strategies focus on preventing, identifying and mitigating risks to children and young people. The risk management strategies take account of the increased level of risk associated with the nature of some Institute activities and the vulnerability of particular groups of students, particularly younger international students living in homestay arrangements. Also, the Institute identifies and mitigates risks in online and physical environments without compromising the right to privacy, access to information, social connections and learning opportunities.
- 4.3 The Institute’s ***Risk Management Framework*** includes child safety risk identification, assessment and implementation of controls or mitigation strategies. While all staff are engaged in identification of risk, the Executive Management Team has responsibility for ensuring the Institute records and puts in place controls to mitigate the identified child safety risks.

- 4.4 The Institute recognises that effective risk management strategies must change over time as new child safety risks arise and the approaches to mitigating risks change.
- 4.5 All child safety risks will be recorded in the Institute's risk register and reported to the Governing Board, Academic Board and Audit and Risk Committee at a minimum annually and after any child safety incident.
- 4.6 The risk register including child risk factors is reviewed as part of the strategic internal audit plan delivery. The purpose of the reviews will be to gauge the effectiveness of risk management as a whole and of specific controls for critical activities and risks.

5. QUALITY ASSURANCE

To ensure that policy is fit for purpose and meet the requirements of the HES Threshold Standards the policy will be;

- 5.1 internally endorsed by the Executive Management Team on development or review, prior to approval by Governing Board, or the Academic Board or other delegated authority;
- 5.2 externally reviewed as part of any independent review of the HES Threshold Standards approved by the Governing Board;
- 5.3 internally reviewed by the Responsible Officer every three years from the date of approval (if not earlier);
- 5.4 referenced to the applicable HES threshold Standard and/or other legislation/regulation.

6. FEEDBACK

Feedback or comments on this policy is welcomed by the listed Responsible officers of the Institute.

7. ACKNOWLEDGEMENT

This policy has been developed with reference to the following:

- Melbourne University, Child Safety Policy, 2022 ([Child Safety Policy \(unimelb.edu.au\)](https://www.unimelb.edu.au/child-safety-policy))
- Monash University, Child Safe Standards Framework, 2022 ([Child-Safe-Standards-Framework-2022-14.06.22.pdf \(monash.edu\)](https://www.monash.edu/child-safe-standards-framework-2022-14.06.22.pdf))
- Commission for Children and Young People, Information and website resources ([CCYP | Resources and support for the Child Safe Standards](https://www.ccyp.vic.gov.au/resources))
- Victorian Department of Education, Protect information and website resources ([PROTECT | Victorian Government \(www.vic.gov.au\)](https://www.vic.gov.au/protect))
- The Ozford College Child Safe Policies and Procedures (see Ozford website)

8. VERSION CONTROL

Version	Date approved	Description	Approved by
1.0	December 2020	Initial issue	GB
2.0	September 2023	Internal Review	GB
Related legislation/ regulation/standard	HESF Threshold Standards 2021 The Victorian Child Safe Standards Child Wellbeing and Safety Act 2005 Children, Youth and Families Act 2005 Occupational Health and Safety Act 2004 Crimes Act 1958 (Vic) Sexual offence Crimes Act 1958 Racial Discrimination Act 1975 (Cth) Sex Discrimination Act 1984 (Cth) Disability Discrimination Act 1992 (Cth) Disability Standards for Education 2005 (Cth) Australian Human Rights Commission Act 1986 (Cth) Workplace Gender Equality Act 2012 (Cth) Age Discrimination Act 2004 (Cth) Fair Work Act 2009 (Cth) Victorian Legislation Equal Opportunity Act 2010 Racial and Religious Tolerance Act 2001 (VIC) Spent Convictions Act 2021		

Note:

GB = Governing Board