

Risk Management Plan Remote Learning

Duty of care • Where a school is not providing face-to-face supervision, including where students are learning remotely rather than on school grounds, the school is not responsible for students' general safety at home or elsewhere. • Principals and school staff must still: – identify risks which are reasonably foreseeable for students who are learning at home – take reasonable steps which are in the school's control to prevent reasonably foreseeable harm to students.

Hazards Identified <i>(Activity or Risk to Child Safety)</i>	Raw Risk	Controls <i>(What can be done to minimise the risk of abuse, neglect or harm)</i>	Residual Risk	Who is Responsible?
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Remote Learning Unsafe Platform	Extreme	<p>Notifying parents about students moving to remote online learning. Schools do not need parents' permission for students to begin remote/online learning. However, before remote/ online learning commences, schools should notify parents about how they will engage with students in remote/online learning (for example, via videolink, email or phone)</p> <p>Select a platform that is suitable for your activity using school-approved technology to teach remote online learning– the e-Safety Commissioner's website provides an overview of the most common social media and video conferencing platforms, so that you are able to make an informed choice. Once you select a platform, "get to know" the functionality of your platform including privacy settings, log in (access) arrangements and explore built-in safety features ensure that all personnel use the selected platform to conduct their engagement with children and young people, rather than using personal platforms or accounts. We selected Google Sites and SeeSaw/ Google Classroom, Google Meets and Google Hangout.</p>	Low	Leadership Team
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Staff misconduct	Extreme	<p>Continue to comply with the existing obligations of school staff to behave appropriately and professionally online.</p> <p>Only use work email addresses to contact students,</p> <p>Do not reveal personal information like a home address</p> <p>Have appropriate working and learning spaces,</p> <p>Ensure professional dress and presentation,</p> <p>Contact students only during school hours,</p> <p>Comply with the acceptable use of technology agreements</p>	Low	Principal/ Deputy Principal

		Principals' obligations under the Reportable Conduct Scheme remain the same.		
Risk to student wellbeing and safety when teaching in a remote/online learning environment	Extreme	<p>Under the Child Safe Standards and as part of their duty of care, teachers should identify and mitigate known or foreseeable risks to student wellbeing and safety.</p> <p>Respond to students' inappropriate online behaviour (for example, inappropriate language or behaviour in a videolink) in the same way staff would if the behaviour occurred on school grounds</p> <p>Consider any students with disabilities or behaviours of concern which might be the underlying cause of any inappropriate online behaviour</p> <p>Follow the school's procedures for responding to/ reporting suspected child abuse</p> <p>Act within the school's Cybersafety Policy and Internet User agreement</p> <p>Develop and update Student Safety Plans and Personalised Learning Plans where appropriate</p> <p>Provide students with advice/details of school staff they can contact if they have any concerns or issues, including about inappropriate online behaviour (by both other students and school staff)</p> <p>Remind parents about how young people are impacted by long periods alone, and the responsible and safe use of online platforms and the internet</p> <p>Provide students with details of mental health and wellbeing support available for them to access remotely, including emergency numbers and nonemergency counselling services</p>	Low	All Staff

		<p>Have school processes for staff to raise any concerns about suspected inappropriate behaviour with Leadership– and having eLeadership contact details available should staff be concerned about a student’s wellbeing.</p>		
<p>Unsafe behaviours online: Peer to peer harm e.g. cyberbullying Unwanted and/or unauthorised contact e.g. grooming Exposure to inappropriate material e.g. harmful sexual content, racist or derogatory comments Blurring of role boundaries</p>	<p>Extreme</p>	<p>Letter of advice and expectations sent to families and on the school website which includes school based policies such as Child safe code of conduct, Child Safety policy, Cybersafety Policy, Internet user agreement.</p> <p>Etiquette Online Policy which sets clear expectations</p> <p>Students must work in an open space within their homes, i.e not in bedrooms</p> <p>Parents should be supervising in the vicinity.</p> <p>Students should be dressed in appropriate clothing for learning (ie. no pyjamas)</p> <p>Avoid recording or sharing photographs of children and young people without parental permission – keep in mind that even with clear guidelines in place, any content or images can be shared, copied and stored e.g. shared with third parties.</p> <p>Teachers monitor group chats and online behaviour and advise parents as per Online Etiquette Policy, Cybersafety Policy and Internet User agreement.</p> <p>Continue to follow the school’s Child Safety steps and Reporting Obligations procedures. Eg PROTECT guidelines</p>	<p>Low-medium</p>	<p>All staff, students, parents</p>

		<p>Students are reminded to use the School's safety form if feeling unsafe or speak to an adult.</p> <p>Ensure that students have access to online safety education, such as:</p> <ul style="list-style-type: none"> • Bully Stoppers: supports principals, teachers, students and parents in working together to address cybersafety and cyberbullying • Student Wellbeing Hub: links to online classroom activities, videos, interactive learning modules, advice sheets and other useful resources to promote the safe and responsible use of digital technology • eSafety Commissioner: provides a range of tips and resources to help school leaders create safe online learning environments. eSafety has also released an online safety toolkit, which includes evidence based suggestions and trustworthy links to support parents and carers to stay informed and keep their children safe online. 		
<p>Disrespectful and disruptive behaviour of students</p>	<p>Extreme</p>	<p>Etiquette Online Policy which sets clear expectations</p> <p>Respond to students' inappropriate online behaviour (for example, inappropriate language or behaviour in a videolink) in the same way staff would if the behaviour occurred on school grounds</p> <p>Students must work in an open space within their homes, i.e not in bedrooms</p> <p>Parents should be supervising in the vicinity.</p> <p>Students should be dressed in appropriate clothing for learning (ie. no pyjamas)</p> <p>If students are acting inappropriately contact the parents as soon as possible and let someone from leadership know.</p> <p>Students should be prepared for their meeting 3-5 minutes before its scheduled time</p> <p>Microphones are to be muted before joining the call. Teachers will call upon students to talk and at that time they are able to turn on their microphone.</p> <p>Students will need to wear headphones</p>	<p>Low</p>	<p>All Staff, students, parents</p>

		<p>Video is allowed but optional for students</p> <p>Ensure the video has a safe and suitable background, free of distractions.</p>		
<p>Lack of adult supervision and confidentiality e.g. sharing of private information, images or videos</p>	Extreme	<p>Follow the School's Child Safety Policy and Cybersafety Policy.</p> <p>Ensure that personnel are trained to use a particular platform and that there are clear guidelines for personnel in relation to online communication and interaction with children and young people e.g. to encourage appropriate interaction, to avoid blurring of role boundaries.</p>	Low	All Staff
<p>Unsupervised or unmonitored contact with an adult Teachers online alone with students</p>	Extreme	<p>When on a group chat or single student chat (if unavoidable) ensure that a parent is close by or in the area and ask to say hello to them first. If they are not present do not proceed with one on one .</p> <p>Keep a record or log of these sessions.</p> <p>If appropriate, involve parents in the activity or encourage parents to actively supervise their child e.g. invite parents to participate with their children in a prayer group .</p> <p>Logging off after an online activity e.g. End meeting in Meet, Hangout or SeeSaw</p> <p>Turning off or covering the WebCam when not in use.</p> <p>Ensuring that the online contact is conducted in an appropriate setting e.g. home office/study rather than a bedroom setting and that there are no offensive images, other persons in the background in states of undress, and that personal objects or photographs that you do not wish to share with the audience are removed.</p> <p>Follow the School's Child Safety Policy and Cybersafety Policy.</p> <p>Ensure staff are trained to use a particular platform and that there are clear guidelines for personnel in relation to online communication and interaction with children and young people e.g. to encourage appropriate interaction, to avoid blurring of role boundaries.</p>	Low to Medium	All staff

<p>A student learning remotely is affected by a disability or mental health condition, particularly a condition that might be exacerbated by being alone at home, or has other vulnerabilities (e.g. family violence or substance abuse)</p>	<p>Extreme</p>	<p>Take reasonable steps to address these risks and make adjustments, which may include offering additional supports and ensuring students can access their learning outside the home, where appropriate.</p> <p>Seek further support from the Catholic Education Melbourne Learning Diversity unit</p> <p>If school staff become aware of an incident, receive a disclosure or form a reasonable belief that a child has been abused or is at risk of abuse, they must follow all normal procedures for responding to and reporting child abuse, including the PROTECT: Four Critical Actions for Schools.</p>	<p>Low</p>	<p>All staff</p>
<p>Health and wellbeing staff contacting students via phone to provide counselling and other support services</p>	<p>Extreme</p>	<p>Where possible, if school wellbeing and health staff/practitioners need to contact students as part of their work (for example, mental health support), they should get a parent's/carer's permission before contacting a student directly, unless the student is an adult or mature minor.</p> <p>This consent should be sought in addition to any previous permissions granted.</p> <p>Staff should continue to follow the school's Child Safety Code of Conduct and maintain appropriate boundaries, including only using work phones/email addresses to contact students, maintaining appropriate notes and records, contacting students during school hours, and providing community emergency numbers (such as Kids Helpline) to students and families for out-of-hours support.</p> <p>Staff should keep appropriate notes of all contact with students including day, date and time.</p> <p>All ethical and legal standards remain the same.</p> <p>If school staff become aware of an incident, receive a disclosure or form a reasonable belief that a child has been abused or is at risk of abuse, they must follow all normal procedures for responding to and reporting child abuse, including the PROTECT: Four Critical Actions for Schools.</p>	<p>Low</p>	<p>Principal/ Deputy Principal</p>

Staff OHS	Extreme	Provide agile work conditions. OHS information including workstation requirements and exercises. Hand Sanitiser and cleaning equipment readily available. Social distancing from adults	Low	Principal/ Deputy Principal OHS Officer
Staff Wellbeing	Extreme	Clear expectations and protocols. Support inbuilt including encouraging to find boundaries between work and home. Check in regularly via leadership Team expectations. Minimise yard duty. Communicate EAP counselling offered. Minimal onsite attendance.	Low	Principal/ Deputy Principal

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