

Hazard Identification, Risk Assessment and Control (HIRAC) for Child Safety

Health, Safety and Wellbeing

This form is to be used in accordance with the [Child Safe Procedure](#) and the [Hazard Identification, Risk Assessment and Control \(HIRAC\) Procedure](#)

1 Introduction

A. In addition to the risk of accidental injuries, children on University campuses or in University activities may face the additional risk of child abuse. The University has moral and legal obligations to address these risks. Under the applicable legislation, some staff members and other members of the University community also hold duties and can face significant penalties if they fail to discharge them properly.

The risks of accidental injury are covered in the [Children in University Activities Procedure](#) and in the form [Hazard Identification, Risk Assessment and Control \(HIRAC\) for Children in University Locations/Activities](#). The present form specifically addresses the **risk of child abuse** in any University locations or activities where it is reasonably foreseeable that children may be present.

The process for identifying, assessing and controlling risk factors associated with child abuse are outlined in the following pages of this document, in Section **2** titled “HIRAC Table for Child Safety”. Whilst the management of Institutes/Directorates/Colleges/Centres hold the primary responsibility for effectively managing the risk of child abuse, it is critical that other appropriate and knowledgeable members of the University community be involved in that process (e.g. teachers/lecturers, support staff, students, parents, etc.). Health and safety legislation also requires that the local [Health and Safety Representative\(s\)](#) should be consulted.

B. Identifying Risk Factors

In the first column of the Table, identify the relevant risk factors. Consider the nature of the location/activity, its environment, the various sub-tasks expected to be conducted in it (including the provision of services by contractors, third party providers, other outside organizations, or volunteers), and the characteristics and needs of all children expected to be present in that environment. Also identify the measures already put in place to address these risk factors.

C. Assessing Risks

In the second column, assess the level of risk applicable to each of the identified risks. Risk levels can usually be determined through a consultative process that:

- makes use of the participants' experience and judgement, and
- takes into account the existence and effectiveness of existing risk control measures.

For more information, refer to the University's [Risk Assessment Guideline](#).

D. Controlling Risks

The presence of a child in a location or activity with EXTREME, HIGH or MEDIUM risks is **not acceptable**. Additional risk control measures must be implemented and bring the residual risk down to LOW before a child's presence becomes acceptable. The effective control of any given risk generally involves a number of measures addressing the various risk factors that apply.

Document these additional risk control measures in the third column of the Table, and verify in the fourth column that the residual risk level has been reduced to LOW.

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2 HIRAC Table for Child Safety

INSTITUTE / DIRECTORATE / COLLEGE / CENTRE: _____

LOCATION/ACTIVITY UNDER REVIEW: _____ DATE REVIEWED: ____ / ____ / ____

PEOPLE CONDUCTING REVIEW: _____

Identify Risks and Risk Factors	Initial Risk (E/H/M/L/VL)	Implement Additional Control Measures (Include person responsible & deadline)	Residual Risk
<p>1. Organisational culture and management practices regarding child safety</p> <p>Risk Factors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Commitment to child safety is insufficiently demonstrated within Institute/Directorate: <ul style="list-style-type: none"> • management and leadership • teaching/lecturing and administrative staff • students • others <input type="checkbox"/> Management team has not completed child safety annual training <input type="checkbox"/> Management do not monitor whether relevant staff have completed annual child safety training <input type="checkbox"/> Child safety training does not include: <ul style="list-style-type: none"> • individual and organisational obligations and responsibilities for managing the risk of child abuse • the University's current Child Safe Procedure • child abuse risks in the specific environment of the Institute/Directorate <input type="checkbox"/> The Institute/Directorate has not adopted the structured and documented approach to managing child safety risks outlined in this document <input type="checkbox"/> The child safety risk management process is not conducted consultatively with appropriate stakeholders, e.g. teachers/lecturers, support staff, parents, etc. <input type="checkbox"/> The child safety risk assessment process tends to over-estimate the effectiveness of existing risk control measures <input type="checkbox"/> Communications to any of the relevant target audiences regarding child safety are lacking, infrequent or inappropriate <input type="checkbox"/> The outcomes of the child safety risk assessment process are not made available to all relevant people (e.g. staff, students, parents) <input type="checkbox"/> Staff, students, contractors, volunteers, or parents lack knowledge or hold incorrect beliefs on roles and responsibilities regarding child safety 			

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Identify Risks and Risk Factors	Initial Risk (E/H/M/L/VL)	Implement Additional Control Measures (Include person responsible & deadline)	Residual Risk
<p>2. Reporting and management of inappropriate behaviours</p> <p>Risk Factors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff do not seem fully aware of their obligations in relation to reporting suspected cases of child abuse <input type="checkbox"/> Evidence exists that inappropriate behaviours or behavioural norms are tolerated, not reported or inadequately managed <input type="checkbox"/> Long term employees and contractors receive unquestioning trust 			
<p>3. Recruitment and selection of staff</p> <p>Risk Factors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some jobs or categories of jobs within the Institute/Directorate that involve child-connected work fail to have a clear statement that sets out: <ul style="list-style-type: none"> • the job's requirements, duties and responsibilities regarding child safety • the job occupant's essential or relevant qualifications, experience and attributes in relation to child safety <input type="checkbox"/> Some applicants for jobs that involve child-connected work for the Institute/Directorate have not been informed about child safety practices (including the Child Safety Code of Conduct) <input type="checkbox"/> Screening of prospective staff, volunteers and contractors is insufficient: <ul style="list-style-type: none"> • Working with Children Check status, or similar check • proof of personal identity and any professional or other qualifications • the person's history of work involving children • references addressing suitability for the job and working with children. 			
<p>4. Managing interactions with children</p> <p>Risk Factors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff, contractors, volunteers lack knowledge of the Code of Conduct <input type="checkbox"/> The child risk management process fails to address: <ul style="list-style-type: none"> • predatory risk (person adept at creating opportunities to sexually abuse children and avoid detection), • opportunistic risk (person who may sexually abuse in low-risk, low-effort situations), • situational risk (person who may sexually abuse in a specific set of circumstances), or • environment risk (environments that create child safety risks) <input type="checkbox"/> The Institute/Directorate does not effectively monitor who is present on premises (e.g. access control, identification, sign-in process, etc.) 			

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Identify Risks and Risk Factors	Initial Risk (E/H/M/L/VL)	Implement Additional Control Measures (Include person responsible & deadline)	Residual Risk
<input type="checkbox"/> Persons can interact with children: <ul style="list-style-type: none"> • without adequate supervision • in secluded or isolated locations • in situations where usual social norms and inhibitions may be loosened • in situations that may be perceived as outside the control of the Institute/Directorate but are still related to the University (immediately before and after class, taking part in on-campus extracurricular activities, waiting for transport, communal areas, specialist facilities, etc.) 			
<p>5. Control of people and environments in off-campus activities Risk Factors</p> <input type="checkbox"/> Processes do not include appropriate review, training, instruction and supervision of all people engaged in off-campus activities: <ul style="list-style-type: none"> • staff and support personnel • students • volunteers and parents • members of other organisations <input type="checkbox"/> Processes for ensuring child safety in off-campus activities do not cover all applicable environments, e.g.: <ul style="list-style-type: none"> • excursions and camps • fieldwork • work placements • transport arrangement • University-endorsed events (social, sporting, artistic, etc.) <input type="checkbox"/> Processes fail to adequately review risks of new or changed physical off-campus environments			
<p>6. Engagement with children online Risk Factors</p> <input type="checkbox"/> Controls over the involvement of children in any of the following are insufficient: <ul style="list-style-type: none"> • email • Moodle • Facebook, Instagram, Twitter and other social media • YouTube • mobile phones SMS and other mobile messaging media • photography and video • any other applicable electronic media 			

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Identify Risks and Risk Factors	Initial Risk (E/H/M/L/VL)	Implement Additional Control Measures (Include person responsible & deadline)	Residual Risk
<input type="checkbox"/> Controls over online activities have not appropriately considered relationships and interactions between students and any of the following groups: <ul style="list-style-type: none"> • teachers, lecturers and educational support staff • welfare staff or those in pastoral care roles relationships with students • other students • administration and support staff • contractors • volunteers • facilities • security staff • visitors 			
<p>7. Cultural, linguistic, disability considerations and vulnerable children</p> <p>Risk Factors</p> <input type="checkbox"/> Child safety risk assessment processes fail to consider issues related to students: <ul style="list-style-type: none"> • of different age groups • with disabilities or impairments • from diverse cultural, religious or linguistic backgrounds • with vulnerabilities arising from other causes 			
<p>8. Promoting child participation and empowerment</p> <p>Risk Factors</p> <input type="checkbox"/> The Institute/Directorate fails to deliver appropriate education about: <ul style="list-style-type: none"> • standards of behaviour for students attending the Institute/Directorate • healthy and respectful relationships (including sexuality) • resilience • child abuse awareness and prevention 			

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