



Lady Gowrie^{QLD}
Community
Kindergartens

Child and Youth Risk Management Strategy

Cannon Hill Kindergarten & Community Pre-School

Prepared by the Management Committee and

Nominated Supervisor

Version: last reviewed 10 Dec 2024

1. Statement of commitment

Cannon Hill Kindy is committed to the safety and wellbeing of all children and young people and the protection of children from harm.

We are committed to creating a positive and supportive environment to develop children's skills and learning. We are part of a community of care that treats children with respect and understanding at all times.

To ensure children and young people are kept safe from harm, we conduct our early childhood program in accordance with the following risk management strategies:

- Ensure all staff and volunteers are unaffected by the use of substances which may compromise the appropriate supervision of children at all times.
- Gain consent from parents or carers before photographing or videoing any child.
- Gain consent from parents or carers before communicating by telephone or email with any child (relevant to school-aged children).
- Not support bullying or harassment by anyone to anyone including amongst children.
- Ensure that no visitors or outsiders have unsupervised contact with the children at our Service. The Responsible Person will be aware of all visitors inclusive of incursions, tradespersons and community members, and will advise staff accordingly on strategies to support supervision based on context.
- Notify parents/carers if our Service is unable to provide services/conduct activities with your child/children for whatever the reason.

2. Code of conduct for interacting with children and young people

Due to the scope of stakeholders involved with the Service, the following Code of Conducts are in place.

- Service staff and management.
- Children.
- Parents and carers.
- Volunteers and visitors including tradespersons and contractors.

The code of conduct is further supported by the following documents which support practices and expected standards of behaviour of staff, volunteers, Management Committee, parent/carers and children.

- Lady Gowrie Community Kindergartens Administration of Medication Policy
- Lady Gowrie Community Kindergartens Arrivals and Departures Policy
- Lady Gowrie Community Kindergartens Behaviour Guidance Policy
- Lady Gowrie Community Kindergartens Child Protection Policy
- Lady Gowrie Community Kindergartens Excursion Policy
- Lady Gowrie Community Kindergartens First Aid Policy
- Lady Gowrie Community Kindergartens Grievance for Families Policy
- Lady Gowrie Community Kindergartens Grievance for Staff Policy
- Lady Gowrie Community Kindergartens Incident, Injury, Trauma
- Lady Gowrie Community Kindergartens Interactions with Children Policy
- Lady Gowrie Community Kindergartens Medical Conditions Policies
- Lady Gowrie Community Kindergartens Privacy and Confidentiality Policy
- Lady Gowrie Community Kindergartens Responsible Person and Staffing Arrangements Policy
- Lady Gowrie Community Kindergartens Safety and Supervision Policy
- Lady Gowrie Community Kindergartens Sleep and Rest Time Policy
- Lady Gowrie Community Kindergartens Staff Code of Conduct Policy
- Lady Gowrie Community Kindergartens Student and Volunteer Policy
- Lady Gowrie Community Kindergartens Sun Protection Policy
- Lady Gowrie Community Kindergartens Tobacco, Alcohol and Drug Free Environment Policy
- Lady Gowrie Community Kindergartens Toileting and Nappy Changing Policy
- Lady Gowrie Community Kindergartens Transporting Children by Bus Policy
- Lady Gowrie Community Kindergartens Use of Technology and Interactive Media Policy
- Staff Policies
 - Code of Conduct Policy
 - Discrimination and Sexual Harassment Policy
 - Dress and Appearance in the Workplace Policy
 - Fitness for Work Policy
 - Information Technology, Email and Internet Policy
 - Performance Management and Staff Development Policy
 - Recruitment and Selection Policy
 - Social Media Policy
 - Workplace Harassment Prevention Policy

Code of Conducts

Our Service, staff and management:

- Acknowledges children as active and competent learners.
- Creates a safe, welcoming and stimulating learning environment to encourage thoughtful play.
- Promotes secure attachments and warm trusting relationships and interactions.
- Seeks to strengthen resilience, critical thinking and informed risk taking.
- Promotes communication and problem-solving skills, together with social learning and awareness, and capacity to express and acknowledge feelings.
- Fosters mutual respect between staff, volunteers and children regardless of cultural identity and cultural practices/behaviour.

- Understands children and young people, their ages, stages of development, special circumstances, and special needs.
- Uses language that is age/stage appropriate, clear, non-threatening and non-sexual. Language which is not appropriate includes that which is demeaning, derogative and viewed as bullying.
- Uses physical contact only in the circumstance where it is completely necessary during ECEC related duties and where permission from the child and the child's parent/carer has been gained in that instance. Examples of necessary physical contact include when modelling a skill such as cutting with scissors, the administration of first aid, supporting children with toileting, comforting a child, feeding a young child or settling them to sleep, in situations of supporting behaviour of children where the child's actions are an immediate safety risk to themselves or others. Inappropriate physical contact includes violent or aggressive behaviours such as hitting, kicking, slapping or pushing, kissing or touching of a sexual nature.
- Listens to a child or young person's opinions/concerns.
- Listens to parent or child suggestions, feedback and complaints.
- Uses behaviour guidance practices that are not punitive, humiliating or aggressive.
- Ensure that children are actively and adequately supervised at all times whilst maintaining privacy for children and young people (school aged children able to access bathroom independently). Expectations of behaviour in the bathroom are discussed with children, and staff are able to enter the bathroom area through verbal announcement when necessary to support wellbeing and safety of a child.
- Ensure that children's basic needs for accessing drinking water, food, sleep or respite are met at all times.
- Maintain current knowledge and professional development in relation to the organisations Interactions with Children Policy, Behaviour Guidance strategies and implementation of Attachment Based Practice and Circle of Security.
- Will communicate with other staff should there be a circumstance where a child and staff member are having one-on-one contact. Where possible this contact should occur in an area where the staff member and child are visible to others.
- Will have clear personal and professional boundaries. Staff will conduct themselves professionally in the context of engaging with children and families at community events or spaces such as shopping centres, sports grounds, parks etc. Staff contact with students on social media will be limited only to the organisational platforms in relation to service posts. Staff and Management will not communicate with students on personal social media accounts or platforms. Significant milestones or birthdays for children/students are able to be acknowledged by staff. Acceptance of invitations to attend celebration events outside of the service program will be shared with the staff member's manager.

Our children are expected to demonstrate:

- A willingness to engage in the learning process, listen and receive instructions.
- Respect for other children, young people and families who may be waiting.
- Safe and age-appropriate responsible behaviour at all times, inclusive of language. For school age children this includes online behaviour and conduct.

Parents and carers should:

- Feel welcome to stay and observe our program.
- Raise any issues or concerns with the Responsible Person, Nominated Supervisor or Management Committee.
- Drop off and pick up of child/children in a timely fashion, leaving the child/children in the care of our Service only for the time allocated.
- Receive feedback regarding their child's/children's progress.
- Provide the necessary resources/materials relevant to the activity as requested.
- Alert the Responsible Person, Nominated Supervisor or Management Committee to any concerns as soon as they arise when possible.
- Give constructive feedback on our services policies and procedures.
- Work with the Responsible Person, Nominated Supervisor and Management Committee to ensure their time and money is well spent.
- Be aware that personal information is treated confidentially and privacy respected.
- Conduct themselves in a suitable way in relation to communication and interactions with children, staff,

visitors and other parents such that cultural diversity is valued and respected, and behaviour and language is not bullying, discriminatory or sexual harassment in nature.

Volunteers and visitors including tradespeople and contractors should:

- Conduct themselves in a professional and appropriate manner at all times, and particularly in relation to their behaviour and language if their attendance at the service involves interaction with children.
- Follow the policies and procedures of the service and direction from staff or Management Committee.
- Sign in and out on arrival and departure and advise staff of where they will be engaging or working while at the service.
- Ensure that an environment which supports the safety and wellbeing of children, young people, staff, students, volunteers, parents and any other stakeholder is maintained at all times.

As a service, the Responsible Person, Nominated Supervisor and Management Committee have the right to:

- Cease the program with a family whose child or young person is consistently non-compliant or obstructive.
- Raise any concerns with a parent and/or child (as appropriate).
- Expect that parents make concerns known to us as soon as they arise so that a resolution can occur as quickly as possible.
- Allow only a parent, guardian or other nominated person to pick up a child from the Service.
- Report disclosures and suspicions of harm, as detailed in The Lady Gowrie Community Kindergartens Child Protection Policy and this Child and Youth Risk Management Strategy.

Children and young people have the right to:

- Be listened to and feel safe.
- Be involved in decisions that affect them.
- Have their cultural values respected.
- Have their best interests considered.
- Be respected and understood.
- Be free from harassment, bullying or abuse of any kind.
- Ask if they don't understand.

Parents and carers have the right to:

- Receive regular feedback on their child/children's progress.
- Ask questions or raise concerns about the program and activities or their child/children's progress.
- Make complaints as per procedures in this Strategy.
- Stay and observe the program and activities with their child.

3. Recruitment, training and management procedures

Our Service requires the Nominated Supervisor to manage the behaviour of staff and be responsible for assessing their need for ongoing training.

We acknowledge that delivering a high-quality education program to children requires staff to undertake ongoing training in order to provide a positive contribution to the development and learning of children in our Service.

Our Service is especially committed to developing the skills of our staff and volunteers in providing child safe practices. To do this our Office Manager:

- Regularly reviews material on the Blue Card Services website.
- Regularly reviews material provided by the Department of Child Safety, Youth and Women and the Queensland Police in relation to child protection.
- Facilitates training in relation to the safety and wellbeing of children and maintains a record of this training.

Where our Service needs to engage volunteers or staff to assist with particular activities, services or special events, our Nominated Supervisor/ Responsible Person and Executive Committee assesses their suitability to work within our Service and ensures they are made aware of their obligations under this Child and Youth Risk Management Strategy.

All staff will engage in the Individual Performance Appraisal process annually where in addition to reflecting on their position in general and establishing professional goals, they will have the opportunity to meet with members of the Executive Management Committee and or Nominated Supervisor to discuss their work and ongoing commitment to providing a safe and supportive service environment for children and young people.

All Lady Gowrie Community Kindergarten Services can access support regarding the social and emotional development of children through the Early Childhood Wellbeing Advisor role.

Recruitment of new staff will incorporate the following steps:

- Review of the relevant position description ensuring that the skills, experience and duties undertaken in the role contribute to an environment which is safe and supportive for children and young people.
- Review the selection criteria to assess commitment, understandings, attributes, attitudes and values required for the position, particularly as they relate to children.
- When advertising the position, the Service will include a statement regarding the Service's commitment to being a safe and supportive service environment for children and young people. Applicants should be informed if they are going to be subjected to blue card screening, referee checks, identification verification, and that the organisation will request that the candidate disclose any information relevant to their eligibility to engage in activities involving children and young people.
- The interview process and referee checks will assist the Management Committee in determining if the applicant shares the Service's values and is committed to the development and wellbeing of children. The interview should include asking several questions to explore the candidate's capacity to contribute to the organisations safe and supportive environment. The referee check should include enquiring about the suitability of the individual to work with children and young people, for example "Do you have any concerns about the applicant working directly with children? Can you give an example of a time when you observed the applicant managing a child with challenging behaviours?".
- All new employee and volunteer positions will include a probationary period during which the Nominated Supervisor/Management Committee Representative will meet with the person and set goals and arrange training as relevant to the position and the person's experience.
- All new employees will undertake the induction process with the Nominated Supervisor/mentor as appointed by the Management Committee.

Training

An effective organisation requires that staff receive ongoing training. Staff should receive training in the

following areas:

- Identifying, assessing and minimising risks.
- The organisations policies and procedures (including code of conduct).
- Compulsory training as required by industry standards or legislation. For Early Childhood Education and Care Services all staff who hold the position of Nominated Supervisor or Responsible Person (Person In Day to Day Charge) must have completed training in child protection and it is Lady Gowrie Community Kindergarten's policy that all program staff undertake this training regardless of the position which they hold.
- Handling a disclosure or suspicion of harm, including reporting guidelines.

Induction

The Service's Child and Youth Risk Management Strategy will be discussed during the induction process for staff, students and volunteers and will assist staff, students and volunteers to understand their role in providing a safe and supportive environment for children and young people.

The Service will keep a record of all inductions and training undertaken by staff, students and volunteers in relation to the Child and Youth Risk Management Strategy.

Exit Interviews

All employees leaving the Service will have the opportunity to meet with representatives of the Management Committee or provide in writing information which may identify broader issues of concern that may impact on the safety and wellbeing of children and young people in the service environment. This process may also share the strategies which are currently working well at the Service.

4. Handling disclosures or suspicions of harm, including reporting guidelines.

Child protection is everybody's responsibility and at Cannon Hill Kindy this is our priority. To ensure any disclosure or suspicion of harm is dealt with quickly and efficiently, all employees will receive regular training in identifying risks of harm and handling of disclosures or suspicions of harm. All employees, volunteers and trainee students will read the Lady Gowrie Community Kindergarten's Child Protection Policy on induction and annually thereafter in supporting them to be aware of Service procedures and policies.

Cannon Hill Kindy employees, volunteers and trainee students act in a manner that supports the interests and wellbeing of the children and young people they interact with.

Examples of how we achieve this includes:

- Making sure that children know that it is their right to feel safe at all times.
- Letting children know who is and who is not an employee in the Service/ Organisation.
- Making sure that they are safe by monitoring their activities and ensuring their environment meets all safety requirements including effective supervision.
- Encouraging them to tell staff of any suspicious activities or people.
- Listening to children and young people and letting them know that staff are available for them if they have any concerns.

If confronted with a disclosure of harm from a child or young person, our staff respond professionally and in the best interests of the child or young person subjected to the alleged harm.

Children and young people can only be protected from harm if it is reported and dealt with quickly and effectively. All staff must have a thorough understanding of and be able to implement the Lady Gowrie Community Kindergarten's Child Protection Policy.

The Child Protection Act 1999 defines harm to a child as any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. Harm can be caused by physical, psychological, or emotional abuse or neglect, or by sexual abuse or exploitation.

It is also important to remember that harm can be caused by a single act or omission or a series of acts or omissions.

The Child and Youth Risk Management Strategy Toolkit (Queensland Government, 2017) shares the following information and support tables in relation to identifying harm, general indicators of child abuse and general indicators of neglect.

What is a disclosure of 'harm' – a disclosure of harm occurs when someone, including a child, tells you about harm that has happened, is happening or is likely to happen to a child.

What is a 'suspicion of harm' – a suspicion of harm is when someone has reasonable suspicion that a child has suffered, is suffering, or is at an unacceptable risk of suffering, significant harm. This includes circumstances which relate to an unborn child who may be in need of protection after he or she is born.

Identifying harm

TIPS

You should provide training and guidance to staff about the different types of abuse which can occur and the harm which can arise.

| TYPES OF ABUSE <i>Actions/behaviours by perpetrator</i> | RESULTING HARM <i>Impact experienced by the child</i> |
|---|--|
| <p style="text-align: center;">Physical abuse</p> <ul style="list-style-type: none"> • Hitting • Shaking • Burning/scalding • Biting • Causing bruise or fractures by excessive discipline • Poisoning • Giving children alcohol, illegal drugs or inappropriate medication • Domestic and family violence | <p style="text-align: center;">Physical <i>Refers to the body</i></p> <ul style="list-style-type: none"> • Bruising • Fractures • Internal injuries • Burns |
| <p style="text-align: center;">Psychological or Emotional abuse</p> <ul style="list-style-type: none"> • Scapegoating • Persistent rejection or hostility • Constant yelling, insults or criticism • Cultural affronts • Teasing/bullying/cyberbullying • Domestic and family violence | <p style="text-align: center;">Psychological <i>Refers to the mind and cognitive processes</i></p> <ul style="list-style-type: none"> • Learning and developmental delays • Impaired self-image |
| <p style="text-align: center;">Neglect</p> <ul style="list-style-type: none"> • Not giving a child sufficient food, housing, clothing, enough sleep, hygienic living conditions, health care and adequate supervision • Leaving children unattended • Children missing school | <p style="text-align: center;">Emotional <i>Refers to the ability to express emotions</i></p> <ul style="list-style-type: none"> • Depression • Hypervigilance • Poor self esteem • Self harm • Fear/anxiety |
| <p style="text-align: center;">Sexual abuse or exploitation</p> <ul style="list-style-type: none"> • Kissing or holding a child in a sexual manner • Exposing a sexual body part to a child • Exposing children to sexual acts or pornography • Making obscene phone calls or remarks to a child • Having sexual relations with a child or young person under 16 years of age | |

This is not a complete list of the types of abuse and resulting harm that may be experienced by children and young people, however it is to be used as a predictive tool for potential signs of harm. Each child's experience is different and depends on a range of factors, including the child or young person's age, the nature of harm, how long the abuse has been occurring, their relationship to the abuser, and their support networks

GENERAL INDICATORS OF CHILD ABUSE

Some general indicators of child abuse include:

- showing wariness and distrust of adults
- rocking, sucking or biting excessively
- bedwetting or soiling
- demanding or aggressive behaviour
- sleeping difficulties, often being tired and falling asleep
- low self-esteem
- difficulty relating to adults and peers
- abusing alcohol or drugs
- being seemingly accident prone
- having broken bones or unexplained bruising, burns or welts in different stages of healing
- being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable
- feeling suicidal or attempting suicide
- having difficulty concentrating
- being withdrawn or overly obedient
- being reluctant to go home
- creating stories, poems or artwork about abuse.

GENERAL INDICATORS OF NEGLECT

Some indicators of neglect include:

- malnutrition, begging, stealing or hoarding food
- poor hygiene, matted hair, dirty skin or body odour
- unattended physical or medical problems
- comments from a child that no one is home to provide care
- being constantly tired
- frequent lateness or absence from school
- inappropriate clothing, especially inadequate clothing in winter
- frequent illness, infections or sores
- being left unsupervised for long periods.

Reporting of disclosures and suspicions of harm must be made in accordance with procedures recommended by the Queensland Family and Child Commission. In summary:

- The staff member documents the disclosure or suspicion of harm in a non-judgmental and accurate manner as soon as possible and does not conduct any investigation but refers the matters to the Responsible Person/Nominated Supervisor.
- In the situation that there is imminent risk of harm, or the child has been the victim of a criminal offence, the staff member must contact Queensland Police Service (QPS) immediately.
- The staff member/Responsible Person/Nominated Supervisor may access the online Queensland Child Protection Guide. The Child Protection Guide is a web-based decision support tool collaboratively developed across both the government and non-government sector. The guide aims to assist professionals to report their concerns to the appropriate statutory agency or to refer children and their families to a family support service.
- The Responsible Person/Nominated Supervisor notifies the Department of Child Safety, Youth and

Women, if based on information available, he/she suspects or is told that a child is being harmed at home.

- Staff understand they are under no obligation to inform a parent, carer or guardian that this action has been taken.
- The staff member with the support of the Responsible Person/Nominated Supervisor notifies the QPS if it is suspected/told that a child is being harmed outside the home and is under no obligation to inform a parent, carer or guardian that this action has been taken.
- The staff member supported by the Responsible Person/Nominated Supervisor notifies the Department of Child Safety, Youth and Women/QPS if concerned that a child is self-harming.
- Liaison with these agencies can also occur if staff, the Responsible Person/Nominated Supervisor or Management Committee are unsure as to how to respond to any concerns about a child/ren in the care of our Service.
- Any reports or documentation on disclosures of harm are kept confidential and secure.
- From 1 July 2017, Early Childhood Education and Care Professionals became mandated by law to report child safety concerns to the Department of Child Safety, Youth and Women where there is a reasonable suspicion that the child has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse, and there is not a parent **willing and able** to protect the child from harm. Please refer to Lady Gowrie Community Kindergartens Child Protection Policy for further information.
- As child protection is everybody's responsibility it is the approach of this Service that every person should report any reasonable suspicion that a child (including an unborn child) has suffered, is suffering, or is at unacceptable risk of suffering significant harm and does not have a parent able and willing to protect the child from harm.

Our service applies the guideline at Appendix 1 for reporting disclosures and suspicions of harm.

5. Policy and procedures for managing breaches of the Child and Youth Risk Management Strategy

Procedure for making complaints.

Our Service is committed to conducting business in an open and accountable way that actively encourages parents, carers, guardians or children to discuss any concerns they have with staff, with a view to resolving any problems professionally and sensitively.

In the event open discussions do not effectively resolve the parents', carers or guardians' concerns, information is provided on where they can receive more information in relation to the practices and procedures of child-related services. For example:

- In relation to blue card matters, or concerns relating to this Strategy, families are informed they can contact the Queensland Family and Child Commission.
- In relation to any alleged criminal behaviour, families are informed of their right to contact the QPS.
- In relation to any concerns regarding our service meeting the National Quality Standard, families are informed they can contact the Queensland Department of Education as the Regulatory Authority for ECEC.

Breaches of the Code of Conduct by Children

All parties are expected to abide by the code of conduct (see section 2 above) and our policy is to address any breaches promptly.

Where a child is engaging in behaviour which is or has the potential to be harmful to themselves, another child, staff or visitor, in the first instance, the matter is discussed with the child involved. If the behaviour continues, our staff speak with the child's parent/carers.

Breaches could result in changes to future session arrangements, including a plan to assist the child to participate in the activity in a safe and supportive way.

Plan for Managing Breaches of this Child and Youth Risk Management Strategy

Purpose:

This plan outlines the steps to be taken following a breach of the Child and Youth Risk Management Strategy to address the breach in a fair and supportive manner.

Definition:

A breach is any action or inaction by any member of the Service, including children and young people, which fails to comply with any part of the strategy. This includes any breach in relation to:

- Statement of commitment to the safety and wellbeing of children and the protection of children from harm.
- Code of conduct for interacting with children and young people.
- Procedures for recruiting, selecting, training, and managing paid employees and volunteers.
- Policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines.
- Policies and procedures for implementing and reviewing the Child and Youth Risk Management Strategy and maintaining an employee register.
- Risk management plans for high-risk activities and special events.
- Strategies for communication and support.

All stakeholders are to be made aware of the actions or inactions that form a breach as well as the potential outcomes of breaching the Child and Youth Risk Management Strategy.

Who must comply with this plan?

- Employees, volunteers, and contractors.
- Committee members.
- Work experience students/students on placement.
- Parents and carers.
- Children and young people.

Process for reporting breaches:

Any stakeholder who identifies that any aspect of the Child and Youth Management Strategy has been breached is to report this verbally or in writing to the Nominated Person for the Service (this person may be the Responsible Person, Nominated Supervisor or Executive Management Committee Member). Where the report is made verbally the person receiving the report is to document the breach on an Incident, Injury, Trauma and Illness Record.

Processes to manage a breach of the Child and Youth Risk Management Strategy:

Breaches will be managed in a fair, unbiased and supportive manner. The following will occur:

- All people concerned will be advised of the process.
- All people concerned will be able to provide their version of events.
- The details of the breach, including the versions of all parties and the outcome will be recorded.
- Matters discussed in relation to the breach will be kept confidential, and an appropriate outcome will be decided.

Suitable outcomes for breaches:

Depending on the nature of the breach, outcomes may include:

- Emphasising the relevant component of the Child and Youth Risk Management Strategy, for example, the code of conduct.
- Providing closer supervision.
- Further education and training.
- Mediating between those involved in the incident (where appropriate).
- Disciplinary procedures if necessary.
- Reviewing current policies and procedures and developing new policies and procedures if necessary.

Responsible person/officer for managing breaches of the Child and Youth Risk Management Strategy at the Service is:

Rhonda Murphy

The person named above is responsible for recording and documenting action taken in relation to the breach or if no action was taken, the reason for this.

6. Risk management plans for high-risk activities/special events

The Service needs to review and identify high risk activities or special events for their Service. In Early Childhood Education and Care Services this may include for example excursions, open days, fetes or fairs, anniversary celebration days for the service and any events where there are high numbers of parents/relatives/volunteers or members of the public attending the Service.

Where a high-risk activity (one that requires extra planning/supervision) or special event takes place, families are provided with the relevant information, for example:

- The purpose of the event and intended outcome for their child.
- The venue and its reputation for conducting special events.
- Supervision arrangements.
- Any potential risks unique to the special event and how they will be mitigated.
- Logistics such as bathroom locations, estimated numbers.

There are six steps to consider in the development of an effective risk management plan:

1. Describe the activity.
2. Identify the risks.
3. Analyse the risks.
4. Evaluate the risks.
5. Manage the risks and reassess.
6. Review.

In identifying the risks, it may assist to consider where risks of harm may come from and include where or when might harm occur? How might harm occur? Why might harm occur?

- Will children need to be transported?
- Is it possible that a child could be injured or become ill?
- What would happen if an emergency occurred?
- Are there any risks presented by the physical environment or location of the activity?
- Will there be people external to your organisation involved in the activity?

Our Service uses a risk register for activities to plan for and calculate the likelihood of unsafe situations using a risk analysis matrix (see Appendix 2). This matrix is also used to identify hazards and assess risks (see the supporting documentation policy folder).

7. Compliance with the requirements of the blue card system.

The Service must ensure that the service complies with the legislative requirements under the blue card system. This also demonstrates to stakeholders that the Service is committed to maintaining a safe and supportive environment for children and young people.

Currency of blue card

Our Service maintains a blue card register and our Office Manager, together with the Nominated Supervisor and the Management Committee, ensures that the blue cards for all staff and volunteers are valid. The Office Manager is the contact person for Blue Card Services for our Service.

All staff, volunteers, Education and Care Service Students, Executive Committee Members, and general committee members who engage in work at the service during program hours will be required to hold positive notice Blue Cards or Exemption Cards.

Staff are responsible for submitting a renewal to the Blue Card Services at least 30 days prior to their blue card expiring.

Paid employees must not commence employment until they hold a valid blue card and positive notice.

Volunteers and trainee students must not commence regulated employment until they hold a valid blue card and positive notice. If you hold a volunteer blue card and move into paid regulated child-related work, your card must be transferred to a paid card. You can start in paid work as soon as you have submitted a volunteer to paid employment transfer form.

Employees which hold an exemption card (registered teacher or sworn police officer in Queensland) must have an expiry date.

The No Card, No Start law does not apply to exemption card applicants. Exemption card applicants will be able to start in regulated child-related work as soon as they submit the Exemption Card Application Form to Blue Card Services.

If you have an existing exemption card, you will be able to start in new employment as soon as the employer links you to their organisation as an exemption card holder.

At the initial application stage, our Service will:

- Notify all applicants that by signing the application form they are consenting to the screening process under the Act.
- Be able to certify that the 'contact person' has sighted documents to confirm an employee's identity as prescribed under the Act.
- Advise the applicant of the online application process through Blue Card Services Website and refer them to support material from the website.
- Carefully check through the application form to ensure all sections have been appropriately completed. This will minimise unnecessary delays that can result if further information is required after receiving an incorrect or incomplete form.
- Explicitly warn all potential staff (paid employees, volunteers and students) that it is an offence for a 'disqualified person' to sign a blue card application form or a renewal form. **It is an offence for an employer not to provide this warning.** A person is disqualified if they:
 - Have been convicted of a 'disqualifying offence.
 - Are a 'reportable offender' with current reporting obligations under the *Child Protection (Offender Reporting) Act 2004*.
 - Are subject to an offender prohibition order under the *Child Protection (Offender Prohibition Order) Act 2008*.
 - Are subject to a sexual offender order under the *Dangerous Prisoners (Sexual Offenders) Act 2003*.
 - Are subject to a disqualification order from a court prohibiting them from applying for or holding a blue card (see Blue Card Services website for further details of all the above).

- Inform prospective employees who may be 'disqualified persons', that in certain circumstances, they may be able to apply for an 'Eligibility declaration' under the Act.
- The Office Manager at our Service will check the card holder's ID and link them to the Service/Organisation before they can start work with the Service/ Organisation.

Reporting requirements

Our Office Manager will advise the Blue Card Services if:

- There is a change of business address for the Service.
- New staff are being employed or volunteers are being elected to the Management Committee or rostered to assist with activities, services or special events.

Our Service ensures all blue card screening requirements are complied with as outlined on the Blue Card Services website (www.bluecard.qld.gov.au).

Our Service undertakes the Link an Applicant/Cardholder to this Organisation Form (previously Authorisation to confirm a valid card form) to check the validity of a prospective employee's card.

Our Service notifies the Blue Card Services if an applicant or card holder stops working for our service or if the contact person for our service changes.

Our Service reminds all staff of the requirement to notify blue card services if their residential address changes, name changes or their contact details change.

Managing changes in police information or high-risk individuals

Where an employee has had a card cancelled or suspended or receives a negative notice after a child in police information, our organisation will:

- Ensure the employee does not continue to undertake child-related work with our organisation (work that is regulated by the Act).

Individuals - Under the new laws from the 31st of August 2020, individuals are responsible for notifying Blue Card Services of any change to their police information as a card holder or as an applicant.

Annual review or review after an incident

Our Service reviews this Child and Youth Risk Management Strategy annually (as part of our planning processes) as well as after any significant incident to:

- Check it remains up to date with any changes to the Working with Children (Risk Management and Screening) legislation and make changes if necessary.
- Ensure it continues to be effective in addressing the risks to children and young people in our kindergarten environment.

The review involves the Nominated Supervisor and Management Committee nominees and covers:

- Whether Service/Organisational policies and procedures were followed.
- Whether any incidents relating to children and young people's risk management issues occurred.
- The actual process used to manage any incident/s.
- The effectiveness of the Service/Organisational policies and procedures in preventing or minimising harm to children and young people.
- The content and frequency of training as it relates to the Service Child and Youth Risk Management Strategy.

The outcome of the review is documented and followed up as part of our Management Committee's regular business to ensure any necessary changes/actions are taken.

Restricted person

A *restricted person* is a person who either:

- Has been issued a negative notice.
- Has a suspended blue card.
- Is a disqualified person.
- Has been charged with a disqualifying offence that has not been finalised.

Restricted employment

Restricted employment refers to the situations or exemptions that allow a person to work with children without a blue card, such as if they are:

- A volunteer parent.
- A volunteer who is under 18.
- Paid or unpaid staff who work in regulated child-related employment for not more than 7 days in a calendar year.
- A consumer at a child-related service outlet where they also carry out work at the outlet.

A *child-related service outlet* is a place where disability services are provided to children.

Offences

It will be an offence for a restricted person to start or continue working or volunteering in restricted employment. The maximum penalty will be \$66,725 (500 penalty units) or 5 years in prison.

It will also be an offence for an employer to employ or continue to employ a restricted person in restricted employment if they know (or should reasonably know) that they are a restricted person. The maximum penalty will be \$26,690 (200 penalty units) or 2 years in prison.

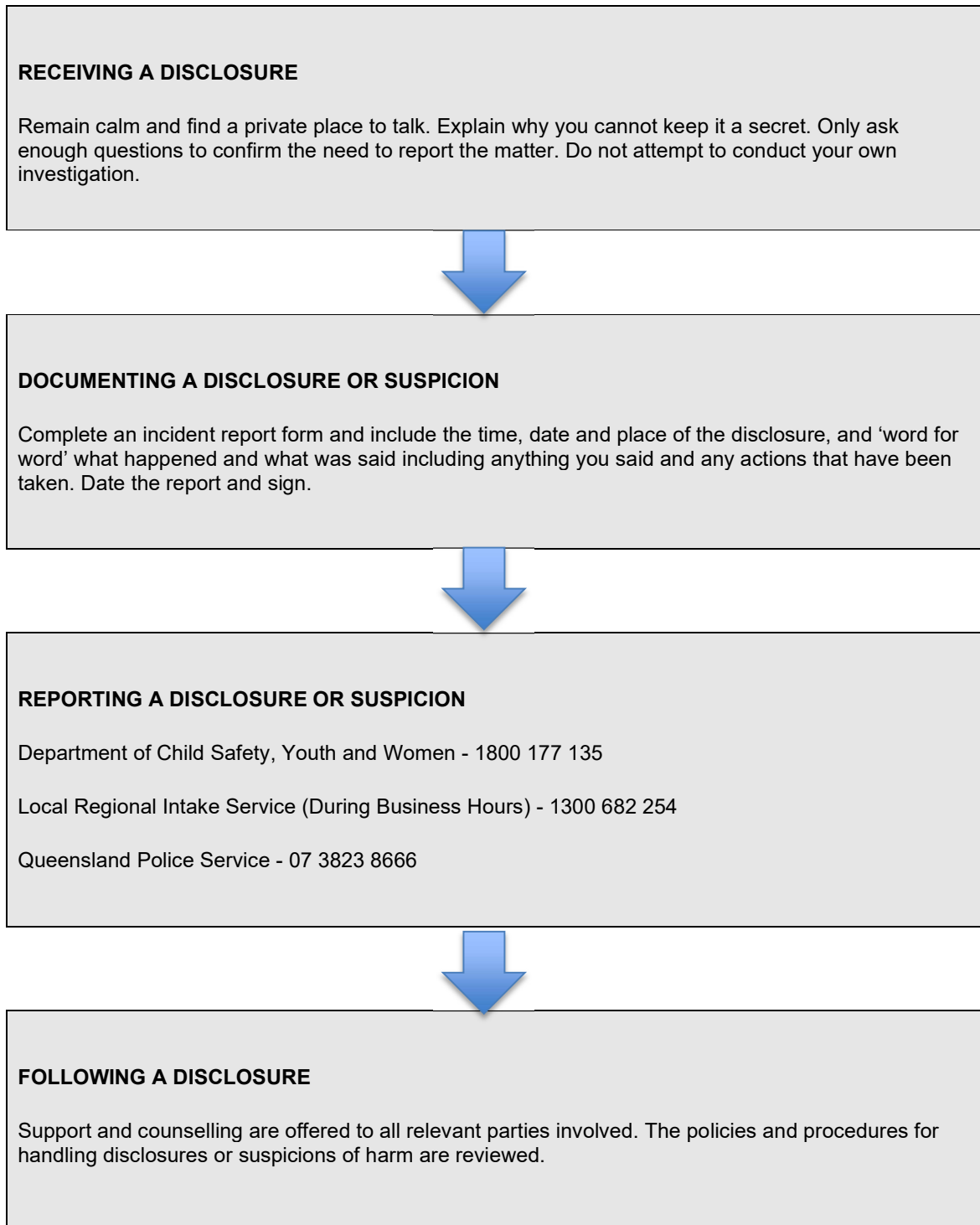
8. Communication and Support

A copy of this Child and Youth Risk Management Strategy is readily available to staff, parents, volunteers and the Management Committee and is included in our enrolment information for families, staff induction training and 'hand over' to the incoming Management Committee upon election.

Furthermore, stakeholders are notified when material changes are made either to this strategy or to risk management/working with children (risk management and screening) legislation. This occurs using written or verbal communication.

Staff, volunteers and Management Committee may require support to deal with issues such as behaviour management, stress, conflict, bullying, child protection concerns, breaching of the Child and Youth Risk Management Strategy and dealing with disclosures or suspicions of harm. Support is available at the service through nominating a staff member to provide support, coaching, additional training or accessing Employee Assistance Program.

Appendix 1: Reporting disclosures and suspicions of harm guideline



From 1 July 2017, Early Childhood Education and Care Professionals became mandated by law to report child safety concerns to the Department of Child Safety, Youth and Women where there is a reasonable suspicion that the child has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse, and there is not a parent **willing and able** to protect the child from harm. Please refer to Lady Gowrie Community Kindergartens Child Protection Policy for further information.

Appendix 2: Risk register, risk analysis matrix and legend

| Risk Register | | | | |
|---|------------|--------------|---------------|---|
| Risk | Likelihood | Consequences | Level of Risk | Treatment to Prevent or Reduce Harm |
| Parent does not collect their child | Possible | Major | High | <p>Procedure for drop off and pick up discussed with/provided to all parents.</p> <p>Parents provide two other contacts approved to take on this responsibility if unable to pick up child.</p> <p>Child to be in sight at all times until parent or nominated contact arrives.</p> |
| Child says that she/he does not want to go home with a parent | Unlikely | Major | High | <p>Ask the child why and if her/his answer suggests harm to the child from someone at home, report it to relevant authorities.</p> <p>If not, discuss the issue with parent.</p> |
| Other parents visit when children are in attendance | Likely | Minor | Moderate | Ensure processes are in place to prevent visitors from being alone with any child. |
| Contracted (external) workers visit when children are in attendance | Possible | Moderate | High | Ensure processes are in place to prevent the contracted worker from coming into contact with children. |

The following risk analysis matrix and legend have been applied:

| Risk Analysis Matrix | | | | | |
|----------------------|---------------|----------|----------|----------|--------------|
| Likelihood | Consequences | | | | |
| | Insignificant | Minor | Moderate | Major | Catastrophic |
| Almost certain | Moderate | High | High | Extreme | Extreme |
| Likely | Moderate | Moderate | High | Extreme | Extreme |
| Possible | Low | Moderate | High | High | Extreme |
| Unlikely | Low | Low | Moderate | High | High |
| Rare | Low | Low | Moderate | Moderate | High |

| Legend for the Matrix | |
|-----------------------|--|
| Extreme | Act now – Urgent to do something about the risk/s immediately. Requires immediate attention. |
| High | Highest management decision is required urgently. |
| Moderate | Follow management instructions. |
| Low | Ok for now. Record and review if any equipment/people/materials/work processes or procedures change. |

Useful References

1. **Anti-Discrimination Commission:** deals with discrimination, sexual harassment and acts of public hatred. www.adcq.qld.gov.au
2. **Australian Institute of Family Studies:** information and research concerning families. www.aifs.gov.au
3. **Australian Privacy Commission:** *Privacy Act 1988* (Commonwealth). www.privacy.gov.au
4. **Australian Sports Commission:** examples of member protection policies, codes of conduct, procedures useful for sporting organisations. www.ausport.gov.au
5. **Blue Card Services:** www.bluecard.qld.gov.au
6. **Blue Card Enquiries:** 1800 113 611
7. **Crime and Misconduct Commission:** accepts complaints about official misconduct of public officials. www.cmc.qld.gov.au
8. **Department of Child Safety, Youth and Women:** for information on child protection roles and contacts for reporting. www.csyw.qld.gov.au
9. **Legislation:** *Child Protection Act 1999* etc. <http://www.legislation.qld.gov.au/OQPChome.htm>
10. **Queensland Police Service** <http://www.police.qld.gov.au/Forms/contact.asp>
11. **Play by the Rules:** <http://www.playbytherules.net.au>
12. **Family and Child Connect Services:** www.familychildconnect.org.au
13. **Department of Aboriginal and Torres Strait Islander Partnerships:** www.datsip.qld.gov.au