

# This is a Template

— please adjust!

(Revised August 2015)

RED – your particulars BLUE – if relevant GREEN - See end of Document

Your name

XX Planet Avenue, Ape Q 2323

ABN xx xxxxxxxxxx

Your name – B.Mus.(Performance)Hons;

Blue Card No. 1234, Member MTAQ No. 4321, ANATS, KMEIA, Double Reed Society

Registered Teacher Qld College of Teachers 4

## RISK MANAGEMENT STRATEGY FOR CHILD PROTECTION 5

X XXXX 2015

As a professional I believe that I am a part of a community of care. While working with children to develop their musical skills and appreciation in a positive supportive environment, I am committed to their safety and wellbeing. I will treat them with respect and understanding at all times. In order to ensure children and young people are kept safe from harm I will

- Supervise the children at all times during music lessons
- Ensure that no visitors or outsiders have unsupervised contact with the children
- Notify you if I am unable to teach your child/children
- Provide well lit access and egress to my studio after dark
- Allow no food or beverage other than bottled water in the studio
- Allow no smoking on the property
- Allow no running on the property
- Provide clean and private toilet facilities. (Children must be able to take care of their own toileting and if not must be accompanied by a parent/guardian)
- Only allow the child to go home with a person for whom permission has been given
- Ensure that I am 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 and gain consent from parents or carers before communicating by 'phone or email with any child
- Not support bullying or harassment by anyone to anyone, including among children
- Notify the Department of Child Safety if we suspect or are told that your child is being harmed at home 2
- Notify you and/or the Queensland Police Service if we suspect or are told that your child is being harmed outside the home 2
- Notify you and/or the Department of Child Safety if we are concerned that your child is self harming 2

### Code of Conduct for Music Teacher

#### Principles: I will demonstrate

- Fostering of mutual respect between myself and children and young people
- Understanding of children and young people, their ages, stages of development, special circumstances, special needs
- Use of language which is age/stage appropriate, clear, non- bullying, non-sexual
- Use of physical contact only in circumstances that require physical feedback for the hand/arm position on the keyboard/violin/your instrument, or breath management and body alignment for singing/wind playing should verbal instruction or physical demonstration be insufficient. This may require the placing of a hand on a child's or young person's hand/shoulder at the keyboard/your instrument or on their hand covering their abdomen. It may also require that the child or young person lie on the floor on a floor mat provided appropriate clothing is being worn. The contact will be minimal, non-invasive, non-threatening, non-sexual or bullying and the consent of the child will be sought after the reasons for the contact explained. (Parents are encouraged to attend the lesson if this may be an issue for the child or parent.)
- Employment of corrective practices which are not punitive, humiliating or aggressive
- Willingness to listen to child's or young person's concerns/issues
- Willingness to use variety of methods to motivate child/young person

- Openness to parent/child suggestions, feedback and complaints
- Willingness to provide feedback about your child/ren's progress
- Where applicable, I have written procedures for recruiting, selecting, training and managing staff and volunteers and will give employees adequate training to do their job safely and competently. I believe training is a two-way process, and encourage employees to participate and to highlight any gaps in their own skills or knowledge they believe they have.
- Training includes internal on-the-job training, written instructions such as standard operating procedures, coaching, external training and courses. Safety training takes precedence.
- Where appropriate, I commit to providing every employee (including myself) training opportunities annually.
- **Photography policy**
  - Upon commencement of lessons, I will provide the parent/caregiver written confirmation regarding the studio policy for:
    - the circumstances in which it would be appropriate to take photographs or videos of a child or young person while participating in activities
    - guidelines in relation to the use of photographs (including on social media), for example:
      - when it is appropriate to publish a photograph of a child or young person
      - when it is appropriate to include identifying information about a child with their photograph
    - ensuring children are appropriately clothed and the photos are appropriate for the child's age, and
    - limiting, where possible, the ability for photographs to be copied or redistributed.

### **Use of technology and social media**

The studio may use technology (such as internet, computers, websites and social media platforms) to enhance the student's learning experience. Technology will only be used for music education and as set out by the Department of Education and Training Policies and Standards, Queensland Government. There should be clear policies for managing issues which arise from inappropriate usage of electronic devices or inappropriate conduct on social media

### **Students will demonstrate:**

- Willingness to learn, to listen and receive instructions and a commitment to practise
- Respect for other children, young people and adults who may be waiting
- Keeping themselves safe while arriving, waiting for and departing from lessons.
- Responsibility for appropriate behaviour and reporting inappropriate behaviour and unsafe situations or harm to either me or their parents/guardians

### **In order to make the music lesson a Positive experience for your child/ren, parents should:**

- Feel welcome to stay and observe music lessons without interrupting
- Raise any issues or concerns with me at the end of the lesson (but not using the student's lesson time or the next student's lesson time) or as soon as possible at a time of mutual convenience afterwards
- Drop off and pick up child/ren in a timely fashion (from the studio not the street), leaving the child/ren in my care only. Arrival and departure are to be announced clearly and acknowledged by me. Children will be required to wait quietly in the studio or outside the studio door but not in the street until pickup. If outside, they are to go back into the studio immediately should someone other than their parent arrive
- Not leave siblings or other children unsupervised on the property
- Provide an emergency contact phone number in the event that they do not arrive to pick up their child/ren
- Provide resources/music as requested
- Give positive and negative feedback on my policies and procedures

### **In order to make the most of the time your child/ren are in the music lesson I have the right to:**

- end the lesson if a child or young person is non-compliant or obstructive in lesson
- raise concerns with the child/young person and/or parent if there are concerns
- expect that concerns be made known as soon as they arise so that resolution occurs as quickly as possible

### Children and young people who attend music lessons have the right to:

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

### Parents and caregivers have the right to

- Receive regular feedback on children's progress
- Ask questions or raise concerns about instruction or children's progress
- Make complaints as per procedures
- Stay and observe lesson unless there is an issue for the child if the parent is present
- Have any personal information treated confidentially and privacy respected

### Procedures for handling suspicions or disclosures of harm **3**

I will respond appropriately and professionally and in the best interests of the child.

#### STAGE 1 – Receiving a Disclosure

If I receive a disclosure of harm or have reasonable grounds for suspicion of harm occurring, I will

- Make sure the child is safe
- Receive information in a calm and supportive manner
- Make written notes of any disclosure or suspicion to ensure an accurate record is available for any subsequent action or investigation. Any documentation would be kept confidential and access strictly limited on a "need to know" basis

#### STAGE 2 – Reporting a Disclosure

I recognise that it is not my role to investigate allegations beyond confirming the need to report the matter appropriately. If this is the case I will

- Notify parent if appropriate
- Notify the Queensland Police Service if the disclosure or suspicion involves an offence against the child
- Notify the Department of Child Safety if the disclosure or suspicion indicates that harm may have been caused by a family member, or where parents are not acting to protect their child from harm. If this involves an offence against the child the Queensland Police Service will also be notified

#### STAGE 3 – Providing Support

While the matter is being investigated by the relevant authority I will

- Support all parties involved including
  - the person making the disclosure
  - the person receiving the disclosure
  - the alleged victim
  - the alleged perpetrator
- Determine whether the alleged perpetrator is allowed on the premises

If an allegation is proven I will determine if the perpetrator's involvement with me, **Your Name** will be allowed to continue. If an allegation is not proven or proven to be false I will continue to support all parties concerned in any further contact.

### Procedures for making complaints

- Parents should contact me as soon as possible if they have concerns so that I am able to respond quickly. This should be done at a time of mutual convenience and **not in the hearing of other parents or children.**

## RISK REGISTER

Risks	Likelihood of event	Consequences for the child	Level of risk to the child	Treatment to prevent or reduce harm
Parent does not arrive to pick up child	Possible	Moderate	High	<ul style="list-style-type: none"> <li>Procedure for drop off and pick up of the child is provided and discussed with parent</li> <li>The parent provides other contact if unable to pick up the child</li> <li>The child is to be in sight at all times until parent arrives</li> </ul>
Child injures self eg. falls over	Rare	Moderate	Moderate	<ul style="list-style-type: none"> <li>Assess the injury and call the parent immediately if deemed necessary</li> <li>Call for medical assistance if required</li> </ul>
Child says that they do not want to go home with parent	Rare	Major	High	<ul style="list-style-type: none"> <li>Ask child for reason</li> <li>If the answer suggests harm to the child from someone at home, report to the relevant authorities</li> <li>If not, discuss the issue with parent</li> </ul>
The child discloses that they are being physically harmed by parent/sibling 3	Possible	Major	Extreme	<ul style="list-style-type: none"> <li>Depending on information given either report or discuss with the parent</li> <li>Ring Department of Child Safety to clarify if unsure and to report the disclosure</li> </ul>
The child discloses that they are being sexually abused by a parent or family member 3	Possible	Major	Extreme	<ul style="list-style-type: none"> <li>Report to Department of Child Safety</li> <li>Provide support to the child through Crisis Care if necessary</li> </ul>
The child discloses that they are being sexually abused by someone outside the family 3	Possible	Major	Extreme	<ul style="list-style-type: none"> <li>Report to the Queensland Police</li> <li>Provide support to the child and notify the parents</li> </ul>
The child complains to parent that during music lesson they were verbally abused	Rare	Minor	Low	<ul style="list-style-type: none"> <li>Provide copy of the Teacher Code of Conduct and reiterate a commitment to protecting all children from harm</li> <li>Provide procedures for making a complaint</li> <li>Request that the parent attend lessons to observe</li> </ul>
The child complains to parent that during the lesson they were physically or sexually abused	Rare	Major	High	<ul style="list-style-type: none"> <li>Refer the parent to the Code of Conduct but also their right to report these claims after having clarified the issue with the child</li> <li>The parent is to inform the teacher of any issue that the child has in relation to a lesson to clarify the issue</li> </ul>
The child presents with depression, sadness and some talk of self harm	Possible	Major	Extreme	<ul style="list-style-type: none"> <li>Report the behaviour to the parent immediately. If no action is taken, then report the behaviour to the Department of Child Safety</li> </ul>
The child's behaviour makes lesson untenable and could cause harm to child or teacher	Possible	Moderate	High	<ul style="list-style-type: none"> <li>Refer the child to the Code of Conduct</li> <li>Speak with the parent about the child's behaviour, the involving the said child in that discussion</li> <li>Require the parent to pick up the child from the lesson immediately</li> <li>Require the parent to attend any future lessons</li> </ul>

Child abuse affects the whole community, not just the child and family involved. Child abuse is anything that individuals, institutions or processes do (or fail to do) that directly or indirectly harms children in the 'here and now' and /or damages their prospects of safe and healthy development into adulthood.

Stopping child abuse starts with us. Everyone including parents and caregivers, professionals, neighbours, workmates, families and friends, is needed to protect children and young people in our communities.

As Blue Card holders, the Commission for Children and Young People and Child Guardian requires that I develop a written Risk Management Strategy for Child Protection and that it be updated annually. This is a legislated requirement of the Commission for Children and Young People and Child Guardian Act 2000. My music and education qualifications are on display in the studio and my Blue Card and Child Protection Policy and Risk Management Strategy may be sighted on request.

## **Risk Management Process**

NOTE: The teaching practice and business operation of a private music studio teacher are generally not high risk. However, if an event could be considered to be high risk, it is at my discretion to determine if and/or whether that high risk event is identified, I will develop a high risk management strategy if required.

In developing this risk management strategy, I have used a number of risk management-related resources offered by the Commission for Children and Young People and Child Guardian. These resources can be viewed at the Commission's website, at <https://www.bluecard.qld.gov.au/risk-management.html>

A copy of my Positive Notice to work with children (Blue Card) is attached.

**If you have any concerns about my Child Protection Policy and Risk Management Strategy please contact me on 33XX 22YY or 041X YYY ZZZ to discuss.**

**Your Name**

**Date**

***Below are notes that were appended to our original template in 2007.***

There are points in the template that need clarification

Katrina Mackenzie from CCYPCG (Commission for Children, Young People and Child Guardian) provided these comments, emailed on January 23, 2007.  
Katrina has since left the commission

A previous copy of the RMS template had included this dot point – it is now omitted and its implementation is at your discretion

- Ensure that any member of my family with whom your child may come in contact has a blue card and is aware of child abuse and child protection **1**

### **1 Blue Card Clarification:**

Adult residents of Music Teacher's homes do not require Blue Cards unless they are conducting an activity directed mainly towards children.

### **2 Compliance Paragraph:**

The Commission is committed to a strong compliance focus. Compliance activities include receiving and acting on complaints, providing advice and recommendations to members of the public, audits of regulated businesses and employers, and where relevant, referring serious matters to the Queensland Police Service for investigation and possible prosecution.

### **3 Reporting Procedures (General):**

When confronted with disclosures of harm to children and young people, you should respond professionally and in the best interests of the child or young person subjected to the alleged harm.

Any disclosure or suspicion of harm should be acted on. To ensure you respond as quickly as possible to any disclosures of harm, ensure you should:

- \* have policies and procedures in place for responding to a disclosure, including
  - what immediate action you should take regarding the child or young person

- how to receive the disclosure and document what is said
  - who to notify, and
  - a description of the role of relevant authorities
- \* know how to support everyone involved in the disclosure of harm.

Your first responsibility is to report it either to the Queensland Police Service or the Department of Child Safety. This should be done by the person to whom the disclosure was made, as they will have the best knowledge of what was said.

**4 Remember that anyone engaged in a teaching/caring/supervising role with children under 18 years of age is required by law to hold a current Blue Card and maintain an annually updated Risk Management Strategy**