# Seventh-day Adventist Schools (South Queensland) Limited

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| Document Name: Child Protection Risk Management Strategy | Issue Date: 12 March 2015 |
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# *Child Protection Risk Management Strategy*

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| CREATED BY: David Rodgers | |
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| REVISED BY: David Rodgers | |
| AUTHORISED BY: David Rodgers      APPROVED BY:  Education Board of Directors | |
| SECTION | CHANGES IN THIS VERSION |
| Whole document | **Updated** whole document to version 2. |
| | **Formatted** whole document. |
| 2. | **Added** "contractors" |
| | **Replaced** "operators" with "service providers" |
| 5.1 | **Added** "Child Protection Reform Amendment Act 2014 (Qld) |
| 6.4.2 | **Added** apostrophe |
| 6.4.3 | **Deleted** "in some cases, deemed appropriate by the School" |
| | **Replaced** "may" **with** "will be required to complete a Volunteer Application form which includes a pledge to the Code of Conduct and may be" |
| 6.4.4 | **Added** "significant" |
| | **Added** apostrophe |
| 6.5.3 | **Added** bullet point |
| | **Added** "Tell the child that you must tell someone who can provide support to them" |
| | **Added** "Report in writing using the appropriate form to the Principal" |
| | **Added** "Report in writing using the appropriate form to the police and Child Safety Services if the Principal does not report immediately." |
| | **Deleted** "the Department of" |
| | **Added** "Services" |
| | **Deleted** "the Department of" |
| | **Added** "Services" |
| Table | **Added** "Report to police or Child Safety Services if the Principal does not report immediately." |
| | **Added** "immediately and to the police or Child Safety Services if your report is not passed onto the authorities immediately." |
| 6.5.5 | **Added** "Contact details for Child Safety Services can be found at <weblink>" |
| 6.5.5.5 | **Added** "immediately after the event/activity" |
| 7. | **Added** "See document control panel page 2 |
| | **Deleted** "Date of Strategy" |
| | **Deleted** "March 2011" |
| | **Deleted** "Approved by Board" |
| | **Deleted** "Date" |
| | **Deleted** "Review Date" |
| | **Deleted** "Biennially" |
| 11. | **Replaced** "school's" **with** "relevant" |

# 1. **PURPOSE OF THE STRATEGY**

The purpose of this strategy is to provide written processes to ensure that Seventh-day Adventist Schools comply with legislation applying in Queensland in relation to the care and protection of children. In particular, this document sets out a risk management strategy for the purpose of reducing the risk of harm to children.

# 2. **Scope**

This strategy applies to all staff, including volunteers, contractors and other service providers associated with Seventh-day Adventist Schools and covers information about the commitment to child protection, procedures related to recruiting, selecting, training and managing staff; policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines; risk identification and management; and communication and support.

# 3. **Responsibility**

Board of Directors

# 4. **Point of Contact**

Education Director/Principal

# 5. **LEGISLATION**

## *5.1 Relevant Legislation*

Commission for Children and Young People and Child Guardian Act 2000 (Qld)
Commission for Children and Young People and Child Guardian Regulation 2001 (Qld)
**Child Protection** Reform **Amendment** Act 2014 (Qld)
Education (General Provisions Act) 2006 (Qld)
Education (General Provisions) Regulation 2006 (Qld)
Education (Queensland College of Teachers) Act, 2005 (Qld)
Education (Accreditation of Non-State Schools) Act 2001 (Qld)
Education (Accreditation of Non-State Schools) Regulation 2001(Qld)
Education Services for Overseas Students (ESOS) Act 2000 (Cth)
National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (Cth)
Education (Overseas Students) Act 1996 (Qld)
Work Health and Safety Act 2011
Work Health and Safety Regulation 2011

This strategy should be read in conjunction with the Seventh-day Adventist Schools (South Queensland) Ltd Child Protection Policy, Homestay Risk Management Policy, Staff Code of Conduct, and the Child and Youth Risk Management Strategy Toolkit

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## 5.2 Commission for Children and Young People and Child Guardian Regulation 2001

(Reprint 3 effective 1 April 2010) prescribes schools working with children and young people, including people involved in the Homestay industry, are required to have a Risk Management Strategy in place to address specific criterion, viz.,

s3 Matters to be included in risk management strategies—Act, ss 171 and 172

1) For sections 171(1)(b) and 172(b) of the Act, the matters that must be included in a person's risk management strategy are as follows—
   a. a statement about commitment to the safety and wellbeing of children and the protection of children from harm;
   b. a code of conduct for interacting with children and young people;
   c. procedures for recruiting, selecting, training and managing persons engaged or proposed to be engaged by the person, as the procedures relate to the safety and wellbeing of children and the protection of children from harm;
   d. policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines;
   e. a plan for managing breaches of the risk management strategy;
   f. policies and procedures for compliance with chapter 8 of the Act, including—
      i. implementing and reviewing the risk management strategy; and
      ii. keeping a written record, in relation to matters under chapter 8 of the Act, about each person (engaged person) engaged by the person, for example—
         1. whether or not the person considers the person must apply for a prescribed notice or exemption notice about the engaged person; and
         2. whether or not a prescribed notice application or an exemption notice application has been made by the person about the engaged person; and
         3. if a positive notice has been issued for the engaged person—the date of expiry of the notice;
   g. risk management plans for high risk activities and special events;
   h. strategies for communication and support, including—
      i. written information for parents and persons engaged by the person that includes details of the person's risk management strategy or where the strategy can be accessed; and
      ii. training materials for persons engaged by the person to—
         1. help identify risks of harm and how to handle disclosures or suspicions of harm; and
         2. outline the person's risk management strategy.

2) In this section— risk management strategy means a written strategy required to be developed and implemented under section 171 or 172 of the Act.

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# 6. **STRATEGY**

Seventh-day Adventist Schools (South Queensland) Ltd is committed to the protection of all children in its care. In order to manage the risks surrounding child protection the following policies, strategies and procedures apply at all schools operated by Seventh-day Adventist Schools (South Queensland) Ltd.

## 6.1 Child Protection Policy

Seventh-day Adventist Schools (South Queensland) Ltd has a current Child Protection Policy which meets criteria as set down in legislation and regulation. The Policy outlines policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines and is available:
- on the School website;
- in the Staff Policy Handbook;
- at reception;
- a summarised copy of the policy is in staff and student handbooks; and
- via the school newsletter

## 6.2 Blue Cards

All staff members, volunteers, including Board members, homestay parents and other people in contact with students of the school must have current prescribed notices (blue cards) where required by legislation.

The School/College maintains a register of:
- all teacher registration numbers
- all blue card numbers of non-registered teacher employees and volunteers and the dates for renewal.
- Details of all volunteers and staff who have exemptions from holding a blue card including the reason for their exemption.

## 6.3 Choosing Staff

Seventh-day Adventist Schools (South Queensland) Ltd recognises that risk management for child protection begins with the recruiting, screening and selection of the right people to work in schools, and continues by having consistent procedures in place for all staff (including volunteers) and contractors to follow, with adequate management and supervision to ensure they comply with these procedures.

Seventh-day Adventist Schools (South Queensland) Ltd, therefore, has a written policy on the selection, supervision and management of staff, volunteers and contractors, such as homestay parents, as follows.

## 6.4 Selection

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### 6.4.1 Job Analysis

All positions at schools operated by Seventh-day Adventist Schools (South Queensland) Ltd are subject to a job analysis before they are advertised. This analysis includes:
- summarising the duties to be performed in the job;
- deciding how much supervision it involves;
- deciding who the supervisor will be;
- the equipment/work aids used to perform the duties of the job;
- outlining the physical environment of the work;
- listing the physical skills or abilities needed to perform the work;
- determining the schools' requirements in relation to the job, e.g. criminal history check requirements, minimum educational level, first aid qualifications, bus or car licence;
- listing special skills or qualifications required for the job; and
- indicating any special training that may be necessary after the employee enters the job.

### 6.4.2 Duty Statement

The job analysis is used by the school as the basis for developing a job description/duty statement which targets the skills and experience necessary for working with children and young people. Duty statements are developed for all positions in the school, including voluntary and contract positions.

The duty statement makes explicit the mandatory conditions for ongoing employment, including the Code of Conduct under which staff members, volunteers and contractors are expected to work, and is the basis for the selection criteria for the position. Questions at interview will be based on the criteria developed from the duty statement.

The selection process for a position identifies whether people applying have the particular skills, knowledge, abilities and, where relevant, qualifications required to do the job, as well as the personal qualities an employer is looking for.

Before the selection interview, the selection panel develops reasonable but probing questions that relate to:
- an applicant's work history, background and attitudes; and
- the selection criteria.

Following the selection interview, and before appointment, the selection panel:
- undertakes a thorough verification from referees that the applicant has the right qualities for the position, including the ability to work effectively with children; and
- checks that the applicant is a registered teacher, has a blue card or qualifies for an exemption.

### 6.4.3 Screening

It is the policy of the School that all members of staff, volunteers and contractors are cleared to work with children:
- all teaching staff are registered or provisionally registered with the College of Teachers, or have received special dispensation from the College;
- all non-teaching members of staff and all volunteers and contractors (including Board members), who are required to hold a blue card, have a current card;
- Paid or unpaid employees who work with children but are not required to hold a blue card (e.g. a parent volunteer) will be required to complete a Volunteer Application form which includes a pledge to the Code of Conduct and may be asked to consent to a criminal history check through the Queensland Police Service;

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- where volunteer parents are working with children, it will always be in the presence of academic or non-teaching staff who are cleared to work with children.

### 6.4.4 Induction

Seventh-day Adventist Schools (South Queensland) Ltd has a written induction process which applies to all staff, volunteers and contractors (hereafter called 'staff') during the first twelve months of appointment, and includes procedures for making staff members aware of the legislation on Child Protection and the Code of Conduct expected of staff.

The Induction process includes, but is not limited to:
- professional development about identifying and reporting significant harm or suspected harm;
- making staff aware of the protocols for the protection of children (see below);
- working through policies related to child protection such as;
  - o behaviour management;
  - o anti-bullying; and
  - o disabilities policy.

### 6.4.5 Protocols

It should be noted that it is a policy of Seventh-day Adventist Schools (South Queensland) Ltd that:
- o staff members are not alone with individual students in areas where they cannot be seen by other staff members or students;
- o as a first option, all interviews with a child in relation to behaviour management issues are carried out in the presence of at least two members of staff; OR if this is not practicable, (in a place where both staff member and student/s are readily visible to others)
- o staff members do not use their private vehicles to transport students without the prior permission of the principal; and
- o staff members do not invite students to their homes without the prior permission of the principal.

Consider protocols in relation to social networking, staff providing students with mobile numbers and email addresses.

### 6.4.6 Professional Development

All staff members are required, on an annual basis, to sign a register that they have read and understood the School's Child Protection Policy.

In addition, the School provides Professional Development in relation to child protection on a regular basis and a register is kept of such activities.

At least one staff meeting per term includes discussion of a child protection issue.

## 6.5 DEALING WITH INCIDENTS

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The School keeps a register in the Principal's office of all incidents related to sexual abuse, harm or inappropriate behaviour.

Where legislation requires, incidents of harm or suspected harm are reported to the relevant state authorities immediately, and the incident is noted in the register.

Where an incident of inappropriate behaviour is reported, full details, including the steps taken to resolve the incident, are entered in the register.

Staff, parents and students can access the School's comprehensive complaints handling procedure in cases where an issue is not resolved to their satisfaction.

### 6.5.1 Suspicion of harm

A person has 'reasonable grounds' to suspect harm if:
* A child or young person tells them they have been harmed
* Someone else, for example another child, a parent, or staff member, tells them that harm has occurred or is likely to occur
* A child or young person tells them they know of someone who has been harmed (it is possible they may be referring to themselves)
* They are concerned at significant changes in the behaviour of a child or young person, or the presence of new unexplained and suspicious injuries, or
* They see the harm happening.

### 6.5.2 Disclosures of harm

Disclosures of harm may sound like:
* "I think I saw …"
* "Somebody told me that …"
* "Just think you should know …"
* "I'm not sure what I want you to do, but …"

Any disclosure of harm is important and must be acted upon, regardless of whether:
* The harm to a child or young person has been caused by a person from within or outside the school, or
* The child or young person disclosing the harm to you is from within or outside your organisation.

It is crucial to have procedures in place so any disclosure from an adult, child or young person is dealt with efficiently and effectively.

### 6.5.3 What to do when a disclosure is made

* Don't panic
* Find a private place to talk
* Listen
* Believe the person, and
* Don't ask leading questions.
* It is preferable if the only question asked is "Can you tell me what happened?"
* Tell the child that you must tell someone who can provide support to them

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- Report in writing using the appropriate form to the Principal

Report in writing using the appropriate form to the police and Child Safety Services if the Principal does not report immediately.It is NOT the role of the person receiving a disclosure or a report to investigate allegations of harm. He/she should only ask enough questions to confirm the need to report the matter to the Queensland Police Service or Child Safety Services. The safety of the child or young person is paramount. Unnecessary questions or interviews could cause distress, confusion and interfere with any subsequent investigation authorities undertake.

An organisation should not:
- Conduct its own investigation to substantiate claims
- Hold its own internal hearing, or
- Attempt to mediate a settlement of the matter instead of notifying relevant authorities.

Investigations conducted by your organisation could lead to:
- The destruction of evidence by an accused person
- Intimidation of the person disclosing the information, or
- Intimidation of the child or young person being harmed (if the disclosure was made by somebody else).

Remember, when a person makes a report to Child Safety Services or the Queensland Police Service, his/her details are kept confidential and the person's identity is strictly protected. For more information, about what happens when a report is made go to: www.childsafety.qld.gov.au/child-protection/report-process.html.

## 6.5.4 Reporting of Harm

| PROCEDURES FOR REPORTING HARM | |
|---|---|
| SCOPE: | applies to:<br>• harm of any student of this school who was under 18 years at the time the harm was caused; and<br>• behaviour of a staff member that a student considers is inappropriate.<br>• The risk that harm may be caused to a student who is under the age of 18 years. |
| DEFINITION: | "harm":-<br>• is any detrimental effect of a significant nature on a student's physical, psychological or emotional well being, however caused<br>• can be caused by<br>   - physical, psychological or emotional abuse or neglect; or<br>   - sexual abuse or exploitation. |

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The School has reporting procedures that comply with legislation, as follows:

| Subject | If | Then |
|---|---|---|
| Reporting Harm (Accreditation Regulation s.10) | You as a student are aware or reasonably suspect that harm has been caused by anyone to a student of the school who was under 18 at the time | report it to any staff member |
| | You are a staff member and you are aware or reasonably suspect that harm has been caused or is likely to be caused by anyone to a student of the school who was under 18 at the time | report it, immediately, in writing, to the principal or the Conference Education Director and keep a written record of your actions (Use the form available from the school office) Report to police or Child Safety Services if the Principal does not report immediately. |
| | You are:- the principal or Conference Education Director and you receive a report of harm or suspected harm to a student of the school; and you are aware of the harm having been caused or you reasonably suspect the harm to have been caused | Pass the written report immediately to the police and to the Education Director keep a written record of your actions |
| Reporting Inappropriate Behaviour (Accreditation Regulation s.10) | you are a student and you wish to report behaviour by a staff member that you consider inappropriate you, the Principal or Conference Education Director receive the report under the preceding step | report the behaviour to the principal or Conference Education Director who will interview the student<br><br>interview the staff member named in the report interview any other person who may be able to provide useful information Report in writing to the Education Board and take action on the basis of the report |
| Reporting Sexual Abuse Education (General Provisions) Act s.146B) | you are:- <ul><li>a staff member; and</li><li>aware or you reasonably suspect that an employee of the school has sexually abused a student of the school who was under 18 at the time</li></ul> | give a written report about the abuse to the Principal or the Conference Education Director immediately and to the police or Child Safety Services if your report is not passed on to the authorities immediately. contents of the written report are prescribed by regulation made under the |

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| | | Education (General Provisions) Act |
|---|---|---|
| | You, the Principal, or the Conference Education Director, receive a report under the preceding step | give a copy of the report to a police officer or Child Safet Services immediately |

6.5.5  Contact details for Child Safety Services can be found at
http://www.communities.qld.gov.au/childsafety/protecting-children/contacts

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### 6.5.5.1  Identify hazards

A hazard is anything that can cause harm, either physically, psychologically or emotionally. It could be a faulty piece of equipment, a poorly planned excursion, abuse, neglect, communication misunderstandings, lack of training or qualifications and many other things.

Each school operated by Seventh-day Adventist Schools (South Queensland) Ltd has a Safety Coordinator or Committee with the role of identifying hazards to students of the school, whether on campus or involved in school related activities off campus. All staff members are expected to report hazards to the Coordinator or Committee, as well as to identify hazards related to activities under their supervision and to comply with all policies of the school that have been established for the safety of children.

Hazards can be identified through:
- audits or physical inspections
- brainstorming
- decision trees
- examining local or overseas experience
- expert judgment
- flow charting, system design review, systems analysis
- history, failure analysis
- incidents or complaints
- interviews/focus groups
- operational modelling
- organisational experience
- personal experience
- scenario analysis
- SWOT Analysis
- survey or questionnaire
- systems engineering techniques, e.g. Hazard and Operability (HAZOP) studies
- work breakdown structure analysis.

Staff members who are involved in identifying hazards must be knowledgeable about the policy, program, process or activity being reviewed and, where it is complex, consult with experts who may assist them.

Some hazards will not lend themselves to objective analysis or observation, and the cost of collecting all data might be too great for the benefits provided.

### 6.5.5.2  Analyse risks

After identifying a wide range of hazards, the next step is to separate the minor hazards from the major and to begin to prioritise the hazards. The level of risk is defined by the relationship between consequence and likelihood, applicable to the area of risk or program under review.

Answer these key questions to define risk levels:
- What are the potential consequences of each risk if it occurs?
- What is the potential likelihood of the risk happening?

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- What controls exist to prevent or detect the risk?
- Can the hazard be eliminated?
- If the hazard cannot be eliminated, what controls exist which will lower the consequences or likelihood of the risk?
- Have these controls actually reduced the level of risk?
- How well are these controls enforced by management?

### 6.5.5.3 *Evaluate and prioritise*

After analysing the risk, you can decide whether the risk is acceptable or unacceptable. This involves comparing the level of risk with the identified level of unacceptable risk.

A risk is called 'acceptable' if it is not going to be treated immediately. Unacceptable risks will be treated in some way. Evaluation should take account of the degree of control over each risk and the cost impact, benefits and opportunities presented by the risks. Combining likelihood and consequences will produce risk levels.

| Consequences | Likelihood | | | | |
| --- | --- | --- | --- | --- | --- |
| | Rare (RA) Could only occur in exceptional circumstances. | Unlikely (UNL) Small chance of occurring at some time. | Possible (POS) Might occur at some time. | Likely (LIK) Will probably occur. | Almost Certain (AC) Expected to occur in most circumstances or occurs regularly. |
| Catastrophic (CAT) Loss of life, permanent disability or injury or multiple serious injuries. Financial impact on >10% of budget. | High (H) Urgent Board decision required | High (H) Urgent Board decision required | Extreme (EXT) ACT NOW Take immediate action | Extreme (EXT) ACT NOW Take immediate action | Extreme (EXT) ACT NOW Take immediate action |
| Major (MAJ) Serious injury (injuries) requiring specialist medical treatment or hospitalisation or lost time of greater than four days. Financial impact on 5% - 10% of budget. | Tolerable (TOL) Decision required at the next Board meeting | Tolerable (TOL) Decision required at the next Board meeting | High (H) Urgent Board decision required | Extreme (EXT) ACT NOW Take immediate action | Extreme (EXT) ACT NOW Take immediate action |
| Moderate (MOD) Injury requiring medical treatment or lost time of four or fewer days. Financial impact on 2% - 5% of budget. | Low (L) Record and review if conditions change | Tolerable (TOL) Decision required at the next Board meeting | Tolerable (TOL) Decision required at the next Board meeting | High (H) Urgent Board decision required | High (H) Urgent Board decision required |
| Minor (MIN) Minor injury requiring first aid treatment (e.g. minor cuts, bruises, bumps). Financial impact on 1% - 2% of budget. | Very Low (VL) Review at the specified interval | Low (L) Record and review if conditions change | Low (L) Record and review if conditions change | Tolerable (TOL) Decision required at the next Board meeting | Tolerable (TOL) Decision required at the next Board meeting |
| Insignificant (INS) No treatment required. Financial impact on less than 1% of budget. | Very Low (VL) Review at the specified interval | Very Low (VL) Review at the specified interval | Very Low (VL) Review at the specified interval | Low (L) Record and review if conditions change | Low (L) Record and review if conditions change |

### 6.5.5.4 *Eliminate the Hazards. If this is not possible or practicable then Treat the risks*

Risk cannot always be eliminated, but choosing and implementing a treatment plan will help to control the risk.

A number of options are available. Elimination must always be considered first. The other options may be considered in descending order beginning with Substitution (the most effective control following elimination) down to PPE – Personal Protective Equipment (the least effective control measure). All these options may be used in combination to achieve the result of reducing the risk ranking to an acceptable level.

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ELIMINATION
SUBSTITUTION
ISOLATION
ENGINEERING
ADMIN
PPE
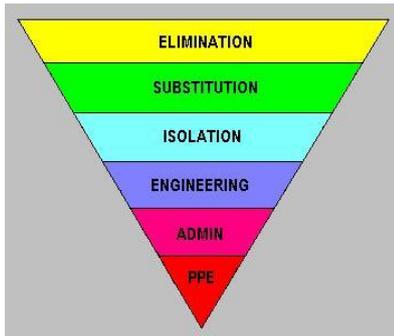
Assess treatment or control options to minimise risk by asking:
- What is the feasibility of each treatment option?
- What is the cost of implementing versus the benefits?
- What is the extent of risk reduction versus the benefits?
- What are the resources needed (people, money, technical)?
- Do the risk treatments comply with legal requirements, government and organisational policies, including those concerning access, equity, ethics and accountability?
- What are the criteria of acceptability?
- What opportunities are created by the risk?
- Are there rare but severe risks?

Prepare treatment plans by deciding:

- Which option is the best choice?
- What will be monitored and reviewed to determine the success of the treatment?
- Who is best placed to treat each risk, either through better knowledge, technical expertise or financial capability?
- What job design and work organisation options are appropriate for staff treating the risks?
- Who is accountable and responsible for the treatment of the risk?

Implement your treatment plan by following these steps:

- manage program, project and team level risks
- manage individual level risks
- develop performance indicators to monitor the levels of risk, the performance of the treatment measures and the risk treatments.

### 6.5.5.5 Monitor and review

You need to monitor risks, the effectiveness of your treatment plan or strategies and the management system that you set up to control the implementation. Review and monitor risks When anything about the event or process changes, every time there is an incident or near miss, immediately after the event/activity and on a regular basis. Some risks should be reviewed daily, while others can be addressed at the start of semester, biannually or annually.

Key questions when monitoring and reviewing risks are:

- Are the risk treatments effective in eliminating or minimising the risks?
- Are the risk treatments comparatively efficient/cost effective in minimising risks?
- Do the performance indicators address the key elements for risk treatment?
- Are the assumptions you made about the environment, technology and resources still valid?

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- Are the management and accounting controls adequate?
- Do the risk treatments comply with legal requirements, government and organisational policies, including access, equity, ethics and accountability?
- How can improvements be made?

### 6.5.5.6 *Risk Management Checklist*

Refer to the Appendix for a Risk Management Checklist for Child Protection Compliance, below.

## 7. STRATEGY RELEASE DETAILS

See document control panel page 2

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## 8. **APPENDIX 1 – RISK MANAGEMENT CHECKLIST**

| Element | N | D | I | NA | Evidence | Review date |
|---|---|---|---|---|---|---|
| **COMMITMENT TO A CHILD-SAFE CULTURE**<br>Child protection policy:<br>• statement of commitment to children's wellbeing and protecting them from harm<br>• Code of Conduct: standards of language and behaviour for working with children<br>• Responsibilities, procedures and consequences for non-compliance with child protection policy. | | | | | | |
| **BUILDING PEOPLE'S CAPABILITIES**<br>Information, training and development for staff, volunteers, parents, children re:<br>• Child abuse and child protection<br>• Role-specific child protection duties, e.g. people working with children, supervisor/manager, contact person for Child Protection/Risk Mgt.<br>• Risk management processes and requirements<br>• Handling complaints and disclosures of harm<br>• Involving and empowering children and young people<br>• Rights and expectations of parents and children. | | | | | | |
| **CONSISTENT PROCEDURES AND DOCUMENTS**<br>Risk management for child protection explicit in guidelines for:<br>• Selecting, supervising and managing staff and volunteers (incl. blue card status)<br>• Planning for activities and special events<br>Forms and registers:<br>• Risk management register (risks identified, assessed, treated and reviewed)<br>• Register of staff/volunteer Blue Card status<br>• Permissions/approvals<br>• Incident register<br>• Register of complaints and disclosures of harm.<br>Financial commitment to child protection strategies. | | | | | | |

**CODE: N – Not done D – Developing I – Implementing N/A – Not applicable SIGNED/DATE:**

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## 9. APPENDIX 2- SAMPLE BLUE CARD REGISTER

The school keeps an electronic copy of all employees, volunteers and homestay hosts and provider's Blue Card details, which is updated whenever it receives notifications from the Commission about a change in a blue card holder or applicant's status.

## 10. APPENDIX 3 – ADDITIONAL DOCUMENTS

*10.1 SQS115.001.ADM – Teacher's Code of Conduct*

*10.2 Suggested Code of Conduct for Parents and Carers*

*10.3 Suggested Code of Conduct for Students*

*10.4 SQS105.001.ADM – Child Protection Policy*

*10.5 SQS025.001.ADM - Policy and Procedures for Handling Disclosures or Suspicions of Harm and Reporting Procedures*

*10.6 SQS104.001.ADM – School Misconduct Report Form*

*10.7 SQS019.001.ADM – Permission to Proceed High Risk Events*

*10.8 School Emergency Response Flow Chart*

*10.9 School Respond to Critical Incident Flow Chart*

## 11. APPENDIX 4- AGREEMENT TO COMPLY WITH RISK MANAGEMENT STRATEGY

It is a breach of Seventh-day Adventist Schools (South Queensland) Ltd Risk Management Strategy for any person to whom this strategy applies to have been found to have:

- engaged in child abuse
- done anything contrary to the policies referred to within the Strategy
- breached the Code of Conduct
- failed to follow the Policies and procedures for the protection, safety and welfare of children
- appointed or continued to employ any person in contravention of the strategy

I, <insert name>, have read the following documents:
- Statement of Commitment to the safety and wellbeing of children and the protection of children from harm
- the relevant Code of Conduct
- policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines
- homestay risk management strategy, where applicable
- risk management plans for high risk activities and special events, and
- strategies for communication and support.

Having read these documents, I understand Seventh-day Adventist Schools (South Queensland) Ltd commitment to maintaining a safe, friendly environment for children and young people. I agree to uphold the Child Protection Policy and Code of Conduct, and to follow the guidelines and procedures outlined. I

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will work to contribute positively to the growth and development of the organisation and the children and young people to whom it provides services. I also understand that should I be found to have breached the Child Protection Risk Management Strategy I will be subject to discipline in accordance with the policy or agreement under which I am employed or engaged.


Signed:          _____          Date:          _____


Witness:          _____          Date:          _____

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