

Centenary Dance Academy

Child and Youth Risk Management Strategy

1.0 Statement of Commitment

At Centenary Dance Academy we pride ourselves on providing a high standard of training whilst remaining an inclusive and caring environment where everyone experiences the joy of dance. Centenary Dance Academy supports the rights of children, young people and adults and is committed to the safety and wellbeing of all children, young people and adults, including those who use our services. Our teachers and staff will treat them with respect and understanding and address their concerns at all times. Our organisation will endeavour to provide a safe and supportive service environment for children and young people through the practices and procedures outlined in our Child and Youth Risk Management Strategy.

2.0 Code of Conduct

2.1 Statement of commitment

At Centenary Dance Academy we pride ourselves on providing a high standard of training whilst remaining an inclusive and caring environment where everyone experiences the joy of dance. Centenary Dance Academy supports the rights of children, young people and adults and is committed to the safety and wellbeing of all children, young people and adults, including those who use our services. Our teachers and staff will treat them with respect and understanding and address their concerns at all times. Our organisation will endeavour to provide a safe and supportive service environment for children and young people through the practices and procedures outlined in our Child and Youth Risk Management Strategy.

2.2 Who must comply with the code of conduct?

This code of conduct applies to all paid employees, volunteers, students, parents of students, and visitors who enter our service environment.

2.3 When must this code of conduct be signed?

Parents and students will be provided with their code of conducts upon enrolment. Employed and volunteer teachers must read and sign the code of conduct before commencing work with CDA.

2.3 Code of conduct for children and young people under 18

As children and young people who are part of Centenary Dance Academy we agree that:

- We will respect other children, young people and adults;
- We will cooperate and play by the rules;
- We will listen and receive instructions;
- We will control our temper;
- We will have a say about what we are involved in;
- We will speak up if we are worried or concerned about something;
- We will not be a bully or accept any bullying that we see.

2.4 Code of conduct for parents/carers and adult students

As a parent/carer of a child involved in the service provided by Centenary Dance Academy, or as an adult student, I agree that:

- I will respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background;
- I will respect the decisions of employees/officials and teach children to do likewise;
- I will focus on and encourage children's efforts and performance;
- I will support all efforts to remove any form of abuse in this organisation and encourage a safe and supportive service environment;
- I will raise any issues or concerns with staff;
- I will not treat any child or young person in an unfair, unjust, or discriminatory manner;
- I will not smoke on the organisation's premises;
- I will not drink alcohol or use illicit substances while on the organisation's premises except within the parameters of an adult-only function e.g. wine and cheese night.

2.5 Code of conduct for teachers (both employees and volunteers)

As a dance/drama/cheer/voice teacher for Centenary Dance Academy, I will:

- Respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background;
- Support all efforts to remove any form of abuse in this organisation and encourage a safe and supportive service environment;
- Ensure that any physical contact with others is appropriate to the situation and necessary for the person's skill development;
- Refrain from developing close personal relationships with the students under the age of eighteen outside of the teacher/student relationship;
- Refrain from using abusive, derogatory or offensive language;
- Impart knowledge and skills of drama/dance in a respectful and encouraging manner;
- Respect the decisions of staff/examiners and encourage students to do the same
- Always consider the health, safety and welfare of the students;

- Not show favouritism toward talented students; and
- Not be a 'winner at all costs' teacher, remembering that many of our students, particularly junior students, participate for pleasure and friendship, and competition is only part of the fun.

The standards of appropriate behaviour

Behaviour	Appropriate	Inappropriate
Language	<ul style="list-style-type: none"> • Using encouraging/positive words and a pleasant tone of voice, particularly when giving corrections; • Open and honest communication 	<ul style="list-style-type: none"> • Insults, criticism or name calling; • Bullying, swearing or yelling; • Sexually suggestive comments/jokes
Relationships	<ul style="list-style-type: none"> • Being a positive role model; • Building relationships based on trust; • Empowering children to share in decision making 	<ul style="list-style-type: none"> • Favouritism;; • Spending excessive amounts of time alone with children; • Contact outside of class/performances (either physical or via email/phone) except through official means of communication for studio purposes; • Bullying, harassment; • 'Grooming' children or young people
Physical Contact	<ul style="list-style-type: none"> • Allowing for personal space; • Touching due to medical emergency or protecting from physical harm; • Touching to correct technique; • Non-threatening 	<ul style="list-style-type: none"> • Violent or aggressive behaviour including hitting, kicking, slapping or pushing; • Kissing or touching of a sexual nature consistent with 'grooming'; • Touching to correct a child's technique after they have asked you to stop
Other	<ul style="list-style-type: none"> • Appropriate attire/clothing for role • Age appropriate lyrics • When emailing students under the age of 18, ensuring parents/carers 	<ul style="list-style-type: none"> • Using alcohol or other substances including illegal drugs before or during work; • Inappropriate clothing;

	<p>are also included in the email</p> <ul style="list-style-type: none">• When prospective students under the age of 18 contact us, ask for parent contact details to include in future responses	<ul style="list-style-type: none">• Sending inappropriate emails, texts or phone calls• Overextended mounts
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In the event that the code of conduct for interacting with children and young people is breached, actions will be taken in accordance with our organisation’s plan for managing breaches of the child and youth risk management strategy.

“I have read, understood, and will act in accordance with the above code of conduct.”

Name: _____ **Signature:** _____

Date: _____

3.0 Procedures for Recruiting, Selecting, Training and Managing People

3.1 Dance / Drama / Cheer / Voice Teacher Position Description

Organisation: Centenary Dance Academy

Position: Dance / Drama / Cheer / VoiceTeacher

Review schedule: Annually

Centenary Dance Academy is committed to the safety and wellbeing of all children, young people and adults, especially those who use our services. Our teachers will treat all children, young people and adults with respect and understanding at all times and listen to their concerns. To ensure children and young people are kept safe from harm, the following outlines the duties, skills and attributes required for the position of Dance / Drama Teacher.

Duties:

- Teaching children and/or adults dance and/or drama, cheer or voice skills;
- Communicating with parents/carers if necessary or in conjunction with administration;
- Marking attendance roll and collecting enrolment and other documents;
- Teaching the appropriate syllabus, supplemented as necessary with other work;
- Preparing a four to five minute segment of work for the mid-year open day;
- Choreographing a concert routine and organizing and purchasing costumes for said routine for the end of year performance;
- Attending classes with punctuality;
- Promptly (within three days) replying to email from employers;
- Attending a quarterly staff meeting or carefully reading the notes if unable to attend and confirm this in writing
- Maintaining an appropriate skill level in their discipline at their own expense.

Skills and attributes required to undertake role

- Keen desire to teach children including patience and enthusiasm
- Values everyone's, including children's, rights to feel safe and happy
- Understanding of physical and emotional needs of children

- Communication skills including rapport and trust building skills
- Leadership skills
- Problem solving and conflict resolution skills
- Positive reinforcement/strength-based approach
- Time management and planning skills
- Interpersonal communication skills
- Sufficient skill in the discipline as deemed by the directors

Further information:

- The person fulfilling the role of dance / drama / cheer / voice will be required to adhere to a code of conduct and undergo training as deemed necessary for the role.
- The person fulfilling the role will be required to hold a valid 'Blue Card' and undergo a 'Working with Children Check' performed by the Commission for Children and Young People and Child Guardian every three years.

3.2 Recruiting & Selecting

- CDA will recruit primarily through personal references, including the use of referee checks if the candidate is not previously well-known to the owners.

3.3 Induction

- CDA will meet with new employees before they begin teaching. This will include discussion of:
 - The role description;
 - Syllabus expectations;
 - Organisational philosophy;
 - Completion of necessary paperwork including Working with Children Check and Code of Conduct.
 - Child and Youth Management Risk Policy
 - CDA's commitment to an environment that is safe and supportive for children and young people;
 - The standards of behaviour expected as detailed in your code of conduct;
 - Our organisation's safe and supportive policies and procedures, and strategies to minimise harm;
 - Procedures to follow when a disclosure of harm is received;
 - Reporting guidelines in relation to disclosures of harm and suspicions of harm;
 - Their own rights and responsibilities, as well as those of children and young people;

- What to expect if there is an allegation of harm made against them or to them;
 - What constitutes a breach of your organisation's child and youth risk management strategy and the potential consequences;
 - The roles of key people in your organisation, and grievance procedures.
- CDA will use a probationary period of employment at the discretion of directors so that we can assess the performance of a new employee or volunteer and their suitability for the position. During this time CDA provides support to the new employee to be successful in undertaking the role.

3.4 Managing and Training

CDA recognises a responsibility to ensure management procedures are in place to support and encourage safe and supportive environments for children and young people. Consistent, fair and supportive management processes for all staff can help achieve this aim.

CDA recognises it is important to continually promote and demonstrate respect for the rights and expectations of children and young people, parents and carers.

- CDA will work with employees to set goals if necessary to improve the skills required on the list.
- CDA will offer mentoring, coaching and additional training when required by teachers.
- Staff will receive annual internal training in:
 - Identifying, assessing and minimising risks;
 - The organisation's policies and procedures (including the organisation's code of conduct);
 - Handling a disclosure or suspicion of harm, including reporting guidelines.

- This training will take place at four staff meetings over the course of the year. Where teachers are unable to attend a staff meeting, it is expected that they will read the notes/relevant section of the Policy and confirm this in writing. It is compulsory for staff to undertake this training whether in person or through reading the information and acknowledging this.
- CDA will maintain a training register.

4.0 Policies and Procedures of handling disclosures or suspicions of harm, including reporting guidelines

Policy and Procedures for Handling Disclosures or Suspicions of Harm

The following policy and procedures will ensure that staff respond as quickly as possible and in the best interests of the child or young person under 18 years of age, when disclosures or suspicions of harm are received. CDA recognises that children and young people are vulnerable members of the community and that extra measures must be taken to protect and support them. A short reference to this section of the policy (Appendix A) will be made available in each teacher's administration/roll folder and in a permanent location in each studio.

4.1 Policy

All staff will receive training in identifying risks of harm and handling disclosures or suspicions of harm as soon as possible upon commencing employment. All staff will report disclosed or suspected harm to either the Department of Communities (Child Safety Services) or the Queensland Police Service who will decide on an appropriate course of action.

4.2 Who must comply with this policy?

The following people must comply with this policy:

- Employees and volunteers
- Contractors
- CDA Unit Trust members, and
- Work experience students/students on placement.

4.3 Definitions

Harm as defined under the *Child Protection Act 1999* as "any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. For harm to be significant, the detrimental effect on the child's wellbeing must be substantial or serious, more than transitory and must be demonstrable in the child's presentation, functioning or behaviour".

Harm may be categorised in the following types:

- *physical abuse*, for example, beating, shaking, burning, biting, causing bruise or fractures by inappropriate discipline, giving children alcohol, drugs or inappropriate medication;
- *emotional or psychological abuse*, for example, constant yelling, insults, swearing, criticism, bullying, not giving children positive support and encouragement;
- *neglect* for example, not giving children sufficient food, clothing, enough sleep, hygiene, medical care, leaving children alone or children missing school; and
- *sexual abuse or exploitation*, for example, sexual jokes or touching, exposing children to sexual acts or pornography or having sexual intercourse with a child or young person under 16 years of age (even if the child appears to have consented).

Suspicion of harm

You can suspect harm if:

- you are concerned by significant changes in behaviour or the presence of new unexplained and suspicious injuries.

Disclosure of harm

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

Disclosures of harm may start with:

- “I think I saw...”
- “Somebody told me that...”
- “Just think you should know...”
- “I’m not sure what I want you to do, but...”

4.4 Procedures to minimise harm to children and young people

Our organisation works to minimise harm to children and young people by acting in a manner that supports their interests and wellbeing, by:

- Modeling acceptable behaviour within the context of a dance and/or drama class;
- Making sure they are safe by monitoring their activities and ensuring their environment meets all safety requirements;
- Taking anything a child or young person says seriously and following up their concerns;
- Listening to children and young people and letting them know that staff are available for them if they have any concerns.

4.5 Procedures for receiving a disclosure of harm

When receiving a disclosure of harm:

- Remain calm and find a private place to talk
- Don’t promise that you’ll keep a secret; tell them they have done the right thing in telling you but that you’ll need to tell someone who can help keep them safe
- Only ask enough questions to confirm the need to report the matter; probing questions could cause distress, confusion and interfere with any later enquiries,
- Do not attempt to conduct your own investigation or mediate an outcome between the parties involved.

4.6 Reporting guidelines for disclosures or suspicions of harm

Following are the actions our organisation will take immediately following a disclosure or suspicion of harm.

Documenting a suspicion of harm

If you or others have concerns about the safety of a student of Centenary Dance Academy who is under the age of eighteen, record your concerns in a non-judgmental and accurate manner as soon as possible. If a parent explains a noticeable mark on a child, record your own observations as well as accurate details of the conversation. If you see unsafe or harmful actions towards a child in your care, intervene immediately, provided it is safe to do so. If it is unsafe, call the police for assistance.

Documenting a disclosure of harm

Record the details as soon as possible so that they are accurately captured. Include:

- Time, date and place of the disclosure
- ‘Word for word’ what happened and what was said, including anything you said and any actions that have been taken, and Date of report and signature.

If you need to take notes as the person is telling you, explain that you are taking a record in case any later enquiry occurs.

Reporting the disclosure or suspicion of harm to authorities

Our organisation will not conduct its own enquiries in relation to the disclosure or suspicion of harm or try to come to an agreement between the parties involved. The person who receives a disclosure or suspects harm is to contact the relevant authority to ensure information provided is comprehensive and accurate.

Report the matter to:

Department of Communities (Child Safety Services) on freecall 1800 811 810, or Queensland Police Service (424 Oxley Road, Sherwood, QLD 4075 or (07) 3278 3033).

After making a report, ensure that Centenary Dance Academy is informed if this has not already been done.

4.7 Actions following a disclosure of harm

Support and direction to counselling will be offered to all parties involved.

Processes for those involved in the report

The child or young person

The children and young people involved will be directed towards appropriate counselling and support.

The person who made the report

Under Section 22 of the *Child Protection Act 1999*, a person who reports suspected child abuse is protected from civil or criminal legal actions and is not considered to have broken any code of conduct or ethics.

Details of the person who made the report are to be kept completely confidential and will not be made available to the family of the child or young person, or the person against whom the allegation has been made.

The person against whom the allegation has been made

If the person responding to the allegation of harm is a member of the organisation, CDA will review their duties. CDA will seek advice as to the extent to which that person can carry out duties in the organisation.

Review procedures

CDA's policy and procedures for handling disclosures or suspicions of harm are to be reviewed and assessed regularly to ensure that the organisation is continuing to provide a safe and supportive service environment.

Responsible person/officer: Michelle Andrea McDowall

Date: 24 September 2013

Review Date: 25 September 2014

5.0 A plan for managing breaches of the risk management strategy

5.1 Purpose

This plan outlines the steps to be taken following a breach of the child and youth risk management strategy in order to address the breach in a fair and supportive manner.

5.2 Definition

A breach is any action or inaction by any member of the organisation, including children and young people, that 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 children and youth risk management strategy and maintaining an employee register; Risk management plans for high risk activities and special events; and
- Strategies for communication and support.

A breach that results in significant harm to a child or young person needs to be considered in terms of an allegation or suspicion of harm in the first instance.

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
- CDA Unit Trust members
- Work experience students/students on placement

- Parents and carers
- Children and young people
- Adult students

5.3 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.

5.4 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; or
- Reviewing current policies and procedures and developing new policies and procedures if necessary.

If unsure of how to proceed, Centenary Dance Academy will contact the Commission.

Responsible person/officer: Michelle Andrea McDowall

Date: 24 September 2013

Review Date: 25 September 2014

6.0 Policies and procedures for compliance with Chapter 8 of the Act

6.1 Procedure for reviewing the child and youth risk management strategy

To ensure that the child and youth risk management strategy remains current and effective in identifying and minimising risks of harm to children, this strategy will be monitored and reviewed.

6.2 Frequency of reviews

This strategy will be reviewed annually, each September, in accordance with the legislation. In the event that the organisation identifies concerns, particularly following an incident, the child and youth risk management strategy will be reviewed.

6.3 Who will be involved in the review?

Employees, owners, and where applicable some parents and carers, children and young people, and other stakeholders will be involved in the review of the child and youth risk management strategy.

6.4 What will be covered in the review?

The child and youth risk management strategy will be reviewed in its entirety. The date of the review, where the review took place, who was present and what was discussed will be recorded.

Issues to be considered in the review include:

- Whether stakeholders adhered to the policies and procedures
- The incidents relating to the protection of children or young people from harm and the outcome of these incidents
- The effectiveness of policies and procedures in preventing or minimising harm to children and young people, and
- The frequency of training in the child and youth risk management strategy.

6.5 Following the review

Stakeholders will be advised of any changes to policies and procedures, and training will be provided if necessary.

6.5 Procedures for maintaining the employee register

Centenary Dance Academy will:

- Appoint a 'contact person' who will be responsible for managing blue cards: Lynette Jones (Administration) who is overseen by Michelle McDowall (CDA Unit Trust Member);
- Review the Blue Card Register on a monthly basis to ensure that any teachers whose card is about to expire has submitted a renewal form;
- Not allow any employee to teach who card has expired unless a renewal has already been submitted (paid employee) or the new blue card received (volunteer/work experience);
- Understand and refer to the relevant legislation to guide our decisions about whether a person may be exempt from screening requirements in our service environment;
- Ensure that all information in relation to blue card applications is kept confidential,
- Maintain a blue card register of all staff and volunteers.

In the case of relief teachers who are not currently on the CDA Blue Card Register, CDA will conduct a check of the prospective employee's blue card on the Commission's website (requires employee's name as it appears on the card, full blue card number including the number following the '/' on the card, and its expiry date). CDA will also submit an 'Authorisation to confirm a valid blue card' form.

When a teacher is no longer able to teach on a consistent basis, they will be asked if they would like to remain on the Blue Card Register so that they may teach on a relief basis.

Responsible person/officer: Michelle Andrea McDowall

Date: 24 September 2013

Review Date: 25 September 2014

7.0 Risk management plans for high risk activities and special events

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Describe the activity	Identify Risks	Balancing the Risk	Managing the Risk	Analyse the Risk	Review
Mid-year open day	Injury	Informal performance opportunity that is no cost and no stress to participants	CDA teachers on-site Organised schedule and areas First aid kit on premises Teachers encourage students to warm up before their presentation if necessary.	This is a moderate risk that might occur.	Event organisers
End of year concert	Injury Emotional/stress: separated from parents Physical/emotional: students getting lost	Professional performance opportunity	First aid kits on premises and teachers encourage students to warm up beforehand if necessary. Allocated areas for students to dress and wait Studio director has ability to make direct announcement to parents in audience. Emergency contact list is kept on site. Children in Grade 1	Injury: This is a moderate risk that might occur. Separation anxiety: This is a low risk that might occur. Lost: This is a low risk that might	Event organizers Staff

	<p>Sexual – students getting changed in dressing room / exposure</p>		<p>Ballet, Grade 1 Jazz and Preliminary Tap and under can be accompanied by their same-gender parent in the dressing room at all times.</p> <p>1:10 volunteer parent or CDA teacher and/or unit trust member supervising students in dressing room and backstage (Ballet Grade 5 and under, Jazz Grade 4 and under, Tap Elementary Gold and under)</p> <p>CDA teachers and/or unit trust members in the backstage areas.</p> <p>Clear expectations communicated to parents about pick-up, drop-off and not having photography in dressing rooms</p> <p>On rehearsal night, students are signed in and out of the building. On performance nights parents have option of accompanying children to</p>	<p>occur.</p> <p>Sexual or Other Abuse: This is a low risk that might occur.</p>	
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			<p>dressing rooms if they so choose.</p> <p>Separate gender dressing rooms.</p> <p>Volunteer parents will be emailed the full Child and Youth Risk Management Strategy prior to the concert. They will also have the opportunity to meet with a CDA unit trust member to discuss procedures and safety. They will be given a summary of key points regarding safety.</p>		
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8.0 Strategies for Communication and Support

Information for parents and carers

Our organisation's child and youth risk management strategy

Creating safe and supportive service environments for children and young people is everyone's business. Centenary Dance Academy is committed to providing the highest standard of service to children and young people and ensuring they are kept safe from harm. In order to create a safe and supportive service environment for children and young people, organisations must initiate and maintain ongoing planning and commitment. In a safe and supportive environment, services and activities are provided so children and young people:

- Feel safe and protected from harm
- Help plan activities and make decisions
- Are consulted and respected, and
- Have their best interests considered and upheld.

In accordance with the *Commission for Children and Young People and Child Guardian Act 2000*, Centenary Dance Academy is required to have a written child and youth risk management strategy to protect the children and young people in our organisation from harm. The strategy will help ensure our organisation is a safe and supportive service environment for children and young people, by identifying and minimising risks. Screening employees and volunteers through the blue card system is part of the strategy.

The child and youth risk management strategy addresses the following elements:

- A statement of commitment;

- A 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;
- A plan for managing breaches of the child and youth risk management strategy;
- Policies and procedures for implementing and reviewing the child and youth risk management strategy and maintaining an employee register for blue cards;
- Risk management plans for high-risk activities and special events; and
- Strategies for communication and support.

As a parent/carer, it is important for you to understand the policies and procedures that form the child and youth risk management strategy. A copy of the strategy is attached for your information and comment.

APPENDIX A

Handling Disclosures, Allegations or Suspicions of Harm

If you are concerned about a child or young person and are not sure whether they are at risk of significant harm or have suffered significant harm, it is advisable to consult the Queensland Police or Department of Communities (Child Safety Services) for guidance.

Important things to remember when a child or young person discloses harm

When receiving a disclosure of harm:

- Remain calm and find a private place to talk;
- Don't promise that you'll keep a secret; tell them they have done the right thing in telling you but that you'll need to tell someone who can help keep them safe;
- Only ask enough questions to confirm the need to report the matter; probing questions could cause distress, confusion and interfere with any later enquiries,
- Do not attempt to conduct your own investigation or mediate an outcome between the parties involved.

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Flowchart for Reporting Guidelines

RECEIVING A DISCLOSURE

Remain calm and find a private place to talk

Explain why you can't keep it a secret

Only ask enough questions to confirm the need to report the matter

Do not attempt to conduct your own investigation

DOCUMENTING A DISCLOSURE

Complete an incident report form and include:

Time, date and place of the disclosure

*'Word for word' what happened and what was said, including anything you said
and any actions that have been taken*

Date of report and signature

REPORTING A DISCLOSURE

Department of Communities (Child Safety Services) - 1800 811 810

*Queensland Police Service (424 Oxley Road, Sherwood, QLD 4075 or (07)
3278 3033)*

Inform Centenary Dance Academy following a report.

FOLLOWING A DISCLOSURE <i>Support and counselling will be offered to all parties involved.</i> <i>The policies and procedures for handling disclosures or suspicions of harm are to be reviewed.</i>