

☆☆☆ CHILD AND YOUTH RISK MANAGEMENT STRATEGY ☆☆☆

JANUARY 2016 POLICY - PRIVATE TUITION

As a professional, I believe that I am a part of a community of care. Whilst working with children to develop their musical skills and appreciation in a positive supportive environment, I am committed to their safety and well-being. I will treat them with respect and understanding at all times.

In order to ensure that 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 (see 'Media Consent Form') 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 I suspect or am told that your child is being harmed at home.
- Notify you and/or the 'Queensland Police Service' if I suspect or am told that your child is being harmed outside the home.
- Notify you and/or the 'Department of Child Safety' if I am concerned that your child is self-harming.

Code of Conduct for 'Music Teachers'

Principles I will demonstrate...

- Fostering of mutual respect between myself and children/young people.
- Understanding of children/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/piano, or breath management and body alignment for singing, should verbal instruction or physical demonstration be insufficient. This may require the placing of a hand on a child's/young person's hand/shoulder at the keyboard/piano, or on their hand covering their abdomen for singing. It may also require that the child/young person lie on the floor (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/young person will be sought after the reasons for the contact has been explained.
- Employment of corrective practices which are not punitive, humiliating or aggressive.
- Willingness to listen to child's/young person's concerns/issues.

Mrs. Leia Knibb
22 Lookout Pl.
Narangba, QLD 4504



* Private Tuition; Early Childhood; Choirs
* BMus. BEd. Licensed KM Educator
* Blue Card; MTAQ Member

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- Willingness to use a variety of methods to motivate child/young person.
- Openness to parent/guardian/child/young person's suggestions, feedback and complaints.
- Willingness to provide feedback about child/young person's progress and behaviour.

Principles students/children/young people will demonstrate:

- Willingness to learn, to listen and receive instructions and a commitment to practise.
- Respect for other children/young people/adults who may be waiting.
- Responsibility for appropriate behaviour, and keeping themselves safe while arriving, waiting for and departing from lessons, as well as during the lesson.
- Responsibility for reporting any 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/young person, parents/guardians should:

- Feel welcome to stay and observe their child's music lessons (without interrupting), every so often.
- 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/young person in a timely fashion (from the studio), leaving the child/young person in my care only. Should you choose to drop off and pick up your child/young person from the street, be aware that no adult supervision is given by the studio, and that it is your choice and responsibility. Arrival and departure are to be announced clearly and acknowledged by me. Children/young people will be required to wait quietly outside the studio in the patio, but not in the street, until pick-up. If outside, they are to go back into the studio immediately should someone other than their parent arrive.
- **Never** leave siblings or other children unsupervised on the property (other than the intended student/child/young person receiving the music lesson, once their lesson has begun inside the studio).
- Provide an emergency contact phone number in the event that they do not arrive to pick up their child/young person.
- Provide the necessary resources/music, relevant to their child's/young person's music tuition, as requested (unless purchased and provided by the studio, for which reimbursement is required, as invoiced).
- Give positive and negative feedback on my policies and procedures.
- Accept feedback regarding their child's/young person's progress or behaviour.

In order to make the most of the time your child/young person is in the music lesson, I have the right to:

- End the lesson on the day, if a child/young person is non-compliant or obstructive in lesson (in which case, the parent/guardian will be contacted immediately to come and collect them). Should this behaviour consistently occur, then all music lesson and activities with that child/young person may cease altogether (at the teacher and studio's discretion).
- Raise concerns with the child/young person and parent/guardian if there are concerns regarding progress or behaviour.
- Expect that concerns be made known as soon as they arise, so that a resolution occurs as quickly as possible.

Children/Young people who attend music lessons have the right to:

- Be safe and free from harassment, bullying or abuse of any kind, and also '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.
- Have fun! 😊

Parents/Guardians have the right to:

- Receive regular feedback on child's/young person's progress.
- Ask questions or raise concerns about instruction or child's/young person's progress.
- Make concerns known to the teacher, and also to the studio's director, Mrs. Leia Knibb (if it's of growing concern, or an ongoing issue).
- Stay and observe the lesson, unless there is an issue for the child/young person if the parent/guardian is present.
- Have any personal information treated confidentially, and privacy respected by the teacher and studio.

Procedures for Handling Suspicions or Disclosures of Harm

I will respond appropriately and professionally, and in the best interests of the child/young person.

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/young person 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 only.

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/guardian (if appropriate).
- Notify the studio's director, Mrs. Leia Knibb (if necessary and appropriate)
- Notify the 'Queensland Police Service' if the disclosure or suspicion involves an offence against the child/young person.
- 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/guardians are not acting to protect their child/young person from harm. If this involves an offence against the child/young person, 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.

NOTE - If an allegation is proven, I will determine if the perpetrator's involvement with me, and with the studio, 'Starshine Music Studio', will be allowed to continue or not. 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/guardians, children/young people, others, should contact the studio's director, Mrs. Leia Knibb, **as soon as possible**, if they have any concerns, so that the issue/concern can be resolved promptly. This should be done at a time of 'mutual' convenience (and especially not done during another student's music lesson time), and **should not** be done within the hearing distance of others (including other parents/guardians or children/young people).

RISK REGISTER

Risks	Likelihood of event	Consequences for child/young person	Level of risk to child/young person	Treatment to prevent or reduce harm
Parent/guardian does not arrive to pick up child/young person.	Possible	Moderate	High	<ul style="list-style-type: none"> • Procedure for drop off and pick up of child/young person is provided and discussed with parent/guardian. • Parent/guardian provides alternate contact if unable to pick up child/young person. • Child/young person is to be in sight at all times until parent/guardian arrives.
Child/young person injures self (eg. falls over).	Rare	Moderate	Moderate	<ul style="list-style-type: none"> • Assess the injury and call parent/guardian immediately if deemed necessary. • Call for medical assistance (if required).
Child/young person says that they do not want to go home with parent/guardian.	Rare	Major	High	<ul style="list-style-type: none"> • Ask child/young person for reason/s. • If the answer suggests harm to child/young person from someone at home, report to relevant authorities. • If not, discuss child/young person's reason/s with parent/guardian.
Child/young person discloses that they are being physically	Possible	Major	Extreme	<ul style="list-style-type: none"> • Depending on information given, either report or discuss with parent/guardian.

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harmful by parent/guardian or another family member.				<ul style="list-style-type: none"> • Phone 'Department of Child Safety' to clarify, if unsure, and to report the disclosure.
Child/young person discloses that they are being sexually abused by parent/guardian or another family member.	Possible	Major	Extreme	<ul style="list-style-type: none"> • Report to 'Department of Child Safety' immediately! • Provide support to child/young person through 'Crisis Care' (if necessary).
Child/young person discloses that they are being sexually abused by someone outside the family.	Possible	Major	Extreme	<ul style="list-style-type: none"> • Report to 'Queensland Police Service'. • Provide support to child/young person and notify parent/guardian.
Child/young person complains to parent/guardian that during music lesson they were verbally abused.	Rare	Minor	Low	<ul style="list-style-type: none"> • Provide parent/guardian with copy of 'Code of Conduct for Music Teachers', and reiterate a commitment to protecting <u>all</u> children/young people from harm! • Refer parent/guardian to 'Procedures for Making a Complaint'. • Invite parent/guardian to attend music lessons to observe, anytime they so desire.
Child/young person complains to parent/guardian that during music lesson they were physically or sexually abused.	Rare	Major	High	<ul style="list-style-type: none"> • Refer parent/guardian to 'Code of Conduct for Music Teachers', and reiterate a commitment to protecting <u>all</u> children/young people from harm! • Remind parent/guardian of their 'right' to report these claims after having clarified the issue with child/young person involved. • Parent/guardian is to inform Music Teacher of any issue/s that child/young person has in relation to music lessons, to clarify the issue/s at hand.
Child/young person presents with depression, sadness and talk of self-harm.	Possible	Major	Extreme	<ul style="list-style-type: none"> • Report behaviour to parent/guardian immediately! If no action is taken, then report the behaviour to 'Department of Child Safety'.
Child's/young person's behaviour makes music lesson untenable, and could cause harm to themselves, Music Teacher, or others.	Possible	Moderate	High	<ul style="list-style-type: none"> • Refer child/young person to 'Code of Conduct for Music Teachers'. • Speak with parent/guardian about child's/young person's behaviour, involving said child/young person in that discussion. • Require parent/guardian to pick up child/young person from music lesson immediately! • Require parent/guardian to attend any future music lessons (should Music Teacher feel

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				comfortable in the continuation of music lessons, after discussions with parent/guardian and child/young person involved).
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Risk Management Plans for High-Risk Activities and Special Events

Where a high-risk activity (one requiring extra planning/supervision) or a special event takes place, parents/guardians will be provided with the relevant information regarding:

- The purpose of the event and its intended outcome for your child/young person.
- The venue's location and map.
- The organiser's 'Risk Management Strategy' where possible/relevant (if the event is to take place at a venue other than the studio, or place of your child's tuition).
- Any 'potential' risks unique to the special event and how they will be prevented.
- Location of venue and its reputation for conducting special events.
- Entry/Exit points.
- Evacuation assembly points.
- Bathroom locations.
- Estimated attendance numbers.
- Supervision arrangements (if parent/guardian is not required to or unavailable to attend).
- Transportation arrangements (if necessary).

Strategies for Communication and Support

Child abuse affects the whole community, not just the child/young person and family involved. Child abuse is anything that individuals, institutions or processes do (or fail to do) that directly or indirectly harms children/young people 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/guardians, professionals, neighbours, workmates, families and friends, is needed to protect children/young people in our communities.

As Blue Card holders, the 'Public Safety Business Agency: Blue Card Services' requires that I develop a written 'Child and Youth Risk Management Strategy', and that it be updated annually. This is a legislated requirement of the 'Working with Children (Risk Management and Screening) Act 2000'.

As for contracted teachers - All teachers will have their Blue Cards on them when teaching, and it may be sighted any time you should request. A copy of the studio's current 'Child and Youth Risk Management Strategy' is accessible in hard copy format at the studio, as well as by request. It is the contracted teachers' responsibility to amend this to suit their teaching environment/situation, as they see fit, should they be teaching from their own, or the student's venue. Parents/guardians will be notified by their child's/young person's teacher, of any changes to this policy.

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As for the studio's director, Mrs. Leia Knibb - My music and education qualifications are on display in my studio, as is my 'Child and Youth Risk Management Strategy'. Parents/Guardians may also request to view my Blue Card (Exempt) at any stage. Parents/guardians will be notified of any changes to this policy.

In developing this 'Child and Youth Risk Management Strategy', I have used a number of risk management-related resources offered by the 'Public Safety Business Agency: Blue Card Services'. These resources can be viewed on their website, at <https://www.bluecard.qld.gov.au/risk-management.html>.

If you have any concerns about my 'Child and Youth Risk Management Strategy', please don't hesitate to contact me on (07) 3886 9002 to discuss.

Regards,

Mrs. Leia Knibb
(Owner, Director, Music Teacher)
*** Starshine Music Studio ***
22 Lookout Pl., Narangba QLD 4504
Blue Card Registration - 80829/5 (Expiry Date: E = Exempt)
Registered Teacher with the QLD College of Teachers - 802600
MTAQ Member- 3427
ABN 48 348 188 417



- Your positive exemption notice and card remains valid while you hold a current teacher registration or continue to be a police officer, unless cancelled or suspended earlier.
 - If you cease to be a registered teacher or a police officer, your exemption notice will be cancelled. If you continue in regulated child-related employment or business, you must apply for a blue card.
 - You must notify the Commission of any change to your employer or employment, including if you cease regulated child-related employment or cease carrying on a regulated child-related business.
 - You must notify us if there is a change to your criminal history.
 - You must tell us of any change in name, address or contact details.
 - For more information visit www.bluecard.qld.gov.au or call 1800 113 611.
- This card remains the property of the Commission. If found return to us at
PO Box 12671,
George Street, Brisbane 4003.



NB - From 1 July 2010, registered teachers and police officers no longer need to apply for a Blue Card for regulated activities outside of their professional duties and instead, apply to the Agency for an 'exemption card'.

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