



Gympie Flexible School

CHILD AND YOUTH RISK MANAGEMENT STRATEGY



2024 PLAN / CHECKLIST, V1 25th March 2024

Updated V2 9th May 2024

This checklist has been developed to assist the Gympie Flexible School to comply with their obligations under:

the *Working with Children (Risk Management and Screening Act 2000)*
<https://www.legislation.qld.gov.au/view/pdf/inforce/current/act-2000-060> and

the *Working with Children (Risk Management and Screening) Regulation 2020 (Queensland legislation)*
<https://www.legislation.qld.gov.au/view/pdf/asmade/sl-2020-0131>

This checklist is based on two levels of EREA policy documents

Documents to ensure compliance with Queensland legislation	EREAFS
<ul style="list-style-type: none"> • Student Protection Processes and Guidelines January 2022 • Gympie Flexible Schools Complaints Handling Guide v54 2022 • EREAFS Child and Youth Risk Management Strategy – Gympie Flexible School 2025 • QLD/NT Recruitment Procedure • Blue Cards, Gympie Schools (Policy Connect) including QLD/NT “Blue Card – No Card – No Start Flow Chart 2024. (None teaching staff to keep on person at all times when working) 	<ul style="list-style-type: none"> • EREAFS Code of Conduct 2023, including the Child Safe Code of Conduct 2023 • EREAFS Commitment to Child Safety Statement 2023 • EREAFS Child Safeguarding Standards Framework July 2019 • EREAFS Child Safeguarding Policy, Dec 2020

All of these policies and information are available at the Townsville Flexible Learning Centre or found at either [Gympie FLC – EREA Flexible Schools Networks \(ereafsn.edu.au\)](#) or www.erea.edu.au

Key:

In progress **Areas for Improvement** To be reviewed: 25/03/2025.

Commitment

Requirement 1: Statement of Commitment

[Commitment Statement to Child Safety - Edmund Rice Education Australia \(erea.edu.au\)](http://erea.edu.au)

	Strategy	What do we do to meet the strategy?	Where is this found?	By WHOM
1.1	We create and maintain the school as a place of safety in a supportive, nurturing community	<ul style="list-style-type: none"> This is expressed in all documentation, website, staff advertisements, staff induction and part of the whole schools' community culture The Commitment Statement to Child Safety is available on EREAFS and schools' website The EREAFS Child Safeguarding Standards are available on EREA and school's website Annual checklists for all standards completed and action plans developed 	Schools Website EREAFSN Website Policy Connect Administration SLS	Principal, HOC, AHOC, Gympie Staff
1.2	We strive to ensure a culture within the school where all who have the responsibility and care of students understand that student protection is every person's responsibility	<ul style="list-style-type: none"> Discussed in interviews with prospective staff and covered as part of new staff induction Direct question in interview asked around Child Safeguarding and Code of Conduct. All shortlisted applicants are required to complete child safe declarations Reference check for the new staff member. 	Employment Application Process SLS School Website EREAFS Website	Principal, HOC, AHOC, Delegate

1.3	<p>We strive to ensure that every person (staff, other personnel, volunteers/placements) working within our school understands and acknowledges that the safety and wellbeing of students must be at the center of every preventive and protective action taken</p>	<ul style="list-style-type: none"> ● New staff/volunteer induction occurs at a local level before or at commencement ● All staff are engaged annually in various training around safety and wellbeing of students ● Online child protection training occurs for all new staff/volunteers/student placements before the staff commencement and then annually. ● Onsite professional development is offered to all staff in an ongoing way every year ● Other personnel e.g. Direct and regular contractors and volunteers who work directly with YP over more than 7 days in a calendar year, will be provided with the Code of Conduct either via link or a document. They complete compilearn modules that are required for volunteers. ● Certain staff, volunteers and contractors who are Blue Card exempt (see Appendix B for definitions), sign a non-direct contact declaration prior to commencing their engagement by the School (Medical Psychologist are not required to have a blue card but in regular visiting then they do the Child Safe Guarding module) 	<p>SLS Policy Connect PASS TAB TASS</p>	<p>Principal, Principal's EA, HOC, AHOCs and Delegate</p>
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Requirement 2: EREA Code of Conduct

	STRATEGY	What do we do to meet the strategy?	Where is this found?	By WHOM
2.1	All staff (who are working with children/young people) regardless of employment status, and other personnel – volunteers and contractors (if in direct contact with YP and visit the site more than 7 times annually) and student placements receive training on the EREAFS Code of Conduct. The EREAFS Code of Conduct is an essential component of the induction of all new employees/volunteers/student placements.	Local level: new staff/volunteers/student placements that are engaged in child related work are inducted at commencement including: <ul style="list-style-type: none"> All staff/volunteers induction program includes information and guidance around the code of conduct All paid staff have access to the schools Policy Connect portal with their staff user access All staff receive professional development on the Code of Conduct (within first 4 weeks after starting) 	SLS Policy Connect EREAFS/School Website	Principal, Regional Support Team, HOC, AHOC, Delegate
2.2	The EREA Code of Conduct is an essential component of the induction of all new employees and volunteers at the Gympie Flexible School.	<ul style="list-style-type: none"> EREA Code of Conduct is available on Gympie Flexible School website. Casuals/volunteers complete first day induction using QLD/NT Induction Process before they begin frontline work. A mentor is assigned to casual/volunteer by the school. 	School website School Reception	Principal, Regional Support Team, HOC, AHOC, Delegate
2.3	It is explained to employees/ volunteers/ student placements that they must comply with the EREA Code of Conduct, and that it forms part of the contract of employment and the agreement entered into with persons who	<ul style="list-style-type: none"> This is a requirement of the offer of employment and is sent out with a contract of employment. Included in Volunteer/Student placement Induction Assigned mandatory training included EREA Code of Conduct via SLS. Direct question in interview asked around Child 	SLS	Principal, Regional Support Team HOC, AHOC, Delegate

freely offer their services.	Safeguarding and Code of Conduct.		
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	STRATEGY	What do we do to meet the strategy?	Where is this found?	By WHOM
2.4	Parents/carers know how to access and abide by the EREA Code of Conduct	<ul style="list-style-type: none"> • Young Person and Parent/Carer Codes of Conduct brochures and posters available and placed around the school • During the enrolment interview, parents are advised that there is an EREAFS Code of Conduct and that it is available from the front office and on EREAFS/School's website. • Flyers provided at enrolment interview provides links to further information including Code of Conduct and child safeguarding 	School Reception School Website	HOC, AHOCs, Delegate

2.5	Our school has a Student Behaviour Support Policy/Plan	<ul style="list-style-type: none"> • Operation by Principles is the foundation framework for responding to student behaviour • A commitment to work within the principles is signed off at enrolment by young person and their parent/carer (Parent/Carer/YP agreement form) – as part of the enrolment form • Introducing “Operating by Principles” is part of the young person’s introduction/induction to the school connect program • Discussed at morning meetings on a daily basis. Physical reminders are placed around the school. • Part of “Operating by Principles” is developing and using “working agreements”. • Students have access to the Young Person Code of Conduct flyer and posters displayed around the school • Students have access to Over 18+ Mandatory Reporting obligations posters displayed around the school. • Young people over 18+ are informed of their mandatory obligations to report child protection issues. • Risk Management plan and Medical plan for YP where needed. • Wellbeing trackers and risk management plan where needed. 	School Website School Displays	All FS staff, HOC AHOCs, Delegate, Principal, Regional Support Team
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Capability

Requirement 3: Recruitment and Selection

Procedures for recruiting, selecting, training and managing staff that enhance the safety and wellbeing of children and young people and the protection of children and young people from harm

	STRATEGY	What do we do to meet the strategy?	Where is this found?	By WHOM
	Recruitment			
3.1	Recruit and select employees and volunteers/placements that work with students in our school are appropriately qualified and suitable for working with children and young people	<ul style="list-style-type: none"> • Rigorous recruitment and selection processes to screen potential staff including that all new employees are asked a child protection scenario at point of interview, professional boundaries and if any previous history that may exclude them from working with young people • Qualifications are checked at point of recruitment • Child safe declaration completed and signed by the successful applicants • Consistent record keeping of all staff training and qualifications is maintained 	SLS TASS HR	Principal, Regional Support Team Support Team and HOC
3.2	Our school complies with EREAFS policies and procedures in relation to recruitment, selection, training and managing of employees, other personnel, and volunteers/placements	<ul style="list-style-type: none"> • All potential staff members are read information around the nature of work at interview • Child safeguarding declaration completed at application and specific questions asked at interview • All staff undertake mandatory induction and Child Safeguarding training • We manage staff in line with EREA of Conduct and Child Safeguarding requirements • EREA Code of Conduct available for staff in the staff room • Safeguarding Polices, Procures and Guidelines QLD EREAFS V1.2 5/10/2023 available for staff in the staff room. 	SLS TASS HR Policy Connect	Principal, HOC and Selection Panel

3.3	In advertising new positions in our school we comply with the EREAFS requirements.	<ul style="list-style-type: none"> • Every advertised position has a statement about our commitment to the safety and wellbeing of our young people (including in the position description) • All advertised positions have a statement that all applications will be subjected to screening procedures as detailed in the Commission of Children and Young People and Children’s Guardian Act 2020 	School Website Scout Position Descriptions	Principal, Principal’s EA
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	STRATEGY	What do we do to meet the strategy?	Where is this found?	By WHOM
3.4	All non-teaching employees, other personnel, volunteers, and student placements who work with students/children are required to obtain a Blue Card prior to commencement and keep it current	<ul style="list-style-type: none"> • Blue card register (Blue Card Portal) maintained by EREAFS HR a local site) to Principal in line with Blue Card Procedures. • Cancellation of Blue Cards – HR to inform Area Principal and HOC at school. • Make staff aware of Blue Card obligation under policy connect for working with children. (Report any changes) • Employment contracts are not provided until valid Blue Card is provided or obtained • Volunteers/Student Placements do not commence until their Blue Card is linked to the schools Blue Card Services portal or appropriate declaration signed • Employment contract includes requirement for staff member to maintain valid blue card. Blue cards to be reimbursed but staff are responsible for sorting the card out. • Certain people who are exempt, have signed a Blue Card exemption declaration. (See Appendix 2 for definitions of people who are exempt) • Blue cards must be always carried on the staff member person. • Yearly catch up with staff around Blue Card expectations. • Staff to be aware of blue card responsibilities on policy connect 	TASS HR Blue Card Services Portal Volunteer / Student Procedure Passtab Policy Connect Senior administration officer	Principal, Principal’s EA, HOC

3.5	All teachers are required to produce evidence of current teacher registration with the Queensland College of Teachers before they commence work in our school/entity.	<ul style="list-style-type: none"> Qld College of Teachers register is maintained by the HR and checked by local staff. This includes checking evidence of registration before commencement of employment. QCEC send out data who has an invalid QCT, principal to cross check with current staff. Employment contracts are not provided until QCT validation 	TASS HR Senior administration officer	Principal, Principal's PA, HOC HR
Training and Management of Employees				
3.6	All employees, direct contact contractors and volunteers/placements at our school are provided with induction training on the school's processes and procedures, the values, and expectations of EREAFS and the standard of behaviour required of employees, direct contact contractors and volunteers/placements in their interactions with students/children	<ul style="list-style-type: none"> All staff/volunteers/placement are provided relevant induction based on their position Online training completed by all staff / volunteers/ placement Before they start. Checklist/ Flow chart to check off all requirements before stating for volunteers. 	Passtab SLS	Principal, Regional Support Team Support Staff, HOC, AHOCS, Delegate
3.7	All staff, volunteers, student placements who work at our school complete EREAFS online Child Protection training within four weeks of commencing with the school.	<ul style="list-style-type: none"> Gympie Flexible School and QLD/ NT Risk and Compliance officer provides user access, maintains a register, and sends out notification. HOC to ensure that training is completed within designated time frame. If training is not completed within timeframe, AP to be notified. AP to meet with staff member and ask them to provide cause. If reasonable cause is not shown, AP to standdown staff member under breath of code of conduct Until training is completed. Checklist/ Flow chart to check off all requirements before stating for volunteers. 	SLS	Principal, R&C officer, HOC

STRATEGY	What do we do to meet the strategy?	Where is this found?	By WHOM
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		<ul style="list-style-type: none"> Gympie Flexible School provide paid time for casual and part time staff to complete training 		
3.8	All staff and other personnel complete annual student protection training offered by the school/entity that includes updates to legislation/reporting obligations	<ul style="list-style-type: none"> QLD/NT Risk and Compliance Officer assigns online training annually. HOC, AHOC's and Regional team provides face to face training with new staff within their first six months Principal provides support to Student Protection Contacts Student Protection Contacts attends additionally training annually A register of all employees, other personnel and volunteers who complete the training is kept schools can not assess this at school can only when asked for 	SLS TASS HR	Principal, Regional Support Team, HOC, AHOCs and Child Protection Contacts.
3.9	Our school gives our employees opportunities to attend courses relating to the wellbeing of students/children	<ul style="list-style-type: none"> Professional development goals are discussed during probation and annual review (professional annual conversations) School offers a range of regular professional development opportunities around wellbeing of children and young people annually 	TASS HR	Principal, Regional Support Team, HOC, AHOCs, Delegate
3.10	Where there is a complaint or allegation in relation to an employee, other personnel or volunteer/placement of inappropriate behaviour or misconduct we take appropriate management action which includes following the requirements of the EREA Code of Conduct and EREA Student/Child Protection Processes and Guidelines	<ul style="list-style-type: none"> Record complaints as per our policy and guidelines Inappropriate behaviours flyers/ posters and information available and displayed at the school Performance management procedures 	Policy Connect EREA/School Website School Reception	Principal, HOC
3.11	Our school helps employees who require support to access the EREAFS Employee Assistance Program (EAP).	<ul style="list-style-type: none"> EAP flyers and posters are visible in staff and administration rooms and is covered in the induction process 	School Reception Staff Room SLS	HOC , AHOCs, Delegate
Other EREA Support for the wellbeing of students/children				

	STRATEGY	What do we do to meet the strategy?	Where is this found?	By WHOM
3.12	Employees are made aware of policies, processes and resources developed by the school/entity to support the care and wellbeing of students/children from time to time at staff meetings, 'in-service' days and staff notices.	<ul style="list-style-type: none"> All staff have access to the schools Policy Connect website and are provided with training in how to use this resource (Induction) All staff are notified via email and at staff meetings of any amendments to EREAFS's policies and or school related processes and resources available All staff are to undertake key mandatory training annually including EREA Code of Conduct. 	Policy Connect Meeting Minutes Internal Staff Communication SLS	Principal, Regional Support Team HOC, AHOCs, Delegate
3.13	Policies and processes are accessible to staff and volunteers/placements locally at school.	<ul style="list-style-type: none"> All staff have access to the schools Policy Connect website and are provided with training in how to use this resource (Induction) All staff are notified via email and at staff meetings of any amendments to EREAFS's policies and or school related processes and resources available All staff are to undertake key mandatory training annually including EREA Code of Conduct 	Policy Connect Meeting Minutes Internal Staff Communication SLS	Principal, Regional Support Team HOC, AHOC, Delegate
3.14	All staff who work with young people provide pastoral care, personal safety strategies and support for marginalised students and students who may be at risk of being harmed.	<ul style="list-style-type: none"> Personal learning plans developed for every young person that includes their wellbeing needs. Individual student safety plans are developed when required 	Student Management Folders TASS Student Record	All FLC staff – HOC, AHOC, Delegate

Concerns

Requirement 4: Policies and Procedures for handling disclosures or suspicions of harm, including reporting guidelines

	STRATEGY	What do we do to meet the strategy?	Where is this found?	By Whom
	Student Protection Processes			
4.1	In compliance with the law, reports are made to the Queensland Police Service in relation to allegations or reasonable	<ul style="list-style-type: none"> EREAFS Student Protection Policy and guidelines are followed Form A 	Policy Connect School Website	Principal, Regional Support Team

	STRATEGY	What do we do to meet the strategy?	Where is this found?	By Whom
	suspicious of sexual abuse/likely sexual abuse of a student/child.			HOC, AHOC, Delegate
4.2	In compliance with the law, reports are made to the Department of Communities, Child Safety and Disability Services for harm/risk of harm to a student/child caused by sexual abuse, physical abuse and where relevant (if the parent/carer is not willing or able to protect the student/child) emotional abuse or neglect.	<ul style="list-style-type: none"> • EREAFS Student Protection Policy and guidelines are followed • Form A 	Policy Connect School Website	Principal, HOC, AHOC, Delegate
4.3	Inappropriate behaviour (other than sexual) of a staff member, other personnel or volunteer towards a student/child is handled by the Principal or with support from QLD/NT Regional Director	<ul style="list-style-type: none"> • EREAFS Student Protection Policy and guidelines are followed 	Policy Connect School Website TASS HR (Confidential)	Principal, HOC
4.4	School staff, other personnel, volunteers/placements, and parents are aware that they may make a complaint around non-compliance with EREA Student Protection Processes.	<ul style="list-style-type: none"> • Complaints Handling Connect and Guidelines on schools website • EREAFS provides the ability to submit a confidential child safety report via their website • Form B: Complaint Form for reporting Student Protection Non-Compliance located on Policy Connect • Policy Connect maintained and updated • Schools Child Safeguarding flyer is provided and discussed at enrolment interview including reference to complaints • HoC and AHOC's delivers training around non compliance and complaints to all new staff members 	EREA/School Website Policy Connect School Reception	Principal, HOC, AHOC's or delegate
4.5	School staff, other personnel, volunteers, and parents are able to get a copy of the Complaint Handling Policy and Guidelines	<ul style="list-style-type: none"> • Available on school website and at school reception • Complaints Handling is documented in the schools young person/parent/carer agreement form 	School Website School Reception	Principal, Student Protection

	STRATEGY	What do we do to meet the strategy?	Where is this found?	By Whom
	from the Student Protection Contacts, the Principal and on the schools website			Contacts and HOC's
School/ Entity based Student/Child Protection Contacts				
4.6	In accordance with the <i>Education (Accreditation of Non-State Schools) Regulation 2001</i> our school has two or more stated staff members (this includes the Principal) to whom a student/child can report behaviour of another staff member that the student/child considers to be inappropriate	<ul style="list-style-type: none"> • Posters identifying student protection staff are visible around the school • Student Protection Contacts are identified in the school office and on the schools website • Student Protection Contacts Form C is clearly displayed at school offices and on the schools website • Schools Child Safeguarding brochure is provided and discussed at enrolment interview including reference to the schools student protection contacts • Inappropriate Behaviours flyer/poster is available and displayed at the school reception and across the school 	School Website School Reception Policy Connect	Principal, Senior Child Safeguarding Officer, Student Protection Contacts and HOC's
4.7	Student/Child Protection Contacts receive complaints and allegations from staff, other personnel, volunteers, parents, and students and assist in making reports as outlined in <i>EREAFS QLD/ NT Region Student Protection Processes and Guidelines</i> .	<ul style="list-style-type: none"> • EREAFS Student/Child Protection Processes outline the role of Student Protection Contacts • Schools Child Safeguarding flyer is available at the school's reception area 	School Website School Reception	HOC, AHOCs, Delegate
4.8	Staff, other personnel, volunteers, parents, and students are made aware of the Student Protection Contacts through direct queries either by phone or face to face.	<ul style="list-style-type: none"> • Details of Student Protection Contacts are also available on the school's website and displayed in the school's reception area 	School Website School Reception	HOC, AHOC, Delegate
4.9	Student/Child Protection Contacts are selected by the HOC, approved by the Principal as required and outlined in the <i>EREAFS QLD/NT Student Protection Processes and Guidelines</i> .	<ul style="list-style-type: none"> • The HOC and at least two other staff, with one being of Aboriginal or Torres Strait Islander descent (best practice), are selected based on skills of the person and approved by the Principal. 	School Website School Reception	Principal

	STRATEGY	What do we do to meet the strategy?	Where is this found?	By Whom
4.10	The EREAFS Student Protection Officer is consulted when required to assess harm to students/children and for support and guidance during and after a student/child protection intervention.	<ul style="list-style-type: none"> Laura McKenzie is the EREAFS Student Protection Officer as well as being the Manager of Safeguarding Standards. 	School Website School Reception	Principal, Regional Support Team, HOC, AHOCs, Delegate

Requirement 5: A plan for managing breaches of the risk management strategy

	STRATEGY	What do we do to meet the strategy?	Where is this found?	By WHOM
5.1	Staff, other personnel, and volunteers/placements are aware of the requirements of the <i>EREAFS Child and Youth Risk Management Strategy</i> and the Gympie Flexible School plan for managing breaches of the <i>Strategy</i>	<ul style="list-style-type: none"> EREAFS Child and Youth Risk Management Strategy and Gympie Flexible School Child and Youth Risk Management Strategy – Plan/Checklist located on Gympie Flexible School website and maintained on Policy Connect which includes management of breaches Child Safeguarding training assigned annually that includes Child and Youth Risk Management Strategy New staff induction training includes information on the schools Child and Youth Risk Management Strategy Plan/Checklist 	Policy Connect SLS School website	HOC

Requirement 6: Policies and procedures for compliance with the Act, including policies and procedures about implementing and reviewing the risk management strategy and keeping appropriate records

	STRATEGY	What do we do to meet the strategy?	Where is this found?	By WHOM
6.1	In accordance with legislative requirements all non-teaching employees, other personnel, volunteers/placements are required to obtain and hold a Blue Card (unless exempt)	<ul style="list-style-type: none"> Child Safeguarding program includes Blue Card Procedures 	Policy Connect	RD, Principal's EA and HOC

	STRATEGY	What do we do to meet the strategy?	Where is this found?	By WHOM
6.2	A Blue Card Register for all eligible employees, other personnel, volunteers/placements is maintained	<ul style="list-style-type: none"> Regional and school admin maintain registers via TASS and Blue Card Portal 	Blue Card Portal TASS HR	Regional Support Team, Principal and HOC
6.3	A designated Contact Person has been appointed by the Principal/EREA Director of Schools	<ul style="list-style-type: none"> Regional level screening as per the Recruitment Procedure 	Policy Connect	Regional Support Team, Principal's EA and HOC
6.4	The Blue Card Register and details are available to the EREA Director of Schools when requested.	<ul style="list-style-type: none"> Stored within Blue Card Portal 	Blue Card Portal	Regional Support Team, Principal and HOC
6.5	All teachers are registered with the QCT and the Principal/Entity Director sign the certificate of registration and qualifications before employment commences (matching relevant ID)	<ul style="list-style-type: none"> QCT online register search conducted prior to commencement and kept Teachers' registration details maintained and updated on a register (TASS HR) All teachers linked to school in QCT by Principal 	TASS HR QCT	Regional Support Team Principal, HOC
6.6	To ensure that the Strategy/Plan remains current and effective the strategy is monitored and reviewed annually	<ul style="list-style-type: none"> The plan is reviewed annually completed by the HOC/AHOCs Gympie Flexible School 	Policy Connect School Website	Principal, HOC, AHOCs

Consistency

Requirement 7: Risk management plans for high risk activities and special events

	STRATEGY	What do we do to meet the strategy?	Where is this found?	By WHOM
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7.1	Separate Risk Management Plan developed that identifies key activities, risk descriptions and controls and associated risk ratings	<ul style="list-style-type: none"> Risk Management Plan (high risk and special events) reviewed annually 	Policy Connect	Network team HOC AHOCS
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	STRATEGY	What do we do to meet the strategy?	Where is this found?	By WHOM
7.2	All curriculum and non-curriculum activities in terms of their level of risk are considered	<ul style="list-style-type: none"> There is a high risk assessment and management plan which is reviewed annually. It is available on schools Policy Connect website. HOC needs to review and update for 2024. Unit plans include risk management assessment as appropriate Risk management and assessment plans are completed for every off site activity/camp that includes requirement for pre approval by the HOC and Principal Consent2Go CARA Standard Operating Procedures are used to form a benchmark for activity requirements 	Policy Connect School Local Drive	Principal, HOC, AHOCS, all staff
7.3	When considering all activities or special event (i.e. low, medium, or high) we undertake responsibility for identifying potential risks and consider the safety and wellbeing of students/children and the risk of harm to students/children	<ul style="list-style-type: none"> Staff complete Venue Proformas and activity Intention Forms to document the planning of all off site activities and camps. (Consent2Go) These forms include identifying risks and what the school will do to mitigate risks around the safety and wellbeing of young people CARA Standard Operating Procedures are used to form a benchmark for activity requirements 	Venue Proforma Activity Intention Form	HOC, Assoc HOCS, all staff
7.4	Risk management assessment and risk mitigation is carried out for activities undertaken within the school/entity and outside the school/entity	<ul style="list-style-type: none"> As above 	Venue Proforma Activity Intention Form	HOC, AHOCS, all staff

7.5	Health and safety teams and a dedicated Workplace Health and Safety Officer ('WHSO') provide support, if requested, to carry out risk assessments and develop and implement the risk management plan	<ul style="list-style-type: none"> • Whole staff responsibility • Workplace health and safety items a standard agenda item at weekly staff meetings • Six- and twelve-month WHS inspections completed by Risk and Compliance Officer • External WHS audits conducted as required 	Meeting Minutes Policy Connect Assurance	Principal, R&C Officer, HOC
7.6	Principal/delegate approves all excursions, retreats, immersion programs and outside school activities	<ul style="list-style-type: none"> • Venue Proformas, Activity Intention sheets and Camp forms are used to document planning and risk assessments for any off site activity/camp. (Consent2Go) 	TASS Student Records Student Management Folder	Principal gives delegated authority to HOC

	STRATEGY	What do we do to meet the strategy?	Where is this found?	By WHOM
7.7	Parent/Carer permission forms and documentation covering excursions (including WHS standards and Risk Management Plans) have been developed	<ul style="list-style-type: none"> • Consent2Go invitations sent for each excursion. • Medical/Consent forms signed prior to any camps • Student medical information kept in TASS and reviewed annually 	TASS Student Records Student Management Folder	HOC and AHOCs
7.8	A Risk Management Plan and Risk Assessment Form is used to identify, assess, and manage risks associated with excursions, school camps, school retreats, immersion programs and outside school activities.	<ul style="list-style-type: none"> • The Venue Proforma, Activities Intention Form and the Camp Form are used to document planning and risk assessments for any off site activity/camp (Consent2Go) • Medical/Parent Consent forms signed prior to any camps. Stored in TASS notes. (Consent2Go) • Student medical information kept in TASS is reviewed prior to young person attending off site activities/camps 	TASS Student Records Student Management Folder	HOC, AHOCs and all staff.
7.9	Staff in carrying out a Risk Assessment and formulating a Risk Management Plan specify on the forms and templates used that student protection risks must be assessed and managed.	<ul style="list-style-type: none"> • This includes assessment of individual young person's readiness to be able to participate in an activity on-site or off-site. • Consistent use of individual safety plans where needed for specific young people 	Personal Learning and/or Safety Plans	HOC

7.10	There is adequate supervision of students/children.	<ul style="list-style-type: none"> Procedures for <i>Supervision (General) and Supervision and inspection (Playground)</i> are on schools Policy Connect website. Staff supervision weekly timetable, duty roster. 	Policy Connect Staff Timetable	HOC, AHOCs and Delegate
7.11	Procedures to handle Emergency/Critical Incident situations are in place and staff are regularly briefed to appropriately handle situations	<ul style="list-style-type: none"> Available on schools Policy Connect website under Student Duty of Care Post incident debrief Completion of safety incident form Critical incident plan Suicide action plan 	Policy Connect Assurance	Principal, HOC, AHOCs and Delegate
7.12	Procedures to address Fire/Lockdown situations are in place and employees, other personnel and volunteers are made aware of fire evacuation and lockdown procedures	<ul style="list-style-type: none"> Available on schools Policy Connect website under Student Duty of Care/WHS Covered in school induction Evacuation plans clearly displayed throughout school buildings Fire and Evacuation folder available at front office Staff to do fire training once a year. (External) Practice of the procedures 	Passtab Policy Connect Assurance	HOC

	STRATEGY	What do we do to meet the strategy?	Where is this found?	By WHOM
7.13	Procedures are in place for the management of visitors and other outsiders, including relevant signage and directions together with a visitor sign in register and procedures for signing in and out of the school/entity, including the wearing of a visitor's pass	<ul style="list-style-type: none"> Available on schools Policy Connect website under Workplace Health and Safety. All visitors to be clearly identified via visitor pass and sign in on arrival Signs are in place directing all visitors to reception 	Passtab Policy Connect	HOC and school admin staff

7.14	Media/Communications strategies are in place which includes permission from parents/carers using the forms available for the use of student/child photographs and names in any materials issued to the public in printed or electronic form	<ul style="list-style-type: none"> Available on schools Policy Connect website under School Governance Covered in Young Person/Parent/Carer agreement form Staff undertake social media training as mandatory Student records in TASS appropriately show if photos can be used 	TASS Student Records Student Management Folders SLS	Principal, HOC, AHOCs and Delegate
7.15	Identifying information of students/children is not used in promotional material without the specific permission of the parents/carers and the students concerned	<ul style="list-style-type: none"> Available on schools Policy Connect website under Child Protection Program A specific consent form may be used for specific promotional materials (including third party organisations) Permission form that can be used to retract or provide use of images Permission form that school can provide external visitors (if appropriate) to use their images on schools promotional material 	Policy Connect	Principal, HOC, AHOCs and Delegate
7.16	All employees and students observe the EREAFS <i>Information and Communication Technology Use Policy</i> (staff completing the consent form).	<ul style="list-style-type: none"> Available on schools Policy Connect website under Student Duty of Care ICT appropriate usage is part of the Young Person/Parent/Carer agreement form New staff induction includes ICT usage and cyber security information and policy 	Policy Connect SLS	Principal, HOC, AHOCs, and Delegate, Regional Support Team

	STRATEGY	What do we do to meet the strategy?	Where is this found?	By WHOM
		<ul style="list-style-type: none"> All staff that are provided a network account are provided the policy and agreement form is provided during the onboarding process 		

7.17	Public Travel guidelines for students/children have been developed and are accessible to staff, parents/carers. Students are regularly reminded of these guidelines	Not relevant (The school provides daily bus runs)		
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Requirement 8: Strategies for communication and support including written information for parents and staff about the schools risk management strategy and where it can be accessed, and training materials for staff relating to the strategy, how to identify risks of harm, and how to handle disclosures and suspicions of harm.

	STRATEGY	What do we do to meet the strategy?	Where is this found?	By WHOM
8.1	All staff, volunteers undertake annual training	<ul style="list-style-type: none"> • Risk management is reviewed with all staff annually • Child Safeguarding training assigned to all staff and volunteers annually • Risk management is included in the new staff and volunteers induction training 	School reception SLS Policy Connect	Principal
8.2	All parents are made aware of the school's child protection guidelines and provided flyers as part of the student enrolment process. Flyers are also readily available at the school's office.	<ul style="list-style-type: none"> • Child Safeguarding flyer content reviewed annually • Flyers available at school office and school website • Provide a copy of the flyer at enrolment meetings 	School Website School Reception	Regional Support team HOC, AHOCS, Student Protection Contacts
8.3	The <i>EREA Child and Youth Risk Management Strategy</i> is available at the school office, staff Policy Connect portal, schools website.	<ul style="list-style-type: none"> • Strategy reviewed annually • Available at the schools reception • Available on schools website 	Schools Website School Reception Policy Connect	Principal, R&C Officer, HOC, AHOCS, Delegate

Appendix I :

Volunteer & Contractor Categories

Volunteers

Direct Contact Volunteers are individuals who provide volunteer services to any EREA school or college where in the normal course of providing the services they are likely to have direct contact with children, in circumstances where they:

- > are likely to be left alone, one-on-one, with a child; or

- > a reasonable person would consider the contact may enable the individual to form a relationship of trust with a child; or

- > a reasonable person would consider the contact to create a potential risk to the safety of a child.

Regular Volunteers are individuals who provide volunteer services to any EREA school or college, at or exceeding the minimum frequency for a Working with Children Check (or equivalent) and are not a Direct Contact Volunteer.

Casual Volunteers are individuals who provide volunteer services to any EREA school or college for less than the minimum frequency for a Working with Children Check (or equivalent) during which they may have some contact with children, but only in circumstances where they:

- > are not likely to be left alone, one-on-one, with a child; or

- > a reasonable person would not consider the contact to enable the individual to form a relationship of trust with a child; or

- > a reasonable person would not consider the contact to create a risk to the safety of a child.

Examples of Casual Volunteers include individuals who, in the circumstance described above, volunteer less than the minimum frequency for a Working with Children Check (or equivalent):

- > on a stall at a school fair;

- > on a school BBQ at a sporting event;

- > in a school canteen; or

- > in the school administrative office.

Contractors

Direct Contact Contractors are individuals who provide contractor services to any EREA school or college where, in the normal course of providing their services, they are likely to have direct contact with children, in circumstances where they:

- > are likely to be left alone, one-on-one, with a child; or

- > a reasonable person would consider the contact may enable the individual to form a relationship of trust with a child; or

- > a reasonable person would consider the contact to create a risk to the safety of a child.

Examples of Direct Contact Contractors may include:

- > regular contracted maintenance workers;

- > consultants;

- > tutors;

- > specialist music or drama teachers;

- > sporting team coaches;

- > outdoor education specialists; or

- > physical education service providers.

Regular Contractors are individuals who provide contractor services to any EREA school or college at or exceeding the minimum frequency for a Working with Children Check (or equivalent), and are not Direct Contact Contractors.

Casual Contractors are individuals who provide contractor services to any EREA school or college for less than the minimum frequency for a Working with Children Check (or equivalent), during which they may have some contact with children, but only in circumstances where they:

- > are not left alone, one-on-one, with a child or young person; and

- > a reasonable person would not consider the contact to enable the individual to form a relationship of trust with a child or young person; and

- > a reasonable person would not consider the contact to create a risk to the safety of a child or young person.

Casual Contractors include individuals who, in the circumstances described above, have less than the minimum frequency for a Working with Children Check (or equivalent). They may:

- > provide one-off emergency maintenance work at a school

- > give a speech, performance or presentation at a school

- > provide assistance with activities at school sports days (e.g. lifeguards).

EREA wishes to acknowledge the team at Complispace for their work with us in the development of this document

& Ian James of Jgd graphic + web for the design

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A - CHILD SAFEGUARDING STANDARDS FRAMEWORK

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B - SAFEGUARDING STANDARDS FRAMEWORK

Appendix 2: Extract from Policy Connect- Child Safeguarding, Blue Cards 22 August 2022

[PolicyConnect](#)

Blue Cards

Who Needs a Blue Card?

The Working with Children Act and Working with Children Regulations require that, subject to the exemptions referred to below, persons who are employed in regulated employment, or who carry on regulated businesses must possess a Working With Children Clearance (a Blue Card).

People require a Blue Card when their usual function at or their employment by the Centre (including as a Volunteer or Contractor) includes, or is likely to include, providing services directed mainly towards, or conducting activities that mainly involve, children.

People who work with children with disability may need both a disability worker clearance and a Blue Card. People who need both can apply for both at once for one fee.

The Education (Accreditation of Non-State Schools) Act 2017 (Qld) also requires directors of non-state schools to have a current Blue Card or Exemption Card before they can commence work as a director at the Centre.

Therefore, at Townsville Flexible Learning Centre, the following people require a Blue Card:

- members of the School Board who are not also teachers or Queensland police officers
- all paid staff members (other than teachers)
- Direct Contact Volunteers (other than parents)
- Direct Contact Contractors

- student teachers
- teachers aides
- Centre crossing supervisors.

For all the above (except School Board members and Contractors), a Blue Card is only legally required if the employment meets the frequency test.

Who Doesn't Need a Blue Card?

Under Queensland law, people who are not legally required to hold a Blue Card cannot apply for one.

A Blue Card is not legally required if an employee (other than a School Board member) does not meet the frequency test.

The following employees also do not need a Blue Card, regardless of how often they work at the Centre:

- registered teachers with the Queensland College of Teachers (QCT)**
- registered health practitioners, including registered nurses***
- child volunteers (aged under 18)
- Volunteers who are a parent of a child attending the Centre.

**Staff members with current QCT teacher registration do not require additional Blue Card screening as their registration includes equivalent checks. They may however need to apply for an Exemption Card in the event that they provide other child-related services at the Centre, in addition to their normal professional duties. For more information, refer to Exemption Cards.

***Registered health practitioners do not require additional screening as registration includes equivalent checks. They may however need to apply for a Blue Card in the event that they provide other child-related services, in addition to their normal professional duties. For example, a nurse who also provides music lessons or supervises after school hours care would require a Blue Card.

Statutory Declarations by certain Staff, Volunteers and Contractors who are Blue Card Exempt

It is the Centre's policy that certain Staff, Volunteers and Contractors who are legally exempt from holding a Blue Card must complete and provide to the Centre, prior to commencing their engagement by the Centre:

- a Statutory Declaration that they have no offences that would disqualify them from applying for a Blue Card under the Working with Children Act and
- an Undertaking to advise the Centre if they become a disqualified person or a restricted person or are convicted of a relevant serious offence.

The Declaration form can be found [here](#).

This requirement applies in particular to the following employment (within the meaning of the Working with Children Act):

- non-teaching staff members who do not meet the frequency test for regulated employment
- Regular Contractors who do not provide services directed towards, or conduct activities mainly involving, children (e.g. regular maintenance workers and cleaners)
- Direct Contact Volunteers who do not meet the frequency test but who, in the opinion of the Centre, provide services in a situation that could enable the establishment of a relationship of trust with one or more students

- Regular Volunteers who do not provide services directed towards, or conduct activities mainly involving, children (e.g. Regular Volunteers in the administration office)
- Parent Volunteers who:
 - are Regular Volunteers
 - are Direct Contact Volunteers and have unsupervised contact with children other than their own child, regardless of the frequency of their volunteering (eg, supervising a group of children on an excursion without a staff member present, providing one-on-one learning or examination assistance) or
 - volunteer at an overnight camp or excursion.