



International Students Homestay and Boarding



Whitsunday ANGLICAN SCHOOL

CONTENTS

Legislation	3
Homestay Policies and Procedures Compliance Checklist	4
Risk Management Child Protection Policy Template	5
Code of Conduct Template	10
Procedures for recruiting, selecting, training and managing staff	11
Policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines	13
Procedures for Reporting Harm	15
Risk Management	17
Risk management template for high risk activities and special events	21
Agreement to comply with Risk Management Strategy Template	23
Strategies for communication and support	24



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This document was last updated on the 12 March 2015 by Jamie Novosel, the Director of Admissions

Independent Schools Queensland thanks the Commission for Children Young People and Child Guardian for supplying the materials used in developing the following templates.

A list of additional references can be accessed from the Commission's website at www.ccypcg.qld.gov.au/about/risk_management.html

Legislation

The *Commission for Children and Young People Amendment Regulation (No.1) 2006* Section 99G prescribes schools working with children and young people, including people involved in the Homestay industry, are required to have a Risk Management Strategy in place to address the following specific criterion:

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- a) a statement about commitment to the safety and wellbeing of children and the protection of children from harm
 - b) a Code of Conduct for interacting with children and young people
 - d) procedures for recruiting, selecting, training and managing people engaged or proposed to be engaged by the operator, as the procedures relate to the safety and wellbeing of children and the protection of children from harm
 - f) policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines
 - g) a plan for managing breaches of the Risk Management Strategy
 - h) policies and procedures for compliance with part 6 of the Act, including:
 - i. Implementing and reviewing the Risk Management Strategy, and
 - ii. Keeping a written record, in relation to matters under part 6, about each person engaged by the operator, for example:
 - Whether or not the operator considers the operator must apply for a prescribed notice about the person, and
 - Whether or not an application for a prescribed notice has been made by the operator about the person, and
 - If a positive notice has been issued for the person – the date of expiry of the notice
 - i) Risk management plans for high risk activities and special events
 - j) Strategies for communication and support, including:
 - i. Written information for parents and persons engaged by the operator that includes details of the operator's Risk Management Strategy or where the strategy can be accessed, and
 - ii. Training materials for people engaged by the operator to:
 - Help identify risks of harm and how to handle disclosures or suspicions of harm, and
 - Outline the operator's Risk Management Strategy.

The following provides suggested policies and templates for schools to use in developing their Risk Management Strategy for Homestay.

Homestay Policies and Procedures Compliance Checklist

Risk management issues pertaining to children and young people under care of your school from <i>Commission for Children and Young People Amendment Regulation (No.1) 2006</i>	Existing Policies
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 in the Homestay industry	✓
Procedures for recruiting, selecting, training and managing	✓
Policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines	✓
Plan for managing breaches of the Risk Management Strategy	✓
Policies and procedures for compliance with Part 6 of the Act	✓
Risk management plans for high risk activities and special events	✓
Strategies for communication and support	✓



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Risk Management Child Protection Policy Template
Protection Policy for Whitsunday Anglican School

Risk Management Child

Name of School

Whitsunday Anglican School

Title of Policy

Risk Management Policy: Child Protection

Mission Statement

It is the goal of Whitsunday Anglican School to create safe environments for Homestay students and an environment in which they can successfully pursue their academic careers and personal development.

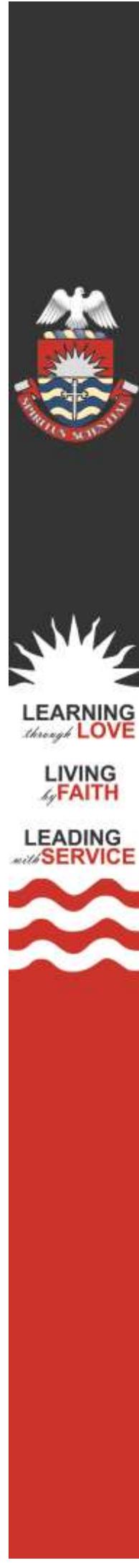
Statement of Commitment

- Whitsunday Anglican School strives to create a safe and friendly environment for Homestay students.
- Whitsunday Anglican School believes all Homestay/Boarding students have the right to feel safe, be listened to, be involved in decisions that affect them, have their cultural values respected, not be unjustly discriminated against on the basis of their status, activities, expressed opinions or beliefs of their parents or carers, and have their best interests considered.
- Students under the care of Whitsunday Anglican School should be provided with the knowledge and information they require to feel empowered to take action in the event of abuse or neglect.
- Whitsunday Anglican School acknowledges that Homestay/Boarding students are unique and valued individuals and deserve to be treated with care and respect.
- Whitsunday Anglican School recognises that respect for Homestay students is the foundation upon which all policies and procedures are developed. We are committed to promoting their wellbeing and to protecting the security, safety and wellbeing of Homestay students under our protection.

Aims, objectives and strategies

The purpose of this Risk Management Policy for Child Protection is to:

- promote the wellbeing of Homestay/ Boarding students and to protect them from harm;
- assist Whitsunday Anglican School to deliver a quality service to the young people in its care;
- reduce the risk of harm to Homestay students through written policies and procedures, including information and training, for all staff and volunteers involved with Whitsunday Anglican School



References

Some references that may be applicable are:

- Commission for Children and Young People and Child Guardian Act 2000*
- Commission for Children and Young People Amendment Regulation (No.1) 2006*
- Child Protection Act 1999*
- Education (Overseas Students) Act 1996*
- Education (Overseas Students) Regulation 1998*
- Education (General Provisions) Act 2006*
- Migration Act 1958
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students

Definitions

Guardian of a child means a person who is recognised in law as having all the duties, powers, responsibilities and authority relating to the child that, by law, parents have relating to their children.
Homestay / Boarding Provider is the school or person arranging the Homestay student's accommodation.
Homestay Host is the volunteer or paid family who cares for the Homestay student in their home.
Homestay / Boarding Student is the child or young person staying in the home of the Homestay Host.

Who must comply with this policy

This Policy applies to:

- Homestay Providers and staff of the school
- Homestay Hosts
- Residents of Homestay Host homes
- Homestay students
- Visitors to Homestay host home
- Boarding House staff



Scope	<p>This Policy relates to:</p> <ul style="list-style-type: none"> • 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 in the Homestay industry • Procedures for recruiting, selecting, training and managing • Policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines • Plan for managing breaches of the Risk Management Strategy • Policies and procedures for compliance with Part 6 of the Act Risk management plans for high risk activities and special events • Strategies for communication and support
Implementation	<p>This Policy will become effective as at 30th July 2010 and be available for viewing by stakeholders via:</p> <ul style="list-style-type: none"> • Policy available online • Induction and ongoing training for Homestay / Boarding Provider Coordination Staff and Homestay Hosts • Homestay/Boarding Parent Handbook/Information Sheet • Student Handbook/Information Sheet
Monitoring of compliance with the Policy	<p>Adherence to this Policy will be monitored by Homestay Providers via:</p> <ul style="list-style-type: none"> • Regular home visits • Annual self-assessment by Homestay Hosts • Exit statements by Homestay Students and Homestay Hosts • Complaints Register (ensure incident reports for students and hosts are linked if they relate to the same incident) • Surveys • Ongoing counselling and communication with students • Weekly telephone calls to students and hosts • Regular email contact with students and host • Weekly telephone calls • Regular email contact • Regular meetings with the Head of Boarding <p>Reports regarding compliance/non-compliance with this Policy will be provided to the Principal and School Board at every occurrence and at least every 12 months.</p>
Breaches	<p>Breaches of this Policy will be managed via:</p> <ul style="list-style-type: none"> • Complaint procedure (including the complaints resolution processes): <ul style="list-style-type: none"> o Informal o Formal • Breaches will be determined by the Homestay Manager in the first instance; • Suspected breaches will be dealt with by investigation and reporting to relevant authorities where necessary (refer to the School's Child Protection Policy, and, in particular, the section on Reporting Harm or Abuse); • Penalties for breaches will be enforced in accordance with the Code of





	<p>Conduct; eg.</p> <p>Penalties might include:</p> <ul style="list-style-type: none">• Pointing out to the home stay provider that they are in breach of their agreement and therefore can no longer work with the agency (school)• Penalties might be more capacity building than punitive and may involve further training, conditions and controls to prevent harm <p>Appeals process will be as specified within the Complaints Procedure.</p>
Evaluation and review	<p>This Policy will be evaluated and reviewed annually by the School's Homestay Coordinator in consultation with Homestay / Boarding providers. A copy of any changes will be provided to the Principal and School Board for endorsement.</p>

Contacts

Further details and information concerning this Policy are available from:
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Date

This Policy was last reviewed and updated on 13 October 2015
Jamie Novosel
Director of Admissions



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Procedures for recruiting, selecting, training and managing staff

Whitsunday Anglican School recognises that risk Management for child protection begins with the recruiting, screening and selection of the right people to work in schools, and continues by having consistent procedures in place for all staff (including volunteers) and contractors to follow, with adequate management and supervision to ensure they comply with these procedures.

The School, therefore has a written policy on the selection, supervision and management of staff, volunteers and contractors, including homestay parents.

Selection

1. Job Analysis

All positions at Whitsunday Anglican School are subject to a job analysis before they are advertised.

This analysis includes:

- summarising the duties to be performed in the job;
- deciding how much supervision it involve
- deciding who the supervisor will be;
- the equipment/work aids used to perform the duties of the job;
- outlining the physical environment of the work;
- listing the physical skills or abilities needed to perform the work
- determining the schools" requirements in relation to the job, e.g. criminal history check requirements, minimum educational level, first aid qualifications, bus or car licence;
- listing special skills or qualifications required for the job;
- indicating any special training that may be necessary after the employee enters the job.

2. Duty Statement

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

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

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

Before the selection interview, the selection panel develops reasonable but probing questions that relate to:

- an applicant's work history, background and attitudes; and
- the selection criteria.

Following the selection interview, and before appointment, the selection panel:

- undertakes a thorough verification from referees that the applicant has the right qualities for the position, including the ability to work effectively with children; and
- checks that the applicant is a registered teacher or has a blue card.



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3. Screening

It is the policy of the School that all members of staff, volunteers and contractors are cleared to work with children:

- all members of academic staff are registered or provisionally registered with the College of Teachers (formally Board of Teacher Registration), or have received special dispensation from the College;
- all non-teaching members of staff and all volunteers and contractors (including Board members), who are required to hold a blue card, have a current card;
- in some cases, deemed appropriate by the School, paid or unpaid employees who work with children but are not required to hold a blue card (e.g. a parent volunteer) may be asked to consent to a criminal history check through the Queensland Police Service;
- where volunteer parents are working with children, it will always be in the presence of academic or non-teaching staff who are cleared to work with children.

Induction

Whitsunday Anglican School has a written induction process which applies to all staff, volunteers and contractors (hereafter called „staff“) during the first twelve months of appointment, and includes procedures for making staff members aware of the legislation on Child Protection, and the Code of Behaviour expected of staff.

The Induction process includes, but is not limited to:

- professional development about identifying and reporting harm or suspected harm;
- making staff aware of the protocols for the protection of children, such as matters related to being alone with a child, physical contact, privacy, language, bullying etc.
- working through policies related to child protection such as:
 - o behaviour management;
 - o anti-bullying; and
 - o disabilities policy.

Professional Development

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

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

Blue Cards

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

The School maintains a register of:

- o all teacher registration numbers
- o all blue card numbers and the dates for renewal.



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Policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines

What is harm?

Harm is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. Harm can be caused by:

- Physical, psychological or emotional abuse or neglect;
- Sexual abuse or exploitation.

Disclosures of harm

When confronted with disclosures of harm to children and young people, organisations should respond professionally and in the best interests of the child or young person subjected to the alleged harm. Any disclosure or suspicion of harm must be acted on. To ensure you respond as quickly as possible, your organisation must:

Have policies and procedures in place for responding to a disclosure, including:

Suspicion of harm

You have reasonable grounds' to suspect harm if:

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

Disclosures of harm may sound like:

- "I think I saw
- "Somebody told me that
- "Just think you should know
- "I'm not sure what I want you to do, but

Any disclosure of harm is important and must be acted upon, regardless of whether:

- The child or young person disclosing the harm to you is from within or outside your organisation.
- The harm to a child or young person has been caused by a person from within or outside your organisation, or

- It is crucial to have procedures in place so any disclosure from an adult, child or young person is dealt with efficiently and effectively.
- how to receive the disclosure and document what is said
- who to notify, and



- Know how to support everyone involved in the disclosure of harm, and
- Know how to respond to the media, if relevant. You should protect a child or young person's right to privacy if you believe media attention would have a detrimental affect on them.



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What to do when a disclosure is made

- Don't panic
- Find a private place to talk
- Listen
- Believe the person, and
- Don't ask leading questions.

It is not your role to investigate allegations of harm. Only ask enough questions to confirm the need to report the matter to the Queensland Police Service or the Department of Child Safety. The safety of the child or young person is paramount. Unnecessary questions or interviews could cause distress, confusion and interfere with any subsequent investigation authorities undertake.

In the first instance, reports of suspected child abuse should be made to the Department of Child Safety. Your local child safety service centre (CSSC) has professionally-trained child protection staff who are skilled in dealing with suspected child abuse reports. Locate and contact your local child safety service centre online at www.childsafety.qld.gov.au/contacts/cssc/index.html or freecall **1800 811 810**. The after hours service centre can be contacted on freecall **1800 177 135** or (07) 3235 9999. The service operates 24 hours a day, 7 days a week.

The Queensland Police Service has a number of dedicated units across Queensland to investigate matters relating to children and young people. If you wish to discuss or report an incident involving a child or young person, contact your local Child Protection and Investigation Unit (formerly Juvenile Aid Bureau) through the Police District Communication Centre nearest you (details can be obtained online at www.police.qld.gov.au/Forms/contact.asp#districtComms). In an emergency, call **000**.

Under no circumstances should an organisation:

- Conduct its own investigation to substantiate claims
- Hold its own internal hearing
- Attempt to mediate a settlement of the matter instead of notifying relevant authorities.

Investigations conducted by your organisation could lead to:

- The destruction of evidence by an accused person
- Intimidation of the person disclosing the information,
- Intimidation of the child or young person being harmed (if the disclosure was made by somebody else).

Remember, when you make a report to the Department of Child Safety or the Queensland Police Service, your details are kept confidential and your identity is strictly protected. For more information, read more about what happens when a report is made online at www.childsafety.qld.gov.au/child-protection/report-process.html.

Dealing with Incidents

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

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

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

Staff, parents and students can access the School's comprehensive complaints handling procedure (found in the Student handbook and the Code of Practice and Policies Handbooks) in cases where an issue is not resolved to their satisfaction.



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ACTIONS REQUIRED: Reporting Harm

Procedures for Reporting Harm

Staff members at Whitsunday Anglican School are expected to reflect the highest standards of care in their behaviour towards and relationships with students.

Employees of Whitsunday Anglican School must not under any circumstances engage in physical or emotional abuse or engage in sexual contact of any nature with a student of the school. It is irrelevant whether the conduct is consensual or non-consensual, or condoned by parents or caregivers. The age of the student is also irrelevant.

Failure to behave in an appropriate manner may result in criminal proceedings and/or disciplinary action, including dismissal.

The following Table outlines the procedures for reporting harm which will apply in Whitsunday Anglican School.

Where a reference is made to **PROVIDING A WRITTEN REPORT** in the below procedures, the following matters are to be included in the written report:

name of the person giving the report (the "first person");

the student's name and sex;

details of the basis for the first person becoming aware, or reasonably suspecting, that the student has been sexually abused by an employee of the school;
details of the abuse or suspected sexual abuse;

any of the following information of which the first person is aware:

the student's age;

the identity of the employee who has abused, or is suspected to have abused the student;

the identity of anyone else who may have information about the abuse or suspected abuse.



Subject	If	Then
Reporting	You as a student are aware or reasonably suspect that harm has been caused by anyone to a student of the school who was under 18 at the time	report it to any staff member
Harm (Accreditation Regulation s.10)	You are a staff member and you are aware or reasonably suspect that harm has been caused by anyone to a student of the school who was under 18 at the time	report it to the principal or to the deputy principal keep a written record of your actions
	You are:- the principal or the deputy principal and you receive a report of harm or suspected harm to a student of the school; and you are aware of the harm having been caused or you reasonably suspect the harm to have been caused	report it to the police or the Department of Child Safety keep a written record of your actions
Reporting Inappropriate Behaviour (Accreditation Regulation s.10)	you are a student and you wish to report behaviour by a staff member that you consider inappropriate	report the behaviour to The Principal or Dean of Students interview the student interview the staff member named in the report
	you, the Principal or Dean of Students receive the report under the preceding step	interview any other person who may be able to provide useful information report your findings to the principal, if you are the Dean of Students, with your recommendation for action to be taken as principal take action on the basis of the report
Reporting Sexual Abuse Education (General Provisions) Act s.146B)	you are:- <input type="checkbox"/> a staff member; and <input type="checkbox"/> aware or you	give a written report about the abuse to the Principal or a member of the board of directors immediately contents of the written report are prescribed by regulation made under the Education (General Provisions) Act



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Risk Management

Steps for Managing Risks

1. Identify risks

A risk is anything that can cause harm, either physically, psychologically or emotionally. It could be caused by a faulty piece of equipment, or leaving Homestay students alone in a car park while they wait for a lift from a friend. One way to identify risks is to consider what you would do when a Homestay student enters your premises or joins in an activity. What would you warn them about or keep them away from?

Also identify risks to other people in your organisation such as employees, volunteers, carers, visitors.

What are the potential opportunities for harm in your organisation? How might harm occur? Why might harm occur? When could harm occur?

Eg:

- *Who is the Homestay / Boarding student with, where are they, is this situation known to you*
- *Insufficient communication and language barriers*
- *Students getting lost*
- *Abuse (extortion by other students, bullying, families extorting students, sexual abuse)*
- *Neglect (leaving the child isolated, students not being provided with enough food or a choice of food)*
- *Communication or cultural misunderstandings*
- *Lack of monitoring placements*
- *Boyfriends / girlfriends, partners of homestay hosts, Boarding staff, other Boarders.*

Risks can be identified through:

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

These **key questions** help to identify risks:

- When, where, why, how are the risks likely to occur?
- What is the source of each risk?
- Who might be involved?
- How often might these risks occur?
- How reliable is the information?



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- What are the consequences of each risk?
- What is the potential cost in time, money and resources?
- What controls presently exist to mitigate the risk?
- What are the accountability mechanisms - internal and external?
- Is there a need to research specific risks or seek further information?

Staff who are involved in identifying risks must be knowledgeable about the policy, program, process or activity being reviewed. Where it is complex, very few people may understand all of its elements and it may be best to work with a group.

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

3. Analyse risks

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

Answer these **key questions** to define risk levels:

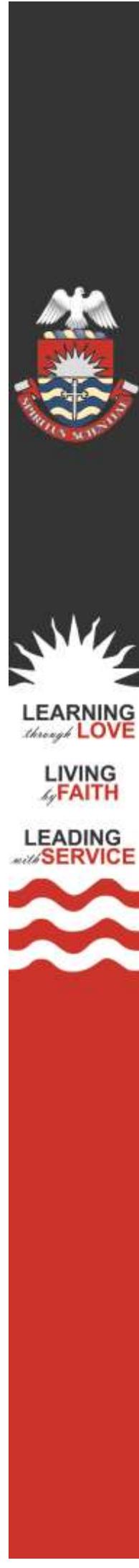
- What are the potential consequences of each risk if it occurs?
- What is the potential likelihood of the risk happening?
- What controls exist to prevent or detect the risk?
- What controls exist which will lower the consequences or likelihood of the risk?
- How well are these controls enforced by management?

4. Evaluate and prioritise

After analysing the risk, decisions can be made by the organisation regarding whether the risk is acceptable or unacceptable. This involves comparing the level of risk with the identified level of unacceptable risk.

- Assess the level of risk
- Rate the risk
- Assess the level of risk

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



Level of risk

Consequences					
Insignificant	Minor	Major	Critical	Extreme	
Almost Certain	Medium	Serious	High	High	High
Likely	Medium	Medium	Serious	High	High
Possible	Low	Medium	Serious	Serious	High

Risk descriptors

Unlikely	Low	Low	Medium	Medium	Serious
Rare	Low	Low	Medium	Medium	Serious

Answer these **key questions** to assess whether a risk is acceptable:

- How does the level of each risk stand up against the level of acceptable risk?
- Is the level of the risk so low that treatment is not appropriate?
- Do the opportunities outweigh the threats to such a degree that the risk is justified?
- Is the cost excessive compared to the benefit?
- Is there no treatment available?

High risk	Immediate action required, senior management/Board will be involved
Serious risk	Senior executive management attention needed and management responsibility specified
Medium risk	Manage by specific monitoring or response procedures
Low risk	Manage by routine procedures, unlikely to need specific application of resources

5. Treat risks

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

A number of options are available:

- accept
- avoid
- reduce
- transfer

Assess treatment or control options to minimise risk by asking:

- What is the feasibility of each treatment option?
- What is the cost of implementing versus the benefits?
- What is the extent of risk reduction versus the benefits?
- What are the resources needed (people, money, technical)?
- Do the risk treatments comply with legal requirements, government and organisational policies, including those concerning access, equity, ethics and accountability?
- What are the criteria of acceptability?

- What opportunities are created by the risk?
- Are there rare but severe risks?

Prepare treatment plans by deciding:

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

Implement your treatment plan by following these steps:

- develop the policy
- establish the infrastructure, including management commitment, responsibility and authority and resources
- develop and establish the program at organisational level
- address management of cross-organisational risks
- manage program, project and team level risks
- manage individual level risks
- develop performance indicators to monitor the levels of risk, the performance of the treatment measures and the risk treatments.

6. Monitor and review

You need to monitor risks, the effectiveness of your treatment plan or strategies and the management system that you set up to control the implementation. Review and monitor risks on an as needed basis. Some risks should be reviewed daily, while others can be addressed at the start of semester, biannually or annually.

Key questions when monitoring and reviewing risks are:

- Are the risk treatments effective in minimising the risks?
- Are the risk treatments comparatively efficient/cost effective in minimising risks?
- Do the performance indicators address the key elements for risk treatment?
- Are the assumptions you made about the environment, technology and resources still valid?
- Are the management and accounting controls adequate?
- Do the risk treatments comply with legal requirements, government and organisational policies, including access, equity, ethics and accountability?
- How can improvements be made?



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Risk management template for high risk activities and special events

Environmental

Disease
 Natural disaster (storm)
 Homestay environment
 Educational environment
 Transport
 Orientation of student or host
 Information (inadequate)
 Fear of Australian pests
 Medication / drugs
 Food
 Accommodation (room)

Human

Selection of Homestay host
 Personality clash
 Cultural issues
 Students and guests
 Child abuse

Equipment

Familiarity of cooking
 Evacuation procedures
 Electrical equipment
 Appliances
 Lawn mowers

Activity	Description of risks Source of risk, likely effect of the problem	Existing control	Likelihood of risk occurring Almost certain, likely, possible, unlikely, rare	Consequences	Level of Risk Extreme, High, Moderate, Low
Incorrect type of accommodation chosen – Homestay or Boarding	<ul style="list-style-type: none"> • incorrect information • understanding / misinterpretation of information • translation of information • timing of orientation s • transport issues • reporting of issues • safety information • ongoing Communication Strategy 	<ul style="list-style-type: none"> • information is consistent from organisation and Homestay host / Boarding staff • written information in a number of languages • modelling behaviours by Homestay host/Boarding staff and o organisation • open door policy for reporting • one on one sessions if necessary 	Unlikely	Extreme	Extreme
Inadequate orientation of student	<ul style="list-style-type: none"> • incorrect information • understanding / misinterpretation of information • translation of information • timing of orientation session • transport issues • reporting of issues • safety information • ongoing 	<ul style="list-style-type: none"> • information is consistent from organisation and Homestay host • written information in a number of languages • modelling behaviours by Homestay host and organisation • open door policy for 	Unlikely	Extreme	Extreme





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<p>Poor criterion for selection of Homestay hosts</p>	<p>Communication Strategy</p> <ul style="list-style-type: none"> • not addressing the element of the RMS • inadequate data gathering • lack of formal process • inspection process (interview) • exchange of information • who conducts the interview from the organisation • follow up inspections of Homestay facility • visual evidence of accommodation • orientation of prospective Homestay hosts • what is the motivation of the Homestay host 	<p>reporting</p> <ul style="list-style-type: none"> • one on one sessions if necessary • registration of Homestay host with organisation • written criterion that is communicated to Homestay hosts • regular contact with Homestay hosts 	<p>Rare</p>	<p>Extreme</p>	<p>High</p>
<p>Student billeted with Homestay host</p>	<ul style="list-style-type: none"> • student suffering from mental health issues not appropriately managed e.g. student suffering depression may self harm 	<ul style="list-style-type: none"> • Homestay host trained in reporting risk of harm. Homestay manager trained in managing risks of harm to students, including networking with other support agencies. 	<p>Possible</p>	<p>Extreme</p>	<p>Extreme</p>
<p>Student billeted with Homestay host</p>	<ul style="list-style-type: none"> • Mishandling of student's disclosure of harm that occurred in country of origin 	<ul style="list-style-type: none"> • Homestay host is trained in reporting risk of harm. Homestay manager trained in managing risks of harm to students, including networking with other support agencies. 	<p>Possible</p>	<p>Extreme</p>	<p>Extreme</p>

Agreement to comply with Risk Management Strategy Template

It is a breach of Whitsunday Anglican School's Risk Management Strategy for any person to whom this strategy applies to have been found to have:

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

I, have read the following documents:

- 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 in the Homestay industry
- procedures for recruiting, selecting, training and managing
- policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines
- plan for managing breaches of the Risk Management Strategy
- policies and procedures for compliance with Part 6 (this relates to Blue Cards) of the Act
- risk management plans for high risk activities and special events, and
- strategies for communication and support.

Having read these documents, I understand Whitsunday Anglican School's commitment to maintaining a safe, friendly environment for children and young people. I agree to uphold the Child Protection Policy and Code of Conduct, and to follow the guidelines and procedures outlined. I will work to contribute positively to the growth and development of the organisation and the children and young people it provides services to.

Signed: _____

Signed: _____

Date: _____

Date: _____

Witness: _____

Date: _____



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Strategies for communication and support

Provide detail on how your organisation plans to communicate this Strategy and provide support to those involved in the Homestay scheme. In this section, you must include:

- written information for parents, students and persons engaged by the operator¹ that includes details of the operator's Risk Management Strategy, or where the strategy can be accessed, and
- training materials for persons engaged by the Homestay Provider to help identify the risks of harm and how to handle disclosures of suspicions of harm, and to outline the operator's Risk Management Strategy.

Risk Management Strategy Communication Template

The location/availability of Whitsunday Anglican School's Risk Management Strategy for Child Protection will be publicised in the following manner in order to provide access to the Strategy to all stakeholders within the Scheme:

- Homestay Student Parent Information Handbook, issued upon enrolment with the Scheme;
- Homestay Student Information Handbook, issued upon enrolment with the Scheme;
- Homestay Host Induction Manual;
- Intranet for general staff;
- Internet site;
- Updates communicated during staff meetings

Training and Information

Whitsunday Anglican School demonstrates its commitment to providing information and training on how to identify risks of harm and disclosures of suspicions of harm to all stakeholders by:

- Regular training for all Homestay Providers, Coordinators and Hosts;
- Enrolment package for families involved in the Scheme;
- Orientation / induction handbook for Students



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