International Students
Homestay and Boarding

Whitsunday Anglican School
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**This document was last updated on the 10 January 2014 by Jamie Novosel, the Director of Admissions**

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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](http://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 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:

a) a statement about commitment to the safety and wellbeing of children and the protection of children from harm

b) a Code of Conduct for interacting with children and young people

c) procedures for recruiting, selecting, training and managing 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

d) policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines

e) a plan for managing breaches of the Risk Management Strategy

f) policies and procedures for compliance with 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

g) Risk management plans for high risk activities and special events

h) Strategies for communication and support, including:

i. Written information for parents and persons engaged by the 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

<table>
<thead>
<tr>
<th>Risk management issues pertaining to children and young people under care of your school from Commission for Children and Young People Amendment Regulation (No.1) 2006</th>
<th>Existing Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of Commitment to the safety and wellbeing of children and the protection of children from harm</td>
<td>✓</td>
</tr>
<tr>
<td>Code of Conduct for interacting with children and young people in the Homestay industry</td>
<td>✓</td>
</tr>
<tr>
<td>Procedures for recruiting, selecting, training and managing</td>
<td>✓</td>
</tr>
<tr>
<td>Policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines</td>
<td>✓</td>
</tr>
<tr>
<td>Plan for managing breaches of the Risk Management Strategy</td>
<td>✓</td>
</tr>
<tr>
<td>Policies and procedures for compliance with Part 6 of the Act</td>
<td>✓</td>
</tr>
<tr>
<td>Risk management plans for high risk activities and special events</td>
<td>✓</td>
</tr>
<tr>
<td>Strategies for communication and support</td>
<td>✓</td>
</tr>
</tbody>
</table>
Risk Management Child Protection Policy Template

Risk Management Child Protection Policy for Whitsunday Anglican School

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
- Authorities and Providers of Education and Training to Overseas Students
- 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.
### Scope

This Policy relates to:
- Statement of Commitment to the safety and wellbeing of children and the protection of children from harm
- Code of Conduct for interacting with children and young people 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

This Policy will become effective as at 30th July 2010 and be available for viewing by stakeholders via:
- 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

Adherence to this Policy will be monitored by Homestay Providers via:
- 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
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.

<table>
<thead>
<tr>
<th>Breaches</th>
<th>Breaches of this Policy will be managed via:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Complaint procedure (including the complaints resolution processes):</td>
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<tr>
<td></td>
<td>o Informal</td>
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<td></td>
<td>o Formal</td>
</tr>
<tr>
<td></td>
<td>• Breaches will be determined by the Homestay Manager in the first instance;</td>
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<tr>
<td></td>
<td>• 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);</td>
</tr>
<tr>
<td></td>
<td>• Penalties for breaches will be enforced in accordance with the Code of Conduct; eg.</td>
</tr>
<tr>
<td></td>
<td>Penalties might include:</td>
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<tr>
<td></td>
<td>• 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)</td>
</tr>
<tr>
<td></td>
<td>• Penalties might be more capacity building than punitive and may involve further training, conditions and controls to prevent harm</td>
</tr>
<tr>
<td></td>
<td>Appeals process will be as specified within the Complaints Procedure.</td>
</tr>
</tbody>
</table>

| Evaluation and review | 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. |

Contacts
Further details and information concerning this Policy are available from:
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Date
This Policy was last reviewed and updated on 10th January 2014
Jamie Novosel
Director of Admissions
WHITSUNDAY ANGLICAN SCHOOL

STUDENT CODE OF CONDUCT

PURPOSE:

All students who are admitted to enrolment are expected to abide by the School Code of Conduct. Parents or carers are required to sign an undertaking to this effect in the enrolment contract at the time of enrolment. This is outlined on the Enrolment Form. The Code of Conduct is reflective of the School’s philosophy and values and forms the basis for the School’s behaviour management approach.

POLICY:

Whitsunday Anglican School encourages students to become responsible for their own personal growth and self-discipline, and to take responsibility for their own behaviour. Proper conduct demonstrates respect – for oneself, physically, emotionally, intellectually and spiritually: for others and their possessions, for the environment in which one lives and works, and for the materials one works with, and for, the School.

It is expected that each student will cooperate to the fullest in taking responsibility for his/her own progress, by being punctual and through diligent and careful preparations for, and participation in all the classes of which her/she is a member. It is particularly important that no student, either through neglect or lack of concern, interferes with the rights of others to pursue their courses. Therefore, there is no place in the School for irresponsible behaviour including the defiance of a teacher’s authority.

It is essential for each student to develop self-respect, as a person and as a member of the School community. Conduct must at all times be in a manner which will not detract from the reputation of any individual student or of other members of the School. Nor does any student have the right to display conduct, which is likely to offend others. Offensive behaviour will not be tolerated, whether it be the irresponsible use of offensive language, smoking, drinking of alcoholic liquor, stealing, the possession of any but medically prescribed drugs, bullying, harassment or the injury of others. Offenders may have their enrolment withdrawn.

The mistreatment of the property of others is a serious offence. Such behaviour reveals a lack of concern for the owners of that property, whether these are individuals, the School as a whole, or the community, and therefore cannot be countenanced.

Students should at all times be clean and tidy and maintain and wear the uniform with pride. Cleanliness and tidiness are of paramount importance in a student’s appearance. It is a requirement of the School that the uniform be worn to all School functions unless otherwise directed.

In matters which are not specifically covered by the above code or any other School regulations, members of the School will observe the principles outlined above concerning the dignity of each person, respect for others and their property, and of mutual cooperation within the School community.

Acceptance and support of this Code of Conduct is expected of all students enrolled at Whitsunday Anglican School.
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. The 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 any special training that may be necessary after the employee enters the job
- listing the physical skills or abilities needed to perform the work
- determining the schools's requirements in relation to the job, e.g. criminal history check requirements, minimum educational level, first aid qualifications, bus or car licence;

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.
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 child 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 an 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;

  - behaviour management;
  - anti-bullying; and
  - disabilities policy.

Professional Development

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

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

Blue Cards

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

The School maintains a register of:

- all teacher registration numbers

- all blue card numbers and the dates for renewal.
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 emotive 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 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:

□ what immediate action your organisation should take regarding the child or young person

□ how to receive the disclosure and document what is said

□ who to notify, and

□ a description of the role of relevant authorities.

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 to themselves)

□ You are concerned at significant changes in the behaviour of a child or young person, or the presence of 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 effectively.
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 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 claim
- 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 satisfaction.)
Procedures for Reporting Harm

Staff members at Whitsunday Anglican School are expected to reflect the highest standards of care in their behavior 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 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.
<table>
<thead>
<tr>
<th>Subject</th>
<th>If</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reporting</strong></td>
<td>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</td>
<td>report it to any staff member</td>
</tr>
<tr>
<td><strong>Harm</strong> (Accreditation Regulation s.10)</td>
<td>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</td>
<td>report it to the principal or to the deputy principal; keep a written record of your actions</td>
</tr>
<tr>
<td></td>
<td>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</td>
<td>report it to the police or the Department of Child Safety; keep a written record of your actions</td>
</tr>
<tr>
<td><strong>Reporting Inappropriate Behaviour</strong> (Accreditation Regulation s.10)</td>
<td>you are a student and you wish to report behaviour by a staff member that you consider inappropriate</td>
<td>report the behaviour to the Principal or Dean of Students</td>
</tr>
<tr>
<td></td>
<td>you, the Principal or Dean of Students receive the report under the preceding step</td>
<td>interview the student; interview the staff member named in the report; 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</td>
</tr>
<tr>
<td><strong>Reporting Sexual Abuse</strong> Education (General Provisions) Act s.146B)</td>
<td>you are:- a staff member; and aware or you reasonably suspect that an employee of the school has sexually abused a student of the school who was under 18 at the time</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>You, the Principal, or a member of the board of directors, receive a report under the preceding step</td>
<td>give a copy of the report to a police officer immediately</td>
</tr>
</tbody>
</table>
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 piece of equipment, or leaving Homestay students alone in a car park while they wait for a lift from a friend. On identify risks is to consider what you would do when a Homestay student enters your premises or joins in an ac.

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 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 inspection
- brainstorming
- decision tree
- examining local or overseas experience
- expert judgment
- flow charting, system design review, systems analysis
- history, failure analysis
- incidents or complaints
- interviews/focus group
- operational model
- 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
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 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

<table>
<thead>
<tr>
<th>Consequences</th>
<th>Insignificant</th>
<th>Minor</th>
<th>Major</th>
<th>Critical</th>
<th>Extreme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost Certain</td>
<td>Medium</td>
<td>Serious</td>
<td>High</td>
<td>High</td>
<td>High</td>
</tr>
</tbody>
</table>

Risk descriptors

| Likely | Medium | Medium | Serious | High | High |
| Possible | Low | Medium | Serious | High | High |
| 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 |

5. Treat risks

| Low risk | Manage by routine procedures, unlikely to need specific application of resources |

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

A number of options are available:
- ac
- i
- re
- tra

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, or those concerning access, equity, ethics and accountability?
- What are the criteria of acceptability?
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?

Prepare treatment plans by deciding:

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

Implement your treatment plan by following these steps:

- Develop the plan
  - 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 risk:
    - Manage individual level risk
  - Develop performance indicators to monitor the levels of risk, the performance of the treatment measures and the risk treatments.
### Risk management template for high risk activities and special events

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of risks</th>
<th>Existing control</th>
<th>Likelihood of risk occurring</th>
<th>Consequences</th>
<th>Level of Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorrect type of accommodation chosen – Homestay or Boarding</td>
<td>• incorrect information</td>
<td>• information is consistent from organisation and Homestay host / Boarding staff</td>
<td>Unlikely</td>
<td>Extreme</td>
<td>Extreme</td>
</tr>
<tr>
<td></td>
<td>• understanding / misinterpretation of information</td>
<td>• written information in a number of languages</td>
<td></td>
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<tr>
<td></td>
<td>• translation of information</td>
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<tr>
<td></td>
<td>• timing of orientation session</td>
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<td></td>
<td>• transport issues</td>
<td></td>
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<td></td>
<td>• reporting of issues</td>
<td></td>
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<tr>
<td></td>
<td>• safety information</td>
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<tr>
<td></td>
<td>• ongoing Communication Strategy</td>
<td></td>
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</tr>
<tr>
<td>Inadequate orientation of student</td>
<td>• incorrect information</td>
<td>• information is consistent from organisation and Homestay host</td>
<td>Unlikely</td>
<td>Extreme</td>
<td>Extreme</td>
</tr>
<tr>
<td></td>
<td>• understanding / misinterpretation of information</td>
<td>• written information in a number of languages</td>
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<td></td>
<td>• ongoing</td>
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</tr>
</tbody>
</table>

**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

Whitsunday Anglican School Limited  
CRICOS Provider No 00993J  
Dated: 12 March 2015
<table>
<thead>
<tr>
<th>Poor criterion for selection of Homestay hosts</th>
<th>Communication Strategy reporting</th>
<th>Rare</th>
<th>Extreme</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>• not addressing the element of the RMS</td>
<td>• one on one sessions if necessary</td>
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<td>• inadequate data gathering</td>
<td></td>
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<tr>
<td>• lack of formal process</td>
<td></td>
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<tr>
<td>• inspection process (interview)</td>
<td></td>
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<tr>
<td>• exchange of information</td>
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<tr>
<td>• who conducts the interview from the organisation</td>
<td></td>
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<tr>
<td>• follow up inspections of Homestay facility</td>
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<tr>
<td>• visual evidence of accommodation</td>
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<tr>
<td>• orientation of prospective Homestay hosts</td>
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<tr>
<td>• what is the motivation of the Homestay host</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student billeted with Homestay host</th>
<th>Possible</th>
<th>Extreme</th>
<th>Extreme</th>
</tr>
</thead>
<tbody>
<tr>
<td>• student suffering from mental health issues not appropriately managed e.g. student suffering depression may self harm</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student billeted with Homestay host</th>
<th>Possible</th>
<th>Extreme</th>
<th>Extreme</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mishandling of student’s disclosure of harm that occurred in country of origin</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| • Homestay host trained in reporting risk of harm. Homestay manager trained in managing risks of harm to students, including networking with other support agencies. | | | |
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 solicits 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
- engaged in child abuse

I, Whitsunday Anglican School, 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, 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: ________________
Date: ________________
Witness: ________________
Date: ________________
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 operator 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 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; and/or

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; and