

Child and Youth Risk Management Strategy SELF ASSESSMENT CHECKLIST

Working with Children (Risk Management and Screening) Act 2000 (the Act)



This **SELF-ASSESSMENT CHECKLIST** aims to:

- assess your current Child and Youth Risk Management Strategy to confirm it complies with the eight (8) mandatory requirements under the Act, and
- identify areas where your strategy could be further enhanced to assist your organisation to promote a safe service environment for children and young people.

Why use this SELF-ASSESSMENT CHECKLIST?

It will support you to:

- promote a child safe culture within your organisation
- clearly and concisely demonstrate your commitment to ensuring the safety and wellbeing of children, and
- confirm that your organisation's risk management strategy meets the legislative requirements under the Act.

This **SELF-ASSESSMENT CHECKLIST**

is not meant to be prescriptive.

It is a guide only.

When reviewing the information in this checklist, it is important to consider whether each element is relevant to your organisation and, if so, consider how your existing policies and procedures address the requirements, and whether any adjustments or additions should be made to your strategy.

How to use this SELF-ASSESSMENT CHECKLIST

- On the first page insert the name of your organisation, the name of the person undertaking the checklist and the date it was completed.
- Each of the eight (8) mandatory requirements of a Child and Youth Risk Management Strategy is set out in this checklist on the pages that follow.
- For each of these mandatory requirements, a series of issues which may be relevant are described in the “Relevant Issues” column. This information is provided so you can consider whether the issue is relevant to your organisation and, if so, whether or not the issue is covered in your existing child and youth risk management strategy.
- For each issue, tick the relevant box to indicate whether:
 - ✓ *It is ‘Not relevant to your activities’* – i.e. it does not apply to your organisation or the activities you conduct with children and young people
 - ✓ *‘A well-developed policy exists’* – i.e. the issue is already covered by your organisation’s child and youth risk management strategy
 - ✓ *‘Further work is needed’* – i.e. your child and youth risk management strategy may cover the element listed, but it could be enhanced further or you need to draft the element
- For each section, there is a column where you should record the location of any supportive resources. For example, you may have a series of existing documents which cover the recommended elements for inclusion in your strategy, such as a “Handbook for Students, Parents and Visitors” which set out expectations regarding behaviour and language or “Guidelines for Contractors” which includes sign-in procedures and supervision requirements.
- On completing the checklist, you should have a good indication of whether your strategy adequately considers the possible risks to children and young people in your service environment, and whether any further work is required to develop or enhance policies and procedures to mitigate identified risks.
- For those columns where you marked a “✓” in the “Further work is needed” column, you should ensure your organisation considers how to address the relevant issue and ensure relevant policies and procedures are incorporated into your strategy.

Request an Audit

Our Community Information Team can support your organisation to complete a Child and Youth Risk Management Strategy Audit to identify any potential areas for improvement.

To request an audit, please email us at info@bluecard.qld.gov.au

Resources

Have you downloaded our resources to support you to develop / review your Child and Youth Risk Management Strategy?

www.qld.gov.au/bluecard

Need help?

Contact our Community Information Team via:

☎ 1800 113 611 or 07 3211 6999



Organisation name	Name of person completing this checklist	Date checklist completed

1. Statement of commitmentpage 3
2. Code of conduct.....pages 4, 5, 6, 7, 8 & 9
3. Recruitment, selection, training and managing staff.....pages 10 & 11
4. Handling of disclosures or suspicions of harm.....page 12
5. Managing breachespage 13
6. Compliance with the blue card system page 14
7. High risk activities and special eventspage 15
8. Communication and support strategiespage 16

1. STATEMENT OF COMMITMENT	Relevant Issues	A well-developed policy exists	Further work is needed	Location of supportive resources
	<i>In compliance with s171 and s172 of the Act, Child and Youth Risk Management strategies must include a statement about the commitment of the person who must develop and implement the risk management strategy (the responsible person) to the safety and wellbeing of children and the protection of children from harm. Therefore does your statement of commitment clearly and concisely outline:</i>			<i>For example:</i> <ol style="list-style-type: none"> 1. Safe Practices Policy: Section... 2. Mission Statement 3. Organisational Values
	<ul style="list-style-type: none"> • the responsible person for developing and implementing the child and youth risk management strategy 	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> • the overall purpose of your child and youth risk management strategy 	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> • how your child and youth risk management strategy promote children’s wellbeing and how it protects them from harm 	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> • how your activities contribute to the development and wellbeing of children and young people 	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> • how your organisation’s objectives and values relate to the safety and wellbeing of children and young people 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • how your organisation protects the human rights of all children and young people 	<input type="checkbox"/>	<input type="checkbox"/>		

<i>Relevant Issues</i>		<i>Not relevant to your activities *</i>	<i>A well-developed policy exists</i>	<i>Further work is needed</i>	<i>Location of supportive resources *if you have indicated an area is not relevant to your activities, outline why.</i>
Does your <i>Code of conduct</i> outline the following:					
<i>Appropriate and inappropriate language</i>					
Does your strategy:					
• include clear examples of appropriate language (e.g. using encouraging, positive words, pleasant tone of voice, honest and open communication)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Include clear examples of inappropriate language (e.g. swearing, racial comments and sexually suggestive comments or jokes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• include clear examples of inappropriate use of language (e.g., insults, criticism, name calling, yelling, and bullying)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Behaviour management strategies</i>					
Does your strategy outline:					
• clear guidelines for staff about how to manage challenging behaviour by children (e.g. listing typical situations with appropriate and inappropriate responses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• behaviour management techniques which staff acknowledge and agree to which <u>will not</u> involve physical punishment, or strategies which belittle a child. (e.g. smacking or ridiculing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• the process of how children are made aware of acceptable and unacceptable behaviour (e.g. is there a warning system? when is it escalated?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• the consequences of unacceptable behaviour for parents, children and any other people involved with your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Supervision of children and young people</i>					
Does your strategy outline:					
• the ratios of staff to children required in relation to supervision and how this directly limits opportunities for unsupervised access to children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• if and/or when children may be left on their own, or if parents are required to stay during activities and how this is communicated/agreed to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• the arrangements for drop off and collection of children, and the procedures that apply if a child is not collected on time (e.g. who stays, who has contact details, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• staff and volunteers know what to do if there is an issue during collection (e.g. the adult collecting a child is violent or intoxicated)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

2. CODE OF CONDUCT


	<i>Relevant Issues</i>	<i>Not relevant to your activities *</i>	<i>A well-developed policy exists</i>	<i>Further work is needed</i>	<i>Location of supportive resources *if you have indicated an area is not relevant to your activities, outline why.</i>
CODE OF CONDUCT continued...	Physical contact with children and young people				
	Does your strategy outline:				
	<ul style="list-style-type: none"> when physical contact with children is appropriate (e.g. to assist with an activity; demonstrate a skill; provide first aid, etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> how physical contact with children is to be conducted (e.g. explain the purpose and type of contact to the child beforehand, document when first aid is provided, etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> whether supervision or consent from parents is required (e.g. parent's consent is required if first aid or medication is to be given in emergency situations) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	One-on-one contact and relationships with children				
	Does your strategy outline:				
	<ul style="list-style-type: none"> risk management procedures for one-on-one contact with children (e.g. ensuring the child and adult are visible to others) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> policies that outline whether staff may have contact/business with children outside your service environment (e.g. at social activities or private child-minding) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> whether staff/volunteers may have contact with children on social media or contact them via mobile phone/email. (e.g. to relay messages, join a private Facebook page to share photos/updates, etc) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> the circumstances in which it is appropriate to give a child a gift, and/or if there is a limit on the cost of the gift 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Transportation of children				
	Does your strategy outline:				
	<ul style="list-style-type: none"> the circumstances when transportation of children is required 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> safeguards to be put in place when children are transported (e.g. seeking parental consent; ensuring drivers are licensed; ensuring vehicles are registered and insured; ensuring child restraints/car seats are available and, if required, properly fitted) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



		<i>Not relevant to your activities *</i>	<i>A well-developed policy exists</i>	<i>Further work is needed</i>	<i>Location of supportive resources *if you have indicated an area is not relevant to your activities, outline why.</i>
CODE OF CONDUCT continued...	Change rooms and toilets				
	Does your strategy outline:				
	<ul style="list-style-type: none"> guidelines which balance the need for supervision and privacy for children and young people (e.g. adults announce entry to the room before entering; adults are not in change rooms with children without another person present) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> practical scenarios to explain how children and young people should be supported to travel to the toilet and ways to maintain their safety (e.g. checking the toilet area before the child enters, then standing at the entrance, children travelling to the toilet in pairs.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Health and safety				
	Does your strategy outline:				
	<ul style="list-style-type: none"> children's needs for sleep and rest (e.g. identifying fatigue and exhaustion) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> staff and child hygiene (e.g. supporting a child to obtain hygiene products if needed) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> sun safety (e.g. sunscreen policy, identifying heat exhaustion, heat stroke & dehydration) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> water safety (e.g. ratios for children in the water, flotation devices and CPR signage/training, if water areas are accessible when visiting another location, etc) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> regular checking of the physical premises and equipment safety checks (e.g. checks of fences, playground and sports equipment) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> emergency and evacuation procedures, including in languages to meet the needs of your stakeholders (e.g. clearly identified meeting points & escape routes) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Management of illness and injury				
	Does your strategy outline:				
	<ul style="list-style-type: none"> how first aid will be administered (e.g. by who, with what equipment, what is recorded and where is this stored, etc) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> procedures to deal with infectious diseases and allergic reactions (e.g. EpiPen's) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> how staff will gain knowledge and understanding of the required responses to medical conditions of children (e.g. staff and volunteers are aware of children who have asthma, anaphylaxis or epilepsy, and know the required procedures to follow in the event of an incident) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



	<i>Relevant Issues</i>	<i>Not relevant to your activities *</i>	<i>A well-developed policy exists</i>	<i>Further work is needed</i>	<i>Location of supportive resources *if you have indicated an area is not relevant to your activities, outline why.</i>
CODE OF CONDUCT continued...	Organisational behaviour standards				
	Does your strategy include:				
	<ul style="list-style-type: none"> • policies that meet the requirements of the Human Rights Act 2019 (e.g. cultural rights, privacy and reputation, protection from torture and cruel, inhumane or degrading treatment). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> • guidelines that outline the behaviours which constitute bullying, discrimination, and sexual harassment 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> • policies that outline the organisation’s culture of inclusivity and protection of all children (please see our toolkit for more examples) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> • the action/s taken by your organisation following an incident and how it will be investigated and recorded 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Cultural inclusive practises				
	Does your strategy outline:				
	<ul style="list-style-type: none"> • your organisation’s commitment to the cultural rights of all persons as outlined in the Human Rights Act 2019 (section 27) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> • how your organisation creates a culturally safe environment 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> • procedures on how to reflect upon your current policies and procedures to ensure cultural appropriateness and collaboration 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> • how your organisation is committed to respect and include Aboriginal and Torres Strait Islander peoples’ culture as outlined in the Human Rights Act 2019 (section 28) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Photography policy				
	Does your strategy outline:				
	<ul style="list-style-type: none"> • when the use of photographs is appropriate (e.g. whether parental consent is required; whether the photograph is age-appropriate) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • whether it is appropriate to include identifying information with a child’s photograph 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> • how photographs are stored, for how long, and who has access to them 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> • appropriate publication of photographs (e.g. mechanisms are in place to prevent reproduction of photographs) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



		<i>Relevant Issues</i>	<i>Not relevant to your activities *</i>	<i>A well-developed policy exists</i>	<i>Further work is needed</i>	<i>Location of supportive resources *if you have indicated an area is not relevant to your activities, outline why.</i>
CODE OF CONDUCT continued...	Technology and social media					
	Does your strategy outline:					
	• the circumstances in which, if at all, photographs can be taken of children without their knowledge or consent (e.g. photos can be taken and only posted to a private page, or not shared on any form of social media)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	• the circumstances when technology can be used in your service environment (e.g. mobile phones, computers, portable devices)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	• expected standards of behaviour when your organisation's official sites and social media platforms are used (e.g. who is authorised to post or comment on your webpages/Facebook/Twitter/Instagram)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	• policies that address cyber bullying within your service environment and outline how staff/volunteers will recognise, report, and respond to these situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	• on-going education for staff and volunteers around current social media platforms in order to recognise mental health changes in children and young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	• policies that outline the organisation's view on live-streaming functionalities on social media platforms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	• appropriate/inappropriate use of electronic devices (e.g. using an organisation's phone/camera for personal use)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	• appropriate/inappropriate conduct on social media (e.g. public comments, private pages and situations where a person can be identified as a representative of the organisation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• appropriate/inappropriate connections on social media (e.g. if staff/volunteers can interact with children and young people on these platforms such as direct messaging and friend requests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
• policies that promote safe online practices for children and young people including information and resources for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			



	<i>Relevant Issues</i>	<i>Not relevant to your activities *</i>	<i>A well-developed policy exists</i>	<i>Further work is needed</i>	<i>Location of supportive resources *if you have indicated an area is not relevant to your activities, outline why.</i>
CODE OF CONDUCT continued...	Substance use including: smoking, consumption of alcohol and use of other drugs and medications				
	Does your strategy outline:				
	• whether smoking is permitted in your service environment/s and, if so, are there designated smoking areas (e.g. a map to highlight these areas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• processes that ensure services are not provided to children if the staff member/volunteer is intoxicated or under the influence of drugs, including prescription medication, which may impair their ability to care for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• policies regarding the consumption of alcohol at child-related activities/events (e.g. fundraising events, awards nights and at the venue location)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• processes for ensuring medications are used and stored safely (e.g. medication is labelled and given to staff, or staff are advised but the child is supported to access their medication as required)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Visitor and spectator policies				
	Does your strategy outline:				
	• visitor supervision/sign-in procedures (e.g. ensuring they read a code of conduct)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• clear expectations of what is considered to be appropriate and inappropriate behaviour by parents/family members attending services/participating in activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• the consequences for a breach of behaviour standards (e.g. a spectator may be asked to leave in the event of abusive or unruly behaviour)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Confidentiality and privacy				
	Does your strategy include:				
	• secure storage locations for confidential information (e.g. locked cabinets or lockable storage rooms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• clear guidelines on who can access confidential information (e.g. user levels for electronic files, password protections or locked drawers/cabinets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• clear timeframes for the storage/destruction of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• what information may be provided to the media on request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• guidelines on who can provide comments to the media about your organisation's policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



		<i>Relevant Issues</i>	<i>Not relevant to your activities *</i>	<i>A well-developed policy exists</i>	<i>Further work is needed</i>	<i>Location of supportive resources *if you have indicated an area is not relevant to your activities, outline why.</i>
3. RECRUITING, SELECTING, TRAINING AND MANAGING STAFF	<i>Do your procedures for PRE-APPOINTMENT recruiting and selecting cover the following issues:</i>					
	Recruitment Processes					
	Does your strategy include:					
	• job descriptions which outline levels of supervision, qualifications, skills and experience required, and any mandatory checks (e.g. working with children check)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• job advertisements that clearly state your organisation’s commitment to protecting children from harm and include information on Restricted Persons and Restricted Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• job advertisements reflect your organisation’s work environment, culture, and the expected skills/requirements of the position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Screening processes					
	Does your strategy include:					
	• selection criteria for all roles in the organisation to measure candidates’ suitability for appointment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• a structure/procedure for shortlisting candidates based on their skills, knowledge, and qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• a structure for interviews which include standardised open questions / scenarios as experienced within your service environment to ensure the candidate is aligned with your organisation’s values, culture and complies with the code of conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• mandatory referee checking, including referee checklists and questions that ensure comprehensive reference checks are obtained (i.e. “Has the candidate ever had any suspicions or reports made about their behaviour?” “Can you tell me about a time when you observed the applicant manage a child with challenging behaviours?”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Selection processes					
Does your strategy include:						
• appropriate record keeping for the panel’s selection criteria for interviewed candidates, their referee checks and any other checks which are conducted to assess suitability for appointment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• a probationary period of employment to assess the performance and fit of a new employee within your service environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



	Relevant Issues	Not relevant to your activities *	A well-developed policy exists	Further work is needed	Location of supportive resources *if you have indicated an area is not relevant to your activities, outline why.
3. RECRUITING, SELECTING, TRAINING AND MANAGING STAFF	Do your procedures for POST-APPOINTMENT training and managing staff cover the following issues:				
	Staff training				
	Does your strategy include:				
	<ul style="list-style-type: none"> mandatory reporting obligations to report sexual offending against a child by another adult to police (section 229BB, <i>Criminal Code</i>) obligations for staff to reduce or remove a known risk of sexual offending against a child by an adult associated with an institution (section 229BC, <i>Criminal Code</i>) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> documented induction/orientation processes for all staff (i.e. including information on a Restricted Person & Restricted Employment which outlines the offences for both the person and the organisation if they start or continue in this type of work) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> provision for regular and on-going training to be undertaken to ensure staff skills and experience are maintained and updated with the current trends (i.e. slang, social media and cyberbullying) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> identification of mandatory training (e.g. child protection training), including frequency of training requirements 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> the requirement to develop a training plan for staff and volunteers regarding your organisation's policies and procedures on managing disclosures and suspicions of harm (i.e. Identifying harm in children and young people, who can this be reported to within your organisation and externally) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Management of staff (professional development and performance appraisal)				
	Does your strategy outline:				
	<ul style="list-style-type: none"> regular professional supervision/development which will allow staff to seek support, or issues to be formally raised 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> clear processes for performance appraisals for staff and supervisors 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> a clear statement of the aims of performance appraisals 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> record-keeping procedures for storage and access to staff performance appraisal documentation which must be kept private and confidential 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> a clear complaints management process (e.g. parents/staff know how to make a complaint and to whom to refer complaints) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> clear disciplinary procedures for breaches of the risk management strategy, and associated policies and procedures 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



Relevant Issues		Not relevant to your activities *	A well-developed policy exists	Further work is needed	Location of supportive resources *if you have indicated an area is not relevant to your activities, outline why.
4. HANDLING DISCLOSURES OR SUSPICIONS OF HARM					
<i>Do your policies and procedures for handling disclosures or suspicions of harm cover the following issues:</i>					
What constitutes abuse and harm					
Does your strategy include:					
• definitions around the different types of abuse (physical abuse, psychological or emotional abuse, neglect, sexual abuse, or exploitation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• information regarding the signs which can assist in identifying abuse and harm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Reporting processes for a suspicion or disclosure of harm					
Does your strategy clearly outline:					
• reporting processes that are suitable for all stakeholders in your service environment (e.g. processes for children who may be unable to complete an incident report)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• mandatory reporting obligations under the Criminal Code, sections 229BB and 229BC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• mandatory reporting obligations under relevant legislation (e.g. Teachers, Doctors, Registered Nurses, Police, child Advocates and child care professionals under the Child Protection Act 1999 and other people as outlined in the Civil Liability and Other Legislation Amendment Act 2019)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• defined timeframes for actioning disclosures of harm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• contact details for external authorities (e.g. the Queensland Police Service and the Department of Child Safety, Youth and Women)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• clear processes that explain the roles and responsibilities of officers within your organisation if there is a disclosure or suspicion of harm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• requirements and procedures to maintain the confidentiality of information related to a disclosure of harm (i.e. including names and details of the persons involved and any associated documentation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• appropriate support or counselling that can be provided to those involved in the reporting process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Managing suspicions or disclosures of harm					
Does your strategy include:					
• information to assist staff if a child makes a disclosure of harm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• contact numbers for organisations that provide support to a staff member who makes a report and a child who makes a disclosure (i.e. Victims Assist, Kids Helpline and Aboriginal and Torres Strait Islander family wellbeing services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• a template for recording a disclosure or suspicion of harm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



Relevant Issues		Not relevant to your activities *	A well-developed policy exists	Further work is needed	Location of supportive resources *if you have indicated an area is not relevant to your activities, outline why.
Does your plan for <i>managing breaches</i> of your risk management strategy cover the following issues:					
Conducting a review of your policies and procedures after an incident					
<ul style="list-style-type: none"> does your strategy outline the requirement to review your strategy following the actioning of a disclosure or suspicion of harm, so you can determine whether any changes are needed to your strategy and/or whether any follow up actions should be taken 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Actions which breach your strategy					
Does your strategy clearly outline:					
<ul style="list-style-type: none"> what actions or inactions will amount to a breach of your risk management strategy 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> the process your organisation will take to record, investigate, and finalise breaches 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Processes for managing breaches					
Does your strategy clearly outline:					
<ul style="list-style-type: none"> who is responsible for the management of different types of breaches 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> the processes for reporting breaches (i.e. staff and parents are clear on whom to contact, and how they can progress a concern of a breach) 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> the process for managing the different types of breaches 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> the potential outcomes for a breach, depending upon the type of breach and its seriousness (i.e. a breach of the code of conduct may result in disciplinary action whereas a breach regarding not updating blue card contact information may result in further training) 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> a requirement to record details of any breach, including outcomes 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> requirements and procedures to ensure appropriate confidentiality is maintained in relation to breaches 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5. MANAGING BREACHES


		Not relevant to your activities *	A well-developed policy exists	Further work is needed	Location of supportive resources *if you have indicated an area is not relevant to your activities, outline why.
6. COMPLIANCE WITH THE BLUE CARD SYSTEM					
Do your policies and procedures for compliance with the requirements of the blue card system cover the following issues:					
Annual review of your strategy					
Does your strategy outline the requirement for an annual review to:					
• reflect current legislation including the obligations for blue card holders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• continue to be effective in addressing risks of harm to children and young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• reflect and consider whether any incidents occurred, whether your procedures were followed and whether any changes are required as a result	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Blue card requirements					
Does your strategy outline:					
• who requires a blue card and record this in a register together with their blue card details, including name, number and expiry date (e.g., you may have two employee registers; 1. Spreadsheet/paper version which lists volunteer parents and people relying on an exemption 2. Your online copy/organisational portal which lists the volunteer/paid/exemption card holders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• the contact person at your organisation responsible for managing blue card applications and outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• processes to ensure Blue Card Services is notified when you engage a new employee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• processes and communication to ensure blue card renewal applications are lodged on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• processes to manage changes in police information <i>Note: staff and volunteers are no longer required under the Act to tell you if they have had a change in police information and the organisation no longer has the obligation to report these changes to Blue Card Services.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• processes to manage high risk notifications (i.e. do your staff know what to do if an individual: is issued with a negative notice; has their blue card suspended or cancelled; has their application withdrawn, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Note: Your organisation can only lodge applications for individuals engaged, or proposing to engage, in regulated child-related activities. Your organisation cannot adopt a policy requiring individuals to obtain blue cards if they will not be providing regulated child-related services.



		<i>Relevant Issues</i>	<i>Not relevant to your activities *</i>	<i>A well-developed policy exists</i>	<i>Further work is needed</i>	<i>Location of supportive resources *if you have indicated an area is not relevant to your activities, outline why.</i>
Do your <i>risk management plans for high risk activities and special events</i> cover the following issues:						
7. HIGH RISK ACTIVITIES & SPECIAL EVENTS	<i>How to identify high risk activities and special events</i>					
	<ul style="list-style-type: none"> does your strategy assist staff to understand when an activity is high risk and therefore requires additional planning (e.g. activities with a large number of visitors; water hazards, etc) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<i>Establishing the context and identifying potential risks</i>					
	Does your strategy outline the need to determine:					
	<ul style="list-style-type: none"> the nature of the activity 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<ul style="list-style-type: none"> the aims and objectives of the activity 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<ul style="list-style-type: none"> the environment/location of the activity 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<ul style="list-style-type: none"> the stakeholders involved 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<ul style="list-style-type: none"> potential risks of harm to children and young people associated with the activity 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<ul style="list-style-type: none"> the likelihood and consequences of the identified risks 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> the level of risk (e.g. low, moderate, high, extreme) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<ul style="list-style-type: none"> strategies that should be put in place to mitigate the identified risks 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<i>Possible issues to include in a high-risk activity/event plan</i>						
does your strategy provide information for staff regarding possible issues to be addressed, e.g.						
<ul style="list-style-type: none"> Transportation Toileting/change room procedures Appropriate supervision of children and ratios of adults to children A policy in relation to photographs Managing medications and allergies Managing illness/injury Procedures applying to visitors Any risks presented by the physical environment 						



		<i>Relevant Issues</i>	<i>Not relevant to your activities *</i>	<i>A well-developed policy exists</i>	<i>Further work is needed</i>	<i>Location of supportive resources *if you have indicated an area is not relevant to your activities, outline why.</i>
8. COMMUNICATION AND SUPPORT STRATEGIES	Do your <i>communication and support strategies</i> cover the following issues:					
	Access to your risk management strategy					
	• do all stakeholders know how/where to access your strategy		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Development of your risk management strategy					
	• do you have processes to ensure all stakeholders are involved in the development and review of your strategy (e.g. are staff and parents able to contribute ideas or feedback on your strategy? Have you consulted children and young people during the development of these strategies and used their own words to create codes of conduct/safety policies)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Communication The following ideas may be useful/relevant in assisting you to embed a culture of risk management and child safe practices within your organisation:					
	• information sessions which could be provided to stakeholders in relation to your strategy		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• information about your policies and procedures could be incorporated in your newsletters or other publications		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• specific strategies can be developed to encourage the engagement of children (where age appropriate) to ensure they understand how to keep themselves safe, and what to do if they feel unsafe		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• bulletin boards and posters could be used to visually promote your organisation's commitment to safe and supportive environments for children and young people		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• relevant aspects of your strategy could be incorporated within your staff professional development, performance plans and training plans		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• training materials should be available for staff and other stakeholders		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Support processes						
• does your strategy provide for support processes to assist staff and other stakeholders if an issue arises (e.g. employee assistance programs, workplace health and safety programs, counselling services, etc.)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

