

# Murray Youth Performing Arts

## Child Safe Policy and Procedures



*Pyjama day 2015 @ MYPA*

### Document History

Adopted	Version	Author
	1.0	Libby Ellis/Child Safeguard

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# Child Safe Policy

## 1. Introduction

- 1.1. Murray Youth Performing Arts (MYPA) aims to create a supportive, safe and fun-filled learning environment for all child dancers, from the serious ballet dancer to those who just need some dancing fun, fitness and creativity in their life.
- 1.2. We are proud of our very high standard of classical dance training but we cater for all types of dance and performing arts, including classical ballet, contemporary dance, jazz, tap, funk, hip hop, drama and musical theatre.
- 1.3. This Child Safe Policy and Procedure was written in consultation with Child Safeguard Lawyers and Consultants.

## 2. Purpose

This policy is designed to:

- 2.1. Demonstrate the strong commitment of MYPA to child safety and establish and maintain a child safe culture and child friendly environments.
- 2.2. Ensure that MYPA meets its responsibilities for the safety, welfare and well-being of children and young people.
- 2.3. Guide all staff in appropriate conduct for contact with children and young people in the workplace.
- 2.4. Provide clear procedures to staff, students, and parents/guardians related to:
  - 2.4.1. Risk Management
  - 2.4.2. Complaints Management and Reporting
  - 2.4.3. Recruitment

## 3. Scope

This policy applies to all people involved in the organisation, including:

- 3.1. MYPA staff
- 3.2. Dance teachers
- 3.3. Students
- 3.4. Volunteers
- 3.5. Parents/Guardians
- 3.6. Visitors

## 4. Definitions

4.1 Refer to **Appendix 1** for definitions and concepts relating to this policy.

## 5. Child Safe Policy

5.1 **Child Safe culture** – MYPA is committed to promoting a culture of safety, welfare and well-being for children and young people that are clients of MYPA.

5.2 **Children’s participation** – MYPA supports the active participation of children in the programs, activities and services provided. Children and young people have a right to:

- 5.2.1 Be actively listened to
- 5.2.2 Be supported to express their views
- 5.2.3 Have their views taken into account and recorded
- 5.2.4 Be involved in decision making processes.

5.3 **Child Safe training** – MYPA is committed to providing annual child safe training for staff, volunteers, students and parents/guardians.

5.4 **Diversity** – MYPA values diversity and does not tolerate any discriminatory practices.

5.5 **Child Abuse awareness** – MYPA promotes a child safe environment free from all forms of abuse of children.

5.5.1 Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm, it commonly occurs within a relationship of trust or responsibility and is an abuse of power or breach of trust.

5.5.2 MYPA recognises the four main forms of child abuse as being physical, sexual, emotional, and neglect. Refer to **Appendix 4**.

5.6 **Code of Conduct** – MYPA’s Code of Conduct provides guidelines for Child Safe behaviour and Unacceptable behaviour. Please refer to:

- 5.6.1 General Code of Conduct - **Appendix 5**
- 5.6.2 Code of Conduct for Students – **Appendix 6**
- 5.6.3 Code of Conduct for Staff – **Appendix 7**
- 5.6.4 Code of Conduct for Parents – **Appendix 8**.

- 5.7 **Physical Contact for correctional purposes** – Physical contact with a child and young person should be used:
- 5.7.1 Only for correctional purposes
  - 5.7.2 With prior consent
  - 5.7.3 Openly in front of other students.
- 5.8 **Non-sexualisation** – MYPA is committed to providing age appropriate programs, activities and services that do not sexualise children and young people. MYPA promotes age appropriate behaviour through the use of:
- 5.8.1 Non-sexualised music
  - 5.8.2 Age appropriate uniforms
  - 5.8.3 Age appropriate choreography/dance moves
  - 5.8.4 Age appropriate make-up.
- 5.9 **Anti-bullying** – MYPA does not accept any bullying between children and young people.
- 5.10 **Support for MYPA staff and volunteers** – MYPA provides support and supervision to staff and volunteers:
- 5.10.1 All new staff and volunteers receive a copy of the Child Safe policies and procedures, and receive induction training in Child Safety and Child Protection.
  - 5.10.2 All staff and volunteers receive annual refresher training in Child Safety and Child Protection.

## 6. Child Safe Procedures

- 6.1 **Risk Management** – MYPA follows a Risk Management Process that implements strategies to minimise and control risks to children and young people.
- 6.1.1 MYPA's risk management process identifies, analyses and evaluates risks, and develops interventions.
  - 6.1.2 The Risk Management tools are the Risk Matrix tool, Risk rating table, and the Risk Management template. Refer to **Appendix 9**.
- 6.2 **Complaints Management and Reporting** – Staff, children, volunteers, parents/guardians and visitors should:
- 6.2.1 Report any concerns about the safety or welfare of a child or young person in accordance with the Complaints Procedure. Refer to **Appendices 2 and 3**
  - 6.2.2 Be confident that Complaints will be dealt with honestly and fairly.

6.3 **Recruitment** – MYPA takes all reasonable steps to ensure that it engages the most suitable and appropriate people to work with children and young people. We employ a range of screening measures and apply best practice standards in the screening and recruitment of employees and volunteers. We interview and conduct referee checks on all employees.

6.3.1 **Working With Children Checks** - Staff and volunteers must apply for a Working with Children Check clearance prior to working or volunteering with MYPA. Refer to **Appendix 10**.

## 7. Guiding References

In developing the **Child Safe Policy and Procedures**, MYPA has been guided by the following:

### Legislation/Convention

- *UN Convention on the Rights of the Child*
- *The Child Protection (Working with Children) Act 2012*
- *The Child Protection (Working with Children) Regulation 2013*
- *Children and Young Persons (Care & Protection) Act 1998*
- *Commission for Children and Young People Act 1998*
- *Children and Young Persons (Care and Protection)(Child Employment) Regulation 2015*

### Guiding Documents/Website

- National Framework for Creating Safe Environments for Children: Organisations, Employees and Volunteers, 2005
- Australian Children’s Commissioners and Guardians Submission, in response to Royal Commission into Institutional Responses to Child Sexual Abuse, Issues Paper 3 – Child Safe Institutions, 2013
- Irenyi, M, Bromfield, L. & Higgins, G (2006), *Child Maltreatment in organisations: Risk factors and strategies for prevention* (NCPC Issues No. 25), Melbourne: National Child Protection Clearinghouse, Australian Institute of Family Studies.
- Irenyi, M (2007), *Responding to children and young people's disclosures of abuse*, Australian Family Relationships Clearinghouse, Australian Institute of Family Studies.
- Play By The Rules: <http://www.playbytherules.net.au/>

### Industry Standard

- Ausdance Child Protection Factsheet 21

# Appendix 1 - Definitions

**Allegation** - Allegation means a statement or assertion that has yet to be substantiated or proven.

**Bullying** - Deliberate and repeated verbal, physical, aggressive, social or psychological behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear. Bullying may be:

- Physical (hitting, kicking, slapping, shaking, shoving, grabbing, throwing equipment)
- Verbal (racist or homophobic remarks; critical or humiliating remarks about a student's weight, dance attire or physical appearance)
- Emotional or psychological (tormenting, ridiculing, humiliating, ignoring, intimidating, yelling, punishing or isolating the student from the group).

**Child** - A child is defined as a person under the age of 18 years.

**Child Abuse** - Any form of physical, emotional or sexual mistreatment or neglect that leads to injury or harm. Refer to **Appendix 4**.

**Child Protection** - The measures taken to safeguard children from intentional and unintentional harm.

**Code of Conduct** - A set of rules outlining expectations and standards of appropriate types of behaviour for various stakeholders within an organisation (including staff, volunteers, parents, visitors and children).

**Complaints Management** - The systems and procedures in place to handle complaints.

**Disclosure** - A report or indication from another person that child abuse or grooming has occurred. A disclosure about abuse or neglect may be:

- Direct (a child tells another person, in words or in writing)
- Indirect (a child hints in words, writing or pictures)
- Third-party (a child or adult tells or hints of abuse or neglect to another child).

**Diversity** - Respect for and appreciation of differences in ethnicity, gender, age, national origin, disability, education and religion.

**FACS** - NSW Department of Family and Community Services,  
<http://www.facs.nsw.gov.au/>



**Grooming** - Preparing or training a child for sexual activity through behaviour designed to lower inhibitions for child sexual abuse. Grooming can be directed to the child, and also to anyone responsible for the child's care to enable unsupervised access. Grooming may include:

- persistent physical contact beginning non-sexually and escalating over time (tickling, wrestling)
- seeking to spend an unusual amount of time with a child, particularly outside any organised activity
- giving unusual gifts, trips or special favours
- sharing inappropriate personal information
- sharing indecent material or providing an intoxicating substance (an offence under the *Crimes Act 1990 (NSW)*).

**Risk Management** - The procedures and prevention strategies for minimising exposure to risks.

**Risk of 'Significant harm'** - If concerns exist for the safety, welfare or wellbeing of a child or young person, the child or young person will be deemed as being "at risk of significant harm", under s 23 of the *Children and Young Persons (Care and Protection) Act 1998*.

**These indicators include:**

- the child's or young person's basic physical or psychological needs are not being met or are at risk of not being met,
- the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care; in the case of a child or young person who is required to attend school in accordance with the *Education Act 1990* the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act,
- the child or young person has been, or is at risk of being, physically or sexually abused or ill-treated,
- the child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm,
- a parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered, or is at risk of suffering, serious psychological harm,
- the child was the subject of a pre-natal report under section 25 and the birth mother of the child did not engage successfully with support services to eliminate, or minimise to the lowest level reasonably practical, the risk factors that gave rise to the report.

**Suspicion** - a feeling or thought that a child is at risk of abuse or neglect.



**Unacceptable behaviour** - behaviour that is most likely to fall outside the definition for abuse and may not break any laws, but indicates a lack of understanding about child safety and a poor understanding of acceptable behaviour. This behaviour is disrespectful to children and is age inappropriate. If left unchecked it has the potential to escalate to the legal definition of abuse or neglect.

**Examples:**

- swearing
- suggestive comments or jokes
- intrusive questions about a child's private life
- imposing or promoting personal beliefs, behaviours or practices that are incompatible with MYPA's policies
- use of a camera on premises without express permission
- ignoring bullying
- continual disregard for a child's physical space and boundaries
- behaviour that breaks MYPA's codes of conduct
- humiliating comments and behaviours
- Repeated inappropriate behaviour

**Examples of acceptable behaviour**

- guiding or comforting a child
- a teacher raising a voice to attract attention or restore order
- conduct that is accidental and not repeated.

**Working With Children Check** - A legal requirement in NSW for individuals engaging in child related work to undergo a national criminal history check and a review of findings of workplace misconduct to ensure such persons are fit and proper to work with children.

**Young person** - Under the *Children and Young Persons (Care and Protection) Act 1998* a young person is a person aged 16 years or above but who is under the age of 18 years.

## Appendix 2 - Complaints Procedure

<p><b>Reporting</b></p>	<p><b>NSW Reporting</b></p> <p><b>Department of Family and Community Services (FACS)</b></p> <p>Anyone who suspects, on reasonable grounds, that a child or young person is at risk of being neglected or physically, sexually or emotionally abused, should report it to FACS.</p> <p>Reasonable grounds is the standard to use in deciding whether or not to report to FACS. It does not mean that reporters are required to confirm their suspicions or provide solid proof before making a report. A useful rule of thumb is to consider whether another person, when faced with similar information, would also draw the same conclusion.</p> <p>Reports can be made by phoning the <b>Child Protection Helpline on 132 111</b> (TTY 1800 212 936) for the cost of a local call, 24 hours a day, 7 days a week. Privacy protections apply to all reporters.</p>
	<p><b>VICTORIA Reporting</b></p> <p>Reporting legislation in relation to child protection is different in Victoria. In the Victorian north-eastern rural region, including Wodonga, reports can be made during working hours by phoning <b>1800 650 227</b> (131 278 out of hours).</p>
<p><b>Types of complaints</b></p>	<p><b>All complaints should be reported. This includes:</b></p> <ul style="list-style-type: none"> <li>• Allegations, disclosures or suspicion of abuse or harm to a child</li> <li>• Unacceptable behaviour around children</li> <li>• Suspicion of grooming.</li> </ul>
<p><b>Child Safety Officers</b></p>	<ul style="list-style-type: none"> <li>• All Complaints must be reported to either:             <ol style="list-style-type: none"> <li>1. Principal/Child Safety Officer – Libby Ellis.</li> <li>2. Child Safety Officer - Rachel Pringle</li> </ol> </li> </ul>
<p><b>Making a complaint</b></p>	<p><b>A child or young person, or any staff member/volunteer/ student can make a complaint or raise a concern by:</b></p> <ul style="list-style-type: none"> <li>▪ Face to face meeting</li> <li>▪ Contact Libby Ellis (02) 6021 0688 <a href="mailto:libby@myperformingarts.com.au">libby@myperformingarts.com.au</a></li> <li>▪ Contact Rachel Pringle 0487 629 579</li> <li>▪ Reporting Form – <b>Appendix 3</b></li> </ul>

<p><b>Initial Assessment</b></p>	<p>A Child Safety Officer will immediately conduct an initial risk assessment of the <b>seriousness</b> of the complaint and the <b>safety</b> of the child(ren) concerned.</p> <p>This initial assessment will:</p> <ol style="list-style-type: none"> <li>1. Be recorded in writing</li> <li>2. Determine the nature of the complaint handling procedure</li> <li>3. Assess and monitor any ongoing risk to children attending MYPA.</li> </ol>
<p><b>Complaint Handling</b></p>	<p>A Child Safety Officer will investigate the complaint or disclosure and deal with it according to the seriousness of its nature.</p> <p>Complaints procedures maintain procedural fairness and natural justice concepts.</p> <p>Procedures include:</p> <ol style="list-style-type: none"> <li>1. Contact external agencies if necessary, such as FACS, NSW Police</li> <li>2. Investigate and review internally</li> <li>3. Determine possible outcome</li> <li>4. Inform complainant.</li> </ol>
<p><b>Possible Outcomes</b></p>	<p>Possible outcomes include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Disciplinary action</li> <li>• Education and training</li> <li>• A written apology</li> <li>• An official warning.</li> </ul>
<p><b>Privacy &amp; Confidentiality</b></p>	<p>Strict confidentiality will be maintained for all records and information relating to child protection matters. All child protection records will be maintained in secure and separate files, and access will be strictly controlled.</p> <p>Records will be maintained and disposed of in accordance with the <i>Privacy and Personal Information Protection Act 1998</i> and the <i>Privacy and Personal Information Protection Regulation 2005</i>.</p>

# Appendix 3 - Reporting Form

<b>Child Abuse</b>	Please use this form to report: ● an <b>allegation</b> ● a <b>disclosure</b> ● a <b>suspicion</b>
<b>Behaviour</b>	Please use this form to report a complaint about <b>unacceptable behaviour</b> , or a suspicion of <b>grooming</b> .
Please fill in any details relevant to your report. Reports may be made anonymously.	

		<b>Date of Report:</b>	/ /
<b>Your name</b>		<b>Phone</b>	
<b>Email</b>			
<b>Your role in MYPA</b>	<input type="checkbox"/> MYPA Staff <input type="checkbox"/> Dance teacher <input type="checkbox"/> Student <input type="checkbox"/> Volunteer <input type="checkbox"/> Parent/guardian <input type="checkbox"/> Visitor <input type="checkbox"/> Other _____		
<b>Record details</b> Include: <ul style="list-style-type: none"> <li>• Date</li> <li>• Location</li> <li>• Details of the incident, allegation, disclosure or behaviour</li> </ul> Attach additional pages if necessary.			



<p><b>Disclosure</b></p> <p>Record accurately what the child has said or done.</p> <p>You should not interview the child. Interviews will be carried out by FACS.</p> <p>Attach additional pages if necessary.</p>	
<p><b>Provide details of any witnesses</b></p>	
<p><b>Does your complaint indicate a child is at risk of significant harm?</b></p> <p>This includes physical, sexual or emotional abuse, and neglect.</p>	<p><input type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p>If yes, you should report this on 132 111(TTY 1800 212 936),</p> <p>Person spoken to at FACS: _____</p> <p>Date of report to FACS:    ____/____/____</p>
<p><b>Have other agencies been contacted?</b></p> <p>eg. NSW Police.</p>	<p><input type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p>Agency: _____</p> <p>Person Spoken to: _____</p> <p>Date of contact    ____/____/____</p>
<p><b>For MYPA to complete</b></p>	
<p><b>Initial Risk Assessment</b></p>	
<p><b>Detail the internal discipline process for unacceptable behaviour</b></p>	
<p><b>Follow up required</b></p>	

**Reporter**

**MYPA**

Signed: \_\_\_\_\_ Signed: \_\_\_\_\_

Print name: \_\_\_\_\_ Print name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

# Appendix 4 - Forms of Child Abuse

## Understanding Child Abuse

### Definitions of Abuse

It is difficult to define “abuse” to children because children can be abused in so many ways depending on the context and culture. They may be abused in a family, an institution, community or faith setting, or via social media/internet. They may be harmed by adult(s) or other child(ren).

The following definitions may be used as a guide:

#### **Physical abuse:**

Actual or potential physical harm perpetrated by another person, adult or child. It may involve hitting, shaking, poisoning, drowning and burning. Physical harm may also be caused when a parent or guardian fabricates the symptoms of, or deliberately induces illness in a child.

#### **Sexual abuse:**

Forcing or enticing a child to take part in sexual activities that he or she does not fully understand and has little choice in consenting to. This may include, but is not limited to, rape, oral sex, penetration, or non-penetrative acts such as masturbation, kissing, rubbing and touching. It may also include involving children in looking at, or producing sexual images, watching sexual activities and encouraging children to behave in sexually inappropriate ways.

#### **Neglect and negligent treatment:**

Allowing for context, resources and circumstances, neglect and negligent treatment refers to a persistent failure to meet a child’s basic physical and/or psychological needs, which is likely to result in serious impairment of a child’s healthy physical, spiritual, moral and mental development. It includes the failure to properly supervise and protect children from harm and provide for nutrition, shelter and safe living/working conditions. It may also involve maternal neglect during pregnancy as a result of drug or alcohol misuse and the neglect and ill treatment of a disabled child.

#### **Emotional abuse:**

Persistent emotional maltreatment that impacts on a child’s emotional development. Emotionally abusive acts include restriction of movement, degrading, humiliating, bullying (including cyber bullying), and threatening, scaring, discriminating, ridiculing or other non-physical forms of hostile or rejecting treatment.

# Appendix 5 – General Code of Conduct

**This Code applies to all MYPA staff, dance teachers, students, volunteers, parents and guardians, and visitors.**

- All children must be treated with respect and dignity at all times, regardless of their gender, ability, cultural background or religion.
- The safety, welfare and well-being of all children that attend MYPA should be considered paramount.
- Measures should be taken to ensure that children are always supervised by an adult.

<b>Do</b>	Treat everyone with respect, common courtesy and dignity at all times.
<b>Do</b>	Promote a child safe environment that prioritises the health, safety and wellbeing of children.
<b>Do</b>	Promote an open, fair, caring and inclusive dance culture that is free of discrimination, violence and bullying.
<b>Do</b>	Report any concerns about the safety or wellbeing of students and staff.
<b>Do</b>	Notify appropriate persons about any hazards or damaged equipment.
<b>Do</b>	Take measures to ensure the safety of the people around you.
<b>Do</b>	Maintain a positive and respectful attitude in the lobby of the studio.
<b>Do</b>	Watch through the viewing windows without distracting or communicating with students during lessons.
<b>Do Not</b>	Make cruel, racist, homophobic, insensitive or defamatory remarks about a person.
<b>Do Not</b>	Swear or use foul language.
<b>Do Not</b>	Engage in physical forms of violence and bullying (such as hitting, kicking, biting, slapping, shoving, grabbing, shaking or throwing equipment).
<b>Do Not</b>	Engage in emotional or psychological forms of bullying (such as personal threats, tormenting, ridiculing, humiliation, yelling, intimidating or deliberately excluding people).
<b>Do Not</b>	Obstruct doorways, entries or exits.
<b>Do Not</b>	Leave phones, personal belongings or other valuable items unattended.
<b>Do Not</b>	Let any young child wander away from Dance premises unsupervised (ie, without an adult or senior student present).
<b>Do Not</b>	Enter the studio during lessons if you are not an attending student, without the express permission of the teacher.
<b>Do Not</b>	Film or photograph any dances, classes, choreography or performances unless expressly permitted by the teacher.



<b>Do Not</b>	Upload choreography or syllabus content onto any social media (Facebook, YouTube, etc) as this is a breach of copyright.
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## Appendix 6 – Student Code of Conduct

<b>Do</b>	Treat all others the way you would like to be treated. Always be polite, courteous and respectful to others in the dance environment.
<b>Do</b>	Strive to create a positive environment for all regardless of ability or individual differences.
<b>Do</b>	Present an appropriate and professional appearance when wearing the MYPA uniform, inside and outside the studio.
<b>Do</b>	Arrive 10-15 minutes before class starts and warm up to prepare.
<b>Do</b>	Be ready for class to begin and wait until the previous class exits before entering the studio.
<b>Do</b>	Be honest with your teacher regarding illness, injury and the ability to participate in each class. Advise the teacher before the lesson starts if you have any problems or injuries from other activities.
<b>Do</b>	Be polite, courteous and respectful of your teacher, raise your hand to ask a question and bow or curtsy at the conclusion of class.
<b>Do</b>	Adhere to the <b>MYPA Dress, Uniform and Presentation Policy</b> at all times.
<b>Do</b>	Be honest with your attitude and preparation to group work, by working equally as hard for yourself as well as for your peers. If a lesson is missed, ask other peers to help catch up on choreography.
<b>Do</b>	Honour your commitments to performance classes and the studio, and attend lessons, rehearsals and performances above other social events.
<b>Do</b>	Make the most of dance lessons by keeping fit, stretching and practising at home.
<b>Do</b>	Take care to maintain a healthy physique. Every dancer has their own optimum weight for health, performance and safety.
<b>Do</b>	Respect the studio premises by keeping neat and tidy, cleaning up after yourself, disposing of rubbish appropriately.
<b>Do</b>	Understand that the final decision will be made by the Principal in regards to your readiness to enter examinations or be invited to participate.
<b>Do</b>	Participate in individual planning sessions and follow the student plan developed for you.
<b>Do</b>	Accept the teacher's final decision on costume. All costumes must be approved by the teacher and the director before purchase or construction.
<b>Do</b>	Remember that perseverance and tenacity are a sign of strength so adopt the attitude to never give up.
<b>Do Not</b>	Wear jewellery, including watches in class. Little stud earrings accepted.
<b>Do Not</b>	Talk in class.
<b>Do Not</b>	Upload choreography or syllabus content onto any social media (Facebook, YouTube, etc) as this is a breach of copyright.

## Appendix 7 - Staff Code of Conduct

<b>Do</b>	Treat all others in the dance environment in a polite, courteous and respectful manner.
<b>Do</b>	Teach children to set realistic goals based on their individual ability, experience and circumstances.
<b>Do</b>	Base all instruction on safe dance techniques.
<b>Do</b>	Ensure the age appropriateness of choreography and music at all times.
<b>Do</b>	Use a combination of verbal instruction, demonstration and physical contact when teaching posture and technique.
<b>Do</b>	Ask permission at the beginning of each class before touching children to adjust their posture and technique unless prevented by emergency.
<b>Do</b>	Report to the Principal if you are concerned about a relationship a child appears to be developing with you.
<b>Do Not</b>	Expose children to sexualised dance moves, costumes, make-up or music.
<b>Do Not</b>	Leave children, who are in your care, unsupervised at any time.
<b>Do Not</b>	Allow bullying of a child by an adult or another child.
<b>Do Not</b>	Allow inappropriate or derogatory language to go unchallenged.
<b>Do Not</b>	Ridicule or yell at a child for making a mistake or not passing an examination.
<b>Do Not</b>	Use any physical punishment as part of disciplining a child.
<b>Do Not</b>	Touch a child if they do not give permission.

## Appendix 8 – Parent Code of Conduct

<b>Do</b>	Encourage children to dance if they are interested.
<b>Do</b>	Encourage dance students to see live professional performances as often as possible.
<b>Do</b>	Direct focus to the student's efforts, improvement and performance rather than the overall outcome of exam, performance or audition. Focus on personal improvement and personal bests.
<b>Do</b>	Help children to set realistic goals based on their individual ability, experience and circumstances.
<b>Do</b>	Teach children that an honest effort is as important as a victory, so that the results of each examination or performance are accepted without undue disappointment.
<b>Do</b>	Encourage children to follow the rules and to be a cooperative and collaborative team member.
<b>Do</b>	Practise what you preach, as children learn by example and modelling.
<b>Do</b>	Applaud and praise good performances by all performers.
<b>Do</b>	Respect and follow advice and direction from teachers and the Principal.
<b>Do Not</b>	Question or disparage the officials' judgment in public.
<b>Do Not</b>	Force children to dance if they are not willing to.
<b>Do Not</b>	Only focus on winning.
<b>Do Not</b>	Ridicule or yell at a child for making a mistake or not passing an examination.

# Appendix 9 – Risk Management Tools

## Identifying Risks

### 1. What could possibly happen?

Think about anything that could possibly go wrong. This could include things like people hurting themselves, a fire, lack of supervision, negative media coverage of an event.

### 2. How likely is it to happen?

For each risk that you've identified think about how likely it is for it to happen. Consider everything, from the far-fetched to the common, the everyday to the rare.

### 3. How serious would the harm be?

If it did happen, how serious could the harm be? Consider the consequence for your organisation, children, staff, volunteers etc. if harm did occur?

### 4. Have a plan of action for each risk identified.

What would you do in response if the identified risk happened? When the harm is serious, and the problem could arise often, you have a risk that needs immediate attention.

### 1. Risk Matrix Tool

A risk matrix tool assists MYPA's staff and volunteers determine the risk-level of an activity, program, event.

	Minor	Moderate	Severe
Likely			
Possible			
Unlikely			

### 2. Risk rating table

A risk rating table allows MYPA to indicate what level of intervention is required for low, medium and high risks within a MYPA activity, program, event.

Risk Levels	
Low risk	Risks which may be managed by routine procedures
Medium risk	Risks which need attention and interventions put in place
High risk	Risks which need urgent attention, require further investigation and need significant interventions put in place

### 3. Risk Management Template

Establish the Setting ( <b>Who</b> is involved? <b>What</b> is the activity/event? <b>Where</b> is it held? <b>When</b> is it? <b>How</b> will it happen?)						
Dance class						
Identify risks	Risk-Level (Use Risk matrix)	Strategies and Interventions to reduce risk	Person responsible for implementation & training	Risk level after implementation	How will this risk be monitored?	Review date
<ul style="list-style-type: none"> <li>Student is bullied</li> </ul>	<ul style="list-style-type: none"> <li>Medium</li> </ul>	<ul style="list-style-type: none"> <li>Implement Student Code of Conduct</li> <li>Provide training for students</li> <li>Provide parents with copy of Student Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>Libby Ellis</li> </ul>	<ul style="list-style-type: none"> <li>Low</li> </ul>	<ul style="list-style-type: none"> <li>Dance teachers provide feedback</li> <li>Student group provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>July 2016</li> </ul>

# Appendix 10 – Working With Children Check

Working with Children Checks (WWCC) contribute to creating a child-safe environment by protecting children and young people from adults who are deemed unsuitable for child related work by the Office of Children's Guardian.

## Legislation

*Child Protection (Working With Children) Act 2012 (NSW);*

*Child Protection (Working With Children) Regulations 2013 (NSW);*

*Child Protection (Working With Children) Amendment (Miscellaneous) Regulation 2013 (NSW).*

**Murray Youth Performing Arts** is registered with the Office of Children's Guardian and verifies the WWCC of all employees and volunteers in child-related roles, unless an exemption applies.

## Child-related roles at MYPA

- Principal
- Dance teachers
- Assistants
- Administration

## Non child-related roles at MYPA

- Cleaning staff

## Nominated Contacts for the Office of Children's Guardian

1. Libby Ellis
2. Rachel Pringle

## Exemptions

- Children (under 18)
- Close relatives volunteering with their own child's class
- Very short term work (less than 5 days a year of supervised work)
- Workers with an interstate WWCC, (no more than 30 days a year).

For a full list of exemptions:

<http://www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check/exemptions>

## Barred Workers

Any current employee who becomes barred under the Working With Children Check will be immediately removed from child related work, regardless of paid or unpaid status, and whether their work is supervised or not. Barred employees will be dismissed from MYPA, or suspended pending any appeal.