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## **RISK MANAGEMENT STRATEGY FOR CHILD PROTECTION** **updated January 2018**

As a professional I believe that I am a part of a community of care. While working with children to develop their musical skills and appreciation in a positive and supportive environment, I am committed to their safety and wellbeing. I will treat them with respect and understanding at all times. In order to ensure children and young people are kept safe from harm I will:

- Supervise the children at all times during music lessons
- Ensure that no visitors or outsiders have unsupervised contact with the children
- Notify the parents/caregivers if I am unable to teach their child/children
- Provide well lit access and egress to my studio after dark
- Discourage food or beverages other than bottled water in the studio
- Allow no smoking on the property
- Allow no running on the property
- Provide clean and private toilet facilities. (Children must be able to take care of their own toileting and if not must be accompanied by a parent/guardian.)
- Only allow the child to go home with a person for whom permission has been given
- Ensure that I am unaffected by the use of substances which may compromise the appropriate supervision of children at all times
- Gain consent from parents or carers before photographing or videoing any child and gain consent from parents or carers before communicating by phone or email with any child
- Will actively discourage bullying or harassment by anyone to anyone, including among children
- Ensure that any member of my family with whom your child may come in contact has a blue card and is aware of child abuse and child protection
- Notify the Department of Child Safety if we suspect or are told that your child is being harmed at home
- Notify the parent/caregiver and/or the Queensland Police Service if we suspect or are told that your child is being harmed outside the home
- Notify the parent/caregiver and/or the Department of Child Safety if we are concerned that your child is self harming

### **Code of Conduct for Music Teacher**

#### **Principles - Staff/contractors of AspirA music will demonstrate:**

- Fostering of mutual respect between themselves and children/young people
- Understanding of children and young people, their ages, stages of development, special circumstances, special needs
- Use of language which is age/stage appropriate, clear, non-bullying, non-sexual and non-discriminatory
- Use of physical contact only in circumstances that require physical feedback for the hand/arm position on the keyboard or other instrument being taught (breath management and body alignment for singing/wind playing should be verbal instruction or physical demonstration). This may require the placing of the teacher's hand on a child's or young person's fingers, hand, arm, shoulder or back while at the keyboard or other instrument. It may also require that the child or young person lie on the carpeted floor or on a floor mat provided appropriate clothing is being worn. The contact will be minimal, non-invasive, non-threatening, non-sexual or bullying and the consent of the child will be sought after the reasons for the contact explained. (Parents are encouraged to attend the lesson if this may be an issue for the child or parent.)
- Employment of corrective practices which are not punitive, humiliating or aggressive
- Willingness to listen to child's or young person's concerns/issues

- Willingness to use variety of methods to motivate child/young person
- Openness to parent/child suggestions, feedback and complaints
- Willingness to provide feedback about your child/ren's progress
- Where applicable, I have written procedures for recruiting, selecting, training and managing staff and volunteers and will give employees adequate training to do their job safely and competently. I believe training is a two-way process, and encourage employees to participate and to highlight any gaps in their own skills or knowledge they believe they have.
- Training includes internal on-the-job training, written instructions such as standard operating procedures, coaching, external training and courses. Safety training takes precedence.
- Where appropriate, I commit to providing every employee (including myself) training opportunities annually.

### **Photography Policy**

There are certain circumstances where it is appropriate for a parent, caregiver to take photos or videos of their child. Please note that it is only acceptable for a parent or caregiver to photograph or video their own child, or the child in their care. The only time it is acceptable for a parent or caregiver to photograph or video any other child is with the clear permission of that child's parents or caregiver, and this should be communicated to the teacher at AspirA music.

Some circumstances where it would be permissible to photograph or video a parent/caregiver's own child are:

- during the lesson, in order to use the video for practise at home
- during the lesson, as a record and/or celebration of the student attending the lesson
- during a concert organised by AspirA music, the performance of the parent/caregiver's own child only.

Regarding posting photos and/or videos on any form of social media, a parent/caregiver should only post those of their own child/ren or those in their care. The only time it is acceptable for a parent or caregiver to post on social media a photograph or video any other child is with the clear permission of that child's parents or caregiver. Photos or videos which show any features which could identify AspirA music or any of its teachers should only be done so with the permission of the Principal/Owner and the specific teacher in the photograph or video, and should be presented in a supportive and positive manner.

### **Use of technology and social media**

Teachers at AspirA music may use technology (such as internet, computers, websites and social media platforms) to enhance the student's learning experience. Technology will only be used for music education and as set out by the Department of Education and Training Policies and Standards, Queensland Government.

It is expected that if AspirA music, or any of its staff members in relation their duty to AspirA music, are mentioned or referred to in any social media post, that it is done in a professional manner which is supportive and positive of the school. Issues or complaints about AspirA music or any of its staff members should be made directly to the Principal/Owner and will be dealt with in accordance with this Code of Conduct.

Uploading photographs and/or videos should be done as outlined above, under the section: 'Photography Policy'.

### **Students will demonstrate:**

- Willingness to learn, to listen and receive instruction and a commitment to practise
- Respect for other children, young people and adults who may be waiting
- Keeping themselves safe while arriving, waiting for and departing from lessons
- Responsibility for appropriate behaviour and reporting inappropriate behaviour and unsafe situations or harm to either their teacher or their parents/guardians.

### **In order to make the music lesson a positive experience for your child/ren, parents should:**

- Feel welcome to stay and observe music lessons without interrupting
- Raise any issues or concerns with the teacher at the beginning or end of the lesson (but not using the previous or next student's lesson time) or as soon as possible at a time of mutual convenience afterwards
- Drop off and pick up child/ren in a timely fashion (from the side of the house near the studio entrance, not from the street), leaving the child/ren in the care of the teacher only. Arrival and departure are to be announced clearly and acknowledged by me. Children will be required to wait quietly outside the studio door beside the house (inside the gate) but not in the street until pickup. If outside (e.g. for older students), they are to go back into the studio immediately should someone other than their parent arrive to pick them up.
- Not leave siblings or other children unsupervised on the property
- Provide an emergency contact phone number in the event that they do not arrive to pick up their child/ren
- Provide resources/music as requested
- Give positive and negative feedback on my policies and procedures.

**In order to make the most of the time your child/ren are in the music lesson, the teacher has the right to:**

- end the lesson if a child or young person is non-compliant or obstructive
- raise concerns with the child/young person and/or parent if there are concerns
- expect that concerns be made known as soon as they arise so that resolution occurs as quickly as possible.

**Children and young people who attend music lessons have the right to:**

- feel safe
- be listened to and involved in decisions that affect them
- have their cultural values respected and their best interests considered
- ask if they don't understand
- be respected and understood
- be safe and free from harassment, bullying or abuse of any kind.

**Parents and caregivers have the right to:**

- Receive regular feedback on children's progress
- Ask questions or raise concerns about instruction or children's progress
- Make complaints as per procedures
- Stay and observe lesson unless there is an issue for the child if the parent is present
- Have any personal information treated confidentially and privacy respected.

**Procedures for handling suspicions or disclosures of harm**

I will respond appropriately and professionally and in the best interests of the child.

**STAGE 1 – Receiving a Disclosure**

If I receive a disclosure of harm or have reasonable grounds for suspicion of harm occurring, I will:

- Make sure the child is safe
- Receive information in a calm and supportive manner
- Make written notes of any disclosure or suspicion to ensure an accurate record is available for any subsequent action or investigation. Any documentation would be kept confidential and access strictly limited on a "need to know" basis.

**STAGE 2 – Reporting a Disclosure**

I recognise that it is not my role to investigate allegations beyond confirming the need to report the matter appropriately. If this is the case I will:

- Notify parent if appropriate
- Notify the Queensland Police Service if the disclosure or suspicion involves an offence against the child
- Notify the Department of Child Safety if the disclosure or suspicion indicates that harm may have been caused by a family member, or where parents are not acting to protect their child from harm. If this involves an offence against the child the Queensland Police Service will also be notified.

**STAGE 3 – Providing Support**

While the matter is being investigated by the relevant authority, I will:

- Support all parties involved including
  - the person making the disclosure
  - the person receiving the disclosure
  - the alleged victim
  - the alleged perpetrator
- Determine whether the alleged perpetrator is allowed on the premises.

If an allegation is proven I will determine if the perpetrator's involvement with AspirA music will be allowed to continue. If an allegation is not proven or proven to be false I will continue to support all parties concerned in any further contact.

**Procedures for making complaints**

- Parents should contact the Principal/Owner as soon as possible if they have concerns so the concern can be responded to in a timely manner. This should be done at a time of mutual convenience and **not in the hearing of other parents or children.**

## RISK REGISTER

| Risks  | Likelihood of event | Consequences for the child | Level of risk to the child | Treatment to prevent or reduce harm   |
|--|---------------------|----------------------------|----------------------------|---|
| Parent does not arrive to pick up child  | Possible            | Moderate                   | High                       | <ul style="list-style-type: none"> <li>Procedure for drop off and pick up of the child is provided and discussed with parent/caregiver</li> <li>The parent/caregiver provides other contact if unable to pick up the child</li> <li>The child is to be in sight at all times until their parent/caregiver arrives</li> </ul>      |
| Child injures self e.g. falls over   | Rare                | Moderate                   | Moderate                   | <ul style="list-style-type: none"> <li>Assess the injury and call the parent/caregiver immediately if necessary</li> <li>Call for medical assistance if required</li> </ul>   |
| Child says that they do not want to go home with parent                                      | Rare                | Major                      | High                       | <ul style="list-style-type: none"> <li>Ask child for reason</li> <li>If the answer suggests harm to the child from someone at home, report to the relevant authorities</li> <li>If not, discuss the issue with parent</li> </ul>  |
| The child discloses that they are being physically harmed by parent/sibling                  | Possible            | Major                      | Extreme                    | <ul style="list-style-type: none"> <li>Depending on information given either report or discuss with the parent</li> <li>Ring Department of Child Safety to clarify if unsure and to report the disclosure</li> </ul>  |
| The child discloses that they are being sexually abused by a parent or family member         | Possible            | Major                      | Extreme                    | <ul style="list-style-type: none"> <li>The person to whom the disclosure is made, in conjunction with the Principal/Owner will report the disclosure to Department of Child Safety</li> <li>Provide support to the child through Crisis Care if necessary</li> </ul>  |
| The child discloses that they are being sexually abused by someone outside the family        | Possible            | Major                      | Extreme                    | <ul style="list-style-type: none"> <li>The person to whom the disclosure is made, in conjunction with the Principal/Owner will report the disclosure to the Queensland Police</li> <li>Provide support to the child and notify the parents</li> </ul>   |
| The child complains to parent that during music lesson they were verbally abused             | Rare                | Minor                      | Low                        | <ul style="list-style-type: none"> <li>Provide copy of the Teacher Code of Conduct and reiterate a commitment to protecting all children from harm</li> <li>Provide procedures for making a complaint</li> <li>Request that the parent attend lessons to observe</li> </ul>   |
| The child complains to parent that during the lesson they were physically or sexually abused | Rare                | Major                      | High                       | <ul style="list-style-type: none"> <li>Refer the parent to the Code of Conduct but also their right to report these claims after having clarified the issue with the child</li> <li>The parent is to inform the teacher of any issue that the child has in relation to a lesson to clarify the issue</li> </ul>                   |
| The child presents with depression, sadness and some talk of self harm                       | Possible            | Major                      | Extreme                    | <ul style="list-style-type: none"> <li>Report the behaviour to the parent immediately. If no action is taken, then report the behaviour to the Department of Child Safety.</li> </ul>   |
| The child's behaviour makes lesson untenable and could cause harm to child or teacher        | Possible            | Moderate                   | High                       | <ul style="list-style-type: none"> <li>Refer the child to the Code of Conduct</li> <li>Speak with the parent about the child's behaviour, involving the child in that discussion</li> <li>Require the parent to pick up the child from the lesson immediately</li> <li>Require the parent to attend any future lessons</li> </ul> |

Child abuse affects the whole community, not just the child and family involved. Child abuse is anything that individuals, institutions or processes do (or fail to do) that directly or indirectly harms children in the 'here and now' and/or damages their prospects of safe and healthy development into adulthood.

Stopping child abuse starts with us. Everyone including parents and caregivers, professionals, neighbours, workmates, families and friends, is needed to protect children and young people in our communities.

As Blue Card holders, the Commission for Children and Young People and Child Guardian requires that AspirA music develops a written Risk Management Strategy for Child Protection (this document) which will be made clear to all staff and contractors, and will be updated annually. This is a legislated requirement of the Commission for Children and Young People and Child Guardian Act 2000. My music and education qualifications, my Blue Card and Qld College of Teachers registration may be sighted on request. In addition, the Blue Card for any teacher employed or contracted by AspirA music is also available on request, as are any appropriate documents regarding qualifications and/or other legal requirements.

### **Risk Management Process**

In developing this Risk Management Strategy, I have used a number of risk management-related resources offered by the Commission for Children and Young People and Child Guardian. These resources can be viewed at the Commission's website, at <https://www.bluecard.qld.gov.au/risk-management.html>

NOTE: The teaching practice and business operation of a private music studio teacher are generally not high risk. However, if an event could be considered to be high risk, it is at my discretion to determine if that event is actually high risk and to respond according to AspirA music's Risk Management Strategy.

If you have any concerns about AspirA music's Child Protection Policy and Risk Management Strategy please contact me on 3288 2709 or 0413 599 707 to discuss.

**Daniel Philippe**  
**Principal/Owner, AspirA music**

**last updated: 23 January 2018**