



**SOFTBALL QUEENSLAND INC**

**CHILD AND YOUTH RISK  
MANAGEMENT STRATEGY**

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## **Purpose**

Softball Queensland Inc (SQI) is committed to providing a safe and enjoyable environment for all children who participate in softball related activities in Queensland.

The purpose of this strategy is to:

- Identify risk areas that might harbour child harm
- Remove child harm from all aspects surrounding the game of softball in Queensland
- Protect all children from exposure to harm
- Provide a consistent application of processes and penalties for breaches to the Codes of Conduct/Ethics where the breach relates to child harm.
- Educate the softball community about the Member Protection Policy, this Strategy and the procedures.

## **References/related documents**

This Strategy must be read in conjunction with the Softball Australia Ltd Member Protection Policy (MPP) which is adopted by SQI.

- MPP Part B sets out the Codes of Behaviour for all participants in the sport of softball. These include:
  - General Code of Conduct
  - Coach's Code of Conduct
  - Official's Code of Conduct
  - Player's Code of Conduct
  - Administrator's Code of Conduct
  - Parent/Guardian Code of Conduct
  - Spectator's Code of Conduct
- SQI Zero Tolerance Policy
- SQI Risk Management Manual
- SQI Constitution
- SQI Social Media Policy
- Anti-Discrimination Act 1991
- Child Protection Act 1999
- Commission for Children and Young People and Child Guardian Act 2000
- Working with Children (Risk Management and Screening) Act 2000
- Working with Children (Risk Management and Screening) Regulation 2011
- Privacy Act

*Refer to the Softball Queensland Risk Management Policy for the forms relating to Risk Management, Risk Register and Treatment Plan*

**Dictionary of terms:**

In addition to the dictionary of terms / definitions which are set out in the Member Protection Policy, the following apply to this strategy:

- 1.1 **A child protection agency** is an agency with responsibility for investigating reported cases of harm or risk of harm to children. In Queensland, key child protection agencies include the:
  - Department of Communities, Child Safety and Disability Services
  - Queensland Police Service
- 1.2 **Activities** means to participate in softball games, training and associated events ('Activities') organised, endorsed and/or supervised by SQI and affiliated bodies
- 1.3 **An employee** is any person employed by SQI on a temporary, casual, permanent or contract basis.
- 1.4 **A participant** is any person, regardless of age, who is registered with SQI.
- 1.5 **Appropriate touching** is defined as using contact necessary on a person/s pertaining to the determined environment. This environment may include safety / injury / teaching / playing / administrating to facilitate all aspects of softball.
- 1.6 **Appropriate language** is defined as being free from abusive language and not containing harassment or discrimination in accordance with the SQI Zero Tolerance Policy and Member Protection Policy.
- 1.7 **A Volunteer** is any person who is performing a duty, activity, acting in the capacity of, responsible for any service directly related to the conduct of the sport.
- 1.8 **DA** is an abbreviation of a District Association that is affiliated with the SQI.
- 1.9 **Gender** - Words importing the feminine gender include the masculine gender and vice versa.
- 1.10 **Harm** to a child or young player is any detrimental effect of a significant nature on the child or young player's physical, psychological or emotional wellbeing by any cause, other than confirmed accidental harm not involving negligence or misconduct. Harm to a child or young player includes minor harm that is cumulative in nature that would result in a detrimental effect of a significant nature to the participant if allowed to continue. Harm can be caused by amongst other things:
  1. physical, psychological or emotional abuse or neglect; or
  2. sexual abuse or exploitation; or
  3. domestic or family violence; or
  4. bullying; or
  5. self-harm.
- 1.11 **Self-harm** is any form of intentional self-harmful behaviour causing injury or damage, which may or may not be accompanied by clear suicide intent.
- 1.17 **SQI** is an abbreviation of Softball Queensland Inc.

## **Who must comply?**

This strategy applies to the persons and organisations as set out in Part A: Section 3 of the Member Protection Policy.

## **Scope**

The strategy covers SQL's commitment to creating a child safe culture in the softball community in Queensland.

It also covers the recruitment and selection of persons working with children and young participants in softball, the use of SQL resources, codes of conduct and decision making.

It applies to the management, administration and operations of softball business and activities.

## **Statement of Commitment**

All softball participants have a right to be protected from harm. Protection from harm and the risk of harm, from whatever source, is fundamental to maximising each participant's potential.

Softball Queensland, its members, District Associations and Affiliated Clubs are committed to providing an environment that is safe for participation in softball and will not tolerate harm to children and young participants in any manner.

Consistent with this commitment, Softball Queensland will support children and young participants who are at risk or victims of harm, and support employees and volunteers who act in accordance with this strategy and Member Protection Policy to prevent and respond to harmful situations. Employees, registered participants and volunteers must:

- not cause harm to children and young participants in their care; and
- actively seek to prevent harm to children and young participants in their care; and
- report suspected harm in accordance with the Member Protection Policy and this strategy; and
- inform themselves about the contents of the Member Protection Policy and this strategy.

This child and youth risk management strategy provides a message to all involved both directly and indirectly with SQL that everybody has a responsibility to provide a safe environment to children and young participants.

## Values and Principles

1. The welfare and best interest of the child are paramount\*.
2. Every child has a right to protection from harm\*.
3. Softball Queensland shall not expose a child to an unacceptable risk of sexual abuse.
4. Softball Queensland will co-operate and work in partnership with other statutory agencies that are involved in child protection.
5. Employees and volunteers must ensure that their behaviour towards, and relationships with participants under the age of 18 years of age complies with the Codes of Conduct and reflects the highest professional standards.
6. Failure by an employee or volunteer to act in accordance with the requirements of this strategy will constitute a breach of the Codes of Conduct.
7. Softball Queensland employees and volunteers will report to the SQI Member Protection Information Officer or General Manager all instances where it is reasonably suspected a child or young person is at genuine risk of being harmed.
8. Softball Queensland will respond diligently to a report of suspected or actual harm, or risk of harm to a child.
9. Softball Queensland shall support a child who is a victim of harm, or at risk of harm.
10. Softball Queensland shall seek to ensure that a person who honestly reports a matter in good faith to an authority in accordance with this policy shall not be disadvantaged for doing so.
11. Softball Queensland shall act fairly and reasonably towards an employee or volunteer who is the subject of an allegation of improper conduct.
12. Softball Queensland shall support an employee or volunteer who is the subject of an unsubstantiated allegation of causing harm to a young person.

## Implementing the strategy

This Strategy is issued by SQI under the powers provided in the SQI Constitution and in conjunction with the guidelines and requirements of the Working with Children (Risk Management and Screening) Act 2000 (the Act) and the Working with Children (Risk Management and Screening) Regulation 2011.

SQI, District Associations and clubs will conduct workshops and training sessions to promote the strategy and develop the capabilities, knowledge and skill base of staff, volunteers, registered participants, other officials, parents/carers and children.

The Member Protection Policy and this Strategy will be made available to all involved in softball and will be promoted through SQI and District Association websites, newsletters and other communication tools and resources.

Members of state teams, squads and development programs, and their parents/guardians, will be provided with the website link to the Child Protection Risk Management Strategy and Member Protection Policy in the Player Handbook and Parent/Guardian Handbook.

Employees and volunteers at all levels of softball will be encouraged to access the Play by the Rules website ([www.playbytherules.net.au](http://www.playbytherules.net.au)) and complete the on-line courses regarding child protection, harassment and discrimination and complaint handling. The series of videos developed by Blue Card Services and available on their YouTube channel <https://www.youtube.com/c/BlueCardQldGovAus> will be promoted to the softball community.

## **Monitoring Compliance**

SQI, the District Associations and clubs will monitor compliance with the strategy through the following means:

- Dissemination of information on updates and amendments
- Blue Card Register
- Appointed Volunteer Co-ordinator
- Meetings and workshops
- Participation in education and training programs.

The SQI Board, General Manager, District Association and Club Committees are responsible for monitoring compliance with the policy.

Each level of the organisation will monitor their own people and the next level down and report back to the members.

## **Evaluation and review**

This strategy will be evaluated and reviewed annually in June, presented to the members at the annual conference, amended as identified or required at presented to the following SQI Board meeting for adoption.

The procedure for evaluation and review consists of keeping up to date with the latest information published on the Queensland Government Blue Card website and attendance at relevant workshops and information seminars.

The SQI Board will nominate the personnel to conduct the evaluation and reviews.

## **Contacts**

For general information about this strategy, contact the relevant District Association or SQI office.

To clarify whether particular actions of SQI employees and volunteers should be reported, contact a Member Protection Information Officer.

If an employee or volunteer suspects a child needs protection from a situation outside of the immediate softball environment, first contact the:

- i. Department of Communities, Child Safety and Disability Services (Regional Intake Service):  
or after hours the Child Safety After Hours Service Centre  
and
- ii. Queensland Police Service's Child Abuse Investigation Unit (if there is evidence of criminal conduct).

Refer to the Queensland Police Service and Department of Communities, Child Safety and Disability Services for further information.

## **Defining harm**

Harm is defined as '*any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing*'.

Harm can be caused by physical, psychological, or emotional abuse or neglect; or sexual abuse or exploitation (section 9 of the *Child Protection Act 1999*).

Harm can be caused by a single act or omission or a series of acts or omissions.

## **Identifying harm**

Harm may be psychological, physical or emotional and is the result of different types of abuse including physical, psychological or emotional, neglect or sexual abuse or exploitation.

Each child's experience is different and depends on a range of factors, including the child or young person's age, the nature of harm, how long the abuse has been occurring, their relationship to the abuser, and their support networks. Some general indicators of child abuse include:

- showing wariness and distrust of adults
- rocking, sucking or biting excessively
- bedwetting or soiling
- demanding or aggressive behaviour
- sleeping difficulties, often being tired and falling asleep
- low self-esteem
- difficulty relating to adults and peers
- abusing alcohol or drugs
- being seemingly accident prone
- having broken bones or unexplained bruising, burns or welts in different stages of healing
- being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable
- feeling suicidal or attempting suicide
- having difficulty concentrating
- being withdrawn or overly obedient
- being reluctant to go home
- creating stories, poems or artwork about abuse

Some indicators of neglect include:

- malnutrition, begging, stealing or hoarding food
- poor hygiene, matted hair, dirty skin or body odour
- unattended physical or medical problems
- comments from a child that no one is home to provide care
- being constantly tired
- frequent lateness or absence from school
- inappropriate clothing, especially inadequate clothing in winter
- frequent illness, infections or sores
- being left unsupervised for long periods.



## Strategies to Minimise Harm

It is important to be proactive in minimising harm to children. There are a number of ways this can be done to support the interests and wellbeing of children and young players in the SQI. Although some of these strategies should be taught to children and young people in schools and at home, it is, however, still the responsibility of the SQI staff and volunteers to be aware of what the children are learning in some of the points below. Some of these strategies include:

- ✓ teaching them to say 'no; to anything that makes them feel unsafe in a manner appropriate for their age, understanding and the activity
- ✓ teaching them to ask questions if they are unsure about anything
- ✓ teaching them that nothing is so bad that they can't talk to someone about it
- ✓ teaching them that they make the decision about who is allowed to touch them
- ✓ teaching them about what is safe and unsafe conduct
- ✓ encouraging them to tell you of any suspicious activities or people
- ✓ developing support networks for children and young people in the SQI
- ✓ talking through the issues with them
- ✓ telling them who is and who is not an official member of the softball community
- ✓ monitoring their activities
- ✓ allowing them to be a part of decision making processes, and
- ✓ taking anything a child or young person says seriously and follow up their concerns.

## What is a 'disclosure' of harm?

A **disclosure of harm** occurs when someone, including a child, tells you about harm that has happened, is happening, or is likely to happen to a child.

Disclosures of harm may start with:

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

It is important to act quickly and in the best interests of the child or young person after a disclosure of harm is received, irrespective of the alleged source of harm.

## What is a 'suspicion' of harm?

A **suspicion of harm** is when someone has a reasonable suspicion that a child has suffered, is suffering, or is at an unacceptable risk of suffering, significant harm. A child who has been, or may be experiencing, abuse may show behavioural, emotional or physical signs of stress and abuse.

There may also be other circumstances where there is concern for a child's welfare but it does not reach the threshold to be considered a disclosure or suspicion of harm.

People and organisations identified in Part A: Section 3 of the Member Protection Policy have a duty of care to follow up any suspicions of harm or potential risk of harm to children and young people in their care. This can be done by observing and recording the actions of children who might be at risk, and reporting concerns to the relevant authority.

Harm may be suspected if:

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

### **Managing and recording a disclosure, complaint or suspicion of harm and breaches**

If a person has concerns about the safety of a child or young person they should:

- ✓ remain calm and listen attentively, actively and non-judgementally;
- ✓ ensure there is a private place to talk;
- ✓ encourage the person to talk in their own words and ensure just enough open-ended questions are asked to act protectively (e.g. *'Can you tell me what happened'...*or *'Can you tell me more about that'*). Don't ask leading questions which tend to suggest an answer. Ensure the person is advised that the disclosure cannot remain a secret and it is necessary to tell someone in order to get help;
- ✓ reassure the person they have done the right thing by telling you
- ✓ advise the child that you need to tell someone else who can help the child
- ✓ document the disclosure clearly and accurately
- ✓ not attempt to investigate or mediate an outcome, and
- ✓ follow any relevant process for reporting a disclosure of harm and consider whether there are requirements to report matters to the Queensland Police Service or Child Safety.

To assist with this process, the reporting requirements, documents and record keeping sheets are set out in Part E of the Member Protection Policy. Specifically, Attachment E4 sets out the procedure for handling allegations of child abuse including record sheets. It is noted that Under section 13G(2) of the Qld Government *Child Protection Act 1999*, the written report about a 'reportable suspicion' must contain the following details:

- the basis on which the person has formed the reportable suspicion, and
- the information prescribed by regulation, to the extent of the person's knowledge

### **Reporting a disclosure or suspicion of harm**

A person who has received a disclosure or suspects harm to a child or young person will not conduct their own enquiry. If they believe that the child is in immediate danger or in a life-threatening situation, they should immediately contact the Queensland Police Service by dialling 000.

Child protection is everybody's responsibility and every person should report to Child Safety if that person forms a reasonable suspicion that a child has suffered, is suffering, or is at unacceptable risk of suffering significant harm AND does not have a parent able and willing to protect the child from the harm.

Some softball participants have mandatory reporting obligations. These include doctors, registered nurses, approved teachers employed at a school and police officers with child protection responsibilities. These individuals **MUST** report to Child Safety a reasonable suspicion that a child has suffered, is suffering, or is at unacceptable risk of suffering significant harm caused by physical or sexual abuse AND does not have a parent able and willing to protect the child from the harm.

Mandatory reporters should also report to Child Safety a reasonable suspicion that a child may be in need of protection where the harm or risk of harm relates to any other type of abuse or neglect.

### **How to determine if there is a parent willing and able to protect the child**

A parent may be willing to protect a child, but not have capacity to do so and therefore they are not considered 'able'. This may include parents suffering from a severe mental health condition or physical illness/injury. Alternatively, a parent may have the capacity to protect a child (i.e. they may be able), but may choose not to do so (i.e. they are not willing). This may include a parent continuing a relationship with a person who is sexually abusing their child.

In some circumstances, a parent may be both not able and not willing to protect the child from harm. In some cases, the circumstances in which the harm occurred will be so serious that it can be presumed there is no parent able or willing to protect the child.

If there is considered to be at least one parent both 'able' and 'willing' to protect the child, the child is considered to not be in 'need of protection'.

### **How to determine if there is significant harm**

When forming a reasonable suspicion about whether a child has suffered significant harm, is suffering significant harm, or is at an unacceptable risk of suffering significant harm the matters a person may consider include:

- whether there are detrimental effects on the child's body or the child's psychological or emotional state:
  - ◇ that are evident to the person, or
  - ◇ that the person considers are likely to become evident in the future, and
- in relation to any detrimental effects to the child the reporter may consider:
  - ◇ their nature and severity, and
  - ◇ the likelihood that they will continue, and
- the child's age.

The person's consideration may also be informed by an observation of the child, other knowledge about the child or any other relevant knowledge, training or experience that the person may have.

### **Protection from liability**

A person making a report is protected from liability under the *Child Protection Act 1999* from civil or criminal legal actions and is not considered to have broken any code of conduct or ethics.

### **Handling complaints and breaches**

Complaint handling procedures are set out in Part D of the Member Protection Policy.

- Attachment D1: Complaints procedure
- Attachment D2: Mediation
- Attachment D3: Investigation procedure
- Attachment D4: Tribunal procedure

The Member Protection Policy defines what is a breach in Part A Section 8 and Section 9 sets out the disciplinary measures.

## **BUILDING PEOPLE'S CAPABILITIES**

Softball Queensland members (which includes District Associations, Clubs, staff, volunteers, parents, children and young people participating in softball) require appropriate information, training and development to enable them to promote the wellbeing of children and young people and to protect them from harm.

It is especially important that they understand and are committed to the Member Protection Policy and Child Protection Risk Management Strategy.

To build capacity to create a safe environment for children and young people, the SQI will:

- raise awareness of child abuse and child protection strategies
- involve everyone in risk management processes; and
- provide training and support, internally or via external agencies, in handling disclosures of harm

## **Expectations of Children and Young People**

Children and young people should:

- show respect for other children, young people and adults
- keep themselves safe, and
- report inappropriate behaviour, unsafe situations or harm.

Children and young people must be given support by members of the softball community to meet these expectations.

## **PARENTS AND CARERS**

SQI will work in partnership with parents and carers to effectively meet the needs of the child and young people.

### **Rights and Responsibilities of Parents and Caregivers**

In an environment friendly to children and young people, parents and carers should:

- be welcome visitors at the venues and training sessions/games
- take part, where appropriate, in planning, management, development and delivery of activities
- have their cultural, religious, disability and language requirements respected and catered for
- be told about SQI programs, services and activities
- have the opportunities to give regular feedback to SQI, its District Associations and affiliated clubs
- receive feedback from staff and volunteers about their child's involvement in activities
- have access to the SQI child and youth policies
- know, how and who, to voice their concerns to, expect to be listened to and their views considered, and
- have any personal information treated confidentially and their privacy respected.

### **Expectations of Parents and Carers**

Generally, you should expect parents and carers to:

- work with the softball organisation to support its child protection policy and Codes of Conduct
- provide their children with required support, for example, clothes, food, equipment and travel as needed to participate in various activities
- inform SQI of:
  - any bullying, intimidation or harassment experienced by their child, and
  - any suspicion that children or young people in the SQI are being harmed.
- Give positive and negative feedback on the SQI policies and procedures.

## **STAFF AND VOLUNTEERS**

### **Induction Program**

An induction program provides an opportunity to help employees and volunteers understand:

- SQI commitment to an environment which is safe and friendly to children and young people
- SQI child and youth friendly policies, Code of Conduct and procedures
- procedures to follow harm when disclosed
- their rights and responsibilities
- what is expected of them
- what they can and can't do – boundaries of their roles
- the roles of key people in the SQI
- what to expect if there is an allegation of harm made against them or to them
- reporting procedures, and
- grievance procedures

Induction programs with both employees and volunteers will be conducted. For future volunteers and employees who start at different times they will be taken through the induction program when they first commence work and any other time required having regard for their needs.

A package for new employees and volunteers should include documents and website links such as:

- Member Protection Policy
- SQI Child Protection Risk Management Strategy
- Codes of Conduct
- links to Play by the Rules website and newsletters
- links to the Blue Card Services YouTube channel
- current organisation chart
- list of key terms unique to softball
- copy of their specific job description
- list of on-the-job training opportunities
- guide to valuable sources of information
- detailed outline of accident prevention and emergency procedures
- list of internal telephone numbers and locations of key contacts

### **Training**

All persons involved in softball need training to help them do the best job they can. Persons new to softball will be supported and informed to make a successful transition into their new role. Existing softball participants, through the induction program, will be given information and develop new skills and to keep up with the ever-changing requirements of their positions.

Softball participants will be given training on their responsibilities under the SQI Codes of Conduct and policies. Training will be given that alerts them to the nature of harm which can occur to children and young people, and how to respond to disclosers of harm.

SQI administration staff will be informed on how to refer a disclosure of harm to the relevant authorities.

The goals of the training program are to:

- enhance the skills and knowledge of volunteers and staff, enabling them to do their job effectively
- clearly understand their responsibilities in relation to compliance with the requirements of the blue card system
- reduce exposure to risks, and
- support friendly environments for children and young people.

### **Performance Evaluation**

The evaluation of training will explore and clarify the person's understanding of his or her role, and allow for an exchange with others on how this role is best handled.

This provides the basis for a clear agreement with volunteers, staff and others on:

- areas where more training is needed, and
- areas where performance improvement can be achieved through other means.

The appraisal will give volunteers an avenue to express any concerns they have and will be given support.

### **Recruitment and Selection**

Risk management for child protection hinges on recruiting, screening and selecting the right people. SQI, District Association's and Clubs will have procedures to follow and adequate management and supervision to ensure they comply with these procedures. Guidelines for recruitment and selection of staff and volunteers are documented and include specific references to child protection and screening requirements.

### **How to get the right people**

Before filling any position related to working with children, paid or voluntary, there needs to be a clear analysis of what the job involves and the skills and abilities required. Candidates need to be assessed from a job analysis for a paid or voluntary position.

### **Job Analysis and Description**

The job analysis will help to:

- ensure the position will contribute to a safe and friendly environment for children and young people
- establish recruitment and selection procedures
- develop training programs
- develop performance appraisal systems
- clarify any differences between paid and voluntary roles, and
- determine lines of authority, levels of delegation and responsibility for the position.

The job description supports the recruitment practice by targeting the skills and experience necessary for working with children and young people. Job descriptions or duty statements should be developed for all positions and tasks in the organisation. These include such jobs as arranging a fund raising event, supervising activities, or taking children and young players on camps or tours.

Job descriptions are invaluable to:

- establish an understanding of the roles and expectations for employees or volunteers in providing a safe and friendly environment
- become more aware of the tasks required around specific activities



- identify induction and training needs, and
- reduce the risk of harm to children and young players.

Most importantly the job descriptions will tell employees and volunteers what is expected of each position, what is acceptable and unacceptable behaviour and give clear understanding of the boundaries when working with children and young players.

Clear job descriptions will help to avoid confusion over expectations and will make it easier to resolve issues, take remedial action, investigate complaints or instigate disciplinary procedures.

### **Selection**

The selection process will identify whether people applying have the skills, knowledge, abilities and in some cases, qualifications required to do the job.

Applicant/s should be asked reasonable but probing questions about their work history, background and attitudes and verify what they say with referees.

Selecting the right people for working with children and young people will minimise the risks of harm and add value to the SQI, DA's and Clubs.

### **Screening**

Screening is an essential part of managing the risks of harm to children and young people by paid and unpaid staff.

Employees or volunteers who work with children within SQI, its DA's and Clubs are required to meet the blue card screening requirements.

Screening (Working with Children Check) requirements

- volunteers (unless exempt) **MUST** hold a Blue Card and positive notice before they start volunteering
- Until 2020, paid employees can begin or continue to work while waiting for the outcome of their Blue Card application. From 2020, a "No Card, No Start" policy applies.
- organisations are responsible for applying for paid employees and volunteers and **MUST** sight the applicant's identification documents as specified on the form
- organisations **MUST** explicitly warn potential staff (paid employees, volunteers and students) that it is an offence for a 'disqualified person' to sign a blue card application form or renewal form. ***It is an offence for an employer/volunteer organisation not to provide this warning.***
- persons carrying on a regulated business are responsible for applying for their own Working with Children Check and **MUST** sight the applicant's identification documents as specified on the form
- organisations who have been advised by employees/volunteers that there is a change in their criminal history **MUST NOT** continue to employ that person without applying for a new Working with Children Check.
- persons carrying on a regulated business must immediately notify the Commission of any change to their criminal history
- a Blue Card holder who is convicted of a serious offence cannot start or continue in regulated employment or carry on a regulated business until a new card is issued
- organisations are not entitled to dismiss employees/volunteers because of notice given by the Commission that such employee/volunteer is being reassessed.

## **Activities**

Ongoing review of procedures, such as looking at incidents, issues, risks and potential hazards, is an essential part of SQI Risk Management Strategy.

## **Planning Activities**

An important part of planning any activity is assessing the actual and potential risks to everyone involved. Conducting a risk assessment is an effective way to do this.

When doing a risk assessment and planning activities, consider:

- the number of people taking part
- their age and gender mix
- the age range of the participants
- the type of activity
- the environment where the activity will take place (online, by telephone, face-to-face)
- the particular needs of individual participants, and
- the policies and procedures of the SQI.

In addition, some basic principles need to be considered when planning activities. These include:

- maximizing opportunities for children and young players to enjoy themselves and have fun
- ensuring your activities support the interests and wellbeing of children and young players
- being aware that children and young players should not be left unattended
- ensuring staff and volunteers know where children and young players are at all times, and what they are doing
- providing constant adult supervision over any activity using potentially dangerous equipment
- ensuring children and young players are supervised by appropriate numbers of adults depending on numbers and age of children and type of activity, and
- ensuring no dangerous behaviour by children and young people is allowed.

## **Who is responsible for what?**

It can be easy to overlook the need to clearly identify who is responsible for what when providing an activity. This could include responsibilities such as:

- who will check the site before it is used?
- who will bring the equipment and check to see if it works beforehand?
- who will do any setting up that needs to be done?
- who will be responsible for delivering the actual activity?
- who will stay behind until everyone has left?

Everyone needs to be aware of their roles and responsibilities when delivering an activity, so you need to have:

- clear job descriptions, duty statements or role descriptions which outline a person's role in a particular activity, and
- an induction for staff and volunteers before the activity which outlines what is expected of each person.

## **Activity Briefing - Induction**

An important element to conducting an activity is to provide an Induction Program prior to an activity commencing whether it is a "one off" or longer. Provide this information to parents, carers and the children or young players taking part.



The Induction Program should:

1. Clearly identify what should happen and what is expected of the activity
2. Highlight anything that may be of concern to parents, carers, children or young players
3. Answer any questions people may have
4. Let people know what will happen if any issue arises
5. Let people know who they can talk to if they have any issues or concerns.

From the perspective of parents, carers, children and young players, the Induction Program should:

- provide an opportunity to ask questions and clarify issues
- help them understand what is expected of them
- make them aware of what will happen if an issue arises, and
- let them know who to contact if they have any concerns in the future.

During the induction staff, parents, carers, children and young players will be given a copy of the SQI Codes of Conduct.

### **Drop off and pickup of participants**

Children and young players may be dropped off before an activity and picked up afterwards by their parents or carers. In other instances, children and young players may make their own way to and from an activity.

On their way to or from an activity, children and young players may be exposed to potential risk. This risk must be minimized and strategies determined for this to occur.

Some considerations could include:

- agreeing with parents on a set procedure for drop off and pick up arrangements, including whether a child or young player makes their own way to and from an activity, or will be dropped off and picked up
- ensuring there is a buffer period where a staff member or volunteer arrives before an activity starts and stays back for certain amount of time after it ends
- establishing a procedure to be followed if a parent or carer is delayed in picking up a child or young player, and
- establishing a procedure to be followed if a parent or carer fails to notify you that they will be late and doesn't arrive to the pick up the child or young player within the buffer period.

### **Location**

Some things to consider when thinking about the location of an activity could include:

- inspecting the location to ensure it's safe, or that things haven't changed since you were last there
- ensuring the location is appropriate for the activity
- ensuring the availability of first aid equipment and consumable items relating to the activity
- addressing transport issues, if it's not where you normally conduct your activities
- checking whether there is adequate shade and water available if the activity is to be outdoors
- ensuring there is adequate lighting and that it's in good working order, and
- checking whether there are any potential risks created by other people or activities close to where you will be operating

## **Equipment**

If equipment is needed for the activities, consider whether:

- the equipment is appropriate for the activity, the age range and the capabilities of the children and young people participating
- there is enough equipment for the number involved in the activity. If not, have a system in place to ensure that everyone gets a chance to use the equipment safely and in the way it was intended to be used, and
- the equipment is in good working order and safe for children and young players to use.

## **Supervision**

Supervising an activity is a critical element in dealing with children and young players. Supervision will be provided by the organisation's staff and volunteers. Some aspects to consider include:

- ensuring supervisors are appropriately qualified, well trained and have current competencies
- ensuring there are enough people to supervise the number of children and young players involved in the activity
- making supervisors aware of their rights and responsibilities as well as the rights and responsibilities of all others involved in the activity, and
- ensuring supervisors adhere to the policies and Code of Conduct of SQI.

Staff and volunteers who supervise or provide an activity are often in a position to build relationships with the children and young players. These relationships should be positive and contribute to the interests and wellbeing of children and young people.

## **Monitoring activities**

It is important to take an active interest in what actually occurs at each activity. The organisation should determine how well staff and volunteers are performing their duties and whether they are acting in an ethical and appropriate way.

This can be achieved by adopting and designing appropriate strategies such as:

- supervising staff and volunteers
- conducting random audits (checks) of activities
- doing performance appraisals for employees and volunteers
- conducting surveys to find out how the participants felt about the activities
- rotating staff and volunteers to supervise different activities, and
- monitoring the development of children and young players as a result of the activities and addressing any deficiencies.

By implementing a combination of strategies, the chance of inappropriate behaviour occurring is decreased.

## **The surrounding environment**

When conducting an activity, be aware of the surrounding environment. Make adjustments or allowances if it impacts on, or has the potential to impact on, the interests and wellbeing of the children and young players in your care.

Some things to consider about the surrounding environment could include:

- whether there are designated areas for spectators so children and young players do not become confused with spectators

- the location's proximity to roads, dangerous obstacles, or waterways
- whether toilets, drinking fountains or taps are a substantial distance away from the activity, requiring a spread of supervision
- whether there is sufficient shade or shelter, and
- if there are any places where children or young players could hide, or in which other people could be concealed.

### **Special Events**

There may be occasions when the SQI, a District Association or Club, attends an event held by another organisation. In these situations, be aware that some control is lost over the activity or event. As such, ensure that attendance at such an event will not compromise the SQI commitment to providing a safe environment for children and young people.

Questions that could be asked include:

- do you have enough information about the event to decide whether it will contribute positively to the wellbeing and development of the children and young players in your care?
- have you provided enough information to parents or carers so they can make an informed decision about whether they want their children to attend?
- will attending such an event create risks for the children and young players?
- if the event could pose risks, have you evaluated them and developed procedures to minimise those risks
- do you know if the event organizers are committed to an environment which is safe and friendly for children and young players?
- have they developed policies and procedures supporting such an environment?

Examples could include:

- whether the location is secure
- whether there is a 'no pass out' policy
- whether there are policies or procedures in place around the availability of alcohol or illegal substances, and
- whether the event organizers have shown a commitment to creating a child and youth-friendly environment – if not, are you still prepared to attend the event?

### **Photography, Promotions and Advertising**

In addition to the Member Protection Policy Part A Section 6: Position Statement on taking images of children, when promoting the activities and services provided, ensure key messages highlight your commitment to providing friendly environments for children and young players.

Promotional activities or advertising can offer opportunities for:

- promoting an upcoming event
- conducting membership drives, or
- highlighting achievements

To promote these activities, you may wish to provide a photograph for use in newspapers, flyers, posters or on a website. Be aware of the issues surrounding the use of images of children and young players. You are legally obligated to ensure the identities of anyone under 18 remain confidential in certain situations e.g. Where a child may be a victim of criminal offence or if a child is in care. If in doubt about releasing information, err on the side of caution and seek legal advice.

Ask yourself:

- do you have permission from the parent or carer of the child or young player to use the image?
- have you asked the children or young people how they feel about the use of the image, asked their permission and given them input into how it will be used?
- have you provided enough information about how the image will be used so the parent, carer, child or young player can give informed consent?
- when providing information on the use of the image, was it an age-appropriate way so the child or young player could understand?
- have you formatted digital and electronic images so they cannot be altered if downloaded – for example in PDF?
- how will others interpret the image?
- does the image portray the child or young player in a demeaning way?
- does the use of the image exploit the child or young player in anyway?
- where the child or young player should not be identified, could the image identify them?
- if a picture of a child or young player is taken for promotional purposes, will it be used for any other purpose?
- has the parent, carer, child or young player given permission for the image to be used in the future in any other way?
- will you put the child or young player at risk if you allow them to be photographed?
- who will see the promotional or advertising material containing the image?
- have you considered whether the section of the Child Protection Act about confidentiality has been addressed?

The answers to these questions should help you to decide whether it is appropriate for photographs of children and young players to be used in various contexts. If you believe it is, keep a record of why you decided to grant permission for an image of a child or young player in your care to be used.

There is nothing wrong with using an image of child or young players to promote the SQI, DA's and Clubs in an appropriate manner. However, it is important to consider all the issues involved, and to make a decision which is in the best interests of the child or young player.

### **Technology and social media**

Computers, email, the internet, social media and mobile phones create many opportunities for children and young players, but they may also create potential risks which you may need to manage as children and young people could be exposed to, amongst other things:

- potential abusers
- phone bullying
- hateful and violent literature
- flame wars (the exchange of abusive and insulting messages) and websites providing information on harmful or illegal activities.

Organisations and people involved in softball must comply with the SQI Social Media Policy and the Social Networking Position Statement in the Member Protection Policy.

### **External Contractors**

Determine whether the contractors you use require a Working with Children Check. Information on screening requirements is available from the Commission for Children and Young People and Child Guardian at [www.bluecard.qld.gov.au](http://www.bluecard.qld.gov.au).

There may also be contractors who only enter SQI areas for short periods, such as plumbers or builder. To meet the responsibility to provide a safe and friendly environment for children and young

people, ensure contractors are properly supervised, are aware of the SQI commitment to a child and youth friendly environment and don't expose children and young people in your organisation to risk.

### **Forms and Registers**

Documenting procedures and keeping records are an essential part of ensuring consistency in the way things are done in SQI, DA and clubs. Written guidelines, forms and registers provide a 'paper trail of proof' if you are required to establish that SQI, DAs and Clubs has fulfilled its duty of care to an appropriate standard.

Below is a list of forms and registers that can be used as a possible starting point. Templates for these forms are available from the SQI website and office and through the District Association.

- Blue Card Register
- Incident Report Form
- Agreement to comply with policies and Code of Conduct
- Email Disclaimer
- Risk Management Template
- Risk Control Plan

### **BLUE CARD SYSTEM COMPLIANCE**

Softball organisations must conduct an annual review of their child and youth risk management strategy. Considerations include:

- whether your policies and procedures were followed
- whether any incidents relating to children and young people's risk management issues occurred
- the actual process used to manage any incidents
- the effectiveness of your organisation's policies and procedures in preventing or minimising harm to children and young people, and
- the content and frequency of training in relation to your child and youth risk management strategy.

The review should be documented in the minutes of your organisation's committee meeting minutes and ensure that any relevant changes to your policies and procedures are appropriately communicated to all personnel in your organisation, be they paid employees or volunteers.

### **Blue card screening requirements**

Ensure your organisation's child and youth risk management strategy contains clear procedures for compliance with blue card screening requirements.

The strategy should specifically address the following:

- Identification of who requires a blue card or exemption card
  - It is important to recognise that blue card screening requirements do not apply to every environment a child may be present.
  - Further information to assist you in determining whether people in your organisation require a blue card or exemption card can be accessed on the Blue Card Services website.
  - Please note that you cannot make it a compulsory requirement for employees or volunteers to hold either card unless they are providing child-related services that are regulated by the Act.
- Nomination of a contact person/s
  - Softball organisations should clearly identify a designated contact person, and may nominate additional persons, who will be responsible for managing blue cards and exemption cards within your organisation.

- Each blue card or exemption card application form for a paid employee or volunteer has a space in the “Organisation details” section for a “contact person”. This is the person who Blue Card Services will send all notifications to and this is the only person who Blue Card Services can discuss the person’s blue card status with unless additional authorisation is provided.
- Where associations are managing the blue card register on behalf of their member clubs, it is strongly advised that a contact person is nominated for each club so that, in the event that there is an issue with a blue card applicant or holder, the club is notified in addition to the association.
- Managing blue card applications
  - Every person who is involved in softball is not required by law to hold a blue card. However, each organisation must consider whether each person engaged in “regulated employment”, who does not hold a current blue card, is required to submit a blue card application.
  - You must notify all applicants that by signing the application form they are consenting to the screening process.
    - You must be able to certify that the ‘contact person’ or delegate has sighted documents to confirm a volunteer’s or employee’s identity as prescribed under the Act (refer to the website if clarification is needed).
    - You should carefully check through the application form to ensure all sections have been appropriately completed. This will minimise unnecessary delays that can result if further information is required after receiving an incorrect or incomplete form.
    - Be aware that while paid employees can commence employment after an application form has been submitted, volunteers and trainee students must not commence regulated employment until they hold a valid blue card and positive notice.
    - You must explicitly warn potential staff (paid employees, volunteers and students) that it is an offence for a ‘disqualified person’ to sign a blue card application form or a renewal form. **It is an offence for an employer not to provide this warning.**
- Managing existing blue card holders
  - If a person joins your organisation and already has a blue card, you must complete the following:
    - Verify the validity of the blue card, <https://www.bluecard.qld.gov.au/onlinevalidation/index.html> AND
    - *If the person holds a paid blue card*
      - go to the blue card website, complete and lodge a [Link an applicant/cardholder to this organisation form](#) with Blue Card Services. This will ensure that you receive important notifications in relation to the blue card holder, including that the card has been cancelled or suspended.
  - If the person holds a volunteer blue card and will be undertaking paid employment with your organisation
    - go to the blue card website, complete and lodge a [Volunteer to paid employment transfer form](#) with Blue Card Services. This will transfer their card from volunteer to paid status and will ensure that you receive important notifications in relation to the blue card holder, including that the card has been cancelled or suspended.
  - If the person holds a volunteer blue card and will be undertaking voluntary employment with your organisation
    - go to the blue card website, complete and lodge a [Link an applicant/cardholder to this organisation form](#) with Blue Card Services. This will ensure that you receive important notifications in relation to the blue card holder, including that the card has been cancelled or suspended.



- When a person ceases working with your organisation, you should lodge an [Applicant/cardholder no longer with organisation \(for organisations\) form](#) to advise Blue Card Services immediately.
  - When an applicant/cardholder no longer undertakes working in child-related activities with an organisation they must advise Blue Card Service by submitting a [No longer with organisation \(for applicants/cardholders\) form](#)

## TIPS

- To check of the validity of a prospective volunteer or employee's card, you must have details of the person's name as it appears on the card, full card number (including the number following the '/' on the card) and its expiry date. Once you have this information, go to the Blue Card Services website <https://www.bluecard.qld.gov.au/onlinevalidation/index.html>
  - It is still a mandatory requirement that you also submit the [Link an applicant/cardholder to this organisation form](#).
- Managing changes in police information
  - You must ensure that individuals understand their obligation to advise you if there is a change in their police information. Your employees/volunteers are not required to disclose the specific nature of the change, only that a change has occurred, and
  - On receipt of a notification that there is a change in the person's police information, you must submit a *Change in police information notification* to Blue Card Services. <https://www.bluecard.qld.gov.au/applications/other-forms.html>
- Managing high-risk individuals
  - You must ensure that you have relevant processes in place for managing notifications from Blue Card Services in relation to high-risk individuals, for example:
    - an employee receives a negative notice or is a known disqualified person, or
    - an employee has their blue card or exemption card cancelled or suspended, or
    - an employee has their blue card application withdrawn, or
    - a notification in relation to a serious change in criminal history is received from Blue Card Services
- If an employee has had a card cancelled or suspended or receives a negative notice after a change in police information, your organisation must:
  - ensure the employee does not continue to undertake child-related work within your organisation (work that is regulated by the Act), and
  - if you continue to employ the person to perform work that is not child-related, ensure that appropriate policies and procedures are in place to manage any risks of harm to children and young people that may arise as a result of the person's ongoing employment within your organisation

## Blue Card (Volunteer/Employee) Register

- Organisations are required to establish and maintain an employee (volunteer) register which is a written record or register of all business operators, paid employees and volunteers involved in child-related activities within your organisation.
- Under the Act, Blue Card Services has the power to conduct an audit on an organisation to ensure that the organisation maintains an employee register.
- You will need to develop procedures for establishing and maintaining a register in either electronic or hard copy format. If employees or volunteers come to your organisation with a blue card, you will need to confirm that the card is valid. <https://www.bluecard.qld.gov.au/onlinevalidation/index.html> and lodge a [Link an applicant/cardholder to this organisation form](#).
- If a complaint is made in relation to an individual or your organisation, you may be asked for a copy of your employee register.
- The blue card register must include the following:
  - whether or not the person requires a blue/exemption card (if not, why not – e.g. an exemption applies under the Act)

- the type of application/blue card (e.g. paid or volunteer) or exemption card
- when the person applied and/or the date of issue of the positive notice and blue/exemption card
- the blue card/exemption card number and the expiry date of the blue card, and
- the renewal date.
  - If business operators, volunteers and students apply at least 30 days before their blue card expires, it allows them to continue working in child-related employment, even if their blue card expires before a new card is issued.
  - Paid employees must submit a renewal application before the expiry date of their blue card to continue working in regulated child-related employment once their application has been lodged).

A template blue card register is available on the Blue Card Services website at <http://www.bluecard.qld.gov.au/risk-management.html>

- You must also ensure that appropriate and confidential records in relation to the following are maintained:
  - whether a negative notice has been issued
  - any change in status to a blue card or exemption card (such as a change in police information, or the cancellation or suspension of a blue/exemption card)
  - where there is a change in police information, the date you informed Blue Card Services of the change
  - where an employee leaves your organisation and the date you informed Blue Card Services, and
  - any change to the employee's/volunteer's personal information, including the date they informed Blue Card Services (*you should note that it is an offence for an employee to fail to notify Blue Card Services on the appropriate form of any change in personal details within 14 days*).

## COMMUNICATION AND SUPPORT

- The organisation's risk management strategy must include strategies for communication and support which must include:
  - written information for parents, employees and volunteers that includes details of your organisation's risk management strategy or where the strategy can be accessed; and
  - training materials for employees and volunteers which help identify risks of harm and how to handle disclosures or suspicions of harm; and
  - outline your organisation's risk management strategy
- An effective strategy for communication and support will:
  - ensure that all people in your organisation are aware of their responsibilities and understand what is acceptable behaviour for interacting with children
  - enable people to feel comfortable addressing issues of concern
  - highlight the importance of your organisation's commitment to protecting the safety and wellbeing of children in your service environment, and
  - reduce the likelihood of breaches of your risk management strategy

## Communication Method Ideas

- Provide compulsory induction covering the risk management policies and procedures for all paid employees and volunteers.
- Deliver regular information sessions for people involved with your organisation in relation to your risk management strategy (these could be incorporated into other sessions you hold for volunteers, staff and parents).
- Implement specific strategies to encourage the participation of children and young people to make sure they understand how to keep themselves safe and what to do if they feel unsafe.
- Provide information about the various policies and procedures in your newsletter or other publications, and seek input and feedback.



- Utilise bulletin boards and posters (e.g. with your code of conduct) to visually promote your organisation's commitment to safe and supportive environments for children and young people.
- Provide a copy of your risk management strategy (or information about where it can be accessed) as part of any resources you provide to people (e.g. staff handbook/induction materials, parent/carer handbook, handbook for children and young people).
- Schedule regular and mandatory training for staff in relation to the various policies and procedures which make up your strategy, with a particular focus on managing disclosures or suspicions of harm.
- Consider if there are any aspects of your strategy which can be incorporated within professional development and performance plans.
- Subscribe to relevant industry journals and training materials for staff.
- Provide relevant individuals with information to understand their obligations as a blue card holder. A range of information sheets are available on the Blue Card Services website.  
<https://www.bluecard.qld.gov.au/info-sheets.html>

### **Support**

Volunteers and staff may require support to deal with issues such as behaviour management, stress, conflict, bullying, child protection concerns, breaches of the risk management strategy and dealing with disclosures or suspicions of harm.

If concerns are not addressed effectively, your organisation's ability to provide a safe and supportive environment for children and young people may be affected.

Therefore, it is extremely important to consider how your organisation will support staff when they are experiencing difficulties. You should then actively communicate the types of support services you offer.

Other people involved in your organisation such as volunteers, parents and children and young people may also require support to assist with managing concerns.

Your organisation should ensure that it is prepared to provide or facilitate required support services to all people involved with your organisation

### **Support Method Ideas**

- Appointing internal support service officers or workplace health and safety officers.
- Partnering with external support and counselling services.
- Implementing mentoring programs using mentors which are either internal or external to your organisation.
- Mediation or other alternative conflict resolution techniques.
- Coaching.
- Providing additional training.

# Appendix

- Useful references
- Sample training scenarios
- Sample checklists for:
  - ◇ Procedures for training
  - ◇ On tour
  - ◇ Umpire change rooms
  - ◇ Clinics
  - ◇ Procedures for First Aid
- Sample job description and duty statement
- Sample checklists of roles and responsibilities

## Useful References

1. Blue Card Services website:  
[www.bluecard.qld.gov.au](http://www.bluecard.qld.gov.au)
2. Department of Communities, Child Safety and Disability Services:  
[www.communities.qld.gov.au/childsafety](http://www.communities.qld.gov.au/childsafety)  
  
Family and Child Connect Services:  
[www.communities.qld.gov.au/childsafety/protecting-children/how-to-prevent-abuse/family-and-child-connect](http://www.communities.qld.gov.au/childsafety/protecting-children/how-to-prevent-abuse/family-and-child-connect)
3. Queensland Police Service:  
[www.police.qld.gov.au](http://www.police.qld.gov.au)
4. Department of Education and Training:  
[www.deta.qld.gov.au](http://www.deta.qld.gov.au)  
  
Early Childhood Education and Care:  
[www.deta.qld.gov.au/earlychildhood/](http://www.deta.qld.gov.au/earlychildhood/)
5. Department of Aboriginal and Torres Strait Islander Partnerships:  
[www.datsip.qld.gov.au/](http://www.datsip.qld.gov.au/)
6. Office of the Queensland Parliamentary Counsel to access legislation such as the *Working with Children (Risk Management and Screening) Act 2000*, *Working with Children (Risk Management and Screening) Regulation 2011*, *Child Protection Act 1999* etc:  
[www.legislation.qld.gov.au/OQPCHome.htm](http://www.legislation.qld.gov.au/OQPCHome.htm)
7. Play by the Rules:  
[www.playbytherules.net.au/](http://www.playbytherules.net.au/)

## Sample Training Scenarios

Work through issues and reflect on the adequacy of the SQI child protection policies, strategies, capabilities and procedures. Select from these sample scenarios, and adapt them to come up with risk-reducing measures.

What are the issues in each scenario?  
 Are the children and young people in each scenario safe, at risk of harm, experiencing harm, or experiencing serious harm?  
 What would you do as an individual and as a member of an organisation?  
 What are the policy implications for your organisation?  
 What is (or needs to be) in place to prevent similar risks in your organisation?  
 What are the legal responsibilities?

### Staff/Volunteer Behaviour

You are the President of your Softball District Association that has a strong reputation in the community. You receive a letter from a parent of a child that is a member of a club at your Association highlighting the behaviour of a new coach.

The parent is concerned that the coach is constantly hugging the children and on some occasions it appears as if they are touching the child in the genital area. You spend time monitoring the coach's behaviour and eventually approach the person to discuss the allegations.

You openly talk about what is concerning you and offer contact numbers for counselors. You also advise the staff member that the behaviour continues that they will be dismissed. You believe that you have done the right thing, although you do not wish the allegations to be made public and risk the DA's reputation being damaged. Therefore you destroy the letter that the parent sent in.

### Joanne

You are a coach who is asked by your District Association to provide specialist one-one coaching to a 13-year-old girl, Joanne, who had shown promise. You have been coaching for seven years, and Joanne is on the verge of becoming an elite player.

For the last two weeks however Joanne has been making 'flirty' comments. You recall that she has made comments such as, "looking pretty good these days hey?" and "I bet you'd like to get your hand on this," while she grasped her backside.

So far you have ignored these comments but this morning at the end of training she walked past you, pinched your backside and said, "Can't wait for that tournament in Cairns next week". One of the girls who you are also coaching, and who goes to school with Joanne saw this and has now come and told you that Joanne has been telling her school friends that she would like you to be her 'first'.

### Josh

A few parents have been making comments to you about 12-year-old Josh, who only recently joined your softball club. They say he is very aggressive, bullies younger members, uses foul language and brags about the number of schools he's been kicked out of. One parent quotes Josh's mum as saying the club is her last resort to fix his behaviour problems and give her a break once a week.

### Door-knock appeal

A local softball club has offered to help organise the annual door-knock appeal in your area. Young players from different clubs have been recruited as collectors. It's 8.00am and you drop in to see how things are going. A group of club members are standing around drinking beer from stubbies while they wait for their instructions to drive the young collectors to their assigned spots.

### **Chris**

You are on the board of management in your local softball club. It is the end of season and one of the A grade men's team has chosen to have a break up BBQ and movie night at the club house. You drop in after a meeting to have a hamburger. You see that the young men are all sitting around watching a pornographic film. You also see that one of the younger boys, Chris is there. You are aware that Chris is only 15-years-old and plays in the older team because of his excellent skills.

### **Mr. Johns**

You are the organiser of the softball development squad. One of the girls involved in the squad, Sarah, has come to speak to you about one of the coaches, Mr. Johns. Sarah tells you that she still has problems getting to squad training and that Mr. Johns has been picking her up and taking her home.

She tells you that a couple of weeks ago Mr. Johns started touching her leg while he was driving. She also tells you that yesterday he moved his hand underneath her pants and undies.

### **Jess and Mark**

You are the manager for your Under 19s Men's DA team who will be traveling with the Under 19s Girls team to Toowoomba to play their State Championships. The teams you are with are a fairly stable group of young people who have all played in the same DA for a number of years.

You are presently organising the Toowoomba trip and are aware the one of the girls, Jess, who is 15 years-old and in the women's team, has been seeing one of the players in the men's team, Mark, who is 17-years-old.

One evening after a meeting, you hear a group of Jess's team mates giggling, talking about the things that Jess has been telling them. She says she and Mark have been experimenting with sex and when they go to the state championships she is planning to sneak into Mark's room at the hotel and stay the night with him. She has said she will sneak out before anyone gets up.

### **Car Park**

You are a volunteer assisting a coach with team training which runs until 6.30pm every Thursday night. This night you finish on time and the children race off to the car park to where their parents are waiting. You stay back for half an hour, speaking with one of the other volunteers. At about 7.00pm as you head towards the car park you see one of the boys still waiting for someone to pick them up.

As training has finished for the night, the main lights have been switched off. It's winter, the car park is almost completely in darkness and the boy is waiting alone.

### **Anna**

You are the captain of your softball team. Recently a new girl, Anna joined the team, but you have noticed that she lacks confidence so you have been working quite closely with her to help her out. The other girls in the team tell you that she is a bit 'weird'.

One afternoon you are packing up your kit bag and you see Anna hovering nearby obviously hoping to speak to you. You ask her if she wants something and she comes over. She says to you "My new Dad has been coming into my room at night. He scares me. Can you help me?"

### **Photographer**

You notice a fellow taking photos of the young children you are training, and ask him who he is and why he's taking photos. He says he's doing a photography assignment on movement for his TAFE diploma. You politely send him on his way.

Later, two of the children, a boy and a girl, tell you they gave him their names and addresses because he promised to use their photos in a magazine and he would send them some money when the photos were published.

### **Fundraising**

A couple of days before a Master's tournament used also for a major fundraising event, will be held at your DA fields, you find out that several under 18 players have volunteered to help out at the tournament at their local fields. Most of the volunteer roles involve working in the canteen and in close proximity to where alcohol will be sold.

You believe your Association has a responsibility to uphold safe practices. You're not sure if you should approach this issue with the volunteer organising committee.

### **Joe's Dad**

You are the coach of your under 12s softball team. Each weekend, Joe's dad organises a BBQ for the boys after the game. He supplies the sausages and rolls and all the equipment.

He tells you he does this as he works late hours and cannot be there for all of the weekend matches, so this is his way of being involved in his son's life.

Lately however, you have heard the boys talking among themselves when Joe hasn't been around. You hear them make comments such as "Joe's dad gives me the creeps. Have you noticed the way he gets really close to you when you're trying to get your roll?" Some of the boys have now stopped staying for the BBQ.

### **Simon and Holly**

Simon is a 25-year-old volunteer helping out with training the under 16s girls team. Lately, he's noticed that Holly, a 15-year-old player, has not been putting any effort in at training, but always seems to hang around him at training.

When Simons asks her if she is okay, Holly says she is going through a low patch and would like to have some time alone with Simon to talk about her feelings. Simon gives Holly his phone number and says, "call me anytime".

### **Matt**

You notice a sneaky exchange of something between Jack and Emma at the softball fields, and jokingly say to Matt, your fellow team mate, 'What are those two up to? Swapping love letters?' Matt unconcerned replies, 'Nah, Jack's their speed supplier. Everyone knows he steals it from his parents. Serves then right.'

### **Sam and Barry**

You overhear 12-year-old Sam telling his teammates about the fantastic fun he had yesterday when he wagged school. Later, you take Sam aside and ask whether his mum knew he'd truanted. Sam assures you its okay, as he spent the day with Barry, a new friend that his mother lets him stay with sometimes, and that Barry's a nice man who buys him presents

### **Megan and Jodie**

It's Wednesday afternoon at training, and Megan, a 13-year-old in your team, takes you aside to tell you she's worried about her friend, Jodie. Jodie has been exchanging emails with 15-year-old 'groovy guy' on an internet chat line and is planning to meet him this Saturday after softball in the car park at the station.

Megan has promised Jodie she wouldn't tell anyone, but now she's scared about what might happen.

### **Videos**

You take your softball team full of children to a skating rink for a bonding session, and are shocked by the overtly sexual music clips being screened. You query the manager about the censorship ratings of the videos, and say you think they are unsuitable. He says kids see videos like this at home and that he's never had a complaint before, so you must be out of touch.

### **Gemma and Cindy**

Gemma is looking more and more unhappy and withdrawn lately. A couple of her teammates also in the team you coach, tell you quietly that Gemma's mother Cindy is really mean to her. They say Cindy's always calling Gemma horrible names, saying she's a born loser and Cindy wishes she'd adopted her out years ago. Cindy says no man stays around because they can't stand Gemma and that Gemma has ruined her mother's life.

Gemma told her teammates she is going to run away, and she wants to kill herself.

### **Alice**

You are a manager of an after school softball program for children aged 10 to 17 years. One night during the program a 15-year-old girl, Alice, sneaks off with a group of teenage boys in a car for a joy ride. The driver of the car is underage, two of the youths in the car Alice's cousins and the others go to school with her.

She returns to the group and is questioned by one of the others coaches as to where she has been. She says she went to her Auntie's house up the road. One of the youth attending the program comes up and tells you that Alice lied about going to her Auntie's house and says she went in a car with some boys.

You ask the other coach and Alice to come over and for a talk. You tell Alice you know she was lying and ask her what really happened. She pleads with you not to tell her parents as they will "bash her".

### **Craig and Nina**

Craig, 20-year-old coach, notices that Nina, a gifted 15-year-old softball player, had been looking glum, lacking enthusiasm and distancing herself from the team lately. He is concerned that her form has slipped dramatically. At the end of a training session, Craig asks her if everything's okay. Nina says she is having problems at home and would like to have some time alone with Craig to talk about a few things. Craig offers Nina a lift home so they can talk on the way.

### **Jake**

Jake's stepmother, Nicole, arrives to collect Jake and drive him home late in the afternoon. Nicole's breath reeks of alcohol and she's very obviously drunk. She tells you she's been celebrating her birthday with friends. You tell Nicole you think she is over the safe limit for driving and offer to phone someone to come and collect her and Jake. Nicole turns very aggressive, gives you a mouthful of abuse and pulls Jake roughly towards the car park. Jake is yelling and sobbing, 'I don't want to go with you, Nicole.'

## Procedures for Training

- Have a designated drop off and pick up point in a well-lit area.
- Parent/Guardian must bring and collect the child to the drop off and pick up point at the designated time.
- Before training coaches must check:
  - (a) the playing surface and ensure that the surface is safe to use
    - clear hazardous material e.g. sticks, rocks, hoses
    - make sure the ground isn't too boggy
    - make players aware of any hazards
  - (b) that the equipment is safe, not broken, fits properly and meets national standards
    - check helmets, bats, gloves, catchers equipment for any breaks
  - (c) hydration – ensure that water is available for players
    - ensure everyone has a water bottle or supply a large drink container
  - (d) sun protection – make sure hats are worn and sunscreen is available
  - (e) first aid procedure in case of an accident, first-aid kit and ice (see procedures for first aid checklist)
    - assign parents/guardians, assistant coaches and volunteers roles they feel comfortable with so they are able to help in case of an emergency.
- Contact Lists – Name and Numbers
  - a) participants number
  - b) parent/guardians number
  - c) emergency number
- Attendance sheet
- Keeping records of all incidents
- Language must be appropriate in the presence of underage persons e.g. no swearing, discriminatory remarks.
- Supervision of players at all times and always have two coaches or more at training sessions
- No 'punishment' that give extra physical loads to players
- Coaches must not inappropriately touch players when demonstrating techniques
- Photos must not be taken unless written permission is given to do so
- Video recordings must not be taken unless written permission is given to do so
- Players must have written consent by a parent/guardian for the player to leave the training grounds
- The coach must be informed of any injuries the players have sustained during the week



### Procedures for Training

(continued)

- Players should go to public toilets in pairs and report when they are leaving and return
- Parents should ensure that players have sufficient footwear and other equipment required.
- Offensive material must not be brought to training e.g. cards, magazines, labels on shirts etc.
- Ensure adequate lighting in all areas where children are located
- Consequences of inappropriate behaviour should be clearly understood by players and adults.
- Coaches and players must not smoke or drink alcohol at training
- Player medical form filled out before season – check to see if any players require special attention
- Coaches should know the weather forecast
- Coaches should know where the closest hospital is to the grounds and the number for it

## On Tour

- Players and officials should not be accommodated in the same room. If this can't be avoided, in extenuating circumstances it must not be one adult alone with one child.
- Officials **MUST not** be alone, one on one, with a child i.e. in room, motel, grounds
- Players should go to shops in groups no less than 3 people. They must also:
  - a) report in and out
  - b) and only go to the destination agreed on
- Players must go in at least pairs to public toilets
- Photos **must not** be taken in hotel rooms and change rooms
- Video recordings must not be taken in hotel rooms and change rooms
- Officials should be spread out all through the bus
- Billeting
  - a) Two children (not just one) should be billeted together
  - b) Gender consideration – males with males and females with females
  - c) Billeting family – Blue cards
  - d) Facilities/house appropriate – ensure the billets house has the essentials and isn't under construction or refurbishment
- Bonding/outings
  - a) Appropriateness – the activities must be safe, non-offensive, and legal
  - b) Teams with a mix of age – underage players must not be taken into 18yo+ events or venues.
- Language **must** be appropriate in the presence of underage persons e.g. no swearing, discriminatory remarks.
- Offensive material must not be brought or shown on tour e.g. cards, magazines, videos, music, etc.
- Officials **must not** supply or assist in supplying participants with alcohol.
- Boundaries within accommodation should be made by officials
- Security – players and officials should check that doors are locked
- Pool supervision must be given while players are using the pool
- Appropriate dress codes must apply
- Have a designated drop off and pick up point in a well-lit area. Officials must ensure that all children are picked up by their parents/guardians after the tour
- Officials should ensure that there is a curfew enforced and participants are in their rooms on time.

## Umpires Change Rooms

- Separate areas for males and females
- Adults must not change in front of underage persons and vice versa
- Language must be appropriate in the presence of underage persons e.g. no swearing, discriminatory remarks.
- Photos must not be taken in the change rooms
- Adult umpires must not be left one on one with a underaged umpires or players
- Video recordings must not be taken in the change rooms
- Hydration – ensure that water is available for umpires
- Sun protection – make sure sunscreen is available
- No alcohol or non-prescription drugs are permitted in the change rooms
- Offensive material must not be brought into the change rooms e.g. cards, magazines, videos, music etc
- Umpires should check that the equipment is safe, not broken, fits properly and meets National Standards
- Attendance sheet
- Keeping records of all incidents
- Have a designated pick up and drop off point for underage umpires
- Parent/Guardian must bring and collect the child to the drop off and pick up point
- Place the safety and welfare of the participants above all else

## Clinics

- Language must be appropriate in the presence of underage persons e.g. no swearing, discriminatory remarks.
- Coaches must not inappropriately touch players when demonstrating techniques. Ensure that any physical contact with a young person is appropriate to the situation and necessary for the participant's skill development
- Have a designated drop off and pick up point in a well-lit area.
- Parent/Guardian must bring and collect the child to the drop off and pick up point.
- Breaks – underage aren't permitted to leave the facility without their parent or appointed guardian
- Alcohol or non-prescription drugs are prohibited at the clinics.
- Respect the rights, dignity and worth of all participants regardless of their gender, ability, cultural background or religion.
- Before the clinic coaches must check:
  - a) the playing surface and ensure that the surface is safe to use
  - b) that the equipment is safe, not broken, fits properly and meets national standards
  - c) hydration – ensure that water is available for players
  - d) sun protection – make sure hats are worn and sunscreen is available
  - e) first aid procedure case of an accident, first-aid box and ice
- Attendance sheet
- Keeping records of all incidents
- Photos must not be taken unless permission is given to do so
- Video recordings must not be taken unless permission is given to do so
- Supervision of participants at all times

### **Procedures for First Aid / Injury Management**

- FIRST AID is the first assistance given to an injured person; it cannot take the place of skilled medical attention.
- For any major event, i.e. chest pain, respiratory distress or unexplained collapse, first call an ambulance, then your nearest first aider. (Ambulance: 000, First Aider: \_\_\_\_\_)
- Before commencing any injury examination, be sure to explain to the child or young person why you are going to touch them and where.
- First aid kits should be available for each team.
- Be familiar with first aid officer/s and the contents of the first aid kits. These kits are not intended for the treatment of your ailments.
- Always wash your hands before treating burns, wounds or eye injuries.
- All injuries must be reported on an Accident/Incident Report Form, within 24 hours.

## Managing the Risks

The checklist below is to assist in building people's capabilities to create a child-safe softball environment.

### Training:

- Identify what constitutes the risks/harm
- Create a pressure free environment
- Risk management plan
- Scale of risk (categories of harm)
- Generation needs
- Step by step procedure of harm disclosure and procedures
- Ensure the wellbeing of the child is being taken care of
- Main focus is children must be confident

### Education (Induction) Program:

- Principles of Member Protection Policy and Child Protection Risk Management Strategy
- Responsibilities of administration, officials, parents, spectators, staff and volunteers
- Commitment of knowledge in obtaining blue card
- Provide resources that are child related (Play By the Rules, handouts, stickers, posters, DVD)
- Living document
- Revisit annually
- Legal Aspects

## Job Description

### Job Title

### Role of the organisation

Provide a brief description of the role of your organisation, its purpose and the work that it conducts.

### Organisational chart

This will help new employees/volunteers:

- Understand the organisation's structure
- Identify their position within the structure, and
- Demonstrate how the position relates to the rest of the organisation.

### Job description, responsibilities and duties

Provide a description of the position and its purpose within your organisation.

Outline primary responsibilities specific to the position

Provide dot points summarising the regular duties for the position.

### Selection criteria

List the criteria you will use to select the most appropriate candidate for the position. These could be addressed verbally or through a written application to demonstrate knowledge and ability.

### Additional information

List brief dot points that include any extra relevant information for prospective employees such as:

- The length of written applications and how many copies are required
- Whether a criminal history check is required or a confidentiality agreement needs to be signed before employment begins
- If a blue card is required, and
- The employer's contact number for any further queries.
- Supervisor details
- Any delegations they are responsible for

## Duty Statement

**Position title:**

**Start date:**

**Finish date:**

**Immediate supervisor:**

**Purpose of position:**

The purpose of this position is to:

**Minimum criteria:**

The following criteria may enhance the ability to complete duties prescribed for the position:

- 
- 

**Additional criteria:**

The following criteria may enhance the ability to complete duties prescribed for the position:

- 
- 

**Duties:**

The following duties will be required to be undertaken within the position:

- 
- 

**Conditions:**

The following conditions are mandatory as stated in the organisation's policy and Codes of Conduct.

All personnel will:

- 
-