

*Restricted Employment Exemption Declaration

Restricted employment allows a person to work or volunteer with children without needing to hold a blue card in certain situations. Significant penalties apply to:

- organisations who engage a restricted person in restricted employment
- individuals who are in restricted employment as a restricted person.

An individual may be exempt from needing a blue card if they are:

- a parent, volunteering for an activity that involves their own child (for this purpose, a parent of a child currently attending the school for which the volunteering activity is taking place and the child is also involved in the activity)
- a volunteer under 18 years of age
- a volunteer working less than 7 days this calendar year and will/have not engage in any child-related work (paid or unpaid)
- a person with a disability who is employed at a place where they receive disability services or NDIS supports or services
- a secondary school student on work experience who carries out disability related work under the direct supervision of a person who holds a blue card.

Restricted Person Declaration

A restricted person is:

- a disqualified person
 - A person convicted of a disqualifying offence – regardless of the penalty and when and where it occurred. Some examples include:
 - Sexual conduct with a child
 - Child exploitation material offences
 - Rape or other serious sexual offences (child or adult)
 - Murder
 - Choking, suffocation or strangulation in a domestic setting
 - A reportable offender under the Child Protection (Offender Reporting and Offender Prohibition Order) Act 2004
 - The subject of an offender prohibition order under the Child Protection (Offender Reporting and Offender Prohibition Order) Act 2004
- a person who has been charged with a disqualifying offence and the matter has not yet been finalised
- a suspended blue or exemption card holder
- a negative notice holder
- the subject of an adverse interstate Working with Children Check decision that is in effect.

If answering “No, I am not a restricted person” please note that if you become a restricted person (which would change the answer to “Yes”), **you must immediately stop child-related work or volunteering with children.**

Standards of Behaviour Fact Sheet

The following tables include, but are not limited to, the specific *standards of behaviour* in relation to working closely with students in any situation:

Appropriate and Inappropriate Language	
Do	<ul style="list-style-type: none"> • Communicate, both verbally and non-verbally, in a way which models and demonstrates respect for the rights, interests and wellbeing of all students • Use encouraging, positive words and pleasant tone of voice • Display and encourage honest and open communication • Use appropriate language taking into consideration age, developmental stage, emotional or psychological state, special needs, language background, religion or disabilities • Ensure both verbal and non-verbal communication are non-abusive or bullying • When possible, frame communication from the positive perspective in interactions with students
Don't	<ul style="list-style-type: none"> • Become involved in inappropriate conversations of a sexual nature or make sexually suggestive comments or jokes • Use language that could be offensive to another, including swearing, harsh tones, racial comments or jokes, criticism, insults, yelling and bullying • Personally correspond (including email, social media and/or mobile phone) with a child or young person in respect of personal or sexual feelings for students
Behaviour Management Strategies	
Do	<ul style="list-style-type: none"> • Establish clear guidelines for staff and volunteers about managing challenging behaviours of children • List typical situations and provide solutions on how to respond and manage, include a warning system and escalation process • Ensure that children are aware of the behaviour expectations for the activity
Don't	<ul style="list-style-type: none"> • React in a negative manner, remembering that we communicate both verbally and non-verbally
Relationships with Students	
Do	<ul style="list-style-type: none"> • Behave in a way which models and demonstrates respect for the rights, interests and wellbeing of all students • Dress appropriately while working with children and young people, in a way that models respect for the students • Establish if employees are allowed to conduct business such as private child-minding outside of the P&C environment
Don't	<ul style="list-style-type: none"> • Spend inappropriate time with a student • Inappropriately give gifts to a student • Show special favours to a student • Expose student to sexual behaviour of others, including displays of pornography • Persuade a student that a 'special' relationship exists
Supervision of children and young people	
Do	<ul style="list-style-type: none"> • Ensure staffing/supervision ratios are adequate to limit opportunities for unsupervised access to children • Have procedures for drop off and collection of children • Communicate to parents and guardians if they are required to stay during activities to supervise their child
Don't	<ul style="list-style-type: none"> • Be one-on-one with a child without being visible to others at all times • Allow children to be collected by a parent who is violent or intoxicated
Physical contact with children and young people	
Do	<ul style="list-style-type: none"> • Respect the personal space of students and limit physical contact generally • Limit hugging when initiated by students by changing from a frontal hug to arm around the shoulder of students • Limit hugging when initiated by students by sitting on the floor with student next to you • Document when first aid is provided and explain to the student the type of contact beforehand
Don't	<ul style="list-style-type: none"> • Hit, kick, slap or push a student • Allow students to sit on your lap • Touch parts of a student's body usually covered by a swimming costume • Change nappies or engage in toileting practises

Transportation of Children and Young People (may relate to OSHC - Vacation Care)	
Do	<ul style="list-style-type: none"> • Seek parental consent • Ensure drivers are licensed and vehicles are registered & insured • Ensure child restraints/car seats are available as required
Don't	<ul style="list-style-type: none"> • Allow transport in personal vehicles • Travel one-on-one with a child or young person
Change Room and Toilets	
Do	<ul style="list-style-type: none"> • Check the toilet area before the child enters and then stand in the entrance • Ask children to travel to the toilet in pairs
Don't	<ul style="list-style-type: none"> • Enter a change room or toilet area without announcing first, do not be in the change room or toilet with children without another person present
Health and Safety	
Do	<ul style="list-style-type: none"> • Monitor children's need for sleep and rest, identify fatigue and exhaustion • Obtain hygiene products, if needed • Provide a sun safe environment – implement a sunscreen policy, monitor heat exhaustion, heat stroke and dehydration • Monitor water safety – maintain ratios for children in the water, provide flotation devices, ensure CPR signage and training, maintain children's privacy when changing • Regularly safety check premises and equipment – check fences, playgrounds and sports equipment • Establish and practice clear emergency and evacuation procedures
Don't	<ul style="list-style-type: none"> • Ignore an identified risk which could put a child or young person at risk
Management of Illness and Injury	
Do	<ul style="list-style-type: none"> • Outline how first aid will be administered – by whom, what level certification is required, what equipment will be used, how will the incident be recorded and where are incident reports stored • Establish procedures to deal with infectious diseases and allergic reactions • Maintain confidential records of known medical conditions of children and their management plan
Don't	<ul style="list-style-type: none"> • Provide illness or injury management above your skill/knowledge level, call for assistance
Organisational Behaviour Standards	
Do	<ul style="list-style-type: none"> • Establish policies that meet the requirements of the <i>Human Rights Act 2019</i> • Create guidelines that outline the behaviours that constitute bullying, discrimination and sexual harassment • Establish policies that outline the P&C's culture of inclusivity and protection of all children • Document what actions will be taken by your P&C following an incident – how will it be investigated and recorded
Don't	<ul style="list-style-type: none"> • Act in a manner that would be considered inappropriate
Culturally Inclusive Practices	
Do	<ul style="list-style-type: none"> • Create a culturally safe environment • Reflect on cultural safety and invite collaboration • Ensure your organisation is committed to respect and include Aboriginal and Torres Strait Islander people's particular cultural rights, as outlined in the Human Rights Act 2019 (section 28)
	<ul style="list-style-type: none"> • Act in a manner that would be culturally disrespectful
Photography	
Do	<ul style="list-style-type: none"> • Only photograph children for official purposes • Limit the use of identifying information with a child's photograph • Establish guidelines for how photographs are stored, for how long and who has access • Document appropriate publication of photographs
Don't	<ul style="list-style-type: none"> • Photograph or video a student without parental consent
	<ul style="list-style-type: none"> • Share or privately post photographs or video of children or young people within your care
Technology and Social Media	
Do	<ul style="list-style-type: none"> • Establish clear rules for using technology within the P&C environment- mobile phones, computers, portable devices, including live streaming • Establish communication standards of behaviour to ensure volunteers and employees understand that how they conduct themselves on both public and private social media platforms can impact the P&C if they are identified as connected to the association

	<ul style="list-style-type: none"> • Provide ongoing training on recognising the effects of social media and the mental health changes in children and young people • Provide information on safe online practices for children and young people for parents
Don't	<ul style="list-style-type: none"> • Share photographs, video or identifiable content without express permission • Engage or allow cyberbullying – recognise, report and respond • Connect with children and young people on social media platforms, including direct messaging and sending/accepting friend requests
Substance use including Tobacco, Vaping, Alcohol, Drugs and Medications	
Do	<ul style="list-style-type: none"> • Establish and adhere to policies to ensure that staff/volunteers are not intoxicated or under the influence of drugs, including prescription medication, which may impair their ability to care for children • Establish and adhere to policies regarding the consumption of alcohol and smoking/vaping at child-related events/activities, e.g. at P&C businesses, fundraising activities • Safely store and administer medications as per documented parent-approved process, cross-check labels and supervise closely
Don't	<ul style="list-style-type: none"> • Attend volunteer/employee shifts whilst impaired through the use of alcohol, drugs or prescription medication
Visitors and Spectators	
Do	<ul style="list-style-type: none"> • Sign in and supervise visitors and spectators, ensuring that they are aware of and agree to these Standards of Behaviour • Establish clear expectations of what is considered appropriate and inappropriate behaviour by parents/family members attending P&C businesses or participating in P&C activities/events, and have set consequences for a breach in behaviour standards (e.g. the person will be asked to leave the event)
Don't	<ul style="list-style-type: none"> • Allow visitors and spectators direct access to children and young people
Confidentiality and Privacy	
Do	<ul style="list-style-type: none"> • Use secure storage for confidential information, e.g. locked filing cabinets or secure network folders or apps • Establish clear guidelines on who can access confidential information • Consult the Record Retention Schedule to understand timeframes for the storage/destruction of information • Establish policies around what information may be provided to internal and external stakeholders on request and who can action/provide commentary on this
Don't	<ul style="list-style-type: none"> • Share confidential information learned in your time as a P&C volunteer/employee