



Child and Youth Risk Management Strategy



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Statement of Commitment

At Chess Mates, our core belief is that the game of chess is not merely a strategic sport but also a potent tool for imparting vital social and emotional skills to children. While we are deeply passionate about teaching the game's intricacies, our ultimate goal is to empower and help shape resilient, empathetic, and socially adept young minds.

Our Pledge

Holistic Development: Beyond chess tactics and strategies, we focus on harnessing the game to nurture essential life skills: patience, resilience, empathy, and strategic thinking. We pledge to foster a learning environment that prioritises these values.

Safety First: Every child has the right to learn in an environment free from harm. We uphold a zero-tolerance stance towards any form of physical, emotional, or psychological mistreatment.

Collaborative Learning: Social and emotional development thrives in collaborative settings. We promote a sense of community among our students, ensuring they learn the importance of teamwork, mutual respect, and understanding.

Open Communication: We understand the importance of trust. Our doors and hearts are always open to parents, caregivers, and guardians. We maintain transparency in all our interactions, ensuring that the welfare of our students remains a shared responsibility.

Continuous Growth: The landscape of child protection and emotional well-being is ever-evolving. We commit to ongoing learning, adapting our methodologies and safety protocols in line with current research and best practices.

This strategy has been developed to ensure that all children and youths have a safe, inclusive and engaging learning environment.

Approved by

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Code of Conduct

The Chess Mates community thrives on respect, understanding, and the shared goal of fostering social and emotional development through the medium of chess. Our Code of Conduct serves as a guiding beacon for all interactions within our organisation, ensuring a safe, respectful, and positive environment for our students, staff, and volunteers.

Interactions with Students

Student-teacher ratios: All classes have a 16:1 maximum and no less than a 2:1 ratio to ensure all children are supervised correctly and to prevent any teacher from having only one student alone.

Supervision: Children are **never** to be left alone. Guardians are also **not** required to stay throughout the Chess Mates lesson unless agreed due to any extra needs of the child. An adult must collect all prep-aged children, whether this is a parent, guardian, school or Chess Mates staff member. At the beginning of every class, attendance will be taken and recorded. For absent students, parents/guardians will receive an automatic email alerting them to their child's absence. We will follow up if a parent informs us that a child should be in attendance. At the end of every class, guardians collect students, and the Chess Mates staff member releases each child individually to their guardian. Staff must use reasonable judgement to determine whether or not it is safe to release the child to their guardian in the event they are violent, intoxicated or presenting unsafe behaviour. Chess Mates staff members must not leave any children unattended and will contact any late parents before waiting with the child or dropping them off at the Outside of School Hours Care (OSHC) provider for the school.

Respect and Dignity: All students, regardless of background, age, gender, disability, race, or religious belief, must be treated with respect and dignity.

Positive Reinforcement: Teachers must use praise and positive reinforcement rather than criticism or negative language.

Appropriate Boundaries: Staff must maintain appropriate physical and emotional boundaries at all times. Physical contact should only be in a manner that is respectful, appropriate, and relevant to the teaching of chess. Staff must use their best judgement to determine if the child appears comfortable with the appropriate physical contact, and cease that contact immediately if they are judged to be uncomfortable, provided it is safe to do so.



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Appropriate Physical Contact	Inappropriate Physical Contact
When providing first aid - always documented	Having a child sit in your lap
Providing encouragement or praise in the form of a high-five or similar gesture	Pushing/shoving/hitting/kicking/beating/biting/shaking
Providing comfort	Giving children alcohol or drugs
Making contact on the arm/shoulder to gain the attention of a child with a disability.	Causing fractures or bruising or physical damage of any kind
	Sexual contact of ANY kind

Private Interactions: Staff must avoid being alone with a single student out of sight of others. If one-on-one situations are required, steps will be taken to ensure they take place within the view of others. Any interactions outside of Chess Mates services **must** always be professional and appropriate.

Applying First Aid:

Chess Mates staff will provide first aid to children if necessary, and they hold a current first-aid qualification.

Change Rooms and Toilets

Children must be provided with a bathroom whose use is strictly off-limits for adults. Staff may only enter a changeroom, bathroom or toilet if there is an immediate risk to a child's well-being. If a child requires assistance, this must be provided privately, discreetly and appropriately, and the guardian be informed upon collection. All children requiring the bathroom must travel in pairs.

Appropriate and Inappropriate Language

All staff are trained to ensure appropriate language is used within all interactions to ensure a safe, inclusive and engaging learning environment. This includes identifying actions that constitute bullying, discrimination and sexual harassment. Staff must also provide a culturally



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safe and inclusive environment for all members of the Chess Mates community. This includes ensuring no challenge to and or denial of one's cultural identity, experience, or values.

Appropriate Language

Affirmative Phrases: We use language that uplifts and validates students' feelings and efforts.

Example: "You showed great patience in that game!"

Example: "I can see you've been practising; well done!"

Inclusive Terminology: We employ language that promotes inclusivity and does not alienate any students.

Example: "Everyone, gather around the board."

Example: "All players, please take your seats."

Constructive Feedback: We offer criticism in a constructive manner, focusing on the action or behaviour, not the individual.

Example: "Let's try a different strategy next time."

Example: "I noticed you missed that move; would you like some tips?"

Empathetic Responses: When students share feelings or struggles, we respond with understanding and empathy.

Example: "I understand how you feel; losing can be tough, but it's a part of learning."

Example: "It sounds like you're feeling frustrated; let's work through this together."

Inappropriate Language

Negative Labels: We Avoid language that demeans or categorises students negatively.

Example: "You're a slow learner."

Example: "Stop being such a crybaby."



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Exclusionary Phrases: We avoid language that might single out or exclude certain students.

Example: "Boys are usually better at strategic thinking."

Example: "Girls shouldn't get so emotional during a game."

Sarcasm or Mockery: Using sarcasm is discouraged, especially with younger children, as it can be misunderstood and hurtful.

Example: "Well, that was a brilliant move, wasn't it?"

Example: "Maybe next time you'll think before you make a move."

Overly Personal or Intrusive Comments: We refrain from commenting about a student's personal life or appearance unless it's directly relevant and positive.

Example: "Shouldn't you be on a diet?"

Example: "Why don't you ever dress like the other children?"

Behaviour Management Strategies

Please refer to Appendix 1 for the Chess Mates training material provided to all staff, which outlines how they are expected to manage behaviour.

Behavioural Standards for Staff and Spectators

Professionalism: Staff and spectators must behave professionally and set a positive example for students. Staff must also act within the guidelines outlined in any relevant Human Rights legislation and refrain from denying any person any right assured by said legislation. Any person failing to comply with this clause will be removed from the premises, and the appropriate persons or organisations will be notified.

Conflict Resolution: Staff and spectators should address any conflicts with patience, understanding, and respect. We aim to model positive social and emotional behaviour for our students.

Confidentiality: We respect the privacy of students, staff, and spectators and safeguard any personal information you might handle.



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Substance Free: We do not allow the consumption of alcohol, drugs, or any substances that can impair judgement during working hours or while representing Chess Mates and or attending a Chess Mates event. Chess Mates has a zero-tolerance policy for the consumption of any substance that may impair a staff member or guardian's ability to care for children.

Culture-Inclusive Practises: Chess Mates operates within the practice of open and honest communication with staff, students and their families. We aim to enable all parties to feel comfortable, understood, heard and safe whilst enjoying our services at all times. This includes staying up to date with contemporary cultural ideals. Chess Mates does not exclude any children based on religion, cultural background or nationality and welcomes all to attend our classes and events. In the spirit of reconciliation, Chess Mates acknowledges the Traditional Custodians of Country throughout Australia and their connections to Land, Sea and Community. We pay respect to their Elders, past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.

Health and Safety

Hygiene

Children will be provided with and asked to utilise hand sanitiser upon each entry and exit to the room. Reasonable assistance will be provided when other hygiene products are required, including contacting the child's guardian when necessary.

Sun Safety

Children are required to wear a hat when outside for any period of time longer than a few minutes. We also encourage children and parents to utilise sunscreen. Children will not be allowed outside for more than one hour at a time between 10:00 a.m. and 2:00 pm to prevent heat exhaustion or heat stroke. Children will be encouraged to drink water in regular increments to prevent dehydration. Children must also be allowed to rest in a shady area if desired. If a child presents with any symptoms of heat exhaustion, they must be immediately removed from the situation and treated appropriately.

Emergency and Evacuation Procedures

All venues utilised by Chess Mates provide emergency and evacuation procedures, which staff must familiarise themselves with before children arrive.

Management of Illness and Injury



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Guardians are encouraged to disclose any relevant medical conditions to ensure our staff are aware and able to respond to incidents. First aid will only be administered by certified persons and only to the degree to which they are certified. If our staff do not have sufficient certification, the incident will escalate to onsite persons at that partner school. First aid equipment is available at the administration at each partner school. In the event of an infectious disease, the infected persons will be removed from the group and treated accordingly. All guardians will be notified and, as such, will be responsible for any further monitoring and or treatment. Guardians must also ensure Chess Mates staff can access an EpiPen or any medication necessary if required and with permission from Guardians.

Classroom Expectations

Attendance

Attendance must be taken promptly and accurately at the beginning of all sessions.

Photography

All staff must ensure that appropriate permissions are received from guardians before any photographs, video and sound recordings, which include children or young people, are created. Further permissions must be obtained before media involving children or young people is posted online. Chess Mates does not provide any identifying information with any photographic content created and/or shared.

Technology, Digital and Social Media

Appropriate Boundaries: Staff must not engage with students on personal social media platforms. Any digital communication should be transparent and align with Chess Mates' mission.

Digital Footprint: Staff are encouraged to remember that online interactions leave a lasting footprint. Act with professionalism and discretion on all platforms, keeping the reputation of Chess Mates intact.

Storage: Chess Mates stores all media securely in a private, password-protected digital file system. This password is changed frequently in accordance with best practices. Head office personnel are the only members of staff who have access to this file. All personal information collected by Chess Mates is destroyed or de-identified in accordance with the *Privacy Act 1988* (Cth).



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Publication: Any published media is the property of Chess Mates and must not be used in any capacity outside of the company and its providings. This includes, but is not limited to, copying, editing, reproducing and any manipulation in an inappropriate way.

Technology in Classrooms and Events

Children are prohibited from using personal technology during lessons or events. Staff can utilise screens/projectors in a classroom environment or event where children would be supervised using said technology.

Social Media Access

Only a select few staff members in the head office have permission to post on and edit the Chess Mates' social media accounts. These accounts are available for the public to comment on but are closely monitored. Any offensive or inappropriate comments will be removed.

Cyberbullying

Staff are required to adhere to our policies and procedures on Social Media use, which include refraining from posting, sending, forwarding, sending or using, in any way, inappropriate material, including but not limited to material that:

- Is intended to (or could possibly) cause insult, offence, intimidation or humiliation to the Company or its clients, business partners or suppliers;
- Is it defamatory, or could it adversely affect the image, reputation, viability, or profitability of the Company or its clients, business partners or suppliers; and/or
- Contains any form of Confidential Information relating to the Company or its clients, business partners or suppliers.

Reporting

Observation: If another member of the community is acting in a manner that may be inappropriate or breaching this code, it's our responsibility to report it to the appropriate authority within Chess Mates immediately.

Incidents: Any incident that resulted in any form of harm, whether physical, emotional, or psychological, must be reported. Staff must immediately alert their manager and fill out an incident report. Any necessary parties, including guardians, school staff, and or medical personnel, will also be contacted.



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Open Dialogue: We encourage an environment where concerns can be raised without fear of retribution. The safety and well-being of our students are paramount.

The Media: No personal information will be divulged to any media outlet or individual associated with any such organisation and or acts as a private source of information gathering for related purposes. Only members of senior management are authorised to speak on behalf of the company to the media.

By adhering to this Code of Conduct, we strive to ensure that Chess Mates remains a place of safety, respect, and positive growth for all community members.



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Recruitment, selection, training and managing staff

At Chess Mates, our team is the foundation of our success. Their interactions with our students directly influence the students' development both in terms of chess skills and social and emotional growth. As such, our recruitment and management practices are built on the principles of integrity, excellence, and continuous growth.

Recruitment & Selection

Position Descriptions: Clearly define roles, responsibilities, and expectations for every position, ensuring alignment with our mission and values.

Advertising: Job postings will emphasise our commitment to child safety and the importance of social and emotional development in our curriculum. Postings will also outline the preclusion of excluded and restricted persons from applying.

Background Checks: Mandatory background checks, including criminal record checks and working-with-children checks, will be conducted for all potential hires.

Interview Process: Candidates will undergo a rigorous interview process that assesses their chess proficiency and understanding of and commitment to social and emotional learning, this includes the Area Manager providing scenarios relative to the position.

Selection: Criteria are based on the specific needs of the open position. These criteria are clearly outlined in any job posting.

Probationary Periods: All part-time and full-time positions include a mandatory six-month probationary period, after which their suitability for the position will be evaluated.

Training

Orientation: New team members will undergo an orientation process to familiarise them with Chess Mates' values, Code of Conduct, and our focus on social and emotional development. New staff are provided with access to a document outlining the roles of head office staff, as well as their contact information.



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Child Safety Training: Mandatory training on child safety protocols, recognising signs of abuse, mistreatment or neglect, and appropriate reporting mechanisms. All staff members are required to complete the Brisbane Catholic Education Student Protection and Code Of Conduct training for volunteers and other personnel and the Mandatory All Staff Training Program Key Messages guide required for State schools annually.

Continuous Professional Development: Training workshops and compliance, including senior teachers attending classrooms to ensure all staff effectively deliver social and emotional content and manage behaviour to Chess Mates' high standards.

Feedback and Review: Regular feedback sessions to ensure team members are aligned with Chess Mates' values and are effectively implementing the curriculum.

Managing Staff

Performance Reviews: We conduct regular performance reviews to ensure staff meet organisational standards, focusing on their interactions with students and their commitment to fostering a safe, respectful environment.

Open Communication: We promote a culture where all members of the Chess Mates community feel comfortable raising concerns or seeking guidance, ensuring the best outcomes for our students.

Addressing Breaches: Any breaches of our Code of Conduct or policies will be addressed promptly, with consequences ranging from further training to termination, depending on the severity.

Ongoing Support: We provide team members with resources, mentorship, and support to ensure they can excel in their roles and contribute positively to the Chess Mates community.

By rigorously adhering to these guidelines, we ensure that Chess Mates remains a beacon of trust, excellence, and positive impact for every child who joins our classes.



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Handling of Disclosures or Suspicions of Harm

In our mission to provide an environment that fosters both chess skills and social-emotional development, the safety and well-being of our students are paramount. If a student discloses harm or if there are suspicions of harm, Chess Mates has a clear and defined procedure to ensure that concerns are addressed promptly and appropriately.

Type of Abuse	Definition
Physical Abuse	Hitting, kicking, biting, beating, burning, pushing, or any other physical contact in an aggressive manner.
Psychological and Emotional Abuse	Behaviour that aims to cause emotional or mental harm.
Neglect	Failing to provide adequate and safe care of a child or young person.
Sexual Abuse	Any interaction, whether attempted or actual, between a child and an adult in which the child is used for sexual stimulation of the perpetrator or an observer. This can include both physical and non-physical behaviours.
Sexual Exploitation	Actual or attempted abuse of someone's position of vulnerability, differential power or trust to obtain sexual favours including but not only by offering money or other social economic or political advantages.

All Chess Mates personnel are required to follow the below procedure in the event of a disclosure of abuse or harm.

Immediate Response

Listen Actively: If a child chooses to confide in you, give them your full attention. Avoid showing shock or disbelief.

Example: "I'm here for you. Please tell me what happened."



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Stay Calm: It's essential to remain calm and reassure the child that they did the right thing by speaking up.

Example: "Thank you for telling me. We'll make sure you're safe."

Do Not Investigate: Avoid asking probing or leading questions. It's essential to gather enough information to act but avoid potentially influencing the child's account.

Example: "Can you tell me more about that?" rather than "Did X do this to you?"

Reporting:

Immediate Reporting: Any disclosures or suspicions must be reported to the designated Child Safety Officer or appropriate authority within Chess Mates as soon as possible. Any external body requiring notification under the Child Protection Act 1999 or the Civil Liability and Other Legislation Amendment Act 2019 must also be contacted. A list of contact details for these bodies can be found in Appendix 2.

Document Everything: The child's exact words, any observations, and any actions taken should be recorded by the attending staff member. This is to be done as soon as possible to ensure accuracy.

Confidentiality: The disclosure details or suspicion should only be shared with those who need to know, ensuring the child's privacy and dignity are upheld.

Follow-Up

External Reporting: If there's a reasonable belief that a child is at risk, the relevant child protection agency or law enforcement should be contacted immediately.

Ongoing Monitoring: Monitor the child's well-being without making them feel singled out or uncomfortable. Check in with them periodically to ensure they feel safe and supported.

Training and Awareness

Promote a Safe Environment: Regularly reinforce the idea that Chess Mates is a safe place for children, and they can always approach staff with concerns or issues.



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Every child deserves an environment where they feel safe, valued, and heard. Chess Mates remains steadfast in its commitment to uphold these principles, ensuring that every disclosure or suspicion is addressed with the gravity, sensitivity, and professionalism it deserves.



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Managing Breaches

Chess Mates is built on a foundation of trust, integrity, and a genuine commitment to the well-being of our students. Breaches of our policies, no matter how minor they may seem, can jeopardise that trust and potentially put our students at risk. Therefore, we have a clear protocol in place to address, rectify, and learn from any breaches. Senior management is responsible for managing all types of breaches.

Identification of Breaches

Definition: A breach is defined as any action, behaviour, or omission that goes against the policies, procedures, or Code of Conduct established by Chess Mates.

Reporting: All members of the Chess Mates community, be it staff, volunteers, parents, or students, are encouraged to report any perceived or actual breaches immediately to the designated authority within the organisation.

Documentation: All reports and observations related to a potential breach should be meticulously documented, ensuring the capture of dates, times, involved parties, and a description of the incident.

Investigation

Prompt Action: Upon receiving a report, the designated authority will begin a preliminary investigation as soon as possible.

Neutrality & Fairness: The investigation will be conducted impartially, ensuring all parties involved have a chance to share their perspective.

External Involvement: If the breach is of a severe nature, external authorities such as law enforcement or child protection agencies may be informed and involved.



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Consequences

Proportional Response: The consequences for a breach will vary depending on its nature and severity but could range from additional training to suspension to termination of employment or affiliation with Chess Mates.

Notification: All relevant stakeholders will be informed of the breach and the actions taken while still respecting privacy laws and regulations.

Support Services: Depending on the nature of the breach, support services, counselling, or additional resources may be offered to those affected.

Review and Preventative Action

Reflection: After addressing the immediate concerns, a reflective process will be undertaken to understand the root causes of the breach.

Policy Revision: If needed, policies and procedures will be revised to prevent similar breaches in the future.

Training: Continuous training will be provided to all staff and volunteers to ensure they are well informed and updated about the policies and procedures of Chess Mates.

At Chess Mates, we view breaches not just as unfortunate incidents but as opportunities to reinforce our commitment to safety and integrity. By addressing them transparently and constructively, we aim to continually elevate the standard of trust and safety in our community.



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Compliance with the Blue Card System

At Chess Mates, our commitment to child safety is unwavering. As a reflection of this dedication, we strictly adhere to the blue card system requirements, ensuring every member of our team working directly or indirectly with children has met the necessary screening processes. Staff are responsible for their own Blue Card applications, whereas Senior management is responsible for managing Blue Card outcomes. If a staff member had a Blue Card negative notice, had their Blue Card suspended or cancelled, or had their application withdrawn, their employment with Chess mates would cease immediately.

Application and Renewal

Mandatory Application: All staff and volunteers who interact with children as part of their role at Chess Mates are required to hold a valid blue card before commencing their duties.

Timely Renewals: We maintain a database of blue card expiry dates and ensure that renewals are processed well in advance of expiration.

Verification

Authenticity Check: All blue cards are verified for authenticity upon submission to Chess Mates.

Ongoing Monitoring: We use the online employer portal provided by Blue Card Services to stay updated on any changes to an employee's or volunteer's blue card status.

Record Keeping

Secure Storage: All blue card details, including card numbers and expiry dates, are stored securely in line with data protection and privacy regulations.

Accessibility: These records are accessible only to authorised personnel and are periodically reviewed for accuracy.



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Training and Awareness

Education: All staff and volunteers are informed about the importance of the blue card system and are trained on the application and renewal processes.

Updates on Changes: Any updates or changes in the blue card system legislation or processes are promptly communicated to relevant stakeholders.

Responding to Suspensions or Cancellations

Immediate Action: If notified of a blue card suspension or cancellation, the individual will immediately be removed from any role that involves contact with children until the matter is resolved.

Review & Assessment: The individual's engagement with Chess Mates will be assessed based on the nature of the suspension or cancellation, ensuring the safety and well-being of our students remains paramount.



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Promoting the Blue Card System

Transparency: We openly communicate our adherence to the blue card system to parents, guardians, and the wider community, highlighting our commitment to child safety.

Encourage Community Adoption: We advocate for the use of the blue card system within our chess community and among partners, emphasising its value in safeguarding children.

By strictly adhering to the blue card system's requirements, Chess Mates ensures that we comply with regulatory standards and provide an environment where students, parents, and staff have the utmost confidence in our commitment to child safety.



High-risk Activities and Special Events

While the primary focus of Chess Mates is on teaching social and emotional development through chess, we recognise that there will be times when special events, tournaments, or activities might introduce higher levels of risk. To ensure the safety and well-being of our students during these times, we've established the following guidelines:

Identification and Assessment

Risk Identification: Before organising any special event or activity, a thorough risk assessment will be conducted to identify potential hazards.

Risk Evaluation: Each identified risk will be evaluated based on its potential impact and the likelihood of it occurring.

Risk Documentation: All findings will be documented, and this information will be made accessible to relevant stakeholders. These include:

1. The nature of the event or activity
2. The aims and objectives of the event or activity
3. The environment and location of the event or activity
4. The persons involved in running and participating in the event or activity
5. Any potential risks of harm to children associated with the event or activity
6. The likelihood and consequences of the identified risks
7. The level of risk, on a scale of low, medium or high
8. The strategies to be implemented to mitigate the risks

Planning and Precaution

Safety Protocols: For every identified risk, appropriate safety protocols will be established. This might include additional supervision, safety gear, first-aid provisions, or specific training.

Staff Training

Awareness: All staff and volunteers will be made aware of the risks associated with an activity and the necessary protocols to mitigate them.



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On-the-Day Precautions

Briefing: Before the commencement of any special event, a safety briefing will be conducted for all participants, emphasizing key precautions and emergency protocols.

Emergency Access: Ensure that the venue or location of the activity has easy access to emergency services and that emergency contact numbers are readily available.

First-Aid Provisions: A well-equipped first-aid kit will be on hand, and at least one staff member or volunteer with current first-aid certification will be present.



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Communication and Support Strategies

At Chess Mates, we recognise the importance of maintaining clear channels of communication with our stakeholders, the students, their parents or guardians, our staff, and the wider community. Coupled with a robust support system, this ensures a cohesive and protective environment for our young learners. A copy of this document can be found on our website.

Transparent Communication

Regular Updates: We'll update parents or guardians regularly about class schedules, special events, and any potential high-risk activities. This ensures they're well-informed and can decide their child's participation.

Feedback Channels: Parents, guardians, and students have various means to provide feedback, raise concerns, or ask questions. These include direct contact via email, online forms and in-person.

Information Accessibility: All our policies, guidelines, and procedures will be available for review by any interested party, ensuring transparency in our operations.

Training & Awareness

Staff Training: Regular training sessions will equip our staff and volunteers with the necessary knowledge about our policies, communication protocols, and support mechanisms.

Student Orientation: At the beginning of each term or session, students will be introduced or reacquainted with the rules, their rights, and the available support systems.

Support Systems

Peer Support: Older or more experienced students will be encouraged to act as mentors, providing a peer support system, especially for new or younger members. This extends to pairing new teachers with senior teachers for a minimum of six sessions.

Grievance Handling: A transparent grievance handling process has been established, ensuring that any complaints or concerns raised are addressed promptly and effectively.



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Emergency Communication

Emergency Contacts: We'll maintain a regularly updated list of 2 emergency contact numbers for each student, ensuring we can reach parents or guardians quickly.

Incident Reporting: In case of any incident, a clear communication protocol exists to inform all relevant parties while respecting privacy laws and guidelines.

In fostering a culture of open communication and robust support at Chess Mates, we aim to ensure that everyone feels heard, valued, and protected. Together, we'll create an environment where learning and growth are built on a foundation of trust and safety.



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Appendices

1. Behaviour Management

Issue/Problem	Positive response	Negative response
Throwing pieces	"I can see this is hard for you right now. Let's pick up the pieces together and see how we can make it better."	"Pick up those pieces!"
Not playing the person they want.	"I understand, I would like to play with my friends all the time too but why don't we try a challenge of playing someone new and then if we have time you can finish with your friend"	"Too bad, this is your partner today."
Not wanting to play at all.	Don't pressure them to play. Try to find out why. If you can fix it, great. Otherwise, try different aspects of getting chess knowledge. I.e. Who am I? Game, guess the piece on the head, puzzles.	"You're at chess, so you need to play."
Struggling to understand any provided information.	Sit down with them and explain again in a different way. You can also utilise a 'tiny teacher' and get one of the more experienced children in the class to help them out. Sometimes, the children can explain it better!	"I haven't got time to explain again." "You should have listened the first time."
Losing pieces	"It is really tricky to lose our pieces, but we can't play a game of chess without losing any pieces....the game would go on forever and ever and ever.....it is just a game. It's supposed to be FUN!! Let's look at our defenders to ensure our pieces are safe and have a buddy."	"Tough, that's chess!"
Losing games.	I would be pretty upset, too, if I just lost a game. (acknowledge the feelings, it's a big deal!) "What do you think you could do differently next time?" and "Would you like	"It doesn't matter." "Everyone loses."



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	some help?" (asking if they know why they lost is super helpful, and making sure they know they have support for the next game is really important).	"It is what it is!"
Gloating/boasting	"Is that a way to celebrate a win?" or "Think about how that makes X feel?"	"But they won..."
Crying	Find out why they are crying and ask what you could do to help. They may just have had a really bad day and need some reassurance! They may be tired (most classes are at the end of the day). Give them a 5-minute break and then check in and ask to rejoin the lesson.	"Stop crying."

It is your job as the teacher to connect with the children on all levels, not just with chess.

Chess is just the tool we use to teach and foster social and emotional development. Children learn to be brave, courageous, resilient, problem solvers, accept loss, take turns, be forward-thinking, decision-making, consequences of actions and have good sportsmanship.

Engagement

Quite often, we have seen some teachers in classes struggling with keeping children engaged. When this happens, we have noticed that people just seem to carry on delivering the lesson, while the children are not paying attention, not listening, and probably touching things they shouldn't be touching, i.e. books, chess pieces, pencils, etc. At this point, it becomes very difficult to get them back on track. You need to catch this as quickly as possible. It starts with one kid and then snowballs to the rest of the class! Some good strategies for this are as follows:

If you notice children chatting amongst themselves, stop that asap and ask them to switch their listening ears on.

Stop the class and wait for the children to all be looking at you - some good attention grabbers:

- "1 2 3 eyes on me", the children can reply, "1 2 eyes on you."
- clap a pattern - the children clap the same pattern back (an extension of this is after the clap holding your hands up and the children have to watch you until you clap again and they try and clap at the exact same time as you....holds their attention and makes it a challenge)
- use fast instructions - hands on heads, hands on shoulders, hands on elbows etc.



Child and Youth Risk Management Strategy

If you are using any of the attention grabbers, please make sure you are explaining what happens and your expectations to the class first. It will not work unless they understand what is expected! Try a few and see what works for you and your classes.

Always try to bring the children's attention and focus back to the task at hand, and utilise their individual strengths and personality in order to build confidence and connections within your classes.

Chess Mates classes should be engaging, FUN, and a safe space for kids to be kids!

A lot of behavioural issues will arise from teachers not being able to engage within the classroom. If you can nail this, then it will be a much easier, more productive class for everyone.

Behaviour Management



- ★ Remain calm
- ★ Use kind but firm voice
- ★ Set clear boundaries
- ★ Give the option of choices
- ★ Reach out to head office for guidance
- ★ Ok for kids to have a break if needed
- ★ **No** ipads/electronics
- ★ Set class rules
- ★ Ask if that is a 'sensible choice'
- ★ Use more advanced students as 'Tiny Teachers'
- ★ Validate/Name feelings/emotions
- ★ They are little people with **BIG** feelings!
- ★ Be understanding and patient



Emotionally Intelligent Communication



- ★ Language = no complicated words
- ★ Soft eyes = when eyes are soft, voice is soft. Approach will be calm and balanced
- ★ Be compassionate
- ★ Connect but don't correct
- ★ Name it to Tame it
- ★ Create a space for the emotion
- ★ Problem solve together.

Connect but don't correct - The acknowledgment of a problem, validating the feelings behind the problem ("I can see that this really upsets you, and that's ok"), not correcting behaviour **BEFORE the acknowledgment**. You can ask for a correction after the validation - "Do you feel like you are ready to pick those pieces up yet?" and praise the good behaviour once it happens: "Great job."

Name it to tame it - this comes down to naming the emotion **you** can see as the adult in the room.

ie Anger/frustration/ sadness/shyness/anxiety/fear

If you can name the emotion and let the child know that is what they are feeling, this helps them to start regulating their emotions as quite often, children can't identify which emotion they are feeling when it is a BIG emotion.

Consequences

You should be clear with rules and boundaries within the classroom and make all children aware of the consequences following repeated behaviour ie: using a 'strike' system name on the board, phone call home to parents, removal from class etc



Child and Youth Risk Management Strategy

Appropriate Consequence	Inappropriate Consequence
Name on the board for poor behaviour	ANYTHING physical
A phone call to parents regarding behaviour	Deciding the child cannot return to class in the future
Taking a 'breather' 5 minutes	Belittling, name-calling, and or any form of verbal abuse
Going over the rules of class weekly with the children	Sending the child home early (This can only be done after parents have been contacted and have come to collect the child)
Stopping the class to 'talk it out'	Sending a child outside of the classroom out of sight
Taking the child aside to discuss what the cause is for poor behaviour quietly	Shaming or embarrassing the child in front of their peers.



Child and Youth Risk Management Strategy

2. Contact Details for External Authorities

Body	Phone Number
Queensland Police Service (Urgent)	000
Queensland Police Service (Non-Urgent)	131 444
The Department of Child Safety Women and Youth Services	1800 811 810 1800 177 135 (after hours)
Victims Assist	1300 546 587
Kids Helpline	1800 55 1800
Aboriginal and Torres Strait Islander family wellbeing services	1300 117 095