



Edmen/DCP orientation workbook



We encourage honesty and transparency through communication.

We create a safe and respectful environment for open collaboration.

We welcome new ideas and different perspectives.



We have resilience and bravery to fully execute actions despite any barriers.

We demonstrate curiosity to continually innovate and improve.

We cultivate a culture of openness to give and receive feedback to accelerate our growth.

BE MEMORABLE

We take responsibility for how we make people feel.

We give a damn and work to exceed expectation in every facet of our work.

We ensure the energy we bring builds a fun and positive team spirit.

BE EXTRAORDINARY

We believe anything is possible.

We are willing to take risks for continual growth and learning.

We embrace opportunities and be flexible and adaptive to change.

Edmen have created a supporting workbook for you to create a toolbox of knowledge, supports and strategies that help you on your journey as a Youth Support Worker (YSW). This workbook is designed for you to complete within the first 30 shifts upon completion of your induction training.

TASK LIST	Date Completd
Administration and Information Sharing	
Able to locate and use Edmen's Active App	
Has contact numbers for Edmen for shift changes or queries.	
Service co-ordinators email:	
Onsite sign in sheet – Sign in with full name as per drivers' licence with alternate names bracketed	
Can navigate the DCP Agency Portal to access DCP policies and procedures.	
https://www.childprotection.sa.gov.au/service-providers/agency-staffing-portal-	
<u>disclaimer</u>	
USERNAME: DCP Residential	
PASSWORD: Resicare2021!	
Able to access and find password and utilise the house email system	
Able to access and utilise the e-log system in the house	
Able to access and understand the use of 93 files in the house	
Understands the DCP policies for archiving confidential information	
Understands the Senior Youth Worker, Mobile Night Team, and Supervisor role structure	
Work Health and Safety	
Able to identify where to store personal belongings	
Able to locate first aid kits, fire extinguishers, duress alarms and evacuation plans	
Able to access the new site risk assessment	
Able to locate bush fire ready kits	
Able to locate black out kits	
Understands who to raise WHS issues with	
Understands how to keep keys secure on person, not give keys to child or young	
people, what to do if keys are broken or misplaced	
Able to access the lock box	
Able to access and use various locks and security measures	

Has an understanding what to do if the fire alarms are triggered for emergency and	
non-emergency situations	
Can complete duress testing	<u> </u>
Understands extreme weather warnings, sun smart policies, swimming and beaches	
and patrolled waters	
Understands how to use the rescue knife and reviewed procedures	
Has read the medication procedure and medical treatment policy	<u> </u>
Understands "self-care" and managing stress and anxiety	<u> </u>
Understands how to access the EAP	
Working legally and ethically	
Understands the Youth Support Worker role as per job description and training	
Understands the children and young people's safety act	
Understands Edmen's core values	
Has read the code of ethics	
Has an understanding of what a breach of duty of care is (Child being severely sun	
burnt, sleeping while on active night shift, language and tone when speaking to	
children, moving a child or young person in their room during an incident and	
bruising/injury occurring, action required if a child and young person reports to you	
that they have a complaint about a staff member)	
Read and review safeguarding practice papers and protective behaviours and sexual	
education for children and young people in care practice paper	
Able to identify how to respond to allegations of abuse	
Identify duty of care obligations especially around supervision	
Administration and information system	
Complete a to do list to organisational standards	
Complete a payment form	
Able to complete a house grocery shop via Woolworths online or on person	
Able to set up a menu planner	
Able to complete a grocery list	
Understands the relationship between e-log entry, diary entry to do lists, weekly	
updates	
Has an understanding of time management skills with balancing administration tasks	
while maintain a child focus.	
Understands the information sharing guideline procedure	
Understands Edmen's supervision requirements	
Understand Edmen's performance management policy	
Sanctuary	
Has completed a Chill card	
Has seen and can access a self-care plan	
Has seen or completed and all about me	
Transport	
Can find and access the create and safe nurturing home in residential care – Transport	
children and young people from DCP residential care chapter	
Understands Edmen's policy around providing a safe vehicle for transport	
Can complete a vehicle logbook	
Utilise DCP car vehicle.	

Use keyless entry, start and stop feature. Fit car seat/car restraint Drive and maintain vehicle appropriately. Ensure car keys are kept secure at all times Has an understanding of responsibilities when driving location vehicles including safety, legal and ethical responsibilities Understands what to consider and plan when transporting children and young people Ability to contingency plan if a child were to escalate while being transported (i.e., mobile phone, support, safe parking area, emergency support locations or numbers, spare bus tickets etc) Understands the Significant Incident Reporting policy and procedure **Routines** Read and reviewed create a safe and nurturing home in residential care and understand how to apply it in their role. Able to undertake morning and wake up routines with children and young people Administered medication and documented follow the medication procedure Has understand of school run times and routines Can plan and prepare for an outing Understands house routines, programs and appointments Can following house shopping routines Communication Can engage in effective and open communication with children, young people and staff Understands the other houses in the area and locations and how they can support Understands the role of key stakeholders that support the child or young person Can provide a thorough handover and implement a community meeting to the next shift Understands the use of the house phone Can read and review the e-log practice procedures and bias on child protection practice paper Can complete a e-log entry relating to Medication Phone call Incident Synopsis • Logging in and logging out Relationship building and supporting positive behaviour Read relationships and strength-based practice paper Read Supporting children and young people in care with complex behaviours Able to build rapport with YP by Planning and preparing an activity Understanding the benefits to a child and young person Thinking about how to get all YP involved. Managing challenges Can identify strengths and challenges, likes, and dislikes for current young people in the house.

Supporting YP with complex behaviours	
Read the supporting young people who are at risk with self-harm and suicide	
prevention practice paper	
Understands the MPR procedure and has read the practice paper	
Understands the SIRU procedure	
Can utilise a reflection form	
Understands how CPI/SIT training can be used in the workplace and how it is applied to a wellbeing plan	
Understands the Sanctuary model of care.	
Chill cards	
Community meetings	
All about me	
Psychoeducation games	
S.E.L.F framework	
Understands the key principles for behaviour management	
Understands developmental issues present in children and young people relating to	
complex trauma	
Working with Aboriginal and Torres Strait Islander children and young people	
Read the Aboriginal and Torres Strait islander child principal placement practice paper	
Read identify and respond to the cultural needs of Aboriginal children and young people	
Working with Diversity	
Read identify and respond to the cultural needs of children and young people CALD	
practice paper	
Read working with children and young people disability practice paper	
Supporting children and young people who identify as LGBTIQA+ practice paper	

Appendix A: E-log abbreviations

Term	Meaning	Term	Meaning
MED	Medical information/medication	MPR	Missing Persons Report (SAPOL)
ACH	Positive achievement	MFP	Missing from placement (no SAPOL)
LEGAL	Legal information/youth justice/court	BEH	Behaviour
INC	Incident	CM	Case Manager/Social Worker
FAM	Family	INFO	Information
MVT	Movement – leaving or returning to the placement	OBS	Observation
POLICE	Police involvement/intervention	PROG	Program/Education/School
ROU	Routine	VIS	Visitor
SW	Social Worker	S/O	Significant other

Using the codes above please complete the following information in the e-log table below.

Scenario 1: You arrive on shift at 14:15, staff member Jason Green has finished his shift at 14:30 and the young person Francesca is playing with their cars in the front lounge. The young person says, "hello to you and asks what the plans are for today?" They can be seen engaging in pretend play and smiling.

Scenario 2:

You are preparing dinner at 17:30 you notice Fred has changed his clothing to a black pair of tracksuit pants with writing down the side, a black hoodie, a black bum bag and yellow sneakers. Fred is on a court curfew and is to remain in the house from 8 pm. You start a conversation with Fred that you notice he is changed and ask is he going out? Fred says "no" in an abrupt manner. You remind Fred if he decides to go, he needs to be home by 8pm. Fred says, "fuck off'. As you go to the office fridge to get the meat for dinner you hear the front door open and shut. As you leave the office you go outside to see if Fred is still there you see he is walking down the road.

What steps do you take to get Fred home in time?

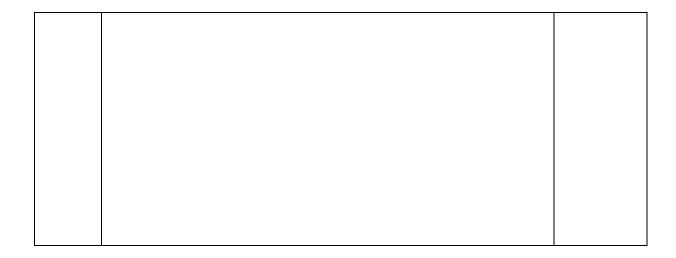
Scenario 3:

It is 03:00 and you are cleaning the house, you notice Lionel is out of bed getting a drink of water, you offer assistance and then tuck him back in to bed and say goodnight. There are 2 other young people in the house that are asleep in their rooms. You have noticed you have logged the time as 02:30 rather than 03:00.

Scenario 4:

You are leaving shift at 14:30 the next staff Betty Jane has arrived at 14:15, you need to complete a synopsis there are 4 young people who reside in the house Sarah who is at school, Tina who is at home in her room, Jake who is missing and Ahmed who is with his family.

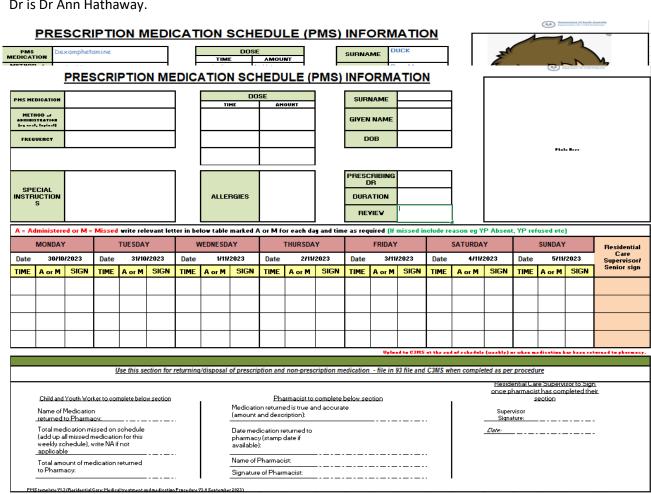
SYNOPSIS	

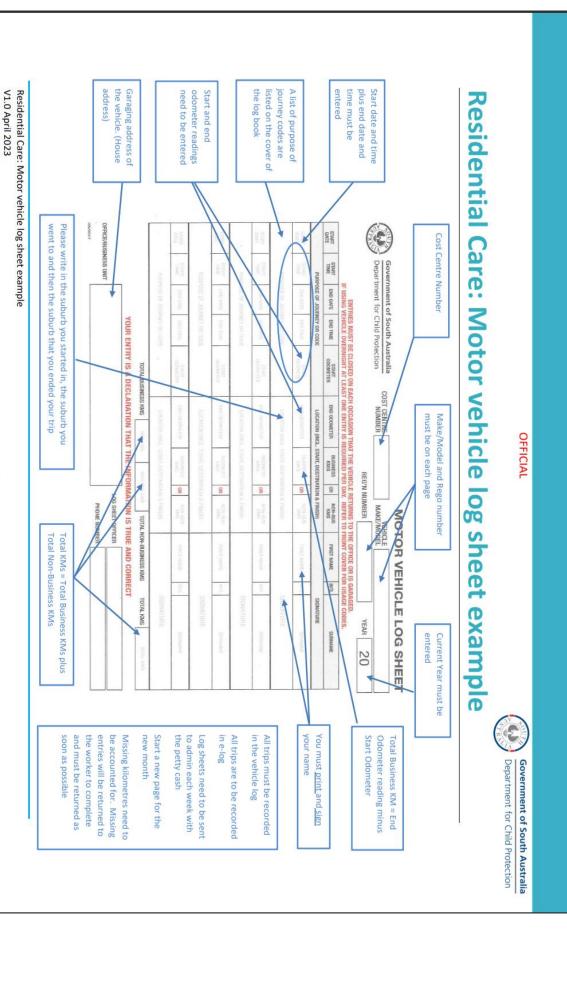


Medication template

Scenario:

Lesley Jones DOB 7/6/2015 takes 5mg of Concerta twice a day orally 7am and 7pm, the prescribing Dr is Dr Ann Hathaway.





OFFICIAL

Petty cash forms

Procedure: Count the petty cash away from the young person door shut whilst on handover with the previous staff on shift, sign if it is correct if not raise it to the senior youth worker. Count out petty cash before leaving with the next staff.

If utilising petty cash this needs to be discussed with the senior as they are the approving delegate for the money being utilised.

PAYMENT API	PROVAL		BUSINESS UN	IT/OFFICE:	RC Central	Region		⊕ #	time and of Sour agreed the reset	(Augustia (UST)
Unit / House								Date Purchased		
			VENDOR	PAYEE DETAILS (I	Applicable):					
Employee / Vendor Payee Name				Vendor ID				invoice Date		- Procedura Salar
Purchase Order / Reference #				Tax invoice #				Date Required		
		J	AYMENT DETAILS: (S	elect from Drop Do	wa Menu's es	applicable)				
Payment Type A	Purchase Card (Credit Card)		PAYMENT			Paymer	nt Type(s)			
Payment Type B			TOTAL	\$		Colle	cted by			
Account Code Type	Job Cost	Number of Rows	•							
CLIENT NAME	C3MS ID	TASK CODE	COST CODE	GST Tax Code	Ex GST \$	GST \$	Inc GST \$	Reason for I	ayment/ C	omments
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MANAGER / FINANCIA	L DELEGATE:		Jean Bacon			Signed:				
							TOTAL VA	LUE ISSUED	\$	
				CERTIFICATIONS						1948
PAYMENT TYPE(S) CO	LLECTED BY :					Signed:			1	1
PETTY CASH / ESSENT	NAL CARDS & SV	C CUSTODIAN:	Aa	ron Brambry		Signed;				ı
BUSINESS MANAGER:		Vi	Vicki Barbaro		100000000000000000000000000000000000000			1	1	
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Form Prepa	red By			Pleas	State if "Ot	her"				

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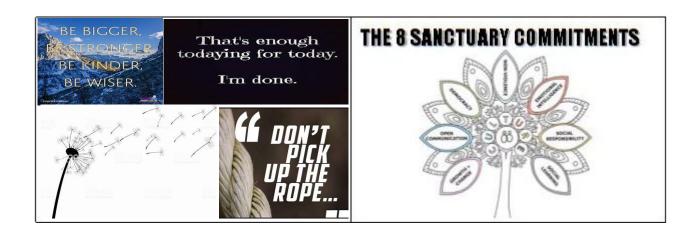
Lead up — What were the behaviours like before the incident, was there anything out of the ordinary?

Incident – Use factual detailed information, how did the YP present, how did you respond?

Intervention – What intervention did you use? Verbal de-escalation or CPI hold?

Therapeutic rapport – How did you re-build the relationship after the incident?

Carer summary of the incid	dent (attach additional pages as requ	uired)
Describe the incident, including intervention undertaken and for the incident, including intervention undertaken and for the incident, including intervention undertaken and for the incident, including incident, incid		ions (lead up to incident, actual incident,
Notify DCP senior child and y	outh worker or senior night office	er of incident and incident report:
Name of senior child and youth wo		
Carer's name:	Signature:	Date: / /



Community meetings

How are you feeling today?

What are your goals for today?

And who can help you?



Support contacts:

General questions and enquiries for Edmen related work contact your service co-ordinator Mon-Fri 8:00 -16:00.

To report an incident or accident or experiencing an emergency please contact the office between 00:30-6:00 on $1300\ 665\ 880$.

For support for client and DCP related issues please contact the Senior Youth Worker on shift or Supervisor of the house between 7:00 and 22:30.

For after-hours support for client and DCP related issues please contact the Mobile Night Team check for numbers displayed at your house.

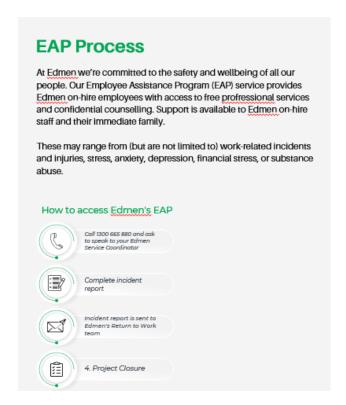
On call manager: In the event that all resi-care supports are unavailable check number displayed in houses.

SAPOL: 131 444 non-emergencies

Emergency Police, fire, and ambulance: 000

Crisis care: 13 16 11 (For missing persons reports or decision making in the event that residential care staff are unavailable)

CARL: Child abuse report line 13 14 78



Claiming KM's:

To claim your kilometers (KM's), please use the Excel template and email it weekly to edmendcpkmclaims@edmen.com.au Compile your KMs for the week (Saturday - Friday) and send them by the following Monday at 10 AM at the latest to ensure they are processed in your next pay. Include your name (as registered with Edmen) and your payroll ID (found on your payslip) in the email.

Approval from DCP is required before payment, so we appreciate your patience.

Important: Following the KM claim process as outlined is to avoid delays in payment.



Agency Worker WHS Site Induction Checklist

Agency name:		
Name of person being inducted:		
Date induction completed:		
Supervisor DCP:		
Contact Person Agency:		
Site / Location:		
Introduce key people and their roles:	Incident reporti	ng procedures:
☐ Supervisor	☐ Where to find	Incident Reporting Procedure
☐ Senior Youth Worker (SYW)	☐ How to report	t hazards, incidents with injury
☐ Co-workers		with no injuries incident-reporting forms
Introduce the Work environment:		The second reporting forms
☐ Car parking		
☐ Wash and toilet facilities		
☐ Workstation equipment		
☐ Phone number of placement / contact		
numbers		
Workplace Health and Safety roles		
and responsibilities:		
☐ How to raise issues and receive feedback		
☐ Reporting broken or damaged equipment		
☐ Duress alarms		
☐ Information about residing children		
or young people		
☐ First aid kit location and use ☐ Storage of young people's medication		
☐ When and how to use PPE		
☐ Emergency procedures for evacuations,		
fires, bomb threats, floods etc.		
☐ Fire extinguishers, exists and evacuation		
assembly area		
☐ How to turn off gas, water and electricity		
Induction acknowledgement:		
Induction conducted by: ☐ Area Supervisor, ☐ Se	nior Youth Worker, I	☐ Co-worker, ☐ No one
Person conducting induction signature:	Da	te:
Worker's name:	_ Signature	Date:

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