Interim compliance guidance for organisations

Interim compliance guidance for Tasmania's Child and Youth Safe Standards and Universal Principle for Aboriginal Cultural Safety

Department of Justice

Tasmanian Government

This interim compliance guidance has been developed by the Department of Justice in consultation with local subject matter experts and interstate counterparts.

It is to be taken as interim guidance only, published to help organisations begin the process of complying with the Child and Youth Safe Standards and Universal Principle for Aboriginal Cultural Safety, and will be followed by formal compliance guidance from the Independent Regulator of the Child and Youth Safe Organisations Framework.

While this guidance references elements of the *Child and Youth Safe Organisations Act 2023*, it is not intended to replicate the entirety of the legislation or replace independent legal advice. No responsibility is accepted for any errors or omissions it may contain. For precision, reference should be made to the Act.

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Attribution:

This document should be attributed as follows:

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Acknowledgements:

We acknowledge and thank the Tasmanian Aboriginal Centre for contributing their expertise to the development of the Universal Principle and compliance indicators, to support Aboriginal children and young people's right to grow up in a safe and nurturing environment with connections to community, culture, and identity.

We also sincerely thank the young artists who created the artwork featured on page 17, which is reflected in against the Compliance Indicators for the Universal Principle for Aboriginal Cultural Safety.

This guidance also includes information that originally appeared in resources developed by other jurisdictions, namely:

- The Victorian Commission for Children and Young People's resource, *A guide for creating a Child Safe Organisation* and *Short guide to the Child Safe Standards*
- The NSW Office of the Children's Guardian resource, *A guide to the Child Safe Standards*
- Information about the National Principles for Child Safe Organisations developed by the Australian Human Rights Commission.

We thank the Commission for Children and Young People and the NSW Office of the Children's Guardian for their permission to reproduce this information.

Other uses:

Enquiries regarding the use of this document are welcome via cysof@justice.tas.gov.au

Terminology:

We acknowledge every person has the right to define their identity. Some people prefer to use, and be referred to as 'victim-survivor', or one of either of those two terms. We also acknowledge some people may not wish to use, or be referred to by either of those terms.

This document refers to Aboriginal and Torres Strait Islander peoples. In some instances, the term Aboriginal is intended to include Torres Strait Islander people.

Acknowledgement of Aboriginal people and Country

The Tasmanian Government pays respect to Tasmanian Aboriginal People as the traditional and original owners and continuing custodians of lutruwita/Tasmania.

We honour Tasmanian Aboriginal Elders past and present as the first peoples of this Land, and recognise the deep history and culture of this Island.

We recognise and value Aboriginal histories, knowledge and lived experiences and commit to being culturally inclusive and respectful in our working relationships with all Aboriginal people.

We also acknowledge the wellbeing of Tasmanian Aboriginal children and young people has been, and continues to be, based on a deep and continuous connection to community and Country.

We acknowledge Tasmanian Aboriginal children and young people have a right to grow up in a safe and nurturing environment with connections to community, culture and identity.

Acknowledgement of lived experience

We acknowledge all victim-survivors of child abuse in Tasmania/lutruwita, including those with lived experience of harm in institutional settings.

We thank those victim-survivors who are working with us to make the future a safer place for children and young people in Tasmania/lutruwita.

Every child and young person has a right to be safe, and children and young people's safety is everyone's responsibility.

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Introducing this resource

For children and young people to be safe in our community, they need to be safe in our organisations.

That's why we need to work together to create and maintain Child and Youth Safe Organisations.

But what is a Child and Youth Safe Organisation?

What qualities does it have?

What principles does it put into practice — not once a year, or now and then, but every day, as a conscious way of working?

These are all questions the Child and Youth Safe Organisations Framework (the Framework) can answer.

The Framework will apply to a wide range of Tasmanian organisations that engage with children and young people from 2024 onwards.

It sets out clear expectations for how these organisations prioritise and promote the safety and wellbeing of children and young people through the introduction of Tasmania's Child and Youth Safe Standards and the Universal Principle for Aboriginal Cultural Safety (Universal Principle).

The Framework brings to life key recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse.

What are the Child and Youth Safe Standards?

The Child and Youth Safe Standards (outlined on page 12) are 10 principles that:

- promote the safety and wellbeing of children and young people
- prevent abuse and harm to children and young people
- create a benchmark that organisations that engage with children and young people need to meet
- ensure organisations that engage with children and young people embed strategies in their day-to-day practice to realise these things.

The Child and Youth Safe Standards mirror the National Principles for Child Safe Organisations.

It's important to know the Child and Youth Safe Standards are 'principle based.'

This means the way the Standards are put into practice will vary based on the organisation's size, resources, functions and level of engagement with and responsibility for children and young people.

> **Staff in child-related organisations should have a culture of 'extended guardianship' or shared personal responsibility, where preventing abuse is seen as the ordinary responsibility of all adults.**
>
> — From the Royal Commission into Institutional Responses to Child Sexual Abuse's Final Report.

What is the Universal Principle?

In putting all 10 Standards into practice, organisations must also give effect to something called the Universal Principle for Aboriginal Cultural Safety.

The Universal Principle applies to all 10 Standards and means the right of Aboriginal and Torres Strait Islander children and young people to cultural safety must be respected.

Cultural safety can be understood as an environment or relationship where:

- Aboriginal and Torres Strait Islander children and young people feel safe to be themselves
- their Aboriginality is respected
- their sense of self and identity is nurtured and encouraged.

It is a space where there is no racism, or challenge or denial of their identity and their needs.

There are risks to children and young people when cultural safety is not practised or respected.

> **Child safe institutions create cultures, adopt strategies and take action to prevent harm to children.**
>
> — From the Royal Commission into Institutional Responses to Child Sexual Abuse's Final Report.

Which types of organisations have to comply with the Child and Youth Safe Standards and Universal Principle?

Specific organisations will be required to comply with the Child and Youth Safe Standards and Universal Principle by law.

You can find out more about these organisational types at justice.tas.gov.au/cysof.

All organisations are encouraged to comply with the Child and Youth Safe Standards and Universal Principle as a demonstrated commitment to the safety and wellbeing of all children and young people in Tasmania, even if they aren't legally required to do so.

This is because the Child and Youth Safe Standards are intended to encourage lasting cultural change within organisations and the wider community.

Making organisations safe for children and young people means building a community where children and young people's rights to safety and wellbeing are respected and upheld.

What this resource is for

This compliance resource is:

- primarily for Tasmanian organisations that engage with children and young people, and are likely to be legally required to comply with the Child and Youth Safe Organisations Framework
- designed to be a useful introduction for people starting to learn about the Framework
- meant to be read alongside other resources and information.

This resource will:

- explain the Universal Principle and each of the 10 Child and Youth Safe Standards, and say why they are important
- outline indicators for each Standard that, if followed by an organisation, would suggest they are complying with that Standard
- give organisations ideas for what documents and actions they can take to comply with each Standard
- outline fictionalised case studies that show organisations what this compliance might look like in practice*
- connect organisations to useful resources that relate to each of the Standards, including templates.

This resource won't:

- ✗ provide an exhaustive list of ways to comply with the Child and Youth Safe Standards and the Universal Principle
- ✗ prescribe a 'one-size-fits-all' version of compliance
- ✗ overrule any future compliance advice from the Independent Regulator of the Child and Youth Safe Organisations Framework
- ✗ use exactly the same language as the Child and Youth Safe Organisations Act 2023. For a full list of terms, go to Appendix 2: Key Terms (page 86).

*These case studies are works of fiction and any similarities to persons living or dead, or actual events is purely coincidental.

Remember, the Child and Youth Safe Standards and Universal Principle are:

- designed to give organisations a clear benchmark that sets out what it means to be child and youth safe
- principle-based and outcome-focused
- able to be put into practice by organisations big and small
- all equally important.

How to use this resource

This is the Child and Youth Safe Standard that organisations must comply with. Each Standard is expressed as an expected outcome, for example, '*equity is upheld and diverse needs respected in policy and practice*.' This is what is expected that child and youth safe organisations will achieve.

This step unpacks the Standard, including what it means in practice and why it is uniquely important.

This step outlines compliance indicators for that Standard. These are the steps that, if followed by an organisation, would suggest they are complying with that Standard.

This step describes some of the documents and actions that suggest an organisation is complying with that Standard. The left column contains the initial documents and actions that you might start off with. The middle column gives some more ideas about what you could do next, to build on your earlier work. The right-hand column gives examples of the documents and actions you might aim for.

This is a made-up example of how the Standard might apply to a real-life situation.

This is a message from a child or young person or someone with lived experience of child sexual abuse in an institutional setting in Tasmania.

These are useful resources from around Australia that relate to this Standard.

Tasmania's Child and Youth Safe Standards and Universal Principle for Aboriginal Cultural Safety

The Universal Principle: Applies across all 10 Child and Youth Safe Standards.

This means: Organisations must provide an environment that ensures Aboriginal and Torres Strait Islander children's right to cultural safety is respected.

Standard 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

This means: All people in the organisation care about children and young people's safety and wellbeing above everything else. They make sure they act that way and lead others to act that way.

Standard 2: Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.

This means: Children and young people are told about their human rights, have a say in decisions and are taken seriously.

Standard 3: Families, carers, and communities are informed and involved in promoting child safety and wellbeing.

This means: Families, carers, and communities know about and are involved in the organisation's child safety and wellbeing activities.

Standard 4: Equity is upheld and diverse needs respected in policy and practice.

This means: The rights of every child and young person are being met, and children and young people are treated with dignity, respect and fairness.

Standard 5: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

This means: People working with children and young people are safe to work with them, and are respectful of them. They are taught how to keep children safe and well.

Standard 6: Processes to respond to complaints and concerns are child focused.

This means: Children, young people, families, carers, staff and volunteers are listened to and can share problems and concerns.

Standard 7: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

This means: Staff and volunteers keep learning all the time so they know how to keep children and young people safe and well.

Standard 8: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

This means: Children and young people are safe in online and physical spaces.

Standard 9: Implementation of the Child and Youth Safe Standards is regularly reviewed and improved.

This means: The organisation keeps reviewing and improving its child safety and wellbeing practices.

Standard 10: Policies and procedures document how the organisation is safe for children and young people.

This means: The organisation writes down how it keeps children and young people safe and well, and makes sure that everyone can see these documents.

How this resource fits into the Framework

Independent oversight

Independent Regulator

A new independent oversight body that exists to support organisations to understand how to comply with the Framework, provide guidance and advice, and monitor compliance.

Prevention

Information sharing

Child-centred responses

Child and Youth Safe Standards

- 10 standards or principles that specific organisations must put into practice in an ongoing and simultaneous manner
- promote safety and wellbeing, uphold children and young people's rights, and aim to prevent abuse and harm
- mirror existing National Principles for Child Safe Organisations
- complemented by a Universal Principle embedding Aboriginal Cultural Safety.

Reportable Conduct Scheme

- requires leaders of specific organisations to notify the Independent Regulator when concerns are raised about conduct related to child abuse involving an adult worker, and conduct investigations
- specifies timeframes for when certain actions have to be taken
- doesn't replace existing reporting obligations
- strengthens organisations' ability to respond in a child-centred way through the provision of oversight by the Independent Regulator.

Interim Compliance Guidance

- Outlines specific steps organisations can take to indicate they are complying with the Child and Youth Safe Standards and Universal Principle, as well as ideas and inspiration for how to take extra steps into the future.

You are here

Aboriginal Cultural Safety

Understanding cultural safety in lutruwita

What is cultural safety?

Cultural safety can be understood as an environment or relationship where:

- Aboriginal and Torres Strait Islander children and young people feel safe to be themselves
- their Aboriginality is respected
- their sense of self and identity is nurtured and encouraged.

Cultural safety begins with an appreciation of the historical context of colonisation, racism at individual and institutional levels, and the impact of this on Aboriginal people's lives and wellbeing, both in the past and present.

> **From a young Aboriginal Tasmanian:**
>
> I feel safe and loved when my family is all together.
>
> — Aged 11 years old.

Why is cultural safety important?

Following invasion, Tasmanian Aboriginal people experienced massacres, dispossession, the abduction of women and children, exile, assimilation, and the denial of existence and identity. The invasion of Aboriginal land put in place a Western society, where Aboriginal people were not represented or appreciated, and their needs were very rarely considered of importance.

This undervaluing and dehumanisation of Aboriginal individuals, and Aboriginal culture more broadly, created myriad problems for Aboriginal communities that have resulted in a largely disadvantaged Aboriginal population in Australia today. The cultural rights of Aboriginal people are not always upheld which has created a distrust in mainstream services.

The Final Report of the Royal Commission into Institutional Responses to Child Sexual Abuse highlighted that Aboriginal children are at higher risk of abuse within institutions due to the ongoing impacts of colonisation.

Research for the Royal Commission also found Aboriginal children's connection to culture is a protective factor for their wellbeing, as it strengthens their sense of identity, self-esteem and attachments.

It is for this reason it is essential that organisations that engage with children are culturally safe.

From a young Aboriginal Tasmanian:

I feel safe when I am practising and celebrating my Aboriginal heritage.

— Aged 12 years old.

How can my organisation work to be culturally safe?

Cultural safety is felt in environments that celebrate and understand Aboriginal culture and promote the strength of the community.

An organisation that is culturally safe will be a place that gives Aboriginal children a positive message about their Aboriginality, and the Aboriginal community to which they belong.

Under each Standard in this document there is information on what actions and processes organisations can enact to show they are complying. This information can be drawn upon to embed cultural safety within organisations.

It is important to understand that cultural safety is a journey of understanding and truth telling and that the organisations policies and practices will need to change to reflect this.

The presence or absence of cultural safety cannot be determined by the organisation. It can only be determined by Aboriginal children who access the organisation.

From a young Aboriginal Tasmanian:

I feel valued when I contribute to conversations: when people ask me for input. I like to be involved.

— Aged 14 years old.

Aboriginal Cultural Safety

How do young Aboriginal Tasmanians describe cultural safety, in their own words?

The artwork pictured on the right was created by a group of young Aboriginal Tasmanians who were asked to create something that responded to the prompt:

'I feel safe and connected to my culture when . . .'

When I'm by the water, I like the sounds.

When I'm fishing.

When I hear the fire crackling.

When I'm walking through the bush and I can hear cicada.

When I'm with my family.

When I see a Black Cockatoo.

When I'm painting.

When I hear the birds singing.

‘I feel safe and connected to my culture when . . .’

When I’m hearing stories of my people.

When I’m dancing in the sand circle.

An artwork created by the Tasmanian Aboriginal Centre’s youth group in October 2023 that expresses what their culture means to them.

When you taste bush tucker.

When I feel the wind.

Standard 1:

Child safety and wellbeing is embedded in organisational leadership, governance and culture

Learn about why this Standard matters

This Standard matters because supporting and maintaining a positive child-focused culture from the top to the bottom of an organisation can prevent harm to children and young people.

Put into practice, it means all people in the organisation care about children and young people's safety and wellbeing above everything else. They make sure they act that way, and lead others to act that way.

We know this because young Tasmanians like Louis have told us: "(Organisations should) show that their adults have a commitment to youth growth and development."

Read Compliance Indicators for this Standard

Compliance Indicators for Standard 1	What it means
• The organisation publicly demonstrates a commitment to cultural safety, and embeds cultural safety into governance structures and strategic planning. • The organisation makes a public commitment to child and youth safety. • A child and youth safe culture is championed and modelled at all levels of the organisation from the top down and the bottom up. • Governance arrangements facilitate implementation of the organisation's Child Safety and Wellbeing Policy at all levels. • A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities.	• This means the organisation is an inclusive, safe and welcoming place for Aboriginal children which requires the organisation to have an understanding of, and commitment to, **truth telling and Aboriginal self-determination**. This can be achieved by ensuring that staff are provided with appropriate cultural safety training, that the Aboriginal community is consulted, or that Aboriginal voices are heard through the creation of meaningful positions for Aboriginal staff within the organisation. • A **public commitment to child and youth safety** tells the whole community that an organisation prioritises the safety of children and young people and will not tolerate child abuse and harm. It affirms an organisation's commitment to listen to and empower all children and young people within the organisation. • **Governance** is an organisation's leadership, oversight and accountability processes. Governance includes rules about who has the authority to make decisions, how decisions should be made and monitored and how people are to be held to account. • A **Code of Conduct** is a document that lists acceptable and unacceptable behaviours with children and young people. It should explain professional boundaries, ethical behaviour, expected standards of behaviour and acceptable and unacceptable relationships. • **Risk management** is an ongoing process of identifying, preventing and minimising risks to children and young people.

Compliance indicators for Standard 1	What it means
• Risk management strategies focus on preventing, identifying and mitigating risks to children and young people. • All staff and volunteers understand their obligations on information sharing and record keeping.	• There are laws that forbid the sharing of personal information in some situations. Leaders of organisations covered by the Child and Youth Safe Organisations Framework are permitted to share personal information in specific circumstances such as for the safety of children and young people. • **Record keeping** is important for transparency and accountability. Accurate records should be kept about all incidents affecting child safety and wellbeing, including decisions and responses.

Start your compliance, then strengthen it over time

	Where might you start	How you might build on it	What you might aim for
Documents	• A public commitment to child and youth safety is available and is displayed for public access in the physical and/or online environment. • A Code of Conduct sets out expectations regarding behaviour of staff and volunteers with children and young people and in promoting and maintaining child and youth safety and wellbeing. • A Child Safety and Wellbeing Policy sets out the organisation's expectations and practices in relation to each of the Standards and the Universal Principle and is displayed for public access in the physical and/or online environment.	• A child-focused complaint handling policy and procedure is easily accessible to children, young people, and their families or carers. • A risk management framework focuses on preventing, identifying and mitigating risks to children and young people. • The names and photos of people who concerns can be raised with are displayed in accessible locations. • A public commitment to the cultural safety of Aboriginal children and young people is widely available. For example, it is displayed for public access in the physical and/or online environment. • There are documented protocols for record keeping, information sharing and external reporting. • Posters and other material promoting child and youth safety is publicly displayed.	• Recruitment processes, duty statements, performance agreements, practice guidance and worker review processes emphasise obligations relating to child and youth safety. • The public commitment to child and youth safety is included in the organisation's values or mission statement and is displayed publicly. • Awards are given to workers who make exceptional contributions to child and youth safety within the organisation. • Child and youth safety and wellbeing, including Aboriginal cultural safety, is a standing agenda item at staff meetings. This supports brainstorming new, creative ideas for how to put these principles into practice in the organisation.

	Where might you start	How you might build on it	What you might aim for
Actions	You might ask the following questions: • Do we have effective risk management strategies? • How do the organisation's leaders champion a child safe culture? • How do leaders set expectations of how our staff and/or volunteers behave towards children and young people? • How do staff and/or volunteers share the responsibility for keeping children and young people safe? • What activities do we do to reinforce a child and youth safe culture in our organisation? • What child safety-related resources does our organisation already have that we could build upon? • How do we champion Aboriginal cultural safety in our work?	• Leaders actively monitor and respond to potential risks to the safety of children and young people. • The Code of Conduct is communicated to and signed by all staff and/or volunteers, and leaders hold them accountable to it. • Leaders set clear expectations around child and youth safety and ensure the Child Safety and Wellbeing Policy is implemented by all staff and/or volunteers. • Leaders promote a culture of reporting and model compliance with reporting obligations. • Reporting systems and record keeping processes are reviewed. • Leaders prioritise and champion the importance of Aboriginal cultural safety in their work, including by creating opportunities for the voices of Aboriginal people to be heard.	• Leaders, staff and/or volunteers, children and young people in the organisation all champion and model a child safe culture. They express support for keeping children and young people safe, take action when they have concerns about their safety and prioritise the safety of children and young people as part of everyday practice. • Senior leaders ensure that risk assessment and management within the organisation focuses on identifying, preventing, and reducing risks of child abuse and harm. • Organisational culture creates an environment where it is difficult for abuse to occur. • Decisions are made in a way that prioritises children and young people. • Decisions are made in ways that prioritises the importance of Aboriginal cultural safety, supported by consultation with Aboriginal community members.

Read a fictional case study*

*These case studies are works of fiction and any similarities to persons living or dead, or actual events is purely coincidental.

Joe runs a Neighbourhood House in southern Tasmania/lutruwita. The Neighbourhood House delivers several programs for children and young people, such as a cooking class for under 10s and a Learner Driver program. It also runs a community preschool.

When Joe hears that the Neighbourhood House is required to comply with the Child and Youth Safe Standards, and that the Standards include a Universal Principle for Aboriginal Cultural Safety, he starts think about how the Neighbourhood House could strengthen its cultural safety knowledge and capability.

Joe knows his team isn't starting from total scratch: some members of his team are Aboriginal, and others are passionate about cultural safety, and keen to learn more. But Joe knows that the point of the Child and Youth Safe Standards and the Universal Principle is that these skills are embedded in the organisational culture, and not person-dependent or piecemeal.

As the manager, Joe also recognises the role he plays in making sure this happens, because Standard 1 speaks to the vital role of leadership in 'setting the tone' for the whole organisation and its priorities.

With this in mind, Joe researches cultural safety training in southern Tasmania, including by reaching out to Tasmania's peak Aboriginal organisation and his local Aboriginal Community Controlled Organisation. After getting this advice, he decides to book in a local provider to deliver cultural safety training at his Neighbourhood House's upcoming Strategic Planning Day and invites all staff and volunteers to attend.

The training educates staff about the impact of colonisation on the Tasmanian Aboriginal people, including massacres, dispossession, the abduction of women and children, exile, assimilation, and the denial of existence and identity.

After the training session, the focus for the Strategic Planning Day turns to how the Neighbourhood House could embed cultural governance structures. The staff and volunteers brainstorm ideas and resolve to prioritise the appointment of Aboriginal or Torres Strait Islander people to the Board.

Listen to young Tasmanians and adults with lived experience

From a young Aboriginal Tasmanian:

I know an adult is taking me seriously when they take the time to pay attention and listen to what I say.

— K who knows an organisation respects their culture when they pay attention to it and acknowledge it.

Standard 1 is so important in setting the tone and culture of the organisation. Whether you are a leader or at the coal face. Everyone is responsible, everyone needs to know their part, and everyone needs to be able speak up if they see potential harm.

— From a victim-survivor of child sexual abuse in a Tasmanian institution.

From a young Tasmanian:

Organisations can show me they're safe for children and young people by having a diverse and inclusive group/team.

— Lee who wants to help others and save lives.

Explore these useful resources*

National resources		
Resource	**Where is it from?**	**What does it do?**
Example Child Safe Code of Conduct	National Human Rights Commission – Child Safe Organisations	This is an example of what a Child Safe Code of Conduct might look like. A Code of Conduct outlines expected behaviours from all members of an organisation, and behaviours that are unacceptable, when interacting with children and young people.
Charter of Commitment template	National Human Rights Commission – Child Safe Organisations	A Charter of Commitment to Children and Young People is a document that records an organisation's commitments to create a safer environment for its children and young people.
Introductory self-assessment tool for organisations implementing the National Principles	National Human Rights Commission – Child Safe Organisations	This resource is a tool for organisations to identify areas for improvement in their practices and commit to lasting change and continuous improvement. This resource is about the National Principles, but might be useful for guidance on how Tasmanian organisations might assess their own practices.
Keeping Our Kids Safe: Cultural Safety and the National Principles for Child Safe Organisations worksheets and posters Keeping Our Kids Safe: Understanding Cultural Safety in Child Safe Organisations video Keeping Our Kids Safe: Cultural Safety and the National Principles for Child Safe Organisations Guide	National Office for Child Safety and SNAICC (national peak body)	These resources were developed in partnership with SNAICC and Victorian Aboriginal Child Care Agency. They reflect the National Principles for Child Safe Organisations.

Victorian resources		
Resource	**Where is it from?**	**What does it do?**
A Guide for Creating a Child Safe Organisation	Victorian Commission for Children and Young People	This resource is about the Victorian Child Safe Standards which are similar to Tasmania's Child and Youth Safe Standards with some points of difference. This resource has a chapter for each Standard and provides guidance on how organisations might comply with each one. The Victorian Commission for Children and Young People has a suite of resources about the Victorian Child Safe Standards including videos, guides, sample documents and posters.
A Short Guide to the Child Safe Standards	Victorian Commission for Children and Young People	This resource is a summarised version of A Guide for Creating a Child Safe Organisation.

New South Wales resources		
Resource	**Where is it from?**	**What does it do?**
A Guide to the Child Safe Standards	NSW Office of the Children's Guardian	This resource is about the NSW Child Safe Standards which are similar to Tasmania's Child and Youth Safe Standards with some points of difference. It briefly outlines each of the Standards, identifies the expected outcomes, minimum requirements and compliance indicators to help assist organisations to comply with each Standard. The NSW Office of the Children's Guardian has a suite of resources on the Child Safe Standards including a podcast, posters, guides and templates.
Child Safe Codes of Conduct Handbook	NSW Office of the Children's Guardian	This resource helps organisations build a Code of Conduct by describing the behaviours that may be included in them and explaining the necessary components of a Code of Conduct.
Code of Conduct template	NSW Office of the Children's Guardian	This resource is an editable Code of Conduct template.
Understanding and Developing a Child Safe Policy Handbook	NSW Office of the Children's Guardian	This resource outlines practical steps to developing an organisation's Child Safe Policy.

Resource	Where is it from?	What does it do?
Child Safe Policy template	NSW Office of the Children's Guardian	This resource is an editable Child Safe Policy template.
Editable Poster	NSW Office of the Children's Guardian	This resource is an example of how organisation's might make a public statement of commitment to the Child and Youth Safe Standards. This poster is about the NSW Child Safe Standards, but it can be used as an example of what Tasmanian organisations might develop.
Self Assessment Tool	NSW Office of the Children's Guardian	This self-assessment tool helps organisations identify areas of strength and opportunities for improvement in how they implement the NSW Child Safe Standards. Because the Tasmanian Child and Youth Safe Standards are similar to the NSW Child Safe Standards, this may be a useful tool to give organisations general ideas about their strengths in child safety.
Child Safe Leadership video	NSW Office of the Children's Guardian	This resource is an animated video created in partnership with the NSW Office of Sport. It focuses on Standard 1 and the importance of child safe leadership.
Child safe leaders in CALD communities	NSW Office of the Children's Guardian	This video discusses how leaders from diverse faiths and cultures apply the NSW Child Safe Standards in their organisations.
Child Safe Standard 1 video	NSW Office of the Children's Guardian	This resource is a video all about NSW's Standard 1, which is the same as Tasmania's Standard 1.

* Some resources may reflect similar, yet distinct, child safe standards in effect in other parts of Australia.

Standard 2:

Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously

Learn about why it matters

This Standard matters because children and young people are safer when organisations acknowledge and teach them about their right to be heard, listened to, and taken seriously.

Put into practice, it means children and young people are told about their human rights, have a say in decisions that impact them and are taken seriously.

We know this because young Aboriginal Tasmanians like George have told us that people in charge of an organisation should listen to them when they speak up because: "I know me best."

Read Compliance Indicators for this Standard

Compliance Indicators for Standard 2	What it means
• Aboriginal children understand their cultural rights and feel safe to practise their culture. • Children and young people are informed about all their rights, including to safety, information and participation. • The importance of healthy friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated. • Where relevant to the setting or context, children and young people may be offered access to sexual abuse prevention programs and to relevant related information in an appropriate way. • Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and young people to express their views, participate in decision-making and raise their concerns. • Organisations have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and young people.	• The organisation acknowledges and respects the **identity and culture of Aboriginal children**. Aboriginal children are offered opportunities to engage, share and ask questions about their culture. • **Participation** refers to opportunities for children and young people to have their say and to inform decision-making. This includes engaging children in conversations where ideas are shared. This requires organisations to listen, to hear and to make appropriate changes based the ideas and opinions of children and young people. • **Strategies** are plans or actions designed to achieve a particular outcome. • **Sexual abuse prevention programs** are age-appropriate education programs delivered to children and young people to build their knowledge and skills to understand inappropriate behaviour by adults or other children, help protect themselves from potentially abusive situations, and become aware of how to seek help if abuse or attempted abuse occurs.

Compliance indicators for standard	What it means
• Organisations provide opportunities for children and young people to participate and are responsive to their contributions, with a view to strengthening confidence and engagement.	• **Engagement** of children and young people means that they are involved and participate in decisions that affect them, as well as share ideas in ways they feel comfortable.

Start your compliance, then strengthen it over time

	Where might you start	How you might build on it	What you might aim for
Documents	• Age-appropriate and easy to understand documents, in print or online, are easily accessible and support children and young people to understand their rights. • A public statement is made, showing the organisation's commitment to children and young people's participation in the organisation, respecting children and young people's rights and upholding their safety and wellbeing.	• Policies and procedures are displayed for public access in the physical and/or online environment, and: - promote children and young people's empowerment and participation - embed support for the rights of children and young people - promote children and young people's right to cultural safety. • Resources for engaging with children and young people, such as toolkits for participation, are available for staff and volunteers to reflect on and use. • The organisation's risk management strategies identify practices that disempower children and describe how to respond to them.	• Where relevant, education programs for children to establish what children and young people already know about being safe, how they perceive safety in the organisation and what it means to them to be safe and unsafe. • Protective strategies are put in place to prevent bullying, harassment, violence and abuse and promote healthy friendships. • Anti-bullying information is accessible for children and young people, including children and young people from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander children, children with disability, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people. • Complaint handling policies are available in accessible formats, such as Easy Read and translations into languages other than English.

Standard 2 | Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously

	Where might you start	How you might build on it	What you might aim for
Actions	You might ask the following questions: • What opportunities do we offer for children and young people to participate in decisions affecting them? • How does our organisation act on feedback given by children and young people? • How do our staff demonstrate they understand the importance of children and young people's rights? • How do we actively support children and young people to develop and sustain healthy friendships? • How do we include children and young people of all ages, abilities and cultural backgrounds? • How are children and young people given the skills to understand their feelings so they can describe them to adults? • Does our organisation discourage children and young people from raising particular subjects? • How does our organisation actively include and support children and young people with diverse needs?	• The organisation provides age-appropriate platforms for children and young people to communicate and participate, such as through games, creative activities and group discussion. • Children and young people are encouraged and supported to express concerns they might have about the safety and wellbeing of others. • Organisations report back to children and young people on how their feedback has been used. • Organisations seek expert advice on how to make information about the rights of children and young people made accessible and culturally safe. • Organisations incorporate children and young people's rights into existing activities and practices of the organisation. • Children and young people are given regular opportunities to celebrate their culture and identity. • Children and young people's time is honoured and respected when they are consulted or asked to provide feedback on docments.	• Staff and volunteers understand that children and young people may communicate their views non-verbally, such as through changes in behaviour, and are vigilant to these changes. • Staff and volunteers are provided with information to help them understand, recognise, and act on signs of abuse and harm to children and young people. • A learning culture on child rights, empowerment, and participation within the organisation is promoted at every level. • Children and young people in the organisation, as well as their families/carers, are told about regular opportunities for youth participation. • The organisation models a commitment to child and youth empowerment. • Decision-making reflects what the organisation has heard from children and young people. • Children and young people have opportunities to lead activities and/or meetings that are relevant to decisions made about them. • The views of children and young people are taken seriously and are given due weight.

Read a fictional case study*

*These case studies are works of fiction and any similarities to persons living or dead, or actual events is purely coincidental.

Our Young Minds Therapy provides counselling services to children and young people. Janet, has owned and operated the clinic for 10 years and employs six counsellors and three administrative staff. Our Young Minds Therapy is required to comply with the Standards from 1 January 2024.

Janet knows it is vital for her clients who are children and young people to have a say in decisions that affect their lives. She also knows the right to cultural safety of Aboriginal and Torres Strait Islander children and young people is extremely important.

This is why Janet gives herself a goal for 2024: set up a youth advisory panel to provide expertise about the experiences of children and young people engaging with the clinic. Once established, this panel makes a recommendation – that Janet takes up – setting up a small art station in the clinic's waiting room where children and young people are invited to express what safety means to them in whatever way they would like (drawing, writing, poetry, talking to staff about what makes them feel safe). They can choose whether to take their creation home or display it in the waiting room for other people to see.

Janet also provides an Easy Read version of the Child and Youth Safe Standards that can be decorated and coloured in. Janet puts up a description of the activity on her clinic's Instagram page and also at the front desk. Within the description, she encourages children and young people to express their culture if they feel comfortable doing so, including through language, colour and images.

Janet collates the contributions made to the art station on a regular basis so she can talk it through with her youth advisory panel, making any improvements to the clinic's processes as a result of these conversations.

Listen to young Tasmanians and adults with lived experience

From a young Tasmanian:

Everyone deserves to be heard.

— Ryan, who wants to be a mechanic.

This is a Standard that I really like, because someone said to me the other day, 'Children used to be seen, not heard.' I think Standard 2 ensures children are not only seen but also heard.

— From a person with lived experience of child sexual abuse in a Tasmanian institution.

Explore these useful resources*

National resources		
Resource	**Where is it from?**	**What does it do?**
Resources for children and young people in care	CREATE Foundation	CREATE, in partnership with other states and territories, has created a range of videos, animations and brochures about the importance of children and young people participating in decisions impacting their lives.
Protection through participation: Involving children in child safe organisations	Australian Institute of Family Studies	This resource provides guidance to organisations on how they might enable children and young people to identify and raise safety concerns.
Bullying. No Way!	Australian Education Authorities and the Queensland Government	This website provides resources and support for the prevention of bullying.
Easy English versus Plain English guide Centre for Inclusive Design	Centre for Inclusive Design	This resource is a brief guide on the difference between Plain English and Easy English and the importance of both.
Personal Safety Education Programs	Bravehearts	Bravehearts has a series of safety education programs for children, including resources.
Bullying tip sheet	Australian Psychology Society	Provides a brief overview of signs and symptoms of bullying in children and provides strategies for coping.
Victorian resources		
Resource	**Where is it from?**	**What does it do?**
Empowerment and Participation Guide	Victorian Commission for Children and Young People	This resource provides guidance to organisations on empowering children and young people they engage with and encouraging them to have their say. It includes space for organisations to reflect on their current attitudes and approaches to child safety.
Speak up – it's your right Plain language poster	Victorian Commission for Children and Young People	These resources are posters about the Victorian Child Safe Standards for children.

Resource	Where is it from?	What does it do?
Inclusive Organisations Good Practice Guide	Centre for Multicultural Youth	This resource provides good practice strategies for engaging young people from migrant and refugee backgrounds in services and programs.
New South Wales resources		
Resource	**Where is it from?**	**What does it do?**
Child Safe Standard 2 video	NSW Office of the Children's Guardian	This resource is a video all about NSW's Standard 2, which is similar to, but distinct from, Tasmania's Standard 2.
Queensland resources		
Resource	**Where is it from?**	**What does it do?**
Guide to involving young people with a disability in decision-making	Youth Affairs Network Queensland	Although not directly related to the National Principles, this resource is a guide for organisations on how to safely and effectively involve young people with a disability in their practices.
Western Australian resources		
Resource	**Where is it from?**	**What does it do?**
Feeling safe & respected in organisations	Commissioner for Children and Young People Western Australia	This is a video for children and young people about the National Principles.

* Some resources may reflect similar, yet distinct, child safe standards in effect in other parts of Australia.

Standard 3:

Families and communities are informed, and involved in promoting child safety and wellbeing

Learn about why it matters

This Standard matters because organisations are inseparable from their communities and both need to work together to enhance the safety of children and young people.

Put into practice, it means families and communities know about and are involved in the organisation's child safety and wellbeing activities.

We know this because young Tasmanians like Sarah told us organisations can show children and young people they're safe by: "Being friendly and honest (and having) good communication."

Read Compliance Indicators for this Standard

Compliance Indicators for Standard 3	What it means
• The organisation provides cultural safety by prioritising Aboriginal self-determination. • Families and carers participate in decisions affecting their child where appropriate. • The organisation engages and openly communicates with families, carers and the community about its child safe approach and relevant information is accessible. • Families, carers and communities have a say in the development and review of the organisation's policies and practices. • Families, carers and the community are informed about the organisation's operations and governance.	• **Aboriginal families and communities should be involved** in decisions that affect the children in their community at all levels of an organisation. From the development and review of policies and programs to decisions made about the care and wellbeing of a child. This may be achieved by asking Aboriginal families if they would like a representative from their community to be involved in any meetings or discussions about their children. • **Families** are diverse and unique. 'Families' means people who make up a child or young person's family unit. Families may be made up of a wide variety of relationships, including those who are related by blood, marriage, adoption, kinship structures or other extended family structures. Families may include people who share in the daily tasks of living or share a very close, personal relationship. • **'Communities'** means a group of people who share common interests, experiences, social background, nationality, culture, beliefs or identity. Organisations, families, children and young people may have communities that they closely associate with or frequently engage with. Just like families, communities are diverse.

Start your compliance, then strengthen it over time

	Where might you start	How you might build on it	What you might aim for
Documents	• The organisation's policies reflect the importance of family and community involvement and describe ways this involvement can occur. • A documented overview outlines what activities children and young people will be involved in at the organisation.	• Complaint handling policies include procedures for keeping families and carers informed and provide guidance on how to do this while complying with obligations regarding confidentiality and privacy. • Policies and procedures are available to families and carers on the organisation's website. • The contact details of regulators and oversight bodies that oversee the organisation are available to families and carers and processes for making a complaint are easily accessible. • A leadership structure or chart contains the names and contact details of the leadership team. • A formal document is created and put into practice that lists all the organisation's communication channels and types, such as monthly newsletters, text message alerts, printed and digital communications.	• Families and carers are given an induction pack that outlines how the organisation operates, its governance structure, and how to offer feedback to the organisation. • Child and youth safe information is available in various formats such as brochures, posters, websites and on social media. • The organisation regularly and accessibly seeks family, carer and community feedback. • Annual reports detail the organisation's child safety operations and where applicable, outline key areas of engagement with parents and carers in relation to child safety.

Standard 3 | Families and communities are informed, and involved in promoting child safety and wellbeing

	Where might you start	How you might build on it	What you might aim for
Actions	You might ask the following questions: • How do we actively involve families, carers and communities in our organisation? • How do families, carers and communities know who our leadership team is? • Are codes of conduct and child safe policies and procedures accessible to families, carers and community members? • How does our workforce reflect the diversity within our community? • How can we communicate policies and procedures to culturally and linguistically diverse communities? • How might we respond in a situation where it could cause harm to a child or young person to involve their family in certain decisions? • Have we asked Aboriginal families, carers, and community members connected to the organisation how they would like to be kept informed and involved in promoting child and youth safety?	• Families and carers have an opportunity to participate in decisions made by the organisation that impact the safety and wellbeing of their children. • Communication with families and carers supports diversity of participation. • The organisation is open and transparent with families, carers and the community by: - Providing accessible information about the organisation's child and youth safety and wellbeing policies and practices. - Providing information about the organisation's governance and operations, how complaints are handled and how the organisation manages disciplinary actions and child and youth safety risks. • Opportunities are created for families, carers and community members to provide feedback on the organisation's policies, procedures and practices including the organisation's approach to child safety and wellbeing. • Feedback from families, carers and the community is sought in accessible ways and in ways that are culturally safe. • The organisation takes the feedback and involvement of families and communities seriously and takes their views into account. • The organisation engages with and supports approaches that build cultural safety through partnerships and respectful relationships.	• Families and carers are involved in the organisation's governance structures, such as a committee of management or advisory boards. • Information about upcoming decisions on child safety and wellbeing is available to families and carers and their views are sought on these decisions. • The organisation invites families and carers to participate in the organisation's annual planning process where decisions are made about systems for child safety and wellbeing. • The organisation co-designs relevant child safety and wellbeing projects, processes, programs or events with families and carers. • The organisation supports families, carers and communities to take an active role in promoting and maintaining child safety and wellbeing by communicating about their role in child safety and wellbeing within the organisation.

Read a fictional case study*

*These case studies are works of fiction and any similarities to persons living or dead, or actual events is purely coincidental.

Nadine runs a local church youth group in northern Tasmania/lutruwita. Her youth group meets once a week at the local church hall. They often have pizza nights where they hang out and discuss upcoming events they are involved with in the community.

Nadine knows that her youth group will have to comply with the Standards from 1 January 2024.

Nadine has a great professional relationship with the members of her youth group, however she realises she doesn't really know much about their parents or carers and they don't really know much about her or what happens each week when the group meets up.

Nadine realises that the members' parents should be informed about what activities their children are involved in and should have a say in how Nadine's youth group supports their safety and wellbeing.

Nadine decides to produce a small pamphlet that contains a calendar of events that the youth group will be involved in and sends this out to parents and carers. In the pamphlet she includes her contact details and invites parents and carers to make contact with her and give feedback on the listed activities that the group will be involved with.

Nadine also decides to hold a 'family and carer evening' where she invites parents and carers to come along to the church hall and discuss some of the charity events that the youth group will be involved in. Nadine takes the opportunity to provide parents with the youth group's code of conduct and Child Safety and Wellbeing Policy that the group helped Nadine write.

Listen to young Tasmanians and adults with lived experience

> **Standard 3 creates a safer environment for parents to raises concerns, for children to raise concerns, so that everyone's across whatever issues there may be.**
>
> — From a victim-survivor of child sexual abuse in a Tasmanian institution.

> **From a young Tasmanian:**
>
> **Child and youth safe organisations – listen and ask questions, and respect my right to talk to my parents before I make my decisions.**
>
> — Jenny, who wants organisations to respect their right to their beliefs.

Explore these useful resources*

National resources		
Resource	**Where is it from?**	**What does it do?**
Guide for parents and carers	Transcend	This resource is a guide for parents and carers to support Trans, Gender Diverse or Non-binary children at school. It includes practical guidance and templates.
How to support a young person with a diverse sexuality Understanding gender identity - for family and friends	Headspace	These resources provide guidance aimed at family and friends supporting a young person who identifies with a diverse sexuality and guidance for family and friends supporting a young person who is gender diverse. Both pages have links to resources and other useful websites.
Working with Aboriginal and Torres Strait Islander Families and Children Toolkit	Emerging Minds	A suite of resources designed to support non-Indigenous professionals and services in developing genuine relationships and partnerships with Aboriginal and Torres Strait Islander people and communities.
Child Safe Organisations: Guide for parents and carers	National Human Rights Commission-Child Safe Organisations	This resource is about the National Principles, however it is an example of the types of information that might be provided to parents and carers who engage with Tasmanian organisations.
raisingchildren.net.au	Raising Children	This website offers a variety of resources for parents and carers. Organisations who might not have specific expertise on a topic, may choose to guide parents and carers towards these resources.
Parentline	Kids Helpline	Parents and carers can contact a counsellor to discuss issues and challenges they are experiencing. Information and resources for parents are also available on this website.

Tasmanian resources		
Resource	**Where is it from?**	**What does it do?**
Being Proud	Working it Out	The Being Proud website provides information and resources for Tasmanian parents and families of young people who are Lesbian, Gay, Bisexual, Transgender, Intersex, Sexuality Diverse and Gender Diverse.
LGBTIQ+ Equality and Inclusion in Education	Department *for* Education, Children and Young People	The Department for Education, Children and Young People has a range of resources for LGBTIQ+ students and children of LGBTIQ+ families.
Western Australian resources		
Resource	**Where is it from?**	**What does it do?**
Resources - Transforming Families	Transforming Families	Transforming Families has a suite of resources for parents and carers supporting children who are questioning their gender identity or identify as gender diverse.
Information for parents, carers and family members	Commissioner for Children and Young People Western Australia	This resource is about the National Principles, however it provides useful guidance on how parents and carers can choose organisations for children, help children and young people to speak up about concerns and act appropriately in response to their concerns.
New South Wales resources		
Resource	**Where is it from?**	**What does it do?**
Fact sheet for parents and carers of children with disability Fact sheet for parents and carers of Aboriginal children Parent and carer Easy English booklet Parent and carer video	NSW Office of the Children's Guardian	These four resources provide information for parents and carers on choosing the right organisation to work with their child.
Resources for families	The Gender Centre	These resources are designed for parents, carers and friends of transgender, gender diverse and gender exploring people.
Child Safe Standard 3 video	NSW Office of the Children's Guardian	This resource is a video all about NSW's Standard 3, which is similar to, but distinct from, Tasmania's Standard 3.

* Some resources may reflect similar, yet distinct, child safe standards in effect in other parts of Australia.

Standard 4:

Equity is upheld and diverse needs respected in policy and practice

Learn about why it matters

This Standard matters because just as the safety of children should not depend on where they live, their right to safety should not depend on their social or economic position, their cultural context, or their abilities and impairments.

Put into practice, it means the rights of every child and young person are being met, and children and young people are treated with dignity, respect and fairness.

We know this because young Aboriginal Tasmanians like Arial, have told us that organisations can show young people they're safe by: "By being a safe space, not judging, being kind, listening and helping you when you need it."

Read Compliance Indicators for this Standard

Compliance Indicators for Standard 4	What it means
• The organisation understands the needs of Aboriginal children, and policies and practices of the organisation are responsive to inequities. • The organisation, including all staff and volunteers understand children and young people's diverse circumstances, and provides support and responses to those who are vulnerable. • Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and in ways they understand. • The organisation pays particular attention to the needs of Aboriginal and Torres Strait Islander children, children with disability, children from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.	• Organisations gain an understanding of the **inequities experienced by some Aboriginal children** resulting from the historic and contemporary experiences of Tasmanian Aboriginal people. This understanding should be reflected in policies and practices of the organisation to ensure accessibility for Aboriginal children. • **Culturally and linguistically** diverse (also referred to as CALD) is a broad and inclusive term for communities with diverse language, ethnic background, nationality, dress, traditions, food, societal structures, art and religion characteristics. • Culturally and linguistically diverse does not usually include Aboriginal communities and people because of their distinct history and experience as Australia's First Nations people. For the purposes of the Standards there are specific considerations for Aboriginal children, however, we also acknowledge the cultural and linguistic diversity of Aboriginal communities. • Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. • **LGBTQIA+** stands for lesbian, gay, bisexual, transgender and gender diverse, queer and questioning, intersex and asexual. It is an inclusive umbrella term to include a range of diverse sexualities, genders and sex characteristics. It is important to remember that children and young people may fit more than one of these terms. • **Intersectionality** refers to the interconnection between these terms and the uniqueness of experiences and needs that these connections bring.

Start your compliance, then strengthen it over time

	Where might you start	How you might build on it	What you might aim for
Documents	• An action plan sets out the steps the organisation will take to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued. • A list of services including interpretation services can be accessed by staff and volunteers. • A Statement of Commitment to Diversity is displayed publicly and is easily accessible. • A public commitment to cultural diversity is clearly displayed on the organisation's website and promoted through social media messaging. • Posters and other documents include images portraying cultural diversity. • The organisation has a cultural diversity calendar of events.	• Materials for children and young people, including information about complaints processes and supports, are accessible and age-appropriate. • The Child Safety and Wellbeing Policy describes: - the organisation's commitment to equity, inclusion and cultural safety - how the organisation will support professional development in relation to equity and diversity. - how the organisation will recognise and respect the diverse needs of all children and young people - how the organisation provides avenues for children and young people or their families and carers to identify their individual needs - how the organisation will provide children and young people with access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand - how the organisation will support equity and make reasonable changes to support participation by all children and young people and respond to all children's needs - how the organisation upholds equity for all children and prevents child abuse and harm resulting from discrimination based on disability, race, ethnicity, religion, sex, intersex status, gender identity or sexual orientation.	• Materials for children and young people, including information about complaints processes and supports are available in a range of languages and formats as needed. • The organisation has a diversity and inclusion plan. • The organisation has a disability action plan. • The organisation keeps a record of events that demonstrate diversity and inclusion. • Child safe policies describe how children should have their individual needs recognised and describe how the organisation considers its response to children with vulnerabilities. • A risk management plan identifies factors that may increase the risk of abuse for children with vulnerabilities and describes how these should be managed. • Policies and procedures include organisational response to instances of racism. • Depending on the cultural and/or linguistic backgrounds of the organisation's community, multilingual resources are developed by the organisation, or the organisation provides multilingual resources prepared by others.

	Where might you start	How you might build on it	What you might aim for
Documents cont.		• Anti-racism statements are included within existing policies and procedures. • Written documents alone are not relied on and documents are available in multiple formats.	• The organisation includes in the Child Safety and Wellbeing Policy a specific comment welcoming all children, young people and families irrespective of sexual orientation, gender identity, or sex/intersex status. • The Child Safety and Wellbeing Policy and Code of Conduct states that harm from discriminatory behaviour towards LGBTIQA+ people is unacceptable.
Actions	You might ask the following questions: • How does our organisation identify children and young people with vulnerabilities and establish their needs? • Do our staff and volunteers understand the link between a child's vulnerability and their increased risk of being harmed? • How are our children and young people given skills and tools to communicate their views and needs? • How does our organisation adapt and respond to the diverse needs of children and young people? • How does our organisation encourage children and young people to have positive discussions about diversity?	• The organisation identifies steps already taken to: - support, guide or train staff and volunteers and leaders to understand, respect and value Aboriginal culture and to understand the importance of this to the wellbeing and safety of Aboriginal children and young people - actively support and facilitate participation and inclusion of Aboriginal children, young people and their families and guardians - recognise and celebrate Aboriginal peoples, their achievements, communities and cultures - ensure racism within the organisation is identified and appropriately addressed - create a culturally safe environment for Aboriginal children within the organisation. • The organisation takes steps to understand the diverse circumstances and needs of children who engage, or may engage, with it.	• Instances of racism are consistently identified and addressed. • Feedback is received from diverse stakeholders in developing and reviewing risk management plans and other policies and procedures. • Barriers faced by different children and young people are identified and addressed. • Ties are built with diverse groups in the local community to learn about and strengthen approaches to child safety. • The organisation consistently supports staff and volunteers to learn about increased risk of abuse that some children and young people face, through professional development and training. • Organisations continually improve cultural intelligence and learn from experts about issues such as: - For Aboriginal children and young people-understanding the historical context of colonisation, the impacts of collective trauma and contemporary effects; being aware of the strengths of Aboriginal and Torres Strait Islander family structures; being responsive to cultural needs; and promoting anti-racist attitudes.

	Where might you start	How you might build on it	What you might aim for
Actions cont.	• How are children and young people provided equitable opportunities to participate in our organisation? • How can we make sure engagement is inclusive of all kinds of families, including families with diverse communication needs? • How do we encourage expression of culture amongst children and young people? • How does our organisation pay particular attention to the needs of Aboriginal and Torres Strait Islander children, children with disability, children from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people? • How do leaders set clear expectations around achieving equity and respect for diversity?	• All staff and volunteers: - are provided with information and guidance about children's diverse circumstances, how to identify factors that can increase a child's vulnerability to harm, and how to promote equity and safety for all children - are provided cultural awareness training during the onboarding and induction process - take action to support and respond to children who are experiencing vulnerability, including making inquiries and responding where there are signs of increased vulnerability - take action to uphold equity for all children, promote children's safety and prevent child abuse and harm. • Leaders commit to an ongoing professional development plan in relation to cultural responsiveness. • The organisation ensures all children are supported to participate within the organisation. • All children and young people are valued, included and supported to participate in ways that they feel are safe. • Important dates for different cultures are recognised. • Discrimination within the organisation is never tolerated.	• Regarding children with disability, the organisation makes ongoing efforts to ensure inclusion and avoid segregation, challenge stereotypes and discrimination, and understand the effect of a child's particular disability. • Regarding children from culturally and linguistically diverse backgrounds, the organisation makes ongoing efforts to consider language and cultural interpretation, consider potential trauma backgrounds related to migration experience, and take different family structures and norms into account. • The organisation strives for a culturally diverse workforce at every level including decision making positions and senior roles. • The expertise of stakeholders including LGBTQIA+, non-binary and gender diverse people, as well and culturally. and linguistically diverse communities are sought in developing the organisation's diversity and inclusion plan. • The organisation explores opportunities to involve newly arrived families from migrant or refugee backgrounds in the organisation's services. • The organisation sets up cultural displays, exhibits and activities to coincide with events such as Harmony Day and/or Cultural Diversity Week.

Read a fictional case study*

*These case studies are works of fiction and any similarities to persons living or dead, or actual events is purely coincidental.

Kamal is a local swimming squad trainer for 14-17 year olds based in southern Tasmania/ lutruwita that runs his business out of his own swimming pool facility.

Kamal knows his business will be required to comply with the Child and Youth Safe Standards from 1 January 2024 as it offers swimming lessons and squad training to children and young people who are under direct supervision of Kamal and his staff.

At one of Kamal's regular squad training sessions, he notices a 14-year-old who is usually very bubbly and chatty is quite withdrawn and distant.

When the session ends, Kamal checks in with the child by asking them if they are alright, and creates space by listening attentively to their reply, which reveals the child has realised they are non-binary and feel anxious about what this means. In other parts of their life, the child has heard people say discriminatory things about non-binary people.

Kamal thanks the child for telling him what they have been experiencing, and makes it clear that it's never okay for someone to be discriminated against for being non-binary. He confirms the child uses they/them pronouns and seeks their consent to tell the other staff that this is how they need to refer to the child from now on, before asking if he can provide any other support to them.

When the child says they themselves plan to reach out to a local support organisation for non-binary youth, Kamal decides to do the same. He contacts the group to seek advice, without identifying the child he spoke to, about how he handled the situation as an adult who engages with children and young people, and what strategies he should keep in mind and share with his staff.

Kamal builds on this learning opportunity by researching local support groups for LGBTQIA+ young people and compiling a directory that is permanently available in the staff lunch room, so that he and the other trainers can call these organisations if and when they need to seek advice.

Listen to young Tasmanians and adults with lived experience

From a young Aboriginal Tasmanian:

I know an organisation respects my culture when it is showing that is it connected with history, such as teaching us about our culture and flying the flags.

— Montanna, who wants to be a mechanic and own a house.

It's hard enough to speak up when you're a kid, let alone when you have extra barriers.

— From a victim-survivor of child sexual abuse in a Tasmanian institution.

Explore these useful resources*

National resources		
Resource	**Where is it from?**	**What does it do?**
Guidelines for the inclusion of transgender and gender diverse people in sport	Australian Human Rights Commission	This resource was developed by the Australian Human Rights Commission in partnership with Sport Australia and the Coalition of Major Professional and Participation Sports. The resource provides guidance to sporting organisations, but may be useful for other organisations to understand how they can promote the inclusion and participation of transgender and gender diverse people within organisations.
National Youth Settlement Framework	Multicultural Youth Advocacy Network Australia	This resource provides practical guidance on benchmark good practice with young people from refugee and migrant backgrounds, including self-assessments and other resources.
Settlement Council of Australia	Settlement Council of Australia	The Settlement Council of Australia provides a range of resources for improving collaborative strategic planning processes within the settlement sector.
Forcibly Displaced People Network	Forcibly Displaced People Network	The Forcibly Displaced People Network is the first registered LGBTIQA+ refugee-led organisation in Australia. It supports LGBTIQA+ people seeking asylum, refugees and migrants from non-Western countries. The Forcibly Displaced People Network provides free online training on on LGBTIQA+ Settlement.
GLBTIQ Multicultural Directory	Australia GLBTIQ Multicultural Council	This resource is a directory of multicultural community groups that support people with a variety of cultural and sexual identities.
Minus18 Articles	Minus18	Minus18 provides resources on creating safe environments for LGBTIQA+ young people to improve health and wellbeing.

Resource	Where is it from?	What does it do?
Culturally and linguistically diverse communities information	eSafety Commissioner	The eSafety Commissioner website has online safety resources translated into multiple languages.
Multicultural Affairs webpage	Department of Home Affairs	The Department of Home Affairs has a number of different resources such as a calendar of cultural and religious dates, a Multicultural Access and Equity Policy Guide and Multicultural Access and Equity Assessment Tool.
Darlington Statement	Intersex Human Rights Australia	This resource is a joint consensus statement by Australia and Aotearoa/ New Zealand setting out priorities of the intersex human rights movements in each country. It outlines ways organisations can support and be allies to the intersex movement.
Understanding safeguarding practices for children with disability when engaging with organisations	Australian Institute of Family Studies	This resource outlines how an understanding of abuse and neglect of children with a disability, is an important step in creating organisations that are child and youth safe. It also refers to additional resources.
LGBTIQ+ Health Australia	LGBTIQ+ Health Australia	LGBTIQ+ Health has resources for workers and the community including fact sheets, webinars, toolkits and posters, on supporting healthy LGBTIQA+ people and preventing stigma and discrimination.
Resource Library	Council for Intellectual Disability	This website provides a range of resources for people with intellectual disability and their supporters.

Tasmanian resources

Resource	Where is it from?	What does it do?
Learning and resources	Department of Health	The Department of Health website includes resources on LGBTIQA+ Inclusive Healthcare including a discussion guide, glossary and individual action plan.

Victorian resources		
Resource	**Where is it from?**	**What does it do?**
LGBTIQ Inclusive Language Guide	Minus18 and the Victorian Government	This resource provides guidance on respectful and inclusive language when working with and referring to LGBTIQA+ people. It was written for the Victorian Public Sector but has broader application for workers elsewhere.
New South Wales resources		
Resource	**Where is it from?**	**What does it do?**
Child Safe Standards and core components translated brochures	NSW Office of the Children's Guardian	These brochures are available in seven languages. They are about the NSW Child Safe Standards, but may be a useful example of resources organisations might make available.
Child safe Standard 4 video	NSW Office of the Children's Guardian	This resource is a video all about NSW's Standard 4, which is similar to, but distinct from Tasmania's Standard 4.
Western Australian resources		
Resource	**Where is it from?**	**What does it do?**
Engaging with Aboriginal Children and Young People Toolkit	Commissioner for Children and Young People Western Australia	This resource outlines how organisations can build a long-term, sustainable commitment to working with Aboriginal children, but is not local guidance.
South Australian resources		
Resource	**Where is it from?**	**What does it do?**
Easy Read	Government of South Australia	This resource provides some examples of Easy Read documents and provides links to other useful Easy Read resources.

* Some resources may reflect similar, yet distinct, child safe standards in effect in other parts of Australia.

Standard 5:

People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice

Learn about why it matters

This Standard matters because child-focused human resource practices help screen out people who are unsuitable for working with children, or discourage their application for work.

Put into practice, it means people working with children and young people are safe to work with children and young people and are respectful of them. They are taught how to keep children safe and well.

We know this because young Tasmanians like Tek have told us: "Organisations can show me they're safe for children and young people by having people who enjoy their job, so you don't feel like they're just paid to be there."

Read Compliance Indicators for this Standard

Compliance Indicators for Standard 5	What it means
• The organisation employs Aboriginal staff or meaningfully involves Aboriginal people in recruitment processes to increase cultural safety for Aboriginal children. • Recruitment, including advertising, referee checks and worker pre-employment screening, emphasise child safety and wellbeing. • Relevant staff and volunteers have current working with children checks or equivalent background checks. • All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including record keeping, information sharing and reporting obligations. • Ongoing supervision and people management is focused on child safety and wellbeing.	• Aboriginal children's cultural safety can be protected by **employing Aboriginal staff** who have a personal understanding of the experiences of the community. Where this is not possible, Aboriginal community members should be involved in the recruitment process to ensure staff who are employed understand the historic and contemporary experiences of Aboriginal people, or demonstrate a commitment to learning. • **Induction** means introducing staff and/or volunteers into an organisation and training them in organisational processes and policies. • **Pre-employment screening** includes things like reference checks, qualifications checks, police checks and identity checks. • **People management** involves making sure that staff and/or volunteers are suitably equipped to perform their role, as well as making sure that workers are performing their role to the requisite standard. • **Supervision**, in reference to staff and/or volunteers, refers to an organisation's oversight of someone's conduct. It may include providing training and support.

Start your compliance, then strengthen it over time

	Where might you start	How you might build on it	What you might aim for
Documents	• Employment advertising includes the organisation's commitment to child and youth safety and wellbeing and to the cultural safety of Aboriginal children and young people. • Job descriptions and duty statements set clear expectations about child and youth safety. • Documentation indicates Registrations to Work with Vulnerable People have been verified. • The Child Safety and Wellbeing Policy describes ways that recruitment occurs. • Job advertisements clearly state the organisation's commitment to child safety and wellbeing and zero tolerance for child abuse and harm. • Diversity is encouraged and celebrated in the organisation.	• Induction packages include Codes of Conduct, the Child Safety and Wellbeing Policy and Complaint Handling Policies. • Full records of staff interview results, reference checks and inductions are made. • Performance development plans for staff include a focus on child safety and wellbeing in the organisation. • Supervision contracts describe how staff performance will be managed. • Posters include photos of staff who children can report concerns to. • Contracts clearly set out child and youth safety performance standards and how they will be assessed.	• Organisational policies describe: - recruitment practices that support the organisation to appoint people who are suitable to work with children - pre-employment screening practices including interviewing, referee checks, Registration to Work with Vulnerable People checks and/or background checking - requirements for an induction about the organisation's child safety practices - how supervision and people management practices will support ongoing assessment of a person's suitability to work with children and young people. - child and youth safety practices and complaints process as well as reporting, record keeping and information sharing obligations. • Documented guidance for managers identifies what steps they should take when managing a staff member whose behaviour raises child safety concerns, and when to escalate concerns about behaviour. • Professional development plans for staff include child and youth safety and wellbeing goals.

	Where might you start	How you might build on it	What you might aim for
Actions	You might ask the following questions: • How do our recruitment processes focus on child and youth safety and wellbeing? • Do we have probationary periods for all staff and volunteers? • How does our induction process explain our organisation's commitment to child and youth safety? • How does our induction process help our staff and volunteers understand their obligations to keep children safe? • How do we supervise and support our staff and volunteers to encourage child and youth safe practices? • Do all relevant staff and volunteers have verified Registration to Work With Vulnerable People status, criminal history and reference checks? • How could our recruitment processes better promote the importance of cultural safety? • How do we encourage and support diversity and inclusion within our organisation?	• The child and youth safety and wellbeing requirements of each role are assessed before recruitment of new staff and volunteers. • Information and guidance are provided to staff and volunteers involved in the recruitment process, on how to prioritise child and youth safety in recruitment. • Recruitment processes include a range of values-based interview questions to establish suitability to work with children, pre-employment screening practices including referee checks, Registrations to Work With Vulnerable People and other registration or background checking, and verification that these checks are valid and up-to-date. • Qualifications, Registrations to Work With Vulnerable People and other registrations are regularly reviewed for changes to make sure they are still valid. Action is taken to manage the risks to children if checks are no longer valid. • Meetings, newsletters and staff updates regularly include discussion of the Child Safety and Wellbeing Policy, Code of Conduct and Diversity and Inclusion Plan, as well as child and youth safety within the organisation more broadly.	• Child and youth safety and wellbeing becomes a regular agenda item for staff meetings at all levels of the organisation. • The cultural safety of Aboriginal and Torres Strait Islander children and young people is promoted and encouraged by all staff and volunteers, including senior leaders. • Refresher child and youth safe training is offered regularly. • Regular face-to-face, phone or online meetings are held between managers and staff and volunteers, and formal and informal observation sessions are conducted. • Staff and volunteers are provided regular Aboriginal and Torres Strait Islander cultural awareness training. • Staff and volunteers are provided with regular diversity and inclusion training. • The organisation conducts regular reviews and supervision of staff and volunteers to ensure Codes of Conduct and other child and youth safe policies are being followed.

Read a fictional case study*

*These case studies are works of fiction and any similarities to persons living or dead, or actual events is purely coincidental.

Lee is the hiring director for a government-run Children's Contact Service in Tasmania/lutruwita's Central Highlands. The Children's Contact Service must comply with the Standards from 1 January 2024.

As part of their role, Lee is responsible for overseeing the procurement of new staff and managing the delivery of induction packages. They decide to implement a review of their standard induction package to include Aboriginal cultural safety training and also include information on the Universal Principles and Child and Youth Safe Standards.

Lee plans for existing staff within their department to undertake the same Aboriginal cutural safety training and also begins to regularly discuss the Standards with their staff. Lee receives positive feedback on the Aboriginal cultural training, as well as a high level of engagement with the Standards.

Staff decide to film a short video resource on the Standards to be included in the induction package.

Lee plans to implement a staff policy that requires all staff to undertake a similar Aboriginal cultural safety training on a yearly basis.

Listen to young Tasmanians and adults with lived experience

> **Workers in child and youth safe organisations keep me informed of what is happening and allow me to make some decisions when possible. For example health workers explaining 'this needle will inject antibiotics to help you get better', asking me which arm I'd prefer, telling me they're counting to three before injecting, etc."**
>
> — Molly, a young Tasmanian who wants to help others and save lives.

> Organisations can show me they're safe for children and young people by having posters up that tell me who I can go to for support; bringing up the issue of my safety at regular meetings and making sure they employ safe people to work with. They should also take an interest in my life outside of the organisation.
>
> — A young Tasmanian who says they know an adult is taking them seriously when they are honest about what they can and can't do.

> As kids we all remember that person who was our role model:
>
> 'That was the best teacher I've ever had, now I love English.'
>
> We've all got the capability to do that for a child. We all want kids to succeed.
>
> — From a victim-survivor of child sexual abuse in a Tasmanian institution.

Explore these useful resources*

National resources		
Resource	**Where is it from?**	**What does it do?**
Pre-employment screening: Working With Children Checks and Police Checks	Australian Institute of Family Studies	This resource provides answers to some common questions about pre-employment child safety screening and includes information about requirements in each state.
Victorian resources		
Resource	**Where is it from?**	**What does it do?**
Practical Guide to Choosing, Supervising and Developing Suitable Staff and Volunteers	Victorian Commission for Children and Young People	This resource provides practical suggestions for different steps of selecting, training and supervising staff and volunteers.

New South Wales resources		
Resource	**Where is it from?**	**What does it do?**
Child Safe Recruitment and Working with Children Check: a handbook for child related organisations	NSW Office of the Children's Guardian	This resource offers guidance on child-safe recruitment processes and selecting suitable staff. Templates are also included.
Interview Schedule Referee Schedule Role Description	NSW Office of the Children's Guardian	These three documents are templates for different steps in child safe recruitment. The Interview Schedule template provides sample questions you might ask an interviewee in relation to child safety. The Referee Schedule provides some examples of questions you might ask an applicant's referees. The Role Description template provides a structure for a role description which includes as an objective, how the role contributes to maintaining a child safe environment.
Engaging sensitively with survivors of abuse	NSW Office of the Children's Guardian	This resource is a guide for faith organisations which provides skills and guidance on how to communicate sensitively with survivors of abuse.
Child Safe Standard 5 video	NSW Office of the Children's Guardian	This resource is a video all about NSW's Standard 5, which similar to, but distinct from, Tasmania's Standard 5.

* Some resources may reflect similar, yet distinct, child safe standards in effect in other parts of Australia.

Standard 6:

Processes to respond to complaints and concerns are child focused

Learn about why it matters

This Standard matters because a child-focused complaints process is an important strategy for helping children and others in organisations to make complaints.

Put into practice, it means children, young people, families, staff and volunteers are listened to and can share problems and concerns.

We know this because children and young people like Lucian have told us: "Being a child and youth safe organisation means when a health or safety issue happens, it is seriously acknowledged and taken care of."

Read Compliance Indicators for this Standard

Compliance Indicators for Standard 6	What it means
• The organisation has meaningful processes that encourage and support Aboriginal children to raise complaints and concerns that are related to their safety. • The organisation has an accessible, child-focused complaint handling policy which clearly outlines the roles and responsibilities of leadership and all staff and volunteers, approaches to dealing with different types of complaints, breaches of relevant policies or the Code of Conduct and obligations to act and report. • Effective complaint handling processes are understood by children and young people, families and carers and staff and volunteers and are culturally safe. • Complaints are taken seriously, and responded to promptly and thoroughly. • The organisation has policies and procedures in place that address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting and co-operates with law enforcement. • Reporting, privacy and employment law obligations are met.	• Aboriginal children are more likely to share safety worries with an Aboriginal person. This could be achieved by organisations employing Aboriginal staff or by **opening communication lines** through avenues such as forums for Aboriginal families or community members to attend and feel safe to share worries and confident that their voice will be heard. • An **accessible** document is a document that people with a disability, including people who are blind or have low vision, can understand. People also use the term to describe translated materials. • A **concern** is any potential issue that could impact negatively on the safety and wellbeing of children. • A **complaint** can include expressions of dissatisfaction about an organisation related to things like: - allegations of abuse or misconduct by a staff member, a volunteer or another individual associated with the organisation - the inadequate handling of a prior concern - general concerns about the safety of a group of children or activity.

Start your compliance, then strengthen it over time

	Where might you start	How you might build on it	What you might aim for
Documents	• Documents, in print or online, describe the complaints process for all staff and volunteers, children, families and communities. • Policies and procedures include information about when complaints should be reported to authorities. • Disciplinary policies support the organisation to take action when a complaint is raised.	• The complaints handling policy should: - be child focused - set out approaches for dealing with different types of complaints including concerns, suspicions, disclosures, allegations and breaches of the Code of Conduct - set out actions to be taken when the complaint is about a worker - set out approaches for responding to harm caused to children, including children displaying potentially harmful sexual behaviours - set out what support and assistance will be provided for those making a complaint - refer to relevant regulatory requirements applicable to the organisation - refer to relevant legislative requirements in the jurisdiction the organisation operates in - be linked to a Code of Conduct - require that all staff and volunteers cooperate with relevant external authorities, including police.	• Record keeping systems are linked to decision making and disciplinary processes. • Code of Conduct training materials are provided to staff and volunteers and are easily accessible. • Accessible complaint handling information is available online and in print, including in the form of a website, social media, brochures, fact sheets, posters, artwork, videos and newsletters. • Email signature blocks or the contact information section of the organisation's website contains information on making a complaint. • Photos depict staff and volunteers that children can report concerns directly to. • Procedures describe likely time frames, review processes and potential outcomes of complaints. • The organisation collates, regularly reviews, and acts upon complaints data and related feedback.

	Where might you start	How you might build on it	What you might aim for
Actions	You might ask the following questions: • How do we prioritise the safety of all children and young people in our organisation after a complaint is received? • How do we make our complaint handling process publicly available and accessible? • How do we make all staff and volunteers aware of their internal and external reporting obligations, including reportable conduct? • How do we record complaints about child abuse or any other incidents? • How do we support families and carers after a complaint is received? • How do we ensure confidentiality of complaints? • Do adults understand the process and possible outcomes for complaints that are made against them? • Do we have a culture of reporting currently? • How do children and young people know that we will take their concerns seriously? • Are our reporting procedures accessible to people with diverse needs?	• Concerns are always taken seriously and children are listened to without judgement. • The organisation seeks expert advice on how complaints handling procedures could be made culturally safe for Aboriginal children and young people. • The organisation identifies ways to support a culture of reporting amongst staff and volunteers, children, young people and the community. • There are clear roles and responsibilities for all staff and volunteers.	• There are multiple pathways to escalate concerns. • Relevant people are kept informed of the progress and outcome of concerns raised. • Feedback and complaints lead to improvement in policy and practice within the organisation. • Children and young people are involved in the design, implementation and ongoing improvement of the complaint handling process. • Barriers that may stop someone from giving feedback, raising concerns or making a formal complaint are identified and actively accounted for. • Written and verbal communication options are available for complaints such as having both a child safe person to speak to and providing a contact number for text messages.

Read a fictional case study*

*These case studies are works of fiction and any similarities to persons living or dead, or actual events is purely coincidental.

Ravi is a primary school teacher who teaches grade 2 at Brickfield Meadows Primary School in northern Tasmania/lutruwita.

Ravi knows that his school is required to comply with the Standards from 1 January 2024. His School already has a thorough complaints handling process, but when he asks his grade 2 students if they know what to do if they feel unsafe, he's met with mixed responses.

Ravi reads through the school's reporting policy and recognises some key themes:

- *all kids have a right to be safe*
- *tell an adult you feel comfortable talking to*
- *trust your gut*
- *adults must act*
- *you will be listened to and supported*
- *you have a right to have your culture respected by others.*

He decides to write these messages down and brings them to the attention of other staff members at their next meeting. As a result, the Schools Department creates a working group to develop a standardised Easy Read reporting policy to be used by all schools in the district.

Ravi invites his class during art to paint key messages about their understanding of any of the themes in the school's reporting policy. Once they have made their artworks, Ravi seeks their permission to display the pieces around the classroom.

Listen to young Tasmanians and adults with lived experience

> Child-focused means believing the child. That moment shapes how they disclose to anyone else potentially for the rest of their lives.
>
> — A victim-survivor of child sexual abuse in a Tasmanian institution.

> **From a young Tasmanian:**
>
> Our voice matters as much as anyone else's, especially in school we know what makes us uncomfortable.
>
> — Zaylia, who wants to work with young children and support them.

> **From a young Tasmanian:**
>
> I know an adult is taking me seriously when they remain focused on listening to me and actually take action not just tell me stuff and not do it.

Explore these useful resources*

National resources		
Resource	**Where is it from?**	**What does it do?**
Guide for parents and carers	National Office for Child Safety	This resource includes: • a guide that provides nine guidelines for implementing child safe complaint processes • a fact sheet about the guide which summarises the nine guidelines • a child safe complaint management reference guide which helps organisations understand more detailed advice outlined in the guide.

New South Wales resources		
Resource	**Where is it from?**	**What does it do?**
Child Safe Reporting Poster for younger children	NSW Office of the Children's Guardian	This resource is an editable poster for young children, designed to identify key people within an organisation that children can report concerns to.
Child Safe Reporting Poster for older children	NSW Office of the Children's Guardian	This resource is an editable poster for older children, designed to encourage children and young people to report safety concerns.
Complaint Record template	NSW Office of the Children's Guardian	This resource is a sample of what a complaint and allegation record might look like.
Child Safe Standard 6 video	NSW Office of the Children's Guardian	This resource is a video all about NSW's Standard 6, which is similar to, but distinct from, Tasmania's Standard 6.
Western Australian resources		
Resource	**Where is it from?**	**What does it do?**
Speak up and make a complaint resources	Commissioner for Children and Young People Western Australia	This suite of resources is for children and young people. It includes videos, posters and brochures on making a complaint. Translated resources are also available.
Child Friendly Complaints Guidelines	Commissioner for Children and Young People Western Australia	This resource assists organisations to strengthen processes to support children and young people to make complaints and express concerns.

* Some resources may reflect similar, yet distinct, child safe standards in effect in other parts of Australia.

Standard 7:

Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training

Learn about why it matters

This Standard matters because education and training is a core strategy in improving an organisation's capacity to protect children and can contribute to creating a child safe culture by clearly and consistently reinforcing the message that child safety is important.

Put into practice, it means staff and volunteers build on their knowledge so they know how to keep children and young people safe and well.

We know this because young Tasmanians like Elise have told us: "Proper training is so important because without the proper training you can't connect with the young person, and you won't know how to help them properly."

Read Compliance Indicators for this Standard

Compliance Indicators for Standard 7	What it means
• Staff and volunteers' knowledge of Aboriginal history and the ongoing impacts of colonisation and intergenerational trauma on the Aboriginal community is reflected in their practice. • Staff and volunteers are trained and supported to effectively implement the organisation's Child Safety and Wellbeing Policy. • Staff and volunteers receive training and information to recognise indicators of child harm including harm caused by other children and young people. • Staff and volunteers receive training and information to respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm. • Staff and volunteers receive training and information on how to build culturally safe environments for children and young people.	• Organisations can work to this compliance indicator by offering **locally tailored cultural safety training** to all staff and volunteers to increase their capacity to engage with Aboriginal young people in a safe way and can make culturally appropriate referrals if required. • **Indicators of harm** in children and young people may include changes in behavior. • **Harm** is damage to the health, safety or wellbeing of a child, including as a result of child abuse by adults or the conduct of other children or young people. It includes physical, emotional, sexual and psychological harm. • **Emotional or psychological harm** means harm to a child's wellbeing or development or both.

Start your compliance, then strengthen it over time

	Where might you start	How you might build on it	What you might aim for
Documents	• A training action plan for staff and volunteers includes training on: - the Child Safety and Wellbeing Policy - identifying indicators of child abuse and harm - how to support a person making a disclosure about harm to a child - how to respond to issues of child safety including internal and external reporting requirements, notifying families and carers and managing risks to children and young people - how to support cultural safety and build culturally safe environments - the rights of children and young people.	• Policies support the training action plan and are accessible for all staff and volunteers. • Fact sheets, posters and guidelines for staff and volunteers, provide guidance about the topics that are covered in the training action plan. • A training register records completion of training by staff and volunteers. • Certificates of completion record staff and/or volunteer participation in training. • Information and training on children's rights and child participation in practice, is regularly provided to staff and volunteers.	• Educational materials discuss emerging issues relating to child safety. • Information or posters on indicators of child abuse and harm are displayed in staff rooms. • Relevant topics related to child and youth safety are included in staff newsletters. • Information on cultural safety is accessible to all staff and volunteers. • Shared resource folders (both printed and digital) include information and training materials in a central location that is accessible to all staff and volunteers. It's easy to tell when a resource was last updated and in what way. • Training schedules reflect frequent and consistent delivery of child safety training.
Actions	You might ask the following questions: • Are our staff and volunteers aware of the signs of child abuse? • Are staff and volunteers confident in asking for help and advice? • Are staff and volunteers properly trained in child and youth safety?	• Training is provided to all staff and volunteers on the Child Safety and Wellbeing Policy on induction and at regular intervals. • Staff and volunteers are provided with ongoing guidance and periodic training on: - recognising signs of child abuse and harm	• Opportunities to raise awareness of child abuse and harm are identified, for example, through events or activities. • Awareness of the factors that can increase a child's risk of being abused is fostered by sharing resources from organisations with expertise in the safety of children. • Staff feedback is sought on their understanding and learning needs.

Standard 7

Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training

	Where might you start	How you might build on it	What you might aim for
	• How do we record staff and volunteer participation in training? • How do we provide training for staff and volunteers in higher-risk roles and situations? • Do our staff and volunteers understand what cultural safety means in our organisation? • Do staff understand what amounts to reportable conduct? • Do we have cultural awareness training?	- responding to issues of child safety, such as grooming, neglect and other forms of child harm or abuse - responding to disclosures of child harm or abuse, including recognising the different ways that children may disclose - the Code of Conduct, their responsibility to comply with it and their responsibility to report non-compliance by others - their responsibilities under the complaint handling policy, including privacy considerations and record keeping obligations - their obligations to report complaints of child harm or abuse to external authorities - how to create culturally safe environments in the organisation. • Supervision and management of all staff and volunteers includes identifying child and youth safety training needs. • Training should be culturally sensitive and culturally safe to the needs of staff and volunteers who are Aboriginal and Torres Strait Islander, and those from culturally and linguistically diverse backgrounds. • Training should be delivered in a way that is inclusive of all staff and volunteers including those with disability, those working in rural and remote areas, those who are lesbian, gay, bisexual, transgender and intersex, and those with lived experience of child sexual abuse.	• Training and information for staff and volunteers should support them to: - understand what cultural safety is, why it is important to child safety and wellbeing and their role in creating a culturally safe environment - support participation and inclusion within the organisation by all children and their families and create an environment where expressions of an individual's culture are welcomed, respected and valued - understand the strengths of Aboriginal culture and its importance to the safety and wellbeing of Aboriginal children - support Aboriginal children to enjoy their cultural rights - identify, confront and address any instances of racism. • Training is seen as an ongoing obligation and commitment. • Child and youth safety and wellbeing is included as a standing item on leadership, team and staff meeting agendas to reinforce lessons from training. • Staff and volunteers are regularly reminded of critical information from the Child Safety and Wellbeing Policy and regularly discuss the policy formally and informally.

Read a fictional case study*

*These case studies are works of fiction and any similarities to persons living or dead, or actual events is purely coincidental.

Bik is a solicitor who specialises in helping young people to navigate the legal system. She works in a team of seven permanent staff and two legal clerks who are both on placement from a local university.

Most of Bik's work is through referrals received through support services. For this reason, when Bik's manager arranges for trauma awareness training for all staff to attend, Bik is excited to attend. She recognises how important this type of training is to her work.

Bik finds the training very valuable and afterwards decides to reach out to a specialist child psychologist that she regularly works with and has a good professional relationship with. Keen to find another opportunity to learn and share relevant expertise at her work, Bik asks this psychologist if they would like to deliver a short presentation to staff on recognising cues from children.

Bik runs the presentation as a one-hour 'lunch and learn' and it's so popular that staff make a commitment to having a guest speaker in the office once every quarter.

The team taps into their collective network of professionals who they regularly engage with in the course of their work.

Some of the topics that the relevant speakers are invited to cover include indicators of child sexual abuse, how to respond to disclosures of abuse, and respect for children and young people's cultural diversity.

Bik also decides to start a shared resource folder where staff can access resources provided during these sessions, in case they want to revisit them at any point or couldn't attend.

As a result of these regular opportunities to pause and learn, Bik feels increasingly confident in how she engages with her young clients.

Listen to young Tasmanians and adults with lived experience

From a young Tasmanian:

It is important that organisations recognise signs that young people are distressed or triggered and ask them if they are ok or need to have a break.

— Aly who wants to study law at the University of Sydney

> The world is forever changing. Child safety continues to evolve. Staff and volunteers must have the skills and knowledge to enact their responsibilities.
>
> — A victim-survivor of child sexual abuse in a Tasmanian institution.

Explore these useful resources*

National resources		
Resource	**Where is it from?**	**What does it do?**
Reporting suspected child abuse or neglect	Australian Institute of Family Studies	This resource provides information on reporting suspected child abuse.
e-Learning Modules	National Human Rights Commission- Child Safe Organisations	The e-Learning modules are a free resource to help organisations and the public learn more about the National Principles (which Tasmania's Child and Youth Safe Standards are developed from).
Victorian resources		
Resource	**Where is it from?**	**What does it do?**
Sample learning or training action plan	Victorian Commission for Children and Young People	This resource is a detailed example of what a training action plan might look like. It is about the Victorian Child Safe Standards, but may be useful for Tasmanian organisations as a template for developing their own training plan.
Community of Practice	Victorian Commission for Children and Young People	This resource includes videos and slide packs from Community of Practice Sessions where topics related to the Victorian Child Safe Standards and accompanying resources are discussed.
Identify child abuse	Schools Vic	This resource is designed to help school staff recognise physical and behavioural signs of child abuse.

Resource	Where is it from?	What does it do?
Child Safe Standards training material	Victorian Government	These resources are about the Victorian Child Safe Standards. They are designed for schools to present to staff, volunteers and school councils. The material provides an example of how Tasmanian organisations might choose to present child safety training for workers.
Registered Training Organisations	Victorian Registration & Qualifications Authority	The Victorian Registration & Qualifications Authority provides regulatory guidance for Registered Training Organisations who deliver training to children and young people. This guidance is about complying with the Victorian Child Safe Standards, but provides a useful overview and links to further resources.
New South Wales resources		
Resource	**Where is it from?**	**What does it do?**
Child safe reporting video	NSW Office of the Children's Guardian & NSW Office of Sport	This resource is an animated video to help organisations understand when to report child safety concerns.
eLearning	NSW Office of the Children's Guardian	These resources are four eLearning courses on the following topics: • Responding to Reportable Allegations • Child Safe Sport eLearning • Child Safe eLearning – Keeping children safe in organisations • SAFESpace eLearning – Keeping children safe in organisations in the disability sector.
Induction video part 1-recognising abuse Induction video part 2-responding to abuse	NSW Office of the Children's Guardian	This resource for workers, is a two-part animated video on recognising and responding to signs of abuse in children.
About grooming - Information for child-related organisations	NSW Office of the Children's Guardian	This resource is a video to help workers understand what grooming can look like so they can reduce opportunities for grooming to occur.
Child Safe Standard 7 video	NSW Office of the Children's Guardian	This resource is a video all about NSW's Standard 7, which is similar to, but distinct from, Tasmania's Standard 7.

* Some resources may reflect similar, yet distinct, child safe standards in effect in other parts of Australia.

Standard 8:

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed

Learn about why it matters

This Standard matters because certain physical and online environments can pose a risk to children. Organisations need to be aware of these risks and strategise to mitigate them.

Put into practice, it means children and young people are safe in online and physical spaces.

We know this because young Tasmanians like Joe have told us: "I like spaces with lots of windows that are really open and welcoming."

Understand what you must do to comply

Compliance Indicators for Standard 8	What it means
• The physical and online environments show respect for Aboriginal people. • Staff and volunteers identify and mitigate risks in online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities. • The online environment is used in accordance with the organisation's Code of Conduct and Child Safety and Wellbeing Policy and practices. • Risk management plans consider risks posed by organisational settings, activities and the physical environment. • Organisations that contract facilities and services from third parties have procurement policies that ensure the safety of children and young people.	• Aboriginal people generally feel more comfortable in **Aboriginal community spaces**. Organisations can support Aboriginal children to feel comfortable to engage with their service by displaying an Acknowledgement of Country, photos/posters of Aboriginal community events and local Aboriginal artworks in their physical and online environments. • **Mitigate** means to proactively lessen harmful impacts of something. • **Online environments** are any technological platforms which an organisation uses or controls, such as computers, phones, websites, intranet, social media and video conference facilities. • **Organisational settings** can be thought of as a combination of the physical and online environments of the organisation. The term can also be used to describe the nature and specific risks that can be posed by institutional environments. • **Physical environments** are the physical places where an organisation operates or conducts activities, such as a building, facility or space and includes physical environments operated by third parties.

Start your compliance, then strengthen it over time

	Where might you start	How you might build on it	What you might aim for
Documents	• Children and young people are supported to celebrate their culture in the physical or online environment. • Acknowledgments of First Nations people as the Traditional Owners are included in the organisation's email signatures. • Guidelines are developed for the use of technology by the organisation's staff and volunteers.	• The Child Safety and Wellbeing Policy and Code of Conduct should cover acceptable and unacceptable child to child interactions, and child to adult interactions, across social media, email, instant messages and apps. • All incidents are documented. • Excursions are documented. • Risk assessments for excursions are completed and documented. • A review schedule reflects regular times to review incidents against policies and procedures to improve them. • Policies outline acceptable use of online spaces for staff and volunteers of the organisation. • Training in online safety is documented.	• Training materials are easily accessible, contain information about online safety risks and how to mitigate them. • Reporting policies outlining how to report a breach of the acceptable use policy are easily accessible to all staff and volunteers and families and carers who engage with the organisation. • The risk management strategy comprehensively: - identifies, assesses and takes steps to minimise the opportunity for children to be harmed - focuses on preventing child harm, including peer-to-peer harm - considers increased risk with specific roles and activities, and children with heightened vulnerability e.g. children with disability - is outlined in policies and procedures and included in training of staff and volunteers - contains procedures for review.
Actions	You might ask the following questions: • How do we assess and manage risks in the physical and online environments? • How can we alter the physical environment to increase natural lines of sight?	• Aboriginal children are supported to express their culture if they choose to. • Staff and volunteers actively support expression of culture by children and young people.	• The organisation regularly reflects on how to balance the right to privacy of children and young people with their right to safety, and identifies any steps that need to be taken as a result. • When third-party contractors are engaged, the organisation assesses whether the engagement of third-party contractors poses risks of child abuse and harm and takes appropriate steps to mitigate risks.

	Where might you start	How you might build on it	What you might aim for
Actions cont.	• How do we consult with children and young people about their views of safety in physical and online environments? • How do we educate children and young people, staff and volunteers, parents and guardians about behavioural expectations, including online safety? • How do we balance privacy with the need to provide a safe environment for children? • How is the presence of Aboriginal culture included and embedded in the physical environment, attitudes and values of the organisation? • How is the safety of LGBTQIA+ children and young people prioritised in the physical and online environment?	• Leaders set expectations about behavioural standards for staff interacting with children in physical and online environments. • Risk assessments identify areas where adults have opportunities to interact with children unsupervised, including for one-off events and overnight camps. • Physical environments are altered to increase natural lines of sight while respecting a child's right to privacy. • Higher-risk areas such as change rooms, cars, boarding facilities and offsite locations are managed using specific safety measures, such as spot checks and log books. • When negotiating contracts with third parties, contracts include terms that allow the organisation to take action if the third party does not meet expected child safety and wellbeing standards. • Children and young people's right to privacy is protected. • Children and young people are asked and listened to when they express what makes them feel safe. • Children and young people are given the opportunity to provide feedback on how incidents are handled. • Serious incidents are recorded and reported to the appropriate child protection authorities and police. • All safety incidents are properly recorded.	• The organisation requires third-party contractors to comply with the organisation's policies, procedures and Codes of Conduct and monitors this. • The organisation works with third-party contractors to identify, prevent and reduce risks of child abuse and harm. • Regarding third-party contractors, where risks of child abuse and harm cannot be adequately mitigated, the organisation considers terminating the contract and/or takes other appropriate action to protect children. • If appropriate, staff, volunteers, parents, carers and children are provided with information about online safety and risks in the online environment, such as online grooming, cyber bullying and technology-facilitated harmful sexual behaviours. • Points of contact are established between the third party and children and put specific risk management strategies in place, like using sign in/sign out registers or supervising the third party onsite.

Read a fictional case study*

*These case studies are works of fiction and any similarities to persons living or dead, or actual events is purely coincidental.

Andy runs a small day care service called Andy's Learning and Play Centre.

She knows her business will need to comply with the Standards from 1 January 2024. She often takes photos of children to send to their parents or carers throughout the day to give them peace of mind that their child is happy.

Up until now she hasn't documented consent from parents and carers before taking and sending these photos even though multiple children are often visible in each image. Sometimes she shares these images on her business' social media while waiting for parents or carers to confirm their consent because she thinks they won't mind.

But when Andy reflects on her new legal obligations under the Child and Youth Safe Standards, she realises this practice isn't providing for the safety of the young people in her care in online environments.

She makes some changes that mean when children enrol at her day care, parents and carers are required to sign a consent form to take photos of their children for the purpose of providing updates throughout the day.

She decides to write a short policy to accompany the consent form that reads in part:

- *"Andy's Learning and Play Centre (the Centre) is committed to keeping children safe online and at our centre.*
- *The Centre will seek the consent of a parent or guardian every 6 (six) months for photographs to be taken of their child for the purpose of sending a 'photo update' of their child directly to the parent or guardian.*
- *Photographs will be disposed of immediately after they are sent to the parent/guardian.*
- *Where possible, the Centre will seek the consent of the child to be photographed.*
- *The Centre will not send any photographs to a parent or guardian depicting any other child than their own…"*

She also creates a social media image consent form that must be signed and returned for all posts identifying a child before they are published.

She decides to include a link to the eSafety Commissioner's website in the consent forms as Andy herself had found the resources quite useful in developing her policy.

Listen to young Tasmanians and adults with lived experience

From a young Tasmanian:

I don't like being put in a room alone, like when you're at school and a teacher comes to talk to you alone.

— Indy, who wants to study English or History one day.

Risk assessments should scrutinise the environments that organisations use such as sporting equipment sheds.

— A victim-survivor of child sexual abuse in a Tasmanian institution.

I think with physical environments, it's about being aware. It's not about knocking out walls. It's about a culture of accountability.

— A victim-survivor of child sexual abuse in a Tasmanian institution.

Explore these useful resources*

National resources		
Resource	**Where is it from?**	**What does it do?**
eSafety webinars Information sheets	eSafety Commissioner	The eSafety Commissioner provides webinars and information sheets for parents and carers about online safety.
Resources for children and young people	eSafety Commissioner	These resources provide information and guidance about online safety topics for young people.
eSafety Kids	eSafety Commissioner	This resource is a website designed specifically for younger children. It provides concise safety information using pictures and short sentences.
eSafety First Nations	eSafety Commissioner	This resource is a website for Aboriginal and Torres Strait Islander people about online safety.

Resource	Where is it from?	What does it do?
eSafety Guide for Aboriginal and Torres Strait Islander teenagers in out of home care	SNAICC and ACWA	This resource is an animated video produced by SNAICC and the Association of Children's Welfare Agencies. It provides practical guidance for children and young people on staying safe online.
Checklist for online safety	National Human Rights Commission-Child Safe Organisations	This resource is a three-page checklist document designed assist organisations in identifying possible online safety risks to children and young people.
Risk management resources	National Office for Child Safety	This resource includes a guide, risk identification checklist and quick reference guide for organisations to identify child safety risks.
Victorian resources		
Resource	**Where is it from?**	**What does it do?**
Risk assessment and management template	Victorian Commission for Children and Young People	This resource is a template for organisations to identify child safety risks in their practices and environments. It is about the Victorian Child Safe Standards but may be useful as an example of how Tasmanian organisations might begin to assess risk.
New South Wales resources		
Resource	**Where is it from?**	**What does it do?**
Risk management resources	NSW Office of the Children's Guardian	This two-part resource provides guidance for organisations on the practical steps they might take to create a risk management plan and explores the types of harm that occur in organisational settings.
Child Safe Standard 8 video	NSW Office of the Children's Guardian	This resource is a video all about NSW's Standard 8, which is similar to, but distinct from, Tasmania's Standard 8.

* Some resources may reflect similar, yet distinct, child safe standards in effect in other parts of Australia.

Standard 9:

Implementation of the Child and Youth Safe Standards is regularly reviewed and improved

Learn about why it matters

This Standard matters because an open culture encourages people to discuss difficult decisions and identify and learn from mistakes.

Put into practice, it means the organisation keeps reviewing and improving its child safety and wellbeing practices.

We know this because young Tasmanians like Bee have told us: "Don't do what you think is the thing that'll look most good, do the thing you know we want and need as young people."

Read Compliance Indicators for this Standard

Compliance Indicators for Standard 9	What it means
• The organisation acknowledges that cultural safety is a journey of understanding and truth-telling. • The organisation regularly reviews, evaluates and improves child and youth safe practices. • Complaints, concerns and safety incidents are analysed to identify causes and systemic failures so as to inform continuous improvement. • The organisation reports on the findings of relevant reviews to staff and volunteers, community, families and carers and children and young people.	• Organisations can increase cultural safety for Aboriginal children through committing to **regularly reviewing and improving** their child and youth safe practices, and the timely implementation of any suggested changes. • **Evaluate** means to assess the quality and effectiveness of the organisation's child and youth safe practices with a view to continuously improving them. • **Systematic failure** is the breakdown of procedures or processes of an organisation that should operate to keep children and young people safe.

Start your compliance, then strengthen it over time

	Where might you start	How you might build on it	What you might aim for
Documents	• Policies and procedures clearly indicate a review date • Reports document any child and youth safety and wellbeing reviews and findings. • Policy review dates are kept in an online calendar that sends reminders.	• Records of concerns, complaints and safety incidents are detailed and thorough. • Process documents outline steps for reviewing the Code of Conduct, Child Safety and Wellbeing Policy, Risk Register and Diversity Policy. • A documented plan indicates how diverse perspectives will be included in the review process. • Organisations that provide accessibility reviews are listed and included in the review schedule.	• Findings of reviews of policies and procedures are communicated with families, carers and the community in ways such as: - bulletins on websites or social media - group emails - stories in newsletters - in-person or online group discussions or forums - at regular meetings or assemblies - in periodic or annual reports. • A documented improvement plan includes: - actions that will be taken - who is responsible - timeframes for completing the actions - how improvements will be measured and reported on - a timeframe for the next review.

Standard 9 | Implementation of the Child and Youth Safe Standards is regularly reviewed and improved

	Where might you start	How you might build on it	What you might aim for
Actions	You might ask the following questions: • How will we seek input from Aboriginal children and young people to drive the review process? • How can we make sure that people with diverse needs, LGBTQIA+ people and people with culturally diverse backgrounds are actively involved in the review process? • When do we review policies and procedures? • How can we stay up to date with current knowledge of child safe practices? • How can we change policies and procedures to reflect changes to child safe practices? • How do we review our child safe policies and procedures following a complaint? • Has an independent agency reviewed our child safe policies and practices? • How are good practice and lessons about child safety and wellbeing shared by leaders in the organisation? • What is working well in our current child safe practices and systems?	• Records are kept of complaints, concerns, allegations and action is taken to respond promptly. • People from diverse backgrounds are encouraged and supported in reviewing policies and procedures. • Aboriginal and Torres Strait Islander people have an active role in the review process. • Timeframes for reviews are committed to and met by the organsiation. • Children and young people are provided appropriate ways to participate in the review process such as surveys, activities and games. • Accessibility reviews of documents are regularly conducted by the organisation and expert advice is sought where appropriate.	• The results and findings of reviews are promptly reported back to children, young people, families, carers and staff. • Children and young people from diverse backgrounds are encouraged and supported to participate in the review process. • Complaints, concerns, safety incidents or significant breaches of policy are examined to understand what caused the problem and whether there are any flaws in the organisation's policies, procedures and practices that contributed to the problem. Where flaws or failings are identified, improvements are made to prevent the problem from happening again. • The organisation regularly reviews policies, procedures and child and youth safe practices and makes improvements considering: - analysis of complaints, concerns, safety incidents and significant breaches of policy - feedback sought from staff, volunteers, children, families, carers and communities - whether the organisation has fully implemented each of the Child and Youth Safe Standards. • Reports about the findings and actions taken in response to reviews of the organisation's child safe practices are shared with staff, volunteers, children, families, carers and communities.

Read a fictional case study*

*These case studies are works of fiction and any similarities to persons living or dead, or actual events is purely coincidental.

Vin is a volunteer at an organisation called Mic On, a public speaking and communications support service for young people who are neurodiverse.

Mic On is required to comply with the Standards from 1 January 2024.

In August 2024, after Mic On has been complying with the Standards for over six months, Vin's manager dedicates one of their regular staff meetings to receiving staff feedback on the organisation's Child Safety and Wellbeing Policy, to identify if changes are required.

Vin's manager encourages *all* staff to provide feedback on whether the policy properly embeds the Universal Principle for Aboriginal Cultural Safety as a priority in their work. She also seeks feedback on whether there are identifiable gaps in the policy, whether it is accessible to people from culturally and linguistically diverse backgrounds and people with a disability, and whether it reflects how the organisation can meet the diverse and unique needs of all children.

Vin sees an opportunity to engage Mic On's young clients in the review process and comes up with an idea to host a 'mock debate' that they can choose to be part of that's all about talking through key themes of the Child Safety and Wellbeing Policy, and whether it is doing what it needs to do. With the consent of the participants, the Mic On team members take notes of the key arguments of each side of the debate and at a follow up staff meeting brainstorm ways to improve the policy with these ideas in mind.

When the policy has been updated, Vin and his colleagues hold a 'reverse mic night' where staff take turns reflecting on how the debate teams' arguments resonated for them.

Vin's manager introduces a quality improvement process so that information from the review process can be incorporated effectively into existing policies and procedures.

Listen to young Tasmanians and adults with lived experience

From young Tasmanians:

Organisations can get new ideas on how they can improve things when they listen to children and young people.

— Allie and Will.

Reviewing and improving is going to mean it's always getting better, and we need to do that because society changes all the time. It's about staying relevant.

— A victim-survivor of child sexual abuse in a Tasmanian institution.

From a young Tasmanian:

Organisations should listen to children and young people's ideas and take them on board.

— Nicole, who wants to make a safer world.

Explore these useful resources*

Victorian resources		
Resource	**Where is it from?**	**What does it do?**
Overview of Standard	Victorian Commission for Children and Young People	This resource is a video about Victorian Child Safe Standard 10 (equivalent to Tasmania's Child and Youth Safe Standard 9).
Empowerment and Participation Guide	Victorian Commission for Children and Young People	This resource provides guidance to organisations on empowering children and young people they engage with and encouraging them to have their say. It includes space for organisations to reflect on their current attitudes and approaches to child safety.
New South Wales resources		
Resource	**Where is it from?**	**What does it do?**
Child Safe Standard 9 video	NSW Office of the Children's Guardian	This resource is a video all about NSW's Standard 9, which is similar to, yet distinct form, Tasmania's Standard 9.
Western Australian resources		
Resource	**Where is it from?**	**What does it do?**
Self assessment and review tool	Commissioner for Children and Young People Western Australia	This resource provides an example of how organisations might review and improve upon their existing child safety practices and documents.
South Australian resources		
Resource	**Where is it from?**	**What does it do?**
Online accessibility policies	Government of South Australia	This resource provides links to accessibility guidelines for each state and territory.

* Some resources may reflect similar, yet distinct, child safe standards in effect in other parts of Australia.

Standard 10:

Policies and procedures document how the organisation is safe for children and young people

Learn about why it matters

This Standard matters because the proper implementation of child safe policies and procedures is a crucial aspect of facilitating an institution's commitment to child safe practices.

Put into practice, it means the organisation writes down how it keeps children and young people safe and well, and makes sure that everyone can see these documents.

We know this because young Tasmanians like Tara have told us: "By documenting that stuff and processes on paper, it stops people from like, scrambling to figure out what's going on. People know clearly what they need to do in the situation."

Read Compliance Indicators for this Standard

Compliance Indicators for Standard 10	What it means
• Policies and procedures address all 10 Child and Youth Safe Standards, and the Universal Principle for Aboriginal Cultural Safety is included. • Policies and procedures are documented and easy to understand. • Best practice models and stakeholder consultation informs the development of policies and procedures. • Leaders champion and model compliance with policies and procedures. • Staff and volunteers understand and implement policies and procedures.	• Policies and procedures need to be developed and continually reviewed to ensure that all levels of the organisation practice in a **culturally safe way**. • **Best practice models** are examples of the best ways of working in order to create a child and youth safe organisation. • **Stakeholders** are people and communities that have an interest in the organisation or engages with it. Some examples might be workers within the organisation, families and carers, children and young people and local community groups.

Start your compliance, then strengthen it over time

	Where might you start	How you might build on it	What you might aim for
Documents	• A Child Safety and Wellbeing Policy sets out the organisation's expectations, practices and approach in relation to each of the Child and Youth Safe Standards. • The organisation's Code of Conduct sets out the expectations for behaviour and responsibilities of staff and volunteers. • Risk assessments and management plans address risks of child abuse and harm.	• Recruitment and screening policies reflect child and youth safety as a priority of the organisation. • The organisation documents performance monitoring, supervision and disciplinary policies. • Social media policies reflect child and youth safety within the organisation. • Stakeholder engagement plans reflect how diversity will be represented in the review process. • Equity, diversity and inclusion plans and policies are easily accessible. • The organisation keeps clearly documented record keeping, information sharing and privacy policies. • Child-friendly, accessible and Easy Read documents are available in the online and physical environments. • Online materials are easily accessible and can be downloaded.	• The organsiation develops or updates an existing Reconciliation Action Plan with input from staff and volunteers, children and young people and Aboriginal and Torres Strait Islander people. • The organisation partners with Aboriginal people to conduct a cultural safety review. • The organisation partners with culturally and linguistically diverse groups to provide documents in languages other than English where appropriate. • The complaint handling policy and processes address how the organisation will respond to complaints and includes all internal and external reporting obligations. • Organisational recruitment, human resources and volunteering policies have a clear child and youth safety focus. • Procurement policies ensure the safety of children and young people (if the organisation engages third parties).

Standard 10 | Policies and procedures document how the organisation is safe for children and young people

	Where might you start	How you might build on it	What you might aim for
Actions	You might ask the following questions: • How do we measure if staff and volunteers are complying with policies and procedures? • Are policies and procedures accessible to children and young people? • Are they accessible to people from culturally and linguistically diverse backgrounds and people with diverse needs? • How do our leaders champion a culture of compliance with our child safe policies and procedures? • How are Codes of Conduct, policies and procedures embedded in all operational aspects of our organisation? • What happens if policies and procedures are not followed? • Do our policies address accessibility, anti-discrimination, cultural safety, diversity and inclusion? • Does the Code of Conduct clearly prohibit racism and outline steps to be taken if it occurs? • Is the Universal Principle embedded in our policies and procedures? • Do policies and procedures outline measures specific to the needs of Aboriginal children and young people?	• The organisation seeks expert advice on how to incorporate cultural safety into its practices and does not make assumptions. • The organisation seeks expert advice on making policy and procedure documents more accessible for people with diverse needs. • Regular consultation on child and youth safety is undertaken with stakeholders. • The organisation uses input from consultations and available information about child and youth safety and wellbeing to help develop, review and update policies and procedures related to child safety. • The organisation's policies and procedures cover all the Child and Youth Safe Standards and Universal Principle and address the risks to the safety of children and young people that are specific to the organisation and its environment. • Policies and procedures are easy to understand and can be accessed easily by children and young people, staff and volunteers and families and carers.	• The organisation regularly makes public statements about the importance of child and youth safety in the organisation and outlines how it achieves child and youth safety in practice. • The organisation makes child and youth safety visible in the organisation through regular discussions, websites, posters, emails, online stories or newsletters. • Child and youth safety is regularly discussed with staff and volunteers in meetings. • Policies are put into practice and staff and volunteers, children and young people are supported to use them. • Staff and volunteers engage in practical training that supports written policies and procedures. • Diversity is represented in the review process. • The organisation reports back to children and young people about how their feedback is used to improve policies and procedures. • Risk management in the organisation focuses on child and youth safety. • Good practice and initiatives in child safety are acknowledged, and staff and/or volunteers who engage in good practice are celebrated and supported.

Read a fictional case study*

*These case studies are works of fiction and any similarities to persons living or dead, or actual events is purely coincidental.

Angelica works as an electrician for a commercial company. The company is a host employer for the local technical school and takes on apprentice electricians for work experience on a yearly basis.

The company will be required to comply with the Standards from 1 January 2024.

Her company has just published a new Child Safety and Wellbeing Policy and complaints procedure and includes the documents in a prominent place on the company's website and social media platforms.

Angelica makes sure she informs her new apprentices of the policy and procedures and has copies printed and visible in her workspace. Her company circulates the policy and procedure with the technical school and invites them to share it with future apprentices.

Angelica thinks that the policy is quite long and knows that some of her apprentices have low literacy levels. She and one of her colleagues decide to film a short video to post on social media and the company's website, reading out key components of the policy and discussing them in a Q&A style interview.

Her boss is so impressed with how well the video turned out, that she plans on progressively working towards all of the company's policies and procedures being presented in video format.

This also prompts a wider review of how comprehensive, effective and culturally safe the company's child safety policies and procedures are.

Angelica's boss begins reaching out to similar organisations who provide traineeships to young people, to share ideas.

Listen to young Tasmanians and adults with lived experience

From a young Tasmanian:

Organisations that follow rules show children and young people that they are safe.

— Charlie, who wants to be respectful to old people and young people.

Policies and procedures need to be documented, otherwise processes disappear with individuals.

— A victim-survivor of child sexual abuse in a Tasmanian institution.

From a young Tasmanian:

(Child and youth safe organisations) have rules . . . they look after you when you are hurt or upset.

— Lou, who wants to be rich and funny when they are older.

Explore some useful resources*

National resources		
Resource	**Where is it from?**	**What does it do?**
Child Safety and Wellbeing Policy template	National Human Rights Commission- Child Safe Organisations	A Child Safety and Wellbeing Policy outlines how the organisation keeps children and young people safe and includes key areas of responsibility within the organisation. This resource offers general guidance on writing a Child Safety and Wellbeing Policy and includes a template.
Victorian resources		
Resource	**Where is it from?**	**What does it do?**
Creating a Child Safety and Wellbeing Policy	Victorian Commission for Children and Young People	This resource provides practical guidance on how to develop a Child Safety and Wellbeing Policy and provides an example of one.
New South Wales resources		
Resource	**Where is it from?**	**What does it do?**
Policies and procedures	NSW Office of the Children's Guardian and the NSW Office of Sport	This resource is a video for organisations about the importance of policies and procedures in their work.
Sample Child Safe Reporting Policy	NSW Office of the Children's Guardian	This resource is a sample of elements to include in a child safe reporting policy.
Child Safe Standard 10 video	NSW Office of the Children's Guardian	This resource is a video all about NSW's Standard 10, which is similar to, but distinct from, Tasmania's Standard 10.
South Australian resources		
Resource	**Where is it from?**	**What does it do?**
Creating a Policy	Government of South Australia	This resource is a guide to developing a Child Safe Environments Policy. It is about the National Principles but provides practical guidance that may be useful for Tasmanian organisations in developing a Child Safety and Wellbeing Policy.

* Some resources may reflect similar, yet distinct, child safe standards in effect in other parts of Australia.

Appendices:

Appendix 1 | Practical tips for organisations

This appendix identifies challenges organisations might face when implementing the 10 Child and Youth Safe Standards and the Universal Principle for Aboriginal Cultural Safety and provides some suggestions on how to overcome those challenges. The left-hand column lists possible compliance challenges. Some challenges might be more likely to apply to individual workers within the organisation and some might apply to the whole organisation. The middle column suggests actions to overcome or mitigate the challenges and the right-hand column indicates what workers might be responsible for those actions.

Legend:

Whole organisation

Executive

Management

Worker

Volunteer

Challenges you might face	Possible solutions	This is especially relevant to
Workers in my organisation are busy 'doing the doing'…	• Work together to brainstorm how the Standards can be woven into workers' existing tasks. • Keep information succinct and digestible. • Record relevant meetings and/or information sessions so workers can choose to watch them back when they've got time. • Prioritise child safety as a key component of daily work (e.g. facility safety checklists) by including it in things like professional development conversations. • Display posters and other resources (such as this guide) in places like a staff tea room to encourage incidental learning. • Develop an achievable, staged implementation plan which steps out organisational goals in relation to child and youth safety using realistic timeframes.	
Workers in my organisation are experiencing 'compliance fatigue' or feel there's already too much 'red tape'…	• Incorporate child and youth safety activities into existing staff meetings. • Figure out what your organisation and workers are already doing to keep children and young people safe, and celebrate it so they understand that this isn't starting from scratch. • Make guidance materials and resources easy to find. • Identify how the Standards complement existing frameworks. • Make clear what the benefits to the children and young people in your organisation will be.	

Challenges you might face	Possible solutions	This is especially relevant to
	• Recognise and reward leaders in compliance. • Acknowledge that workers have complex and challenging workloads and support them to integrate child and youth safety into everyday practice. • Identify key 'influencers' within the organisations and seek their assistance in securing broader support.	
My organisation is largely volunteer-based…	• Identify how the Standards are specifically relevant to volunteers in your organisation. • Use this guide to access existing resources, materials, and online training. • Sign up to receive updates on child and youth safety from the Victorian Commission for Children and Young People, the NSW Office of the Children's Guardian and the National Children's Commissioner. • Include volunteers in a training register that records completion of child safety training. • Create a standardised induction pack for volunteers including child and youth safety information (this might be provided by email or as a physical pack). You might choose to add this guide to induction materials.	
Workers in my organisation are often 'in the field' and can't always access computers…	• Establish clear points of contact for child and youth safety concerns or questions. • Ensure any training and resources are compatible with mobile devices. • Use text messages, emails or social media to convey key messages where appropriate. • Provide hard copies of policies, codes of conduct and other documents where appropriate. • Build child and youth safety into existing training. • Organise information sessions for workers at convenient locations or online. • Create a bank of contacts and resources remote workers can access. • Incorporate child safety and wellbeing discussions into meetings that do happen in person.	
My organisation has limited resources or experience in executing principles-based frameworks…	• Draw upon existing resources, like those listed in this guide. • Use templates to get started. • Use any existing communication channels you might have to share information and resources (e.g. a staff newsletter).	

Challenges you might face	Possible solutions	This is especially relevant to
	• Seek advice from peers within your sector about what they're doing, and what works for them. • Develop a working group for child and youth safety within your organisation or sector.	
My organisation only works with children and young people occasionally…	• Identify key areas of risk to children and focus organisational compliance accordingly. • Emphasise the importance of all organisations being child safe. • Learn from other organisations that also have incidental or infrequent engagement with children and young people. They might be able to point to templates or other resources you can build upon. • Assess organisational preparedness at regular intervals to ensure child and youth safety remains a live consideration.	
I don't know what it means to create accessible resources or information, and don't have someone within my organisation who only works on communications…	• Read the Web Content Accessibility Guidelines. • Ask stakeholders and clients about what they need. • Use plain English where possible. • Gather information about the communities and families who engage with your organisation and identify their preferred languages. • Seek expert advice on making resources more accessible. • Seek feedback on resources from people your organisation engages with. • Seek input from workers on how accessibility could be improved.	
Some children who engage with my organisation aren't supported or encouraged by their families. . .	• The organsiation should make efforts to help children and young people to understand that the rules of the organisation are child-centred, and exist to keep them all safe. • The organisation can support children and young people who are reluctant to speak up by providing a variety of methods for communicating their needs or concerns. • Where appropriate, the organisation might provide access or referrals for early intervention programs, parenting programs and support, and programs for developing stronger relationships between parents or carers and children.	

Challenges you might face	Possible solutions	This is especially relevant to
Workers in my organisation are not multilingual. . .	• Strive to recruit a workforce (including volunteers) from diverse backgrounds, increasing opportunities for children to communicate with staff in their own language. • Translate key resources into languages spoken by children and young people who engage with the organisation.	
My organisation can't afford an interpreter. . .	• Consider getting some key messages about child safety and wellbeing in your organisation translated into languages other than English. • Consider whether or not your organisation has existing access to the Translating and Interpreting Service (National). • Use responsive approaches such as learning some key phrases in a child's first language.	
My organisation doesn't have expertise on gender and sexuality. . .	• Remember the Child and Youth Safe Organisations Framework doesn't necessitate all organisations being experts on gender and sexuality so much as being aware of the discrimination, harassment and violence experienced by many LGBTIQA+ children and young people. • Encourage staff to conduct and share research and resources in regular forums or channels. • Let children and young people know they are supported to express and be themselves within your organisation. • Reach out to a local LGBTIQA+ support, advocacy and education service for advice. • Encourage all children and young people to speak up and discuss their feelings in ways they feel comfortable.	
I'm not confident my organisation has an in-depth understanding of cultural safety. . .	• Remember the Child and Youth Safe Organisations Framework doesn't necessitate organisations becoming experts in cultural safety, so much as practitioners of culturally safe conduct as it is articulated by this guide. • Get in touch with local Aboriginal community organisations to see if they have resources on how cultural safety can be put into practice by your organisation. • Invite Aboriginal children and young people who engage with your organisation to tell you what makes them feel safe and supported, if they choose to. • Support Aboriginal children and young people who wish to celebrate their culture.	

Key term	What it means
Terms that relate to the Child and Youth Safe Organisations Framework broadly	
Aboriginal	Aboriginal and Torres Strait Islander peoples and/or communities.
Child or young person/ young people	Anyone under the age of 18.
Victim-survivor of child sexual abuse	Someone who has been sexually abused as a child in an organisational context. In using this term, we acknowledge that some people with this lived experience prefer 'survivor', while others prefer 'victim'.
Organisation(s) that will have to follow or comply with the Child and Youth Safe Standards	The same thing as what the *Child and Youth Safe Organisations Act 2023* calls an 'entity'. An entity refers to organisations that must comply with the Child and Youth Safe Standards. An entity means a relevant body who is: • Specified in Schedule 2 or 3 of the *Child and Youth Safe Organisations Act 2023*; and • Provides services specifically for children or • Provides facilities specifically for use by children who are under the supervision of the entity. A relevant body means the Crown, an individual who carries on a business, an incorporated or unincorporated body (however structured). If only part of an organisation provides services or facilities for children, the whole of the organisation must comply with the Child and Youth Safe Standards.
Organisation(s) that will have to follow or comply with the Reportable Conduct Scheme	The same thing as what the *Child and Youth Safe Organisations Act 2023* calls a 'relevant entity'. A relevant entity refers to organisations that must comply with the Reportable Conduct Scheme. A relevant entity means an entity, or a member of a class of entities: • Specified in Schedule 3; and • Provides services specifically for children or • Provides facilities specifically for use by children who are under the supervision of the entity. If only part of an organisation provides services or facilities for children, the whole of the organisation must comply with the Reportable Conduct Scheme.

Key term	What it means
Leader of an organisation that will have to follow or comply with the Reportable Conduct Scheme	The same thing as what the *Child and Youth Safe Organisations Act 2023* calls a 'head of an entity'. A head of an entity is a person who is primarily responsible for the decision making of the organisation. Head of an entity means: • in a Government Agency, the Head of Agency or their delegate; or • the CEO of the organisation (however titled or described); or • the principal officer of the organisation (however titled or described); or • a person, or the holder of a position in the organisation who is nominated by the organisation as its head and approved by the Independent Regulator.
Worker	A worker is a person who is 18 years and above who is: • employed by an organisation, whether or not the person is employed in connection with any work or activities of the organisation that relate to children • engaged by the organisation to provide services, including as a volunteer, contractor, subcontractor, consultant, director, member of a management committee, office holder, alderman, councillor, MP, student or trainee, and/or minister of religion or religious leaders. The Reportable Conduct Scheme covers all workers in an organisation – not only those that work or volunteer with children.
Terms that are specifically relevant to the Reportable Conduct Scheme	
Grooming	Grooming means befriending and establishing an emotional connection with a child (and/or the child's guardian, family or friend or a worker) for the purpose of establishing trust to normalise sexually harmful behaviour or engage in an unlawful act, criminal offence or sexual misconduct against a child. Grooming occurs in a pattern of manipulative or controlling behaviours. These behaviours can take place in a range of settings. Examples of grooming behaviour include: • isolating a child from their peers to spend time alone • befriending a child in person and continuing to communicate with the child online • giving gifts, money or alcohol to a child, parent or friend to gain access to a child • inappropriate touching of a child, including tickling and play fighting • asking a child not to tell anyone about their behaviour. For the purpose of: • establishing trust to normalise sexually harmful behaviour or engage in an unlawful act, sexual offence or sexual misconduct against a child. Grooming behaviour can also be a sexual offence under section 125D of the *Criminal Code Act 1924*. If you are unsure if an allegation of grooming behaviour is a criminal offence, you should contact Tasmania Police.

Key term	What it means
Physical violence	Physical violence means • actual physical violence: the intentional or reckless application of physical force to a person without lawful justification or excuse; or • apprehended physical violence: any act which intentionally or recklessly causes a person to apprehend immediate and unlawful violence to the person. Examples of actual physical violence include hitting, punching, pushing, kicking and spitting. Examples of apprehending physical violence include words or actions which indicate that physical violence will occur to the child *in the future*.
Relevant offence	The definition of reportable conduct included in the Framework includes 'a relevant offence' because there are other types of conduct that need to be reported, but don't easily fit into the other categories. Under the Reportable Conduct Scheme, a relevant offence is: • a sexual offence under the *Criminal Code Act 1924* • failing to report the abuse of a child • female genital mutilation • accessories after the fact for crimes that are listed above.
Sexual offences and sexual misconduct	**Sexual offences** Sexual offences include: • bestiality (given this often co-occurs with sexual abuse of people) • penetrative sexual abuse of child or young person • person permitting penetrative sexual abuse of child or young person on premises • persistent sexual abuse of child or young person • indecent act with child or young person • procuring child or young person for sexual abuse • communications with intent to procure child or young person • penetrative sexual abuse of person with mental impairment • indecent assault • procuring a person for penetrative sexual abuse by threats or fraud • involving person under 18 years in production of child exploitation material • production of child exploitation material • distribution of child exploitation material • possession of child exploitation material • accessing child exploitation material • incest • indecency • rape • accessories after the fact for crimes that are listed above • wilfully and obscenely expose one's person in public.

Key term	What it means
	Sexual misconduct This conduct may overlap with criminal conduct. When performed in a sexual manner or with a sexual intention, sexual misconduct includes: • inappropriate behaviour • physical contact • voyeurism (which means watching someone or others) • speech or other communication, including electronic communication. Sexual misconduct is conduct that doesn't meet the acceptable standard of behaviour by a worker or volunteer and is committed in a sexual manner or with sexual intention. Sexual misconduct may occur in a variety of settings, including in person communication and online communication. Examples of sexual misconduct include inappropriate comments to a child about an area of their body in a sexual manner and inappropriate touching of a child. Another example would be intentionally showing a sexually explicit movie to a child for sexual gratification.
Significant emotional or psychological harm	Emotional or psychological harm means harm to a child's: • wellbeing • development • or both. Significant means the harm is more than trivial. It is also important to know that something doesn't have to have a permanent impact or effect to be considered significant. Examples of significant emotional or psychological harm include: • direct and indirect exposure to domestic and family violence • verbal abuse, such as telling a child they are worthless • humiliating a child in front of their peers.
Significant neglect	Neglect of a child means the deliberate or reckless failure to meet one or more of that child's basic needs. Significant means the neglect is more than trivial or insignificant, but is not required to be deemed serious or to have a lasting permanent effect. There are several types of neglectful behaviour. These include: • supervisory neglect: for example, leaving a child in a hot car in summer time • physical neglect: a child being extremely dirty and suffering a skin condition as a result of poor hygiene • educational neglect: preventing a child from attending school for no valid reason • emotional neglect: rejecting a child from a family, home, school or other situation for no valid reason.

Tasmanian Government | Department of Justice