| **Expected Actions** | **Policies, procedures, strategies** | **Support tools to guide practice** | **Indicators** | **Monitoring and Reporting** |
| --- | --- | --- | --- | --- |
| **Standard 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture** |
| Child protection and wellness is everyone’s responsibility. Lead by example. Lead at every level. |
| Make a public commitment to child safetyMake a public commitment to cultural safety Shared responsibility for the safety and wellbeing of childrenChampion and model a child safe culture at all levels of the organisationLeaders model a culture of continuous improvementGovernance system facilitates implementation of Child Safety and Wellbeing policy at all levelsEmbed cultural safety into governance structures and resourcesCode of Conduct – set and communicate expected behavioral standards and responsibilitiesRisk Management strategies focus on preventing, identifying and mitigating risks to childrenStaff & volunteers – child protection and wellbeing, information sharing and record keeping obligations |  |  | * The Statement of Commitment to being a Child Safe Organisation is available in child, family, and culturally safe forms in multiple locations
* Champions communicate the benefits and model best practice at all levels
* Governance frameworks and document development and review is completed through the lens of cultural safety, child focus, and equity
* The Code of Conduct is available in culturally safe, child focused and family friendly versions
* The Code of Conduct is available for workers, children, volunteers, family / community and others as required for the environment
* Risk management includes consideration of child safety, online safety, and the use of physical space for child safety
* Staff are trained and supported to appropriately respond to concerns
* Leaders promote a culture of reporting child protection concerns, listening to children and supporting children and families
* Leaders promote best practice and share learnings
* Children feel safe and supported
 | Some examples to demonstrate - ReviewsAudit SurveysTraining registerVolunteer induction registerMinutes of meetingsCommittee minutes |
| **Standard 2: Children are informed about their rights, participate in decisions affecting them and are taken seriously** |
| We listen to the children and ask their opinions. Children feel heard, believed, and involved in decisions that impact them. We listen, at least as well as we tell.  |
| Children are **informed about their rights** - safety, information, and participation.**Children** are listened to in matters that affect them**Friendships** are supported to help children and young people feel safe and be less isolated. Access to **appropriate empowerment and prevention programs****Staff and volunteers** facilitate child-friendly ways for children to express their views, participate in decision-making and raise their concerns.**Staff and volunteers** understand what safety means to children (recognising these in the child’s voice and through the child’s expectations) |  |  | * Policies and procedures promote child participation and promote the rights of children
* Relevant policies and procedures are communicated to children in age appropriate and accessible ways
* Programs and resources educate children about their rights, including their right to safety and to be heard.
* Age-appropriate platforms regularly seek child’s views and encourage participation in decision-making
* Children informed of their roles and responsibilities in helping ensure the safety and wellbeing of their peers.
* Staff & volunteers have a good understanding of children’s developmental needs and behaviour.
* The environment is welcoming and friendly for children
* Children participate in decision-making including concerns and risk identification
* Children can identify a trusted adult and friends
* Staff encourage child peer support
 | Hint - Part of decision making not reacting to decisions that are already made or documents that are already approved.Is there evidence of co-design or shared decision making? |
| **Standard 3: Families and communities are informed and involved in promoting child safety and wellbeing** |
| Families and communities are supported to speak up and be involved in conversations about child protection and wellbeing. Relationships are respectful.  |
| **Families** participate in decisions affecting their child.**Families and communities** are involved and listened to.**The organisation-** engages and openly communicates with families and the community about its child safe approach - makes relevant information publicly available and easily accessible: Code of Conduct, safety and wellbeing, complaints, concerns, record keeping**Families and communities** contribute to governance documents and frameworks. |  |  | * Families, of all sorts, feel welcome and supported
* The organisation engages with and supports approaches that build cultural safety through partnerships and respectful relationships.
* Appropriate listening strategies
* Direct links on public school and DoE websites
* Family and community input incorporated into policy and governance development methods within DoE
 | Hint - Part of decision making not reacting to decisions that are already made or documents that are already approved.Is there evidence of co-design or shared decision making? |
| **Standard 4: Equity is upheld and diverse needs respected in policy and practice** |
| See each child as an individual with unique needs and strengths. Lead and act for all children. Maintain an inclusive and open culture, supported by the organisation’s systems, people and practice. |
| **Culture and practice** – staff and volunteers understand children’ diverse circumstances and provide support and respond to each child as a unique person.**Children have access** to information, support and complaints processes in ways that are culturally safe, appropriate and easy to understand. They can communicate their needs and views.**Decisions and governance is informed through the lens of equity**Aboriginal and Torres Strait Islander childrenchildren with disabilitychildren from culturally and linguistically diverse backgroundsthose who are unable to live at homeLGBTIQ+ children and young people.**Staff and volunteers** understand the link between a ren’s vulnerability and their risk of being harmed.**Staff are able to adapt** activities and services to include all children |  |  | * Specific policy, procedure and practice
* Child-friendly resources in accessible language and formats that promotes inclusion and informs all children and young people of the support and complaints processes available to them.
* Adults champion attitudes and behaviours that respect the human rights of all children and young people, and are inclusive, well informed and responsive to diverse needs.
* Workers reflect on how discrimination and exclusion, whether intentional or unintentional, may work against a safe and inclusive culture and they develop proactive strategies to address this.
* Training - recognise and respond effectively to children and young people with diverse needs.
 |  |
| **Standard 5: People working with children are suitable and supported to reflect child safety and wellbeing values in practice** |
| Worker suitability requires more than a Blue Card. Workers, volunteers and contractors are provided the necessary support and supervision to effectively embed the culture of child safety, wellbeing, equity and cultural safety in all school environments. This includes screening, induction, and agreed expectations regarding behaviours and reporting any concerns.  |
| **Recruitment and selection** – role description, advertisement, referee checks and staff and volunteer pre-employment screening *emphasise child safety and wellbeing.* **Induction** – all workers (staff and volunteers) includes responsibilities toward children, child wellbeing and safety, record keeping, information sharing and reporting obligations.**Ongoing supervision and people management** is focused on child safety and wellbeing.**Volunteer management** – process for recruiting, recording, screening and inducting volunteers. Volunteer register of compliance**NB** – only includes people providing services/working with children. May include consultants or contractors. |  |  | * The commitment to child safety and wellbeing is reinforce in job advertising, recruiting and screening.
* Duty statements, selection criteria and referee checks demonstrate children are valued and respected, commitment to child safety and wellbeing, understanding of children’s developmental needs and culturally safe practices.
* WWC legislation implemented accurately - 100% accurate WWC authority register
* Adults complete all elements of induction
* Ongoing staff support, supervision and performance management processes involve child safety elements.
* The organisation maintains suitable record keeping systems and protocols for staff and volunteers.
* The organisation has a range of tools and processes to monitor and mitigate risk involving adults working with children
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| **Standard 6: Processes to respond to complaints and concerns are child-focused** |
| Adults recognise indicators of harm and know how to respond. Children feel safe to talk to an adult they trust if they have concerns. A child’s safety and best interests are paramount. Children are believed. Adults are supported and protected to report concerns. |
| **Children and adults have access to appropriate reporting mechanisms**, guidance regarding what will happen and how their complaint/concern and information will be handled.**Reporting concerns** – requirements and methods of reporting internally and to outside agencies are supported in policy, training, and supported internally. **Complaint handling policy** is - accessible and child focused - clearly outlines the roles and responsibilities of leadership, staff and volunteers, - outlines how to address different types of complaints, breaches of relevant policies or the Code of Conduct and obligations to act and report. **Complaints processes and documentation** are culturally safe. **Response** to acomplaint is taken seriously and responded to promptly and thoroughly. An appeal process exists. |  |  | * **Children and adults** know who to go to or how to access assistance if they have a concern
* **Children and adults** understand the process that follows once a concern is reported and feel supported in that process
* **Staff** are trained and supported to report concerns
* The complaints handling policy prioritises the safety and wellbeing of children.
* Natural justice and fairness demonstrated in the processes.
* Complaints and concerns are analysed in reporting/ auditing frameworks and inform policy reviews
* Timely feedback is provided after a complaint or concern is received
 | This covers all forms of harm as well as harm caused by a worker  |
| **Standard 7: staff and volunteers of the entity are equipped with the knowledge, skills and awareness to keep children safe through ongoing education and training** |
| All staff and volunteers are provided comprehensive training and ongoing professional development, resources and tools to effectively identify and respond to child protection concerns, and confidently promote a child safe culture in school settings. Training includes recognising and reporting grooming behaviours. |
| Workers have access to and are required to complete training related to -* confident implementation of the organisation’s **child safety and wellbeing policy** and **procedures**
* **recognise** indicators of child **harm** including harm caused by other children and young people and adults employed or volunteering at the school
* **respond** effectively to issues of child safety and wellbeing
* **support colleagues** who report a complaint.
* **culturally safety and child protection**

**Support ongoing research and review** of training materials and guidance documents |  |  | * Staff and volunteers have the understanding, skills and confidence to protect children, recognise indicators of harm, and support children who disclose harm or other concerns
* Staff and volunteers recognise the range of indicators of child harm.
* The training schedule includes child protection and reporting concerns content.
* Staff and volunteers respond effectively when issues of child safety and wellbeing or cultural safety arise.
* Completion of mandatory training is monitored and enforced.
* Staff are trained in identifying grooming behaviours and are confident to record and report concerns.
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| **Standard 8: physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed** |
| Physical and built school environments mitigate risk of harm for children by promoting high visibility and strong awareness of risks and personal safety across the school community. Online environments are monitored and risk managed; Children and staff are supported to recognise risks and engage in safe online behaviours through education and awareness strategies. |
| **Staff and volunteers** identify and mitigate risks in the online and physical environments without compromising a child’s right to privacy, access to information, social connections and learning opportunities. **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. |  |  | * The organisation’s risk management strategy addresses physical and online risks, including risks arising from child to child and adult to child interactions and the state and nature of physical spaces.
* The organisation’s policies promote the use of safe online applications for children and young people to learn, communicate and seek help.
* The organisation considers ways in which the physical environment might promote cultural safety.
* Staff and volunteers are proactive in identifying and mitigating physical and online risks.
* Staff and volunteers access and use online environments in line with the organisation’s Code of Conduct and relevant communication protocols.
* Children and young people and their families are informed, in culturally appropriate ways, about the use of the organisation’s technology and safety tools.
* Third party contractors for the provision of facilities and services have appropriate measures in place to ensure the safety and wellbeing of children and young people.
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| **Standard 9: implementation of the child safe standards is regularly reviewed and improved** |
| The department engages in regular review processes with a focus on continuous improvement and opportunities to strengthen child safe environments for all children. Strategies are evidence and data informed, and use input from key stakeholders including children, families and communities is to strengthen the department’s approach to child-focused, culturally safe and equitable school environments. |
| The organisation regularly reviews, evaluates and improves child 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 and families |  |  | * The organisation seeks the participation of children and young people, parents and communities in its regular reviews of child safety and wellbeing policies, procedures and practices.
* Child safety and wellbeing indicators are included in documentation used for reviews.
* Review outcomes are considered and implemented to improve child safe practices.
* Regular analysis of complaints demonstrates improvement in child safe practices.
* Leaders and staff are open to change
* The culture supports input from adults and children when considering changes
 | [School reviews](https://schoolreviews.education.qld.gov.au/)[School audits](https://intranet.qed.qld.gov.au/Services/strategymanagement/InternalAudit/school-audit)[School annual reports](https://education.qld.gov.au/about-us/reporting-data-research/reporting/annual)[School opinion survey](https://qed.qld.gov.au/publications/reports/statistics/schooling/schools/schoolopinionsurvey) |
| **Standard 10: policies and procedures document how the entity is safe for children** |
| Policies, procedures and processes provide contemporary support for creating child safe environments and practices at all levels of the organisation, with respect for regional and school-level differences.  |
| Policies and procedures address all child safe standards. 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. |  |  | * The organisation’s child safety and wellbeing policy is comprehensive and addresses all ten of these standards.
* The organisation’s child safety and wellbeing policy and procedures are documented in a language and format that is easily understood and accessible to staff, volunteers, families and children and young people.
* Audits of the organisation’s policies and procedures provide evidence of how the organisation is child safe through its governance, leadership and culture.
* Practice within the organisation is consistent and compliant with child safe policies and procedures, including culturally safe work practices.
* Interviews or surveys of children and young people, families and community members demonstrate confidence in and awareness of the organisation’s policies and procedures on promoting a child safe culture.
* Surveys of executive, staff and volunteers demonstrate high levels of understanding of policies, procedures and practice requirements of the organisation.
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The ‘CSS Success Measures say/do’ document provides further guidance in identifying whether the standard has been met.