# CSS Success Measure – say / do

The words people use help us to understand culture. The intent of the Child Safe Standards is to create a culture that promotes the rights of a child to feel safe and be safe, to feel heard and be heard.

You could use these statements to identify what you would want people to say in your school, that might indicate the standard had been met.

Alternatively, ask your people. What would they expect to hear or observe to demonstrate the standard had been met? The exercise would help students, staff, and volunteers to understand why this work matters. It could be a staff meeting 5 minute exercise. Create groups and give each group one standard.

Check your school surveys. Do these statements or something similar already exist in your monitoring framework?

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| **Standard 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture** | | | |
| Children say/do | Families say/do | Leaders say/do | Staff say/do |
| * I feel safe at school. * I have safe adults I can talk to, who listen and believe me. * Adults listen to my ideas and concerns and take action. * I feel safe in the school grounds. * I understand my rights and how to treat other people. * I can ask for help – for myself or others. | * Parents/carers feel safe sending their children to school. * Parents/carers understand what is expected of their child. * Parents/carers know what the school expects of their behaviour and communication with the school. * The principal and staff are open to hearing the views of parents/carers and families and respond respectfully. * Parents/carers know they can seek help – for their child or another child. | * Child protection is everyone’s business. This is a shared responsibility. * Leaders reinforce the focus on Child Safe Standards and Universal Principle in their communications and expectations regarding practice. | * Staff are provided the training and tools to feel confident to make child protection decisions that are child focused. * Staff are confident that they understand behavioural expectations and how these apply to their role. * Staff feel supported to report any concerns about a child’s safety or a staff member’s behaviour. |
| **Standard 2: Children are informed about their rights, participate in decisions affecting them and are taken seriously** | | | |
| Children say/do | Families say/do | Leaders say/do | Staff say/do |
| * I feel safe at school * The adults at school ask for my ideas and opinions * I can talk to adults at school when I feel unsafe * I have friends to talk to at school | * The school listens to our child and responds respectfully | * Children have valuable perspectives to contribute * It is important to provide opportunities for children to have a say in decisions that impact them | * Staff are clear about expectations and boundaries within their role * It is important for children to feel safe to share their concerns and opinions with school staff. |
| **Standard 3: Families and communities are informed and involved in promoting child safety and wellbeing** | | | |
| Children say/do | Families say/do | Leaders say/do | Staff say/do |
| * My family and I are welcome at the school * I trust the adults at school talk to my family about me and work together to support my safety and wellbeing * My family enjoys attending the school * My community’s special days are respected and celebrated | * Parents/carers and families enjoy going to events at school * Parents/carers and families feel supported to ask questions and share opinions and feedback | * Leaders invite the community to contribute * Leaders listen to families | * The relationship between staff and families is respectful * Children benefit through building supportive relationships with families and communities. |
| **Standard 4: Equity is upheld and diverse needs respected in policy and practice** | | | |
| Children say/do | Families say/do | Leaders say/do | Staff say/do |
| * I am proud of my background * I am treated fairly * I feel safe to talk about what makes me different * I feel all children are included and respected * I feel safe to speak up about what makes me feel unsafe. | * Parents/carers feel their child is treated fairly * Each individual family’s culture, traditions and beliefs are respected * Parents/carers feel it is safe for their child to be different * Parents/carers feel school staff understand their child as an individual * Parents/carers feel their child is included and respected at school | * Leaders demonstrate and promote a culture where all people are welcome at the school * Leaders provide the environment and opportunities to have the flexibility to support each child at school. | * Staff treat children fairly and equitably * Staff are supported to provide flexibility and meet individual children’ needs * Staff understand, respect and celebrate cultural diversity in the children and families at the school. |
| **Standard 5: People working with children are suitable and supported to reflect child safety and wellbeing values in practice** | | | |
| Children say/do | Families say/do | Leaders say/do | Staff say/do |
| * I feel safe with all adults here * I would feel safe to tell someone if an adult made me feel unsafe | * Parents/carers know their child feels safe to seek help when they need it * Parents/carers know how to raise concerns about a staff member if they need to and that they will be listened to. | * Leaders choose adults who fit the school culture of a safe and child focused safe environment * Leaders ensure there are rigorous checks and probation processes for new staff * Leaders empower and support staff to provide guidance to volunteers and contractors where appropriate * All concerns about the suitability of an adult are reported and responded to. | * Staff feel confident to report any concerns about another staff member, contractor or volunteer * Staff feel confident to provide feedback to a staff member, contractor or volunteer. |
| **Standard 6: Processes to respond to complaints and concerns are child-focused** | | | |
| Children say/do | Families say/do | Leaders say/do | Staff say/do |
| * I feel safe to tell an adult about something that is happening to me or others. * I know who to talk to if I feel uncomfortable or unsafe * I am empowered to speak up when something is happening that doesn’t feel right or safe * I will be believed if I talk to an adult * I trust I will not be in trouble if I tell someone about my concern | * Parents/carers feel confident to share concerns with school staff * Parents/carers know how to make a complaint * Parents/carers are confident complaints would be followed up and actioned. | * Leaders prioritise addressing complaints related to child safety and wellbeing * Leaders are supported to address complaints in a timely manner | * Staff are confident to support a child who discloses harm * Staff understand and are confident to fulfil their reporting obligations and support children * Staff are supported to seek assistance in situations where they need further guidance or information * Staff are supported to report concerns regarding another member of staff, contractor or volunteer. |
| **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** | | | |
| Children say/do | Families say/do | Leaders say/do | Staff say/do |
| * I am actively encouraged to speak to a trusted adult if I need help * Posters remind that I will be believed and I deserve to be safe * I feel safe to speak to an adult if I have concerns | * The organisation is clear about their responsibility to protect the children * The organisation is supportive of our child | * Staff are well trained and confident in their role to protect and support children * Staff are encouraged to learn more to improve their confidence and capability | * Staff feel confident to identify, respond and report child protection concerns * Staff feel confident they know who to talk to at the school about any child protection concerns * Staff feel supported to report any concerns regarding another adult at the school |
| **Standard 8: physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed** | | | |
| Children say/do | Families say/do | Leaders say/do | Staff say/do |
| * I know where I am / am not allowed to go on the grounds * I feel safe during breaks * I can arrive at and leave safely * I understand the internet is a fun place to play, connect and learn and there are rules to keep me safe * I know what to do if I feel unsafe online | * Parents/carers and families are clear about the rules at school * The school is a safe environment * Parents/carers work closely with the school to set clear rules and boundaries to keep our children safe (online and at school) | * Online safety is part of the curriculum * Leaders and staff have clear line of sight in all buildings and outside areas * All events at the school or involving children are risk assessed and managed * Leaders and staff have robust child protection risk management discussions. | * Staff are clear about the online and access to device school rules * Staff recognise unfamiliar on school grounds and know how to report concerns about this.   Staff are equipped to know how to identify, respond and report any hazards or concerns for child safety and wellbeing. |
| **Standard 9: implementation of the child safe standards is regularly reviewed and improved** | | | |
| Children say/do | Families say/do | Leaders say/do | Staff say/do |
| * I am asked my opinion * I feel involved in decisions that affect me * I feel this keeps getting better | * The school is always looking for ways to improve * The school asks for parent/ carer and family input and suggestions | * Leaders review local practices through the lens of the child safe standards * Leaders know how to access and use information and data to identify opportunities for improvement at their school * Leaders seek input and involve the whole school in change. | * Staff are invited to provide input and feedback on improvement strategies and change * Staff feel valued and a part of developing solutions and opportunities for improvement. |
| **Standard 10: policies and procedures document how the entity is safe for children** | | | |
| Children say/do | Families say/do | Leaders say/do | Staff say/do |
| * I understand the rules keep children safe and let us know what is expected of us * My family and I know and understand the rules | * The school is clear about rules and boundaries. This helps to keep everyone safe and clarifies expectations. | * Leaders and staff communicate and model child safe practices * Leaders review all practices through the lens of child wellbeing and safety as paramount * Leaders empower everyone in a school community to take responsibility for promoting a child safe culture. | * Staff understand how the child safe standards impact school culture and decision making * The child safe standards are clearly communicated and understood by all staff. |