



G8 Education<sup>ltd</sup>

# **CHILD PROTECTION AND SAFEGUARDING POLICY**

ADVOCATING FOR THE RIGHTS OF CHILDREN

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### **Warning:**

We understand the risk of child abuse and neglect in our society. The content in this document includes information around child abuse and neglect which may trigger feelings of distress. If you need to talk to someone, it is recommended you contact your GP or team members can access the free Employee Assistance Program (EAP) offered by G8 Education.

## 1 Purpose

This policy defines our collective, organisational commitment to child protection and safeguarding. It clearly explains the responsibilities and obligations of all team members, students, and contractors employed by G8 Education.

This policy provides the framework for our approach to the implementation of the National Principles for Child Safe Organisations, and state-based requirements including the Child Safe Standards across New South Wales, Victoria, Queensland and the Australian Capital Territory, in addition to Working with Children Check legislation.

## 2 Scope

This policy applies to all G8 Education team members, volunteers and contractors across all areas of the organisation irrespective of whether they work in direct contact with children or young people.

## 3 Statement of Commitment

At G8 Education, we recognise our ability to make a substantial social contribution towards child protection and safeguarding in Australia, due to the size of our network and the breadth of the communities in which we operate.

We are committed to ensuring the safety, protection, and wellbeing of children by providing child safe environments where all children are respected, valued, and encouraged to reach their full potential.

To safeguard the children under our education and care, we take a zero-tolerance approach to child abuse and neglect and are committed to being a Child Safe Organisation.

We understand our collective responsibility to lead a child safe culture that encourages team members to speak up and remove the secrecy surrounding child abuse and neglect.


**To effectively embed a child safe culture at G8 Education, we implement the National Principles and Child Safe Standards in the following ways:**

### **Child Safety and Wellbeing is embedded in leadership, governance and culture.**

Everyone at G8 Education has a role to play in identifying, responding, referring and following up on incidents and allegations of child abuse and neglect. All team members and contractors are expected to role model and champion a child safe culture.

We enable child safety and wellbeing to be embedded in leadership, governance and culture by:

- Having clear child safe policies and procedures in place, such as our [Code of Conduct](#), [Child Safe Environment Policy](#) and [Child Protection and Safeguarding Practice Manual](#).
- Having risk management processes in place that focus on preventing, identifying and mitigating risks for children.
- Consulting with experts regarding child safety to inform our practice.
- Taking a zero-tolerance approach to child abuse and neglect.
- Providing additional training for all team members, to ensure they understand their obligations regarding information sharing and record keeping.

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

At G8 Education, children come first in everything we do and as such, facilitating the empowerment and participation of children across the organisation is of utmost importance. We expect all team members to treat all children with respect, dignity and understanding, by acknowledging that children have the right to be safe and have a say in matters that affect them.

We enable children and young people to be informed about their rights, participate in decisions affecting them and take them seriously by:

- Providing programs and resources to educate and engage with children about their rights, safe environments, protective strategies for staying safe and seeking help when needed.
- Providing team members with information and training to ensure they are appropriately skilled, to engage positively with children and understand child rights-based approach to practice.
- Encourage child participation in decision making, particularly regarding safety and wellbeing issues.
- Having processes in place to regularly review opportunities for children’s participation and seeking children’s consent for relevant activities.

### **Families and communities are informed and involved in promoting child safety and wellbeing.**

We recognise the important role of families and actively involve parents and caregivers, when making significant decisions about their child(ren). We inform families and communities in promoting child safety and wellbeing.

We enable families and communities to be informed and involved in promoting child safety and wellbeing by:


- Building cultural safety and inclusion through partnerships and respectful relationships with families and communities.
- Having all our policies and procedures easily accessible to families and the community via a QR code, with relevant child safe documentation accessible via our individual brand websites.
- Regularly seeking input of families and communities regarding G8 Educations approach to child safety and wellbeing through regular policy and procedure review processes.
- Obtaining parental/carer consent for relevant activities.
- Having a feedback form available for parents, families and members of the community to provide feedback at any time through our individual brand websites, in addition to providing other opportunities for feedback such as releasing surveys.

### **Equity is upheld, and diverse needs respected in policy and practice.**

At G8 Education, we are committed to providing inclusive programs that allows all children to feel a sense of belonging, whereby children see themselves, their cultures, ethnicities, languages, family structures, spirituality, gender, sexuality and developmental capabilities reflected in the choice of resources, pedagogies and environments.

We enable equity to be upheld, with diverse needs respected in policy and procedure by:

- Implementing policies regarding accessibility, anti-discrimination, cultural safety, diversity and inclusion.
- Taking a zero tolerance approach to racism and discrimination.
- Defining transparent strategies used at all levels throughout the organisation to counter discrimination and exclusion, while providing guidance on creating safe and welcoming environments for all children.
- Supporting team members to identify and respond to children with diverse backgrounds and needs.

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- Addressing any additional needs of children with disabilities, children from culturally and linguistically diverse backgrounds, children who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children.
- Taking meaningful reconciliation action as outlined in G8 Education's [Reconciliation Action Plan \(RAP\)](#).
- Providing accessible, child safe and culturally safe information to children about the support and complaints process.
- Building a nurturing and positive environment to ensure Aboriginal and Torres Strait Islander children feel safe and supported to be themselves and express their culture thereby encouraging their sense of self and identity.
- Taking a strengths-based approach that respects and values the knowledge that Aboriginal and Torres Strait Islander families and communities can contribute about keeping their children safe.
- Embracing and celebrating the diversity of children, families and communities, by providing culturally safe and effective programs, by acknowledging all children have equal rights to be safe regardless of their gender, race, religious beliefs, age, needs, sexual orientation of family, social or cultural background.
- A commitment to reduce rather than reinforce injustices experienced by children and families who identify with broad and fluid conceptions of diversity and difference.

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

G8 Education has a dedicated talent team that source and recruit suitable applicants across the organisation. Our [Talent Acquisition Procedure](#) sets out clear guidelines for recruitment in respect to maintaining a child safe culture within centres, by ensuring that all team members recruiting, adhere to the principles of child safe recruitment.

We enable team members to be suitable and supported by:


- Completing pre-employment screening, referee checks and duty statements.
- Ensuring systems are in place that ensure all team members have current working with children checks.
- Providing induction and ongoing training for all team members and agency team regarding their child safety and wellbeing responsibilities, our policies and procedures, external reporting obligations and the [Code of Conduct](#).
- Having policies and strategies for ongoing supervision, support and performance management for team members.
- Continually improving our child safe culture through structured and informal communication and engagement activities.

**Processes to respond to complaints and concerns are child focused.**

G8 Education has a child-focused complaint handling system that is accessible to all team members, contractors, families and members of the public, implemented through the [Dealing with Complaints and Grievances Policy](#) and [Parent Grievance/Complaint Procedure](#).

We ensure our process to respond to complaints and concerns are child focused by:

- Having accessible policies for receiving, responding to and investigating complaints or child disclosures of child harm or abuse, prioritising the safety and wellbeing of children.
- Responding effectively to concerns or complaints where harm is caused to a child by another child.
- Having processes in place for reporting to external authorities, record keeping and information sharing to ensure G8 Education meets reporting requirements, employment law and privacy obligations.

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- Providing information to team members on the complaints process, their roles and responsibilities, and reporting and privacy obligations when responding to children who disclose abuse or neglect.

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

All G8 Education, team members are enrolled in mandatory child safe training as per r84 and s162a of the National Law and Regulations. The training is completed upon induction and completed annually thereafter. The training provides learners with the knowledge to recognise, respond, refer and follow up all types of child abuse and neglect. It also covers G8 Educations behavioural expectations and explicitly informs learners of their mandatory reporting obligations.

Team members and volunteers are equipped with the knowledge skills and awareness to keep children and young people safe by:

- Providing periodic training and information for team members regarding:
  - relevant safety and wellbeing policies
  - children’s rights
  - child development
  - recognising signs of harm or abuse
  - responding to disclosures
  - understanding and responding to harmful behaviours by a child towards another child
  - record keeping obligations
  - risk assessments
  - external reporting obligations
  - creating culturally safe environments
- Ensuing that team members and volunteers who disclose harm or risk to children are appropriately supported.


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

The physical and online environments within G8 Education promote safety and wellbeing, which are supported by thorough risk assessments that are completed to identify and mitigate potential harm to children and young people.

The [Child Safe Environment Policy](#), outlines the different responsibilities held by the Approved Provider, Nominated Supervisors and Team members across the organisation, to allow for child safe environments to be maintained thereby minimising the opportunity for children and young people to be harmed.

Our physical and online environments promote safety and wellbeing by:

- Supporting team members to minimise risk without compromising the child’s right to privacy, access to information and learning opportunities.
- Managing team members online environment usage aligned with the [Code of Conduct](#) and the [Child Safe Environment Policy](#).
- Ensuing visitors to centres are appropriately logged and supervised.
- Having detailed procurement policies to ensure child safety and wellbeing when contracting third parties.
- Designing spaces to support supervision of children and respects children’s privacy.

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## **Implementation of the National Child Safe Principles and state specific Child Safe Standards is regularly reviewed and improved.**

G8 Education commit to reviewing the implementation and embedment of the National Principles for Child Safe Organisations and state specific Child Safe Standards, on at least an annual basis. In addition to this, any complaints or systemic failures in relation to child safety and wellbeing will be analysed to inform continuous improvement across the organisation.

## **Policies and procedures document how G8 Education is safe for children and young people**

G8 Education ensures that all child safe documents are easily accessible in a language and format is easy to understand, culturally safe and informed by stakeholder consultation.

Processes are in place to notify families about changes to our policies and procedures within 14 days, and opportunities are given to families to provide feedback which is reviewed and actioned where appropriate.

We have a [Conduct of Conduct](#), [Child Protection and Safeguarding Practice Manual](#) and a [Child Safe Centre Risk Assessment](#) that supports processes around:

- Record keeping
- Information sharing
- External reporting obligations
- Expected behaviours and interactions

## **4 Responsibilities**


Children come first, and this is non-negotiable. We expect team members to treat all children with respect, dignity and understanding. All actions and interactions are to be in the best interest of the child and consistent with the United Nations Convention on the Rights of the Child. The expected behaviour of G8 Education team members is detailed in the [Code of Conduct](#).

### **The Board of G8 Education will:**

- Monitor the risk profile of G8 Education and ensure mitigation strategies are effective in managing and responding efficiently to any serious incident, suspicion or allegation.
- Ensure appropriate and effective internal control systems are in place for the detection and prevention of child abuse and neglect.
- Ensure appropriate policies and procedures, including the Code of Conduct are in place to define expected behaviour and guide interactions.

### **Our Leadership team will:**

- Foster a proactive leadership approach to promote openness and transparency.
- Provide induction, training and ongoing information in recognising and responding to suspicion, allegation or disclosure of child abuse, neglect and grooming.
- Provide all team members, children and families with regular information to increase awareness of child abuse and neglect indicators including grooming behaviours as a lead indicator for intervention.
- Ensure our information management systems and practices are secure to protect children and their information.
- Facilitate the reporting of any inappropriate behaviour or suspected abusive activities.
- Be familiar with the types of abuse that might occur within their area of responsibility and be alert for any indications of such conduct.


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### Centre Managers will:

- Create a child friendly environment and a protective culture that openly discusses child safety, removes secrecy and provides opportunities for children to disclose.
- Abide by and enforce the [Code of Conduct](#).
- Lead the implementation of this Child Protection and Safeguarding Policy, the Child Protection and Safeguarding Practice Manual and all associated documentation. Provide education and mentoring to team members to assist them in fulfilling their responsibilities.
- Maintain vigilance for, and respond to, any behaviours of concern, misconduct or criminal acts, including any suspicions on reasonable grounds of abuse.
- Ensure the recruitment process is followed so only suitably qualified people are employed at the centre.
- Follow incident management and investigation processes and provide education and mentoring to team members to assist them in fulfilling their responsibilities.
- Monitor centre ratios ensuring adequate required supervision of children is always in place.
- Conduct and review centre risk assessments to identify and manage any risk to the safety and protection of children.
- Maintain relationships with relevant external Child Protection Officers and engage in case conferences for children who are under Child Protection Orders.
- Support vulnerable children and identify funding sources to enable increased support to be provided.

### Our team members will:

- Commit to upholding the G8 Education core values and behavioural competencies.
- Provide an environment that is supportive of all children's emotions and physical safety.
- Hold themselves and other team members to account through the [Code of Conduct](#) and be vigilant in reporting any breach of the code.
- Verify their commitment to upholding the [Code of Conduct](#) by signing a declaration of intent.
- Be observant and maintain vigilance to recognise, response, refer and follow up any child protection and safeguarding incident or complaint.
- Report any suspicion, made on reasonable grounds, that a child's safety is at risk to the relevant authorities (such as the police and/or the state-based child protection service), fulfil their obligations as mandatory reporters and apply the reporting standards contained within the [Child Protection and Safeguarding Practice Manual](#).
- Embed cultural safety principles of inclusiveness and acceptance to offer greater protection for our Aboriginal and Torres Strait Islander children, children from a culturally, linguistic, or diverse background and children with a disability.
- Familiarise themselves with relevant national and state legislation, the G8 Education policy, procedures and the Code of Conduct in relation to child protection and safeguarding and comply with all requirements.
- Maintain dignity, privacy and confidentiality at all times.

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## 5 Definitions


For the purpose of this policy the following terms are used:

TERM	DEFINITION
<b>Child abuse and neglect</b>	The World Health Organisation defines child abuse and neglect as “All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.” The five main subtypes of child abuse and neglect are: <ul style="list-style-type: none"> <li>• physical abuse/ assault</li> <li>• emotional abuse/ Ill-treatment</li> <li>• neglect</li> <li>• sexual abuse</li> <li>• exposure to family violence.</li> </ul>
<b>Child Protection</b>	Is the protection of children from violence, exploitation, abuse and neglect.
<b>Child Protection Reporting Standard</b>	Mandatory reporting of any reasonable suspicion that a child has been harmed or neglected or is at risk of harm or neglect.
<b>Child Safe Code of Conduct</b>	A collection of rules, social norms and responsibilities that include what is and is not acceptable or expected behaviour or proper practice and company expectations.
<b>Child Safe Environment</b>	An organisation that consciously and systematically: creates an environment where children and young people's safety and wellbeing is at the centre of thought, values, and actions.
<b>Child Safe Organisation</b>	A statement that something is unsatisfactory or unacceptable.
<b>Cultural Safety</b>	A safe and friendly environment where children feel respected, valued and encouraged to reach their full potential.
<b>Disclosure</b>	The act of making something known.
<b>Grooming</b>	Action by an adult of preparing a child for sexual activity, often this will involve progressive desensitization to sexual activity (such as with increased physical contact or exposure to sexual material and acts), finding opportunities to be alone unsupervised together, encouraging secrecy in the relationship and/or utilising power and control over the child such as through threats, use of force or authority and making the child fearful of reporting unwanted behaviour.
<b>Mandatory Reporters</b>	Persons who have regular contact with vulnerable people and are therefore legally required to ensure a report is made when abuse is observed or suspected.
<b>Mandatory Reporting</b>	Legislated requirement for selected groups of people to report suspected child abuse and neglect to government authorities.
<b>Protection</b>	A defence or shield from loss, injury, harm.
<b>Reportable Conduct</b>	Includes a sexual offence (even prior to criminal proceedings commencing), sexual misconduct or physical violence committed against a child, with or in the presence of a child, behaviour causing significant emotional or psychological harm, significant neglect of a child.
<b>Team Member</b>	A person belonging to a specific group of people involved in attempting to achieve a common goal. It is to be taken that throughout this document, reference to team member will also include volunteers.

## 6 Supporting Documents

The documents listed below abide by this policy to support and guide our commitment to operating a Child Safe Organisation. Some supporting documents are contained within our internal networks and can be requested from the centre team.

- [Child Protection and Safeguarding Practice Manual](#)

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- [Code of Conduct](#) and [Child Protection and Safeguarding Obligations Poster](#)
- [Child Protection FLAG Poster](#)
- [Complaints and Grievances Policy](#)
- [Child Safe Environment Policy](#)
- [Supervision Policy](#)
- [Employee Assistance Program](#)
- [Health and Safety Policy](#)
- [Risk Management Policy](#) and [Framework](#)
- [Whistleblower Policy](#)
- [Child Protection Risk Assessment Guidelines](#)
- [Child Protection Report Form](#)
- [Child Wellbeing Form](#)
- [Injury on Intake Form](#)
- State Based Mandatory Reporting:
  - [ACT Child Protection Reporting Obligations](#)
  - [NSW Child Protection Reporting Obligations](#)
  - [QLD Child Protection Reporting Obligations](#)
  - [SA Child Protection Reporting Obligations](#)
  - [VIC Child Protection Reporting Obligations](#)
  - [WA Child Protection Reporting Obligations](#)
- Mandatory Reporting Forms:
  - [Mandatory Reporting Enquiry Form](#)
  - [Phase 1 – Child Protection Initial Notification](#)
  - [Phase 2 – Child Protection Investigation Plan](#)
  - [Phase 3 – Child Protection Investigation Report](#)
- Internal Investigation Documentation:
  - [Child Protection Investigation Practice Manual](#)
  - [Child Protection Investigation Process](#)

## 7 Policy Review

The centre will review this policy and related documents every year or as new information arises. Team members and our centre families are essential stakeholders in the policy review process and are encouraged to be actively involved. Feedback can be provided through our [Policy Review Survey](#).

## 8 Related Source Acknowledgement

- <https://chilsafe.humanrights.gov.au/national-principles>
- <https://aifs.gov.au/cfca/publications/australian-child-protection-legislation>
- <https://www.ombudsman.act.gov.au/improving-the-act/reportable-conduct>
- <https://ocg.nsw.gov.au/organisations/reportable-conduct-scheme>

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- <https://www.csyw.qld.gov.au/child-family/protecting-children>
- <https://www.childprotection.sa.gov.au>
- <https://services.dhhs.vic.gov.au/child-protection>
- <https://www.dcp.wa.gov.au/Pages/Home.aspx>


## 9 Legislation

### National Quality Framework (NQF)

Education and Care Services National Law	
S162A	Persons in day-to-day charge and nominated supervisors to have child protection training
S165	Supervision of children
S166	Inappropriate discipline
S167	Protection of children from harm and hazard
Education and Care Services National Regulations	
R84	Awareness of child protection law
R85-87	Incidents, injury, trauma and illness
R168	Education and care service must have policies and procedures

### National Quality Standard (NQS)

Quality Area 2: Children's Health and Safety		
2.2	Safety	Each child is respected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect
Quality Area 4: Staffing Arrangements		
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships
Quality Area 5: Relationships with Children		
5.1.1	Positive educator to children interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained
5.2.2	Self-Regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts
Quality Area 6: Collaborative Partnerships with families and communities		
6.2.2	Access and Participation	Effective partnerships support children's access, inclusion and participation in the program
Quality Area 7: Governance and Leadership		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of service
7.2.1	Continuous Improvement	There is an effective self-assessment and quality improvement process in place
7.2.3	Development of Professionals	Educators, coordinators and staff members performance is regularly evaluated, and individual plans are in place to support learning and development

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## State Child Protection Legislation

State	Legislation	Regulatory Authority
ACT	Children and Young People Act 1998 (ACT)	Child and Youth Protective Services (CYPS)
	Human Rights Commission Act 2005	The Children and Young People Commissioner (CYPC)
	Ombudsman Act 1989 (ACT)	ACT Ombudsman
	Crime Act 1900 (ACT)	ACT Policing/Australian Federal Police
	The Working with Vulnerable People (Background Checking) Act 2011 (ACT)	Working with Vulnerable People Compliance Team – Access Canberra
NSW	Children and Young Persons (Care and Protection) Act 1998 (NSW)	Department of Communities and Justice (DCJ)
	The Children’s Guardian Act 2019 (NSW)	The Office of the Children’s Guardian (OCG)
	Crime Act 1900 (NSW)	New South Wales Police Force
	The Child Protection (Working with Children Act) Act 2011 (NSW)	The Office of the Children’s Guardian (OCG)
QLD	Child Protection Act 1999 (QLD)	Department of Child Safety, Seniors and Disability Services BlueCard Services
	Child Safe Organisations Act 2024	Queensland Family and Child Commission (QFCC)
	Criminal Code Act 1899 (Qld)	Queensland Police Service
VIC	Children, Youth and Families Act (2005) VIC	Department of Health and Human Services (DHHS) Working with Children Check Victoria – Service Victoria
	Child Wellbeing and Safety Act 2005 (VIC) (Reportable Conduct Scheme)	Commission for Children and Young People (CCYP)
	Crimes Act 1958 (VIC)	Victoria Police
SA	Children and Young People (Safety) Act 2017 (SA)	Department for Child Protection
	Child Safety (Prohibited Persons) Act 2016	South Australia Screening Unit
	Criminal Law Consolidation Act 1935 (SA)	South Australia Police
WA	Children and Community Services Act (2004) (WA)	Department of Communities
	Parliamentary Commissioner Amendment (Reportable Conduct) Act 2022 (WA)	WA Ombudsman
	Working with Children (Criminal Record Checking) Act 2004 (WA)	Working with Children Check

## National Principles for Child Safe Organisations

<b>Principle 1:</b>	Child Safety is embedded in institutional leadership, governance and culture.
<b>Principle 2:</b>	Children participate in decisions affecting them and are taken seriously.
<b>Principle 3:</b>	Families and communities are informed and involved.
<b>Principle 4:</b>	Equity is upheld, and diverse needs are taken into account.
<b>Principle 5:</b>	People working with children are suitable and supported.
<b>Principle 6:</b>	Processes to respond to complaints of child sexual abuse are child focused.
<b>Principle 7:</b>	Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training.
<b>Principle 8:</b>	Physical and online environments minimise the opportunity for abuse to occur.
<b>Principle 9:</b>	Implementation of the Child Safe Standards is continuously reviewed and improved.
<b>Principle 10:</b>	Policies and procedures document how the institution is child safe.

## New South Wales Child Safe Standards

<b>Standard 1:</b>	Child Safety is embedded in institutional leadership, governance and culture.
<b>Standard 2:</b>	Children participate in decisions affecting them and are taken seriously
<b>Standard 3:</b>	Families and communities are informed and involved.
<b>Standard 4:</b>	Equity is upheld, and diverse needs are taken into account.
<b>Standard 5:</b>	People working with children are suitable and supported.
<b>Standard 6:</b>	Processes to respond to complaints of child abuse are child focused.
<b>Standard 7:</b>	Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training.
<b>Standard 8:</b>	Physical and online environments minimise the opportunity for abuse to occur.
<b>Standard 9:</b>	Implementation of the Child Safe Standards is continuously reviewed and improved.
<b>Standard 10:</b>	Policies and procedures document how the organisation is child safe.

## Victoria's Child Safe Standards

<b>Standard 1:</b>	Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
<b>Standard 2:</b>	Child safety and wellbeing is embedded in organisational leadership, governance and culture.
<b>Standard 3:</b>	Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
<b>Standard 4:</b>	Families and communities are informed and involved in promoting child safety and wellbeing.
<b>Standard 5:</b>	Equity is upheld and diverse needs respected in policy and practice.
<b>Standard 6:</b>	People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
<b>Standard 7:</b>	Processes for complaints and concerns are child focused.
<b>Standard 8:</b>	Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
<b>Standard 9:</b>	Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
<b>Standard 10:</b>	Implementation of the Child Safe Standards is regularly reviewed and improved.
<b>Standard 11:</b>	Policies and procedures document how the organisation is safe for children and young people.

## Queensland's Child Safe Standards

<b>Standard 1:</b>	Child safety and wellbeing is embedded in organisational leadership, governance and culture
<b>Standard 2:</b>	Children are informed about their rights, participate in decisions affecting them and are taken seriously.
<b>Standard 3:</b>	Families and communities are informed and involved in promoting child safety and wellbeing.
<b>Standard 4:</b>	Equity is upheld and diverse needs respected in policy and practice.
<b>Standard 5:</b>	People working with children are suitable and supported to reflect child safety and wellbeing in practice.
<b>Standard 6:</b>	Processes to respond to complaints of child abuse are child focused.
<b>Standard 7:</b>	Staff and volunteers are equipped with the knowledge, skills and awareness to keep children safe through ongoing education and training.
<b>Standard 8:</b>	Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed.
<b>Standard 9:</b>	Implementation of the Child Safe Standards is regularly reviewed and improved.
<b>Standard 10:</b>	Policies and procedures document how the organisation is safe for children.

## Australian Capital Territories Child Safe Standards

<b>Standard 1:</b>	Child safety and wellbeing is embedded in organisational leadership, governance and culture.
<b>Standard 2:</b>	Children and young people are informed about their rights, participate in decisions affecting them, and are taken seriously.
<b>Standard 3:</b>	Families and communities are informed and involved in promoting child safety and wellbeing.
<b>Standard 4:</b>	Equity is upheld and diverse needs are respected in policy and practice.
<b>Standard 5:</b>	People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
<b>Standard 6:</b>	Processes to respond to complaints and concerns are child focused.
<b>Standard 7:</b>	Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
<b>Standard 8:</b>	Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
<b>Standard 9:</b>	An organisation's implementation of the Child Safe Standards is regularly reviewed and improved.
<b>Standard 10:</b>	An organisation's policies and procedures document how the organisation is safe for children and young people.