

National Principles for Child Safe Organisations WA: Self-assessment and review tool

Revised May 2026

Disclaimer

This tool is designed to assist a broad range of organisations in their efforts to become more child safe. Each organisation will need to consider the information in the tool and develop strategies and practices suited to its own specific needs, consistent with its duty of care.

This tool is provided in a Microsoft Word format so organisations can easily adapt to suit their own implementation and review purposes.

Recognising Aboriginal and Torres Strait Islander People

The Commissioner for Children and Young People WA acknowledges the unique contribution of Aboriginal people's culture and heritage to Western Australian society. For the purposes of this publication, the term 'Aboriginal' encompasses Western Australia's diverse language groups and also recognises those of Torres Strait Islander descent. The use of the term 'Aboriginal' in this way is not intended to imply equivalence between Aboriginal and Torres Strait Islander cultures, though similarities exist.

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Alternative formats

On request, large print or alternative formats can be obtained from:

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Introduction

The Commissioner for Children and Young People WA first released the *Child Safe Organisations WA Guidelines* and *Self-assessment and review tool* in April 2016.

The National Principles for Child Safe Organisations were developed by the Australian Human Rights Commission and agreed to by the Council of Australian Governments in February 2019, including the Premier of Western Australia. They provide a nationally consistent approach to embedding child safe cultures within organisations that engage with children and young people.

This self-assessment and review tool has been revised to make it clear for organisations in WA how it aligns to and reflects the ten National Principles and the key action areas within each principle.

Leaders of organisations, including board and committee members, chief executives, directors and managers, are responsible for creating and maintaining an organisational culture where the safety of children and young people is a priority.

An ongoing cycle of assessment, action and review will assist leaders to reflect on their effectiveness in implementing the child safe principles and to strive for excellence.

This self-assessment and review tool is designed to be used by organisations to:

- assess current organisational culture, behaviours and practices
- reflect on what the organisation is doing well
- identify action areas requiring development
- review progress over time
- highlight positive changes
- acknowledge challenges or barriers
- outline what still needs to be done.

This tool is to be used with the *National Principles for Child Safe Organisations WA: Guidelines* (2019) which provides additional information and examples of child safe practices. The guidelines and other Child Safe Organisations resources are available on the Commissioner's website at ccyp.wa.gov.au

How to use the self-assessment and review tool

This tool focuses on the key actions, culture and behaviours that are essential to establish and sustain a child safe and friendly organisation.

It is recommended the following steps are taken:

1. Consider and determine

- Who will complete the assessment/review? More than one person is best.
- Who will be involved in providing information on the practices?
- Which leaders will consider the findings and approve the actions and timeframes?

2. Assess and document

Rate how the organisation performs on implementing the principles and key actions using the following five-point scale:

1. Just beginning self-assessment and planning
2. Some progress, implementation of some aspects evident
3. Most but not all aspects of the action area are evident
4. All aspects of the action area are evident
5. All aspects of the action area are evident and regularly reviewed.

In rating the key action areas, consider the following:

- To what extent is the principle implemented?
- What can be seen and heard? The examples within each action area are a guide only, detail what your organisation has in place or plans to introduce.
- What do people say about the examples you provide (children and young people, parents, carers, staff and volunteers)?
- What is evidenced in the organisation's documents?

3. Identify and action

- Document the evidence (or what is in place) that supports the ratings.
- Articulate the next steps for improvement.
- Identify who will do the work.
- Set timeframes for achievement.
- Have the self-assessment and/or review ratings, actions and timeframes approved by leaders.

4. Monitor and review

- Use the review dates in the tool.
- Check on improvements identified in previous assessments and if actions were completed.
- Highlight positive changes.
- Learn from feedback, complaints and errors.
- Appraise all principles each time to ensure all are evident and working together.

Leadership, governance and culture

National Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture

Agency:
Work unit:

Completed by:
Date of review:
Date of next review:

Key action areas	Rating 1 to 5	Evidence that supports rating	Next steps for improvement	By whom	By when
1.1 The organisation makes a public commitment to child safety. Examples • In public documents. • On websites. • On posters/flyers across locations. • In induction/welcome packs. • On key internal documents/intranet.	2	The company will make a public commitment to child safety in their job ads Child safety policies and practices are outlined in the staff induction process. Key internal documents such as child safety policies and procedures are accessible to staff and families.	Potential for commitment to be made on the Village website, posters, flyers and on internal documents	Village	August 2026

1.2 A child safe culture is championed and modelled at all levels of the organisation from the top down and the bottom up. Examples • Leaders model child safe attitudes and behaviours. • Leaders provide opportunities for staff and volunteers to ask questions and to seek further advice. • Inclusion of child safety messages in newsletters and speeches. • Regular agenda item in meetings and other communication. • Monitoring the use of policies and processes in practice.	2	Leaders consistently model child safe attitudes and behaviours that facilitates a child safe culture within the service. Leaders are available and approachable for team members to ask questions and seek child safety advice. Leaders supervise, monitor, and mentor staff on Child Safety policies, practices, and processes.	Centre Director's potentially create a role of Child Protection Champion appointed Increase of knowledge on Child Safety Standards	Training to be completed by Robert Y	August 2026
1.3 Governance arrangements facilitate implementation of the child safety and wellbeing policy at all levels. Examples • A clear accountability framework is promoted to staff, volunteers, families, children and young people. • Everyone understands their own roles and responsibilities for child safety. • There are named people to discuss practices and concerns with. • Policies and procedures refer to additional information, support and contacts.	1	Team Members are made aware of their roles and responsibilities for child safety during inductions.	Team Members and casuals to read and sign Child Protection Statement of Commitment during induction.	Centre Directors	August 2026

1.4 A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities. Examples • Children, young people and their families are aware of the Code of Conduct and who to speak to if they are concerned someone is breaking the rules. • Children and young people are involved in developing team, group or class rules that outline respectful behaviours between children and young people.	1	Families are given and have access to the Code of Conduct and Child Protection Policies. Families are informed of who they can talk to if concerned about policy and procedure breaches during orientation process. Team Member wall display outlines team members identity, positions & qualifications	Children are involved in developing '<i>room limits</i>' with team members that outline acceptable and non-acceptable behaviours, respectful behaviours, and room rules, these align with child safety practices.	All team members	August 2026
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1.5 Risk management strategies focus on preventing, identifying and mitigating risks to children and young people. Examples • They are written into strategic/planning documents. • Work is planned to minimise situations where children may be harmed. • The increased level or risk associated with some activities is accounted for. • Time/funding is allocated to training/professional development.	3	Service appointed WHS officer to champion service safety. Risk Assessments are completed, implemented, and filed for activities, experiences, resources, incursions, and excursions. Risk assessments and risk management reflected in the service quality improvement plan. Increased risk is accounted for with strategies e.g. Removal of risk, implemented safety measures, increased supervision or altered ratio. Team Members can receive professional development and training in risk management. Time and funding is allocated to training and professional development.	Risk Assessment development to be standardized across all the services	Area Managers	May 2026
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1.6 Staff and volunteers understand their obligations on information sharing and recordkeeping. Examples • Recordkeeping processes meet legislated or contractual obligations. • Children and young people and their families are told what records are kept about them, for how long, and how they can access them. • Children and young people have a right to read their records and to comment on them or seek changes to them.		Child Protection training and documentation filed in Team Members folders. Parents/families are informed and aware of how long we keep records for before archiving them.	All old information in archived correctly	Directors and Area Managers	December 2025 - Completed
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Empowering children to participate

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

Agency: Work unit:		Completed by: Date of review: Date of next review:			
Key action areas	Rating 1 to 5	Evidence that supports rating	Next steps for improvement	By whom	By when
2.1 Children and young people are informed about all of their rights, including to safety, information and participation. Examples - Talking to children and young people about - their right to feel safe - the steps the organisation takes to help keep them safe - the rules of the organisation - who to talk to/how to speak up if something is worrying them - what to do if someone they know is being hurt. - Ask their opinions through discussions, activities and surveys on how things could be better, what they like/don't like and what makes them feel safe/unsafe in the organisation. - Children design/write child-friendly versions of policies and procedures.	3	Educators discuss child safety, rights of the children, limits, and expectations with children in age-appropriate ways. Children are invited to contribute to the program, participate in developing room limits, and encouraged to have their voice heard in general.	Children to be invited to share their opinions and have their voice heard through group discussions, and activities and this should be documented	All educators	July 2026

2.2 The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated. Examples • When a child joins the organisation, assess their needs (including cultural and other diversity) and help them build relationships. • Facilitate connections between children through buddy systems. • Individual support plans are in place.	3	Child profile complete by parents 'All About Me'. Parents/carers fill out child information in enrolment packs and communicate needs and wants for child/children during orientation. Individual support plans are developed and implemented in-service and with external agencies. Team Members encourage, support, and facilitate the importance of friendships and peer support within the service.	All directors to have access to the ISS funding portal and make connection with Child Australia	Directors	July 2026
2.3 Where relevant to the setting or context, children may be offered access to sexual abuse prevention programs and to relevant related information in an age appropriate way. Examples • Protective behaviours education • Education regarding online safety • Child-friendly versions of rules/codes of conduct for staff and for children and young people • Child-friendly information about complaint processes	2	Team Members use appropriate language and terminology when educating children on Child Safety and protective behaviours is included in the program.	Child-friendly information about complaint processes to be displayed for children	All educators	July 2026

2.4 Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children to express their views, participate in decision-making and raise their concerns. Examples • Staff and volunteers understand the developmental needs of children and young people. • Barriers are identified and the specific needs of different groups of children and young people are responded to. • Proactive checking-in with children.	3	Team Members are familiar with children's developmental milestones and utilise these for individual learning and programming purposes. Team Members are trained in identifying concerns and signs of harm. Reflective practices are in place to identify potential barriers and respond to the needs of all children. Team Leaders are trained and experienced in identifying concerns and signs of harm and proactively check-in with children, families and team members.	Train new team members who are inducted to the service to the same standard as existing team, and reflect for continuous improvement	All new and existing team	May 2026
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Involving family and community

National Principle 3: Families and communities are informed and involved in promoting child safety and wellbeing

Agency: Work unit:		Completed by: Date of review: Date of next review:			
Key action areas	Rating 1 to 5	Evidence that supports rating	Next steps for improvement	By whom	By when
3.1 Families participate in decisions affecting their child. Examples - Discuss with parents how they would like to be involved in the organisation. - Staff and volunteers are responsive to the needs of families, including cultural safety. - Parents and carers are encouraged and supported to talk to their children about safety and wellbeing.	2	Team Members, Leaders and Management facilitate partnerships with parents, carers and families and encourage them to participate in discussions, decisions and be involved in the service. Team Members are aware of the potential cultural safety needs of families in the service and are support and responsive to these.	email survey or QR code in foyer for parents to participate in service decisions and feedback.	All Directors	Completed
3.2 The organisation engages and openly communicates with families and the community about its child safe approach and relevant information is accessible. Examples	2	Parents, carers, and families are aware of the Open door policy and are invited to visit the service.	Parents are asked if they need policies in other languages to support cultural diversity.	All Directors	July 2026

• Provide timely information in a form and language that is accessible, including information about the organisation's child safe and friendly policies and complaints processes. • There are opportunities for parents, carers and community members to participate in activities in the organisation (eg P&C committee, volunteers, elders, cultural advisers). • Open door policy for parents/carers to visit the organisation. • 'Drop in' sessions.		Parents and carers are invited to participate in walk-throughs, and orientations. The Calander of events allows the service to incorporate a variety of diversity activities to celebrate and acknowledge a variety of cultures in the community			
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3.3 Families and communities have a say in the development and review of the organisation's policies and practices. Examples • Actively invite feedback or opinions through informal discussions, forums, meetings and surveys. • Supporting several parents/carers to speak with others and report back to the organisation on how things could be better, how the organisation could work in more culturally appropriate ways, what they like/don't like. • Barriers that may prevent parent, carer and/or community participation have been identified and addressed. • Establish connections with external agencies or community leaders who can support the organisation to build culturally respectful practices.	2	Child profiles are filled out by parents/families on enrolment. Orientations invite parent/family feedback and input. Meetings with parents and families are available. The service utilises their multicultural, diverse, and multilingual team members when cultural language barriers are identified with children, families, or the wider community. Connections with external staff training agencies to support diversity.	Parent/Family feedback online. Policy QR codes are multilingual to support cultural diversity.	All directors	July 2026
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3.4 Families, carers and the community are informed about the organisation's operations and governance. Examples • Policies and information are provided in accessible language and formats and inform families of the support available to them and complaints processes. • Organisations seek guidance from families, elders, and experienced people about the needs of children and young people with disabilities, complex needs or from culturally diverse backgrounds.	1	The service seeks advice from external agencies such as ISS about the complex needs of children and young children with suspected disabilities. Team Members seek guidance from families and experienced staff about the needs of children from culturally diverse backgrounds.	Policies and complaints processes QR codes have multilingual options to support diversity.	Directors	July 2026
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Equity upheld and diverse needs respected

National Principle 4: Equity is upheld and diverse needs respected in policy and practice

Agency:
Work unit:

Completed by:
Date of review:
Date of next review:

Key action areas	Rating 1 to 5	Evidence that supports rating	Next steps for improvement	By whom	By when
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4.1 The organisation, including staff and volunteers, understands children and young people’s diverse circumstances, and provides support and responds to those who are vulnerable. Examples • The organisation’s environment reflects the lives and identities of the children within the organisation through artwork; positive images, photos and role models; maps of Aboriginal cultural boundaries; and information about different countries. • Respect for diversity and cultural differences is embedded in all policies and practices and affirms that children and young people’s cultural identity or religious beliefs are fundamental to their wellbeing. • Ensuring practices are in place that promote the inclusion and safety of children and young people with disability. • All children and families, including those from diverse backgrounds, are supported to give feedback and input into review processes.	2	Service policies and practices are respectful and inclusive of children and family’s cultural identity and religious beliefs. The service seeks external support strategies for the inclusion and safety of children with disability. Child safe and inclusive practices are implemented by Team Members. The service utilises their multicultural, diverse, and multilingual team members when cultural language barriers are identified with children, families, or the wider community. Services seeks external agencies supports for with inclusion, child safety and disability.	Source more resources to reflect diversity	Directors and their teams	September 2026
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4.2 Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand. Examples • Strategies for promoting the participation of vulnerable children and young people are implemented. • Resources, activities and information reflect diversity across all categories.	2	The service utilises their multicultural, diverse, and multilingual team members when cultural language barriers are identified with children, families, or the wider community. Inclusion strategies are sought and implemented to promote participation of all children. The service provides resources, activities and information that reflects diversity.	Source more resources to reflect diversity	Directors and their team	July 2026
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4.3 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. Examples • Guidance is sought from experienced others in regards to the needs of children and young people with disabilities, complex needs or from culturally diverse backgrounds. • Actively promotes and supports the diversity of family structures and relationships. • Accounts for the increased level or risk associated with particular vulnerabilities of some children. • All children and young people have fair access to the relationships, skills, knowledge and resources they need to be safe, in equal measure with their peers.	2	Team Members pay particular attention to children and families identified as having complex needs and seek information, support and strategies from experienced leaders, management and external support if required. The service encourages a supportive and accepting culture in regard to family structures and diversity. Team members assess the level of risk associated with vulnerabilities and account for it with strategies when and where necessary. Team members promote a fair, non-biased and culture within the service. Team Members are aware of non-biases service policies and follow them.	More training in regards to the needs of children and young people with disabilities, complex needs or from culturally diverse backgrounds	Centre Directors	July 2026
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Managing staff and volunteers

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

Agency: Work unit:		Completed by: Date of review: Date of next review:			
Key action areas	Rating 1 to 5	Evidence that supports rating	Next steps for improvement	By whom	By when

5.1 Recruitment, including advertising, referee checks and staff and volunteer pre-employment screening emphasise child safety and wellbeing. Examples • Multi-person interview panel. • Transparent short-listing process. • Standardised reference checks. • Staff and volunteers are from diverse cultures, abilities and identities.	4	Our job ads have a commitment to child safety. Prospective employees go through a recruitment process with multiple people that check and screen for the safety of children. Recruitment screen potential employees, shortlist them for service management to validate, induct and train. Service managers check and validate employees working with children checks. The services team is a diverse team consisting of different cultures, abilities, and identities.	Review and give feedback on Reference check templates	Recruitment	July 2026
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5.2 Relevant staff and volunteers have current working with children checks or equivalent backgrounds. Examples • Identity checks. • Qualification verification. • Working with Children Check. • National Police Check.	4	Recruitment conducts team member identity checks, verify qualifications and clearances. Service management checks the identity and working with children checks volunteers and visitors to the service. Service management checks and validate working with children checks and review as needed.	Induct recruitment consultant in 2026	Amanada HR	Completed
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5.3 All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including recordkeeping, information sharing and reporting obligations. Examples • Induction processes include training on child safe policies and day-to-day child safe practices in the workplace. • There is specific content related to respect for and meeting the needs of children, regardless of their individual characteristics, cultural backgrounds and abilities.	1	Service management conducts extensive online inductions with all team members and volunteers to ensure they are aware of and understand their responsibilities, ensure they are aware of information sharing and reporting obligations. Induction processes include training on child safe practices and child health and safety in the workplace. Team members are made aware of their expectations regarding the rights of the child, code of ethics and duty of care.	More robust induction in service	Centre Directors and Area Managers	May 2026
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5.4 Ongoing supervision and people management is focused on child safety and wellbeing. Examples • Regular training, professional development and/or information sessions. • Discussion of child safe practices and checks for understanding of policies and procedures. • Relevant aspects incorporated within performance plans. • Circulation of information about policies and procedures. • Active communication of internal and/or external supports. • Staff mentoring. • Clear disciplinary and grievance procedures, which are linked to codes of conduct and feedback/complaint mechanisms.	2	Team members attend staff meetings. This is mandatory. Professional development is available for all team members. Discussions, Discussion Records, and Performance Plans take place regarding child safe practices, policies and procedures when required. All team members have access to policies, procedures, and practices. These are reviewed regularly. Service disciplinary and grievance procedures are accessible to all team members and clearly state procedures, codes of conduct and feedback/complaint processes. External supervision training is offered.	Team members are required to do regular training Team Leaders and Management to ensure child safe practices are discussed, understood and implemented during visit, team meetings and newsletters Professional Developmental Reviews to be completed across the company.	Approved Provider	December 2026
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Child friendly complaint process and reporting

National Principle 6: Processes to respond to complaints and concerns are child focused

Agency:
Work unit:

Completed by:
Date of review:
Date of next review:

Key action areas	Rating 1 to 5	Evidence that supports rating	Next steps for improvement	By whom	By when
6.1 The organisation has an accessible, child focused complaint handling policy which clearly outlines the roles and responsibilities of leadership, 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. Examples - Multiple pathways for staff, volunteers, children, young people and parents/carers to provide feedback, raise concerns or complaints. Specifically, incorporating feedback into activities, anonymous dropbox or online system, regular invitations to talk or checking-in with people. - Designated staff role for promoting child safety (more than one). - Staff and volunteers discuss and invite complaints and feedback. - Information is accessible, age-appropriate and in meaningful formats and is mindful of diverse characteristics, cultural backgrounds and abilities. - Visible posters/flyers/flowcharts. - Information on the website.	3	Multiple ways for parents to provide feedback are implemented within the service including parent input, email surveys, check-in, email communications, Education communications and general face to face communications. Team members and volunteers discuss and follow up feedback, and complaints Service information is available on the website and in the service.	Parent surveys to be established regularly and through the customer journey to gain family feedback	Approved Provider	Completed

6.2 Effective complaint handling processes are understood by children and young people, families, staff and volunteers, and are culturally safe. Examples • Barriers that may prevent staff, volunteers, families, children and young people from providing feedback, raising concerns or making a formal complaint are identified and addressed. • The cultural appropriateness of processes has been considered. • There are ways for people with communication difficulties to raise concerns. • Complaints from an advocate or someone speaking on behalf of children are accepted.	3	Service information is accessible to families and staff The service utilises their multicultural, diverse, and multilingual team members when cultural language barriers are identified with children, families, or the wider community. There are a variety of ways for people to communicate concerns with the service. The service accepts and actions all complaints.	Have information, communication and notes available in other languages	All directors	December 2026
6.3 Complaints are taken seriously and responded to promptly and thoroughly. Examples • Processes include approaches to dealing with situations in which a child may cause harm to another child. • There are several pathways to escalate concerns. • Complainants are kept informed of the progress and outcome. • Feedback and complaints lead to improvement in service planning and/or delivery.	4	Service leaders and management take complaints seriously, action and follow up all complaints in a timely matter and follow service policy and procedures when doing so	Reflective practices reflected in the QIP.	Directors and their team	July 2026

6.4 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. Examples • The complaints process prioritises the safety and wellbeing of children and young people. • The complaints process includes a recordkeeping system that is linked to decision making, reporting requirements and disciplinary processes.	3	The service has complaints and concerns processes in place, including reporting to authorities. Complaints and concerns processes, policies and procedures prioritise child wellbeing and safety. The services complaints process includes a recordkeeping system,	Directors to complete training on complaints processes and disciplinary proceedings.	AM team, HR team	July 2026
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6.5 Reporting, privacy and employment law obligations are met. Examples • Complaints processes and disciplinary proceedings are clear and facilitate procedural fairness and natural justice for all parties involved in the complaint. • Translation services and bicultural staff with knowledge of child abuse issues are used when needed to facilitate reporting and complaint handling.	2	All Team Members have access to policies and procedures concerning complaints processes and disciplinary proceedings. The service utilises their multicultural, diverse, and multilingual team members when language barriers are identified when communicating with children, families, or the wider community. Service seeks external agency support such as translators if required.	Management Team to complete training on complaints processes and disciplinary proceedings.	AM team, HR team	July 2026
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Education and development

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

Agency: Work unit:		Completed by: Date of review: Date of next review:			
Key action areas	Rating 1 to 5	Evidence that supports rating	Next steps for improvement	By whom	By when

7.1 Staff and volunteers are trained and supported to effectively implement the organisation's child safety and wellbeing policy. Examples • Training addresses the needs of the whole organisation, including leaders and governing bodies, to ensure they have the knowledge and information required to understand their responsibilities. • Training and resources provided to staff/volunteers are accessible, evidence-based and reviewed regularly. Where necessary/applicable, external experts support or provide training. • Resources, or information about resources, are prominently displayed in staff areas or on an intranet. • Resources are from organisations that have expertise in the safety of children and young people. • Ongoing professional development/training is provided to support ongoing responsiveness to, and application of, child safe and friendly practices in the workplace.	2	All Team Members and volunteers complete regular training on Child Health and Safety policies, procedures, and practices. All Team Members are informed on their role responsibilities during induction training. Team Members and volunteers have access to service resources, regular internal training, access to external and expert training and support – This is evidence based and reviewed through reflective practices such as Educational posts, Team Member evidence files, team meeting minutes and the QIP. Team members have access to information and resources. Information on how team members can access various information, apps and	Organise training which addresses the needs of the whole organisation, including leaders and governing bodies, to ensure they have the knowledge and information required to understand their responsibilities	Robert with the teams	May 2026
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		resources is displayed in the staff room. Team members have access to professional development, training, and support.			
7.2 Staff and volunteers receive training and information to recognise indicators of child harm, including harm caused by other children and young people. Examples • Training and information on the dynamics of child abuse. • How to identify and respond to behaviour by others that is considered risky or harmful to children.	5	Team Members receive regular mandatory training to complete on Child Protection Team Members complete training online about Mandatory training	Team to have more information/training on the types of abuse, indicators of abuse and the processes responding to potential abuse	Directors and their teams	December 2026
7.3 Staff and volunteers receive training and information to respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm. Examples • The process of disclosure and responding to children and young people. • Policies, procedures and reporting within the organisation, and legal reporting obligations. • Where to access further support internally and/or externally, including what do to if concerns are not acted on appropriately.	3	Team Members receive regular mandatory training on child safety issues and disclosures. Team Members are trained on the service policies, procedures, processes and reporting regarding child safety and abuse. Team Members are aware of extra internal supports and external supports.	Team Members to have more training on processes and appropriately responding to disclosures.	Directors and their teams	December 2026

7.4 Staff and volunteers receive training and information on how to build culturally safe environments for children and young people. Examples • Supporting the participation of all children and young people, families and communities. • Training is culturally responsive to the needs of Aboriginal, migrant, refugee and multi-faith communities and to the needs of people with disability; for example, by being delivered jointly by bilingual and/or bicultural workers. • Information on education opportunities for children, young people and parents and carers about child abuse, protective behaviours and online safety is provided in accessible formats.	2	Team Members, Team Leaders and Management invite and support the participation of all children and young people, families, and communities. Team Members have access to additional external training/ professional development.	Display information on education opportunities for children, young people and parents and carers about child abuse, protective behaviours, and online safety in accessible formats. Team members to receive training that is culturally responsive to the needs of Aboriginal, migrant, refugee, and multi-faith communities and to the needs of people with disability; for example, by being delivered jointly by bilingual and/or bicultural workers.	Directors and their teams	December 2026
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Safe environments – physical and online

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

Agency: Work unit:		Completed by: Date of review: Date of next review:			
Key action areas	Rating 1 to 5	Evidence that supports rating	Next steps for improvement	By whom	By when
8.1 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. Examples - Particular attention is given to safety and diverse needs of children in closed or segregated environments, such as out-of-home care, boarding schools, youth detention, specialist education facilities and disability support settings. - Guidelines are in place to reduce risk during activities such as toileting, showering and changing clothes between an adult and children and young people, and also the risk of inappropriate or harmful contact between children.	2	Team Members and volunteers trained in risk assessment and risk management strategies and processes and documentation. ICT has parental controls in place for online cyber safety measures. Supervision plans in place facilitate bathroom supervision. Team Members are made aware of Code of Ethics and Un Convention on Rights of the Child during induction and training.	Team members to have access to all policies and procedures online and be able to give feedback online through QR code	Support office	December 2026

8.2 The online environment is used in accordance with the organisation's Code of Conduct and child safety and wellbeing policy and practices. Examples • Guidelines are in place about the taking and storage of photos of children. • Guidelines are in place for staff and volunteers about communication with children via personal phones, emails and social media. • Guidelines and education about cybersafety and online security for children and young people is provided, or links to education resources are provided.	4	Services ICT has parental controls in place for online cyber safety measures. Supervision plans in place facilitate bathroom supervision. Team Members are made aware of the Code of Ethics and Un Convention on Rights of the Child during induction and training. Team members are aware of and follow the service's Code of Conduct and ECA Code of Ethics	Review guidelines of taking photos with team	Directors	Completed
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8.3 Risk management plans consider risks posed by organisational settings, activities and the physical environment. Examples • Strategies are adapted for the different settings in which the organisation works and the particular needs of the children and young people. • Visibility has been considered and activities planned accordingly, or other practices are strengthened. • Access to the organisation is actively monitored. • Off-site activities are planned to take into account the physical environment. • Procedures and guidelines for managing toilet breaks, changing clothes and personal care are in place.	3	Supervision plans in place for indoor and outdoor environments and are displayed - regularly reviewed. Risk assessments are completed for incursions and excursions. Staffing arrangements, ratios, lunch cover staff and support staff provide safety measures for toilet breaks, changing and personal care.	Risk Assessments to be standardised across the company	AMs	June 2026
8.4 Organisations that contract facilities and services from third parties have procurement policies that ensure the safety of children and young people. Examples • Contracts specify implementation of child safe principles. • Contracted agencies have child focused complaints systems and report to the funding organisation on complaints received.	3	Organisations and contracted agencies provide working with children checks, identity checks and sign visitor log for child health and safety measures.	Review current contract	Approved Provider	July 2026

Continuous improvement

National Principle 9: Implementation of the National Principles for Child Safe Organisations WA is regularly reviewed and improved

Agency:
Work unit:

Completed by:
Date of review:
Date of next review:

Key action areas	Rating 1 to 5	Evidence that supports rating	Next steps for improvement	By whom	By when
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9.1 The organisation regularly reviews, evaluates and improves child safe practices. Examples • Reviews check for enactment of policies and procedures and are informed by a range of information/data sources from the organisation. • There is regular proactive discussion/input about practice as part of general meetings and informed by general feedback, input from staff, volunteers, children, young people, carers and parents. • The organisation is attentive and responsive to new challenges, such as changes of children in the organisation or to the diverse needs of children and families. • If serving children who are at risk, more vulnerable or hard to reach, the organisation gives attention to the evolving evidence base in relation to the safety of all children, being mindful of their individual characteristics, cultural backgrounds and abilities.	2	Service policies, procedures are reflected on and updated. There are surveys, feedback forms and email communications, staff meetings - implemented for regular proactive discussion/input about practice as part of general meetings and informed by general feedback, input from team members, volunteers, children, young people, carers, and parents. Services Team Leaders are flexible, responsive and timely when faced with challenges or changes. External agencies are accessible for inclusion support.	child safe practices are regularly reviewed as a part of the regular rhythms	Directors	May 2026
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9.2 Complaints, concerns and safety incidents are analysed to identify causes and systemic failures so as to inform continuous improvement. Examples • A thorough review is undertaken at the earliest opportunity when a complaint has occurred and is finalised to identify the cause of the problem, systemic issues and failures, organisational risks and areas for improvement or changes required. • The organisation fosters open and positive relationships with other organisations to share lessons learnt, experiences and practices. • An external expert conducts an independent review of complaint handling.	4	Incident and injury forms are sighted and signed by multiple people. Incidents, injury, and illness record logs are implemented to identify risks and trends for reflective and improvement purposes. Service leaders and management take complaints seriously, action and follow up all complaints in a timely matter and follow service policy and procedures when doing so and used in service reflective practices such as the QIP. The service communicates with other services in chat groups, centre manager meetings, and trainings.	Review as a team complaint handling through new Policy review	Directors and their teams	August 2026
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9.3 The organisation reports on the findings of relevant reviews to staff and volunteers, community and families and children and young people. Examples - Self-assessment and review of all child safe organisation principles and strategies are undertaken regularly and leaders in the organisation are aware of the outcomes, any areas requiring attention and the completion of necessary tasks. - Policies and procedures are dated, and new versions/changes are brought to the attention of staff, volunteers, parents, carers, children and young people and supported by relevant information and/or training as required.	2	Service policies and procedures are dated and given an intended date for review. Team members are notified of changes and updates to policies and procedures through Memos and training.	All team to review all of the child safe organisation principles and strategies Leaders in the organisation are aware of the outcomes, any areas requiring attention and the completion of necessary tasks	All team	May 2026 and ongoing through all tasks
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Child safe and friendly policies

National Principle 10: Policies and procedures document how the organisation is safe for children and young people

Agency:
Work unit:

Completed by:
Date of review:
Date of next review:

Key action areas	Rating 1 to 5	Evidence that supports rating	Next steps for improvement	By whom	By when
10.1 Policies and procedures address all National Child Safe Principles. Examples - A coherent framework of policies and procedures outlines the organisation's commitment to child safety and the proactive steps taken to address this. - There is a code of conduct, a risk management strategy, and feedback and complaints procedures. - Clear procedures for staff and volunteer management (including recruitment, education and development), ongoing supervision and disciplinary procedures.	3	Village policies and procedures address national child safety principles. Staff Members have access to the services child safety policies, procedures, and practices All Team Members and volunteers are communicated and trained on policies, procedures, processes, supervision	The service induction and training consist of services code of conduct, and feedback and complaints procedures.	Support office	December 2026

10.2 Policies and procedures are documented and easy to understand. Examples • Staff are trained in the policies and they are discussed in supervision, meetings and reviews. • Policies and procedures are clear, easy to understand and accessible to all stakeholders, including staff, volunteers, families, children and young people. This may mean there are separate versions for each stakeholder group. • Policies and procedures make clear reference to additional considerations or specific strategies for 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, to ensure their safety and participation. These strategies are implemented, and outcomes monitored.	2	Services policies and procedures are documented and communicated to team members during inductions to ensure understanding. Service policies and procedures are accessible to team members in the office.	Team to review and understand Village policies and procedures Policies to be put online for easier access and create QR code Leaders training in Child Safe Standards Review policies and procedures for additional considerations.	Support office	December 2026
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10.3 Best practice models and stakeholder consultation informs the development of policies and procedures. Examples • Everyone in the organisation, including staff, volunteers, children and young people and families can describe what the organisation has in place to keep children and young people safe or what to do in particular circumstances, such as how to make a complaint. • A variety of methods are used to involve stakeholders in development of policies and practices (eg surveys, informal discussions, focused meetings).	2	All Team members in the service can discuss what the service has in place to keep children and young people safe or what to do circumstances, such as how to make a complaint. Stakeholders are invited to contribute to service policies and procedures.	More robust surveys to team and families Training for all team on Child Safe Standards	Approved Provider	August 2026
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10.4 Leaders champion and model compliance with policies and procedures. Examples • Leaders put the best interests of children first at all times. • Leaders support anyone to safely disclose their concerns and are responsive. • Leaders are open to suggestions and complaints.	2	Leaders model compliance by following and promoting service policies, procedures, and best practices. Leaders, Management and Team Members are aware of and follow the Early Childhood Australia's Code of Ethics. Leaders and management are actively supportive and responsive to disclosures and concerns. Leaders and management invite feedback, suggestions and are reflective on complaints. (Parent input, feedback box, suggestion surveys, complaint processes, QIP).	Team to review and understand policies Policies to be put online for easier access. Leaders training in Child Safe Standards	Approved Provider	August 2026
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10.5 Staff and volunteers understand and implement policies and procedures. Examples • Child safe practices within the organisation are consistent across the board and compliant with policies and procedures, including culturally safe work practices. • Surveys of executive, staff and volunteers demonstrate high levels of understanding of policies, procedures and practices of the organisation.	1	All Team members and volunteers are trained in service policies and procedures during induction and regularly through their employment. Team Leaders and Management Team supervise, mentor and coach team members and volunteers on practices and processes. Service is transferring across to Village policies and procedures and has had support and training since the take over in July 2024	Team to review and understand policies Policies to be put online for easier access. Team specific training which is developed out of PDR	Approved Provider	August 2026
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