

Putting Standard 9 into practice in your organisation

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





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Acknowledgements

The guidance on the Universal Principle for Aboriginal Cultural Safety in this resource has not been changed or amended from the *Interim compliance guidance for organisations*.

This guidance was originally developed with the valued cultural expertise and leadership of the Tasmanian Aboriginal Centre, and in consultation with Aboriginal organisations across the state. Their contribution was central to shaping the Universal Principle and the associated compliance indicators—both of which uphold the right of Aboriginal children and young people to grow up safe, with meaningful connections to culture, community and identity.

Accordingly, the Universal Principle and its compliance indicators have been carried into this resource as they were—without change, addition or removal—out of respect for the integrity of the original work and the leadership of Aboriginal community members in shaping it.

We acknowledge and thank the young artists from the Tasmanian Aboriginal Centre for developing the artwork featured throughout this guidance.

Disclaimer

This educational resource references key elements of the *Child and Youth Safe Organisations Act 2023*. However, it does not cover the full legislation and is **not** legal advice.

While every effort has been made to ensure accuracy, no responsibility is accepted for any errors or omissions. For complete and precise information, refer directly to the *Child and Youth Safe Organisations Act 2023*.

Before we begin

This resource is designed to support your organisation to embed Child and Youth Safe Standard 9. Guidance is organised under compliance indicators that explain what implementation can look like in organisations.

 Compliance indicators are

- statements which, if followed by an organisation, indicate compliance with a Child and Youth Safe Standard.
- guides to help organisations understand what compliance might look like in practice.

 Compliance indicators are not

- equally applicable or relevant to all organisations. It's important to remember that each organisation is unique. Some indicators may be more relevant than others—and they may be adapted or expanded on to better suit your organisation's needs
- the only way to demonstrate compliance—organisations may use additional or different approaches to uphold the Child and Youth Safe Standards and the Universal Principle for Aboriginal Cultural Safety.

Most of the artwork featured in this guidance comes from the *Interim compliance guidance for organisations* and was created by young Aboriginal Tasmanians from the Tasmanian Aboriginal Centre.

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



What it means

The organisation checks its child safety policies and practices often to make sure they work well, and keep children and young people safe. Everyone is encouraged to share feedback and help make improvements.



Why it matters

When an organisation does not keep checking and improving its child safety practices mistakes can be repeated and problems can grow over time.



The value of getting it right

An open culture encourages people to discuss difficult decisions, and identify and learn from mistakes.

We know this because young Tasmanians like Bee have told us:

“Don’t do what you think is the thing that’ll look most good, do the thing you know we want and need as young people”



What compliance with Standard 9 looks like

The following compliance indicators illustrate how this Standard may be applied in practice in organisations.

It’s important to remember that each organisation is unique. Some indicators may be more relevant than others—and they may be adapted or expanded on to better suit your organisation’s needs.

Compliance Indicators

Page 6



The organisation acknowledges that **cultural safety is a journey** of understanding and **truth telling**.



telling the truth about our history, acknowledging the impact caused by colonisation, and recognising the resilience of Aboriginal and Torres Strait Islander people



It's not a one-off

Pages 7–9

The organisation **regularly reviews, evaluates and improves** child and youth safe practices.



Pages 10–11

Analyse complaints, concerns and safety incidents to identify causes and any system failures. This will inform **continuous improvement**.

learn from mistakes, opportunities and successes



reviews that have direct impacts on the safety of children and young people



Pages 12–13



The organisation **reports the findings** of **relevant** reviews to staff and volunteers, community, families, carers and children and young people.

Reflect on risk factors for this Standard

- *No one's tracking what's working*

Does your organisation have a process to track what is working?

- *No space for reflection*

Do staff and volunteers have regular opportunities to review or improve child safety practices?

- *Cultural safety is treated as a destination*

Does the organisation embrace cultural safety as an ongoing journey of learning and growth?

- *Reviews aren't shared*

Are families, children, and staff informed about relevant changes and outcomes?

- *Same issues keep repeating*

Are practices reviewed after incidents or complaints?

- *Emerging risks are not reflected in policies and practice*

Are new or emerging risks considered and acted on in policies and practices? Do you have a risk register to record all organisation risks and the steps you take to reduce them?

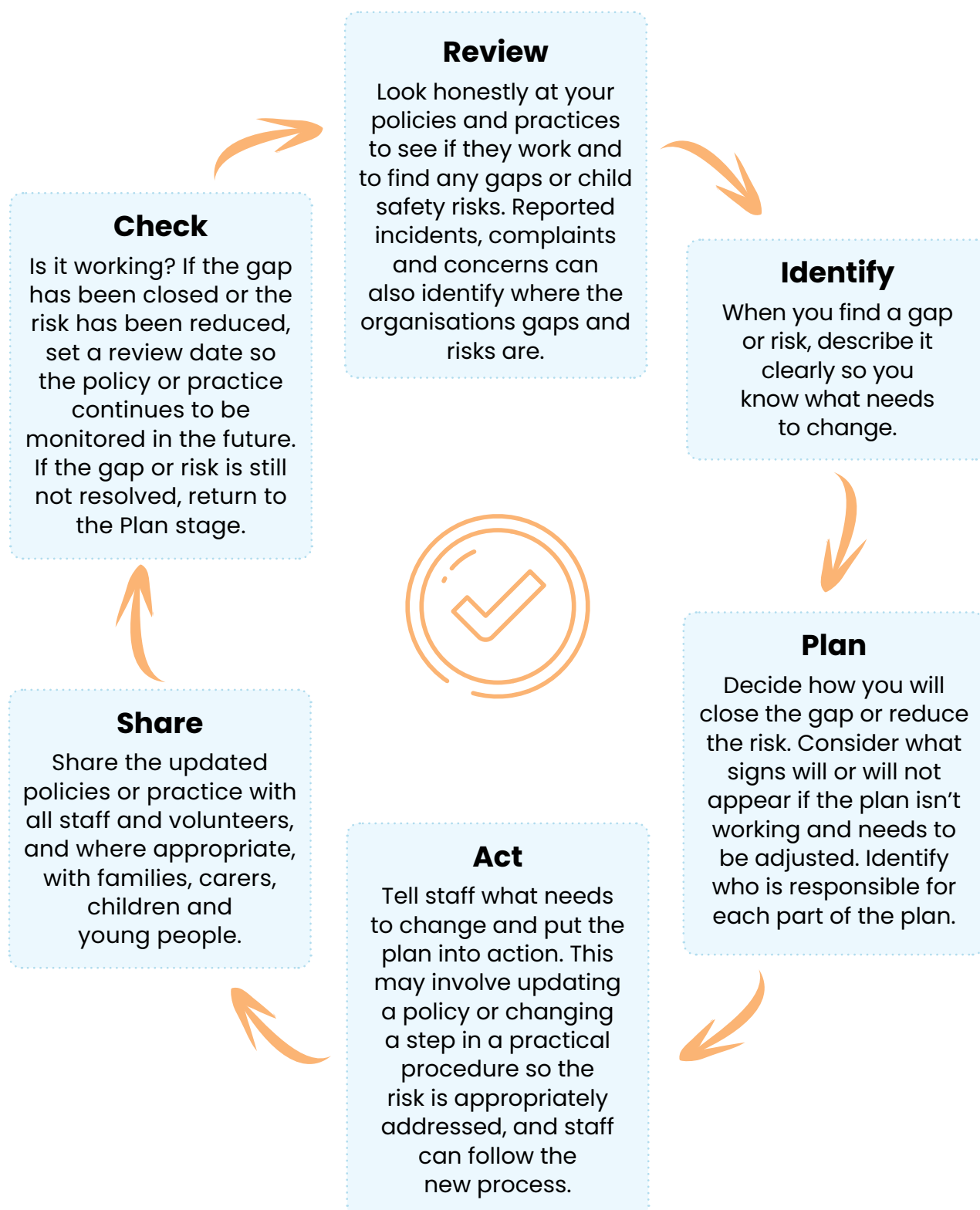
Don't know where to start?

Reflect on the risks outlined above and your organisation's current practices. Consider beginning with this Standard by exploring the following focus areas:

- Review. Identify. Plan. Act. Share. Check –
Review any instances of reportable conduct [page 5](#)
- Trend analysis of complaints, concerns and safety incidents [pages 10–11](#)
- Regular review and evaluation [pages 12–13](#)

Review. Identify. Plan. Act. Share. Check.

Purposeful child safety implementation is a process of continuous improvement, achieved through one clear action at time.





The organisation acknowledges that Cultural Safety is a journey of understanding and truth telling.

What it means

Organisations can strengthen cultural safety for Aboriginal children through committing to regularly reviewing and improving child and youth safe practices. Ensure there is timely implementation of any suggested changes.

In practice this looks like...

Aboriginal children and young people are:

being involved at every step of the review

helping plan how the review will be done

having a say in what is most important to look at

giving feedback on draft work and results

sharing ideas, and these are **saved and used** in future review

being able to lead or help lead parts of the work

working in ways that feel safe and respectful

making sure Aboriginal perspectives and input helps shape what happens next.



The organisation regularly reviews, evaluates and improves child and youth safe practices.

Reviewing and evaluating means taking a good look at how your organisation is keeping children and young people safe – asking:

- *What's working?*
- *What's not?*
- *How can we do better?*

This includes reviewing policies, procedures, and behaviours to ensure they're effective and being followed.

What does “regularly” mean?

Regular evaluation means you check child safety practices,

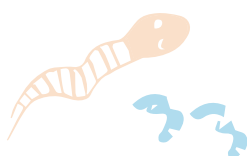
- **at planned intervals** (e.g. every 12 months)
- **when something happens** (e.g. an incident, complaint, or change in service).

Why it matters

When organisations regularly review and evaluate their child-safe practices, they:

- stay accountable and learn from experience
- identify gaps before harm happens and build a culture of continuous improvement
- give children, families, and communities confidence in your safety commitments.

When organisations don't regularly review and evaluate their child-safe practices, risks and unsafe practices can continue and go unnoticed.



You'll know it's working when

Your evaluation processes:

- are well planned and intentional
- involve the people impacted by the services/program (staff, volunteers, children, young people, families, community members, etc.)
- aligned with the way you do your work
 - ◊ evaluation happens as part of your service delivery
- are used by you
 - ◊ to improve and plan next steps

In practice this looks like...

A clear plan to review child safety practices annually and after complaints or incidents.

Asking children, families, staff, and volunteers for feedback.

Monitoring incidents, trends, and patterns over time and applying this information to improve best practice.

Completing reviews at planned intervals and relying on all information available.



What you can do right now

- **Check your review schedule:** When did you last evaluate or review child safety practices?
- **Gather feedback:** Ask children, families, staff and volunteers what's working and what could be better.
- **Look at your records:** Review incident reports, complaints, and risk assessments for patterns or gaps.
- **Hold a quick check-in:** Talk as a team about what's going well and what needs work.

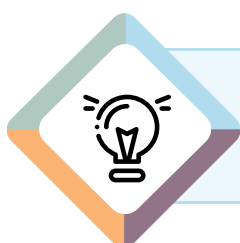


What you can do next

- **Create a simple review plan:** include dates, responsibilities, and what you'll review.



- **Build evaluation into programs:** Include feedback questions or reflective moments in your service delivery.
- **Report back:** Share what's been learned and the changes you're making with staff, volunteers, children, and families.
- **Keep improving:** Use each review to strengthen your child and youth safe practices over time.



See resource: Check, Review, Improve: Reviewing your child-safe practices



Analyse complaints, concerns and safety incidents to identify causes and any system failures. This will inform continuous improvement.

To analyse and identify causes and systemic failures means to dig deep into complaints, concerns, and incidents to uncover what went wrong, and make changes. This involves:

- **identifying root causes:** What triggered the issue? Was it a person, a policy gap, or lack of training?
- **spotting systemic failures:** Are there flaws in the organisation's systems, processes, or practices that allowed the issue to happen?

The goal is to find underlying problems and fix them, so the organisation can prevent similar issues in the future and improve child safety practices.

Why it matters

Organisations that analyse complaints, concerns and safety incidents to identify areas for improvement:

- identify hidden or "low level" problems that might otherwise be missed
- strengthen their policies, procedures and risk mitigation processes
- stop the same problem from happening again.

Organisations that don't look at these patterns risk letting harm or abuse continue unchecked.

In practice this looks like...

Reviewing complaint logs and incident reports regularly.

Asking "*why and how did this happen?*" not just "*what happened?*"

Updating policies when patterns emerge.

Using findings to train staff and fix gaps.

Tracking near misses, not just confirmed harm.

What you can do right now

- **Start a review:** Check your records for recent complaints, concerns, and safety incidents.
- **Look for patterns:** Identify any trends or common issues that need attention.

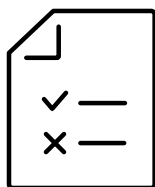


- **Talk to staff, children and families:** Ask about any challenges they've observed and areas that could be improved.
- **Log all concerns:** Ensure all complaints and incidents are recorded in a central system for easy tracking.

What you can do next

- **Set up a review plan:** Decide when and how often to review complaints and safety incidents, and assign responsibility.
- **Develop incident analysis templates:** Make it easier to look into the root causes and patterns of complaints and incidents.
- **Incorporate findings into training:** Use insights from reviews to improve staff training and understanding of safety practices.
- **Keep evolving:** Use each review to continuously improve your child and youth safe practices.





The organisation reports the findings of relevant reviews to staff and volunteers, community, families and carers and children and young people.

After you review anything related to **your child and youth safe policies, and practices**, make sure you share what you found with the people who need to know. This means:

- **communicating** what was discovered during the review, such as areas of strength and areas needing improvement
- **sharing** actionable next steps, changes, or improvements based on the findings
- **ensuring** staff, volunteers, families, carers, children and young people are informed in a clear and understandable way, respecting confidentiality where needed.



Why it matters

When organisations share review findings regularly:

- it shows they are open, transparent and serious about keeping children safe
- it builds trust with children, families and the community
- it shows people their feedback is listened to and used to make things better.

When organisations don't share their review findings, people may feel their feedback is ignored or wasted, and won't bother participating in future reviews.



In practice this looks like...

Changes and improvements to child safety practices are clearly communicated, with timelines and responsibilities outlined.

Staff, volunteers, families, and children (in age-appropriate ways) are informed about the review results and any planned actions.

Feedback channels are set up so the community can ask questions and offer input.

What you can do right now

- **Plan your reporting approach:** Decide how and when you'll share the review findings, who will be involved, and what methods will be most effective (meetings, emails, community forums).
- **Keep it simple and clear:** Break down the findings into easy-to-understand points for each audience (staff, children, families).
- **Set up a communication system:** Ensure everyone knows how and when they'll receive the review findings and any updates or changes.
- **Respect privacy:** Ensure any sensitive information is protected and shared only with those who need to know.

What you can do next

- **Create a report template:** Develop a standard format for future reviews to ensure consistency and clarity.
- **Schedule regular updates:** Set a calendar for when and how you will report back on reviews, progress on actions, and any changes made.
- **Get feedback:** Ask your staff, volunteers, and community how they felt about the communication and whether it was clear and useful.



- **Follow up:** Keep the conversation going by checking in with your community on whether the changes made after the review are having the intended impact.

Check, Review, Improve:

Reviewing your child-safe practices



Below is an example and template to help you review your child safe policies, procedures, and practices. **You don't need to assess a whole policy at once, you can break it into sections and focus on specific risks or issues.**

Example

Cause	
Why is the policy or procedure being reviewed? <i>For example, did you receive complaints, experience an incident, or have changes in practice?</i>	A staff member noticed a pattern of policy breaches in the incident register. There were repeated reports from staff about unauthorised adults entering the children's changing rooms. As a result, the organisation reviewed the changing room access policy.
Policy element	
What child-safe processes, practices, policies, or procedures are being evaluated?	No unauthorised persons in the children's changing room, which is documented in the Child and Youth Safe Policy.
Intended outcome	
What is the policy or procedure aiming to achieve?	Children and young people feel safe and are safe. The policy is intended to create secure spaces where children's privacy is protected, and risk of harm is minimised.
Process or procedure to implement	
What supports or actions are in place to implement this in everyday practice?	The policy is included in the induction package for families and staff. Staff are expected to follow the policy, step in when breaches occur, and report any concerns to management.

Type of evaluation	
Select one or both, 1. Process evaluation Does the process help achieve the intended outcome? 2. Outcome evaluation Is the outcome being achieved?	Both process and outcome evaluations were used: 1. Process Is the policy being used the way it is meant to be used? 2. Outcome Are children and families feeling safe, and are breaches decreasing?
Data collection	
How will you gather information? <i>You can include qualitative (narrative/story data) and quantitative (numbers/figures data).</i>	Qualitative: Talking (interview) with staff about their experiences and how they follow the policy. Talking (individually and in groups) with children and families about how safe they feel. Quantitative: Review the organisations breach reports, incident logs, and complaint records over the past 12 months.
Data	
What information was gathered from your sources?	Staff report some parents regularly enter changing rooms, often unaware of the policy. Staff intervene but feel unsure how to escalate ongoing breaches. 20 breaches recorded over 12 months; no formal complaints lodged. Families generally feel safe but are unclear about who is allowed in the space and why.

Finding	
What does the data tell you?	The policy is not well understood or visible. Relying on induction alone is insufficient for consistent compliance. While families feel generally safe, the frequency of breaches and confusion shows a need for clearer communication and stronger ways to make sure the rules are followed.
Are processes effective?	
Are outcomes being met?	
What actions will you take to address the issue?	1. Clear signage installed at all changing room entrances stating "Authorised Staff and Children Only". 2. Information session held for staff, children, and families explaining the policy, the reasons for the policy, and the organisations expectations going forward.
Continuous improvement	
How will you know the action worked?	1. In the next review, monitor breach data and feedback to assess whether signage and education reduced incidents.
What will you do next?	2. If breaches continue, consider further measures.

Template

Cause	
Why is the policy or procedure being reviewed? <i>For example, did you receive complaints, experience an incident, or have changes in practice?</i>	
Policy element	
What child-safe processes, practices, policies, or procedures are being evaluated?	
Intended outcome	
What is the policy or procedure aiming to achieve?	
Process or procedure to implement	
What supports or actions are in place to implement this in everyday practice?	

Type of evaluation	
Select one or both, 1. Process evaluation Does the process help achieve the intended outcome? 2. Outcome evaluation Is the outcome being achieved?	
Data collection	
How will you gather information? <i>You can include qualitative (narrative/story data) and quantitative (numbers/figures data).</i>	
Data	
What information was gathered from your sources?	

Finding	
What does the data tell you?	The policy is not well understood or visible. Relying on induction alone is insufficient for consistent compliance. While families feel generally safe, the frequency of breaches and confusion shows a need for clearer communication and stronger ways to make sure the rules are followed.
Are processes effective?	
Are outcomes being met?	
What actions will you take to address the issue?	
Continuous improvement	
How will you know the action worked?	
What will you do next?	

