

Putting Standard 10 into practice in your organisation

Policies and procedures
document how the
organisation is safe for
children and young people





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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 10. 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 10 – Policies and procedures document how the organisation is safe for children and young people



What it means

The organisation writes down how it keeps children and young people safe. They make sure these documents are easy for everyone to find and understand.



Why it matters

When things aren't written down, people may not know what to do or may do things differently. This puts children and young people at risk of harm.



The value of getting it right

Having clear, written child-safe policies and procedures shows the organisation is serious about safety. When everyone knows what is expected, it helps keep children safe.

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

"By documenting that stuff and processes on paper, it stops people from like, scrambling to figure out what's going on. People know clearly what they need to do in the situation."



What compliance with Standard 10 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

all of the Standards and the Universal Principle work together

Pages 6–7



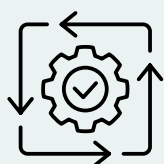
Policies and procedures address **all** 10 Child and Youth Safe Standards, and the Universal Principle for Aboriginal Cultural Safety.



they are written down

Pages 8–10

Policies and procedures are **documented** and easy to understand.



using practices we know work well

Pages 11–12

Best practice models and stakeholder **consultation** inform the development of policies and procedures.



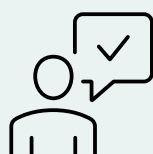
Pages 13–14

Leaders show the expected behaviour by championing and **modelling** compliance with policies and procedures.

actively show the rules they expect of others

Page 15–16

the documents reflect day-to-day practice



Staff and volunteers understand and **implement** policies and procedures.

Reflect on risk factors for this Standard

- *Cultural safety is missing from the Organisation's guidance material*
Is there reference to Aboriginal Cultural Safety or the Universal Principle in policies and procedures?
- *Policies are hard to find or follow*
Is the child safety policy publicly available and easy to understand, and apply?
- *Procedures don't match real life*
Do policies and procedures reflect day-to-day practices?
- *Staff don't know or understand the organisation's policies and procedures*
Is induction and training provided on policies and procedures?
- *Leaders do not follow the rules themselves*
Do leaders follow the same rules that they expect of other workers in the organisation?

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:

- Address all 10 Child and Youth Safe Standards, and the Universal Principle for Aboriginal Cultural Safety [pages 6–7](#)
- Documenting policies and procedures [pages 8–10](#)

Policies and day-to-day work need to match



Staff and volunteers need to follow policies and procedures, and the policies and procedures need to reflect what works in practice.

If policies and day-to-day practice don't inform each other, the policies and procedures won't work in real life and staff and volunteers won't follow them. This leads to confusion, mistakes, and inconsistent or unsafe practices.

Practice informs policy

Staff and volunteers:

- make a report when a step in the process doesn't work or causes delays and confusion
- identify safety risks that are not detailed in policies and procedures
- trial new ways to complete tasks that prove to be safer and effective
- provide feedback that highlights inconsistencies
- access new tools or systems that change how work is completed
- seek feedback from children and young people.

Policy informs practice

- policies set **clear procedures** that guide how tasks must be completed
- safety and wellbeing policies require **specific actions**, such as risk assessments, supervision standards, or PPE use
- codes of conduct and safeguarding policies shape **expected behaviour**, boundaries, and communication with children, young people, and stakeholders
- privacy and information handling policies determine **how data is stored, shared, and discussed** in daily work
- incident reporting and complaints policies direct **how concerns are documented, escalated, and responded to**
- training and induction policies ensure staff are **equipped with the appropriate skills and knowledge**.



Policies and procedures address all 10 Child and Youth Safe Standards, and the Universal Principle for Aboriginal Cultural Safety.

What it means

Policies and procedures need to be developed and regularly reviewed to ensure that all levels of the organisation practice cultural safety.

	This should look like	This shouldn't look like
Expert advice 	The organisation seeks expert advice on how to incorporate cultural safety into its practices, and does not make assumptions.	The organisation makes decisions about cultural safety based on generalised information.
Reconciliation Action Plan 	The organisation develops or updates an existing Reconciliation Action Plan with input from staff and volunteers, children and young people and Aboriginal and Torres Strait Islander people.	The organisation has no Reconciliation Action Plan, or writes one without collective input, consultation, or intention to take action.
Partnership 	The organisation partners with Aboriginal people or communities to conduct a cultural safety review.	The organisation conducts cultural safety reviews on its own, without partnering with Aboriginal people or communities.

Alongside the **Child Safety and Wellbeing Policy**, other common policies that reflect the Child and Youth Safe Standards, and the Universal Principle for Aboriginal Cultural Safety include:

- code of conduct
- complaint handling and feedback policies
- risk management policies and plans
- reporting policies
- recruitment, screening and training policies
- performance monitoring, supervision or disciplinary policies
- communication policies (including online)
- stakeholder engagement plans
- occupational health and safety policies
- equity, diversity and inclusion plans or policies
- procurement policies and contracts
- record keeping, information sharing and privacy policies.



Your organisation should have set review dates for all your policies and procedures. When you review a policy or procedure, check if it puts child safety first. If it doesn't, update it so it meets the Child and Youth Safe Standards and the Universal Principle for Aboriginal Cultural Safety.





Policies and procedures are documented and easy to understand.

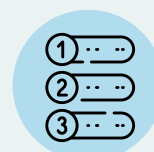
What does documented and easy to understand mean in practice?

This means:

Clear language: Use simple, plain language. Avoid technical terms unless absolutely necessary. For example, instead of saying “implementing corrective action,” just say “making changes.”



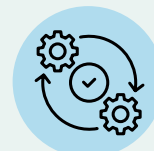
Easy-to-follow structure: Break down policies into sections with headings, bullet points, and numbered steps for procedures. This helps people quickly find the information they need.



Actionable content: Policies should outline clear actions. For example, instead of “ensure safety,” say “staff must check the changing room is locked before each session.”



Practical examples: Consider practical examples of how policies are applied. For example, ‘Code of Conduct policies shape behaviour, so staff maintain professional boundaries, use respectful language, and model safe behaviour.’



Accessibility: Keep your policies and procedures in one central location, use plain language, include visual aids or summaries, and offer verbal explanations or training.



Reflect current practices: Policies should match day-to-day practices. If the policy says ‘volunteers must have a current Registration to Work with Vulnerable People (RWVP)’, make sure it is demonstrated in practice.



Policies

Are **clear, formal statements** outlining your organisation's rules, values, and expectations. They set the standard for how things should be done, in particular child safety and protection.



Procedures

Are the specific **steps or processes** to follow to implement policies. They describe *how* things should be done to meet the rules set out in the policy.

Why it matters

When your organisation's policies and procedures are documented and easy to understand:

- everyone knows what to do to keep children and young people safe
- rules and actions are consistent across the organisation
- trust grows because people can see how safety is managed.

When your organisation's policies and procedures are not clear or documented, there is a risk that staff, volunteers and contractors may interpret expectations differently, leading to inconsistent behaviour.

In practice this looks like...

Policies are written in simple, clear language everyone can understand and apply.

Feedback from staff, children, and families is sought and used to improve policies and procedures.

Policies and procedures are accessible to staff, volunteers, children, and families in a variety of formats (e.g., digital, printed, visual aids).

What you can do right now

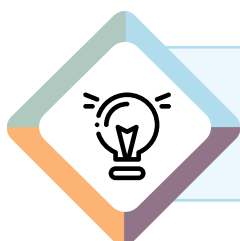
- **Review your current policies:** Are they easy to read, understand, and apply in practice?
- **Ask for feedback:** Get input from staff, volunteers, families, and children about the clarity of your policies. Check for a baseline of understanding.



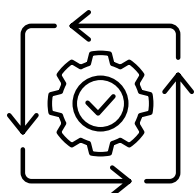
- **Ensure accessibility:** Keep your policies and procedures in one central location, use plain language, include visual aids or summaries, and offer verbal explanations or training.
- **Share policies:** Distribute your policies and ensure they're visible in key areas.

What you can do next

- **Conduct regular reviews:** Set up a system for regularly reviewing and updating policies to keep them relevant and effective.
- **Offer training:** Train staff, and volunteers on how to apply the policies.
- **Establish clear procedures:** Create practical steps for implementing policies, ensuring they're easy to follow.
- **Gather ongoing feedback:** Make sure the policy is working as intended and ask for suggestions for improvement.
- **Celebrate implementation:** Announce any new policies or updates through clear communication and provide regular reminders.



See resource: Developing a Child and Youth Safe Policy



Best practice models and stakeholder consultation inform the development of policies and procedures.

Policies and procedures work best when people don't create them on their own. They should be reviewed regularly and include input from the people they affect. This helps make them practical, relevant and based on real experiences.

When people help shape a policy or procedure, they are more likely to trust it and use it.

Best practice models

Are up-to-date approaches that are based on evidence. They show what works to keep children and young people safe. They're based on research, expert advice, sector learnings, and lived experience. They reflect the current standard of 'what good looks like' and evolve over time.



Stakeholder consultation

Means asking the people who are affected by your organisation's policies and procedures what they think and using that feedback to shape what you do. That includes staff, volunteers, families, community members, and children and young people.

Why it matters

When your organisation's policies and procedures are shaped by best practice and consultation, they are:

- more practical and effective
- easier for people to use and follow
- more inclusive and fit the needs of everyone in the organisation.

When your organisation does not consider best practice or consultation important gaps can be missed, and the documents may be impractical and ignored.

This should look like

Referring to guidance from the Royal Commission or peak bodies when drafting policies.

Including cultural advisors or lived experience voices when developing relevant procedures.

Asking children 'What makes you feel safe here?' and including their feedback.

This shouldn't look like

Making policy decisions based only on internal leadership opinions.

Leaving policies untouched for years with no review.

Writing policies in legal jargon that no one understands or follows.

What you can do right now

- **Review your current policies:** Do they reference any best practice guidance?
- **Pick one policy to consult on:** Ask for feedback through a short survey or team chat.
- **Bookmark trusted sources:** Such as the Royal Commission into Institutional Responses to Child Sexual Abuse, the Office of the Independent Regulator, National Office for Child Safety, or your organisation's peak body.

What you can do next

- **Create a consultation plan:** Decide how and when you'll involve different voices.
- **Build a best practice library:** Save links or documents that guide your policy work.
- **Embed consultation into your policy process:** Make it a standard step, not a one-off.



Leaders show the expected behaviour by championing and modelling compliance with policies and procedures.

It means leaders consistently follow, promote and reinforce child safe policies in everything they do. They set the tone for a child safe culture by **leading with action**, not just words. They understand the policies, use them day-to-day, hold others accountable, and show staff, volunteers and children that child safety is a top priority.

Why it matters

When leaders champion and model compliance with the organisation's policies and procedures it:

- builds trust, sends a clear message that safety is everyone's responsibility
- ensures policies aren't just paper, they're lived out across the organisation
- helps create a culture where children feel protected, and staff feel supported to act.

When leaders of organisations don't champion or model compliance, it signals to others that policies and procedures aren't important or necessary.

This should look like

Starting meetings with child safety check-ins or updates.



Calling out non-compliance and addressing it respectfully but firmly.

Referring to policy when making decisions or resolving issues.

This shouldn't look like

Dismissing children's feedback or avoiding difficult safety conversations.

Leaving child safety discussions to others or skipping over them in meetings.

Not knowing where key policies are or how they're implemented.

What you can do right now

- **Review your behaviour:** Are you consistently following child safety policies?
- **Start talking:** Highlight child safety in your next team meeting or newsletter.
- **Lead by example:** Complete all required child safety training and encourage others to do the same.
- **Show support:** Publicly back child safety initiatives and give credit to staff who model best practice.

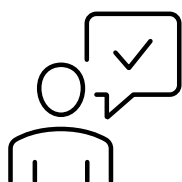


What you can do next

- **Make child safety visible:** Build it into agendas, staff briefings, and planning sessions.
- **Set expectations:** Include policy compliance in staff induction and performance reviews.
- **Create a feedback loop:** Invite staff, volunteers and children to share how well policies work in practice.
- **Build leadership accountability:** Ensure all leaders understand and are responsible for modelling compliance.



'Organisations that follow rules show children and young people that they are safe'
— Young Tasmanian Charlie



Staff and volunteers understand and implement policies and procedures.

It means staff and volunteers know what the organisation's policies and procedures say, why they matter, and how to apply them in their day-to-day work. It's not just about reading a document once, it's about *using* those policies as practical guides for making safe, consistent decisions that protect children and young people.

Why it matters

When staff and volunteers understand and apply your organisation's policies and procedures it:

- makes sure even the best-written policies are put into practice every day
- builds consistency and clarity, so everyone knows what to do and what's expected
- helps prevent harm and creates a safer culture where children feel protected and supported.

When staff and volunteers don't understand or apply your organisation's policies and procedures, it can lead to confusion, inconsistency and gaps in how children's safety is managed.

This should look like	This shouldn't look like
Staff regularly refer to policies and procedures to guide their actions and decisions.	Staff say "I don't know" or "I forgot" when asked about child safety expectations.
New starters receive clear policy induction and ongoing refreshers.	Policies are emailed once and never discussed again.
Staff and volunteers know who to speak to and what steps to take if they're worried about a child or young person.	Volunteers are unsure what to do or assume someone else will handle it.
Teams discuss real-world examples and apply policies to different situations.	Staff only hear about policies when something goes wrong.



What you can do right now

- **Check in with your team:** Start with a question, ask if they know where to find key policies and what they mean.
- **Pick one policy:** Talk it through in a team meeting with a real-world scenario.
- **Ask one question:** 'What would you do if you had a concern about a child?' and guide from there.
- **Make policies visible:** Put them where staff and volunteers can easily find them (physically and online).



What you can do next

- **Develop quick guides or visuals:** Simplify key steps from procedures so they're easier to follow.
- **Ensure workers understand their role responsibilities:** Create a 'what this means for me' document for each role, linking tasks to policy expectations.
- **Set up a regular review:** Ask for feedback from staff and volunteers on whether policies make sense in practice.

'Policies and procedures need to be documented, otherwise processes disappear with individuals.'

— A victim-survivor of child sexual abuse in a Tasmanian institution

Developing a Child and Youth Safe Policy

Step 1: Reflect on the elements of SAFEGUARD.

It can be tricky to know where to start when it comes to writing your Child and Youth Safe Policy.

That's why we created the acronym SAFEGUARD.

It summarises our key advice to organisations about how to best approach their Child and Youth Safe Policy.



SPECIFIC to your organisation

Your policy should reflect what makes your organisation unique.

Children are at more risk in organisations that use generic policies. When a policy doesn't reflect how an organisation actually works, important risks can get missed.

So your policy should be shaped by your:

- size
- type of work
- services or activities with children
- and any specific risks.

For example, a service that provides accommodation to children should include how it keeps them safe while they stay there. That will look very different from a Neighbourhood House, where children might only be present with their parents.

You can make your policy more specific by:

- running internal brainstorming sessions
- doing risk assessments and using the results
- and talking with children, young people, parents, carers, and community.



APPLIED appropriately

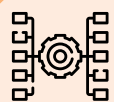
Anyone reading your Child and Youth Safe Policy should easily see:

- who it applies to
- and what it asks them to do.

It should clearly name groups like staff and volunteers—and explain what their roles are.

For example, it should explain what leaders must do, as well as what's expected from everyone else.

When people know what's expected of them, they are more likely to help build a safe culture for children and young people—and less likely to cause harm.



FOUNDED on the 10 Child and Youth Safe Standards and the Universal Principle

Your policy should be based on the 10 Child and Youth Safe Standards and the Universal Principle—but not just listed. It should show how you've put them into practice in your setting.

This is core to being a child and youth safe organisation. It's about showing what safety looks like in your workplace, with your people.

For example, under Standard 7 (training), your policy could say how often staff will get training in child safety and what topics it will cover.

Each Standard is a chance to think about risks in your work and how you reduce them.

For example, an organisation working daily with diverse children will need more detailed training than one that only sees children occasionally.

This kind of detail makes your child-safe practices real—not just words.



ENLIVENED by youth participation

Your policy should show how you include children and young people in decisions that affect them.

This will look different in each organisation.

- A government agency might have a youth advisory group.
- A small local group might just ask kids what activities they want or offer an anonymous suggestion box.

When writing your policy, youth participation could include:

- asking children and young people for feedback on the policy
- reviewing feedback they've already given you
- and linking this to your risk data.

For example, if several children were hurt in a certain area, your policy could include what you've done to make that space safer, like adding fencing.

This shows you're living out Standard 2: **Children and young people are informed, involved, and taken seriously.**

When kids feel heard, they're more likely to speak up if something's wrong.



GROUNDING in requirements

Your policy should clearly include:

- laws your organisation must follow
- reporting responsibilities
- and links to other child-safe policies or procedures.

This makes sure your policy reflects what's actually required, not just good intentions.

When people know exactly what the rules are, they're more likely to follow them—especially in high-stakes moments.



UNDERSTOOD by all it applies to

A policy only works if people know about it, understand it, and follow it.

Make sure your policy is:

- easy to understand
- included in inductions and training
- discussed during professional development
- and formally acknowledged (e.g. people sign to say they've read it).

If you don't take these steps, your policy may look good on paper but won't make a real difference.



ACCESSIBLE to children and young people, families, and the community

Your policy is a public promise. It shows that your organisation takes child safety seriously and tells people what to expect.

That's why it should be easy to find and easy to understand.

For example, it could be:

- displayed in your reception
- available on your website
- translated into other languages
- and available in child-friendly or Easy Read formats.

This builds trust—and shows you're serious about safety.



REVIEWED and monitored

Your policy should be reviewed:

- proactively, with set review dates
- responsively, after major changes like a new law or a safety incident.

Reviews help keep your policy up to date, useful, and accurate.

It also means if something goes wrong, you're ready to respond, improve, and close any gaps.



DRIVEN by leadership

Leaders must actively support and model the policy.

When leaders take the policy seriously, everyone else will too. It sends a strong message that safety matters.

When they don't, it sends the opposite message—and children are more likely to be harmed.

Leadership support shows the community that your organisation values children's rights and will not tolerate abuse.



Developing your Child and Youth Safe Policy Worksheet

Step 2: Brainstorm key information your policy needs to include

Now you know what SAFEGUARD means, take some time to write down how it applies to your organisation in particular.

You'll use these ideas to form the basis of your final policy in Step 3 (page 31).

1. In 1-3 sentences, what is the purpose of our Child and Youth Safe Policy?

For example, this policy demonstrates [your organisation's name]'s commitment to:

- promoting the safety, wellbeing, and participation of all children and young people involved in our organisation
- preventing abuse, misconduct, and misuse of power
- ensuring that all staff, volunteers, and contractors understand their responsibilities in creating a child-safe environment.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

2. Who and what does our Child and Youth Safe Policy need to apply to?

(A – Applied appropriately)

For example, this policy applies to [your organisation's name]:

- board members
- people in leadership roles
- staff
- volunteers
- contractors, consultants and others engaged by the organisation.

It covers all organisational activities involving or impacting children and young people, whether direct or indirect.

3. What key information does the Child and Youth Safe Policy need to include about our organisation?

(S – Specific to our organisation)

Consider:

- the size and structure of your organisation

- the services or programs you deliver
- the nature, frequency, and settings of your engagement with children and young people.

4. What are the distinct roles and responsibilities that are relevant to our Child and Youth Safe Policy?

(A – Applied appropriately & D – Driven by leadership)

For example, This policy applies to [organisation's name]:

Staff and volunteers to:

- act in accordance with this policy and related procedures
- complete required child safety training
- report concerns, risks, or incidents in a timely and appropriate way.

Leaders and managers to:

- demonstrate a visible commitment to child safety
- embed child-safe practices in organisational planning and culture
- ensure resourcing for policy implementation
- respond promptly and effectively to child safety concerns or breaches.

5. How will we involve children and young people in our Child and Youth Safe Policy?

(E – Enlivened by youth participation)

Consider how your organisation could:

- consult children and young people when developing this policy
- provide safe and supportive opportunities for them to provide feedback and speak up
- keep them informed about their rights and the organisation's child safety approach
- use mechanisms such as advisory groups, suggestion boxes, or creative activities to encourage participation.

6. How will our Child and Youth Safe Policy embed the Child and Youth Safe Standards and Universal Principle for Aboriginal Cultural Safety?

(F – Founded on the Standards and Universal Principle)

Unpack how your organisation puts the Standards and Universal Principle into practice.

Consider:

- making a commitment to each Standard
- how your organisation will turn each Standard into practice
- how your organisation will turn the Universal Principle into practice
- what questions you will ask to test if things are working.

7. What legal/regulatory requirements are relevant to include in our Child and Youth Safe Policy?

(G – Grounded in requirements)

Make sure to include the *Child and Youth Safe Organisations Act 2023*.

This could look like relevant sections from legislation including, *Children, Young Persons and Their Families Act 1997* or others.

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This could look like relevant sections from legislation including, *Children, Young Persons and Their Families Act 1997* or others.

8. How will our Child and Youth Safe Policy be implemented?

(U – Understood by all it applies to)

Consider:

- integrating this policy into induction and onboarding
- requiring signed acknowledgement from staff and volunteers
- annual refresher training and practical learning opportunities
- ongoing discussions in supervision, team meetings, and performance reviews.

9. How will we make sure our Child and Youth Safe Policy is accessible and well communicated?

(A – Accessible to children, families, and the community)

Consider:

- displaying the policy on your website and at key locations in your premises
- translating it into other languages and accessible formats
- providing child-friendly versions or visual summaries
- promoting it in newsletters, welcome packs, and meetings.

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- promoting it in newsletters, welcome packs, and meetings.

10. How will we monitor and review our Child and Youth Safe Policy to make sure it's working?

(R – Reviewed and monitored)

For example, We will:

- review this policy at least every [insert timeframe, e.g. every year], or earlier in response to legislation changes or safety concerns
- engage children, young people, staff and families in the review process
- monitor implementation through internal audits, consultation, and feedback loops
- ensure any breaches or gaps are responded to and recorded.

Child and Youth Safe Policy template

Step 3: Write your Child and Youth Safe Policy

You have now gathered the important information that relates to your organisation. The next step is to put this into action by writing your organisation's Child and Youth Safe Policy.

Use the example below to help shape your policy.

Policy Title	This is the name of the organisation's Child and Youth Safe Policy.
Policy purpose	This is where you briefly state what the Policy is intending to achieve. For example, the Child and Youth Safe Policy outlines how your organisation prioritises the safety of children and what steps it will take to do this. It sets out the organisation's expectations about child safe practices for staff, volunteers and the broader organisational community.
Your organisation's Statement of Commitment to Child Safety	This is where you include your Statement of Commitment to Child and Youth Safety. For example, a clear statement of your organisation's commitment to child safety and zero-tolerance approach to any instances of child abuse and harm.
Scope	This is where you state who this Policy applies to. A Child and Youth Safe Policy should apply to: - all people who work for, or are connected to, the organisation in a paid or unpaid capacity (e.g. board members, Management Committee, executive leadership, staff, volunteers, interns, trainees, contractors, members and consultants) - all activities in the organisation that involve, result in or relate to service and/or facility provision involving children.

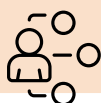


Is your policy applied appropriately (page 17)?

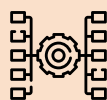


Is your policy specific to your organisation (page 17)?

Key definitions	This is where you define key terms used in the policy. This may include terms relevant to the particular context of your organisation, for example, categories of paid and unpaid staff, particular positions or governance structures in the organisation. It may also include definitions of standard terms such as child/children, child abuse and harm, mandatory reporting obligations, complaints and cultural safety.
Roles and responsibilities	This is where you outline the roles and responsibilities of board members and/or executive leadership, managers and staff, child safety contact or officer, and volunteers, interns and trainees. It's important to be particularly clear about how leadership will ensure child-safe values and practices are consistently and consciously maintained.



Is your policy driven by leadership ([page 20](#))?



Is your policy founded on the 10 Child and Youth Safe Standards and Universal Principle for Aboriginal Cultural Safety ([page 18](#))?

Key policy positions	This is where you demonstrate how your organisation complies with the 10 Child and Youth Safe Standards and Universal Principle for Aboriginal Cultural Safety. This could be structured under each of the Standards, like the example on pages 18-19, or under themes/topics that reflect the purpose of the Standards, such as: • cultural safety • risk management • youth empowerment and participation • parents and carer involvement • diversity and inclusion • recruitment and screening • incident management
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	• complaint handling and record keeping • training and professional development • online communication. When developing these policy positions, consider opportunities to involve children and young people directly so they can have a say on how the organisation sets out its core child-safe practices.
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Is your policy enlivened by youth participation ([page 18](#))?

Relevant legislation or standards	This is where you list relevant legislation and regulatory standards on child safety, as relevant to the organisation and the services it provides to children. This may include: • The Child and Youth Safe Organisations Act 2023 • The Children, Young Persons and Their Families Act (1997) • The Registration to Work with Vulnerable People Act (2013)
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Is your policy grounded in requirements ([page 19](#))?

Related documents	This is where you list other internal policies and procedures related to child safety in the organisation. For example, this may include: • your code of conduct • complaint handling policy • risk management plan • human resources, recruitment, and screening policy • disciplinary policy • policies or procedures on record keeping, information sharing and external reporting.
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Access to the Policy

This is where you briefly outline where you intend to store and socialise the policy so it is easy to access and well understood. This may include:

- social media
- website
- noticeboards
- newsletters
- meetings
- internal intranet pages
- inductions
- training materials.

The policy should be available to people outside the organisation, as well as those within it (e.g. parents, carers, and children and young people themselves).



Is your policy understood by all it applies to (page 19)?



Is your policy accessible to children and young people, parents/carers, and the community (page 20)?

Policy status and review

This is where you state who approved the policy in the organisation and when it came into effect, as well as the scheduled review date and a commitment to review the policy in response to specific incidents if they arise.

Consider including contact details for the best person to speak to if someone reads the policy and has feedback or ideas.



Is your policy reviewed and monitored (page 20)?

Example

Standard 1 Child safety and wellbeing is embedded in organisational leadership, governance and culture.



Our commitment to this Standard	[Organisation name] executive/board/management will embed child safety and wellbeing in our leadership, governance and culture.
Universal Principle	We recognise that Aboriginal and Torres Strait Islander children and young people face greater risks of harm. We: • commit to making sure our leadership and decision-making are culturally considered, inclusive and respectful • seek the input of children and young people on how they would like their culture celebrated and acknowledged • build relationships with local Aboriginal communities and seek ongoing guidance, not one-off input • celebrate and promote Aboriginal culture and identity within our public communications and spaces, including having an Aboriginal flag and Acknowledgement of Country visible • have a zero-tolerance to racism and discrimination, and communicate this in public spaces with posters.

Our Commitment in Practice	We: • share our Commitment to Child and Youth Safety online and in public spaces, and reference it regularly • keep this policy up to date with what's happening in our organisation and the risks we identify • publish and communicate this policy regularly, making it accessible online, in person and in shared areas • include child safety in staff Professional Development Plans, including leadership staff • have child safety as a regular agenda item in our monthly leadership meeting • invite children, young people, families, staff, and community members to share their thoughts and include these in leadership meetings as a regular agenda item • keep our governance structure up to date in public spaces online and in person, with photos of our leadership staff so everyone knows who is making decisions • create a culture where children, staff and families feel safe to speak up, and know we'll listen and act.
Questions we'll ask ourselves and others to check we're putting it into practice	• Do leaders act in ways that show child safety is a priority? • Is child safety part of our day-to-day planning and decisions? • Are Aboriginal voices helping shape our policies and leadership? • Do people across the organisation, including children and families, feel that leaders truly care about child safety?



