

**Creating a child safe organisation**

A self-assessment tool for Western Australia’s Arts, Cultural, Sporting and Community Organisations

Organisation Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Adapted from the Australian Human Rights Commission’s Introductory self-assessment tool for organisations and follows the National Principles for Child Safe Organisations.*

# Self-assessment and review tool

**Introduction**

This self-assessment is based on the ten National Principles for Child Safe Organisations and has been adapted from the Australian Human Rights Commission’s Introductory Self-Assessment tool to provide a more tailored approach to arts, culture, sporting and community organisations in Western Australia.

A self-assessment is a first step for an organisation when considering child safety. It can help an organisation:

* identify areas that organisations are doing well, and where improvements can be made in child safe policies, procedures and practices;
* learn about the National Principles for Child Safe Organisations; and
* commit to future action and monitor improvement

Please note – legislation requirements are not detailed within this tool.

**How to complete the tool**

This tool should be completed by two or three people together who are knowledgeable about the organisation, including; day-to-day activities, policies and procedures, staff and volunteers experience.

Once the self-assessment tool has been completed, the organisation should compile a list of priority actions on the back page. Organisations should commit to addressing these priority actions and report regularly (i.e. at committee meetings).

The statements in this tool reflect aspects of the National Principles for Child Safe Organisations. The ten principles collectively show that a child safe organisation is one that creates a culture, adopts strategies and acts to promote child wellbeing and prevent harm to children and young people.

The tool can be completed using the following steps:

1. Read the statement and examples in the question’s column.
2. Mark whether the statement is true ‘always’, ‘most of the time’, ‘sometimes’, ‘rarely’, ‘never’. Mark ‘other’ if you’re unsure.
3. Write down any practices that are currently in place.
4. Fill out the next steps focusing on statements where you’ve selected ‘rarely’, ‘never’ or ‘other’. Fill out who will take the next steps and when the next steps will be completed by. You should include in the next steps evidence of how you do this, details of how you could do it better, as well as details of who will take these steps and timeframes.
5. Complete the priority action list on the back page, and report regularly within the organisation.
6. Use the [National Principles](https://childsafe.humanrights.gov.au/national-principles/download-national-principles), their key action areas and indicators to help you consider future actions.

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| **Principle 1:** Child safety and wellbeing is embedded in organisational leadership, governance and culture.  |
| 1. People in the organisation **understand their responsibilities** and **model attitudes and behaviours** that show they are committed to child safety and wellbeing.

What might this look like?* Everyone always puts the best interests of children first
* Volunteers and staff inform themselves about child safety and wellbeing
* Responsibility of volunteers and staff are reflected in position descriptions
* Organisation integrates child safe policies into everyday work practices
* Organisation makes a public commitment to child safety and wellbeing

Links to resources that support child safeguarding improvements in this area:* [Charter of Commitment to Children and Young People](https://childsafe.humanrights.gov.au/tools-resources/practical-tools)
* [Development of child safe policies and codes of conduct](https://childsafe.humanrights.gov.au/tools-resources/practical-tools)
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| **Score:**[ ]  Always[ ]  Most of the time[ ]  Sometimes[ ]  Rarely[ ]  Never[ ]  Other (don’t know) | **Scoring comment:**  |
| **Next steps:** | **By whom:**  | **By when:**  |

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| **Principle 2:** Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.  |
| 1. The organisation **values** children’s views and invites children and young people to **participate** in decision making.

What might this look like?* Children and young people understand and are informed about their rights, can recognise safe environments and know how to seek help;
* Children and young people have opportunities to give their opinion about what makes them feel safe and what could be done better.
* Organisation listens to children and considers their views when improving activities and processes.

Links to resources that support child safeguarding improvements in this area:* [Engaging Young People in Decision Making (WA State Government)](https://www.wa.gov.au/government/document-collections/youth-participation-kit)
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| **Score:**[ ]  Always[ ]  Most of the time[ ]  Sometimes[ ]  Rarely[ ]  Never[ ]  Other (don’t know) | **Scoring comment:**  |
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| **Principle 3:** Families and communities are informed and involved in promoting child safety and wellbeing.  |
| 1. The organisation **involves and communicates with families and communities** about child safety and wellbeing.

What might this look like?* Organisation informs families and communities of their child safe policies
* Organisation invites families and communities to have a say about the development and review of policies and practices
* Organisation invites feedback about its activities and processes from families and communities

Links to resources that support child safeguarding improvements in this area:* [Information for parents, carers and family members (WA Commissioner for Children and Young People)](https://www.ccyp.wa.gov.au/media/3948/child-safe-organisations-wa-parent-resource-updated-november-2019.pdf)
 |
| **Score:**[ ]  Always[ ]  Most of the time[ ]  Sometimes[ ]  Rarely[ ]  Never[ ]  Other (don’t know) | **Scoring comment:**  |
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| **Principle 4:** Equity is upheld, and diverse needs respected in policy and practice  |
| 1. The organisation **encourages and supports** children and young people to participate, regardless of circumstances, backgrounds and diverse needs.

What might this look like?* Organisation considers how safety, communication and participation may differ for children and young people from diverse backgrounds and circumstances
* Volunteers and staff take the concerns and needs of children seriously and respond meaningfully when issues are raised
* Organisation considers how safety and wellbeing; communication and participation might differ for children and young people from diverse backgrounds and circumstances:
* Aboriginal and Torres Strait Islander children and young people
* Children and young people with disability
* Children and young people from culturally and linguistically diverse backgrounds
* Lesbian, gay, bisexual, transgender and intersex children and young people
* Children and young people who are unable to live at home
* Volunteers and staff learn about circumstances and experiences that increase a child’s vulnerability to harm

Links to resources that support child safeguarding improvements in this area:* [Engaging with Aboriginal children and young people (WA Commissioner for Children and Young People)](https://www.ccyp.wa.gov.au/our-work/resources/aboriginal-and-torres-strait-islander/engaging-with-aboriginal-children-and-young-people-toolkit/)
* [Understanding safeguarding practices for children with disability (Australian Government)](https://aifs.gov.au/cfca/publications/understanding-safeguarding-practices-children-disability-when-engaging)
* [Children and Young People from CaLD backgrounds speak out report (WA Commissioner for Children and Young People)](https://www.ccyp.wa.gov.au/media/1411/report-cald-children-and-young-people-from-culturally-and-linguistically-diverse-backgrounds-speak-out-web-version-february-2016.pdf)
* [Tips for engaging LGBTI Youth (Q Life)](https://qlife.org.au/uploads/19-Young-People.pdf)
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| **Score:**[ ]  Always[ ]  Most of the time[ ]  Sometimes[ ]  Rarely[ ]  Never[ ]  Other (don’t know) | **Scoring comment:**  |
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| **Principle 5:** People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice  |
| 1. Volunteers and staff are **carefully selected**.

What might this look like?* Child safety is prioritised in the recruitment of volunteers and staff
* Relevant volunteers and staff have current working with children checks or equivalent background checks (i.e. national police clearance).
* Volunteers and staff receive an appropriate induction and are aware of their responsibilities to children and young people
* Organisation verifies applicants’ identity, qualifications, professional registration and relevant background/working with children/ police checks

Links to resources that support child safeguarding improvements in this area:* [Working with Children Checks (WA)](https://workingwithchildren.wa.gov.au/)
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| **Score:**[ ]  Always[ ]  Most of the time[ ]  Sometimes[ ]  Rarely[ ]  Never[ ]  Other (don’t know) | **Scoring comment:**  |
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| **Principle 6:** Processes to respond to complaints and concerns are child focussed  |
| 1. The organisation has **accessible** procedures for raising concerns and complaints and **takes all concerns and complaints seriously**.

What might this look like?* There is a clear complaint handling policy and process in place that outlines; roles and responsibilities, approach to dealing with different complaints and how to report
* Complaint handling process is understood by children and young people, volunteers, staff and families
* Complaints are taken seriously and responded to promptly and thoroughly
* Organisation has procedures in place to report complaints and concerns to relevant authorities. Cooperates with relevant authorities and law enforcement
* Feedback and complaints lead to improvement in policy and practice

Links to resources that support child safeguarding improvements in this area:* [Code of conduct example](https://childsafe.humanrights.gov.au/tools-resources/practical-tools)
* [Tips for children and young people on how to make a complaint (WA Commissioner for Children and Young People)](https://www.ccyp.wa.gov.au/info-for-children-and-young-people/tips-for-children-and-young-people-on-how-to-make-a-complaint/)
* [Complaints Management (Children’s Guardian NSW)](https://www.kidsguardian.nsw.gov.au/child-safe-organisations/become-a-child-safe-organisation/child-safe-resources/complaints-management)
* [Guidelines for Complaints Handling (WA Ombudsman)](http://www.ombudsman.wa.gov.au/Publications/Documents/guidelines/Binder-Complaint-Handling.pdf)
* [Responding to a suspicion of harm against a child (Play by the Rules)](https://www.playbytherules.net.au/complaints-handling/suspicion-of-harm-against-a-child)
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| **Score:**[ ]  Always[ ]  Most of the time[ ]  Sometimes[ ]  Rarely[ ]  Never[ ]  Other (don’t know) | **Scoring comment:**  |
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| **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  |
| 1. Organisation **continuously supports** volunteers and staff to meet the needs of children and young people and to receive **information and training** on child safety and wellbeing.

What might this look like? * Volunteers and staff are trained and follow the organisation’s policies, procedures and processes when responding to a disclosure of harm or abuse
* Training resources and tools are consistent, simple, accessible and easy to use

Links to resources that support child safeguarding improvements in this area:* [Child Protection Online Training (Play by the Rules)](https://www.playbytherules.net.au/online-courses/child-protection-online-course)
 |
| **Score:**[ ]  Always[ ]  Most of the time[ ]  Sometimes[ ]  Rarely[ ]  Never[ ]  Other (don’t know) | **Scoring comment:**  |
| **Next steps:** | **By whom:**  | **By when:**  |

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| **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  |
| 1. Staff and volunteers **respond promptly and effectively** when issues of child safety and wellbeing arise.

What might this look like? * If a child is suspected to be in immediate danger contact Western Australian Police Force on 000. Contact 131 444 if you do not require immediate police assistance
* To report a concern, contact the Department of Communities on 1800 273 889 or email cpduty@communities.wa.gov.au
* Volunteers and staff follow the organisation’s policies, procedures and processes when reporting a concern within the organisation
 |
| **Score:**[ ]  Always[ ]  Most of the time[ ]  Sometimes[ ]  Rarely[ ]  Never[ ]  Other (don’t know) | **Scoring comment:**  |
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| **Principle 8:** Physical and online environments promote safety and wellbeing while minimising opportunity for children and young people to be harmed.  |
| 1. The organisation’s **risk management plan** addresses both physical and online risks

What might this look like?* The organisation has a risk management plan that identifies, assesses and takes steps to minimise the opportunity for children to be harmed
* Risk management plan is outlined in policies and procedures and volunteers and staff are aware of the plan and their role in its implementation
* Risk management plan considers increased risk with specific roles and activities, and children with heightened vulnerability

Links to resources that support child safeguarding improvements in this area:* [Developing a risk management plan (Children’s Guardian NSW)](https://www.kidsguardian.nsw.gov.au/child-safe-organisations/become-a-child-safe-organisation/child-safe-resources/risk-management)
* [Online risks and safety (eSafety Commissioner)](https://www.esafety.gov.au/parents/big-issues)
* [Checklist for online safety](https://childsafe.humanrights.gov.au/tools-resources/practical-tools)
 |
| **Score:**[ ]  Always[ ]  Most of the time[ ]  Sometimes[ ]  Rarely[ ]  Never[ ]  Other (don’t know) | **Scoring comment:**  |
| **Next steps:** | **By whom:**  | **By when:**  |

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| **Principle 9:** Implementation of the national child safe principles is regularly reviewed and improved  |
| 1. The organisation **regularly reviews** and subsequently **improves** their child safe practices

What might this look like?* Organisation regularly reviews child safe practices and completes this self-assessment tool annually for continuous improvement
* Organisation creates a plan for future action (see action plan at the end of this document) on child safety and wellbeing
* Organisation reports on the findings of relevant reviews to volunteers and staff, families, communities and children and young people
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| **Score:**[ ]  Always[ ]  Most of the time[ ]  Sometimes[ ]  Rarely[ ]  Never[ ]  Other (don’t know) | **Scoring comment:**  |
| **Next steps:** | **By whom:**  | **By when:**  |

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| **Principle 10:** Policies and procedures document how the organisation is safe for children and young people  |
| 1. The organisation has policies and procedures on child safety that are easily accessible. Volunteers and staff know how to **apply policies and procedures**.

What might this look like?* Policies and procedures are easily available on the organisation’s website and are downloadable
* Volunteers and staff understand their roles and responsibilities in implementing the policies and procedures
* Volunteers and staff support children and young people, families and community members to access and understand the policies, procedures and processes
 |
| **Score:**[ ]  Always[ ]  Most of the time[ ]  Sometimes[ ]  Rarely[ ]  Never[ ]  Other (don’t know) | **Scoring comment:**  |
| **Next steps:** | **By whom:**  | **By when:**  |

# Action List

Following the completion of the questions within this self-assessment tool, list in order of priority the actions your organisation will take to improve its child safe practices.

A suitable way to complete this exercise is to reflect upon the scores for each question. Start with any response marked as ‘never’ or ‘rarely’ and progress through to ‘sometimes’ and ‘most of the time’.

A collection of practical tools and resources is available to assist organisations in implementing change:

[Commissioner for Children and Young People WA’s Resources](https://www.ccyp.wa.gov.au/our-work/child-safe-organisations-wa/)

[Australian Human Rights Commission’s Practical Tools](https://childsafe.humanrights.gov.au/tools-resources/practical-tools)

[NSW Office of the Children’s Guardian’s Resources](https://www.kidsguardian.nsw.gov.au/child-safe-organisations/become-a-child-safe-organisation/child-safe-resources)

**TIMEFRAME – (IMMEDIATE 0 TO 3 MONTHS)**

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|  | **Action** | **By When** | **By Who** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |

**TIMEFRAME – (SHORT 3 TO 6 MONTHS)**

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|  | **Action** |  | **By When** | **By Who** |
| **4** |  |  |  |  |
| **5** |  |  |  |  |
| **6** |  |  |  |  |

**TIMEFRAME – (MEDIUM 6 TO 12 MONTHS)**

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|  | **Action** | **By When** | **By Who** |
| **7** |  |  |  |
| **8** |  |  |  |
| **9** |  |  |  |