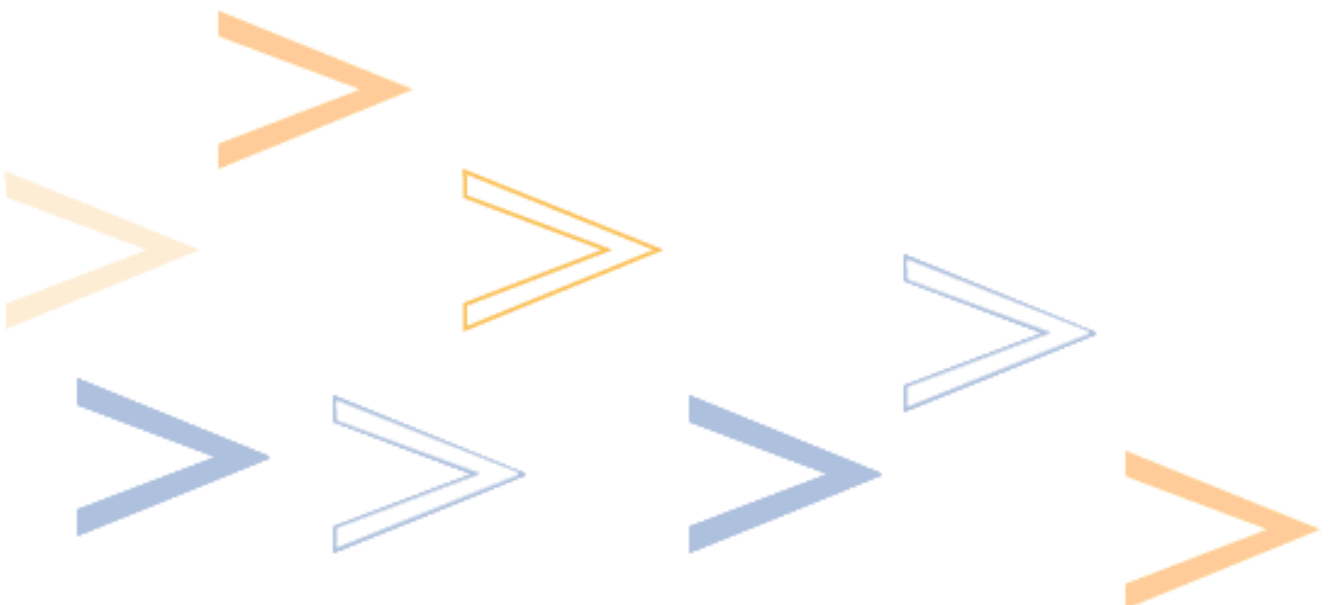




Child Safe Standards
MAV Practice and Resource Guide
July 2022



Disclaimer

This Child Safe Standards MAV Practice and Resource Guide is intended as a general reference guide, providing information on Child Safe Standards for Victorian councils.

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GLOSSARY¹

Aboriginal	The term Aboriginal is inclusive of Aboriginal and Torres Strait Islander, South Sea Islanders and First Nations peoples.
Briefing paper²	<p>A document that is used to inform decision makers. It is a clear and concise document that summarises an issue and identifies key pieces of information like a situation that needs to be addressed and the financial/policy implications.</p> <p>Briefing papers can also offer recommendations on how to address the issues. Councils usually have a corporate process/template for developing a briefing paper</p>
Child/children³	<p>Children means children and young people under the age of 18 years.</p> <p>For the MAV Guide it includes Aboriginal children and young people, children and young people with a disability, children, and young people 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.</p>
Child abuse	<p>Child abuse is defined in the <i>Child Wellbeing and Safety Act 2005</i> (Vic) as including:</p> <ul style="list-style-type: none"> • a sexual offence committed against a child • an offence committed against a child under section 49M (1) of the <i>Crimes Act 1958</i> (Vic), such as grooming • physical violence against a child • causing serious emotional or psychological harm to a child • serious neglect of a child.
Child Safety⁴	Child safety includes matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to suspicions, incidents, disclosures, or allegations of child abuse.
Child safe/safeguarding culture⁵	A child safe culture means an organisation has shared attitudes, values, policies, and practices that prioritise the safety of children and young people.
Child Safeguarding⁶	The term safeguarding refers to the procedures that are in place to ensure that the human rights, health, and wellbeing of

¹ Key definitions not referenced align with Glossary of Terms in the [CCYP Guide for Creating a Child Safe Organisation 2022](#)

² Adapted from council advice to MAV during Guide development.

³ Adapted from the *Child Wellbeing and Safety Act 2005* (Vic).

⁴ [Child Safe Standards: Definitions | Victorian Government \(www.vic.gov.au\)](#)

⁵ Adapted from Commission for Children and Young People, [Empowerment and participation: a guide for organisations working with children and young people](#), 2021.

⁶ [Safeguarding Children: What it Means & Why it's Important - Centre of Excellence](#) (UK)

	individuals are protected in such a way that they may live a life free from neglect, abuse or harm.
Child Safety Policy	Also called Child Safety and Wellbeing Policy/Safeguarding Children and Young Person's Policy. It clarifies the organisation's expectations about child safety and wellbeing systems and practices and how the organisation is meeting the Standards. The policy holds staff and the organisation to account and may include statements to children, families, staff, volunteers, and the community that an organisation is committed to child safety and wellbeing, as well as describing how that commitment will be met.
Child Safe Standards	Refers to the Victorian Child Safe Standards//11 Standards
Child Safety Person⁷	A child safety person or child/ young person's safeguarding officer is a nominated person, or persons, that people within the organisation's community can go to with any child safety concerns or complaints. Their name and contact details are widely advertised around the organisation. In councils – the appointed officer/role is often responsible to a council governance group such as the Child Safe Standards (CSS) Governance Group.
Child Safety Policy Training⁸	A training module that is part of council's generic professional development training that all staff, consultants, contractors, and volunteers attend which focuses on council's Child Safety Policy and its associated documents as developed in Part 3 of this Guide.
Code of Conduct	Code(s) of conduct that include standards of behaviour that safeguard children and young people and are part of council's Child Safety Policy.
Commitment to safeguarding Children and Young People⁹	A statement clearly outlining council's commitment to safeguarding children and young people that can be included in council's Child Safety Policy as outlined in Section 3 of this Guide and which aligns with Standard 2.
Communities¹⁰	Communities means a group of people with whom a child or young person shares common interests, experiences, social background, nationality, culture, beliefs, or identity.
Compliance Indicators¹¹	The listed documents and actions set out that will show that your organisation is meeting the minimum requirements for the Child safe Standards

⁷ MAV 2022

⁸ Adapted from council advice to MAV during Guide development.

⁹ Adapted from council advice to MAV during Guide development.

¹⁰ Adapted from Cambridge Dictionary definition.

¹¹ [Short-guide-to-the-Child-Safe-Standards.pdf \(ccyp.vic.gov.au\)](https://www.ccyp.vic.gov.au/Short-guide-to-the-Child-Safe-Standards.pdf)

Concerns and Complaints¹²	<p>A concern refers to any potential issue that could impact negatively on the safety and wellbeing of children and young people.</p> <p>A complaint is an expression of dissatisfaction to an organisation related to one or more of the following:</p> <ul style="list-style-type: none"> • the organisation's services or dealings with individuals • allegations of abuse or misconduct by a staff member, a volunteer or another individual associated with the organisation • disclosures of abuse or harm made by a child/young person • the conduct of a child/young person at the organisation • the inadequate handling of a prior concern • general concerns about the safety of a group of children or activity. •
Consultants/Contractors¹³	Third party organisations/individuals, contracted by council, who engage directly or indirectly with children and young people across any council physical/online environment (e.g., motivational speaker at a youth group, replacement childcare staff, sporting clubs/lessees of council facilities, school crossing supervisors.)
Continuous Improvement Plan¹⁴	The safeguarding children and young people's continuous improvement plan developed as part of Standard 10, which aligns with council's corporate continuous improvement process.
Council Grant Recipients¹⁵	Third party organisations/individuals who have received a council grant and who engage directly or indirectly with children and young people (e.g., local community house running playgroups.)
Cultural Rights¹⁶	<p>Cultural rights are the rights of each child/young person (either individually or as part of a group of people) to develop and express their background, customs, social behaviour, language, religion or spirituality, beliefs, and way of living.</p> <p>Aboriginal people have distinct cultural rights to enjoy their identity and culture; maintain the use of their language; maintain their kinship ties; and maintain their relationship with the land, waters, and other resources with which they have a connection under traditional laws and customs.</p>
Cultural Safety¹⁷	Cultural safety is the positive recognition and celebration of cultures. It is more than just the absence of racism or

¹² Adapted from Commonwealth of Australia, Department of the Prime Minister and Cabinet, [Complaint handling guide: upholding the rights of children and young people](#), National Office for Child Safety website, 2019.

¹³ Adapted from council advice to MAV during Guide development.

¹⁴ Adapted from council advice to MAV during Guide development.

¹⁵ Adapted from council advice to MAV during Guide development.

¹⁶ Adapted from [Charter of Human Rights and Responsibilities Act 2006 \(Vic\)](#).

¹⁷ The Secretariat of National Aboriginal and Islander Child Care (SNAICC), with the help of Victorian Aboriginal Child Care Agency (VACCA), in partnership with the National Office for Child Safety created: Commonwealth of Australia, Department of the Prime Minister and Cabinet, [Keeping our kids safe: cultural safety and the National Principles for Child Safe Organisations](#), 2021, p 7.

	discrimination and more than 'cultural awareness' and 'cultural sensitivity'. It empowers people and allows them to contribute and feel safe to be themselves.
Culturally and Linguistically Diverse¹⁸	<p>Culturally and linguistically diverse is a broad and inclusive term for communities with diverse language, ethnic background, nationality, dress, traditions, food, societal structures, art, and religion characteristics.</p> <p>Culturally and linguistically diverse does not usually include Aboriginal communities and people because of their distinct history and experience as Australia's First Nations people. For the purposes of the Standards there are specific considerations for Aboriginal children, however, we also acknowledge the cultural and linguistic diversity of Aboriginal communities.</p>
Disability¹⁹	<p>Disability means:</p> <ul style="list-style-type: none"> • the total or partial loss of a body part or a bodily function (such as mobility, sight, or hearing) • the presence in the body of organisms that may cause disease • malformation or disfigurement • a mental or psychological disease or disorder • learning difficulties. <p>Disability may be permanent, non-permanent or an increased chance of developing a disability in future. Disability also includes behaviour that may be a symptom or expression of disability even if that disability is not formally diagnosed.</p>
Disclosure²⁰	<p>A disclosure is the process by which a child or young person conveys or attempts to convey that they are being, or have been, abused. Disclosure can be verbal, non-verbal, or indicated through behaviour. A disclosure may be accidental or intentional, partial, or complete and victims may disclose in different ways to different people throughout their lives.</p> <p>Adults may also convey that they were abused as a child or that they may have perpetrated abuse.</p>
Diverse Groups²¹	Includes children and young people with disabilities, from culturally and linguistically diverse backgrounds who identify as lesbian, gay, bisexual, trans gender, intersex and or queer (LGBTQ+) and children and young people who are unable to live at home.
Empowerment²²	Empowerment is building up children/young people and strengthening their confidence in themselves and in an organisation. It involves equipping children with the skills and

¹⁸ Ethnic Communities' Council of Victoria, [Glossary of terms](#).

¹⁹ [Victorian Equal Opportunity and Human Rights Commission](#)

²⁰ Adapted from Commonwealth of Australia, Royal Commission into Institutional Responses to Child Sexual Abuse, [Final report: Volume 4, Identifying and disclosing child sexual abuse](#), 2017.

²¹ Adapted from council advice to MAV during Guide development.

²² Commission for Children and Young People, [Empowerment and participation: a guide for organisations working with children and young people](#), 2021, p 6.

	knowledge to make informed decisions and enabling them to increase control of their lives.
Equity ²³	Equity is a state of fairness in which all children/young people are equal and can participate fully and safely in an organisation, regardless of their background, characteristics, or beliefs. This requires that organisations understand that some children have different needs and may require different supports or assistance to feel safe, well and to participate fully.
Failure to Disclose ²⁴	Any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 years of age has an obligation to report that information to police, unless they have a reasonable excuse not to or an exemption applies.
Failure to Protect ²⁵	The failure to protect offence applies to people within organisations who knew of a risk of child sexual abuse by someone in the organisation and had the authority to reduce or remove the risk but did not act to protect the child.
Families	Families means people who make up the family unit for a child/young person. Families may be made up of a wide variety of relationships, including those who are related by blood, marriage, adoption, kinship structures or other extended family structures. Families may include people who share in the daily tasks of living or share a very close, personal relationship.
Governance ²⁶	Governance is an organisation's leadership, oversight, and accountability processes. Governance includes an organisation's rules as to who has the authority to make decisions, how decisions should be made and monitored and how people are to be held to account. We have referred to a council governance group as the CSS Governance Group whose Terms of Reference are included in council's Child Safety Policy.
Grooming ²⁷	Where a person over 18 years of age communicates, by words or conduct, online or face-to-face, with a child under the age of 16 years or with a person who has care, supervision, or authority for a child, with the intention of subsequent sexual activity with a child.
Harm	Harm is damage to the health, safety, or wellbeing of a child/young person, including because of abuse by adults or the conduct of other children/young people. It includes physical, emotional, sexual, and psychological harm. Harm can arise from a single act or event and can also be

²³ Based on concepts from the *Equal Opportunity Act 2010* (Vic).

²⁴ Crimes Amendment Act [Department of Justice and Community Safety](#)

²⁵ Crimes Amendment Act [Department of Justice and Community Safety](#)

²⁶ Adapted from Governance Institute of Australia, [What is governance?](#)

²⁷ Crimes Amendment Act [Department of Justice and Community Safety](#)

	cumulative, that is, arising because of a series of acts or events over a period of time.
Human Rights	Human rights refer to all the rights of children/young people, including those in the Universal Declaration of Human Rights, the United Nations Convention on the Rights of the Child and the <i>Charter of Human Rights and Responsibilities Act 2006</i> (Vic). Rights include a child's right to safety, information, and participation in an organisation.
Inclusive Environment²⁸	Organisations with an inclusive environment: <ul style="list-style-type: none"> • value all children • respect their rights • challenge all forms of discrimination • understand and respond to the needs and capabilities of all children and their families, including Aboriginal children and their families • adjust their approaches to ensure all children feel safe, welcome and can participate.
Information sharing obligations	Different organisations are subject to different information sharing obligations in Victoria. The law requires or allows, in certain circumstances, some organisations to share confidential or sensitive information about a person with each other, often to support safety or wellbeing. It is the responsibility of an organisation to understand and comply with its obligations in these areas. Information sharing schemes in Victoria include the Child Information Sharing Scheme and the Family Violence Information Sharing Scheme . To find out if you are one of these organisations, refer to information on the Who can share information under the information sharing and MARAM reforms information page.
mandatory reporting²⁹	Mandatory reporting refers to the legal requirement of certain groups of people to report a reasonable belief of child physical or sexual abuse to child protection authorities.
MAV Guide³⁰	The Municipal Association of Victoria (MAV) Child Safe Standards Practice and Resource Guide
Minimum requirements³¹	These are set out for each Standard to assist organisations to meet the intended outcome, while still allowing flexibility.
Online Environments	Online environments are any technological platforms which an organisation uses or controls, such as computers, phones, websites, intranet, social media, and video conference facilities regardless of where such platforms may be accessed by children.

²⁸ Adapted from Commission for Children and Young People, [Empowerment and participation: a guide for organisations working with children and young people](#), 2021.

²⁹ [Mandatory reporting - DFFH Service Providers](#)

³⁰ Adapted from council advice to MAV during Guide development.

³¹ [Short-guide-to-the-Child-Safe-Standards.pdf \(ccyp.vic.gov.au\)](#)

Organisation's Community	<p>The terms stakeholder and organisation's community are used interchangeably in this guide. The organisation's community is anyone who has an interest in or engages with the organisation. The organisation's community can include:</p> <ul style="list-style-type: none"> • staff • volunteers • consultants/contractors • children the organisation engages with • families, including parents and carers • members (for example, of sporting clubs) • related organisations, such as organisations you share facilities or activities with, third-party providers, or peak bodies • other community groups or members. •
Organisational Culture³²	<p>Organisational culture is the system of shared assumptions, values and beliefs that influence the way people behave in an organisation, and how these factors contribute to the organisational environment.</p>
Participation³³	<p>Participation refers to opportunities for children/young people to have their say and to inform decision-making. This includes engaging children/young people in conversation where ideas are shared.</p> <p>This requires organisations to listen, to hear and to make appropriate changes based on what children share.</p>
Physical Environments	<p>Physical environments are the physical places where an organisation operates or conducts activities, such as a building, facility or space and includes physical environments operated by third parties.</p>
Policies	<p>Policies are the documented rules, expectations, and positions of the organisation.</p>
Procedures	<p>Procedures are the documented actions and processes that put into operation the organisation's policies.</p>
Practices	<p>Practices are the rules, expectations, actions, or processes that are commonly or usually done by, or within, the organisation, regardless of whether those rules, expectations, actions, or processes are written down.</p>
Processes	<p>Processes are a systematic series of actions directed at achieving a particular outcome.</p>

³² Commission for Children and Young People, [Empowerment and participation: a guide for organisations working with children and young people](#), 2021, p 15.

³³ Commission for Children and Young People, [Empowerment and participation: a guide for organisations working with children and young people](#), 2021, p 7.

Professional Development Program ³⁴	A written training plan for council staff/contractors/consultants and volunteers that work with children and young people which has been developed as part of Standard 8. It covers the Child Safe Standards and aligns with council's corporate professional development processes.
Reportable Conduct ³⁵	Reportable Conduct is defined as: <ul style="list-style-type: none"> • a sexual offence, sexual misconduct or physical violence committed against, with or in the presence of a child • behaviour causing significant emotional or psychological harm to a child • significant neglect of a child, or misconduct involving any of the above.
Risk ³⁶	In the context of the Standards, risk is exposure to the chance for harm or abuse of a child/young person to occur in connection with an organisation.
Risk management	Risk management involves identifying, preventing, and minimising risk as much as is reasonably possible.
Risk management plan ³⁷	A plan to identify, prevent and minimise risks of harm and abuse to children and young people in a council setting, developed as part of Standard 9 which aligns with council's corporate risk management processes.
Roles and Responsibilities ³⁸	High level statements about the roles and responsibilities at each level of council in relation to safeguarding children and young people. Developed as part of council's Child Safety Policy.
Safeguarding ³⁹	The term safeguarding refers to the procedures that are in place to ensure that the human rights, health, and wellbeing of individuals are protected in such a way that they may live a life free from neglect, abuse, or harm.
Incidents ⁴⁰	Safety/safeguarding incidents refer to any event of harm or abuse of a child/young person and includes incidents that could have caused harm or abuse of a child/young person.
Sexual Abuse Prevention Programs ⁴¹	Sexual abuse prevention programs refer to age-appropriate programs and education delivered to children/young people to build their knowledge and skills to understand inappropriate behaviour by adults and other children/young people, help protect themselves from potentially abusive situations, and

³⁴Adapted from council advice to MAV during Guide development.

³⁵ [Child Wellbeing and Safety Act 2005](#)

³⁶ Adapted from Macquarie Dictionary definition.

³⁷ Adapted from council advice to MAV during Guide development.

³⁸ Adapted from council advice to MAV during Guide development.

³⁹ [Safeguarding Children: What it Means & Why it's Important - Centre of Excellence](#) (UK)

⁴⁰ Australian Human Rights Commission, [Child Safe Organisations e-learning modules](#), Child Safe Organisations website.

⁴¹ Royal Commission, [Final report: Volume 6, Making institutions child safe](#), pp 70–71.

	<p>become aware of how to seek help in the event of abuse or attempted abuse.</p> <p>Persons delivering formal sexual abuse prevention programs or education should be appropriately skilled and trained.</p>
Staff⁴²	Staff means a person engaged by an organisation as an employee, worker, contractor, labour hire worker, officer or office holder, minister of religion or religious or pastoral leader, regardless of whether that person's role relates to children.
Stakeholders	Refer to definition for organisation's community.
Strategies	Strategies are plans or actions designed to achieve a particular outcome.
Supervision	<p>Supervision, in reference to staff, consultants/contractors and volunteers, refers to an organisation's oversight of the conduct of staff, consultants/contractors and volunteers.</p> <p>Supervision may include providing staff, consultants/contractors and volunteers with resources, training and support as well as monitoring their conduct.</p>
Systems	Systems is a broad term used to describe related or coordinated procedures or processes of the organisation, which work together towards preventing, responding to, and reporting of allegations of child abuse and harm.
The Standards	Refers to the Victorian Child Safe Standards
Volunteer	<p>Volunteer means any person engaged by or a part of an organisation who provides a service without receiving a financial benefit, regardless of whether their role relates to children.</p> <p>'Volunteers' for the purpose of the Standards includes foster carers and kinship carers. There is no minimum period of engagement to be considered a volunteer.</p>
Wellbeing	Wellbeing is a positive state of physical, mental, and emotional health. It generally means feeling safe, happy, and healthy more than momentarily.
Working Directly with Children and Young People	Direct contact with children and young people including face to face, physical, oral, and electronic communication.
Working with Children Clearance/Check⁴³	A screening process for assessing or re-assessing people who work with or care for children in Victoria. A detailed look at the criminal history and relevant professional conduct findings of applicants is undertaken to assist in protect children from sexual or physical harm.

⁴² Adapted from the *Child Wellbeing and Safety Act 2005* (Vic).

⁴³ Vic Gov [Home | Working with Children](#)

PART 1: INTRODUCTION

The Municipal Association of Victoria (MAV)ⁱ is a membership association and the legislated peak body for local government in Victoria. We offer diverse business services to our council members including specialist policy and advocacy, governance and legislative advice, sector development, insurance, and procurement services. As part of our role, MAV has produced this Child Safe Standards Practice and Resource Guide (The MAV Guide) for Victorian councils.

Victorian local councils are one of the named categoriesⁱⁱ that from July 2022 must comply with the 11 Child Safe Standards and the associated legal obligations under the Child Wellbeing and Safety Act 2005 (Vic) and from January 2023, the Child Safe Standards Compliance and Enforcement Bill 2021(Vic). The Commission for Children and Young People (CCYP), Victoria, is responsible for ensuring that all organisations covered by the Standards are compliant with them. (*Refer section 3.4.2. The Regulators*)

1.1 Acknowledgements

MAV acknowledges the input and advice of the Child Safe Local Government Network (CSLG Network) – a voluntary network comprised of councils and peak bodies supporting councils to deliver child safe organisations.

We acknowledge City of Casey, who granted approval to use their Child Safe Procedural Guide, the City of Boroondara, Glen Eira City Council and Shire of Yarra Ranges for the use of their policies, and to the CSLG Network Coordination Group for their resources, guidance, and support in the development of The MAV Guide. We also acknowledge the Commission for Children and Young People (CCYP) for their cooperation throughout the process.

1.2 About the MAV Guide

The purpose of this MAV Guide is to support councils to embed a culture of child safeguarding across the whole organisation according to the 11 Victorian Child Safe Standards (11 Standards); so that children and young people are empowered, harm and abuse are prevented, and council can recognise and act when children and young people are at risk of abuse and harm.

The 11 Standards apply to all kinds of harm and abuse including: physical abuse, sexual abuse, emotional and psychological abuse, exposure to family violence, neglect, and offences under the Crimes Act.ⁱⁱⁱ

The first section provides a glossary of terms used throughout the MAV Guide.

Part 1: Provides an introduction and outlines why the safeguarding children and young people is so important.

Part 2: Explains the journey to achieve the 11 Standards (2022).

Part 3: Focuses on Local Government and the 11 Standards. It outlines the importance of embedding a culture of safeguarding across the whole organisation and details how council needs to begin this with the appointment of a lead department/officer and the development of a Child Safety Policy. It also outlines what councils are legally required to do.

Part 4: Examines each of the 11 Standards one by one. It does not replicate the Commission for Children and Young People's Guide. It provides practical advice on developing 'some council procedures' i.e. This Guide provides a set of suggested procedures, references, and tips to provide council officers responsible for the implementation of the Standards with guidance on the actions, tasks, and operations to be performed *to support compliance for each Standard*.

NB: The MAV Guide should not be interpreted as legal advice but is designed to from guidance and support councils to embed an environment that safeguards children and young people and to implement the requirements of the Child Safe Standards. However, every council is legally responsible for their own compliance with the Child Safe Standards. *Councils can contact the Commission for Children and Young People with any Standards' [queries](#)*

1.3 Why is safeguarding children and young people important?

All children and young people have the right to feel and be safe and keeping children safe is everyone's responsibility.

The Australian Government ratified the United Nations Convention on the Rights of the Child in 1990. Under the Convention, children, and young people, like adults, possess human rights. They also have the right to special protection because of their vulnerability to exploitation and abuse.

The safeguarding of children is now entrenched in state and national laws which are underpinned by a child-rights approach to build capacity and to deliver child safety and wellbeing in organisations, families, and communities^{iv}. Legislative changes also include requirements to be aware of, and responsive to criminal offences to help protect children from harm^v, and new powers for the CCYP and other regulators to take action for non-compliance with the Standards^{vi}.

Being loved and safe is one of the six domains fundamental to the wellbeing of Australian children, as outlined by the Australian Research Alliance for Children and Youth^{vii}. It means:

- Having a safe, stable home environment.
- Feeling safe, secure, and connected at home and in the community.
- Having positive, trusted relationships with other people.
- Feeling valued and respected, and
- Having a voice with the ability to raise concerns and have those concerns addressed.^{viii}

When children and young people are safe, they have better chances of healthy development and learning, and for establishing the foundation blocks of future wellbeing. But it is also a time of vulnerability, and children and young people could be subject to abuse and harm.

The Victorian Government's Betrayal of Trust Inquiry ^{ix}found serious incidences of child abuse in some of our most trusted and important institutions; and that while most children and young people are safe in organisations, there are inadequate and inconsistent approaches to child safety in child related organisations across Victoria.

Children and young people cannot be expected to protect themselves against the crime of abuse and harm in organisations. We as a community must take responsibility for upholding their rights.

While a positive start in life helps children and young people reach their full potential, a poor start increases the chances of adverse outcomes for the individual, society, and possibly future generations.^x

PART 2: OVERVIEW OF THE 11 STANDARDS

The 11 Standards are in place to:

- Promote the safety of children and young people.
- Prevent abuse and harm to young people.
- Ensure effective processes are in place to respond to and report all allegations of child abuse and harm, and
- Encourage children and young people to “have a say” especially on issues that are important to them or about decisions that affect their lives.

Importantly, they not only protect children and young people from abuse and harm but nurture their wellbeing, support their voices in speaking out/being heard on issues affecting them and support them to have input on how services are designed for them^{xi}.

2.1 Journey to the 11 Standards

- a. The seven previous Victorian Child Safe Standards (Previous Standards) were a key response to the Victorian Parliamentary *Inquiry into the Handling of Child Abuse by Religious and Other Non-government Organisations*, often referred to as *Betrayal of Trust*, which was tabled in Parliament on 13 November 2013 and found serious incidences of child abuse in some of our most trusted and important institutions and organisations.
- b. The Previous Standards had a staggered commencement, with organisations falling within Schedule 1 to the *Child Wellbeing and Safety Act 2005* (Vic) (the Act) becoming subject to the Standards on 1 January 2016, and Schedule 2 organisations a year later, on 1 January 2017. Victorian councils were part of Schedule 1^{xii}.
- c. Following the Commonwealth Royal Commission into Institutional Responses to Child Abuse, the Victorian Government reviewed ^{xiii}the Standards. It committed to aligning the Victorian Child Safe Standards to the National Principles for Child Safe Organisations^{xiv}. It agreed to national harmonisation, oversight, and compliance.^{xv}
- d. In July 2021, The Victorian Government announced Victoria’s 11 new Child Safe Standards, which replace the previous seven standards, and come into effect on 1 July 2022.^{xvi}

2.2 The 11 Standards^{xvii}

The 11 Standards set out fifty minimum requirements and 104 compliance indicators which outline the actions and documents needed for to safeguard children and young people (*Refer Part 4 of the MAV Guide*). Key changes include new requirements^{xviii} :

- to involve families and communities in organisations’ efforts to keep children and young people safe.
- for a greater focus on safety for Aboriginal children and young people.
- to manage the risk of child abuse in online environments.
- for greater clarity on the governance, systems, and processes to keep children and young people safe.

Whilst the 11 Standards have changed to align more closely with the National Principles for Child Safe Organisations, the 11 Victorian Standards have some unique elements:

- A standalone Standard about cultural safety for Aboriginal children and young people, emphasising the critical importance of respecting, valuing, and protecting First Nations' children and young people and the importance of culture to their safety and wellbeing.
- Additional requirements in Standard 3 to empower children and young people. This means that organisations should support children and young people to become stronger understand their rights, have greater control in their lives and build confidence in themselves and the organisation.
- Organisations must also provide opportunities for children and young people to participate in the organisation and the decisions that affect them.
- There are 11 Victorian Standards (The 11 Standards), and the numbering is different to the 10 National Principles for Child Safe Organisations.^{xix}

The work councils already do, including complying with the Previous Standards, help to comply with the 11 Standards. Some councils may not have started, or just commenced their Child Safe Standards journey whilst others may need to change/modify their current policy, procedures, and organisational culture.

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

PART 3: LOCAL GOVERNMENT AND THE 11 STANDARDS:

Victorian local government is made up of 79 councils representing more than six million people. Councils are area-based, representative governments with a legislative and electoral mandate to manage local issues and plan for the community's needs. Victorian councils, as the level of government closest to the people, interact with children and young people in many ways. Councils also respond to local community needs.^{xx}

Local government enables the economic, social, and cultural development of the municipal area it represents, supports individuals, and groups, and provides a wide range of services for the wellbeing of the local community, including children and young people. The service offering will vary from one local government area to another and there are areas all councils have in common. It is this complexity that identified the need for the MAV Guide.

Councils implement policies, laws and programs including those set by other levels of government. Victorian local councils are one of the named categories^{xxi} that must comply with the 11 Standards and the associated legal obligations under the Child Wellbeing and Safety Act 2005(Vic) including the *Child Wellbeing and Safety (Child Safe Standards Compliance and Enforcement) Amendment Bill 2021 (Vic)*.

Victorian councils already have a policy framework that complements the 11 Standards and their requirements. For example:

- The *Local Government Act 2020* includes commitment to informed community engagement, public transparency and delivery of services that are equitable, accessible good value and meet the needs of their diverse communities. It outlines the requirement to develop and implement a Code of Conduct for Councillors and Council Staff.
 - A Council Plan which is a key legislative requirement for all councils under the *Local Government Act 2020*
 - Councils are required to prepare a Municipal Public Health and Wellbeing Plan (MPHWP) every four years. The MPHWP Planning Framework outlines a commitment to safety and security, community participation and connection to culture and community. It emphasises preventing all forms of violence so that citizens are treated equally with respect and dignity, all parts of the community are engaged in practical and creative ways to learn about respectful, safe, and equitable relationships and people exposed to family violence are supported and empowered to make decisions regarding their safety and wellbeing and all Victorians feel safe and empowered to take a stand against family violence.
 - Councils are required under the LG Act to adopt Asset Plans. These may be important from the perspective of embedding of child safe design for public conveniences, recreational facilities etc.
 - Councils voluntarily undertake planning to support the development, health and wellbeing of their children and young people.
-

Victorian councils have a robust process for developing, communicating, and implementing good, clear policy in consultation with stakeholders. *This is more important than ever before because the 11 Standards require a solid policy base as the foundation for legal compliance.*

Councils can read more about:

- the Child Wellbeing and Safety Act 2005 [here](#)
- the legislated named categories [here](#)
- Local Government Act [here](#) and role of local government [here](#)
- Municipal Health and Wellbeing Planning [here](#)
- Municipal Health and Wellbeing Planning Framework [here](#)
- Municipal Early Years Planning [here](#)

Also refer Section 3.4 of this MAV Guide on what councils are legally required to do.

3.1 What makes a council environment safe for children and young people?

All children and young people⁴⁴, have the right to feel safe and to be safe all the time, but safety does not just happen. An environment that is safe for children and young people has an open and aware culture, understands abuse and harm, is supported by a well-known policy for safeguarding children and young people, promotes the empowerment and participation of children and young people, manages child safety risks, and expects all stakeholders to report all allegations, disclosures, or concerns.^{xxii}

A child safe council takes deliberate steps to:

- Create an environment where the safety and wellbeing of children and young people are the centre of Council's aspirations, values, and actions.
- Places emphasis on genuine engagement with and valuing of children and young people.
- Creates conditions that reduce the likelihood of harm to children and young people.
- Creates conditions that increase the likelihood of identifying any harm.
- Responds to any concerns, disclosures, allegations, or suspicions.
- Creates child-friendly mechanisms for a child or young person's voice to be heard.^{xxiii}

A child safe council directly and indirectly creates a culture in which everyone – Councillors, staff, volunteers, parents, carers, members of the public/community, and particularly young people and children – feel confident, enabled, and supported to safely disclose safety concerns and feel welcome in the council environment.^{xxiv}

A council will have a child safe environment when each of the 11 standards, as outlined in the previous section, is firmly embedded in policy and practice across:

- the workforce (including management, staff, consultants/contractors, and volunteers), third party organisations such as lessees of council facilities and grant recipients.

And for

- every child and young person who attends services, programs, events delivered by, and in spaces owned or managed by, council. *For example, school crossings, libraries, maternal and child health, recreational facilities, council online platforms and early childhood/youth services.*

An important first step for a council when safeguarding children and young people is to understand:

- What constitutes abuse and harm. Refer pp 11-14 [CCYP Guide for Creating a Child Safe Organisation](#)
- The indicators of abuse and harm. Refer pp 15-16 [CCYP Guide for Creating a Child Safe Organisation](#)

- Creating a council environment where children, young people, staff, families, and the community feel confident, safe, and empowered to make complaints, raise concerns and be responded to in a way that is culturally appropriate and respectful of diversity. *Refer Standard 7: Processes for complaints and concerns are child focused.*
- The reporting responsibilities if there is a disclosure or reasonable belief that a child or young person is at risk of harm or abuse. [Refer CCYP Child Safe Reporting process](#) and sections in this Guide: 3.4.1.5: Child Protection Reporting & Mandatory Reporting, section, 3.4.1.6: the Reportable Conduct Scheme and section 3.4.1.7: responding to criminal offences to help protect children from harm.

3.2 Leading the implementation of the Child Safe Standards across council

Council, as a whole organisation, is legally required^{xxv} to comply with the Child Safe Standards. The Child Safe Standards are broad-ranging and have significant legal obligations **across council, including new compliance laws due to come into effect in January 2023**. It should be noted that there will be a range of awareness at a councillor and Executive level with some familiar with previous reports, policies, and commitments at a council level.

Recommended process:

Prepare and submit a Briefing Paper to Council, executive/senior management outlining:

- The new Child Safe Standards 2022 (the Standards) commenced in Victoria on 1 July 2022.
- The Standards will have impact on Council as an organisation.
- There are at least twelve legislative requirements associated with the Standards (*refer section 3.4 of the MAV Guide*).
- The 11 Standards have fifty requirements and 104 Compliance Indicators which cover required documents and actions. (*refer section 4 of the MAV Guide*).
- The new Child Safe Standards Compliance and Enforcement Amendment Bill 2021 (Vic), to commence January 2023, includes increased powers for the CCYP and other regulators to take action for non-compliance with the Standards, for example there will be the ability for the Commission to issue infringement notices for non-compliance with a notice to comply with the Standards^{xxvi}. Councils may have up to 5 Regulators/Co Regulators.
- To meet these obligations and requirements – key considerations:
 - Appointing or designation of a council department/nominated officer to coordinate the Standards' implementation.
 - Allocation of time and resources for the nominated officer/department to understand, interpret and develop an implementation plan of requirements for their council. This may include a gap analysis process to assess current compliance status of the organisation given the old standards have previously applied and need to now meet the new standards. (*At the very least that means reading and understanding the MAV Guide (68 pages plus appendices), referring to the 2022 [CCYP Guide for Creating a Child Safe Organisation](#) (175 pages) and looking at Standard 11, Part 3& 4 of the MAV Guide - as this gives an overview of the policies and procedures that need to be put together*).

- Governance framework - To prepare for implementation of the 11 Standards, a revised/new policy, a public commitment, code(s) of conduct, governance structure (e.g., a *Child Safe Standards (CSS) Governance Group*) and roles and responsibilities may need to be reviewed/developed and ratified.
- Ideally a Child Safe Standards officer/role should be appointed and be accountable for reporting to the Child Safe Standards (CSS) Governance Group.
- Whole of organisation approach – different departments taking the lead in implementation of particular Standards will maximise workforce skills, expertise, and knowledge, embed the standards across Council and reduce resourcing outlay in the long term. The Child Safe Standards should become a supported part of Council business across all levels.

3.3 Writing a policy to safeguard children and young people

Once the briefing paper has been endorsed the next step is to develop a child safety policy that sets out council's plan to safeguard children and young people and to meet the requirements of the 11 Standards.

It is also suggested that a number of key corporate processes be developed at the same time and attached to the policy:

- Commitment to safeguarding children and young people
- Code(s) of Conduct
- Governance Structure (CSS Governance Group): Terms of Reference
- Roles and responsibilities

NB: Some councils will already have a policy, framework, or other documents in place to meet the Previous Standards that may be updated. Others may not have these fully developed or formalised.

Developing the policy and the above attachments will commence council's journey in achieving compliance with the 11 Standards. Section 4, which takes each Standard one by one – will refer to the work you have already done so it does not need to be replicated.

CCYP has provided a guideline for creating such a policy which can be found [here](#). It outlines six steps to developing a policy which will be familiar to councils: i.e.

Consult widely, write the draft policy, seek feedback, approve the policy, communicate the policy, and regularly review and update the policy.

Community consultation and engagement in line with the Council's Community Engagement Policy (a policy required by Section 55 of the Local Government Act 2020).

Council should involve staff, consultants/contractors, volunteers, and service users (including children and young people) in the development of the policy wherever possible. This consultative approach will:

- create a sense of ownership, which will encourage support for the policy.
- promote the understanding that protecting the safety and wellbeing of children and young people is everybody's responsibility, and
- empower children and young people by encouraging them to participate in the process.

CCYP suggests the policy is in two parts:

Part 1 outlines standard sections council will be familiar with - introductory material where you can set the title, purpose and parameters of the policy and provide key links to relevant policies and legislation.

Part 2 is where council can document its approach to implementing each Standard – i.e., making a statement of intent for each standard and providing a high-level description of what processes council will put into place to meet them.

Appendix 1 provides a possible template for a council policy, links to the [CCYP guide](#) for creating a policy and provides some council tips for writing sections of the policy.

Council will need to have its new/revised Child Safety Policy officially signed off using the appropriate Council processes. This is important. It places, on the public record, that council is committed to safeguarding children and young people, explains how council plans to achieve this and meets its obligations under the Child Safe Standards.

3.4 Key legal requirements for councils

Councils are legally required to comply with the 11 Standards under the Child Wellbeing and Safety Act. The Standards are one (although a larger one) piece of the child safety legal map for councils.

The 11 Standards refer to legal obligations in relation to employing staff, reporting, acting, and recording. They are also subject to other legislation that already supports the 11 Standards (*for example the Equal Opportunity Act 2010*).

The following diagram gives a basic example of some of the many pieces which a council may need to be aware of – particularly if they are providing services directly to children and young people.

See clause 3.4.1 for a summary of relevant laws and references for consideration by councils.



3.4.1 Acts and Regulations

3.4.1.1 United Nations Convention on the Rights of the Child:

The rights outlined in the United Nations Convention on the Rights of the Child (CROC) are a key influence on the development of universal child safe procedures. CROC specifically recognises that children have a right to be protected from physical and mental harm and neglect and enjoy the full range of human rights – civil, cultural, economic, political, and social. Article 12 of CROC highlights the importance of respecting the views of the child. Children have the right to voice their views and have their opinions considered when adults make decisions that affect them.

- Refer CCYP [A-guide-for-creating-a-Child-Safe-Organisation-190422.pdf](#) (ccyp.vic.gov.au)
- Councils can also find out more about the Convention [here](#)

3.4.1.2 The Charter of Human Rights (Vic):

Victoria's *Charter of Human Rights and Responsibilities Act 2006* (the Charter) outlines the basic human rights of all people in Victoria. The Charter provides that every child has the right to such protection as is in his or her best interest. The Charter requires that governments, local councils, and other public authorities act consistently with the Charter and consider relevant rights when they make decisions. *Councils already have in place Council policy and procedures related to these requirements.*

- Refer CCYP [A-guide-for-creating-a-Child-Safe-Organisation-190422.pdf](#) (ccyp.vic.gov.au) Councils can also find out more about the Charter of Human Rights [here](#)

3.4.1.3 The *Child Wellbeing and Safety Act 2005* (Vic):

Is the legislation governing The Child Safe Standards. They are a compulsory framework that supports organisations to promote the safety of children by requiring them to implement policies to prevent, respond to and report allegations of child abuse. The standards are designed to drive cultural change and embed a focus on child safety by placing children's rights and wellbeing at the forefront of the organisation's mind. Organisations in Victoria are usually required to comply with the standards if they do one of the following:

- provide any services specifically for children.
- provide any facilities specifically for use by children who are under the organisation's supervision.
- engage a child as a contractor, employee, or volunteer to assist the organisation in providing services, facilities, or goods.

In July 2021, The Victorian Government announced that the 11 Standards will commence on 1 July 2022.^{xxvii} The 11 Standards will replace the Previous Standards and principles

3.4.1.4 The Child Wellbeing and Safety (Child Safe Standards Compliance and Enforcement) Amendment Bill (Vic):

Was passed by Parliament in June 2021, and it makes changes to the legislation for the Child Safe Standards.

These new laws are not due to come into effect until **1 January 2023**.

Changes in the Bill include new powers for the Commission and other regulators to take action for non-compliance with the Standards, for example there will be the ability for the

Commission to issue infringement notices for non-compliance with a notice to comply with the Standards.

Organisations do not need to take any action yet in relation to the changes to the legislation. The Commission will publish more information about these law changes over the next 12 months.

The Commission for Children and Young People:

CCYP objectives, functions and powers are outlined in the *Commission for Children and Young People Act 2012 (Vic)* and the *Child Wellbeing and Safety Act 2005(Vic)*. It is an independent statutory body that promotes improvement in policies and procedures affecting children and young people in Victoria. The Commission is responsible for helping organisations to understand the standards and what they need to do to ensure they are implemented.

The Commission is also responsible for ensuring that all organisations covered by the standards are compliant with them and has a range of audit and enforcement powers. The Commission works together with other government and statutory organisations, including the Department of Families, Fairness and Housing, Department of Health and Human Services and the Victorian Quality Assessment and Regulatory Division within the Victorian Department of Education and Training, which also have a role in supporting organisations to implement the Standards and ensure that they comply.

- Refer CCYP [A-guide-for-creating-a-Child-Safe-Organisation-190422.pdf](#) (ccyp.vic.gov.au)
- Councils can also find out more about the Child Well Being and Safety Act [here](#)
- Councils can find out more about the Child Well Being and Safety Act Amendment Bill [here](#)
- Councils can also find out more about the Commission for Children and Young People legislation [here](#)

3.4.1.5 Children, Youth and Families Act 2005 (Vic):

Governs and guides the process of child protection in Victoria. Under this Act a person can make a report to Child Protection Services when there are concerns the child needs protection. A child in need of protection is a child who has suffered or is likely to suffer significant harm because of abuse or neglect, and their parent has not protected or is unlikely to protect the child from harm of that type.

To make a report to Child Protection a person needs to have formed a reasonable belief that a child has suffered or is likely to suffer significant harm because of abuse or neglect, and that their parent has not protected or is unlikely to protect the child from harm of that type.

Mandatory Reporting (Vic):

Although everyone has a moral and social responsibility to report concerns about child abuse, some professionals are legally required to make a report to Child Protection if they form a belief on reasonable grounds that a child has suffered, or is likely to suffer, significant harm as a result of physical injury or sexual abuse, and the child's parents have not protected, or are unlikely to protect, the child from harm of that type. For example, early childhood teachers, early childhood workers, doctors, nurses, midwives, teachers and school

principals, police, youth justice workers are all required to make mandatory reports. If a report is made in good faith, the making of a report is not unprofessional conduct or a breach of professional ethics, and the reporter cannot be held legally liable. Confidentiality is provided for reporters under the Children, Youth and Families Act 2005. This prevents the disclosure of the name or any information likely to lead to the identification of a person who has made a report in accordance with the legislation except in specific circumstances. It is vitally important that an organisation shares information appropriately and lawfully with other organisations where the safety and wellbeing of children are at risk.

- Refer CCYP [A-guide-for-creating-a-Child-Safe-Organisation-190422.pdf](#) (ccyp.vic.gov.au)
- Councils can find out more about the Children, Youth and Families Act [here](#)
- Councils can find out more about Child Protection Reporting [here](#) and Mandatory Reporting [here](#)

3.4.1.6 Crimes Amendment Act 2014 (Vic): Councils need to be aware of, and be responsive to, the following criminal offences to help protect children from harm.

- Grooming for sexual conduct with a child under the age of 16 years:** The *Crimes Amendment (Grooming) Act 2014*, which commenced in Victoria on 9 April 2014, introduced the offence of Grooming for sexual conduct with a child under the age of 16 years. This offence targets predatory conduct designed to facilitate later sexual activity with a child. The grooming offence applies where a person over 18 years of age communicates, by words or conduct, online or face-to-face, with a child under the age of 16 years or with a person who has care, supervision, or authority for a child, with the intention of subsequent sexual activity with a child.
- Failure to disclose** Any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 years of age has an obligation to report that information to police, unless they have a reasonable excuse not to or an exemption applies. Failure to disclose the information to police is a criminal offence. A reasonable belief is formed if a reasonable person in the same position would have formed the belief on the same grounds.
- Failure to protect** the failure to protect offence applies to people within organisations who knew of a risk of child sexual abuse by someone in the organisation and had the authority to reduce or remove the risk but did not act to protect the child. A relevant organisation is one that exercises care, supervision, or authority over children, whether as part of its primary function or otherwise

- Refer CCYP [A-guide-for-creating-a-Child-Safe-Organisation-190422.pdf](#) (ccyp.vic.gov.au)
- Councils can find out more about the Crimes Amendment Act at [Department of Justice and Community Safety](#)

3.4.1.7 The Victorian Reportable Conduct Scheme (Vic):

The Victorian Reportable Conduct Scheme seeks to improve organisations' responses to allegations of child abuse and neglect by their workers and volunteers. The Scheme is governed by the Child Wellbeing and Safety Act 2005 (Vic) and the Child Wellbeing and Safety Regulations (Vic) 2017. The Commission for Children and Young People is responsible for administering the Scheme.

The Reportable Conduct Scheme has been designed to ensure that the Commission will be aware of every allegation of certain types of misconduct involving children in relevant organisations that exercise care, supervision, and authority over children.

Coverage of local councils by the Reportable Conduct Scheme: Advice from The Commission for Children and Young People (Commission), April 2022.

"Councils are not explicitly listed in the *Child Wellbeing and Safety Act 2005* (Vic) (the CWS Act) as being covered by the Reportable Conduct Scheme (the Scheme). However, the CWS Act lists a number of services in the Schedules that are covered by the Scheme and if a council provides one or more of those services, it will be covered by the Scheme.

For this reason, each council should consider their circumstances, including the types of services provided by that council, to determine whether they are an organisation to which the Scheme applies.

For example, some of the types of services that will bring a council within scope are:

- children's services (within the meaning of the *Children's Services Act 1996*)
- education and care services (if a council is an [approved provider](#) within the meaning of the *Education and Care Services National Law*)
- disability services
- housing services.

Councils that run childcare services, including occasional care, are clearly in scope. However, maternal and child health services and playgroups run by councils are not within scope. This is because they do not fall within any of the definitions of the listed services.

That said, if a council is in scope for any one or more of its activities, then it is in scope for *all its activities*. This means, for example, if a council runs a childcare service as well as a maternal and child health service then it's maternal and child health employees will be covered by the Scheme -along with all other council employees regardless of their roles or functions.

In short, every council situation will be different, which is why it is critical that each council carefully considers their situation by reference to the services they provide and the CWS Act Schedules.

If a council is covered by the Scheme, it will be required to comply with all the obligations under Part 5A of the CWS Act, including the requirement to notify reportable allegations about its employees to the Commission. Information about the obligations of the head of an organisation is available [here](#)".

NB: Once councils are an organisation to which the Scheme applies, "employees" include all council employees, volunteers, some contractors/consultants, and office holders – regardless of whether they work directly with children and young people and regardless of whether the conduct occurred in the course of employment/engagement or outside of work.

Coverage of Local Government Councillors by the Reportable Conduct Scheme

The Commission for Children and Young People (Commission) also provided specific advice as to whether councillors are subject to the Reportable Conduct Scheme under Part 5A of the Child Wellbeing and Safety Act 2005 (CWS) (Vic):

- B. “Local government councillors are not ‘employees’ of the council for the purposes of the Scheme – just because they are performing their duty as a councillor. This is because their relationship with council does not possess the characteristics of an employment relationship – instead, they are elected by voters in the expectation they will perform the duties of a councillor; and
- C. They are not ‘engaged’ by council to provide services as a volunteer, contractor, officeholder, or officer – i.e., councillors do not enter into an agreement or contract with council to provide a specific service in one of those capacities”.

NB: It is possible that a councillor may be separately engaged in a personal capacity by the council, outside of their ordinary duties as a councillor. For example, a councillor may volunteer as a parent of a child at a council run kindergarten. If this is the case the councillor, like any other parent volunteer, would be considered an “employee” of the council for the purposes of the Scheme. Regardless of whether they work directly with children and young people and regardless of whether the conduct occurred during this employment/engagement or outside of work.

- Refer CCYP [A-guide-for-creating-a-Child-Safe-Organisation-190422.pdf](#) (ccyp.vic.gov.au)
- Councils can also find out more about the reportable Conduct Scheme at [CCYP | Reportable Conduct Scheme](#)

3.4.1.8 The **Child Information Sharing Scheme (Vic)** is established under the **Child Wellbeing and Safety Act 2005 (Vic)**.

Organisations and services prescribed as information sharing entities by the Child Wellbeing and Safety (Information Sharing) Regulations 2018 are permitted to share confidential information under the Child Information Sharing Scheme. It allows authorised organisations and professionals working with children, young people, and families, to share information to promote a child’s well-being and safety. This includes kindergartens, maternal and child health services, childcare, and supported playgroups. Many services already work together to do this.

The scheme makes it easier to support children, young people, and families to get the help they need as early as possible and prevent harm from occurring.

The Child Information Sharing Scheme does not affect reporting obligations created under other legislation, such as mandatory reporting obligations under the *Children, Youth and Families Act 2005*.

- Refer CCYP [A-guide-for-creating-a-Child-Safe-Organisation-190422.pdf](#) (ccyp.vic.gov.au)
- Councils can find out more about the Child Information Sharing Scheme [here](#)

Closely aligned with the Child Information Sharing Scheme is the **Family Violence Information Sharing Scheme (FVISS)** which enables authorised organisations and services to share information to facilitate assessment and management of family violence risk to children and adults.

The Multi-Agency Risk Assessment and Management Framework (MARAM) sets out the responsibilities of different workforces in identifying, assessing, and managing family violence risk across the family violence and broader service system. MARAM will guide information sharing under both information sharing schemes wherever family violence is present.

3.4.1.9 Worker Screening Act 2020 (Vic):

From 1 February 2021, the *Working with Children Act 2005* was repealed and replaced by the Worker Screening Act. Generally, this new Act applies to WWC applications that were not finalised by the Secretary, and applications for review by VCAT which were not finally determined before 1 February 2021. The Working with Children Check is a screening process for assessing or re-assessing people who work with or care for children in Victoria. A detailed look at the criminal history and relevant professional conduct findings of applicants is undertaken to assist in protect children from sexual or physical harm.

- Refer CCYP [A-guide-for-creating-a-Child-Safe-Organisation-190422.pdf](#) (ccyp.vic.gov.au) Councils can find out more about Worker Screening at [the Department of Justice and Community Safety](#)

3.4.1.10 Privacy and Data Collection Act 2014 (VIC):

Contains Privacy Principles which are the core of privacy law in Victoria and set out the minimum standard for how Victorian public sector organisations should manage personal information. *Councils already have in place Council policy and procedures related to these requirements.*

Refer [Privacy and Data Collection Act 2014](#)

3.4.1.11 The Health Records Act (Vic)

The *Health Records Act 2001* (the Act) created a framework to protect the privacy of individuals' health information. It regulates the collection and handling of health information. The Act:

- Gives individuals a legally enforceable right of access to health information about them that is contained in records held in Victoria by the private sector; and
- Establishes Health Privacy Principles (HPPs) that will apply to health information collected and handled in Victoria by the Victorian public sector and the private sector.

Councils are named organisations for the purpose of the Act

- Councils can find out more about Health Records Act [here](#)

3.4.1.12 The National Redress Scheme

The National Redress Scheme was created in response to recommendations by the Royal Commission into Institutional Responses to Child Sexual Abuse. It provides redress support services to people who experienced institutional sexual abuse that happened in orphanages, Children's Homes, schools, churches and other religious organisations, sports clubs, hospitals, foster care, and other institutions.

Refer [National Redress Scheme](#) for Institutional Child Sexual Abuse Act

3.4.2 The Regulators⁴⁵

The Commission for Children and Young People (CCYP) is an independent statutory body that promotes improvement in policies and practices affecting children in Victoria. CCYP has a responsibility to help organisations understand the Standards and what they need to do to ensure they are fully implemented.

The Commission also has a range of powers to support its role as a regulator for the Standards. Legislative changes that provide the Commission with new, enhanced enforcement and compliance powers start in January 2023.

Working with co-regulators

There are several different regulators for the Standards in Victoria. Currently, the Commission has power to regulate all organisations that must comply with the Standards and works together with other regulators to do this. Organisations that are funded or regulated by a Victorian Government department, the Victorian Registration and Qualifications Authority or the Wage Inspectorate Victoria may have an additional regulator for the Standards. Legislative changes starting in January 2023 will alter these arrangements. Councils will receive more information about these changes.

Some sectors that are regulated by a co-regulator include:

- **Early childhood education and care:** The Department of Education and Training, through its Quality Assessment and Regulation Division, is the Victorian regulator for early childhood services, including children's services within the meaning of the *Children's Services Act 1996 (Vic)* and approved providers within the meaning of the *Education and Care Services National Law Act 2010 (Vic)*. This includes organisations such as registered early childhood education and care providers, out of school hours care and family day care, as well as registered creche, occasional or short-term care services.
- **Schools:** Victorian Registration and Qualifications Authority (VRQA) is the Victorian regulator for registered schools, school boarding premises, school-sector providers of courses to overseas students, student exchange organisations, non-school senior secondary providers, and registered training organisations (RTOs) that are registered with VRQA.
- **Social services:** Department of Families, Fairness and Housing (DFFH) is the Victorian regulator for providers of out-of-home care, housing services, family violence and sexual assault services, and support services for parents and families. Health services: Department of Health is the Victorian regulator for hospitals, community health services, mental health services, drug and alcohol treatment services, and maternal and child health services.

⁴⁵ [A-guide-for-creating-a-Child-Safe-Organisation-190422.pdf \(ccyp.vic.gov.au\)](#) p7

- **Employers of children:** Wage Inspectorate Victoria is the Victorian regulator for organisations that employ children and hold a permit under the *Child Employment Act 2003 (Vic)*.
- **Other Victorian organisations:** The Commission for Children and Young People is the regulator for the Standards for organisations where there is no specified co-regulator. The Commission can also help councils identify the appropriate co-regulator for your organisation.

PART 4: Complying with the 11 Standards in Practice

This part of the MAV Guide focuses on developing council policies and procedures and embedding practices to support compliance with the Child Safe Standards.

4.1 Developing council procedures

1. Councils may already have procedures in place to meet the Previous Standards – you don't need to start from scratch! However, you will need to update or check compliance against what has been outlined in Part 4.
2. The [CCYP Guide for Creating a Child Safe Organisation](#) can greatly assist councils to develop procedures. It has detailed tools, templates, and guidance for developing the actions and documents required for compliance. *Also refer Appendix 2 for a summary of the CCYP guidance for each Standard.*
3. Some councils are grouping the 11 Standards into themes in order to develop procedures. However, this Guide considers each Standard, their requirements, references, with suggested council procedures, tips, and options for 'lead' department(s).
4. The suggested council procedures are examples only –just for consideration! They complement but do not replace all procedures needed for compliance. They have been grouped into different responsibility levels in Council – more as prompts than directives. *e.g., Lead Department (suggested department for driving action), Executive/Council, Middle Management and Staff, Consultants/Contractors/Volunteers.*
5. The procedures include suggested council documents that are underlined and further detailed in the relevant Standard.
6. There is advice on where the Standards complement each other.
7. Once the procedures have been developed and confirmed for each Standard, councils can use them in an action plan, staff procedure manuals, in professional development/support and for continuous improvement etc.
8. Councils may also need to develop or modify processes and systems to assist in implementation. (For example, develop an online reporting tool).

NB: The CCYP Guide is a huge document! If you want to see a summary of all the Standards, 50 Minimum Requirements and 105 CCYP Compliance Indicators, and if you are part of the CSS LG Network, access the LOOMIO Resource Site [here](#). It is a helpful reference as you work through developing procedures. Otherwise refer to the [CCYP Short Guide](#) for an overview.

4.2 Spreading the load/embedding the 11 Standards across council

The 11 Standards are wide in scope and implicate different parts of council. Many aspects may already be part of council's existing processes and policies – either to meet the Previous Standards, or as part of council's broader organisational processes. (e.g., risk management). It would be expedient if different council departments, either individually or jointly, take the lead in implementation of particular Standards, with the support of the council nominated CSS Governance Group.

This will maximise skills, expertise, and knowledge of council people, embed the standards across council and ultimately reduce council's resource outlay in the long term. The MAV Guide provides a suggested Lead Department and short rationale for this selection, but each council's approach will be contingent on your council's organisation structure and available resources.

STANDARD 1:

Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued. *The [CCYP Guide for Creating a Child Safe Organisation](#) pp 20 - 37 explains Standard 1 in more detail.*

A. Minimum Requirements:

1.1 A child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.

1.2 Strategies are embedded within the organisation which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.

1.3 Measures are adopted by the organisation to ensure racism within the organisation is identified, confronted, and not tolerated. Any instances of racism are addressed with appropriate consequences.

1.4 The organisation actively supports and facilitates participation and inclusion within it by Aboriginal children, young people, and their families.

1.5 All of the organisation's policies, procedures, systems, and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people, and their families.

B. CCYP Compliance Indicators, and potential procedures, resources, and templates – Refer Appendix 2

C. Standards that complement Standard 1: Standards 5, 6, 7 and 8

D. Suggested Model procedures: *Refer next section. NB, we have added quite a few suggested procedures as this Standard is unique to Victoria.*

E. Lead Department (Internal Subject Matter Expert):

Community Strengthening/Diversity/Inclusion (or equivalent).

Rationale: Standard 1 has a focus on establishing a culturally safe, inclusive, and welcoming environment for Aboriginal children, young people, their families, and communities.

MODEL PROCEDURES

LEAD DEPARTMENT/CSS GOVERNANCE GROUP

Documents

1. Review council's existing policies and procedures and make recommendations to Council/executive to ensure they are inclusive of Aboriginal children, young people, families, and communities and make a public commitment to the cultural safety of Aboriginal children, young people, and their families. Points to consider:
 - a. Do we promote cultural respect and cultural safety?
 - b. Does our code of conduct include and define inappropriate behaviours regarding racism and discrimination?
 - c. Do our policies and procedures uphold the unique human and cultural rights of Aboriginal children and young people?
 - d. Are the spaces, programs, and activities that we facilitate inclusive of Aboriginal children and young people?
2. Review Council's corporate vision, purpose and objectives and draft amendments to ensure they are reflective and supportive of Aboriginal children and young peoples' human and cultural rights. (e.g., in Council Plan, Community Plan, Municipal Health and Wellbeing Plan, Community Engagement Strategy), and that Aboriginal children and young people's voices have been taken on board in their development.
3. Recommend a process to ensure input into review of Council policies i.e., Council's Reconciliation Action Plan/Aboriginal Partnership Plans/Strategies includes reference to Aboriginal children and young people.
4. Recommend review of Council's Anti-Discrimination/Equal Opportunity/Inclusion policy – If Council does not have one, recommend they have one and offer to provide input. Ensure the policy includes zero tolerance of racism including to Aboriginal children and young people and there are processes for racism to be addressed.
5. Work with the human resources department (HR) to ensure Council's recruitment and selection processes appoint staff, consultants/contractors, and volunteers with the capacity to understand and implement cultural safety for Aboriginal children, young people, and their families.
6. Support HR to work with skilled based staff (e.g., Aboriginal Liaison Officer) to source and recommend appropriate Aboriginal Cultural Safety Training as part of Council's Professional Development Program/s – e.g., through your local Aboriginal Community Controlled Health Organisation. Such training should not be one off but a continuing journey for all management, staff, consultants/contractors, and volunteers at all levels.
7. Identify relevant Council document (policies, strategies, plans etc.) that directly support this Standard and ensure they include children and young people (e.g., Reconciliation Action Plan, Aboriginal Partnership Strategy, Aboriginal Employment Framework).
8. Recommend an Aboriginal Employment Strategy is created, implemented, and maintained.

Actions

9. Consult with local Aboriginal people, Aboriginal Community Controlled Organisations (ACCOs) and local organisations with Reconciliation Action Plans or Aboriginal Inclusive policies for guidance on how Council can become culturally safe for Aboriginal children and young people.
10. Regularly feature/showcase through Council's communication platforms, examples of how MCH, preschool, youth group, library and other staff actively encourage involvement/expressions from Aboriginal children/young people and their families. e.g., kindergartens using DET "Koorie Kids Shine resources.
11. Showcase examples of Council actively including Aboriginal children, young people and their families when developing plans and strategies— e.g., in membership of the Youth Council, Community Planning Forums, Municipal Health and Well Being Plan, Youth/Early Years Plan, development of Aboriginal Partnership Agreements/Strategies, Community Satisfaction Survey, etc.

12. Carry out a cultural safety review across Council and identify what currently is in place and what needs to be developed or improved.
13. Recommend that Council's continuous improvement process includes commitment to and efforts towards cultural safety - include monitoring and evaluation frameworks to measure Aboriginal and Torres Strait Islander cultural safety policies, strategies, and governance structures.
14. Establish or adapt existing monitoring and evaluation frameworks to measure the implementation and efficacy of creating a culturally safe environment for Aboriginal children, young people, families, and communities. Pass on to management, team Leaders and coordinators to support improvement when staff, consultants/contractors and volunteers engage with families and communities.
15. Take a lead in the monitoring and review of the progress of Standard 1, as part of the safeguarding children and young people's [Continuous Improvement Plan](#).
16. Seek endorsement of proposed documents and actions through appropriate Council processes.
17. Report regularly to Council/executive management through the CSS Governance Group on the progress of Standard 1.

COUNCIL/EXECUTIVE LEVEL

1. Lead a council-wide ethos of accountability for cultural safety for Aboriginal children, young people, and families.
2. Lead a culture that has zero tolerance for racism.
3. Engage with the Traditional Owner groups / [Registered Aboriginal Party](#). Invite them to participate in the development of corporate strategies.
4. Recognising the impact of the past – acknowledge that Aboriginal people are the First Peoples who have an ongoing connection to this country beyond 40,000 years. For example, a council could acknowledge, promote, and facilitate key policies and events that recognise and acknowledge First Nations people.
5. Acknowledge the Traditional Owners of the Land, fly the Aboriginal Flag and ensure Acknowledgement of Country is followed in meetings and events.
6. Allocate required budgetary funding towards strengthening cultural safety procedures across Council.
7. Prioritise funding allocation towards cultural competency training across Council.
8. Attend strategic forums and promote the broader social purpose of enhancing Aboriginal child/young persons' rights to stakeholders.
9. As appropriate, attend community events and promote these within council.

MIDDLE MANAGEMENT (Managers, Coordinators, Team Leaders)

1. Promote the importance of and commitment to cultural safety for Aboriginal children and young people across programs and activities that you supervise, and among the staff, consultants/contractors, and volunteers who you supervise, in line with your council's public commitment.
2. Ensure staff, consultants/contractors and volunteers understand expectations and behaviours around cultural safety for Aboriginal and Torres Strait Islander children and young people, families, and communities, as it applies to council's [Code of Conduct](#).
3. Ensure Aboriginal children and young peoples' human and cultural rights are reflected in operational procedures.
4. Provide guidance and assist operational staff in performance improvement and accomplishment as part of their regular professional monitoring/ supervision process - of organisational objectives, as these relate to Aboriginal cultural safety.
5. Facilitate short [videos/ webinars](#) or other relevant resources in staff department meetings giving important messages about Aboriginal cultural safety.
6. Review supervision policies and procedures to promote an environment of cultural safety among individuals and within teams and programs.
7. Where possible, offer cultural supervision where supervisors are from the same culture as officers, and are responsive to their needs, culture, and work issues.
8. As appropriate, attend community events and promote these within council.

9. Monitor and review the progress of Standard 1 and feed findings into the safeguarding children and young people Continuous Improvement Plan.

ALL OPERATIONAL STAFF/CONSULTANTS/CONTRACTORS/VOLUNTEERS

1. Familiarise yourself with Council's Child Safety Policy and Reporting Procedures, and how it creates a welcoming, cultural safe environment for Aboriginal children, families, and community.
2. Participate in Aboriginal and Torres Strait Islander cultural training and council's Child Safety Policy training.
3. Uphold, advocate for, and promote the human and cultural rights of Aboriginal children and young people at every opportunity– with children, young people, families, professional colleagues, and support services you work with.
4. Attend relevant community events as appropriate.

Working directly with children and young people

5. Participate in Professional Development Program relevant to Aboriginal cultural safety training.
6. Use culturally appropriate ways of asking Aboriginal children if they feel safe such as during story time yarning cultural activities or throughout surveys.
7. Do not tolerate any racial discrimination in your work – seek support from your manager if needed.
8. Actively apply policies and procedures of cultural safety in everyday work to align with council's commitment to Aboriginal children and young people.
9. Build meaningful relationships with Aboriginal children and young people, families, communities, and organisations e.g., through NAIDOC week, invite Aboriginal Elders to visit services and programs, link with local Aboriginal Groups that work with children, young people, and their families.
10. Provide culturally safe spaces for Aboriginal and Torres Strait Islander children and young people, so that so that they feel safe to participate in programs and activities and have a voice.
11. Actively implement culturally safe and appropriate program activities with Aboriginal children, their families and other stakeholders e.g., as outlined in [AECA](#) "The Spoke".
12. Practice new skills learnt about Standard 1 in your work with children and young people. Reflect/discuss with working colleagues and take up any additional opportunities to strengthen and enhance your skills.

STANDARD 1: RESOURCES These are in addition to the resources outlined in the [CCYP Guide](#) p37 for this Standard

10. CCYP [Guide for Child Creating a child Safe Environment](#) 2022
11. CCYP [Cultural Safety for Aboriginal Children](#)
12. [Marrung Aboriginal Education Plan](#) 2016-2026 (Vic)
13. [Koorie Teaching Resources](#) (Vic)
14. [The Aboriginal early childhood practice guide](#)
15. [Exploring ways of knowing and being](#) AECA
16. [Keeping our Kids Safe](#) (SNAIC)
17. [Aboriginal Cultural Capability](#) (Vic Public Sector Commission)
18. [Aboriginal and Torres Strait Islander cultural safety \(health.vic.gov.au\)](#)
19. [Cultural competence in Early Childhood Education and Care](#) SNAIC
20. [Victorian Aboriginal and Local Government Strategy 2021-2026](#)
21. [Maggolee](#) (Vic)
22. [Victorian Aboriginal Affairs Framework 2018-2023](#)
23. [korin-korin-balit-djak-aboriginal-health-wellbeing-and-safety-strategic-plan-2017](#) (Vic)
24. [Aboriginal Heritage Act \(Vic\) 2006 & Amendment 2016](#)
25. [Aboriginal Community Engagement and Partnership Framework](#) (Vic)
26. [Ending Family Violence – Victoria's Plan for Change](#)
27. [Victorian Aboriginal Justice Agreement](#)

28. [Closing the Gap - Australian Local Government Association \(alga.com.au\)](http://alga.com.au)
29. [Resources \(VAEAI\)](#)
30. [About VACCHO's Learning Hub - VACCHO](#)
31. [Genuine Partnerships online audit tool](#): (SNAIC).
32. [Advancing partnerships with Aboriginal and Torres Strait Islander organisations | Child Family Community Australia](#) (Australian Institute of Family Studies: Webinar)
33. [Developing Capacity Through Partnerships – A promising model for capacity building partnerships between Aboriginal and Torres Strait Islander services and non-Indigenous services](#): (SNAIC)
34. [Building Respectful Partnerships – The Commitment to Aboriginal Cultural Competence in Child and Family Services](#): (Child Abuse Royal Commission)
35. [Working with Aboriginal people and communities](#) NSW)
36. [Creating Change through Partnerships – An introductory guide to partnerships between Aboriginal and Torres Strait Islander and nonindigenous organisations in child and family services](#): (SNAIC)
37. [NSW Guide to the Child Safe Standards](#) has a very simple outline of each standard on a page. NB The NSW Child Safe Standards are slightly different to Victoria's Child Safe Standards, but the presentation is simple and concise.

STANDARD 2:

Child safety and wellbeing is embedded in organisational leadership, governance, and culture. The [*CCYP Guide for Creating a Child Safe Organisation* pp 38 to 51](#) explains Standard 2 in more detail.

A. Minimum Requirements

- 2.1 The organisation makes a public commitment to child safety.
- 2.2 A child safe culture is championed and modelled at all levels of the organisation from the top down and bottom up.
- 2.3 Governance arrangements facilitate implementation of the Child Safety and Wellbeing Policy at all levels.
- 2.4 A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities.
- 2.5 Risk management strategies focus on preventing, identifying, and mitigating risks to children and young people.
- 2.6 Staff and volunteers understand their obligations on information sharing and record keeping.

B. CCYP Compliance Indicators, and potential procedures, resources, and templates – Refer Appendix 2

C. Standards that complement Standard 2: Standards 7, 9, 10 and 11

D. Suggested council procedures: Refer next section.

E. Lead Department (Internal Subject Matter Expert): CSS Governance Group (or equivalent).

Rationale: Standard 2 puts into practice council's public commitment to child safety and wellbeing and ensures implementation of all child safe Council policies and requirements.

LEAD DEPARTMENT/CSS GOVERNANCE GROUP

Actions

1. Ensure consultation with internal staff, children, young people, and their families has taken place in the development of Council's Child Safety Policy
2. Ensure the Council's Child Safety Policy, and associated documents e.g., Council's Commitment to Safeguarding Children and Young People, Code/s of Conduct, Roles, and Responsibilities are publicly accessible (online and hard-copy formats), widely and regularly promoted, internally and externally across Council i.e., social, print and broadcast media and communicated to children, young people, and their families.
3. Ensure the Code(s) of Conduct with clear Standards of Behaviour accessible to management, staff, consultants/contractors, volunteers, and councillors.
4. Advocate widely – internally and across the community on each element of the Child Safety Policy and associated documents.
5. Ensure Council's record keeping responsibilities and information sharing obligations are clearly documented, communicated to, and followed by staff, consultants/contractors, and volunteers. (refer section 3.4.1.10-11 of the MAV Guide and [CCYP Guide for Creating a Child Safe Organisation](#) pp 49-51).
6. Ensure what Council is doing in safeguarding children and young people is proudly profiled, shared and showcased at senior forums – such as Councillor Forums, CEO Forums, DH/DET/LOCAL Government Compact Meetings, Human Services Directors meetings etc.
7. Ensure the CSS Governance group remains cross departmental, appointed by, and accountable to senior management and represents children and young people, with demonstrated accountability via assessments and regular reporting to Council's Executive and Audit & Risk Committee.^{xxviii}
8. Establish or adapt existing monitoring and evaluation frameworks to measure the implementation and efficacy of embedding safeguarding children and young people in council leadership, governance, and culture. Pass on to management, team Leaders and coordinators to support improvement when staff, consultants/contractors and volunteers engage with families and communities.
9. Take a lead in the monitoring and review of the progress of Standard 2, as part of the safeguarding children and young people Continuous Improvement Plan
10. Report regularly to Council/Senior Executive through the CSS Governance Group on the progress of Standard 2.

COUNCIL/EXECUTIVE

1. Endorse Council's Child Safety Policy, Commitment to Safeguarding Children and Young People, Governance process, Code of Conduct and Roles and Roles and Responsibilities so they are on the public record.
2. Commit resources to build the capacity of staff to put into practice its commitment to safeguarding children and young people.

MIDDLE MANAGEMENT (Managers, Coordinators, Team Leaders)

1. Ensure management, staff, consultants/contractors, and volunteers at all levels can easily access and follow Council's Child Safety Policy and associated documents. Bring them alive by regularly profiling, championing, and inviting discussion - up front - at staff meetings and as part of professional monitoring/ supervision.
2. Actively engage children, young people, families, and the community by discussing, communicating Council's Child Safety Policy and associated documents including the Commitment to Safeguarding Children and Young People, the Code of Conduct, roles and responsibilities and the role of the CSS Governance Group.
3. Ensure the Code of Conduct is formally agreed to in contracts with staff, consultants/contractors, and volunteers.
4. Support and supervise staff, consultants/contractors, and volunteers to ensure they understand and practice information sharing and recordkeeping obligations.
5. Provide guidance and assistance to operational staff in performance improvement and accomplishment as part of their regular professional monitoring/ supervision process - of

organisational objectives, as these relate to embedding child safety and wellbeing across the organisation.

6. Monitor and review the progress of Standard 2 and feed into the safeguarding children and young people Continuous Improvement Plan.

ALL OPERATIONAL STAFF/CONSULTANTS/CONTRACTORS/VOLUNTEERS

1. Participate in Council's Child Safety Policy training as required.
2. Internalise Council's Child Safety Policy and associated documents - champion it with colleagues, display it where it can be easily seen and read.
3. Familiarise yourself with the role of the CSS Governance Group, their role in making safeguarding decisions and work with them as required.
4. Understand and follow all corporate information sharing and recordkeeping obligations and processes.

Working directly with children and young people:

1. Participate in the Professional Development Program as required – including Council's Child Safety Policy training.
2. Internalise Council's Child Safety Policy and associated documents - champion it with colleagues, display it where it can be easily seen and read - discuss it with children, young people, and their families.
3. Familiarise yourself with the role of the CSS Governance Group, their role in making safeguarding decisions and work with them as required – offer yourself as a CSS Champion.
4. Work with and refer children and young people to the CSS Governance Group so you and they can input into the development of the Council's Child Safety Policy and associated documents as they are developed and/or reviewed.
5. Seek out additional learning programs to strengthen your skills.
6. Lead discussion on Standard 2 and what it means for your role in staff meetings, networking, and your regular professional monitoring/ supervision process.
7. Comply with the Code of Conduct at all times – as a model for yourself, your colleagues, children, young people, and their families.

STANDARD 2: RESOURCES

These are in addition to the resources outlined in the [CCYP Guide](#) p 51 for this Standard

8. Human Rights Commission [E-Learning Module Catalogue](#) for National Principle 1
9. CCYP [Guide for Child Creating a child Safe Environment](#) 2022 p 51 has some useful tools and resources
10. [NSW Guide to the Child Safe Standards](#) has a very simple outline of each standard on a page. NB The NSW Child Safe Standards are slightly different to Victoria's Child Safe Standards, but the presentation is simple and concise.

STANDARD 3:

Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously. *The [CCYP Guide for Creating a Child Safe Organisation](#) pp 52 to 66 explains Standard 3 in more detail.*

A. Minimum requirements

3.1 Children and young people are informed about all their rights, including to safety, information, and participation.

3.2 The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated.

3.3 Where relevant to the setting or context, children and young people are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.

3.4 Staff and volunteers are attuned to signs of harm and facilitate child friendly ways for children and young people to express their views, participate in decision-making and raise their concerns.

3.5 Organisations have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and young people. 3.6 Organisations provide opportunities for children and young people to participate and are responsive to their contributions, thereby strengthening confidence and engagement.

B. CCYP Compliance Indicators, and potential procedures, resources, and templates – *Refer Appendix 2*

C. Standards that complement Standard 3: *Standard 7*

D. Suggested council procedures: *Refer next section.*

E. Lead Department (Internal Subject Matter Expert): Family Youth and Children's Services and Community Engagement (or equivalent).

Rationale: Standard 3 focuses on empowering children and young people to know their rights, have their rights respected, to participate in decision-making and have their voices heard.

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LEAD DEPARTMENT/CSS GOVERNANCE GROUP

Documents

1. Ensure Council's Child Safety Policy outlines Council's approach to children's rights, empowerment and participation, and processes are defined about how different levels of council will undertake to achieve this.
2. Seek the views from a representative group of children, families and young people and develop age appropriate easy to understand versions of:
 - a. Council's Child Safety Policy. *City of Casey has an example of an [easy English version of their policy from the Previous Standards](#).*
 - b. The rights of children and young people.
 - c. [Speak Up Poster](#) and the [Speak up Flyer](#) .
 - d. the Code of Conduct
 - e. local support services for children and young people.
3. Promote and display these through Council's libraries, service centres, website, Facebook page and at Council's children's youth services and programs.
4. Develop draft clauses about children's rights, empowerment, and participation for inclusion in Council policies such as Community Engagement Strategy, Council Plan, Municipal Health, and Wellbeing Plan.

Actions

5. Liaise with service delivery staff, to identify a representative group (s) of children and young people. Invite them to say how they would like to be heard and listened to.
6. Recommend that a Children and Youth Advisory Council (or a similar forum) is established or modified, so that it can truly represent the different cultures, ages and socially diverse groups of children and young people.
7. Work with direct service delivery staff to encourage children and young people to be part of the Children and Youth Advisory Council, share their experiences with friends and to invite their friends to come along to any Children and Youth Council's activities and events.
8. Establish or adapt existing monitoring and evaluation frameworks to measure the implementation and efficacy of informing children and young people of their rights, participation, and inclusion. Feed into the Safeguarding Children and Young People's Continuous Improvement Plan. Pass on to management, team Leaders and coordinators to support improvement when staff, consultants/contractors and volunteers engage with families and communities.
9. Take a lead in the monitoring and review of the progress of Standard 3, as part of the safeguarding children and young people review process.
10. Report regularly to Council/Senior Executive through the CSS Governance Group on the progress of Standard 3.

COUNCIL/EXECUTIVE LEVEL

1. Consider and endorse inclusions in Council policies that include children and young people's rights, empowerment, and participation.
2. Make a Council commitment to be informed by the voices of children and young people of all abilities, from Aboriginal backgrounds, different cultural, age and socially diverse backgrounds.
3. Establish/ modify a Children and Youth Advisory Council (or similar forum) and use this platform to advocate for their rights, including to safety, information, and participation.
4. Take advice from the Children and Youth Advisory Council when setting Council policy.
5. Commit to taking ongoing action to build the capacity of staff to understand and consider the views of children and young people.

MIDDLE MANAGEMENT LEVEL (Managers, Coordinators, Team Leaders)

1. Support the Lead Department to develop draft inclusions for existing/new policies and user-friendly age-appropriate key documents.
2. When working directly with children and young people, use strategies and tools from CCYP [Empowerment and Participation Guide](#) to actively engage children, young people, families and

the community. Communicate how council wants to inform them about their rights, listen to them and involve them in decisions that affect them.

3. Ensure that children and young people can voice their views and opinions in the delivery of services they participate in. (e.g., satisfaction/assessment surveys)
4. Create and promote Council programs or activities that enable children and young people to have a voice and be heard.
5. Listen to what operational staff are hearing from the children and young people they work with and consider and reflect on children's views to improve your activities and processes- for example through discussions in team or management meetings.
6. Communicate to management, staff, contractors/consultants, volunteers you work with regularly, remind them of their responsibility to listen to the voices of children and young people and their obligation to support ways of doing this.
7. Provide guidance and assistance to operational staff, contractors/consultants and volunteers in performance improvement and accomplishment as part of their regular professional monitoring/ supervision process – in their practice of listening to children and young people, informing them of their rights, encouraging friendships and feeling more empowered and less isolated.
8. Support staff to follow the Council process to refer children and young people to approved sexual abuse programs if appropriate.
9. Support operational staff, contractors/consultants, and volunteers to reflect on and strengthen their practice in Standard 3.
10. Monitor and review the progress of Standard 3 and feed findings into the safeguarding children and young people Continuous Improvement Plan.

ALL OPERATIONAL STAFF/CONSULTANTS/CONTRACTORS/VOLUNTEERS

1. Read how council's Child Safety Policy supports the rights, safety and empowerment of children and young people.
2. Source council's user-friendly age-appropriate versions of the Child Safety Policy, key documents and the Rights of Children and Young People material, Speak Up Poster and the Speak up Flyer. Display them in your workplace.
3. Participate in the Child safety Policy Training as required.

Working directly with children and young people

4. Participate in Professional Development Programs, practice new skills in your work with children and young people.
5. Build and practice strategies for strengthening friendships as outlined in CCYP Guide p 57 and CCYP Empowerment and Participation Guide.
6. Help children and young people identify trusted adults or friends to whom they can talk.
7. Show and discuss the user-friendly council key documents, Rights of Children and Young People material, Speak Up Poster and the Speak up Flyer with children and young people. Seek their views on whether these are helpful. Display them where children and young people can see them.
8. Refer children and young people through the council approved process for sexual abuse prevention programs if appropriate.
9. Reflect/discuss with working colleagues and accept opportunities for additional learning in empowering children and young people/
10. Lead discussion on Standard 3 and what it means for your role in staff meetings, networking, and your regular professional monitoring/ supervision process.

STANDARD 3: RESOURCES

These are in addition to the resources outlined in the [CCYP Guide](#) p 66 for this Standard

11. [Speak up and make a complaint | National Office for Child Safety \(pmc.gov.au\)](#)
12. [Protective Behaviours Program](#) – Training resources and workshops that empower children
13. [Youth Advisory Councils](#) WA
14. [Youth Advisory Councils Victoria](#)
15. [The importance of listening to the voices of young children](#) AIFS
16. [NSW Guide to the Child Safe Standards](#) has a quite simple outline of each standard on a page.
NB The NSW Child Safe Standards are slightly different to Victoria's Child Safe Standards, but the presentation is simple and concise.

STANDARD 4:

Families and communities are informed and involved in promoting child safety and wellbeing. *The [CCYP Guide for Creating a Child Safe Organisation](#) pp 67 to 79 explains Standard 4 in more detail.*

A. Minimum requirements

4.1 Families participate in decisions affecting their child.

4.2 The organisation engages and openly communicates with families and the community about its child safe approach and relevant information is accessible.

4.3 Families and communities have a say in the development and review of the organisation's policies and practices.

4.4 Families, carers and the community are informed about the organisation's operations and governance.

B. CCYP Compliance Indicators, and potential procedures, resources, and templates

– *Refer Appendix 2*

C. Standards that complement Standard 4: *Standard 7*

D. Suggested council procedures: *Refer next section.*

E. Lead Department (Internal Subject Matter Expert): Community Engagement/Communications and Family Youth and Children's Services and (or equivalent).

Rationale: Standard 4 focuses on how council communicates, responds to, and involves families and communities.

LEAD DEPARTMENT/CSS GOVERNANCE GROUP

Documents

1. Review and draft modifications to Council's Community Engagement Strategy, Council Plan, Public Health and Wellbeing Plan and any other new/existing strategies – to clearly articulate how all families and communities will or have been engaged – including Aboriginal families, extended families, single parent families, blended families, LGBTIQ families and the diverse communities' families are part of.

Actions

2. Liaise with service delivery staff, to identify a representative group (s) of diverse families and community members. Invite them to say how they would like to be involved in decision making and have conversations about safeguarding children and young people. Use their ideas for community engagement processes and pass onto staff, consultants/contractors, volunteers who are directly engaging with communities and families.
3. Identify the barriers that may prevent families and communities communication in the council setting – using the [CCYP Guide](#) pp 71-73. Identify relevant actions – pass them onto HR, managers, team leaders, coordinators to strengthen and enhance engagement.
4. Establish or adapt existing monitoring and evaluation frameworks to measure the implementation and efficacy of community engagement policies, strategies, and feed these into the safeguarding children and young people's [Continuous Improvement Plan](#), and to managers, team leaders and coordinators for their professional monitoring and support.
5. Take a lead in the monitoring and review the progress of Standard 4, as part of the safeguarding children and young people's [Continuous Improvement Plan](#).
6. Report regularly to council/executive through the CSS Governance Group on the progress of Standard 4.

COUNCIL/EXECUTIVE LEVEL

1. Make a Council commitment to be informed by the voices of families and communities from Aboriginal backgrounds, diverse cultural, age and socially diverse backgrounds.
2. Commit to taking ongoing action to build the capacity of staff to understand and consider the views of families and community.
3. Plan the best way to receive advice from families and communities on your organisational strategic direction, priorities, and values, and take this advice on board.
4. Where possible, seek to ensure Aboriginal and Torres Strait Islander people, families, and communities from Aboriginal backgrounds, different cultural, age and socially diverse backgrounds are represented in the executive management team and on council.
5. Prioritise funding for community engagement and community outreach, for example Council hosted community events (NAIDOC events, Community Forums, place-based consultations).

MIDDLE MANAGEMENT LEVEL (Managers, Coordinators, Team Leaders)

1. Support the Lead Department to develop draft inclusions for empowering families and communities in existing/new policies and strategies.
2. Respond to feedback and input from families and community by making changes to your operational policies and procedures, and feed this up to executive management and to operational staff, consultants/contractors, and volunteers.
3. Co-design programs and projects with families and communities.
4. When working directly with children and young people In your operational line of work, use strategies and tools from CCYP [Empowerment and Participation Guide](#) to actively engage families and the community. Communicate how council wants to listen to them and involve them in council decisions.

In your leadership role:

5. Provide copies of Councils [Child Safety Policy](#) to families – refer them to the easy-to-read version on councils' website and Facebook page.

6. Ensure that families and communities can voice their views and opinions in the delivery of services (e.g., satisfaction/assessment surveys).
7. Create and promote Council programs or activities that encourage families and communities to have a voice and be heard.
8. Listen to what operational staff are hearing from families and communities and consider and reflect on their views to improve your activities and processes- for example through discussions in team or management meetings.
9. Communicate to management, staff, contractors/consultants, volunteers you work with regularly, remind them of their responsibility to listen to the families and communities and their obligation to support ways of doing this.
10. Provide guidance and assistance to operational staff in performance improvement and accomplishment as part of their regular professional monitoring/ supervision process – in their practice of listening to families and communities and encouraging their involvement and participation.
11. Support operational staff, contractors/consultants, and volunteers to reflect on and strengthen their practice in Standard 4.
12. Monitor and review the progress of Standard 4 and feed findings into the Continuous Improvement Plan.

ALL OPERATIONAL STAFF/CONSULTANTS/CONTRACTORS/VOLUNTEERS

1. Familiarise yourself with how Council's Child Safety Policy and how it supports participation by families and community.
2. Participate as required in the Child Safety Policy training, practice new skills in your work with families and communities.

Working directly with children and young people

3. Participate in Professional Development Programs, practice new skills in your work with families and communities. Reflect/discuss with working colleagues and take up professional development opportunities to strengthen and enhance your skills.
4. Familiarise yourself with CCYP [Empowerment and Participation Guide](#) and [CCYP Guide](#) pp 68-79.
5. Build and practice a bank of strategies for overcoming communication barriers with families and communities as outlined in [CCYP Guide](#) p 71-74 and CCYP Empowerment and Participation Guide.
6. Build regular, trusting, and respectful relationships with families and the community.
7. Invite families to comment on service policies and procedures - promote council programs or activities that encourage families and communities to have a voice and be heard.
8. Show and discuss with families the Rights of Children and Young People material, [Speak Up Poster](#) and the [Speak up Flyer](#). Seek their views on whether these are helpful.
9. Deliver workshops to families and the community on child safety and support their attendance through the provision of transport, food, etc.
10. Create culturally safe, welcoming, and accessible environments
11. Listen to what families are saying in informal conversations and report this up to middle and executive management.
12. Lead discussion on participation of families and community - what it means for your role - in staff meetings, networking, and your regular professional monitoring/ supervision process.

STANDARD 4: RESOURCES

These are in addition to the resources outlined in the [CCYP Guide](#) p 79 for this Standard. Whilst they are aimed at engaging Aboriginal community and families –the tips and strategies also have applicability for all community and families.

1. [Yarning Up About Child Sexual Abuse](#): A Guide for Aboriginal and Torres Strait Islander Parents and Carers.
2. [Working with Indigenous children, families, and communities](#): Lessons from practice: AIFS.
3. [Journey of Wellbeing: A Preliminary Aboriginal Model of Care](#): NSW mental health commission.
4. [Engaging with Aboriginal communities: Where do we start?](#) ACECQA
5. [NSW Guide to the Child Safe Standards](#) has a very simple outline of each standard on a page. NB The NSW Child Safe Standards are slightly different to Victoria's Child Safe Standards, but the presentation is simple and concise.

STANDARD 5:

Equity is upheld, and diverse needs respected in policy and practice. The [CCYP Guide for Creating a Child Safe Organisation](#) pp 80 to 99 explains Standard 5 in more detail.

A. Minimum requirements

5.1 The organisation, including staff and volunteers, understands children and young people's diverse circumstances, and provides support and responds to those who are vulnerable.

5.2 Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible, and easy to understand.

5.3 The organisation pays particular attention to the needs of children and young people with disability, children, and young people 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.

5.4 The organisation pays particular attention to the needs of Aboriginal children and young people and provides/promotes a culturally safe environment for them.

B. CCYP Compliance Indicators, and potential procedures, resources, and templates – Refer Appendix 2

C. Standards that complement Standard 5: Standards 1, 7 and 11

D. Suggested council procedures: Refer next section.

E. Lead Department (Internal Subject Matter Expert): Community Strengthening /Diversity Inclusion and Family Youth and Children's Services (or equivalent).

Rationale: Standard 5's focus is about upholding and respecting diversity and equity in policy and practice.

LEAD DEPARTMENT/CSS GOVERNANCE GROUP

Documents

1. Ensure Council's Child Safety Policy outlines the need to be welcoming and embrace all children and young people regardless of their circumstances, abilities, sex, gender, social economic and or cultural backgrounds; that it highlights the importance of cultural safety, and actively seeks to engage with all children and young people from diverse groups.⁴⁶
2. Ensure there are translated versions of Council's easy-to-read, age-appropriate Child Safety Policy, the rights of children and young people, the Code of Conduct, and local support services information for children and young people is publicly available - with an audio version/s on the Council's website for those with hearing or sight challenges.
3. Develop and or propose draft clauses identifying and respond to equity, inequity, and the needs of diverse groups for inclusion in Council policies and plans, such as the Community Engagement Strategy, Diversity/Equity Strategy, Aboriginal Partnership Agreement, Reconciliation Action Plan, Council Plan, Municipal Health, and Wellbeing Plan etc.

Actions

4. Establish or adapt existing monitoring and evaluation frameworks to measure the implementation and efficacy of Council creating an environment where children and young people's diverse circumstances and needs are recognised and feel safe, welcomed, and include. Feed these findings into the safeguarding children and young people's Continuous Improvement Plan, and to managers, coordinators and team leaders in their professional monitoring and support role.
5. Liaise with service delivery staff, to identify a representative group(s) children and young people from diverse groups. Invite them to say how they would like to be involved in decision making and have conversations about safeguarding children and young people.
6. Share ideas for community engagement processes with Council/Executive and staff, consultants/contractors, volunteers who are directly engaging with children and young people from diverse groups.
7. Take a lead in the monitoring and review the progress of Standard 5, as part of the safeguarding children and young people Continuous Improvement Plan
8. Report regularly to Council/Executive through the CSS Governance Group on the progress of Standard 5.

COUNCIL/EXECUTIVE

1. Ensure Council has policies that:
 - a. promote cultural respect and cultural safety
 - b. define inappropriate conduct, such as racism, discrimination, homophobia, transphobia, or cultural abuse
 - c. investigate and respond to reports of racism, discrimination, and cultural abuse.
2. Ensure that policies and procedures relating to diversity are informed by people who come from diverse groups⁴⁷.
3. Ensure Council's Community Engagement Strategy, Council Plan, Community Health, and Wellbeing Plan clearly articulate how all diverse groups will or have engaged children and young people from diverse groups. How council actively seeks to engage with the needs of
4. Ensure Council's Disability Strategy/Action Plan, Diversity Plan, Antidiscrimination Plan etc is inclusive of children and young people from Aboriginal backgrounds and those from diverse cultural backgrounds, with disabilities and those who identify as lesbian, gay, bisexual, trans gender, intersex and or queer (LGBTQ+) and children and young people who are unable to live at home.
5. Foster and promote an organisational culture that respects and celebrates diversity.
6. Make a Council commitment to be informed by the voices of children and young people, families, and communities from diverse groups.

⁴⁶ Diverse groups include children, young people, and their families with disabilities, from culturally and linguistically diverse backgrounds, who identify as lesbian, gay, bisexual, trans gender, intersex and or queer (LGBTQ+) and children and young people who are unable to live at home.

7. Make training and education opportunities available for all staff and volunteers to increase awareness and understanding of children and young people from diverse groups

MIDDLE MANAGEMENT (Managers, Coordinators, Team Leaders)

1. Encourage and support staff, consultants/contractors, and volunteers to make disclosures of and respond to incidents of racism, discrimination, and cultural abuse.
2. Implement documented procedures for investigating reports of racism, discrimination, and cultural abuse that: are timely, permit confidential reports and accommodate verbal complaints.

In your leadership role:

3. Provide copies of Council's Child Safety Policy – refer staff/consultants/contractors/volunteers to use the easy to read, audio and translated version on council's website and Facebook page.
4. Lead discussion on overcoming barriers and fostering equity and diversity in practice. Use strategies and tools from the Australian Human Rights Commission Guidance on children with a disability and E-Learning Module 4 on diversity.
5. Hold regular supervision meetings between staff members and their managers to provide staff with the opportunity to make disclosures of and raise incidents of racism, discrimination, and cultural abuse.
6. Encourage, design, and implement activities that respect and celebrate diversity, for example having rainbow flags on display, promoting activities that are disability-friendly, etc.
7. Ensure that diverse children and young people can voice their views and opinions in the delivery of services. (e.g., satisfaction/assessment surveys)
8. Create and promote council programs or activities that encourage diverse children and young people to have a voice and be heard.
9. Listen to what operational staff are hearing from diverse children and young people and consider and reflect on their views to improve your activities and processes- for example through discussions in team or management meetings.
10. Provide guidance and assistance to operational staff in performance improvement and accomplishment as part of their regular professional monitoring/ supervision process – in their practice of listening to diverse children and young people and encouraging their involvement and participation.
11. Support operational staff, contractors/consultants, and volunteers to reflect on and strengthen their practice in Standard 5.
12. Monitor and review the progress of Standard 5 and feed findings into the Continuous Improvement Plan.

ALL STAFF/CONSULTANTS/CONTRACTORS/VOLUNTEER

1. Familiarise yourself with Council's Child Safety Policy and Procedures.
2. Participate in the Child safety Policy training. Practice new skills learnt about diverse groups in your work with families and communities.

Working directly with children and young people

3. Participate as required in the Professional Development Program, practice new skills learnt about diverse groups in your work with families and communities.
4. Reflect/discuss with working colleagues and take up professional development opportunities to strengthen and enhance your skills.
5. Create an environment that is welcoming and embraces all children regardless of their abilities, sex, gender, or social, economic, or cultural background.
6. Link into the MAV/Department of Education & Training (DET)/Foundation House Culturally and linguistically diverse (CALD) Project to develop new skills to engage with diverse children, young people, and their families.
7. Provide information to families on Council's approach to child safety and wellbeing in formats that meet the needs of service users.
8. Provide children and families with culturally appropriate support throughout the reporting and investigation process.
9. Respond to incidents of discrimination in a timely manner and in line with Council's policy and procedures.
10. Inform management of feedback from children and families with diverse needs so that your organisation can continuously improve.

11. Dissect, reflect on and lead discussion on the Standard 5 and what it means for your role - in staff meetings, through professional development, networking opportunities and as part of council's regular professional monitoring/ supervision process.

STANDARD 5: RESOURCES

These are in addition to the resources outlined in the CCYP Guide p 99 for this Standard.

Disability

1. First Peoples Disability Network Australia: fpdn.org.au
2. Youth Disability Advocacy Service: yacvic.org.au/ydas
3. Children and Young People with Disability Australia: cyda.org.au
4. [Disability Discrimination Act Action Plans](#): A Guide for Businesses – Australian Human Rights Commission

LGBTIQ+

1. [Guide to LGBTI inclusive practice](#): Rainbow Health (Vic)
2. Accreditation process: [Rainbow Health tick](#)
3. [LGBTIQ Health Australia](#) (formerly the National LGBTI Health Alliance)
4. Elizabeth Morgan House Aboriginal Women's Service (EMH), [VACCA Rainbow Tick Advisor](#)
5. [NSW Guide to the Child Safe Standards](#) has a very simple outline of each standard on a page. NB The NSW Child Safe Standards are slightly different to Victoria's Child Safe Standards, but the presentation is simple and concise.

CALD

6. **CALD Outreach Project:** Councils funded to undertake CALD Outreach work have developed some successful strategies for working with CALD families and kindergarten participation. For further information contact MAV.

STANDARD 6:

People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice. *The [CCYP Guide for Creating a Child Safe Organisation](#) pp 100-109 explains Standard 6 in more detail.*

A. Minimum Requirements

- 6.1 Recruitment, including advertising, referee checks and staff and volunteer pre-employment screening, emphasise child safety and wellbeing.
- 6.2 Relevant staff and volunteers have current working with children checks or equivalent background checks.
- 6.3 All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including record keeping, information sharing and reporting obligations.
- 6.4 Ongoing supervision and people management is focused on child safety and wellbeing.

B. CCYP Compliance Indicators, and potential procedures, resources, and templates – *Refer Appendix 2*

C. Standards that complement Standard 6: *Standard 8*

D. Suggested council procedures: *Refer next section.*

E. Lead Department (Internal Subject Matter Expert): Human Resources (or equivalent).

Rationale: Standard 6's focus is about the recruitment, onboarding, and induction of suitable staff/ contractors/consultants/volunteers.

LEAD DEPARTMENT/CSS GOVERNANCE GROUP

Documents

1. Ensure Council's Child Safety Policy outlines Council's commitment to the recruitment, appointment, induction and support of suitable staff, contractors/consultants and volunteers who are skilled in and have the capacity to safeguard children and young people.
2. Pass on above documents to management, team leaders and coordinators to support continuous improvement.

Actions:

3. Work with HR using the CCYP Guide pp 100-109 and CCYPs [Practical-guide-to-choosing-supervising-and-developing-suitable-staff-and-volunteers.docx \(live.com\)](#) to strengthen the recruitment, appointment and induction processes so that new staff, contractors/consultants and volunteers prioritise and have the capacity to safeguard children and young people.
4. Work with HR to ensure the induction program includes Council's Child Safety Policy, Code/s of Conduct, complaints handling, commitment to safeguarding children and young people, governance arrangements, roles and responsibilities, reporting, record keeping and information sharing obligations.
5. Ensure the induction programs includes key elements of Standard 6. Including:
 - a. Understanding the behaviour expected of them with children and young people as set out in the Code of Conduct.
 - b. How to identify abuse and harm and respond to child safeguarding issues, including when a child or young person discloses safety concerns or abuse.
 - c. How to fulfil child safety reporting obligations.
 - d. How to provide culturally safe environments for children.
 - e. How to follow record keeping and information sharing obligations.
 - f. Responsibilities of operational staff, contractors/consultants, and volunteers regarding maintaining and updating Working with Children Clearances/equivalent background checks.
 - g. Responsibilities of staff, consultants/contractors and volunteers in record keeping, information sharing.
 - h. Responsibilities of managers, team leaders and coordinators on taking steps when the behaviour of staff, consultants/contractors or volunteers raises concerns about safeguarding children and young people.
 - i. Responsibilities of managers, team leaders and coordinators in following the code of conduct or other safeguarding children and young people policies and procedures.
6. Ensure **every** new staff, consultant or volunteer appointed attends Council's induction program.
7. Establish or adapt existing monitoring and evaluation frameworks to measure the implementation and efficacy of Council recruiting and appointing suitable staff, consultants/contractors and volunteers who have the capacity and priority to safeguard children and young people. Feed these findings into the safeguarding children and young people's Continuous Improvement Plan and to managers, coordinators and team leaders in their professional monitoring and support role.
8. Take a lead on the monitoring and review the progress of Standard 6, as part of the safeguarding children and young people Continuous Improvement Plan.
9. Report regularly to Council/Senior Executive through the CSS Governance Group on the progress of Standard 6.

COUNCIL/EXECUTIVE LEVEL

1. Make a council commitment to promote a workplace culture that safeguards children and young people.
2. Ensure human resources have the capacity to recruit, appoint and induct suitable staff, volunteers, and consultants/contractors to safeguard children and young people.

MIDDLE MANAGEMENT (Managers, Coordinators, Team Leaders)

1. Support HR in the development of position descriptions, advertisements/other recruitment procedures, screening processes, appointment and induction processes that will enable the selection and induction of suitable staff, consultants/contractors and volunteers who are skilled to work directly or indirectly with, and have the capacity to, safeguard children and young people.
2. Monitor and review the progress of Standard 6 and feed findings into the safeguarding children and young people Continuous Improvement Plan.

STANDARD 7:

Process is for complaints and concerns are child focused. The [CCYP Guide for Creating a Child Safe Organisation](#) pp 109-128 explains Standard 7 in more detail.

A. Minimum Requirements

7.1 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.

7.2 Effective complaint handling processes are understood by children and young people, families, staff, and volunteers, and are culturally safe.

7.3 Complaints are taken seriously and responded to promptly and thoroughly.

7.4 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 cooperates with law enforcement.

7.5 Reporting, privacy and employment law obligations are met.

B. CCYP Compliance Indicators, and potential procedures, resources, and templates – Refer Appendix 2

C. Standards that complement Standard 7: Standards 2,3,4,5

D. Suggested council procedures: Refer next section.

Lead Department (Internal Subject Matter Expert): Customer Service, Governance (complaints) and Family Youth and Children's Services (or equivalent).

Rationale: Standard 7's focus is about a culturally safe process for handling complaints that is legally robust and supports all stakeholders.

LEAD DEPARTMENT/CSS GOVERNANCE GROUP

Documents

1. Ensure Council's Child Safety Policy outlines council's commitment to a clear, accessible, complaints handling process that can be understood and utilised by the full diversity of children, young people, staff, consultants/contractors, volunteers, families, and communities.
2. Being cognisant of the requirement under the Local Government Act S 107, draft and propose for endorsement a Complaints Handling Policy that provides:
 - a. Clear documentation of what is a complaint, a concern, what is abuse and harm, when complaints should be reported to authorities, how complaints/concerns will be managed and what support will be provided to those making a complaint.
 - b. An easy-to-read complaints process that is available in print, on council's website, Face book page, social media platforms, email and is available in different languages and in audio format for the hearing and visually impaired. Design a flow chart for a council complaints handling and reporting process (see CCYP p116 and the National Office for Child safety's [flow chart for a complaints handling process](#)).
3. Consider using the [National Office for Child Safety Complaint Handling Guide](#) - It has checklists, guides, resources, tip sheets in the main Guide and the appendices. Also refer WA Commission [Are You listening?](#) – How to make complaints processes child friendly.
4. Ensure the procedures cover the processes each Council department/service must undertake to achieve the Complaints Handling Policy.
5. Share with management, team leaders and coordinators the above documents to support oversight and continuous improvement.

Actions

6. Encourage and support HR to seek the advice of children, young people, families, and communities when developing Professional Development Program/s.
7. Establish or adapt existing monitoring and evaluation frameworks to measure the implementation and efficacy of Council's complaint handling and reporting processes - to capture the frequency of complaints from children, young people, families, community members, staff, consultants/contractors, and volunteers - and to examine Council's response.
8. Include the findings into the safeguarding children and young people's Continuous Improvement Plan, and to managers, coordinators and team leaders in their professional monitoring and support role.
9. Take a lead in the monitoring and review the progress of Standard 7, as part of the safeguarding children and young people Continuous Improvement Plan.
10. Report regularly to Council/Senior Executive through the CSS Governance Group on the progress of Standard 7.
11. Create a culture in your organisation that is complaint-friendly and encourages and supports feedback and continuous improvement.
12. Embed considerations for cultural safety in Council's complaint handling system.
13. Ensure statutory requirements are reflected in council's complaint handling system.
14. Ensure there is an analysis of complaints and concerns, and this information informs reviews and continuous improvement of the complaint handling system.

COUNCIL/EXECUTIVE LEVEL

1. Endorse Council's Complaints Handling Policy and ensure it is accessible, friendly, culturally safe, and easy to understand and follow across the diverse range of families, community, children, and young people and in the municipality.
2. Ensure that the Lead Department/Governance Group has the capacity to develop, implement maintain and review a robust Complaints handling Policy again being cognisant of the requirement for councils under S 107 of the Local Government Act, to meet all the reporting obligations and requirements of this Standard.

MIDDLE MANAGEMENT LEVEL (Managers, Coordinators, Team Leaders)

1. Make staff aware of Council's Complaint Handling Policy and the importance of a culturally safe and child focused complaint handling system.
2. Support staff, consultants/contractors, and volunteers to follow Council's complaint handling processes. This should include responding to disclosures of harm and abuse and understanding the barriers that Aboriginal children, young people, and families and those from diverse groups may experience in the complaint handling process.
3. Support and supervise staff, consultants/contractors, and volunteers to ensure they are alert to the signs of harm and abuse and facilitate child friendly ways for children and young people to express their views.
4. Provide guidance and assistance to operational staff in the complaints handling process as part of their regular professional monitoring/ supervision process - as these relate to creating friendly, safe environments and responding effectively to complaints and concerns.
5. Monitor and review the progress of Standard 7, and feed into the safeguarding children and young people's Continuous Improvement Plan.

ALL OPERATIONAL STAFF/CONSULTANTS/CONTRACTORS/VOLUNTEERS

1. Familiarise yourself with council's Complaints Handling Policy
2. Participate in the Child Safety Policy training and follow council's complaints handling processes closely if a disclosure or issue is brought to your attention.

Working directly with children and young people

3. Participate in the Professional Development Program as required and follow council's complaints handling processes closely if a disclosure or issue is brought to your attention.
4. Familiarise yourself with strategies and tools from the CCYP Guide for Creating a Child Safe Organisation pp 110-128
5. Practice new skills learnt in your work with families and communities. Reflect/discuss with working colleagues and take up professional development opportunities to strengthen and enhance your skills.
6. Create an environment that is welcoming and embraces all children regardless of their abilities, sex, gender, or social, economic, or cultural background.
7. Be aware of the barriers that Aboriginal children and young people and those from diverse backgrounds have in engaging with complaint processes and understand the importance of cultural safety in this process.
8. Discuss and invite feedback or complaints from children and young people.
9. Be able to explain the complaint process clearly to children, young people, families, and communities in a way that is child-friendly and culturally relevant.
10. Provide them with council endorsed resources to build their confidence - such as the user-friendly age-appropriate versions of key documents, Rights of Children and Young People material, Speak Up Poster and the Speak up Flyer.
11. Be proactive in checking in with children and young people and making sure they feel confident and supported to raise issues, at any time.
12. Be clear how lower-level concerns might contribute and link to formal complaints processes. What may seem small to an adult might not be to a child, or it could be the start of a bigger conversation.
13. Feel confident to respond to all types of concerns from children and young people, including disclosures of harm and abuse.
14. Continually reflect and improve skills and abilities in responding to, recording, and reporting complaints, disclosures, and other concerns.
15. Understand and meet your own legal obligations – for example, under mandatory reporting schemes.
16. Provide children, young people, and families with culturally appropriate support throughout the reporting and investigation process.
17. Inform management of feedback from children and families with diverse needs so that your organisation can continuously improve.

18. Dissect, reflect on and lead discussion on the Standard 7 and what it means for your role - in staff meetings, through professional development, networking opportunities and as part of Council's regular professional monitoring/ supervision process.

STANDARD 7: RESOURCES

1. [Know your rights](#): Aboriginal and Torres Strait Islanders Australian Human Rights Commission guide to racial discrimination and your rights
2. [Complaint Handling Guide](#): Upholding the rights of children and young people **and Appendices**
3. CCYP WA [report-are-you-listening-guidelines-for-making-complaints-systems-accessible-and-responsive-to-children-and-young-people-june-2013.pdf \(ccyp.wa.gov.au\)](#)
4. [Speak Up](#) How to help children make a complaint (National Office of Child Safety)
5. For children and young people: [Speak up resources](#) (National Office of Child Safety)
6. [NSW Guide to the Child Safe Standards](#) has a very simple outline of each standard on a page.
NB The NSW Child Safe Standards are slightly different to Victoria's Child Safe Standards, but the presentation is simple and concise.

STANDARD 8:

Staff and volunteers are equipped with the knowledge, skills, and awareness to keep children and young people safe through ongoing education and training. *The [CCYP Guide for Creating a Child Safe Organisation](#) pp 129-138 explains Standard 8 in more detail.*

A. Minimum Requirements

- 8.1 Staff and volunteers are trained and supported to effectively implement the organisation's Child Safety and Wellbeing Policy.
- 8.2 Staff and volunteers receive training and information to recognise indicators of child harm including harm caused by other children and young people.
- 8.3 Staff and volunteers receive training and information to respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm.
- 8.4 Staff and volunteers receive training and information on how to build culturally safe environments for children and young people.

B. CCYP Compliance Indicators, and potential procedures, resources, and templates – Refer Appendix 2

C. Standards that complement Standard 8: Standards 3 and 6

D. Suggested council procedures: Refer next section.

E. Lead Department (Internal Subject Matter Expert): Human Resources Department (or equivalent).

Rationale: This Standard is about developing and implementing on board training for all staff/consultants/contractors and volunteers on the Child Safe Standards.

LEAD DEPARTMENT/CSS GOVERNANCE GROUP

Documents

1. Develop recruitment, selection and induction policies that take in account the capacity of staff, consultants/contractors, and volunteers to commit to and undertake professional development.
2. Use the [CCYP Guide for Creating a Child Safe Organisation](#) pp 129 – 138, to develop and implement a [training plan](#) (*This CCYP Template may assist*) The training program should include two components:
 - a. A specific training module: [Child Safety Policy](#) - that forms part of Council's generic training for all staff/consultants/contractors and volunteers. (Covers council's Child Safety Policy and associated documents – i.e., Code of Conduct, Commitment to Safeguarding Children and Young People, Roles and Responsibilities and Governance)
 - b. A safeguarding children and young people's [Professional Development Program](#) covering the key elements of every Standard and in particular:
 - i. Cultural Safety – utilising the skills and knowledge of local children and young people from the local Aboriginal community and from culturally linguistically and socially diverse backgrounds.
 - ii. Strategies to promote empowerment and participation of children and young people.
 - iii. Council [Child Safety Policy](#), Commitment to Safeguarding Children and Young People, Code of Conduct, CSS Governance Group and Roles and Responsibilities.
 - iv. Safeguarding children and young people's [Risk Management Plan](#).
 - v. Identifying indicators of abuse and harm to children and young people.
 - vi. Councils [Complaints Handling Policy](#).
 - vii. Reporting obligations and process for reporting and recording incidences of abuse and harm.
 - viii. How to form a reasonable belief.
 - ix. How to support a child, young person who is making a disclosure.
 - x. Referral to approved sexual abuse prevention programs if appropriate
 - xi. Limitations to confidentiality/Information Sharing.
 - xii. How to report to Victoria Police, Child Protection, ChildFIRST or the Orange Door
 - xiii. Document storage.
 - xiv. Reportable Conduct (if applicable to your council).
 - xv. How to follow council's child safe reporting process.
 - xvi. Available support options for reporter.
 - xvii. Utilise and link participants to guidance materials, linkages to eLearning, webinars, and resource material on cultural safety, identifying abuse and harm, responding, reporting, and empowering children, young people, and their families.
3. Ensure training is based on contemporary practice, is trauma informed and implemented by qualified trainers with relevant organisational experience.
4. Involve input from young children and families including Aboriginal children and young people and those from diverse groups in the development of [Professional Development Programs](#).

Actions

5. Build strategic alliances with local Aboriginal agencies, diverse cultural groups and education institutions who can develop and deliver training on cultural competency including Aboriginal and Torres Strait Islander child rights, and the rights of children and young people from CALD backgrounds.
6. Establish relationships and consult with respected Elders and cultural leader within the community on cultural support, development, and delivery of cultural safety training, mentoring of councillors, management, staff, volunteers, and service users.
7. Promote with Council/senior executive the requirement for all staff, contractors, consultants, and volunteers who directly working with children and young people to complete training as part of their probation period and on a defined regular basis (e.g., annually).
8. Keep a register of participants in the [Child Safety Policy](#) Training and the [Professional Development Program](#).
9. Discuss qualitative and quantitative data in relation to staff, volunteer, contractor and consultant capability and performance with children and young people – e.g., through the Youth Advisory Council.

10. Establish or adapt existing monitoring and evaluation frameworks to measure the implementation and efficacy of Council's training plan. Feed these findings into the safeguarding children and young people's Continuous Improvement Plan, and to managers, coordinators and team leaders in their professional monitoring and support role.
11. Take a lead in the review of the progress of Standard 8, as part of the safeguarding children and young people Continuous Improvement Plan.
12. Report regularly to Council/Senior Executive through the CSS Governance Group on the progress of Standard 8.

COUNCIL/EXECUTIVE

1. Support a culture of ongoing professional development for safeguarding children and young people and ensure it is resourced.
2. Promote/showcase the skill and knowledge base Council's staff, volunteers, and consultants/contractors to implement Council's policies and procedures and to safeguard children and young people.

MIDDLE MANAGEMENT LEVEL (Managers, Coordinators, Team Leaders)

1. Ensure Council's Professional Development Program is attended regularly by all staff, consultants, contractors, and volunteers working with children and young people. Encourage access additional learning opportunities to reinforce and strengthen workplace skills.
2. Guide all staff, consultants, contractors, and volunteers working with children and young people to discuss and apply learnings from the Professional Development Program as part of their regular professional monitoring/ supervision process.
3. Guide all other staff, consultants, contractors, and volunteers to implement requirements under the Child Safety Policy as part of their regular professional monitoring/ supervision process.
4. Lead discussions at team meetings, staff meetings on the Child Safety Policy and procedures.
5. Monitor and review the progress of Standard 8, and feed findings into the safeguarding children and young people's Continuous Improvement Plan.

ALL OPERATIONAL STAFF, CONSULTANTS/CONTRACTORS, AND VOLUNTEERS

1. Familiarise yourself with Child safety Policy, procedures, and associated documents.
2. Participate in the Child Safety Policy training - practice new skills learnt from policy, procedures, and associated documents.

Working directly with children and young people

3. Participate in the Professional Development Program- practice new skills learnt in your operational work. Access additional learning opportunities outlined in the program.
4. Practice strategies and tools from the [CCYP Guide for Creating a Child Safe Organisation](#) pp 129-138 and from council's Child Safety Policy and associated documents in your work with children and young people.
5. Invite feedback from children, young people, and families on what you are learning.
6. Inform management of their feedback so that your organisation can continuously improve.
7. Dissect, reflect on and lead discussion on what you are learning in the Professional Development Program and what it means for your role - in staff meetings, through professional development, networking opportunities and as part of Council's regular professional monitoring/ supervision process.

STANDARD 9:

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed. *The [CCYP Guide for Creating a Child Safe Organisation](#) pp 140 to 152 explains Standard 9 in more detail.*

A. Requirements

- 9.1 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.
- 9.2 The online environment is used in accordance with the organisation's Code of Conduct and Child Safety and Wellbeing Policy and practices.
- 9.3 Risk management plans consider risks posed by organisational setting, activities, and the physical environment.
- 9.4 Organisations that contract facilities and services from third parties have procurement policies that ensure the safety of children and young people.

B. CCYP Compliance Indicators, and potential procedures, resources, and templates – Refer Appendix 2

C. Standards that complement Standard 9: *Standards 2,4,6 and 7*

D. Suggested council procedures: *Refer next section.*

E. Lead Department (Internal Subject Matter Expert): Risk Management, IT, Procurement and Family, Youth and Children's Services (or equivalent).

Rationale: Standard 9 focuses on identifying and minimising safety risks across all council physical and online environments with a particular emphasis on cultural safety.

LEAD DEPARTMENT/GOVERNANCE GROUP

Documents

1. Use the [CCYP Guide for Creating a Child Safe Organisation](#) pp 139-152 to develop a council safeguarding children and young people's Risk Management Plan ([CCYP Risk assessment and management template](#) may assist - plus [Appendix 3: Tips on developing a council risk management plan](#)) that:
 - A. Is part of Council's overall risk management framework.
 - B. Seeks the views of children, young people families and community in its development.
 - C. Identifies the context in which there may be risks to children and young people engaging with council as a whole and as part of direct service delivery – both in online and physical council environments (*Refer Appendix 3*)
 - D. Focuses on the risks to children and young people – i.e., situational risks, vulnerability risks, propensity risks and institutional risks.
 - E. Identifies all risks to children and young people within these contexts.
 - F. Identifies /potential actions to manage identified risks.
 - G. includes clauses outlining how Council will monitor compliance and clear consequences if third parties are unable to manage risks.
 - H. Provides ongoing monitoring and review.
2. Develop and propose to the senior executive for ratification - draft clauses for procurement, leases, and contracts with third parties (such as lessees of Council facilities, grant recipients) - requiring them to have in place, evidence of systems to ensure compliance with the Child Safety Standards.
3. Ensure there is an easy-to-read version of the Risk Management Plan – translated into local languages if possible and in audio format for those with hearing or sight challenges.
4. Communicate with children, families, and young people, encourage their involvement in the process of identifying and managing risks with communication about the measures Council is putting in place to keep them safe.
5. Support managers, team leaders and coordinators to provide support to staff, volunteers, and consultants/contractors during their regular professional support sessions on identifying and mitigating risks to children and young people and following the Risk Management Plan.
6. Establish — or embed in existing systems — monitoring and evaluation frameworks and appropriate data collection tools to Council's evidence base to show and improve the effectiveness of risk management for safeguarding children and young people. Feed these into the safeguarding children and young people' Risk Management Plan., and to managers, coordinators and team leaders in their professional monitoring and support role.
7. Take a lead in the review of the progress of Standard 9, as part of the safeguarding children and young people Continuous Improvement Plan.
8. Report regularly to Council/Senior Executive through the CSS Governance Group on the progress of Standard 9.

COUNCIL/EXECUTIVE

1. Ensure Council has the resource capacity to embed risk management and cultural safety into Council's physical and online environments to ensure they are reflective of the diverse needs of local children and young people.
2. Promote/showcase the skill and knowledge base of Council staff, volunteers, and consultants/contractors to implement Council's policies and procedures, safeguard children and young people, and manage risks.
3. Ensure there is a social media or online policy that prioritises the safety and wellbeing of children and young people - including cultural safety.

MIDDLE MANAGEMENT (mangers, coordinators, and team leaders)

1. Share and discuss policies and strategies concerning physical and online environments with the operational parts of the workforce.
2. Provide clear guidance to operational staff about their responsibilities in upholding culturally safe and welcoming physical an online environment.
3. Ensure all staff are trained in online safety particularly recognising risks that are specific to Aboriginal children and young people and those from diverse groups.

4. Regularly remind staff, consultants/contractors, and volunteers of key aspects of council's Risk Management Plan.
 5. Ensure staff, consultants/contractors and volunteers attend the required training and monitor attendance as per the training attendance register.
 6. Support and supervise staff, consultants/contractors, and volunteers to ensure they are fully tuned to the signs of harm and can reduce risks to children and young people across the range of council physical and online environments.
 7. Provide guidance and assistance to operational staff on minimising risks as part of the Professional Development Program. Discuss their strengths and skill development as part of their regular professional monitoring/ supervision process.
 8. Encourage staff to access the many online training resources to meet identified gaps in their skills, knowledge, and practice.
- Monitor and review the progress of Standard 9 and feed findings into the safeguarding children and young people Continuous Improvement Plan.

ALL OPERATIONAL STAFF, CONSULTANTS/CONTRACTORS, AND VOLUNTEERS

1. Familiarise yourself with council's Child Safety Policy, procedures, and associated documents.
2. Familiarise yourself with council's Risk Management Plan.
3. Participate in the Child Safety Policy training and council's Risk Management Plan.

Working directly with children and young people

4. Participate in the Professional Development Program – risk management component
5. Read the Risk Management Plan and [CCYP Guide for Creating a Child Safe Organisation](#) pp 143-146 to reinforce how to identify and manage risks in service delivery to children, young people and their families – in both physical and online environments. Take note of risks associated with Aboriginal children and young people and those from diverse groups.
6. Understand and apply operational practices/tasks that align with Council's Risk Management Plan.
7. Facilitate regular engagement with the community to understand and respond to the community needs in relation to culturally safe physical and online environments.
8. Actively maintain safe physical and online environments in your everyday responsibilities.
9. Inform the lead department of feedback from children, young people, and families so that Council can continuously improve managing risks.
10. Dissect, reflect on and lead discussion on the Standard 9 and what it means for your role - in staff meetings, through professional development, networking opportunities and as part of council's regular professional monitoring/ supervision process.

STANDARD 9: RESOURCES

1. In addition to the resources listed in [CCYP Guide for Creating a Child Safe Organisation](#) p 152, the NSW Government [Risk Management and the Child Safe Standards](#) may also provide further guidance.
2. [NSW Guide to the Child Safe Standards](#) has a very simple outline of each standard on a page. NB The NSW Child Safe Standards are slightly different to Victoria's Child Safe Standards, but the presentation is simple and concise.
3. Refer Appendix 3 for council specific tips on developing a risk management plan

STANDARD 10:

Implementation of the Child Safe Standards is regularly reviewed and improved. The [CCYP Guide for Creating a Child Safe Organisation](#) pp 154 to 162 explains Standard 10 in more detail.

A. Requirements

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

10.2 Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.

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

B. CCYP Compliance Indicators, and potential procedures, resources, and templates – Refer Appendix 2

C. Standards that complement Standard 10: Standards 1-11

D. Suggested council procedures: Refer next section.

E. Lead Department (Internal Subject Matter Expert): CSS Governance Group, Corporate Services and Communications (or equivalent).

Rationale: Standard 10 focuses on developing a safeguarding children and young people's continuous improvement plan that aligns with council's continuous improvement process.

LEAD DEPARTMENT/CSS GOVERNANCE GROUP

Documents

1. Ensure Council's Child Safety Policy outlines Council's commitment for regular review of Council's implementation plan and compliance with the Standards.
2. Develop a Safeguarding Children and Young People Continuous Improvement Plan. Refer to CCYP Guide for Creating a Child Safe Organisation pp 154 – 162 to guide your process and consider the simple start out template developed by the National Safety Office. The plan could include:
 - a. The regularity of reviews, who is responsible and who should take part.
 - b. A friendly, simple consultation, in line with Council's Community Engagement Strategy (*CCYP Guide p 157 has good focus questions*) that includes:
 - i. children, young people, families, and communities from Aboriginal, diverse social, culturally, and linguistically diverse backgrounds.
 - ii. Staff, consultants/contractors, volunteers, and third-party contractors/consultants.
 - c. Indicators that track progress for both internal policies and procedures and those externally that measure people's opinions and feelings. (*CCYP Guide p 158 may assist in determining indicators*).
 - d. An assessment process for the information you have gathered. (*CCYP Guide p 159 may assist in determining indicators*).
 - e. An improvement plan with actions, responsibilities, timelines, and measures that relate to Each Standard. (*CCYP Guide pp 159- 160 may assist in analysis and council's Continuous Improvement Plan*).
 - f. Analysis of complaints, concerns, and safeguarding incidents. (*CCYP Guide p 160 may assist in analysis*).
 - g. A feedback/reporting process to young people, children, families, and community as well as Council, management, staff, volunteers, consultants/contractors.
 - h. Privacy and confidentiality processes.
 - i. Feeding into Council's overall continuous improvement process.

Actions

3. Pass on the Continuous Improvement Plan to management, team leaders and coordinators to support continuous improvement.
4. Monitor the progress of the Continuous Improvement Plan
5. Communicate to council staff, children, young people, and the community on the findings of the continuous improvement process.
6. Establish — or embed in existing systems — monitoring and evaluation frameworks and appropriate data collection tools to council's evidence base to show and improve the effectiveness of continuous improvement for safeguarding children and young people. Feed these into the safeguarding children and young people' Continuous Improvement Plan and to managers, coordinators and team leaders in their professional monitoring and support role.
7. Take a lead in the review of the progress of Standard 10, as part of the safeguarding children and young people Continuous Improvement Plan.
8. Report regularly to Council/Senior Executive through the CSS Governance Group on the progress of Standard 10.

COUNCIL/EXECUTIVE

1. Embed continuous improvement into council processes and ensure they are reflective of the diverse social, multicultural, and linguistically diverse backgrounds of local children and young people.
2. Promote/showcase the achievements and improvements identified to safeguard children and young people.
3. Invest in Council's capacity to undertake review and improvements to support quality improvement.

MIDDLE MANAGEMENT (mangers, coordinators, and team leaders)

1. Regularly remind staff, consultants/contractors, and volunteers of key aspects of Council's Continuous Improvement Plan.

2. Support and supervise staff, consultants/contractors, and volunteers to ensure they are fully tuned to the importance of continuous improvement.
3. Provide guidance and assist to operational staff on what they are learning regarding continuous improvement in the Professional Development Program. Discuss their strengths and their skill development as part of their regular professional monitoring/ supervision process.
4. Encourage staff to access the many online training resources to meet identified gaps in their skills, knowledge, and practice.
5. Monitor and review the progress of Standard 9 and feed into the safeguarding children and young people's continuous improvement process.

ALL OPERATIONAL STAFF, CONSULTANTS/CONTRACTORS, AND VOLUNTEERS

1. Familiarise yourself with council's Child Safety Policy, procedures, and associated documents.
2. Familiarise yourself with the Continuous Improvement Plan.
3. Participate in the Child Safety Policy training and council's continuous improvement process as required.

Working directly with children and young people

4. Familiarise yourself with strategies and tools from the CCYP Guide for Creating a Child Safe Organisation pp 154-162.
5. Familiarise yourself with council's Continuous Improvement Plan.
6. Participate in the Professional Development Program, practice new skills learnt from council's Continuous Improvement Plan.
7. Discuss how you are working to improve your practice with all children, young people and their families including those from Aboriginal and diverse backgrounds – ask for their views and input and take them on board.
8. Take up additional learning to strengthen and improve your skills.
9. Inform the lead department of feedback from children, young people, and families so that council can continuously improve.
10. Dissect, reflect on and lead discussion on the Standard 10 and what it means for your role - in staff meetings, through professional development, networking opportunities and as part of Council's regular professional monitoring/ supervision process.

STANDARD 10: RESOURCES

These are in addition to the resources outlined in [CCYP Guide for Creating a Child Safe Organisation](#) p 162

1. [CSO Introductory self-assessment tool for organisations 2.docx \(live.com\)](#)
2. E-learning module 9 https://elearning.humanrights.gov.au/view_course/34
3. [NSW Guide to the Child Safe Standards](#) has a very simple outline of each standard on a page. NB The NSW Child Safe Standards are slightly different to Victoria's Child Safe Standards, but the presentation is simple and concise.

STANDARD 11:

Policies and procedures document how the organisation is safe for children and young people. The [*CCYP Guide for Creating a Child Safe Organisation*](#) pp 164 to 175 explains Standard 11 in more detail.

A. Requirements

11.1 Policies and procedures address all Child Safe Standards.

11.2 Policies and procedures are documented and easy to understand.

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

11.4 Leaders champion and model compliance with policies and procedures.

11.5 Staff and volunteers understand and implement policies and procedures.

B. CCYP Compliance Indicators, and potential procedures, resources, and templates

– Refer Appendix 2

C. Standards that complement Standard 11: Standards 1 - 11

D. Suggested council procedures: Refer next section.

E. Lead Department (Internal Subject Matter Expert): CSS Governance Group.

Rationale: Standard 11 focuses on developing clear, understandable policies and procedures to cover all 11 Standards.

LEAD DEPARTMENT/CSS GOVERNANCE GROUP

Documents: policies

1. Ensure council's Child Safety Policy outlines Council's commitment and processes for implementation of all the Standards.
2. Develop associated documents/policies to embed the Standards into practice including:
 - a. Code/s of Conduct (*as developed in Part 3 of this Guide*).
 - b. Governance arrangements (*as developed in Part 3 of this Guide*).
 - c. Roles and responsibilities (*as developed in Part 3 of this Guide*).
 - d. Commitment to Safeguarding Children and Young People (*as developed in Part 3 of this Guide*).
 - e. Risk Management Plan (*as developed in Standard 9*).
 - f. Complaints Handling Policy (*as developed in Standard 7*).
 - g. Recruitment and screening policies (*as developed in Standard 6*).
 - h. Social media policies (*these should fall out of the work in Standard 9 and be part of council's overall social media policies*).
 - i. Stakeholder engagement plans (*these should form part of council's Community Engagement Strategy and should have been modified to include engagement will all children young people, families, and communities as per Standard 1,3,4 and 5*).
 - j. OH&S and hygiene policies (*Council may already have these in place*).
 - k. Equity, diversity, and inclusion plans and policies (*Council may already have these in place*).
 - l. Procurement policies and contracts (*Council should have these in place – modified as per Standard 9*).
 - m. Record keeping and privacy policies (*Council should have these in place – modified as per Standard 7*).
 - n. Professional Development Program (*as developed in Standard 8*).
 - o. Continuous Improvement Plan (*as developed in Standard 10*).
3. Ensure the policies are clear, concise, easily read, and accessible to children and young people, families, staff, consultants/contractors, and volunteers.
4. Ensure there are easy to read/child friendly versions of key policies, available in a range of local languages and with audio versions for those with hearing or sight challenges. Make them available on Council's website and through Council's social and print media communication platforms.
5. Ensure children and young people, families, staff, consultants/contractors, and volunteers have been consulted in the development of the policies. Invite their input, listen to their comments, and take them on board.
6. Ensure the policies are dated, review dates documented and updated according to the review dates.

Processes and procedures

7. Develop processes, procedures, and systems to put the policies into practice.
8. Ensure the processes and procedures are approved in line Council's endorsement process.

Actions

9. Disseminate policy and procedures to management, team leaders and coordinators to support implementation and continuous improvement.
10. Ensure key elements of each Standard are part of Council's Professional Development Program.
11. Ensure the ongoing application of procedures as part of risk management reviews, continuous improvement, and regular professional support sessions.
12. Establish — or embed in existing systems — monitoring and evaluation frameworks and appropriate data collection tools to Council's evidence base to show and improve the effectiveness of the Child Safety Policy. Feed these into the Continuous Improvement Plan and to managers, coordinators and team leaders in their professional monitoring and support role.
13. Take a lead in the review of the progress of Standard 11, as part of the safeguarding children and young people Continuous Improvement Plan.
14. Report regularly to Council/Senior Executive through the CSS Governance Group on the progress of Standard 11.

COUNCIL/EXECUTIVE

1. Embed quality policy, practice into Council processes, and ensure they are reflective of the local children and young people including those from Aboriginal and diverse groups.
2. Promote/showcase the policies and practices identified to safeguard children and young people.
3. Invest in Council's capacity to undertake quality policy and procedure documentation.

MIDDLE MANAGEMENT (mangers, coordinators, and team leaders)

1. Share and discuss the policies and procedures with the operational parts of the workforce.
2. Provide clear guidance to operational staff about their responsibilities in following all council's safeguarding children and young people's policies and procedures.
3. Ensure all staff, consultants/contractors and volunteers are trained in Council's Child Safety Policy and procedures.
4. Ensure all staff, consultants/contractors and volunteers working directly with children and young people regularly attend the safeguarding children and young people's Professional Development Program.
5. Provide guidance and assist to operational staff on reflecting what they are learning. Discuss their strengths and their skill development as part of their regular professional monitoring/ supervision process.
6. Encourage staff to access the many online training resources to meet identified gaps in their skills, knowledge, and practice.
7. Monitor and review the progress of Standard 11 and feed findings into the safeguarding children and young people Continuous Improvement Plan.

ALL OPERATIONAL STAFF, CONSULTANTS/CONTRACTORS, AND VOLUNTEERS

1. Familiarise yourself with council's Child Safety Policy, procedures, and associated documents.
2. Participate in the Child Safety Policy training and council's continuous improvement process as required.

Working directly with children and young people

3. Familiarise yourself with council's Child Safety Policy and procedures.
4. Familiarise yourself and practice strategies and tools from the [CCYP Guide for Creating a Child Safe Organisation](#) pp 164-170.
5. Participate in the Professional Development Program and practice new skills learnt.
6. Understand how importance following policies and procedures is in quality service delivery.
7. Reflect/discuss with working colleagues and take up professional development opportunities to strengthen and enhance your skills.
8. Discuss the policies and procedures you are following with children, young people, and their families. Listen to their views and take on board their comments and pass on to management for continuous improvement.
9. Inform the lead department of feedback from children, young people, and families so that council can continuously improve its safeguarding children and young people's policies and procedures.
10. Dissect, reflect on and lead discussion on the Standard 11 and what it means for your role - in staff meetings, through professional development, networking opportunities and as part of council's regular professional monitoring/ supervision process.

STANDARD 11: RESOURCES

1. [NSW Guide to the Child Safe Standards](#) has a very simple outline of each standard on a page. NB The NSW Child Safe Standards are slightly different to Victoria's Child Safe Standards, but the presentation is simple and concise.

APPENDICES

Appendix 1: Template and tips for writing council's Child Safety Policy

What should be written in the policy?

The following is a template that could be used for a council Safeguarding Children and Young People' Policy. Utilise CCYP [Creating a Child Safety and Well Being Policy](#) as a guide. CCYP suggests the policy is in two parts, with the second part focusing on the 11 Standards. We have included some tips for writing the policy.

Contents	What to write: Part 1
1. Policy Name	e.g. "(Insert name) Council Child Safety Policy"
2. Purpose	A brief statement about what the policy is intending to achieve, how council prioritise safeguarding children and young people and council's expectation about child safe procedures for children and young people.
3. Scope	Who does the policy relate to? Refer Tip 1
4. Background	
4.1 The 11 Standards	<i>Refer Section 2.2 of this Guide</i>
4.2 Reportable Conduct	If Council falls under this scheme: - make a statement that council will abide by all Reportable Conduct Obligations. <i>Refer CCYP RCS and section 3.2.1.7 of this Guide</i>
4.3 Mandatory Reporting	Clarify who in council must mandatory report: <i>Refer DFFH and section 3.2.1.5 of this Guide</i>
5. Other Reporting obligations	Clarify that any person who has formed a reasonable belief that a child or young person is at risk of abuse or harm can report to Child Protection. Refer DFFH and Section 3.2.1.5 of this Guide
6. Policy Context	Refer to: <ul style="list-style-type: none"> Legislative framework as outlined in Section 3.2 of this Guide including UN Nations Convention on Rights of Child, Victorian Child safe Standards, Victorian Reportable Conduct Scheme. Relevant internal corporate documents including Complaints Handling Policy, Councillor Code of Conduct, Staff Code of Conduct, Employment and Background Check Policy, Volunteer Policy. Relevant strategies in Council Community Plan, Municipal Public Health and Wellbeing Plan, Municipal Early Years Plan etc
6.1 Commitment to Safeguarding Children and Young People	<i>Refer Tip 2 write statement and attach to your policy</i>
6.2 Working with Children Clearances	Define who requires a WWCC
6.3 Code of Conduct/Standards of Behaviour	<i>Refer Tip 3, Steps-to-develop-or-update-your-Code-of-Conduct.docx (live.com) Write code of conduct and attach it to your policy</i>
6.4 Responding to Safeguarding concerns	<i>Safeguarding Children and Young People Complaints Handling Process can be found in Section 4, Standard 7</i>
6.5 Roles and Responsibilities	Clarify roles at each level of Council and attach to your policy <i>Refer Tip 4</i>

7. Selection, support, and training of staff/volunteers/consultants/contractors	Brief Statement on how council will recruit, appoint, induct, monitor, and support staff, volunteers, and consultants/contractors with the capacity to safeguard children and young people. <i>Refer Tip 5</i>
8. Governance	Summarise arrangements for a Child Safe Standards Governance Group, who they are accountable to and how they will be governed. <i>Refer Tip 6 develop membership and TOR attach to your policy</i>
9. Regular Review	Include how often the policy will be reviewed, the review process and how it will be communicated.
10. References	List all the related documents used when developing this policy
11. Definitions	Define all the terms used in the policy. <i>Refer Tip 7</i>
Contents	What to write: Part 2: Implementation of the 11 Standards
Cultural safety for Aboriginal children and young people (Standard 1)	High level description of council intent and action. <i>Refer CCYP Creating a Child Safety and Well Being Policy p 6. Section 4 of this Guide Standard 1 and Tip 8</i>
A commitment to child safety and wellbeing (Standard 2)	High level description of council intent and action. <i>Refer CCYP Creating a Child Safety and Well Being Policy p 6. and Tip 8</i>
Taking child participation and empowerment seriously (Standard 3)	High level description of council intent and action. <i>Refer CCYP Creating a Child Safety and Well Being Policy p 7.</i>
Involving families and communities (Standard 4)	High level description of council intent and action. <i>Refer CCYP Creating a Child Safety and Well Being Policy p 7.</i>
Respecting equity and diversity (Standard 5)	High level description of council intent and action. <i>Refer CCYP Creating a Child Safety and Well Being Policy p 8.</i>
Ensuring staff are suitable and supported (Standard 6)	High level description of council intent and action. <i>Refer CCYP Creating a Child Safety and Well Being Policy p 8.</i>
Child-focused complaint system (Standard 7)	High level description of council intent and action. <i>Refer CCYP Creating a Child Safety and Well Being Policy p 9.</i>
Staff knowledge, skills, and awareness (Standard 8)	High level description of council intent and action. <i>Refer CCYP Creating a Child Safety and Well Being Policy p 9</i>
Safe physical and online environments (Standard 9)	High level description of council intent and action. <i>Refer CCYP Creating a Child Safety and Well Being Policy p 10.</i>

Review of child safe policies and procedures (<i>Standard 10</i>)	High level description of council intent and action. Refer CCYP Creating a Child Safety and Well Being Policy p 10.
Documenting policies and procedures (<i>Standard 11</i>)	High level description of council intent and action. Refer CCYP Creating a Child Safety and Well Being Policy p 11

Tip 1: Scope of policy

Include a clear statement about:

- *Council, as a whole organisation, is required¹ to comply with the 11 Standards.*
- *The policy applies to - "The whole council workforce including management, staff, contractors/consultants and volunteers".*
- *How council requires the council workforce to agree to act in accordance with the policy - e.g. "As part of their engagement contracts with council".*
- *What the requirements of third parties are – e.g., "Lessees of council facilities and grant recipients will need to commit to the 11 Standards and council's Child Safety Policy as part of their contracts with council.*
- *Children and young people who are covered by the policy – e.g. "For every child and young person who attends or participates in physical or online programs and services provided by council."*

Tip 2: Commitment to the safety of children and young people

- A strong statement that council is safe for children and young people e.g.
 - *Abuse and neglect of children and young people can have lifelong adverse impacts on a child's development and later outcomes.¹*
 - *Council has a zero-tolerance approach to the abuse of children and young people and is working towards reducing all factors that lead to risk of children and young people being harmed.*
 - *Children and young people have the right to be informed of their rights, to speak, be heard and be taken seriously. Every allegation of abuse and neglect will be acted on appropriately.*
 - *Equity is upheld and diverse needs respected in policy and practice. Council will create and maintain a safe organisation that embeds protection for children, and young people in the everyday thinking and practice of council, management, staff, contractors/consultants, and volunteers.*
- That your policy complies with the child safe environments provisions of the Child Wellbeing and Safety Act 2005 (Vic) and the Child Wellbeing and Safety Regulations 2017 (Vic) and the Child Safe Standards.
- That your policy and procedures include [specific requirements of the new Standards](#) i.e.
 - *Involving families and communities in council's efforts to keep children and young people safeguarded.*
 - *A greater focus on safeguarding Aboriginal children and young people*
 - *To manage the risk of child abuse in online environments.*
 - *In relation to governance, systems, and processes to keep children and young people safe.*

A copy of the Commitment to Safeguarding Children and Young People should be attached to/included in the Child Safety Policy.

Tip 3: Code(s) of Conduct/Standards of Behaviour

A Code of Conduct is an important element in Council's efforts to safeguarding children and young people. It helps manage risks to child safety that may arise through adult interactions with children and young people. The purpose of a Code of Conduct is to establish a clear set of rules and expectations for behaviour that is in line with council's culture and values. When behavioural expectations are clear, people are more likely to behave appropriately with children and to identify and report inappropriate behaviour.

A Code of Conduct should:

- Provide adults with a clear guide on the behaviour that is expected of them, and of the behaviours that are unacceptable.
- Provide guidance to support the organisation's community to recognise unacceptable or concerning behaviour.
- Outline the action an organisation will take if there is a breach of the code – including disciplinary process/termination of employment/contract.
- Be applicable to all adults working or volunteering in council.

A Code(s) of conduct can be developed by councils in a range of ways:

- Incorporate a detailed section in the two Codes of Conduct required under the Local Government Act. (The Local Government Act 2020 requires a [Councillor Code of Conduct](#) and [Code of Conduct for Council Staff](#)). ("Council staff" would need to encompass the whole workforce – including volunteers and contractors/consultants),
- A separate Code of Conduct specifically for all Council management, staff, volunteers, contractors/consultants with a specific section for those when working directly with children and young people,
- A Code of Conduct just for Council volunteers with a specific section for those when working directly with children and young people, and
- Other ways as determined appropriate by council.
- Provide a statement regarding your Code of Conduct for working with children and young people include the following information in the policy: e.g.:
 - That the code of conduct exists, who it applies to and how people can access it – e.g. on your website, at induction, in your practice manual etc.
 - How people can report a breach of the code of conduct and how that process is made accessible to children and young people.
 - The consequences of breaching the code of conduct.

A copy of the Code of Conduct should be attached to/included in the Child Safety Policy.

Appropriate and inappropriate standards of behaviour could include:

Appropriate Behaviour

- behaving in a professional manner and being a positive role model to children and young people
- taking all reasonable steps to protect children and young people from abuse and harm
- treating everyone, including all children, equally and with respect and dignity
- promoting the safety and wellbeing of all children and young people
- participating in training to maintain child safety requirements
- applying correct supervision ratios
- encouraging children and young people to share their views, especially on issues that are important to them
- supporting children and young people to actively participate in all relevant organisational activities where possible, especially concerning issues that are important to them
- enabling a safe space in which all children are encouraged to set their own personal goals, express their creativity and are free from judgment and ridicule

- making children and young people aware of and help them to understand our Acceptable Use of Technology & Social Media Policy
- promoting the cultural safety, participation, and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification)
- promoting the cultural safety, participation and empowerment of children and young people with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- promoting the safety, participation and empowerment of children and young people with a disability
- maintaining a clean and safe environment and reporting any areas that require attention
- informing children and young people if physical contact is required for any purpose and asking them if they are comfortable with this interaction e.g., the application of first aid, technique correction in a sporting activity, changing nappies. Physical contact is appropriate if it fits within your position description, is positive for the child and never used for discipline or to harm the child in any way
- raising all complaints, concerns, issues, or allegations through the Complaints Handling process as soon as possible; this includes any incident of child abuse or suspicion
- reporting any breaches of Council's Code of Conduct.
- Contacting Victoria Police on 000 in an emergency where it is believed that there is an immediate risk to the safety or wellbeing of a child

Inappropriate Behaviour

- engage in behaviour or use language that is intended to harm, abuse, bully, harass, shame, humiliate or cause emotional or psychological harm
- have contact with a child or their family outside of council sanctioned activities. This includes
 - unnecessary time alone with a child or young person
 - use of a vehicle to transport children and young people unless it is a necessary part of your role and only in adherence to the departments transport guidelines
 - online contact with a child, young person, or their family for anything other than council business
- engage in discussions of a mature or adult nature in the presence of children
- ask a child or young person to keep any communication secret from their family
- take photos or videos of children without following the Acceptable Use of Technology & Social Media Policy. Photographs and videos are used for work purposes only and not kept or transmitted by private means or for private use
- use technology and devices for viewing or sharing child abuse materials
- give gifts to children or young people unless it is accordance with council policy
- discriminate against any child, because of gender, sexuality, culture, race, ethnicity, religion, or disability
- ignore or disregard any suspected or disclosed child abuse

Tip 4: Roles and Responsibilities

Safeguarding children and young people is a shared responsibility across the whole of council – even if child related work is not being directly undertaken. Clarifying who undertakes these roles and what their responsibilities are is key—regardless of whether it is a rural, regional, metropolitan or growth council. Regardless of whether it is undertaking its service delivery, infrastructure provision and planning, capacity building or advocacy role. An example of council roles and responsibilities might be:

1. **All people:** *Councillors, executives, management, staff, contractor/consultants volunteers and third parties such as lessees of council facilities and grant recipients:*
 - *Understand and follow council's Safeguarding Children and Young Peoples' Policy and procedures support council to prevent abuse and embed a culture of safety for children and young people.*
 - *Report any abuse/neglect concerns, allegations, or disclosures to the direct line manager/designated Child Safe Officer or appropriate external authorities.*

- **Where a child is in immediate danger call 000.**
- 1. Councillors:**
 - Set the strategic direction of Council.
 - Endorse Child Safeguarding policies as required.
 - Represent the interests of the municipality.
- 2. The Executive Leadership Team leads and oversees to ensure:**
 - Application of the Child Safeguarding Children and Young Peoples' Policy and Procedures.
 - Effective structures, systems, training and safeguarding children and young people review processes are in place.
 - All of council is aware of their obligations.
- 3. Management/Coordinators and Team Leaders implement:**
 - Child Safety Policy and Procedures as required
 - Structures, systems, training and safeguarding children and young people review processes.
 - Appropriate response to potential breaches of Child Safety Policy and Procedures.
 - Monitoring of organisational practice and recommendations on any breaches.
 - Confidentiality and privacy of all personal information in line with legislation and Council's policies and procedures.
- 5. Departments can be appointed as leads for particular Standards: e.g.:**
 - a. HR to lead with recruitment, appointment, induction, and professional development program
 - b. Corporate Services to lead with Continuous Improvement, Risk Management, Reportable Conduct, public communication, online safety, and CSS Governance Group.
 - c. Community Services to lead with staff practice delivered in council services delivered for children and young people
 - d. Planning and infrastructure to lead with child safe facility and spaces design, lessees of council facilities.
 - e. Community Building to lead with Aboriginal cultural safety, CALD engagement community engagement
- 4. Child Safe Standards (CSS) Governance Group**
The CSS Governance Group develops for endorsement:
 - Child Safeguarding Policy that appropriate reflects the 11 Standards.
 - Processes and guidance for compliance and non-compliance of Child Safeguarding Policy
 - Review processes for any breaches to the Child Safeguarding Policy.
- 5. Child Safety Officer, in consultation with the CSS Governance Group:**
 - Provides guidance to the CSS Governance Group on appropriate recognition, response, reporting, recording and safeguarding children and young people review processes as part of the Child Safeguarding Policy.
 - Acts as the first point of contact for receiving reports of child safeguarding concerns or allegations of abuse.
 - Supports the notification of child safeguarding concerns or allegations to relevant authorities.
 - Assists alleged victims and their families to access counselling and support services.
 - Facilitates support to affected councillors, council staff, volunteers, contractors/consultants and/or community members through Council's Employee Assistance Program or other appropriate organisations.
- 6. All council staff, (including labour hire/agency contractors/consultants and staff), contractors and volunteers practice:**
 - Their obligations under the relevant legislation, and council's Child Safeguarding Policy.
 - Safety, empowerment and active participation for all children and young people.
 - The requirement for designated staff, contractors/consultants, and volunteers to have current WWCCs.
 - Participation in training/education in relation to identifying, preventing, and reporting child abuse.

- *Additional training for those with responsibilities for children and young people.*
- *Reporting all concerns and reasonable beliefs in relation to a child or young person being abused or at risk of being abused to council's Child Safeguarding Officer and/or the relevant Manager.*

7. Human Resources ensure

- *All recruitment procedures are in line with council's Child Safeguarding Policy*
- *Ensures appropriate child safety checks and screening is undertaken prior to offering positions according to the Employment and Background Checks Policy.*
- *Employees and contractors/consultants access and are aware of the Child Safeguarding Policy.*
- *New workers, volunteers, and contractors/consultants complete compulsory Induction on commencement with Council.*
- *Child Safeguarding Procedures are available to managers, team leaders and coordinators for dissemination.*
- *Manage Council's disciplinary procedures as they apply to the Child Safeguarding Practice Manual*
- *Support staff to build resilience and cope with child abuse incidences, for example through resilience training, and Council's Employee Assistance Program (EAP) counselling service.*

8. Third Parties: Licensees/Lessees of Council facilities fulfil their obligations:

- *Under the Lease / Licence Agreement in accordance with Council's Child Safety Policy, its associated documents, and the Reportable Conduct Scheme (if applicable).*

9. Third Parties: Council Grant Recipients fulfil their obligations:

- *To conduct their activities in accordance with Council's Child Safety Policy, its associated documents, and the Reportable Conduct Scheme (if applicable).*

A copy of council roles and responsibilities should be attached to/included in the Child Safety Policy.

Tip 5: Support and training of staff, volunteers, and consultants/contractors

- Describe how council chooses suitable staff, volunteers, and contractors/consultants to work with children and young people – e.g.:
 - *"Commitment to child safety will be part of the key selection criteria.*
 - *Screening processes will include referee and qualification checks.*
 - *There will be on the job observation and probationary periods.*
 - *Position descriptions will have a clear commitment to child safety and wellbeing. written applications and face to face interviews.*
- Provide the following information: For example:
 - *"Where required by law the recruitment process must include requiring a working with children's clearance.*
 - *Council complies with the worker screening act 2020 in relation to Working with Children Clearance*
 - *The induction process for new employees, contractors/consultants and volunteers is clear on responsibilities to children and young people including record keeping information sharing and reporting obligations*
- Provide a statement that council has strategies in place to supervise train and support employees, volunteers, and contractors/consultants to understand council's child and young people's safeguarding policy and procedures, their reporting obligations, how to build culturally safe environments and their responsibilities to create a child safe friendly environment. Include some key strategies- e.g.:
 - *"A specific professional development program is provided quarterly to all staff, volunteers and consultants/contractors on safeguarding children and young people,*
 - *Monthly monitoring and supervision sessions focus on supporting staff to implement the requirements of the Child Safe Standards."*

Tip 6: Governance

The Standards require councils to ensure that “governance arrangements” facilitate the implementation of the child wellbeing and safety policy at all levels.”

This can be achieved through a cross departmental Child Safe Standards Governance Group, with clear terms of reference, roles, and responsibilities.

A permanent Child Safe Standards Governance Group could:

- Be appointed by and be accountable to senior management.
- Include representation from each council department (or at least from departments that engage directly or indirectly physically or online with children and young people).
- Have a designated child safeguarding officer(s).
- Allocate subgroups/dedicated staff to undertake roles of champions, training, response/reporting etc.
- Include ideally representation from staff who are young people, and from diverse cultural, social backgrounds and abilities, that reflect the municipality.
- Responsibilities could include:
 - Oversee the implementation and monitoring of the safeguarding of children and young people, implementation of and compliance with the 11 Standards and compliance indicators.
 - Draft recommended policies for council endorsement.
 - Oversee the development and implementation of the Safeguarding Children and Young People’ Policy, Procedures, Complaints Handling Policy, Professional Development Program, safeguarding children and young people review process Risk Management Process.
 - Ensure any council safeguarding decisions made are included in procedures.
 - Demonstrate accountability via assessments and regular reporting to Council’s Executive Leadership and Risk & Audit Committee.

A copy of the TOR for the CSS Governance Group should be attached to/included in the Child Safety Policy.

Tip 7: Definitions:

Ensure there is a list of definitions for all the terms you have used in the policy. This is an example of what should be included but not complete:

- Aboriginal: e.g., *Children and young people from Aboriginal, Torres Strait and First Nations backgrounds*
- Abuse and harm e.g., *refer pp11-18 [CCYP Guide for Creating a Child Safe Organisation](#)*
- Child/young person – e.g., *“children and young people up to the age of eighteen including Aboriginal children and young people, children and young people with a disability, children, and young people 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.*
- Children from culturally and linguistically diverse backgrounds: e.g., *“children and young people from many different nationalities, cultural backgrounds, language, and religious groups.* [CCYP tipsheet-safety-children-cult-ling-diverse.pdf \(ccyp.vic.gov.au\)](#)
- Children with a disability: e.g., *children and young people with a disability or developmental delay* [Early childhood inclusion for children with disability modules \(education.vic.gov.au\)](#)
- Other definitions may include Code of Conduct, Council, Consultant, Councillor, Indicators of Abuse, Mandatory Reporting, Reasonable Belief, Staff, Substantial risk, Volunteer etc.

Tip 8:

Part 2 of council’s policy needs to provide a high-level statement of intent and examples of strategies council will undertake to meet each Standard. Below are examples of potential council policy statements for Standards 1 and 2.

Cultural safety for Aboriginal children and young people (Standard 1):

“Council is committed to creating environments where Aboriginal culture is celebrated and Aboriginal children, young people, families, and community members are welcomed and included.

Strategies to embed cultural safety for Aboriginal children and young people include:

- Developing, enacting, and reviewing our Aboriginal Partnership Plan, Reconciliation Action Plan, Aboriginal Employment Framework, Community Engagement Strategy and Racial Equality Policy, in collaboration with Aboriginal children, young people and their community so that Aboriginal voices are welcomed, respected, listened to, and taken on board.
- All levels of council promote Aboriginal traditions such as “Acknowledgement of Country”, flying the Aboriginal flag, NAIDOC Week and National Sorry Day.
- Councillors, executive, management, and staff attend local Aboriginal events and occasions.
- Council actively invites Aboriginal Elders, children, young people, and their community to attend council activities and to express and share their culture.
- Our recruitment, induction, Professional Development Program and Complaints Handling Process has specific components including Aboriginal cultural safety training and reinforcement – where we invite local Elders to contribute. All staff, volunteers and consultants/contractors attend and develop/improve their skills to keep Aboriginal children and young people empowered, supported and culturally safe.
- Staff, volunteers, and consultants/contractors participate in council’s safeguarding children and young people’s annual review and safeguarding children and young people review process. They reflect on improving their skills, knowledge, and practice in providing a cultural safe environment for Aboriginal children, young people and their families in professional support sessions, staff meeting and professional networking”.
- Our procedures and procedures for Standard 1 further outline actions at each level of council - from councillors and executives through to on the ground staff, volunteers, and consultants/contractors - to provide an inclusive, welcoming physical and online environment that safeguards, respects and empowers Aboriginal children, young people, and their families”.

A commitment to child safety and wellbeing (Standard 2)

“Council is committed to embedding a culture of safeguarding children and young people across the whole organisation. Children, young people, and their families need to understand and be aware of this commitment alongside all councillors, staff, volunteers, and contractors/consultants.

Strategies to embed a culture of safeguarding children and young people include:

- A Commitment to Safeguarding Children and Young People to safeguarding children and young people that is part of our Safeguarding Children and Young People Policy. It emphasises zero tolerance of abuse and neglect and a commitment to the rights of children and young people to feel safe and be safe when participating in physical and online council activities, services, and programs. As a ratified council policy, it is on the public record, on council’s website and is communicated broadly through all social, written, online and physical platforms.
- A Safeguarding Children and Young People’s Governance Group which oversees all procedures that safeguard children and young people. It monitors all issues and practice in safeguarding children and young people, meets monthly and undertakes an annual review. It appoints appropriate council departments to lead and members to champion safeguarding children. It oversees the complaints handling process, risk management process, and works with HR on recruitment, training, and professional development. It sits between senior executive and staff, consultants/contractors, and volunteers so it drafts policy for council endorsement and communicates the expectations of policy in practice through council’s procedures developed for each standard. It is directly accountable to senior executive in council and Membership and Terms of Reference are attached to this policy.
- A Code of Conduct/Standards of Behaviour that outlines acceptable and unacceptable behaviour, with clear processes for any breaches. This is agreed to and signed by all staff, volunteers and consultants/contractors working directly or indirectly with children and young people. It is monitored at monthly Governance Group Meetings and reviewed annually. Our Councillor Code of Conduct has clear expectations on safeguarding children and young people.
- All staff, volunteers and consultants/contractors attend the Safeguarding Children and Young Peoples ‘Professional Development program that has a specific module on commitment to safeguarding children and young people.

- Staff, volunteers, and consultants/contractors participate in council's safeguarding children and young people's annual review and safeguarding children and young people review process. They reflect on improving their skills, knowledge, and practice in safeguarding young people and their families in professional support sessions, staff meeting and professional networking.
- Our procedures and procedures for Standard 2 outlines actions at each level of council - from councillors and executives through to on the ground staff, volunteers, and consultants/contractors to put commitment to safeguarding children and young people into practice. Our procedures are monitored by the CSS Governance Group and reviewed annually.

Appendix 2: CCYP Compliance Indicators and potential procedures, templates, and resources

STANDARD	Compliance Indicators – CCYP guide for Creating a Child Safe Organisation: Documents and Actions	Potential procedures, resources and templates – CCYP guide for Creating a Child Safe Organisation. Provides guidance on developing processes and procedures to meet the Standards
STANDARD 1	Pp20 – 23	<p>Pp24 – 37</p> <ul style="list-style-type: none"> ○ Cultural safety and why it is important - p24 ○ Cultural rights are protected in law - p 25 ○ Aboriginal children in Victoria – p 26 ○ Encouraging and supporting a child’s ability to express their culture and enjoy their cultural rights – pp26-29 ○ Acknowledging and appreciating the strengths of Aboriginal culture and its importance to the wellbeing and safety of Aboriginal children – pp28-29 ○ Ensuring racism within the organisation is identified, confronted, and not tolerated – pp 31-33 ○ Participation and inclusion by Aboriginal children and their families – p33 ○ Policies, procedures, systems, and processes – p35
STANDARD 2	P 39	<p>Pp 40 – 51</p> <ul style="list-style-type: none"> ○ Making a public commitment to child safety – p40 ○ Child Safety and Wellbeing Policy – p41 ○ Developing and reviewing your organisation’s policy – p42 ○ A child safe culture is championed and modelled at all levels of the organisation from the top down to the bottom up – p 42 ○ Governance arrangements facilitate implementation of the Child Safety and Wellbeing Policy – pp45-46 ○ Code of Conduct provides guidance to staff and volunteers on expected behavioural Standards and responsibilities – pp46-47 ○ Risk management Strategies focus on preventing, identifying, and mitigating risks to children – p 49-51
STANDARD 3	Pp 53-54	<p>Pp 55 – 65</p> <ul style="list-style-type: none"> ○ Empowerment- p 55 ○ Children’s rights – p 55-56 ○ Empowering children about their rights – p56 ○ Friendships and peers – p57 ○ Sexual Abuse Prevention Programs – pp58 – 59 ○ Role of staff and volunteers- p61 ○ A culture of participation – pp 62-63
STANDARD	Compliance Indicators – CCYP guide for	Potential procedures, resources and templates – CCYP guide for Creating a Child Safe Organisation. Provides guidance on developing processes and procedures to meet the Standards

	<u>Creating a Child Safe Organisation:</u> Documents and Actions	
STANDARD 4	P68	<p>Pp 69-79</p> <ul style="list-style-type: none"> ○ Empowering families and communities – p 69. ○ Diversity of families and communities – pp70-71. ○ Practical ways to overcome communication barriers - pp 71-74. ○ Ways to share information with families and ensure families and communities can have a say in the development and review of policies and procedures (pp77-78). ○ How families, carers in the community are informed about council's operations and governance - pp78-79. ○ Practical ways to overcome communication barriers - pp 71-74. ○ Ways to share information with families and ensure families and communities can have a say in the development and review of policies and procedures - pp77-78. ○ How families' carers in the community are informed about council's operations and governance – pp 78-79.
STANDARD 5	Pp 81-82	<p>Pp 82- 99</p> <ul style="list-style-type: none"> ○ Upholding equity and respecting diverse needs in council- p83. ○ Understanding and respecting diversity pp 85-86. ○ Taking account of diverse circumstances in responding to increased risk - p86/87. ○ Providing access to information, support and complaints process is in ways that are culturally safe, accessible, and easy to understand - pp 89 - 91. ○ Paying particular attention to diverse needs and experiences – pp 91-92. ○ Children from culturally and linguistically diverse backgrounds – pp 93-94. ○ Children who are unable to live at home – pp 95-96. ○ Lesbian, gay, bisexual, transgender, intersex, queer, non-binary and diverse children and young people – pp 96-99.
STANDARD 6	Pp101-102	<p>Pp103-109</p> <ul style="list-style-type: none"> ○ Whether the position requires direct contact or indirect contact and definitions for each. (p 103 - 105) ○ Appropriate advertisements including council's commitment to child safety and wellbeing and zero tolerance to child abuse and harm. (p105). ○ Tips for undertaking reference checks. (p106) ○ Requirements for Working with Children Clearances or equivalent background checks. (p107) ○ Staff, consultants/contractors and volunteer induction and training in responsibilities to children and young people. (p108) ○ Record keeping, information sharing and reporting obligations. (p109) ○ Supervision and people management. (p109)

STANDARD	Compliance Indicators – CCYP guide for Creating a Child Safe Organisation: Documents and Actions	Potential procedures, resources and templates – CCYP guide for Creating a Child Safe Organisation. Provides guidance on developing processes and procedures to meet the Standards
STANDARD 7	Pp 111-112	Pp 113 - 128 <ul style="list-style-type: none"> ○ Guidance on developing a complaint handling guide (pp 113-114). ○ Creating a child focused complaints culture and policy (pp114 - 115). ○ Creating accessible complain handling policies that are easily understood (p115). ○ A flowchart for a child safety reporting process (p116). ○ How to respond to complaints and safety concerns (pp 117-120). ○ Record keeping (pp120 – 121). ○ Initial response and risk management (p 122). ○ Reporting disclosures, complaints, and safety concerns (pp 122-124). ○ Cooperating with law enforcement and regulators (p125). ○ Support and investigation (pp125 - 126). ○ Outcomes, sharing information, privacy, privacy, and employment laws (pp127-129).
STANDARD 8	Pp 130 - 131	Pp 131-138 <ul style="list-style-type: none"> ○ Training and information (p132) ○ Supervision and people management (p133) ○ Making training and information effective (p133) ○ Tailor your approach (p134) ○ Provide effective training (p134) ○ Training and support to effectively implement councils safeguarding children and young persons' policy (p135) ○ Tools and tips (pp136&137) ○ Supporting staff consultants/contractors and volunteers to respond effectively (p137) ○ Building culturally safe environments (p138)
STANDARD 9	Pp 140-141	Pp 142-152 <ul style="list-style-type: none"> ○ Why risk needs to be identified and managed in council. (p142) ○ A five-step process for risk management for the safety and wellbeing of children and young people (pp 143-147). ○ Use of the online environment (p148). ○ Risks in the online environment (p148). ○ How to manage risks in the online environment (149-150) ○ Third - party contractors/consultants (151)

STANDARD	Compliance Indicators – CCYP guide for Creating a Child Safe Organisation: Documents and Actions	Potential procedures, resources and templates – CCYP guide for Creating a Child Safe Organisation. Provides guidance on developing processes and procedures to meet the Standards
STANDARD 10	P 154	Pp 155 - 162 <ul style="list-style-type: none"> ○ What review, evaluation and improvement means. (p156) ○ A four-step process for review and improvement (pp 156-160). <ol style="list-style-type: none"> 1. Collect information(p156). 2. Consult (pp 157-158) 3. Assess information (p159) 4. Make findings and plan for improvement (pp159-160) ○ Analyse complaints, concerns, and safety incidents (p 160) ○ Report on Review findings (p 160) ○ Tools and tips (pp 161-162).
STANDARD 11	Pp 164-165	Pp 165-175 <ul style="list-style-type: none"> ○ What are effective policies and procedures. (p165) ○ The six-step process for preparing a policy or procedure (pp 166- 167). ○ The policies and procedures needed to address all standards (p 167). ○ Making policies and procedures easy to understand (p 167). ○ Best practise and stakeholder consultation (p168 - 169). ○ Leaders and champions (p170).

Appendix 3: Tips on developing a council risk management plan

Developing a Risk Management Plan includes defining the context, identification, analysis and treatment of safeguarding children and young peoples' risks at a council, departmental and service delivery level. Make sure it covers risks posed by organisational settings activities and the online and physical environment.

Risk management in a child safe context is the process of managing council's exposure to poor professional practice or misconduct by staff, consultants/contractors and volunteers which may be intentional or unintentional. Risk is defined as unwanted consequences – the opposite of your organisation's desire to safeguarding children. Controls are any actions taken to manage the impact of risk.

Risk management process.

1. Identify risks to safeguarding children and young people – consider the physical and online environment, the behaviour and interactions between adults and children, the culture of your organisation and the vulnerabilities of children and young people.
2. Involve children and young people including from Aboriginal, social, culturally, and linguistically diverse backgrounds – they will have great insights into the risks they encounter.
3. Identify the risks (see section below).
4. Identify the risk level (low, medium, high)
5. Identify the most relevant Child Safe Standard or Standards to help consider how the risk can be managed.
6. Outline what you will do to mitigate or manage the risk – Interventions do not need to be expensive, and many can be implemented with no or limited cost.
7. Identify who is responsible for implementing the strategies, interventions, and changes.
8. Identify the timeframe for when changes need to be implemented by.
9. Identify what you expect to see after implementing the Child Safe Standards.
10. Review your approach to implementing the Child Safe Standards yearly.
11. You should also regularly monitor all the risks you face and controls you have put in place to ensure the controls remain fit for purpose.
12. Ensure identified risks to children and young people are listed on any Council or internal Risk Register, included in the Risk Management Audit and it is made clear what will happen if the risks are not addressed.
13. Children, families, and young people should be involved in the process of identifying and managing risks with communication about the measures council is putting in place to keep them safe. It should be communicated to management, staff, contractors, volunteers who should be made aware of their responsibility for identifying risks of child abuse, and their obligation to work with the Lead Department, Child Safeguarding Officer and/or CSS Governance Group to reduce those risks.

Identifying risks in a council setting

When working through the risk assessment process in [CCYP Guide for Creating a Child Safe Organisation](#) pp143-147, it is clear that safeguarding risks that council face are broad and far reaching. It may be advantageous to involve planning/building department/personnel, council communication department/personnel as well as risk management personnel to identify potential risks. Below is an example of situational risks that a council may have, which need to be identified alongside the vulnerability risks, propensity risks and institutional risks outlined in the CCYP Guide.

- *Safeguarding incidents due to a child or young person being unsupervised in a council physical environment such as libraries, civic centre, youth centre, toy libraries, MCH centres, childcare, kindergartens, school holiday programs, immunisation, playgrounds, community gardens, sporting clubs, school crossing supervisors, public toilets etc.*
- *Risks of a Safeguarding incident when a child or young person is unsupervised including during recreation or other activities, poor visibility of facilities or in remote/ seldom used areas. Lack of appropriate privacy including separation of the sexes, separation of staff and customer facilities, accessibility to the public*
- *Safeguarding incidents in an online environment such as unacceptable use of Internet enabled devices physical location of computers that does not facilitate supervision, lack of regulation of contact through social media, online child safety issues including grooming via media services such as Facebook Instagram Twitter and other social media, YouTube, mobile phone, SMS Snapchat, WhatsApp messages and other mobile messaging, telephone Skype and other media for making voice calls, photography and videography, any other electronic media, unclear acceptable online relationships, photographs being taken by volunteers or staff without the consent of parents and guardians. can staff or volunteers contact children of their firm or their families outside the services provided by council if so under what circumstances.*
- *Safeguarding incidents due to third party contractors/consultants not aware of council requirements, lack of background checks on contractors/consultants, lack of supervision of contracts.*
- *Safeguarding incidents due to staff, consultants/contractors and volunteers not having appropriate pre-employment procedures, noncompliant recruitment process, non-compliance with relevant policies and procedures, unethical behaviour, demonstrating a lack of demonstrating children young person's safeguarding culture.*
- *Safeguarding incidents due to lack of effective child safeguarding policy, failure to ensure that appropriate guidance and training is provided to consultants/contractors staff and volunteers about child safeguarding, lack of reporting procedures, lack of understanding of roles and responsibilities in relation to safeguarding children and young people, lack of leadership on child safeguarding, council fails to monitor who is on the premises.*

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- ⁱ Refer [MAV Website “What we do”](#)
 - ⁱⁱ CCYP Organisations [named](#) to comply with Child Safe Standards
 - ⁱⁱⁱ Definition from Child Wellbeing and Safety Act 2005, Amended 2018, [Section 3](#)
 - ^{iv} Child Safe Organisations, National Principles, Australian Human Rights Commission, National Framework for Protecting Australia/s Children, 2009-2020
 - ^v The Crimes Amendment Act at [Department of Justice and Community Safety](#)
 - ^{vi} <https://www.legislation.vic.gov.au/bills/child-wellbeing-and-safety-child-safe-standards-compliance-and-enforcement-amendment-bill>
 - ^{vii} The Nest, a wellbeing framework for children and young people, Australian Research Alliance for Children and Youth, 2014 – updated 2019.
 - ^{viii} Tasmania’s Child and Youth Wellbeing Strategy, Tasmanian Government, June 2021
 - ^{ix} The [Betrayal of Trust Inquiry Report](#), 2017
 - ^x Australian Institute of Health and Welfare, Australia’s Children in Brief, Australian Government 2019
 - ^{xi} A Guide for Creating a Child Safe Organisation, Commission for Children and Young People, 2022
 - ^{xii} CCYP Organisations [named](#) to comply with Child Safe Standards
 - ^{xiii} Review of the Victorian Child Safe Standards Final Report, Health and Human Services Dec 2019
 - ^{xiv} [Child Safe Standards National Principles](#)
 - ^{xv} [Review of the Victorian Child Safe Standards](#) Final Report, Health and Human Services, December 2019
 - ^{xvi} Victoria’s 11 Child Safe Standards, What’s 11? Overview of the 11 Child Safe Standards, Commission for Children and Young People.
 - ^{xvii} Victoria’s 11 Child Safe Standards, Commission for Children and Young People.
 - ^{xviii} [CCYP Child Safe Standards 2022 What’s New?](#)
 - ^{xix} Victoria’s 11 Child Safe Standards, FAQs, Commission for Young Children and People, 2021
 - ^{xx} [Victorian Councils, What Councils do](#)
 - ^{xxi} CCYP Organisations [named](#) to comply with Child Safe Standards
 - ^{xxii} Adapted from [City of Casey, Child Safe Policy](#)
 - ^{xxiii} [Keeping our Children Safe](#), SNAIC, Resource Guide, May 2021
 - ^{xxiv} Commission for Children and Young People, A Guide to Creating a Child Safe Organisation, p9.
 - ^{xxv} CCYP Organisations [named](#) to comply with Child Safe Standards
 - ^{xxvi} The Child Wellbeing and Safety (Child Safe Standards Compliance and Enforcement) Amendment Bill (Vic)
 - ^{xxvii} Victoria’s 11 Child Safe Standards, What’s 11? Overview of the 11 Child Safe Standards, Commission for Children and Young People.
 - ^{xxviii} Adapted from [Shire of Yarra Ranges Child Safety and Wellbeing policy](#), Version 2, March 2020