Creating a child safe organisation

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

Organisation Name:

Date:

Completed by:

Self-assessment and review tool

**Introduction**

This self-assessment is based on the ten [National Principles for Child Safe Organisations](https://childsafe.humanrights.gov.au/sites/default/files/2019-02/National_Principles_for_Child_Safe_Organisations2019.pdf) (National Principles) and has been adapted from the [Australian Human Rights Commission’s Introductory Self-Assessment tool](https://childsafe.humanrights.gov.au/learning-hub/organisational-self-assessment#:~:text=The%20Introductory%20self%2Dassessment%20tool,line%20with%20the%20National%20Principles.) to provide a more tailored approach to arts, culture, sporting and community organisations in Western Australia.

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

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

Please note that legislative requirements are not detailed within this tool.

**How to complete the tool**

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

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

The tool can be completed by:

1. Reading the Principle statement and ‘What might this look like?’ examples.
2. Marking whether the statement is true ‘always’, ‘most of the time’, ‘sometimes’, ‘rarely’, ‘never’. Mark ‘other’ if you’re unsure.
3. Recording any practices that are currently in place in the ‘Scoring Comment’ section.
4. Completing the ‘Next Steps’ section, focusing on Principles for which you’ve selected ‘rarely’, ‘never’ or ‘other’.
5. Determine and record who is responsible for completing each next step and expected completion dates. You should include in the ‘Next Steps’ section what evidence will demonstrate that action has been taken.
6. Use the information recorded in the ‘Next Steps’ section of each Principle to complete the priority action list on the final page, and schedule regular reporting within the organisation (for example, at committee or council meetings).
7. Consult the National Principles key action areas and indicators to help you consider future actions and guide their prioritisation for implementation.

The Department of Local Government, Sport and Cultural Industries Child Safeguarding Implementation Unit is available to support organisations in completing the tool. Please contact the Unit by email ([childsafeguarding@dlgsc.wa.gov.au](mailto:childsafeguarding@dlgsc.wa.gov.au)) if you require any assistance.

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| **Principle 1:** Child safety and wellbeing is embedded in organisational leadership, governance and culture. | | | |
| 1. Everyone in the organisation **understands their responsibilities** and **models attitudes and behaviours** that show they are committed to child safety and wellbeing.   What might this look like?   * Everyone prioritises the best interests of children. * Leaders model behaviour that promotes the organisation’s commitment to child safety and wellbeing. * Volunteers and staff are informed about child safety and wellbeing. * The organisation’s commitment to child safety is reiterated through policy, practice, and messaging. * The organisation integrates child safe commitment into everyday work practices. * The organisation makes a public commitment to child safety and wellbeing.   Links to resources that support child safeguarding improvements in this area:   * [Charter of Commitment to Children and Young People](https://childsafe.humanrights.gov.au/tools-resources/practical-tools) (Australian Human Rights Commission) * [Development of child safe policies and codes of conduct](https://childsafe.humanrights.gov.au/tools-resources/practical-tools) (Australian Human Rights Commission) | | | |
| **Score**  Always  Most of the time  Sometimes  Rarely  Never  Other (don’t know) | **Scoring comment** | | |
| **Next steps** | | **By whom** | **By when** |

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| **Principle 2:** Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously. | | | |
| 1. The organisation **values** children’s views and invites children and young people to **participate in decision making**.   What might this look like?   * Children and young people are informed about, and understand, their rights, can speak up about their concerns and know how to seek help. * Children and young people have opportunities to give their opinion on what makes them feel safe and unsafe in the organisation. * Children and young people have opportunities to give their opinion about how things are done, and what could be done better. * The organisation encourages child participation in decision-making, listens to children and considers their views when developing activities and processes. * The organisation provides age-appropriate platforms for children and young people to communicate and participate e.g. through games, creative activities and group discussion.   Links to resources that support child safeguarding improvements in this area:   * [Engaging Young People in Decision Making (](https://www.wa.gov.au/government/document-collections/youth-participation-kit)[WA State Government)](https://www.wa.gov.au/government/document-collections/youth-participation-kit) * [Participation Guidelines (WA Commissioner for Children and Young People)](https://www.ccyp.wa.gov.au/media/4602/ccyp-participation-guidelines-2021-web4.pdf) | | | |
| **Score**  Always  Most of the time  Sometimes  Rarely  Never  Other (don’t know) | **Scoring comment** | | |
| **Next steps** | | **By whom** | **By when** | |

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| **Principle 3:** Families and communities are informed and involved in promoting child safety and wellbeing. | | | |
| 1. The organisation **involves and communicates** with **families and communities** about child safety and wellbeing.   What might this look like?   * The organisation informs families and communities of their child safe policies and procedures e.g. through website, newsletter, or open days * The organisation invites families and communities to have a say about the development and review of policies and procedures * The organisation actively invites feedback from families and communities about its activities and processes e.g. at meetings, surveys and informal discussions   Links to resources that support child safeguarding improvements in this area:   * [Information for parents, carers, and family members (WA Commissioner for Children and Young People)](https://www.ccyp.wa.gov.au/media/3948/child-safe-organisations-wa-parent-resource-updated-november-2019.pdf) | | | |
| **Score**  Always  Most of the time  Sometimes  Rarely  Never  Other (don’t know) | **Scoring comment** | | |
| **Next steps** | | **By whom** | **By when** | |

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| **Principle 4:** Equity is upheld, and diverse needs respected in policy and practice | | | |
| 1. The organisation **encourages and supports** children and young people to participate, regardless of their circumstances, backgrounds, and diverse needs.   What might this look like?   * Policies and practices recognise and respect diversity and promote equitable participation by all children. * Volunteers and staff learn about circumstances and experiences that increase a child’s vulnerability to harm. * Volunteers and staff take the concerns and needs of children seriously and respond meaningfully when issues are raised. * The organisation considers how safety and wellbeing, and communication and participation, might differ for children and young people from diverse backgrounds and circumstances, including: * Aboriginal and Torres Strait Islander children and young people * Children and young people with disability * Children and young people from culturally and linguistically diverse (CaLD) backgrounds * Lesbian, gay, bisexual, transgender, intersex and queer children and young people * Children and young people who are unable to live at home.   Links to resources that support child safeguarding improvements in this area:   * [Engaging with Aboriginal children and young people (WA Commissioner for Children and Young People)](https://www.ccyp.wa.gov.au/our-work/resources/aboriginal-and-torres-strait-islander/engaging-with-aboriginal-children-and-young-people-toolkit/) * [Keeping Our Kids Safe: Cultural Safety and the National Principles for Child Safe Organisations (National Office for Child Safety)](https://www.childsafety.gov.au/resources/keeping-our-kids-safe) * [Understanding safeguarding practices for children with disability (Australian Institute of Family Studies)](https://aifs.gov.au/cfca/publications/understanding-safeguarding-practices-children-disability-when-engaging) * Children and Young People from CaLD backgrounds speak out report (WA Commissioner for Children and Young People)  * [Tips for engaging LGBTI Youth (Q Life)](https://qlife.org.au/uploads/19-Young-People.pdf) | | | |
| **Score**  Always  Most of the time  Sometimes  Rarely  Never  Other (don’t know) | **Scoring comment** | | |
| **Next steps** | | **By whom** | **By when** |
| **Principle 5:** People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice | | | |
| 1. Volunteers and staff are **carefully selected,** and mandatory screening is completed.   What might this look like?   * Child safety is prioritised in the recruitment of volunteers and staff. * Responsibilities of volunteers and staff to uphold child safety and wellbeing are reflected in position descriptions and advertisements. * Volunteers and staff have current Working with Children Checks and necessary background checks if required (e.g. national police clearance). * Volunteers and staff receive an appropriate induction and are aware of their responsibilities to protect children and young people from harm. * The organisation verifies applicants’ identity, qualifications, professional registration and relevant background/Working with Children/police checks.   Links to resources that support child safeguarding improvements in this area:   * [Working with Children Checks (WA)](https://workingwithchildren.wa.gov.au/) | | | |
| **Score**  Always  Most of the time  Sometimes  Rarely  Never  Other (don’t know) | **Scoring comment** | | |
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| **Principle 6:** Processes to respond to complaints and concerns are child focussed | | | |
| 1. The organisation has **child friendly and accessible** processes for raising concerns and making complaints and **takes all concerns and complaints seriously**. Employees respond promptly and effectively when receiving complaints, concerns, and disclosures of abuse.   What might this look like?   * A clear complaint handling policy and process that outlines roles and responsibilities, approaches to managing a variety of complaints, and what action to take after a complaint has been made. * The complaint handling process is understood by, and accessible to, children and young people, volunteers, staff, and families. * Complaints are taken seriously and responded to promptly and thoroughly. * The organisation has procedures in place to report complaints and concerns to relevant authorities when necessary and within appropriate timeframes. * The organisation uses learnings from feedback and complaints received to improve their policy and practice. * Information about raising and responding to concerns and complaints is in easy English for individuals with different levels of English literacy and cognitive ability. * Information about raising and responding to concerns and complaints is available in child-friendly formats, such as the use of visual aids.   Links to resources that support child safeguarding improvements in this area:   * [Code of conduct example](https://childsafe.humanrights.gov.au/tools-resources/practical-tools) (Australian Human Rights Commission)  * [Tips for children and young people on how to make a complaint (WA Commissioner for Children and Young People)](https://www.ccyp.wa.gov.au/info-for-children-and-young-people/tips-for-children-and-young-people-on-how-to-make-a-complaint/) * [Guidelines for Complaints Handling (WA Ombudsman)](https://www.ombudsman.wa.gov.au/Publications/Documents/guidelines/Binder-Complaint-Handling.pdf) * [Responding to a suspicion of harm against a child (Play by the Rules)](https://www.playbytherules.net.au/complaints-handling/suspicion-of-harm-against-a-child) | | | |
| **Score**  Always  Most of the time  Sometimes  Rarely  Never  Other (don’t know) | **Scoring comment** | | |
| **Next steps** | | **By whom** | **By when** |
| **Principle 7:** Staff and volunteers are equipped with the knowledge, skills, and awareness to keep children and young people safe through ongoing education and training | | | |
| 1. The organisation provides **continuous support** to volunteers and staff to meet the needs of children and young people and **information and training** on child safety and wellbeing, including how to **respond** to complaints, concerns, and disclosures of abuse.   What might this look like?   * Volunteers and staff are trained and follow the organisation’s policies, procedures and processes when responding to a complaint or disclosure of harm or abuse. * Training resources and tools are consistent, accessible, easy to use and updated regularly with current process and practice requirements. * Regular training and supervision sessions are provided to volunteers and staff.   Links to resources that support child safeguarding improvements in this area:   * [Child Protection Online Training (Play by the Rules)](https://www.playbytherules.net.au/online-courses/child-protection-and-safeguarding-course) | | | |
| **Score**  Always  Most of the time  Sometimes  Rarely  Never  Other (don’t know) | **Scoring comment** | | |
| **Next steps** | | **By whom** | **By when** |

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| **Principle 8:** Physical and online environments promote safety and wellbeing while minimising opportunity for children and young people to be harmed. | | | |
| 1. The organisation’s **risk management plan** addresses both physical and online risks.   What might this look like?   * The organisation has a risk management plan that identifies, assesses, and takes steps to minimise the risk of children being harmed. * A risk management plan is outlined in policies and procedures and volunteers and staff are aware of the plan and their role in its implementation. * A risk management plan considers increased risk with specific roles and activities, and children with heightened vulnerability.   Links to resources that support child safeguarding improvements in this area:   * [Risk management resources (Children’s Guardian NSW)](https://ocg.nsw.gov.au/news/risk-management-new-resource-now-available) * [Online risks and safety (eSafety Commissioner)](https://www.esafety.gov.au/parents/big-issues) * [Checklist for online safety](https://childsafe.humanrights.gov.au/tools-resources/practical-tools) (Australian Human Rights Commission) | | | |
| **Score**  Always  Most of the time  Sometimes  Rarely  Never  Other (don’t know) | **Scoring comment** | | |
| **Next steps** | | **By whom** | **By when** |

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| **Principle 9:** Implementation of the National Principles for Child Safe Organisations is regularly reviewed and improved | | | |
| 1. The organisation **regularly reviews** and **improves** their child safe practices.   What might this look like?   * The organisation regularly reviews child safe practices and completes this self-assessment tool annually for continuous improvement. * The organisation creates a plan for future action (see action plan at the end of this document) on child safety and wellbeing with timeframes that are committed to and met. * The organisation reports on the findings of child safety reviews to volunteers and staff, families, communities and children and young people. | | | |
| **Score**  Always  Most of the time  Sometimes  Rarely  Never  Other (don’t know) | **Scoring comment** | | |
| **Next steps** | | **By whom** | **By when** |

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| **Principle 10:** Policies and procedures document how the organisation is safe for children and young people | | | |
| * The organisation has **policies and procedures** on child safety that are **easily accessible**. Volunteers and staff know how to apply policies and procedures.   What might this look like?   * Child safety policies and procedures are easily available on the organisation’s website and are accessible to people with diverse needs. Where appropriate, hard copies of documents are made available. * Volunteers and staff understand their roles and responsibilities in implementing the policies and procedures. * Volunteers and staff support children and young people, families, and community members to access and understand the policies, procedures, and processes.   Organisations display child safe messages and materials where appropriate.  Links to resources that support child safeguarding improvements in this area   * [Charter of Commitment to Children and Young People](https://childsafe.humanrights.gov.au/tools-resources/practical-tools) (Australian Human Rights Commission) * [Development of child safe policies and codes of conduct](https://childsafe.humanrights.gov.au/tools-resources/practical-tools) (Australian Human Rights Commission) | | | |
| **Score**  Always  Most of the time  Sometimes  Rarely  Never  Other (don’t know) | **Scoring comment** | | |
| **Next steps** | | **By whom** | **By when** |

Action List

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

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

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

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

Australian Human Rights Commission’s Practical Tools

[NSW Office of the Children’s Guardian’s Child Safe Resources](https://ocg.nsw.gov.au/resources?combine=&field_published_date_value=&field_topic_target_id%5B35%5D=35&field_resource_doc_type_target_id%5B21%5D=21)

#### Assessment Completed (date):

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

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|  | **Action** | **By When** | **By Whom** | **Completed On** |
| **1** |  |  |  |  |
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**TIMEFRAME – SHORT (3 TO 6 MONTHS)**

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|  | **Action** | **By When** | **By Whom** | **Completed On** |
| **4** |  |  |  |  |
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**TIMEFRAME – MEDIUM (6 TO 12 MONTHS)**

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|  | **Action** | **By When** | **By Whom** | **Completed On** |
| **7** |  |  |  |  |
| **8** |  |  |  |  |
| **9** |  |  |  |  |