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| Self-audit tool |
| Child Safe Standards toolkit: Resource 1A |

**The Child Safe Standards require organisations that provide services or facilities for children to embed an organisational culture of child safety, including through effective leadership arrangements. Your organisation may already have good leadership strategies. This resource is designed to assist organisations to assess their progress in meeting the requirements of the Child Safe Standards.**

# Further information

Further information about the [Child Safe Standards](https://providers.dhhs.vic.gov.au/child-safe-standards) <https://providers.dhhs.vic.gov.au/ child-safe-standards> can be found on the Department of Health and Human Services (the department) website. This includes additional resources that have been designed for organisations that are funded and/or regulated by the department. In particular, an [overview of the Victoria Child Safe Standards](https://providers.dhhs.vic.gov.au/overview-victorian-child-safe-standards-word) <https://providers.dhhs.vic.gov.au/overview-victorian-child-safe-standards-word> has information to help organisations to understand the requirements of each of the Child Safe Standards.

All organisations may also refer to the information and resources available on the [Child Safety page](https://ccyp.vic.gov.au/child-safety/) <https://ccyp.vic.gov.au/child-safety/> on the Commission for Children and Young People’s website.In particular, the Child Safe Standards – Implementation and Action Plan Tool provides comprehensive guidance in relation to identifying where organisations need to focus efforts to strengthen and augment their child safe policies, processes and risk strategies.

# Disclaimer

This resource provides general guidance only on the Child Safe Standards. The department does not guarantee that the examples provided in this document are sufficient for the purposes of an organisation’s compliance with the Child Safe Standards.

# Self-audit tool

Name:

Position:

Contact details:

Standard 1: Strategies to embed an organisational cultural of child safety, including through effective leadership arrangements

| Activity | In place | Partially in place | Not in place | Action required | Timeframe for actions |
| --- | --- | --- | --- | --- | --- |
| Child safety is a core part of public and internal messaging. |  |  |  |  |  |
| Policies and practices exist that prioritise child safety and promote shared responsibility – not just at a leadership level – by outlining all staff responsibilities. |  |  |  |  |  |
| A culture exists of supporting the cultural safety of Aboriginal children, the cultural safety for culturally and/or linguistically diverse children and the safety of children with a disability.  |  |  |  |  |  |
| Policies outline the steps staff, volunteers, children and families should take if they have concerns about the organisation’s leadership in regards to child safety. |  |  |  |  |  |
| A culture exists in which staff, volunteers, children and families feel comfortable and supported when talking about any child safety concerns.  |  |  |  |  |  |

Standard 2: A child safe policy or statement of commitment to child safety

| Activity | In place | Partially in place | Not in place | Action required | Timeframe for actions |
| --- | --- | --- | --- | --- | --- |
| The organisation has a child safe policy or statement of commitment to child safety which is accessible to the public. |  |  |  |  |  |
| The policy or statement of commitment includes the organisation’s commitment to Aboriginal cultural safety, culturally and/or linguistically diverse cultural safety and the safety of children with a disability.  |  |  |  |  |  |
| All board members, staff and volunteers are aware of the organisation’s commitment to child safety and their duty of care requirements. |  |  |  |  |  |

Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children

| Activity | In place | Partially in place | Not in place | Action required | Timeframe for actions |
| --- | --- | --- | --- | --- | --- |
| Appropriate safe behaviour with children is clearly defined in a code of conduct which is accessible and understood by staff, volunteers, children and families |  |  |  |  |  |
| Staff, volunteers, children and families understand safe behaviour and relationships with Aboriginal children, culturally and/or linguistically diverse children and children with a disability.  |  |  |  |  |  |
| Procedures for dealing with identified child safety risks or breaches of the code of conduct are clearly communicated and understood. |  |  |  |  |  |

Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel

| Activity | In place | Partially in place | Not in place | Action required | Timeframe for actions |
| --- | --- | --- | --- | --- | --- |
| Interviews, police checks, identity checks, reference checks and Working With Children Checks (where necessary) are undertaken for all staff and volunteers. |  |  |  |  |  |
| The organisation has effective recruitment processes that select appropriate staff and volunteers, and discourage inappropriate staff and volunteers from entering the organisation. |  |  |  |  |  |
| The organisation actively encourages job applications from Aboriginal people and people from a culturally and/or linguistically diverse background. |  |  |  |  |  |
| Staff and volunteers are trained in child safety and practice appropriate behaviour, including with Aboriginal children, culturally and/or linguistically diverse children and children with a disability. |  |  |  |  |  |

Standard 5: Processes for responding to and reporting suspected child abuse

| Activity | In place | Partially in place | Not in place | Action required | Timeframe for actions |
| --- | --- | --- | --- | --- | --- |
| Staff and volunteers are aware of actions that they should take in the event of an incident or allegation, including the type of contact that should be reported, who is responsible for reporting and to whom the report should be made. |  |  |  |  |  |
| Processes are in place to ensure children are aware of who and how they can report abuse. |  |  |  |  |  |
| If child abuse alleged or suspected, all legal requirements for reporting to authorities complied with including to Victoria Police and/or Child Protection. |  |  |  |  |  |
| Disciplinary processes, that are clearly defined and understood by all staff and volunteers, are adhered to when necessary. |  |  |  |  |  |
| The organisation understands that if an allegation of abuse concerns an Aboriginal child, culturally and/or linguistically diverse child or child with a disability, particular measures should be taken to support the child.  |  |  |  |  |  |
| All breaches of child safe policies and procedures are appropriately managed, including adhering to all mandatory requirements (including professional codes of conduct) and other matters of law, and suspending (where necessary to ensure alleged victims’ safety) staff or volunteers while allegations are investigated. |  |  |  |  |  |

Standard 6: Strategies to identify and reduce or remove the risks of child abuse

| Activity | In place | Partially in place | Not in place | Action required | Timeframe for actions |
| --- | --- | --- | --- | --- | --- |
| Situational risks are considered and understood by all staff and volunteers. |  |  |  |  |  |
| Risk management plan and approaches are regularly reflected on and improved. |  |  |  |  |  |

Standard 7: Strategies to promote the participation and empowerment of children

| Activity | In place | Partially in place | Not in place | Action required | Timeframe for actions |
| --- | --- | --- | --- | --- | --- |
| Reporting procedures are accessible for all children.  |  |  |  |  |  |
| Children understand how to report an allegation of abuse or concern for their safety to the organisation and external bodies (for example, Victoria Police and/or Child Protection). |  |  |  |  |  |
| Children feel safe, empowered and taken seriously if they raise concerns. |  |  |  |  |  |
| Measures are taken to promote the cultural safety of Aboriginal children, the cultural safety of culturally and/or linguistically diverse children and the safety of children with a disability.  |  |  |  |  |  |

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