



EMBEDDING THE Y'S SAFEGUARDING STANDARDS

A Practical How to Guide for
Implementing the Safeguarding Children
and Young People Standards

VI October, 2022

Our Safeguarding Framework

Each of Safeguarding Licencing Standards reflect each element of our Safeguarding Framework.





How to use this Guide



Each page is cornered by a coloured triangle that indicates the Pillar of the Framework under which each Standard sits (Culture, Operations or Environment). Use these as you flip through the document to find relevant Standards.

Each page is laid out using the format below for your ease of use and consistency throughout the document:

Why do we need this standard?

Why each Standard was developed and how it links with the National Principles (NP) for Child Safe Organisations.

What do we need to do?

Guidance on what is required by the Standard

Starting the Conversation

Questions to kick off planning and implementation for this Standard

Resources

Resources available to support Member Ys as they implement this Standard

Where to next?

Practical steps to continue meaningfully implementing this Standard

Further Support

For further information regarding what is required by each Standard, contact Y Australia by emailing Licensing@the-y.org.au

For further support on how to achieve the Standards, contact Y Safeguarding by emailing Safe@the-y.org.au

Culture



Board Sponsor

Why do we need this standard?

NP1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.

The role of the Board Sponsor is an essential role in setting the tone and culture of safeguarding in the Member Y. Their role is to oversee and uphold the elements of the Safeguarding Framework.

What do we need to do?

- Select an existing Board Member (or consider recruiting a specialist to the Board) who is keen to undertake the Board Sponsor Role.
- Ensure they are empowered to provide strategic oversight and direction for safeguarding within the organisation.

Starting the Conversation

- What do we expect from this role?
- Is there someone suitable on the Board or do we need to recruit a new board member for the role?
- How will we communicate the appointment - internally / externally?

Resources

- Board Safeguarding Sponsor Role Description - National Safeguarding Guidance Document Version 4 Page 22



Where to next?

- Board Sponsor receives training from Y Safeguarding
- Agree how often Board Sponsor will meet with Safeguarding Lead (Links to Standard 1:1)
- Board Sponsor reports between the Board and Sub-Committee meetings
- Board Sponsor contact details provided to Y Safeguarding
- Board Sponsor attends Y Safeguarding National Board Sponsor meetings twice a year.



Safeguarding Sub-Committee

Why do we need this standard?

NP1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.

The Safeguarding Sub-Committee is responsible for providing strategic advice, oversight, and guidance for all safeguarding initiatives within each Member Y and enabling the growth of safeguarding maturity and capability throughout the organisation.

What do we need to do?

- Appoint a Safeguarding Sub-Committee (or equivalent such as the Risk, Finance and Safeguarding Committee)
- Ensure the Sub-Committee meets at least two times per year.
- Ensure the Sub-Committee reports directly to the Board.

Starting the Conversation

- Do we have a clear process for the appointment of a sub-committee?
- Is there representation from each service line?
- Is there representation of diversity?
- Do we have representatives with an operational and strategic background?
- Do young people sit on the sub-committee?

Resources

- Safeguarding Children and Young People Sub-Committee Terms of Reference Template - Y Safeguarding National Safeguarding Guidance Document Version 4, Page 25

Where to next?

- Standing meeting items should include;
- Concern reviews (Links to Standard 1.9)
- Legislative Developments (Links to Standard 1.12)
- How we are listening to the voice of children and young people (Links to Standard 1.14)
- Consider inviting your National Safeguarding Support Manager to meetings periodically to provide education and awareness on key Safeguarding Topics and updates





Safeguarding Lead

Why do we need this standard?

NP1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.

This is a senior role within the organisation with the primary function of providing expertise and enabling the continuous growth of our safeguarding capability. The Safeguarding Lead is also the primary internal contact for reporting and investigation of all safeguarding

What do we need to do?

- Appoint a Safeguarding Lead and ensure they commit to:
 - ▶ Minimum engagement with Y Safeguarding.
 - ▶ Attending minimum Safeguarding Leadership Group Meetings.
 - ▶ The continuous improvement of the collective Safeguarding function.
- Ensure they enable Y People to fulfill their safeguarding responsibilities.
- Provide the Leads contact details to Y Safeguarding.

Starting the Conversation

- Are we meeting weekly with our Y Safeguarding Support Manager?
- Are the Safeguarding Leads contact details accessible and up to date?
- Do all Y People including children and young people know how to contact the Safeguarding Lead?

Resources

- Safeguarding Lead Position Description - Y Safeguarding National Safeguarding Guidance Document

Where to next?

- Develop a learning and development plan and ensure that the Lead has appropriate support and time to continuously improve their knowledge and skills.





Ongoing Communication

Safeguarding Lead, CEO and Board Sponsor

Why do we need this standard?

NP1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Clear communication between these three functions ensures the Governance (why we do things), Executive (what we must do) and operations (how we do things) work together for the same ends. Ensuring the goals, resourcing and functions of the Member-Y are in tune.

What do we need to do?

- Facilitate direct, open and candid communication between the operational Safeguarding Lead, the Board's Safeguarding Sponsor and the organisation's CEO.

Starting the Conversation

- How often should we meet?
- Do our meetings enable us to speak openly and transparently?
- Have meetings been documented and stored?
- Is there a formal procedure to handover to a new Safeguarding Lead/ CEO/ Board Sponsor if needed?

Resources

- Meeting Schedules
- Minuting/ Note Taking Templates
- Project Schedules if reporting progress
- Safeguarding Action Plan as a reporting tool to Board Sponsor and CEO
- Y Safeguarding National Safeguarding Guidance Document

Where to next?

- Notes should be taken during each Meeting - including action items for all three roles
- Member Ys may consider inviting their National Safeguarding Support Manager to Meetings periodically to ensure mutual understanding of shared goals





Safeguarding Standing Item

Why do we need this standard?

NP1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.

As a standing item at all Staff, Board and Executive Leadership meeting we have a forum to discuss learning and continuous improvement, an opportunity to raise concerns, or training needs, and a reminder to us all of the central place of safeguarding. (Refer also License Standard 3.2)

What do we need to do?

- Ensure safeguarding (including risks) is a standing item at all meetings including Board Meetings, Executive Meetings and Team Meetings.

Starting the Conversation

- Do all levels of our organisation, both operational and strategic talk about safeguarding matters on a regular basis?
- Do Y People know how to raise safeguarding concerns and when raised, are they listened to and taken seriously? How do we know and how do we measure this?

Resources

- Safeguarding Concerns incident review documentation
- Concerns reporting
- Y Safeguarding National Safeguarding Guidance Document

Where to next?

- Conduct routine checks to ensure safeguarding is kept on the agenda through friendly emails and building rapport with managers and team leaders across your Member Y.
- Develop Safeguarding Culture Survey or embed in Performance reviews to measure how empowered and confident Y people feel to speak up





Corporate/ Strategic Plans

Why do we need this standard?

NP1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.

If a Strategic plan is an organisation's process of defining its strategy or direction and making decisions on allocating its resources to attain strategic goals; then Safeguarding should be identified across the spectrum of Member Y planning from a Strategic as well as Risk management perspective.

What do we need to do?

- Consider safeguarding opportunities and risks within the organisation's Corporate or Strategic Plan.

Starting the Conversation

- Does our Corporate and Strategic Plans across the organisation reflect our commitment to protecting children and young people?
- What else can we do to improve environments (physical, online and face to face interactions) for children and young people to ensure that children's best interests are at the center of what we do?

Resources

- Member Y strategic plan
- Member Y Risk management strategy, and appetite
- Y Safeguarding National Safeguarding Guidance Document Version 4, Pages 17-21

Where to next?

- Board Sponsor receives training from Y Safeguarding
- Agree how often Board Sponsor will meet with Safeguarding Lead - Links to Standard 1:1
- Board Sponsor reports between the Board and Sub-Committee meetings
- Board Sponsor contact details provided to Y Safeguarding
- Board Sponsor attends Y Safeguarding National Board Sponsor meetings twice a year.





Safeguarding Action Plan

Why do we need this standard?

NP1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.

The Safeguarding Action Plan (SAP) is a 'live' document that develops a picture of the member Ys current safeguarding position on all the license standards with objectives to work towards with local context, resourcing and reference to legislative requirements and / or implications where appropriate. The Action plan is the central point that connects all the safeguarding pieces together.

What do we need to do?

- Annually develop and regularly review the organisation's Safeguarding Action Plan- including risk.
- Ensure the Safeguarding Action Plan is developed in consultation with Y Safeguarding.
- Ensure the Safeguarding Action Plan is informed by the safeguarding elements of the organisation's Corporate or Strategic Plans (as per Standard 1.6)

Starting the Conversation

- Do we talk about our Safeguarding Action Plan and priorities with all Y People?
- Where are our Safeguarding gaps and what do we need to do to address them?
- Do we involve Y people at all levels of the organisation in developing and reviewing the Safeguarding Action Plan?

Resources

- Safeguarding Action Plan Template - Y Safeguarding National Safeguarding Guidance Document Version 4, Pages 26-29



Where to next?

- Ensure the SAP is incorporated into the safeguarding standing item at executive/ senior leadership meetings- allowing all leaders to understand and take strategic ownership of tasks within their business area.



Risk Management Framework

Why do we need this standard?

NP1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.

A risk management framework is a set of references and tools that we rely on to make decisions about how to manage safeguarding risk. It should outline the oversight and controls we apply to safeguarding risk management. The Safeguarding framework outlines what we do.

What do we need to do?

- Develop, implement and continuously improve an appropriate system of risk oversight and control- including an endorsed Risk Management Framework.
- Facilitate a culture where risk management is seen as important.
- Ensure that Senior Leadership and Board are informed of, and take strategic ownership of, all risks and opportunities.

Starting the Conversation

- Do our Risk Registers reflect all legislative requirements
- Who do we tell if we think something could go wrong?
- Do we have an appropriate system or process to ensure that - if something could go wrong - the right people are informed at the right time?
- Do our Y people understand how to assess risk and identify how to remedy risks

Resources

- Risk Management Toolbox
- Member-Y Risk Matrix
- Risk registers on facilities and programs.
- Y Safeguarding National Safeguarding Guidance Document Version 4, Page 19

Where to next?

- Safeguarding Leads should be consulted at the development and review of key risk documents and processes.
- Should conduct regular review of all Risk Registers across the organisation





Safeguarding Risk Model

Why do we need this standard?

NP1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.

The Safeguarding risk model is how we manage safeguarding risk and therefore should include the practical application of learnings and continuous improvement. This is not only a reflection of opportunities for improvement discovered in the risk assessment process but also learnings from raised safeguarding concerns.

What do we need to do?

- Integrate the National Safeguarding Risk Model.
- Commit to continuous improvement of safeguarding practices as informed by evidence such as the:
 - ▶ Y Safeguarding quarterly National Risk Dashboards (when applicable); and
 - ▶ Y Safeguarding quarterly National Safeguarding Concerns Reports.

Starting the Conversation

- Do we have a procedure for all staff to report and respond to risk?
- Have we identified gaps in knowledge within the service lines?
- Have we provided children and young people with a mechanism to report risks? (i.e. safe/unsafe environments)
- Have we considered cost of ongoing learning and training requirements within our Strategic Plans

Resources

- Safeguarding Risk Model
- Lessons Learnt Template
- Y Safeguarding National Safeguarding Guidance Document

Where to next?

- Ensure that there is two way communication with front-line Y People. This allows them to understand the impact of their input into the Member Y's risk profile and assures them that their expertise is respected and applied.





Procurement

Why do we need this standard?

NP1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Our safeguarding commitment is concerned not only with the welfare of children in our care, but also those who may be impacted by the way we do business.

What do we need to do?

- Comply with all legislative requirements relating to procurement activities, where applicable.

Starting the Conversation

- Do we understand how children and young people can be affected by our supply chains?
- How do we address any elements of risk to children and young people in our supply chains?

Resources

- Supplier agreements and Contracts

Where to next?

- The current Commonwealth Modern Slavery Act provides a framework for organisations to implement safeguarding strategies to address risk to children and young people. Whilst all Member Y's may not meet requirements to comply with this legislation, it is important that we consider the legislation as guidance to implement wherever possible.
- Monitoring of State and territory legislation should also be undertaken to stay abreast of any localised requirements





Crisis Communication and Business Continuity

Why do we need this standard?

NP1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.

A Business continuity plan is high level plan created for the Board outlining how your Member-Y can prepare for and continue to operate after an incident or crisis. A business continuity plan will outline how you will respond and recover if an incident or crisis occurs (this is the crisis communication plan).

What do we need to do?

- Ensure that safeguarding is embedded in the organisation's:
 - ▶ Crisis Communication Plan; and
 - ▶ Business Continuity Plan.

Starting the Conversation

- How do we minimise the impact of business interruptions to children and young people?
- How do we communicate with children and young people if something goes wrong?
- Do we have plans in place to ensure they are protected if the Y is their only safe space?

Resources

- Existing Member-Y Business Continuity Plan

Where to next?

- Ensure these plans are appropriately aligned to the organisational risk documents and processes.
- Ensure these plans are aligned to the organisational continuous improvement processes.





Legislative Compliance

Why do we need this standard?

NP1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Across Australia, State and Territory Government approaches to implementing the 10 National Principles for Child Safe Organisations are evolving. A Legislation Register should not only reflect what is applicable to your Member-Y but how it is applied.

What do we need to do?

- Maintain compliance with all relevant Children and/or Young People related State, Territory and/or Commonwealth legislation and regulations.
- Ensure effective records management through the use of and appropriate mechanism of oversight such as:
 - ▶ Legislation Registers; and/or
 - ▶ Assurance Plans.
- Address all non-compliance in a timely manner.

Starting the Conversation

- What are we currently required to do or to avoid under current laws and regulations?
- Are we currently compliant with all of these laws and regulations?
- If not, what do we need to do to become compliant?
- Who is responsible to ensure that our Y People understand and fulfill their own responsibilities?
- How do we assess Y people understanding of legislative requirements?

Resources

- Legislative Registers
- Safeguarding Action Plan
- Y-Safeguarding Legislation Register



Where to next?

- Consult with Legal teams
- Refer to State / Territory governing bodies for legislation and regulatory requirements
- Identify person's within the organisation who will be responsible
- Include roles and responsibilities for identified persons within their PD
- Consult with Y people to identify gaps in knowledge and awareness respective to their roles



Leadership Responsibilities

Why do we need this standard?

NP1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.

This standard brings accountability to performance management and expectations of behaviour in safeguarding. It supports the continuous improvement of staff by way of practices and expectations of behaviour as well as the continuous improvement of those practices and expectations of behaviour.

What do we need to do?

- Incorporate reference to the National Safeguarding Policy and/or safeguarding requirements in all position descriptions and performance management processes for all relevant Y People. These must include the requirement for appropriate executive level advocacy for the Safeguarding Function and Lead within the organisation.

Starting the Conversation

- What performance management processes do we have in place?
- Do we maintain a dual focus on performance management and performance appraisals?
- How do we support our Y People to grow their knowledge and skills to better fulfil their safeguarding responsibilities?

Resources

- Performance Management Templates & systems (Refer Licence Standard 2.14)
- Practice and behaviour standards
- Y Safeguarding National Safeguarding Guidance Document Version 4, Pages 56-59 & 83-87

Where to next?

- Consider ways to retain a positive focus to improving performance- supporting Y People to grow should not only be reserved for times where they may not be performing well. We can all continuously improve our knowledge and skills in safeguarding children and young people.





Involving Children and Young People in decision making

Why do we need this standard?

NP 2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.

Actively engaging Children and Young People in Member Y services is an important step in ensuring the services we deliver not only meet their needs but also ensuring they feel safe when accessing our services. This is also important because at the Y we believe in the power of inspired young people, therefore we commit to listen to what they have to say!

What do we need to do?

- Demonstrate active engagement with Children and Young People and involve them in all relevant aspects of decision making that affects them and their safety within the organisation (including during planning and implementation)

Starting the Conversation

- How do we engage with children and young people during our decision making processes?
- What do we do well and what could we improve in these processes?
- How do we know children and young people feel heard and listened too?
- Are children and young people given a seat at the leadership table?

Resources

- Member-Y Front line staff and program experts
- Children, Young People and their parents



Where to next?

- Consider holding focus groups and noting the feedback from children and young people during these sessions.
- Consider onboarding children and/or young people in organisational governance bodies.



Movement-wide Surveys

Why do we need this standard?

NP 2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.

Similar to License Standard 3.6 (which focuses on external feedback) this standard emphasises Movement Wide feedback and is therefore primarily, internal however it may be extended to user groups and contract partners.

What do we need to do?

- Actively support participation in the Y Safeguarding Movement-wide safeguarding surveys (when applicable).
- This can be done by ensuring Y People receive the surveys and are given appropriate time and support to complete the surveys and ask any relevant questions during the process.

Starting the Conversation

- How do we share these surveys to ensure the right people are invited to participate?
- How do we implement recommendations from these surveys?
- How do we communicate the feedback and outcomes of the surveys?

Resources

- Surveys as developed by Y Safeguarding (to be developed)



Where to next?

- Consider engaging with Y Safeguarding to guide the development of these surveys.
- Consider how your organisation may implement recommendations from these surveys.
- Consider how the survey results will be communicated



Member Y-specific Guidance

Why do we need this standard?

NP 2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.

Noting reference to License Standard 1.14 it is imperative the way our modes and methods of communicating our safeguarding practises reflect the capacity and preferred methods of the audience. This not only informs but empowers children and young people to speak up.

What do we need to do?

- Ensure that all relevant Member Y guidance is written in a child friendly and accessible way.
- This includes documents such as the Safeguarding Procedure, Code of Conduct and Behaviour Improvement Plans.
- This can be achieved by including children and young people in the design and development stages as well as considering readability score tools in desktop publishing software such as Microsoft Word.

Starting the Conversation

- Are our documents written for the right age group and audience?
- Have we identified key child development experts within the Y and our organisation that can advise best approaches
- Do our guides and resources reflect cultural needs and diversities.
- What are the readability scores and how can we reduce these?

Resources

- Member-Y communication assets
- The voice of children and Young People.
- Y Safeguarding National Safeguarding Guidance Version 4, Pages 146-449

Where to next?

- Consider developing a Style Guide or Tone Guide for all communications that can help all Y People to ensure their documents are accessible.





Stay Safe, Tell Someone Program

Why do we need this standard?

NP 2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.

The 'Stay Safe, Tell Someone' program ensures that children know how and where to report safeguarding concerns whilst in a Y program. Safeguarding information should be accessible and child friendly. The program must be delivered as designed to ensure program integrity and consistent messaging.

What do we need to do?

- Embed the Y 'Stay Safe, Tell Someone' Program by ensuring that Y People understand the Program and their responsibilities within it.
- This can be done by:
- Promoting this to Y People and providing appropriate training;
- Playing the Program Video in Services and Sites;
- Discussing the Program at team meetings.

Starting the Conversation

- Inform all Y people, children and families about the program
- Identify which staff have not undertaken the induction to the program
- Embed Stay Safe Tell Someone Program into service programs and activities

Resources

- Stay Safe, Tell Someone Posters
- Stay Safe, Tell Someone Video
- Feel Safe, Be Safe Module
- Y Safeguarding National Safeguarding Guidance Document Version 4, Pages 41-42

Where to next?

Feedback in this program is important to maintaining its relevance.

- Consideration should also be given to the changing landscape of the online world. In particular the the place of Influencers and new social media platforms. Have we also considered how to implement the Stay Safe Online Tell Someone Program?





Safe Behaviours

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Safe behaviours play a dual role in protecting Children and adults alike. Clearly defined boundaries help protect children from those who are unsuitable to work with them as well as establishing for staff clear expectations of acceptable and unacceptable conduct (Refer also License Standard 1.14 Performance Management) .

What do we need to do?

- Embed the Safe Behaviours in the Code of Conduct and require that all Y People read, understand and agree to comply - including that they understand consequences of breaches.

Starting the Conversation

- How do we provide our Code of Conduct to new staff?/ How do we communicate updates to our Code of Conduct?
- How do we confirm that Y People have received the updates?
- How do we confirm that they understand and acknowledge any updates?

Resources

- Safe Behaviours Training
- Performance Management Systems
- Y Safeguarding National Safeguarding Guidance Document Version 4, Pages 46-48, 100, 119

Where to next?

- This should be followed up with roll out of Y Safeguarding Safe Behaviours Training to ensure Y People understand their responsibilities beyond the written document.





Board Commitment

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

The Board Commitment Statement is a public declaration of what a Member-Y Boards Safeguarding priorities are. It is a public declaration of what standards the Board will hold themselves and the Organisation accountable too.

What do we need to do?

- Ensure the organisation's Board has developed and endorsed a Commitment to Safeguarding and that it is published on the organisation's external-facing website.

Starting the Conversation

- Who is responsible for writing this Commitment?
- Can we hold a workshop so that all of the Board have a say in the statement?
- Can we involve children and young people in the development of the statement?
- Who is responsible for updating organisational external website?

Resources

- Member-Y online assets (website, social media etc)
- Y Safeguarding National Safeguarding Guidance Document Version 4 Page 30

Where to next?

- Ensure our commitment is updated periodically to reflect any changes to our Board, strategic direction and operational environment.





Movement Safeguarding Commitment Statement

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

A national Y People commitment statement helps to reinforce the accountability and performance expectations of a staff member to the well being and safeguarding of Children and Young People in our care. .

What do we need to do?

- Require that all Y People read, understand and sign the Movement Safeguarding Commitment Statement

Starting the Conversation

- Who is accountable for ensuring all Y People read, understand, and sign the Safeguarding commitment statement?
- How do we ensure that all Y People can access and acknowledge the Statement?
- Where is this information recorded?

Resources

- Movement Safeguarding Commitment Statement
- Staff Communication platforms
- Y Safeguarding National Safeguarding Guidance Document Version 4 Page 112

Where to next?

- Periodic checks of Y People files to ensure that all Y People have read, understood and acknowledged the Statement and that this is appropriately noted/ recorded in their files.





Safeguarding Induction Program

Why do we need this standard?

NP 7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

The Safeguarding Induction Program puts safeguarding at the heart of a new Y workers induction and outlines all Y Peoples safeguarding responsibilities whilst they are working for the Y.

What do we need to do?

- Ensure that all new Y People complete Y Safeguarding approved Safeguarding Induction Program within 1 week of their commencement with the Y; and
- That the completion of the induction is recorded in their file.

Starting the Conversation

- How and where do we record completions of the Safeguarding Induction Program?
- Who is responsible for ensuring these are recorded?
- Do we have safeguards in place to ensure Y people do not have access to children and young people prior to completing onboarding process.

Resources

- Stay Safe, Tell Someone Video
- Feel Safe, Be Safe Module
- Y Safeguarding National Safeguarding Guidance Document Version 4, Pages 60, 79-80, 102, 113,-116,

Where to next?

- Ensure that Y People have the opportunity and time to ask any follow up questions to make sure they understand their responsibilities.





National Training Model

Why do we need this standard?

NP 7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

The National Training was designed to reflect the core values of the Y. To educate staff and empower them to act on behalf of children and young people in their care. The training is tailored to the role of individual staff and legislative framework of each Member-Y. It is regularly reviewed to reflect changes to our safeguarding environment.

What do we need to do?

- Ensure that all Y People undertake relevant training each year as per the National Training Model; and
- Ensure that completion of this training is recorded appropriately in the files of all relevant Y People

Starting the Conversation

- What systems do we have in place to record training completions?
- Are all Y People aware of their training responsibilities?
- What are our Safeguarding training priorities in the next 12 months?

Resources

- National Safeguarding Training Model
- Feel Safe, Be Safe Module
- Y Safeguarding National Safeguarding Guidance Document Version 4, Pages 49-54

Where to next?

- Ensure that Y People have the opportunity and time to ask any follow up questions to make sure they understand their responsibilities.



Culture - Continuous Improvement

Standard 1.23



Continuous Improvement

Lessons Learned from Concerns Management

Why do we need this standard?

NP 9. Implementation of the national child safe principles is regularly reviewed and improved.

Continuous improvement needs to be purposeful in its intent. This means the review of concerns (including breaches of safe behaviours and near misses) should follow a preplanned methodology (As per license Standard 1.9). Reflection on incidents should form a key part of the Safeguarding Sub-committee reporting as driven by the Safeguarding Sponsor and Lead.

What do we need to do?

- Ensure that safeguarding concerns, as well as the organisation's response, are appropriately assessed for strengths and opportunities for improvement.
- This includes seeking feedback from the Y People involved to determine whether:
 - ▶ The tools, training and resources prepared them to respond in an appropriate and timely way; and
 - ▶ The organisation (including management) have appropriately supported Y People to respond.

Starting the Conversation

- Do our Y people understand the purpose of the lesson learned template, where to find it and how to complete the document?
- Are safeguarding concerns appropriately escalated to the right people in the service?
- Who is responsible for ensuring this reflective practice piece is completed?
- Do Y people know what needs to be reported?

Resources

- Lessons Learned Form Template
- Y Safeguarding National Safeguarding Guidance Document Version 4, Pages 68-71
-

Where to next?

- Consider the longer term trends within the lessons learned to strategically anticipate future incidents and ensure these align to the organisation's risk management strategies.



Culture - Continuous Improvement

Standard 1.24



Continuous Improvement of Policies, Procedures and Guidance

Why do we need this standard?

NP 9. Implementation of the national child safe principles is regularly reviewed and improved.

This standard forms a dual purpose. Firstly, following on from the learnings identified in reviewing concerns (Refer to License Standard 1.23) Policies, procedures and guidance should be adjusted accordingly. Secondly as legislation evolves our systems also need to be adjusted. This relates to the Licence Standard 1.12 legislation register and could be noted in the Safeguarding Action Plan.

What do we need to do?

- Ensure that our safeguarding policies, procedures and guidance are regularly reviewed to ensure they remain fit-for-purpose and relevant to programs offered, our operating environment and any changes in law.
- As with Standard 1.12, this can be enabled by maintaining visibility of changes in legislation and determining whether these documents need to be updated to ensure ongoing compliance.

Starting the Conversation

- What is the process for reviewing our policies and procedures?
- What is the process for doing this?
- Who approves these changes and how are any changes implemented in our organisation?
- Do we ask children and young people to contribute to these reviews?
- What systems do we have in place to stay abreast of safeguarding good practice?
- How do we ensure Y People are informed of any policy or procedure changes?

Resources

- Member Y Safeguarding assessment tools
- Legislation Register
- Safeguarding Action Plan
- Y Safeguarding National Safeguarding Guidance Document Version 4, Pages 68-71

Where to next?

- Consider how to document Version control
- Consider mapping policies and procedures - and how they align - within your organisation. This is the best way to determine which documents should be reviewed in conjunction. (For example, if you plan on updating your Code of Conduct, your Disciplinary Policy should be reviewed at the same time.)



Operations





Recruitment and Retention of Y People under 18 years of age

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Our commitment to the well being of young people must extend to our staff as well. Employment and recruitment processes should be consistent with our safeguarding values. In addition State and Territories have created legislation specifically to protect young people in employment which should be reflected in employment conditions.

What do we need to do?

- Read and understand the Under 18 Recruitment Guidance
- New starters under 18 must complete the modified version of the Feel Safe, Be Safe Training Module with support from an appropriate Y Person above 18 years of age
- Ensure the young person/ people are appropriately supervised and understand their responsibilities to other children and young people

Starting the Conversation

- Is our organisation safe for young people to work in?
- Are there any areas of business where we have concerns about placing under 18s?
- What processes do we have in place to onboard under 18s?
- What processes do we have in place to support under 18s whilst they are working with us?
- What are the risks and opportunities associated with recruiting under 18s and how do we manage them?

Resources

- Relevant State or Territory Legislation (Refer Legislation Register)
- Safer recruitment training module
- Y Safeguarding National Safeguarding Guidance Document Version 4, pages 114-115

Where to next?

- Develop and implement plans to ensure the young person is empowered to:
 - ▶ Contribute meaningfully during their time within their team;
 - ▶ Continue growing their skills and knowledge;
 - ▶ Be heard during decision making processes that affect them and other children and young people.





Role Advertisements

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

By publicly declaring of our commitment to Safeguarding we are telling the community and prospective employees what we stand for. This also may act as a deterrent to individuals who are wrongly motivated to work with children and young people.

What do we need to do?

- Include the National Safeguarding Statement in all role advertisements including those in print and online.

Starting the Conversation

- Is the National Safeguarding Statement included in all Y position advertisements?
- Are our HR/P&C team across the importance of this inclusion?
- Are hiring managers aware of this requirement?
- How else do we share this important commitment statement in our recruitment process?

Resources

- The National Safeguarding Statement
- Safer recruitment training module
- Role Advertisements Template
- Y Safeguarding National Safeguarding Guidance Document Version 4, Pages 73 & 82

Where to next?

- This is a gateway issue, the importance of this statement is only proved valid by the intent and action of the movement.





Safeguarding Responsibilities

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Ensuring that staff understand their safeguarding responsibilities serves three purposes. It ensures staff understand their/our statutory responsibilities, it reinforces the role they play in keeping children and young people safe, and it reinforces the culture of our collective commitment.

What do we need to do?

- Ensure that all relevant Position Descriptions include reference to the National Safeguarding Policy and/or mandatory safeguarding responsibilities including Mandatory and Reportable conduct responsibilities
- Including that safeguarding is everyone's responsibility and that all Y People must contribute to the development and implementation of safeguarding practices

Starting the Conversation

- How is safeguarding promoted at our recruitment stage?
- How do we assess key competencies for safeguarding as per our position descriptions?
- How do Y people with non-facing child roles address these competencies during recruitment?

Resources

- Position Description Templates
- Safer recruitment training module
- Y Safeguarding National Safeguarding Guidance Document Version 4 , Pages 56-59 & 83-87

Where to next?

- Position descriptions need to be continually reviewed to keep up with legislative changes and policy and procedure development impacted by your continuous improvement model.





Interviews

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Interviews need to be conducted with the prospective person visually present for two purposes. First to assist in the identification of the person being interviewed and secondly to better assess the response to questions. The safeguarding questions are designed to make plain our safeguarding focus to all involved, elicit direct responses to direct questions, and deter individuals who are wrongly motivated to work with children and young people.

What do we need to do?

- All interviews are undertaken face-to-face or online (with video)
- All interviews include the mandatory safeguarding questions

Starting the Conversation

- Are hiring managers suitably trained to identify any "red flags" and determine candidates suitability?
- How confident do Y People feel asking safeguarding questions in interviews?
- How are these questions recorded?
- If a recruiter has concerns during an interview, how are these addressed and recorded?

Resources

- Mandatory Safeguarding Interview Questions
- Safer recruitment training module
- Y Safeguarding National Safeguarding Guidance Document Version 4, page 77

Where to next?

- Safeguarding questions in interviews should be conducted with due diligence. It is an unapologetic declaration of our collective intent.
- Have all hiring staff completed Y Safeguarding Safer Recruitment Training





Reference Checks

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Professional reference helps to verify the facts as presented by a prospective employee (also helping to verify their identity). The set safeguarding questions also serve to verify and/or identify the motivation for why an individual wishes to work with children and young people.

What do we need to do?

- Ensure that a minimum of two reference checks are undertaken for each candidate and that notes from these are recorded in their staff file if successful.
- Ensure this requirement is embedded in relevant policies and procedures.

Starting the Conversation

- Who is responsible for ensuring this is completed and recorded?
- Do we have adequate systems and written procedures to ensure this information is captured?
- Is there any state/territory specific legislation which should be considered?
- What should we be looking for in a reference?
- Do our hiring managers know how to respond to any red flags when collecting a reference?

Resources

- Mandatory Safeguarding Reference Questions
- Safer recruitment training module
- Y Safeguarding National Safeguarding Guidance Document Version 4, Page 78

Where to next?

- Implement an escalation process if the hiring manager has concerns.
- Periodically audit staff files to ensure reference checks are collected, adequately recorded and reliable if called upon as part of an investigation
- All hiring staff complete Safer Recruitment Training prior to conducting interviews





Proof of Identity

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Proving a persons identity is important as it ensures that the person you are employing is who they claim to be. This is important as verifying someone actual past is consistent with the past they present.

What do we need to do?

- Ensure that approved proof of identity evidence is collected and recorded prior to commencement for all Y People.
- Ensure that these documents are recorded in the files of all relevant Y People.
- Ensure Labour hire staff and all volunteers identification is verified on site prior to contact with children and young people

Starting the Conversation

- Who is responsible for ensuring these checks are made?
- How do we record this check has been done on site prior to commencement of work?
- What documents can we request to support this process?
- Do we have clear procedure if an applicant or Labour hire or volunteer does not have satisfactory ID or we have queries about their identity or documents?

Resources

- Australian Federal Police 100 Points Checklist for Identification Documents
National Police Check 100 point checklist (afp.gov.au)
- Y Safeguarding National Safeguarding Guidance Document Version 4, page 76

Where to next?

- Embed this requirement into recruitment and screening procedures
- Undertake periodic review of Y People files to ensure ID has been collected and recorded for all Y People
- The unique circumstances Refugee should be taken into consideration here.
- Ensure the collection, storage and retention of ID documents is consistent with Privacy Laws.





Working with Children Checks

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

A Working with Children Check (WWCC) is an assessment by your State or Territory Government on whether a person poses an unacceptable risk to children or Young people. It includes a review of pending or non-conviction charges some of which may not be recorded on a Police check. WWCC are called different things in different States/Territories.

What do we need to do?

- Ensure that all relevant candidates for paid employment and/or volunteer opportunities provide a Working with Children Check (or proof application where permitted by law) prior to commencement.
- Ensure that these checks are recorded in the files of all relevant Y People.

Starting the Conversation

- Who is responsible for ensuring these checks are received prior to commencement?
- Where are they recorded on our systems?
- Who has oversight that WWCCs are renewed, validated and that details are updated?
- What systems and processes do we have in place to manage adverse checks?
- How do we currently manage staff without a working with children check and is there anything more we need to do to manage risks?

Resources

- It is important to ensure that a person's WWCC is linked to the Y as an employer so we are informed of changes to status.
- Y Safeguarding National Safeguarding Guidance Document Version 4, page 75

Where to next?

- Working with children checks are important but are not necessarily as full picture as previous behaviour. WWCC only capture what is known.
- Information sharing across States and Territories is continuing to be developed inline with Laws and legislation.





National Police Checks

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

A police check contains all convictions and offences (Including those pending) whether they relate to working with children or not. Identified offences not related to children or young people may require a risk assessment before employing.

What do we need to do?

- Ensure that a Police Check, obtained no earlier than 6 months prior to commencement, is obtained for each and all relevant Y People; and is verified prior to commencement.
- Ensure that these checks are recorded in the files of all relevant Y People.

Starting the Conversation

- Are our practices consistent with our State/ Territory regulatory and legislative requirements?
- Who ensures Police Checks are received and recorded on our systems?
- What do we do when we receive an adverse check?

Resources

- Member Y risk assessment model
- Safer recruitment training module
- Y Safeguarding National Safeguarding Guidance Document Version 4, Page 75
-

Where to next?

- It is noted the Industry variations surrounding this issue (NDIS, Care and child services etc)
- It is important to be up to date with the requirements unique to your State, Territory or industry. regular review of requirements should be undertaken





Recruitment Vetting Register Template

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

The vetting register records all externally verifiable documentation that is crucial for appropriately assessing employment suitability for a new staff member. It also records expiry date information that will need to be updated later in a person's employment.

What do we need to do?

- Use the Recruitment Vetting Register Template (or Y Australia approved alternative) to ensure compliance with vetting requirements for each onboarded Y Person.

Starting the Conversation

- What systems do we have in place to ensure recruitment and onboarding is clearly recorded?
- Who is involved in the recruitment process?
- Do Y People have clear roles and responsibilities when it comes to obtaining and recording information?
- How is information shared across those involved in the recruitment and placement process?

Resources

- Recruitment Vetting Register Template
- Y Safeguarding National Safeguarding Guidance Document Version 4, page 117

Where to next?

- Important that this reflects the legislative needs of your State or Territory as well as industry. It also reflects the needs of employing a Young person under 18.





International Police Checks

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Serving a similar purpose to an Australian Police check, an international police check captures criminal record and history information from over 200 Countries world wide. This assists to verify the presentation given by a new staff member who has lived outside the view of the Australian Legal system.

What do we need to do?

- Ensure that International Police Checks for all Y People that have lived internationally for at least 3 months in the past 5 years are verified before their commencement.
- Ensure the right checks have been applied for- by confirming the countries in which the candidate has lived.
- Ensure that these checks are recorded in the files of all relevant Y People.

Starting the Conversation

- What systems are in place to ensure International Police check are completed?
- How are they recorded?
- What procedures do we follow when International Police checks cannot be sought?

Resources

- Member Y Risk Management Model
- Safer recruitment training module
- Y Safeguarding National Safeguarding Guidance Document Version 4, page 76

Where to next?

- Member Y's should create a risk assessment and supervision model in the event that an International police check is not able to be obtained. (For reasons outlined in the License Standard)
- NB: License Standard 2.11





Risk Management Strategies

Working with Children Checks and Police Checks

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

It is noted that operational needs may require a staff member to commence prior to obtaining relevant clearances. A properly considered and implemented risk management plan enables a person to commence employment under appropriate supervision.

What do we need to do?

- Develop tailored and personalised risk management strategies for all adverse outcomes and delays in the processing of WWCCs and Police Checks.

Starting the Conversation

- How do we manage adverse outcomes when screening and vetting candidates?
- Are our measures for doing this consistent and well documented?
- What processes/ strategies do we need to put in place to manage Y People where WWCCs and Police Checks are delayed or have adverse outcomes?
- Are our Y people adequately trained in Identifying, Assessing and mitigating risks

Resources

- Police Check Adverse Outcomes Risk Assessment Form
- Member Y risk assessment model
- Y Safeguarding National Safeguarding Guidance Document Version 4 page 91, 108-111

Where to next?

- review that the risk assessment process includes a process to manage adverse outcomes. This should be reflected in the terms of employment.
- Develop training plan to ensure all relevant staff have the required skills and training to meet this standard.





Recruitment and Contractor Matrix

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

The matrix is a tool for accessing the level of exposure (and therefore risk) a role may have in relation to working with Children and young people. It also provides a way to identify the process and procedures that need to put in place to mitigate those risks.

What do we need to do?

- Apply the Recruitment and Contractor Matrix for all their contractors and emergency/relief staff - including those recruited through a third party agency.

Starting the Conversation

- What does our State/Territory legislation say about engaging with contractors and keeping children safe?
- What systems do we currently have in place to ensure checks are completed when external people are working on our premises?
- How do we currently record this information?
- Have we identified the risks of working with contractors across all service delivery and put plans and processes in place to mitigate these risks?

Resources

- Recruitment and Contractor Matrix
- Member Y risk assessment model
- Y Safeguarding National Safeguarding Guidance Document Version 4, pages 93-95

Where to next?

- The risk control measures put in place need to be subject to regular and documented review.
- Risk control measure should also be linked to a Member Y continuous improvement strategy.





Information Sharing

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Staff who are employed by a Member Y are also representing the wider national movement. The sharing of data is important for the broader management of concerns if they escalate.

What do we need to do?

- When applicable, ensure that the employment contracts and onboarding documents (or equivalent) of relevant Y People inform them that their information may be shared with Y Safeguarding and Y Australia if they are involved in any safeguarding concern or incident.
- Ensure these documents are recorded in the files of all relevant Y People.

Starting the Conversation

- The sharing of information should be in keeping with the Member Y privacy policy
- It is important that that staff are aware that information may be shared, to whom and in what circumstances before it occurs.

Resources

- Member Y position onboarding documentation and employment contracts
- Member Y privacy policy

Where to next?

- Consideration needs to be given to the legislative environment specific to employment law in your State or Territory. Special attention should be given to implications of this standard to staff under 18.



Operations - People

Standard 2.14



Supervision, Appraisals and Performance Management

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Related to Licence Standard 1.13 (Position Descriptions) this Standard focuses ensuring that the appraisal and performance management systems reflect the expectations of behaviour as set out in Position Descriptions as well as the Safe Behaviours.

What do we need to do?

- Ensure that safeguarding responsibilities are included in supervision, annual appraisals and performance management processes for all Y People.

Starting the Conversation

- What process do we use to support Y People to successfully undertake their roles?
- How do we gauge success in their roles?
- Do managers understand the safeguarding responsibilities of their Y People?
- What are the best questions or topics to raise during this process to give Y People the chance to share their understanding of their responsibilities and/or ask for more support and/or training?

Resources

- Performance Appraisal Template
- Position Descriptions
- Y Safeguarding National Safeguarding Guidance Document Version 4, Pages 80, 118-119

Where to next?

- The Induction process should also make it clear the Safe Behaviours and other Safeguarding responsibilities form part of the staff Appraisal and performance management systems.





Contracts

Why do we need this standard?

NP 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Contract Partners should not only be aware of our approach to safeguarding it should be formally agreed that those standards are always applied when working with the Y whether our staff are directly involved in the program delivery or not.

What do we need to do?

- Ensure that all applicable contracts are inclusive of safeguarding requirements and safe behaviours- including hire agreements and partnerships with schools.

Starting the Conversation

- What behaviours do we expect from our contract partners to ensure children and young people are kept safe?
- How do we communicate these expected behaviours?
- Do we give them the opportunity to ask further questions?

Resources

- All existing contracts involving children and Young people such as:
 - Local Councils
 - Department of Education and Private schools and/or organisations
 - Community Organisations
 - Other Contract Partners

Where to next?

- As legislation evolves around Australia it is important to ensure that due diligence is applied to assessing our standards against the legislative framework. If an apparent conflict is discovered a legislative implementation plan should be prepared to demonstrate commitment to the principles of these standards. Refer to the strategies for License Standard 1.12.





Adopting the National Safeguarding Policy

Why do we need this standard?

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

The National Safeguarding Policy describes our National commitment to identifying, presenting and responding to all risks of abuse or harm to all children and young people, and outlines what steps we take to protect those in our care. Being adopted by the entire movement at our Annual General Meeting it must be presented as such to the communities we serve. Because it is our Movement policy is is important staff know what it says.

What do we need to do?

- Ensure the Policy is available to all Y People.
- Ensure that Y People understand their responsibilities and the consequences for acting outside of these responsibilities.

Starting the Conversation

- Do our Y people know how they can access key documents such as policies and procedures?
- How do we communicate changes/updates in policies and procedures to Y People?
- How do they request further information? / Do we follow up these communications with training?

Resources

- National Safeguarding Policy
- Y Safeguarding National Safeguarding Guidance Document Version 4, pages 125-127



Where to next?

- The Policy is reviewed every three years, each Member Y is strongly encouraged to actively participate in its review.



Publishing the National Safeguarding Policy

Why do we need this standard?

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

This is the public display of our Movements commitment. Including child friendly versions in accessible formats is so everyone has the opportunity to understand what we stand for.

What do we need to do?

- Ensure the National Safeguarding Policy (without modification) is published on the organisation's external facing website.

Starting the Conversation

- How do we update our external website?
- Where, on the site, would be best to publish the Policy?
- Do we have appropriate links throughout the rest of the website that link to the Policy where appropriate?

Resources

- National Safeguarding Policy
- Child and Young person friendly versions
- Y Safeguarding National Safeguarding Guidance Document Version 4, pages 128-130

Where to next?

- Not only should these documents be published they should also be accessible hard copy and digitally across platforms and promoted accordingly.



Operations - Policies

Standard 2.18



Adopting applicable child-friendly policies and procedures

Why do we need this standard?

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

In providing resources Y-Safeguarding is asking that Member Y's commit to having input, sharing ideas and providing feedback on child friendly material.

What do we need to do?

- Ensure that the organisation adopts all Movement child-friendly policies and procedures.
- Commit to providing feedback to Y Safeguarding regarding opportunities and barriers to implementation for the organisation as these are developed.
- Create your own child friendly resources and share with the wider Movement and Y Safeguarding

Starting the Conversation

- What child friendly policies and procedures apply to the whole Movement?
- How can we share these with our Y People?
- How can we share these with children and young people?
- How can we share these with parents, caregivers and the community?

Resources

- All Member Y Safeguarding assets available in Marq
- The various websites of Children's Commissioners and/or Children Guardians around the Country.
- Y Safeguarding National Safeguarding Guidance Document Version 4, Pages 125-127
-

Where to next?

- The Safeguarding Leadership Group is an important forum to share and ask about resources in all areas, especially in creating Child friendly assets.
- The National Legislation Register being developed will contain useful links in each State or Territory.





Safeguarding Procedure

Why do we need this standard?

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

This standard relates to the concerns/complaints procedures of the Member Y, the role associated with that process, the information we provide to children/young people who make a complaint. As with Licence Standard 1.23 reviews of concerns should result in continuous improvement of our policies and procedures including roles and responsibilities.

What do we need to do?

- Ensure the Procedure (or equivalent) includes appropriately explained roles and responsibilities as well as adequate information for Children and Young People.
- Ensure the Procedure (or equivalent) is available to all Y People.
- Ensure all Y People understand their responsibilities under the Procedure (or equivalent) and that they understand the consequences if they act outside of the Policy.

Starting the Conversation

- How can our Y People access key documents such as policies and procedures?
- How do we communicate changes/updates in policies and procedures to Y People?
- How are Y People consulted during the development of policies and procedures?
- How can they request further information? / Do we follow up these communications with training?

Resources

- Y Safeguarding National Safeguarding Guidance Document Version 4, Pages, 56-65, 139-147

Where to next?

- The Safeguarding Leadership Group is a good forum to share good practice and seek advice. and share resources
- Also refer to Licence Standard 2.18





Communicating Safeguarding Contacts

Why do we need this standard?

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

Y Safeguarding is a resource for the whole movement. The promotion of the Member Y Lead and Y Safeguarding provides all our staff with access to resources to enable them to both understand and apply the safeguarding responsibilities of their role.

What do we need to do?

- Promote Y Safeguarding as well as the organisation's Safeguarding Lead to all Y People including contact details.
- Encourage engagement with the Safeguarding Lead, Safeguarding and Y Safeguarding when Y People are unsure of how to implement the National Safeguarding Guidance, respond to complaints, concerns, risks or apply continual improvement practices.

Starting the Conversation

- How do we share the contact details with all of our Y People?
- How do we empower and encourage our Y People to reach out to our Lead and/or Y Safeguarding?
- Do we have a suitable contact person if our Safeguarding Lead is on leave? How is this enabled?

Resources

- Your Member Y safeguarding email address
- Internal Staff Communications Platforms
- Staff Meeting (Refer License Standard 1.5

Where to next?

- Promotion of the Safeguarding Lead should reflect the various platforms utilized by staff and should be continually promoted, not just to new staff on commencement.





Complaints Procedures

Why do we need this standard?

NP 6. Processes to respond to complaints and concerns are child focused.

The complaints procedure should include the processes, roles and responsibilities, methodology for communicating with children (Refer Licence Standard 2.19) as well as appropriate advice for staff involved in the complaints process.

What do we need to do?

- Develop a complaints process that encompasses the internal procedures, staff roles and responsibilities and information provided to parties making the complaint set out in a language they can understand.
- Ensure these are aligned with the National Office for Child Safety's Complaint Handling Guidelines and Principles

Starting the Conversation

- What existing complaints procedures are in place?
- What systems do we have in place to capture the concerns of anyone likely to raise an issue
- Are the systems and processes sensitive to all diversities (Including Children, Young People, people with disabilities, first nations and the Culturally and Linguistically Diverse (CALD).
- Ensure the roles and responsibilities are included in Position Descriptions.

Resources

- Y Safeguarding National Safeguarding Guidance Document Version 4, Pages, 56-65, 139-147

Where to next?

- Application of this standard should be linked to the continuous improvements requirements of other Licence standards related to concerns (1.8, 1.9, 1.23, 2.19) and therefore the complaints procedure should be reviewed as part of the review of practices and procedures following a raised concern.





Complaints Data

Why do we need this standard?

NP 6. Processes to respond to complaints and concerns are child focused.

Principle 6 of the Royal Commission into Institutional Child Abuse identified the need for organisations to embed a complaints process that upholds the rights of children and young people. The term "complaint" should be interpreted broadly, as it could include any expression of dissatisfaction about an organisation. This is to be contrasted to a Concern that could relate to risk or actual event that causes harm and may apply to an organisation and/ or an individual. The response by an organisation to any complaint or concern raised should be fair, consistent and conducted in a timely manner to minimise any further risk, harm or trauma to a child.

What do we need to do?

- Ensure that complaints data is shared with Y Safeguarding quarterly (when applicable)- as per the Safeguarding Guidance.

Starting the Conversation

- In preparation for the implementation of this standard consideration should be given to the following action.
 - Promoting the Rights, well being of children and young people
 - Ensuring your complaints handling procedures and system is accessible
 - Respond to complaints promptly, thoroughly and fairly.

Resources

- National Office for Child Safety Complaints handling guide
- Y Safeguarding National Safeguarding Guidance Document Version 4 pages 139-144

Where to next?

- Y Safeguarding Quarterly Complaints Data report has not been created yet. This standard is due for implementation by October 2023.





Safeguarding Concerns Data

Why do we need this standard?

NP 6. Processes to respond to complaints and concerns are child focused.

Providing concerns data to Y Safeguarding enable reporting a national picture to the National Boards as well as identify training needs or gaps in our current processes and standards. Concerns data relates to any incident or report we identify where a child is a risk of harm either internally or externally to the Y.

What do we need to do?

- Complete the Quarterly Concerns data report to Y Safeguarding

Starting the Conversation

- Understand what the current complaints reporting procedure is for your Member Y
- Understand what data Y Safeguarding currently require and why!
- Identify gaps and create a plan to capture all necessary information.

Resources

- Y-Safeguarding Guidance Document section of Reporting Safeguarding Concerns
- Y Safeguarding National Safeguarding Guidance Document Version 4 pages 139-144
- Y Australia Critical Incident Policy 2021

Where to next?

- Legislation around Reportable is evolving throughout the Country. It is important to understand the Legislative framework, not only within your Member Y home state, but wherever you operate businesses.
- All Member Y's must submit quarterly concerns data to Y Safeguarding





Records Management

Why do we need this standard?

NP 6. Processes to respond to complaints and concerns are child focused.

Given the timeframe between an incident and a complaint being lodged the Royal Commission into Institutional Child Abuse recommended the records should be kept for 45 years.

What do we need to do?

- Member Y must keep records related to safeguarding concerns for a minimum of 45 years.

Starting the Conversation

- What are the current methods used by your Member Y for the storage of HR and Financial information.
- Has your Member Y recently acquired or merged with another Y? How is their relevant safeguarding concerns records stored?
- Document the storage procedure for Concern information in your Action Plan.

Resources

- Recommendations 8.1 to 8.3 of the Royal Commission.
- Y Safeguarding National Safeguarding Guidance Document Version 4, page 144

Where to next?

- Consideration should be given to future proofing the storage of safeguarding concerns information.
- In the Event of an acquisition, merger or closure of a Member Y the transfer of Safeguarding Concerns data should be given special consideration and documented.



Environment

Environment - eSafety

Standard 3.1



eCommitment

Why do we need this standard?

NP 8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

The eCommitment is a signed commitment from all staff to children and young people about how we will engage with them online.

What do we need to do?

- Ensure the eCommitment is accessible and understood by all Y People
- Ensure that all Y People have read and acknowledged their responsibilities within the document.

Starting the Conversation

- Are Y People aware of their responsibilities to keep children and young people safe online?
- Is the eCommitment provided to children and young people when working with the Y in an online environment?

Resources

- The eCommitment
- Member Y-specific Social Media Policies
- Y Safeguarding National Safeguarding Guidance Document Version 4, pages 150-160

Where to next?

- The eCommitment should be sent to all staff as part of the induction process.
- Workers should ensure they will follow the guidelines during online activity with the Y.
- Ensure robust procedures are in place to regularly monitor the use of computers and devices
- The eCommitment should also be sent to parents/ caregivers of participants so they can understand what to expect from the Y.
- The eCommitment needs to reflect the changing nature of the online world.





Engaging Front-line Y People

Why do we need this standard?

NP 8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

Forming part of the strategy of continuous improvement, front Line staff play an important role in the identification of risk. This standard links closely with License Standard 1.5 (staff meetings) , where this standard differs is that this engagement with staff is purposeful and may be triggered by particular safeguarding concerns, legislative changes or periodic review of processes.

What do we need to do?

- Member Ys must engage with frontline Y People to seek their insight into risks to children and young people.

Starting the Conversation

- Do we regularly ask front line staff for their insights into safeguarding culture both in the physical and online environment?
- When our front line staff raise risks, are they documented and Risk Registers updated accordingly?
- How often do we consult and engage staff to inform the safeguarding risk model?

Resources

- Staff Surveys and feedback procedures
- Staff on-boarding and performance related risk management training
- Member Safeguarding risk matrix
- Y Safeguarding National Safeguarding Guidance Document Version 4, pages 182-184

Where to next?

- Staff are given the opportunity to provide feedback of potential risks in particular and safeguarding in general.
- Staff and Managers are able to understand and apply the safeguarding risk model

Standard 3.3



Communication with Families and Communities

Why do we need this standard?

NP 3. Families and communities are informed and involved in promoting child safety and wellbeing.

Informing parents and care givers of our policies and procedures is important as it gives them a clear understanding of what to expect from us and conversely what we should expect from them. It also protects our staff by keeping families educated in why we do things the way we do.

What do we need to do?

- Ensure Families, Caregivers and Communities are provided with key safeguarding information such as policies, operations, expected behaviours of Families, complaints and reporting processes.

Starting the Conversation

- Where can families and caregivers find out about policies, operations and complaints procedures?
- Are these documents accessible and in different formats?
- Are these documents publicly available/displayed?
- Are the communications sensitive to and reflective of local cultural demographics and languages

Resources

- External Communication Strategy
- Safe Behaviours posters
- Safeguarding Policies
- Complaints handling processes
- Y Safeguarding National Safeguarding Guidance Document Version 4 pages 185-187

Where to next?

- The Message needs to be provided and displayed in a way relevant to your local community (NB: Age, Cultural and Linguistic issues)
- Ensure feedback mechanisms reflect local community capacities



Standard 3.4



Involving Families and Caregivers in decisions that affect their Child or Young Person

Why do we need this standard?

NP 3. Families and communities are informed and involved in promoting child safety and wellbeing.

Similar to the broad purpose of License Standard 3.3, this standard focuses on the need to input directly into a program planning and or delivery (when appropriate). This may also be a useful in relation to the identification of risks and control measures identified in the risk assessment process.

What do we need to do?

- Demonstrate that families and caregivers have input into programs that affect their child.
- This should take the form of input into the development of new programs as well as feedback on existing programs
- Ensure all communications, interactions and engagements are culturally appropriate and are tailored to any additional vulnerabilities

Starting the Conversation

- How do we keep families engaged and ensure we are providing timely information?
- How do we consult with families and caregivers about the individual needs of their child/ren, young person/s?
- How are families, caregivers and community stakeholders engaged in policy reviews and other matters before decisions are made?
- Do we ask families what we can improve on?
- Do we respond promptly to complaints and concerns?
- Are we transparent in our business activities?

Resources

- Community Surveys
- Complaints Handling Process/ Brochure
- Investigations Process/ Brochure
- Y Safeguarding National Safeguarding Guidance Document Version 4, pages 185-187



Where to next?

- capacity for anonymous feedback should be considered
- Ensure we are communicating promptly with families by providing different channels for families to contact us (text, in person, phone, email).
- Check in with program leads to identify any barriers for young people or families accessing our services

Standard 3.5



Involving Families and Caregivers in decisions that relate to the larger organisation

Why do we need this standard?

NP 3. Families and communities are informed and involved in promoting child safety and wellbeing.

Similar to License standard 3.3, this relates to seeking the input of families and caregivers into the Broader Y approach to Safeguarding. A specific example of this could be input into the period review of the Y National Safeguarding policy. However, in addition, mechanisms should be place to allow continual broad feedback.

What do we need to do?

- Ensure that families and caregivers have input into the Member Y's safeguarding practices, policies and procedures
- (NB: 3.4 refers to individual participation, whereas this standard refers to the wider safeguarding program).

Starting the Conversation

- What aspects of policy and procedures can parents and carers be involved in?
- At what stages of our projects might we consult with families?
- How can we capture feedback?
- How do we use family and community feedback in future service planning and delivery?

Resources

- General and content specific Community Surveys
- The accessibility of all Safeguarding policies and procedures and mechanisms for feedback in diverse ways.
- Focus groups, where applicable
- Y Safeguarding National Safeguarding Guidance Document Version 4, pages 185-187

Where to next?

- Needs to ensure feedback caters for the relevant needs and capacity of your local community (NB: Age, educational, Cultural and Linguistic issues)
- Ensure mechanisms that support anonymous feedback exist



Parents and Community Surveys

Why do we need this standard?

NP 3. Families and communities are informed and involved in promoting child safety and wellbeing.

National surveys will be designed to capture the voice, needs and issues facing the children and young people of Australia. We have one of the broadest reaches of any organisation in the Country and are therefore uniquely placed to gather those voices together and speak with authority on their behalf to the nation.

What do we need to do?

- Support and enable Parents, Caregivers and members of the community to participate in the national movement-wide surveys through effective communication including providing opportunities for them to ask follow up questions.

Starting the Conversation

- How is our information accessible to families and communities?
- Have we identified who and how we will promote Y Safeguarding surveys?
- Who will be involved in the consultation and coordination processes for Member Y
- How do we already actively involve families and communities?

Resources

- Surveys as developed by Y Safeguarding (to be developed)
- Guidance Document Version 4, pages 188-189



Where to next?

- Distribution lists should take into account a variety of methodologies and cultural, linguistic, age and educational backgrounds to maximize and specify reach.

Standard 3.7



Increasing awareness of the rights of Children and Young People

Why do we need this standard?

NP 3. Families and communities are informed and involved in promoting child safety and wellbeing.

This standard reflects our specific commitment to safeguarding and our broad belief in the power of inspired young people. By being open, vocal and transparent in relation to safeguarding we are publicly demonstrating our commitment and belief.

What do we need to do?

- Ensure the organisation advocates for and educates people in the rights of children and young people.
- Speak out locally about the protection of the rights of children and young people
- Inform the community of children and young people's rights and how the Y upholds those rights as well as how they, too, can uphold these rights

Starting the Conversation

- How do we advocate to our communities about child safety?
- What can we learn from our community about safeguarding?
- How do we implement and embed community feedback in our practice?

Resources

- Member Y wider community network and stakeholders lists
- Find out key calendar dates for local and national events/campaigns raising awareness of child safety

Where to next?

- This will include promotion of our safeguarding principles but also extends to broader awareness and advocacy for issues that children and young people face.
- Consider and build connections with community partnerships to raise awareness including schools, public health bodies, other charities, community groups and not for profits.



Environment - Diversity

Standard 3.8



Anticipating diverse circumstances and backgrounds

Why do we need this standard?

NP 4. Equity is upheld and diverse needs respected in policy and practice.

This standard recognises that the background, challenges and experiences of children and young people are not all the same. Member Y's must be educated in the broad implications of diversity; with its policies and procedures reflecting that understanding. This standard is closely linked to Licence standard 3.9 (ensuring staff are appropriately equipped) and Licence standard 3.10 (That our practices reflect local needs)

What do we need to do?

- Demonstrate how the Member Y supports Diversity and inclusion. Building these principles into policies and formal demonstrable practices.
- Promote a culturally safe environment to meet the needs of Aboriginal and Torres Strait Islander children and young people

Starting the Conversation

- Do we know the demographics of our Y People?
- Do we understand the diverse needs of the communities we work with?
- What is our commitment to inclusion?
- What can we do to ensure everyone feels safe and welcome in our service?
- Have we established relationships with community elders

Resources

- Member Y Inclusion and Diversity Policy
- Child friendly policies and procedures
- Displaying brochures and posters with information for diverse cohorts
- Y Safeguarding Gender Diversity Guidance Document
- Working with Vulnerable groups practice guide
- SBS Training Program
- Y Safeguarding National Safeguarding Guidance Document Version 4, pages 189-216

Where to next?

- Have visual and other representations of inclusivity as well as documented practices
- Ensure the physical and administrative environment reflect policy and practices
- Ensure Y People are trained to respond to diverse needs and provide inclusive services.
- A Member Y may consider creating a Diversity Action plan which reflects your approach to Licence standards 3.8, 3.9 & 3.10



Environment - Diversity

Standard 3.9



Tools and Resources

Why do we need this standard?

NP 4. Equity is upheld and diverse needs respected in policy and practice.

This standard is about the providing staff. with the right tools to work in a diversity sensitive environment. The first stage is about education, the second stage is about ensuring the right resources (Including policies, procedures) are in place to support those staff. taking into consideration the local needs (Refer Licence Standard 3.10)

What do we need to do?

- Demonstrate that all Y-People are trained in and understand cultural and diversity issues.
- That training is purposeful and directly relates to current practices, programs and community needs.

Starting the Conversation

- How do we support and empower Y People to work with vulnerable groups of children and young people?
- Have we mapped our community to ensure services are inclusive and fit for purpose?
- What opportunities do we have to provide training, tools and resources to increase knowledge and practice working with vulnerable groups?
- How is this feedback incorporated into our workforce training plan?

Resources

- Cultural Sensitivity Training
- Workforce Training Plan
- Supervision
- Community Surveys
- SBS Training program
- Y Safeguarding National Safeguarding Guidance Document Version 4, pages 189-216

Where to next?

- Understand your community's needs through community surveys and Local Government demographic data. Provide information in accessible languages and a diverse range of communication methods.
- Ensure your team can implement inclusive and accessible programs.



Environment - Diversity

Standard 3.10



Inclusive Policies, Procedures and Guidance

Why do we need this standard?

NP 4. Equity is upheld and diverse needs respected in policy and practice.

This standard is about ensuring that our resources reflect the local environment. This means that the wording and intent of our policies, procedures and priorities reflect an understanding of our local community.

What do we need to do?

- Demonstrate that relevant policies, procedures and practices are written in such a way as to reflect the understanding and needs of all members of the local community.
- Establish strong relationships with cultural and diverse community stakeholders and organisations

Starting the Conversation

- Consult with the wider community and incorporate feedback into the documentation and communication of safeguarding policies, procedures and practices?
- Document the review process.
- Do we use infographics and images to highlight important information?
- Are our policies and procedures accessible to all people accessing our services?

Resources

- Translated policies and procedures
- Documents responding to local demographic data.
- Community groups related to
 - LGBTI+
 - Migrant Resource Centres
 - NDIS Providers
 - Local Indigenous Councils
 - Y Safeguarding National Safeguarding Guidance Document Version 4 pages 189-216



Where to next?

- Policy reviews provides an opportunity to consult with our communities. At review periods, use local demographic data and knowledge of the service, to consult with diverse groups to reflect emerging community needs.
- Work with community groups and local organisations who support marginalised groups.
- Ensure language used is inclusive, examples include using First Nations land names and correct pronouns