Empowerment and participation are critical elements of creating an organisation that is safe for children and young people. It is particularly important for children and young people who have experienced family and domestic violence (FDV)

This self-assessment tool describes a range of actions, cultures and behaviours that establish and support the implementation of Child Safe Organisations Principle 2 in FDV services. It provides an opportunity to identify service strengths, practices and opportunities for improvement.

The criteria listed are intended as a guide only, as it is recognised that some services will already be demonstrating empowerment and participation of children and young people practices and others will be working towards them.

Depending on service needs the criteria tool can be used to work on individual criteria or Principle 2 as a whole.

Alternatively, for efficiency, you may like to form working groups to evaluate the individual criteria and then as a service finalise your action plans.

Space has been left in each criterion for services to include additional practices that are specific to their service operations**.**

The strengths and gaps in service delivery identified by the tool can be used to develop action plans specific to your service.

| **CHILDREN’S RIGHTS** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Indicators that support the criteria | Rating-circle the number of stars where you sit | Evidence-how do we know? | What can we do to improve? | Person(s) Responsible | By when | Complete |
| **5 Star = Always 4 Star = Most of the time 3 Star = Sometimes 2 Star = Rarely 1 Star = Never** | | | | | | |
| ***Children’s awareness of their rights is raised***   * Welcome packs provide   Information about C&YP rights, ways to provide feedback and make a complaint   * Information displayed in the service is accessible and includes * UN Convention of the Rights of a Child posters * Child Safe Standards * PB posters * Children’s Rights posters are available in CaLD and local Aboriginal languages in a child friendly format. * Specific time is allocated to providing C&YP with education on their rights under the United Nations Convention on the Rights of the Child. |  |  |  |  |  |  |
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| Children and young people's right to play is supported across the service |  |  |  |  |  |  |
| CY&P participate in developing and reviewing a Child Code of Conduct that is displayed and available in a child-friendly format. |  |  | *Child Safety Code of Conduct Sample provided and a new one developed with C&YP periodically.*  *Created and reviewed at house meetings.* |  |  |  |
| **5 Star = Always 4 Star = Most of the time 3 Star = Sometimes 2 Star = Rarely 1 Star = Never** | | | | | | |
| Staff actively seek information on children’s cultural needs. |  |  | *Staff to complete SBS training*  [*https://inclusion-program.com.au/contact*](https://inclusion-program.com.au/contact) |  |  |  |
| Staff follow the organisation's Reconciliation Action Plan |  |  |  |  |  |  |
| Staff are welcoming of families from a range of culturally diverse backgrounds |  | Host events which celebrate diversity and significant cultural/religious festivals, | *Include Harmony Week, NAIDOC Week, and Eid al-Fitr.* |  |  |  |
| Staff consider children’s diverse backgrounds and respond sensitively to the needs of   * Aboriginal and Torres Strait Islander children, * children with disability, * LGBTQIA+ children and * Children from culturally and linguistically diverse backgrounds |  |  |  |  |  |  |
| CY&P are supported to share information about their sexual orientation, intersex status or gender identity. |  |  |  |  |  |  |

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| **INCLUSION OF CHILDREN’S VOICES – EMPOWERING CULTURE** | | | | | | |
| Indicators that support the criteria | Rating-circle the number of stars where you sit | Evidence-how do we know? | What can we do to improve? | Person(s) Responsible | By when | Complete |
| **5 Star = Always 4 Star = Most of the time 3 Star = Sometimes 2 Star = Rarely 1 Star = Never** | | | | | | |
| Children and young people   * Report their views are taken seriously * Have regular opportunities to share their views, provide feedback and raise concerns * Provide feedback through a range of methods, including suggestion boxes, surveys, group activities, graffiti boards |  | Regular meetings with children  *Done online with IPAD.* | *Documentation* |  |  |  |
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| C&YP views are included in day-to-day planning, including   * Daily activities * Holiday programs * New programs * Environment changes * Equipment purchases * Policies * Child Code of Conduct |  |  |  |  |  |  |
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| C&YP are given opportunities to design and lead activities |  |  |  |  |  |  |
| C&YP and staff regularly evaluate activities and use the information for future planning. |  |  |  |  |  |  |
| CY&P are given feedback on the progress and outcomes of any planning, discussion, or consultations. |  |  |  |  |  |  |
| C&YP's house meetings are   * held regularly * decisions recorded * follow up actions reported on. |  |  |  |  |  |  |
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| C&YP complete an exit interview giving feedback on the services and support they have received |  |  | https://www.involve.me/pricing/ |  |  |  |

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| **ENVIRONMENTS** | | | | | | |
| Indicators that support the criteria | Rating-circle the number of stars where you sit | Evidence-how do we know? | What can we do to improve? | Person(s) Responsible | By when | Complete |
| **5 Star = Always 4 Star = Most of the time 3 Star = Sometimes 2 Star = Rarely 1 Star = Never** | | | | | | |
| ***Environments are physically and psychologically safe and include***   * Accessible spaces that have equipment and resources appropriate to the age, development and interests of children and young people including * Separate areas for teenagers where possible   ***Culturally appropriate language, photographs and artwork are displayed in the service including***   * Aboriginal children, * children from CaLD backgrounds, * LGBTQIA+ children * children with a disability   Homewares and equipment that reflect the cultures of C&YP are available for use in the service  Opportunities for social and individual play and recreation are provided |  |  |  |  |  |  |
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| **PEER SUPPORT** | | | | | | |
| Indicators that support the criteria | Rating-circle the number of stars where you sit | Evidence-how do we know? | What can we do to improve? | Person(s) Responsible | By when | Complete |
| **5 Star = Always 4 Star = Most of the time 3 Star = Sometimes 2 Star = Rarely 1 Star = Never** | | | | | | |
| C&YP participate in a buddy system that helps new C&YP settle into the service | A picture containing light, aircraft, dark  Description automatically generated |  |  |  |  |  |
| C&YP’s needs are assessed (including cultural and other diversity needs) to support building relationships. | A picture containing light, aircraft, dark  Description automatically generated |  |  |  |  |  |
| Opportunities and activities are provided to support building relationships and a sense of community | A picture containing light, aircraft, dark  Description automatically generated |  |  |  |  |  |
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| **SAFETY -BUILDING AWARENESS, SKILLS, AND KNOWLEDGE** | | | | | | |
| Indicators that support the criteria | Rating-circle the number of stars where you sit | Evidence-how do we know? | What can we do to improve? | Person(s) Responsible | By when | Complete |
| **5 Star = Always 4 Star = Most of the time 3 Star = Sometimes 2 Star = Rarely 1 Star = Never** | | | | | | |
| C&YP are included  in planning for their safety | A picture containing light, aircraft, dark  Description automatically generated |  |  |  |  |  |
| Staff talk to children about personal safety and safe practices in age-appropriate terms. | A picture containing light, aircraft, dark  Description automatically generated |  |  |  |  |  |
| C&YP understand how to report an allegation of abuse or concern for their safety to staff and external bodies | A picture containing light, aircraft, dark  Description automatically generated |  |  |  |  |  |
| **C&YP people are provided with**   * Age-appropriate Protective Behaviours education across all aspects of service delivery * Sexual abuse prevention and support programs * Online safety education * Links to resources and support services * Counselling (if required) * Child-friendly information about making a complaint/allegation. | A picture containing light, aircraft, dark  Description automatically generated |  |  |  |  |  |
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| **Staff**   * Seek C&YP's views of what makes them feel safe and unsafe, including cultural and social safety. * Understand their responsibility to report allegations of abuse * Document and respond promptly to C&YP's feedback and concerns. * Seek advice on any concerns they have for C&YP’s wellbeing and safety from their Team Leader. * Adhere to and follow the Child Safe Code of Conduct | A picture containing light, aircraft, dark  Description automatically generated |  | Child Protection Policy and Procedure  Child Safe Organisation Policy and Procedure  Complaints Policy  Child Safety Code of Conduct  Ensure information and processes for reporting concerns are accessible to all C&YP |  |  |  |
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| **STAFF** | | | | | | |
| Indicators that support the criteria | Rating - circle the number of stars where you sit | Evidence-how do we know? | What can we do to improve? | Person(s) Responsible | By when | Complete |
| **5 Star = Always 4 Star = Most of the time 3 Star = Sometimes 2 Star = Rarely 1 Star = Never** | | | | | | |
| ***Staff are provided with education and training opportunities that include:***   * Children’s rights * Methods of empowering C&YP and encouraging their participation * Responding to concerns for a child’s wellbeing and safety * Child safe organisations * Cultural awareness * Disability awareness * sexual orientation and gender identity. | A picture containing light, aircraft, dark  Description automatically generated |  | [L&D-Online: WORKSHOP ENROLMENT (communities.wa.gov.au)](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmoodle.communities.wa.gov.au%2Fmod%2Fpage%2Fview.php%3Fid%3D8540&data=04%7C01%7CJo%40starick.org.au%7C7b192df0cc1041d0ea0e08d9fceb558e%7C1a0f3cffeb38457dbc15ccd5bbcea623%7C0%7C0%7C637818909949110283%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=w%2Fh0z%2FW40Tmp8xNipQbs%2FJaEMYW0bioO6J%2FoB6u9SJY%3D&reserved=0) – free online course |  |  |  |
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| ***Child Advocates are provided with education to deliver***   * Protective Behaviour program   Trauma informed practice | A picture containing light, aircraft, dark  Description automatically generated |  |  |  |  |  |
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Across Australia, many agencies are developing resources to support organisations meet the requirements of the Child Safe Standards and Principles. The project is very grateful to those organisations who shared their resources to assist in the development of this reflective tool

Below is a list of agencies that can provide further information that will assist your service demonstrate a commitment to the empowerment and participation of children and young people.

Commissioner for Children and Young People WA

<https://www.ccyp.wa.gov.au/>

Commissioner for Children and Young People Tasmania

<https://www.childcomm.tas.gov.au/participation-2/>

Office of the Children’s Guardian, NSW Government

[Training and resources | Office of the Children's Guardian (nsw.gov.au)](https://ocg.nsw.gov.au/training-and-resources)

Commissioner for Children and Young People, Victoria

[CCYP-Empowerment-and-participation-guide-for-Web.pdf](https://ccyp.vic.gov.au/assets/resources/Empowerment-and-Participation-Guide/CCYP-Empowerment-and-participation-guide-for-Web.pdf)

Commonwealth Child Safe Framework

<https://childsafety.pmc.gov.au/what-we-do/commonwealth-child-safe-framework>