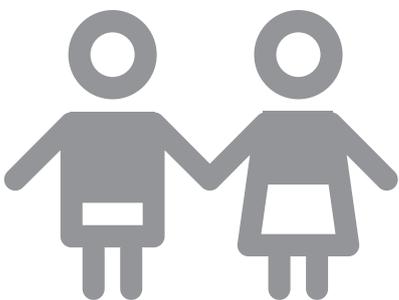


Excellence Framework for Child Safe Organisations

UNDERSTANDING



REFLECTION



Queensland
**Family & Child
Commission**

A joint initiative of the Queensland Family and Child
Commission and Community Services Industry Alliance

The call to action

As organisations entrusted with providing services to children, we have a deep responsibility to keep them safe, well and thriving.

The experiences disclosed by many individuals to the Royal Commission into Institutional Responses to Child Sexual Abuse have reinforced our need to be deliberate, transparent and accountable in our role.

We have the opportunity to create better outcomes for future generations by striving for excellence in our care for children.

We must bring our shared knowledge, skills and wisdom to what it means to create organisations that are truly child safe and child friendly.

Now is the time to accept the invitation to begin your pursuit of excellence.



This work was developed through a partnership between the Queensland Family and Child Commission and Community Services Industry Alliance.

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CEO Message



The Community Services Industry (Industry) is facing significant reform and transformation across child and family services following the Royal Commission into Institutional Responses to Child Sexual Abuse. I believe that Industry has the experience, knowledge and understanding to lead this reform and design better outcomes for children.

To learn from the past and build a better future we need more than compliance, we need excellence. This means building the Standards and recommendations from the Royal Commission, as well as the Australian Human Rights Commission National Principles for Child Safe Organisations into everything we do.

Excellence asks for more. It's a call to action from Industry to further strengthen our culture of exceptional service delivery and outcomes where the health, wellbeing and safety of children is paramount.

CSIA, in partnership with the Queensland Family and Child Commission (QFCC) has worked with Industry, government and community to create a framework and supporting tools to provide a way forward. This framework is aligned to the Standards and National Principles to ensure that every step you take supports compliance while undertaking a pursuit towards excellence. But we didn't do it alone. We engaged Industry through the development journey and created a way forward as made for Industry, by Industry.

We took your input and created the Excellence Framework, with five agreed aspirations and four tools to help you achieve them. The self-paced tools have been developed to support you to engage with everyone in your organisation from your Board and senior management, through to your finance, administration, facilities, marketing and communication teams, as well as clinical and frontline staff. A shared vision is imperative to the success of your pursuit of excellence.

Here at CSIA we strive to find the best, evidence-based methods to build a sustainable Community Services Industry. I encourage you and your organisation to work through the tools, strengthening your culture of excellence and keeping children and the families at the heart of everything you do.

Belinda Drew

Chief Executive Officer

Community Services Industry Alliance (CSIA)

Background

The Community Services Industry Alliance (CSIA) and the Queensland Family and Child Commission (QFCC) have been working in partnership in response to the Royal Commission into Institutional Responses to Child Sexual Abuse as part of the QFCC's *Strengthening our Sector Strategy*.

As the multi-year partnership project progressed, it was clear that the child and family support sector would benefit from an excellence agenda that moves the focus of working beyond mere compliance. A key area of focus of this work is on Child Safe Organisations.

Building an Excellence Framework for Child Safe Organisations

The final Royal Commission report was delivered in December 2017 outlining key recommendations for Industry. These include a set of child safe standards that child and family focused organisations need to comply with into the future.

With this in mind, CSIA and the QFCC developed an Industry-led Excellence Framework for Child Safe Organisations to empower the Community Services Industry to develop a culture and practice that bring the standards to life. This Excellence Framework acts to support and complement the implementation of the National Principles for Child Safe Organisations. It provides organisations with a way to make the cultural shifts needed to ensure that all ongoing adherence to the Principles is established upon a strong and sustainable foundation.

This framework was developed in collaboration with the child and family support sector, using collective learnings, knowledge and passion for working together to bring about change. It supports organisations to step towards excellence while continuing to deliver essential services.

What is Excellence?

The compliance standards set an essential baseline for all child and family focused organisations. Compliance with these is the starting point. Excellence is about moving past compliance, surpassing what is expected and building a foundation for children to thrive.

The aim of excellence is to create a lived experience demonstrated by every worker, volunteer, organisation and felt by every child and family, as well as the wider community.

Excellence Framework for Child Safe Organisations

The framework was created to guide and support your organisation towards Child Safe Organisation Excellence. It was developed in consultation with more than 65 community service organisations and builds on the ten National Principles for Child Safe Organisations.

Building excellence starts with a call to action, a statement that acts as a reminder of the findings from the Royal Commission into Institutional Responses to Child Sexual Abuse and what we now need to achieve. In this we recognise the individuals who shared their lived experiences, acknowledge the past and what happened, and take the learnings with us into building a safer future for children and their families.

You and your staff can refer to the call to action in your pursuit of excellence. It reminds us who is at the heart of our drive for excellence and what we can achieve as an Industry.

The Excellence Framework consists of two parts:



Part One: Excellence Aspirations model

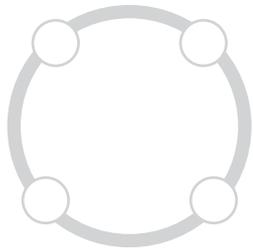
The Excellence Aspirations model (the inner circles) outlines what Industry needs to achieve to be an excellent Child Safe Organisation.

There are five aspirations for guiding cultural shifts that we can all make across Industry. These are closely aligned to the 10 National Principles for Child Safe Organisations (AHRC) that underpins current and future reform. In doing this, the work you do from the framework will support you, your organisation and the wider Industry with the implementation of these Principles.

At the centre of the excellence model is the aspiration for the individual, with each aspiration widening to cover more and more of the services and community involved with safety.

This model was designed in close consultation with Industry, with a strong future focus. The model recognises the seven drivers and enablers Industry needs to reach compliance.

The aspirations are encircled by a process, referred to as The Pursuit of Excellence. It involves four key steps called tools you can use to become a Child Safe Organisation.



Part Two: The Pursuit of Excellence

The Pursuit of Excellence (the outer circle) provides organisations with a process to move from a compliance approach towards that of excellence. It is made up of four series of tools.

Through working with Industry, it was identified that the four steps of understanding, reflection, sharing of stories and strategies for action were needed to achieve the aspirations. The sets of practical tools were developed to empower you and your organisation to facilitate the pursuit of excellence process.

These are:



Tool 1: Understanding

Before setting off in pursuit of excellence it is important to develop shared language and understanding of what it means to be child safe and child friendly across your organisation. Shared language and shared understanding are key to ensuring that cultural shifts made at the organisation and sector levels are sustainable and meaningful to those involved. The understanding step is supported by a series of question sets that can be used to facilitate conversations at all levels of the sector. For example, they can be used for meetings of the board, management committee, leadership team and supervision sessions.



Tool 2: Reflection

When your organisation has established a shared language and understanding, it is time to examine what is currently being undertaken by your organisation that aligns with an excellence approach to being child safe. The opportunity to capture the child safe aspects of the work already being done reinforces that being child safe is not about starting afresh but about building on your current ways of working. These tools guide you through this process.



Tool 3: Shared Stories

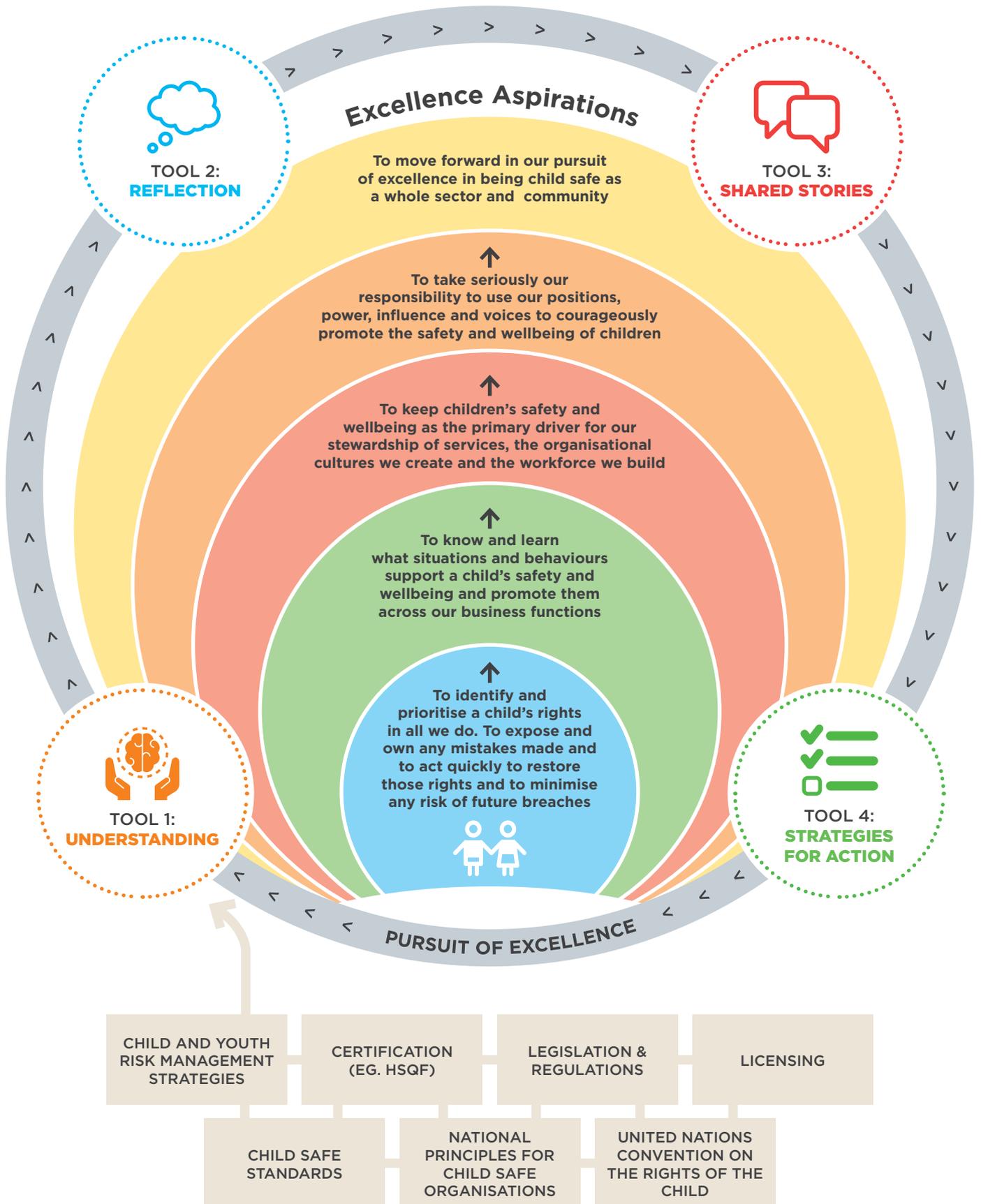
At this step you will be thinking about action, but before you act it is useful to explore what others have done, are doing or are planning in their own pursuit of excellence in being child safe. Fostering a culture of shared learning is key to being child safe and child friendly.



Tool 4: Strategies for Action

Now it is time to explore what your organisation could be doing or ways that current activities can be adjusted to align with a pursuit of excellence in being child safe. Being explicit in your planning of strategies for action allows you to be deliberate in creating momentum in your organisation's pursuit of excellence. These tools help you encapsulate your planning and strategy, and implement it into your organisation.

Excellence Framework for Child Safe Organisations





TOOL #1

Understanding





Tool #1: Understanding Getting started...

How do you start a conversation that will give you clear insight into your staff's same and varying understanding of excellence approaches and what it means to be safe? We have developed a tool with the questions you need to start and guide conversations, as well as building a shared language and understanding.

This series of grouped questions will support you and your organisation to focus your conversations in a time-effective manner. They can be used at all levels of the organisation; at meetings of your board, management committee, leadership team, supervision sessions and team meetings.

We recommend that you collate your answers, documenting them on a white board, butchers paper, a notebook or typed up in a word document. This way you will be able to identify language and understanding that is the same and where the terminology and understanding are not.

At the end of this step you will have built a new foundation or solidified an existing one with a common understanding, language and direction in your pursuit of excellence.

Tips

- Start with the first two question sets in relation to Child Safe Organisations and the concept of excellence. This will set the foundation for your following questions.
- Give yourself and your organisation time. It will take time to work through the tools and it's best when you use one question set per session. This will allow for reflection and testing of ideas in the day-to-day operations before moving onto another set of questions.
- Add to the sets of questions. The questions in this tool are the start of your conversation and every organisation is different, which will lead to some different conversations. These question sets are here to support you in getting started.
- Engage with your Marketing and Communication team. They can take the findings from your conversations and support you to shape your messaging. It's great to create internal communication around your pursuit of excellence from the start. If you don't have a team, it's still important to think about how you will share this work with your organisation.



Tool #1: Understanding

The Standards and Principles for Child Safe Organisations

To support you during the understanding phase we have the Standards and Principles here for your quick reference. Keep these with you and refer back to them during your discussions.

Child Safe Standards

The following ten standards are recommendations set by the Royal Commission into Institutional Responses to Child Sexual Abuse.

1. Child safety is embedded in institutional leadership, governance and culture
2. Children participate in decisions affecting them and are taken seriously
3. Families and communities are informed and involved
4. Equity is upheld and diverse needs are taken into account
5. People working with children are suitable and supported
6. Processes to respond to complaints of child sexual abuse are child focused
7. Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training
8. Physical and online environments minimise the opportunity for abuse to occur
9. Implementation of the Child Safe Standards is continuously reviewed and improved
10. Policies and procedures document how the institution is child safe.

https://www.childabuseroyalcommission.gov.au/sites/default/files/final_report_-_volume_6_making_institutions_child_safe.pdf

National Principles for Child Safe Organisations

The National Principles have a broader scope to cover other forms of potential harm to children and young people.

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

<https://www.humanrights.gov.au/national-principles-child-safe-organisations>



Tool #1: Understanding

The Child Safe Organisations Question Set

Read over the Child Safe Standards and Principles, how would you best describe what it means to be a Child Safe Organisation?

Which of the Child Safe Standards or Principles do you think is most relevant to your role?

How does your organisation demonstrate being child safe to external stakeholders?

How would you describe your organisation's approach to being child safe and child friendly?

How does your organisation demonstrate being child safe to those within the organisation?

Which of the Child Safe Standards or Principles do you think is most relevant to someone with a role different to yours?

As keeping children safe is the core business of the child and family support sector, what are some of the areas that your organisation needs to be aware of when implementing the Standards and Principles?

How does your organisation demonstrate being child safe to children?

Rate each of the Child Safe Standards or Principles from the one done most well by your organisation to the one done least well. What factors influence placing them in this order?

What is it about the Standards and Principles that makes it so important to take a whole of sector approach in their implementation?

Being a Child Safe Organisation requires that children are fully heard, seen, valued and believed. What do you think are the three most important factors that support this to happen in your organisation??



Tool #1: Understanding An Excellence Approach Question Set

In the context of this framework we define excellence as 'surpassing what is expected'. At this point in time what is expected of your organisation in being child safe?

What do you think is the first step an organisation needs to take in building a culture that moves beyond meeting minimum standards?

What might you see on the ground at the direct service delivery point if your organisation was taking an excellence approach?

How could you foster meaningful conversations about an excellence approach in your organisation?

Many in the child and family support sector want to take an excellence approach but find it difficult to give it time and attention. Why do you think this may be?

What is the opportunity for the child and family support sector when it engages in an excellence approach?

How could you use data/learnings from evaluations/research to inform your organisation's approach to excellence?

How do you bring others along with you in the pursuit of excellence?

What different outcomes may arise from your work if an excellence approach was integrated in your organisation?

Draft an elevator pitch for your Board/ Management Committee to encourage them to adopt an excellence approach to their work.



Tool #1: Understanding

Excellence Aspiration: To identify and prioritise a child's rights in all we do. To expose and own any mistakes made, and to act quickly to restore those rights and to minimise any risk of future breaches.

Examine the excellence aspiration on this page.

With 0 being 'this is not who we are' and 10 being 'this is who we are' what score out of 10 would you give yourself, your team, your organisation and the child and family support sector as a whole?

What does your organisation and individuals within it do to support the voice of children being heard? What more could you be doing?

In what ways do you think identifying and prioritising children's rights is an essential part of an organisation being child safe?

Day to day, how do you and your organisation ensure children and young people are aware of their rights and the ways to communicate any breach of those rights?

How does reflecting children's cultures in staffing, physical environments, processes and future planning support an organisation to be more child safe?

When mistakes are made and your organisation is not safe or friendly for children and their families, how does your organisation go about admitting that mistake?

How, as an organisation, do you share views and values in relation to inclusivity?

How does your Board/ Management Committee and leadership make themselves accessible to the people and communities you serve? What more could they be doing?

How is it evident that the voice of children and their families have been incorporated into your organisation's policy reviews, restructures and practice reviews? How could it be made even more obvious?

How does this Excellence Aspiration link to the Child Safe Organisation Standards and the National Principles for Child Safe Organisations?

Why is recognising and respecting First Nations people important to being child safe?

Think of one way that you interact with the people and communities you serve that could be enhanced to better support being child safe. Attempt to redesign it.



Tool #1: Understanding

Excellence Aspiration: To know and learn what situations and behaviours support a child's safety and wellbeing and promote them across our business functions.

Examine the excellence aspiration on this page.

With 0 being 'this is not who we are' and 10 being 'this is who we are' what score out of 10 would you give yourself, your team, your organisation and the child and family support sector as a whole?

What does your organisation and individuals within it do to identify the most contemporary ways of creating online safety? What more could you be doing?

What does your organisation and individuals within it do to be active, deliberate and obvious in seeking out better ways to be child safe? What more could be done?

What does it look like, sound like, feel like, to be working in child safe ways that are informed by contemporary evidence and methods?

How do you involve children and their families in informing your continuous improvement? What more could you be doing?

Think of one business structure or process relevant to your role that you think could be enhanced to better support being child safe. How would you redesign it?

How do you as an individual and your organisation influence others to create child safe environments?

How does this Excellence Aspiration link to the Child Safe Organisation Standards and the National Principles for Child Safe Organisations?

Think of a time you benefited from an investment your organisation made to be more child safe. What was the impact of this on the children and families you work with?

In working to be a child safe organisation why is it important to have processes that push your accountability to the greatest degree of transparency possible?



Tool #1: Understanding

Excellence Aspiration: To keep children's safety and wellbeing as the primary driver for our stewardship of services, the organisational cultures we create and the workforce we build.

Examine the excellence aspiration on this page.

With 0 being 'this is not who we are' and 10 being 'this is who we are' what score out of 10 would you give yourself, your team, your organisation and the child and family support sector as a whole?

How does your Board/Management Committee and leadership ensure that structures and processes are child safe and child friendly? What more could be done?

Brainstorm all the ways your organisation invests in its people to ensure they are child safe and child friendly.

If you could advise your organisation's leadership on the best way to invest resources to be child safe to the greatest extreme what would you suggest?

List the ways your organisation's culture is child safe and child friendly. What more could be done?

What does your organisation and individuals within it do to build a skilled and safe workforce? What more could be done?

What do you think are the top three sector-wide actions that could be undertaken to further build a skilled and safe workforce that can activate the Child Safe Standards and Principles?

How do children and young people participate in directing and developing your organisation's culture?

How does your organisation formally or informally go about responding to workers and volunteers who are considered not to be child safe in their behaviours and attitudes?

How do children and young people participate in directing and developing your organisation's workforce?

How does your organisation integrate child safe focuses in board meetings, leadership meetings, team meetings and supervision sessions?

How does this Excellence Aspiration link to the Child Safe Organisation Standards and the National Principles for Child Safe Organisations?



Tool #1: Understanding

Excellence Aspiration: To take seriously our responsibility to use our positions, power, influence and voices to courageously promote the safety and wellbeing of children.

Examine the excellence aspiration on this page.

With 0 being 'this is not who we are' and 10 being 'this is who we are' what score out of 10 would you give yourself, your team, your organisation and the child and family support sector as a whole?

Why is supporting the development and attraction of leaders who embody the Child Safe Standards and Principles important to your organisation?

Think of a time you heard a leader within your organisation speak, act or plan in child safe ways. What was the impact of this on others?

What does your organisation and individuals within it do to identify and support leaders who embody what it means to be child safe? What more could be done?

How would power dynamics within your organisation need to shift in order to be authentically child safe and child friendly?

What are some of the most complex needs currently arising in your work that make it difficult to be child safe? What response do you think may make all the difference?

How does your organisation grapple with protecting its reputation versus learning from mistakes and sharing lessons learnt?

What kinds of questions can be asked of yourself and others to encourage bravery in using positions and powers to advocate for children's safety within organisations and across the sector?

In order to be child safe and child friendly, organisations need to have clear and free flowing communication paths. What are the barriers that impact on the effective flow of information from frontline service to executive leadership and from executive leadership to frontline service in your organisation?

Why is it important to start from the position that as a sector 'we are never satisfied that the safety of children is guaranteed'?

How does this Excellence Aspiration link to the Child Safe Organisation Standards and the National Principles for Child Safe Organisations?



Tool #1: Understanding

Excellence Aspiration: To move forward in our pursuit of excellence in being child safe as a whole sector and community.

Examine the excellence aspiration on this page.

With 0 being 'this is not who we are' and 10 being 'this is who we are' what score out of 10 would you give yourself, your team, your organisation and the child and family support sector as a whole?

How does collaboration with others support you to be more child safe?

Consider how the community responds when an organisation or its workers are found not to be child safe. What could be done to make this response constructive?

How does the way you work across government and non-government boundaries influence your organisation's capacity to be child safe?

How is your organisation promoting child safe and child friendly values with others in the child and family support sector? What more could be done?

Who else needs to be invited into the conversation around an excellence approach to being child safe?

What kinds of questions can be asked of yourself and your organisation to encourage you to work with others and not in isolation in order to be child safe?

How is your organisation using its position of influence to promote child safe and child friendly approaches across the community? What more could be done?

What is something small you could do over the next few weeks that would have others moving forward with you in the pursuit of excellence in being child safe?

How are you, your organisation and the sector as a whole being led by the communities you serve?

How does this Excellence Aspiration link to the Child Safe Organisation Standards and the National Principles for Child Safe Organisations?



TOOL #2

Reflection





Tool #2: Reflection

Capture the work currently being undertaken by your organisation towards being child safe in the Excellence Framework reflection template.

When your organisation has established a shared language and understanding, it is time to examine what is currently being undertaken by the organisation that aligns with the excellence approach to being child safe.

We have broken down the excellence and actions that guide a pursuit of excellence, it can be demonstrated in four main ways:

- Regulative Excellence: actions inside the organisation
- Collaborative Excellence: working together
- Integrative Excellence: joining our efforts
- Generative Excellence: influencing the business environment.

Use this table to place the questions in the first column and brainstorm your ideas across the four main ways. We have added in some examples to get you started. No demonstration type is better or more excellent than the others.

Tips

- This tool can be used in a facilitated group process or completed on an individual basis. It is easy to collate and will give you an immediate snapshot.
- Ask the different areas of your organisation, even finance and the administration team in addition to the clinical team, to complete this tool. It will provide a thorough picture of how every part of your organisation is working to align with being a Child Safe Organisation.
- When the Reflection tool is complete and you have collated the responses, reflect on where your organisation has the most activity and the least activity. This provides an opportunity to develop more intentional efforts and strong leadership in areas that require growth.





Tool #2: Reflection

How do we identify and prioritise a child’s rights and promote them, identify when those rights have been breached, own any mistakes made and act quickly to restore those rights?

1. What activities and approaches is your organisation undertaking in relation to this excellence aspiration?
2. Record each activity/approach against how that degree of excellence is being demonstrated.
3. Take note of how you are demonstrating excellence most often (*in a regulative, collaborative, integrative or generative way*).

Behavioural indicators of excellence Practice level	Regulative excellence Actions inside the organisation	Collaborative excellence Working together	Integrative excellence Joining our efforts	Generative excellence Influencing the business environment
<p>How do we identify and prioritise a child’s rights and promote them, identify when those rights have been breached, own any mistakes made and act quickly to restore those rights?</p> <p>What Child Safe Standards and National Principles for Child Safe Organisations relates to these planned activities and approaches?</p>	<p><i>For example:</i></p> <p><i>The rights of children are communicated and promoted in ways appropriate to the child’s age and ability.</i></p> <p><i>The organisation has a clear, accessible complaints process for children and their families.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>Child friendly complaint processes are designed with attention to specific age, cultural, disability and gender considerations.</i></p> <p><i>External stakeholders are used as a ‘critical friend’ to inform complaint and continuous improvement processes.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>People from within that child’s community facilitate the capturing of children’s voices (including age, cultural, disability and gender lenses).</i></p> <p><i>The organisation uses external oversight measures including partnership with like organisations to review complaints and build continuous improvement processes.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>Stories of children exercising their rights are promoted in public forums.</i></p> <p><i>Stories where children have had their rights breached are shared appropriately in public forum and lessons learnt inform ongoing improvements.</i></p> <p>Your answer:</p>

Word templates of the tools are available on the CSIA website www.csialtd.com.au



Tool #2: Reflection

How do we show that we understand what situations and behaviours support a child’s safety and wellbeing and work to promote them? How do we show that we understand what situations and behaviours place a child at risk and work to eliminate them?

1. What activities and approaches is your organisation undertaking in relation to this excellence aspiration?
2. Record each activity/approach against how that degree of excellence is being demonstrated.
3. Take note of how you are demonstrating excellence most often (*in a regulative, collaborative, integrative or generative way*).

Behavioural indicators of excellence Management level	Regulative excellence Actions inside the organisation	Collaborative excellence Working together	Integrative excellence Joining our efforts	Generative excellence Influencing the business environment
<p>How do we show that we understand what situations and behaviours support a child’s safety and wellbeing and work to promote them?</p> <p>How do we show that we understand what situations and behaviours place a child at risk and work to eliminate them?</p> <p>What Child Safe Standards and National Principles for Child Safe Organisations relates to these planned activities and approaches?</p>	<p><i>For example:</i> Physical and online environments are designed and monitored for situational safety risks.</p> <p><i>The organisation has clear continuous improvement processes.</i></p> <p>Your answer:</p>	<p><i>For example:</i> Evidence-based practices from across sectors inform the design and development of best practice strategies.</p> <p><i>Continuous improvement processes are driven by the knowledge, skills and wisdom of children and young people.</i></p> <p>Your answer:</p>	<p><i>For example:</i> Resources are combined to invest in new and emerging best practice in business functioning and service delivery.</p> <p><i>Formal partnerships are developed with consumer organisations and community representatives to create new opportunities for being child safe.</i></p> <p>Your answer:</p>	<p><i>For example:</i> We work from the position that the best responses to complex needs are as yet unimagined, and in order to generate these new responses we must be brave enough to take risks.</p> <p><i>Evidence-bases and experiences of organisations are leveraged to influence contract, policy and legislation development.</i></p> <p>Your answer:</p>

Word templates of the tools are available on the CSIA website www.csialtd.com.au



Tool #2: Reflection

What is done to ensure that our stewardship of services for children is undertaken in an authentic and ethical manner?

How do we keep children’s safety and wellbeing as the primary driver for the organisational cultures we create and the workforce we build?

1. What activities and approaches is your organisation undertaking in relation to this excellence aspiration?
2. Record each activity or approach against how that degree of excellence is being demonstrated.
3. Take note of how you are demonstrating excellence most often (*in a regulative, collaborative, integrative or generative way*).

Behavioural indicators of excellence Leadership level	Regulative excellence Actions inside the organisation	Collaborative excellence Working together	Integrative excellence Joining our efforts	Generative excellence Influencing the business environment
<p>What is done to ensure that our stewardship of services for children is undertaken in an authentic and ethical manner?</p> <p>How do we keep children’s safety and wellbeing as the primary driver for the organisational cultures we create and the workforce we build?</p> <p>What Child Safe Standards and National Principles for Child Safe Organisations relates to these planned activities and approaches?</p>	<p><i>For example:</i></p> <p><i>Design, build and implement business structures and processes that push our accountability to the greatest degree of transparency possible.</i></p> <p><i>Recruitment strategies integrate working with children checks, licensing requirements and thorough referee checks.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>The organisation has advisory panels with specialist focuses (e.g. Elders Group) to inform the work undertaken by the organisation.</i></p> <p><i>Multidisciplinary panels who screen for suitability of employees and volunteers.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>Service users and their peers hold formal roles on the organisation’s Board/Management Committee.</i></p> <p><i>Joint research processes to explore best practice for being child safe are undertaken in partnerships.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>A child safe outcome focus is built into contract and investment models.</i></p> <p><i>Whole of sector workforce planning and development processes are developed and implemented.</i></p> <p>Your answer:</p>

Word templates of the tools are available on the CSIA website www.csialtd.com.au



Tool #2: Reflection

How do we act on our responsibility to use our positions, power, influence and voices to promote the safety and wellbeing of children?

1. What activities and approaches is your organisation undertaking in relation to this excellence aspiration?
2. Record each activity or approach against how that degree of excellence is being demonstrated.
3. Take note of how you are demonstrating excellence most often (*in a regulative, collaborative, integrative or generative way*).

Behavioural indicators of excellence Governance level	Regulative excellence Actions inside the organisation	Collaborative excellence Working together	Integrative excellence Joining our efforts	Generative excellence Influencing the business environment
<p>How do we act on our responsibility to use our positions, power, influence and voices to promote the safety and wellbeing of children?</p> <p>What Child Safe Standards and National Principles for Child Safe Organisations relates to these planned activities and approaches?</p>	<p><i>For example:</i></p> <p><i>There is a culture of open communication and feedback about what it takes to be child safe across all levels of the organisation.</i></p> <p><i>There is overt recognition of the power held by different roles and strategies to minimise the abuse of those powers.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>External stakeholders are invited into the organisation to critique how power and influence are being used by the organisation.</i></p> <p><i>Leaders are in constant conversation with colleagues across the sector to seek out child safe themes or needs.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>Partner organisations combine similar efforts in business and service delivery practices to find efficiencies that allow for resources to be targeted more towards child safety and wellbeing.</i></p> <p><i>Organisations develop formal partnerships to create collective impact to optimise children's safety and wellbeing.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>Leaders devolve their power to children and their communities.</i></p> <p><i>Children and young people participate in co-design processes for policy design and advocacy to statutory bodies.</i></p> <p>Your answer:</p>

Word templates of the tools are available on the CSIA website www.csialtd.com.au



Tool #2: Reflection

How are we moving forward together as a sector in our pursuit of excellence in being child safe?

How are we moving forward together as a community in our pursuit of excellence in being child safe?

1. What activities and approaches is your organisation undertaking in relation to this excellence aspiration?
2. Record each activity/approach against how that degree of excellence is being demonstrated.
3. Take note of how you are demonstrating excellence most often (*in a regulative, collaborative, integrative or generative way*).

Behavioural indicators of excellence Industry level	Regulative excellence Actions inside the organisation	Collaborative excellence Working together	Integrative excellence Joining our efforts	Generative excellence Influencing the business environment
How are we moving forward together as a sector in our pursuit of excellence in being child safe? How are we moving forward together as a community in our pursuit of excellence in being child safe? What Child Safe Standards and National Principles for Child Safe Organisations relates to these planned activities and approaches?	<i>For example:</i> There is an organisation-wide shared understanding of what it means and what it takes to be child safe. We overtly recognise and respect the ancient and contemporary wisdom of our First Nations people. Your answer:	<i>For example:</i> The organisation participates in sector-wide professional development opportunities focused on child safe and child friendly approaches. The cultural identities of children and families we work with are reflected in the organisation's staffing, physical environments, processes and future planning. Your answer:	<i>For example:</i> Children and young people drive the agenda of the work being undertaken across the sector. Community invites the organisation to be part of community-wide initiatives that promote child safety and wellbeing. Your answer:	<i>For example:</i> A community wide campaign to promote child safety and wellbeing is driven from the sector. Child and family support sector uses its positions to influence other sectors to be child safe. Your answer:

Word templates of the tools are available on the CSIA website www.csialtd.com.au



TOOL #3

Shared Stories





Tool #3: Shared Stories

A guide for exploring examples of how others are setting off in pursuit of an excellence approach to being child safe.

Collecting stories of progress and success is an important part of the pursuit of excellence. Understanding how other organisations achieve more than just compliance, can support your organisation to do the same.

The next step in the framework explores what others have done, are doing, or are planning in their own pursuit of excellence in being child safe.

You can use the template to structure your conversation. It has a range of questions to ask that will help you capture the key points, maximise the time you have with someone and create stories that are structured with the information you need. Email, call, text or use another way to reach out to your networks.

You can also engage with your Marketing and Communication team, if you have one, to support the process of collecting these stories.

Once you have collected these stories you can turn them into case studies or structured stories to circulate internally. They can help you with your approach by understanding what is working in other organisations and adding it to your planning.

Tips

- Open your conversation with existing networks by asking: 'Are you working on being a Child Safe Organisation?'
- Find the story. Rather than trying to ask about the organisation's bigger picture, ask if they have a project or activity they are proud about, and use the questions in this step to find out more.
- These questions will give you a good foundation, but you can also ask questions about parts of the story that peak your interest. Take a moment to delve deeper into ideas, activities or processes to build your understanding. Most organisations want what you do, child safe excellence, and will freely share their information.
- Find broader networking opportunities. In November 2018, the first Queensland Child Safe Organisations Interagency Forum was held. These quarterly forums were hosted by organisations who are already taking proactive steps in their pursuit of excellence in being child safe. The forum has an open invitation to organisations and representatives interested in learning together and pursuing excellence in being child safe as a whole community.
- There are a range of organisations and companies who deliver training in the area of Child Safe Organisations. Attending training can be a useful way to hear and share stories with others.



Tool #3: Shared Stories

It is useful to explore the specific activities of others rather than trying to gain an overall picture of how they are a Child Safe Organisation.

Name of activity:

Which excellence aspiration/s does this activity speak to?

Which Standards/National Principles does this activity speak to?

What was the trigger for starting this activity?

Who was and/or is still involved in this activity? How did you involve them in the planning and execution of this activity? How did you involve the wider organisation and/or board?



Tool #3: Shared Stories

What were the first three steps taken to start this activity?

How did this activity move the organisation towards excellence?

What have you learnt so far? What has been most useful in the organisation's continued pursuit of excellence?

What tips do you have for an organisation about to start this process?

What next steps are you planning or undertaking for this activity to further your pursuit of excellence?



TOOL #4

Strategies for Action





Tool #4 Strategies for Action

This step provides you with a template to complete for planning the new work and opportunities towards your organisation's pursuit of excellence in being child safe.

After working through the previous three steps, you are well-placed to create your plan for achieving excellence.

This step will enable you to explore what your organisation could be doing, as well as the ways that current activities can be adjusted to align with a pursuit of excellence.

It is best used to brainstorm all the possible activities that your organisation could do if resources, including time, were not an issue.

After the initial brainstorm, consider what actions could most easily be undertaken and have the greatest impact and make those the priority. You can add that into your strategy, business and operational planning to guide your organisation in the pursuit of excellence.

The following tables replicate the structure of those in Step Two Reflection.

Tips

- When completed and implemented, review your strategies for action frequently.
- Involve the different sections or teams in your organisation. Provide them with the templates as they can use the broader organisational work to complete the template relating to their specific work and team.
- Being strategic in what actions are worked on first can be critical to the long-term commitment of your organisation in being child safe. Are there some changes that could be classified as quick wins? These are great for keeping the momentum as you move into actions that may take longer.
- Share your achievements! This framework is about the Industry working towards a collective Excellence Framework for Child Safe Organisations. Share your work through your social media, in your Annual Plan, through your websites. Case studies and blogs are a great way to show your commitment and influence the wider Industry.





Tool #4 Strategies for Action

How do we identify and prioritise a child’s rights and promote them, identify when those rights have been breached, own any mistakes made and act quickly to restore those rights?

1. Drawing inspiration from the stories of others and the insights gathered in the reflection stage, brainstorm activities or approaches that will have you pursuing excellence.
2. Pick an activity or approach that is achievable and can foster further commitment to excellence from those within your organisation.

Behavioural indicators of excellence Practice level	Regulative excellence Actions inside the organisation	Collaborative excellence Working together	Integrative excellence Joining our efforts	Generative excellence Influencing the business environment
<p>How do we identify and prioritise a child’s rights and promote them, identify when those rights have been breached, own any mistakes made and act quickly to restore those rights?</p> <p>What Child Safe Standards and National Principles for Child Safe Organisations relates to these planned activities and approaches?</p>	<p><i>For example:</i></p> <p><i>The rights of children are communicated and promoted in ways appropriate to the child's age and ability.</i></p> <p><i>The organisation has a clear, accessible complaints process for children and their families.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>Child friendly complaint processes are designed with attention to specific age, cultural, disability and gender considerations.</i></p> <p><i>External stakeholders are ‘critical friends’ to inform complaint and continuous improvement processes.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>People from within the child’s community facilitate the capturing of children’s voices (including age, cultural, disability and gender lenses).</i></p> <p><i>The organisation uses external oversight measures including partnership with like organisations to review complaints and build continuous improvement processes.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>Stories of children exercising their rights are promoted in public forums.</i></p> <p><i>Stories where children have had their rights breached are shared appropriately in a public forum and lessons learnt inform ongoing improvements.</i></p> <p>Your answer:</p>

Word templates of the tools are available on the CSIA website www.csialtd.com.au



Tool #4 Strategies for Action

How do we show that we know and learn what situations and behaviours support a child’s safety and wellbeing and work to promote them?

How do we show that we know and learn what situations and behaviours place a child at risk and work to eliminate them?

1. Drawing inspiration from the stories of others and the insights gathered in the reflection stage, brainstorm activities or approaches that will have you pursuing excellence.
2. Pick an activity or approach that is achievable and can foster further commitment to excellence from those within your organisation.

Behavioural indicators of excellence Management level	Regulative excellence Actions inside the organisation	Collaborative excellence Working together	Integrative excellence Joining our efforts	Generative excellence Influencing the business environment
<p>How do we show that we know and learn what situations and behaviours support a child’s safety and wellbeing and work to promote them?</p> <p>How do we show that we know and learn what situations and behaviours place a child at risk and work to eliminate them?</p> <p>What Child Safe Standards and National Principles for Child Safe Organisations relates to these planned activities and approaches?</p>	<p><i>For example:</i> <i>Physical and online environments are designed and monitored for situational safety risks.</i></p> <p><i>The organisation has clear continuous improvement processes.</i></p> <p>Your answer:</p>	<p><i>For example:</i> <i>Evidence-based informed practices from across sectors inform the design and development of best practice strategies.</i></p> <p><i>Continuous improvement processes are driven by the knowledge, skills and wisdom of children and young people.</i></p> <p>Your answer:</p>	<p><i>For example:</i> <i>Resources are combined to invest in new and emerging best practice in business functioning and service delivery.</i></p> <p><i>Formal partnerships are developed with consumer organisations and community representatives to create new opportunities for being child safe.</i></p> <p>Your answer:</p>	<p><i>For example:</i> <i>We work from the position that the best responses to complex needs are as yet unimagined and in order to generate these new responses we must be brave enough to take risks.</i></p> <p><i>Evidence-bases and experiences of organisations are leveraged to influence contract, policy and legislation development.</i></p> <p>Your answer:</p>

Word templates of the tools are available on the CSIA website www.csialtd.com.au



Tool #4 Strategies for Action

What is done to ensure that our stewardship of services for children is undertaken in an authentic and ethical manner?

How do we keep children's safety and wellbeing as the primary driver for the organisational cultures we create and the workforce we build?

1. Drawing inspiration from the stories of others and the insights gathered in the reflection stage, brainstorm activities or approaches that will have you pursuing excellence.
2. Pick an activity or approach that is achievable and can foster further commitment to excellence from those within your organisation.

Behavioural indicators of excellence Leadership level	Regulative excellence Actions inside the organisation	Collaborative excellence Working together	Integrative excellence Joining our efforts	Generative excellence Influencing the business environment
<p>What is done to ensure that our stewardship of services for children is undertaken in an authentic and ethical manner?</p> <p>How do we keep children's safety and wellbeing as the primary driver for the organisational cultures we create and the workforce we build?</p> <p>What Child Safe Standards and National Principles for Child Safe Organisations relates to these planned activities and approaches?</p>	<p><i>For example:</i></p> <p><i>Design, build and implement business structures and processes that push our accountability to the greatest degree of transparency possible.</i></p> <p><i>Recruitment strategies integrate working with children checks, licensing requirements and thorough referee checks.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>The organisation has advisory panels with specialist focuses (e.g. Elders Group) to inform the work undertaken by the organisation.</i></p> <p><i>Multidisciplinary panels screen for suitability of employees and volunteers.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>Service users and their peers hold formal roles on the organisation's Board/Management Committee.</i></p> <p><i>Joint research processes to explore best practice for being child safe are undertaken in partnerships.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>A child safe outcome focus is built into contract and investment models.</i></p> <p><i>Whole of sector workforce planning and development processes are developed and implemented.</i></p> <p>Your answer:</p>

Word templates of the tools are available on the CSIA website www.csialtd.com.au



Tool #4 Strategies for Action

How do we act on our responsibility to use our positions, power, influence and voices to promote the safety and wellbeing of children?

1. Drawing inspiration from the stories of others and the insights gathered in the reflection stage, brainstorm activities or approaches that will have you pursuing excellence.
2. Pick an activity or approach that is achievable and can foster further commitment to excellence from those within your organisation.

Behavioural indicators of excellence Governance level	Regulative excellence Actions inside the organisation	Collaborative excellence Working together	Integrative excellence Joining our efforts	Generative excellence Influencing the business environment
<p>How do we act on our responsibility to use our positions, power, influence and voices to promote the safety and wellbeing of children?</p> <p>What Child Safe Standards and National Principles for Child Safe Organisations relates to these planned activities and approaches?</p>	<p><i>For example:</i></p> <p><i>There is a culture of open communication and feedback about what it takes to be child safe across all levels of the organisation.</i></p> <p><i>There is overt recognition of the power held by different roles and strategies to minimise the abuse of that power.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>External stakeholders are invited into the organisation to critique how power and influence are being used by the organisation.</i></p> <p><i>Leaders are in constant conversation with colleagues across the sector to seek out child safe themes or needs.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>Partner organisations combine efforts in business and service delivery practices to find efficiencies that allow for resources to be targeted towards child safety and wellbeing.</i></p> <p><i>Organisations develop formal partnerships to create collective impact to optimise children's safety and wellbeing.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>Leaders devolve their power to children and their communities.</i></p> <p><i>Children and young people participate in co-design processes for policy design and advocacy to statutory bodies.</i></p> <p>Your answer:</p>

Word templates of the tools are available on the CSIA website www.csialtd.com.au



Tool #4 Strategies for Action

How are we moving forward together as a sector in our pursuit of excellence in being child safe?

How are we moving forward together as a community in our pursuit of excellence in being child safe?

1. Drawing inspiration from the stories of others and the insights gathered in the reflection stage, brainstorm activities or approaches that will have you pursuing excellence.
2. Pick an activity or approach that is achievable and can foster further commitment to excellence from those within your organisation.

Behavioural indicators of excellence Industry level	Regulative excellence Actions inside the organisation	Collaborative excellence Working together	Integrative excellence Joining our efforts	Generative excellence Influencing the business environment
<p>How are we moving forward together as a sector in our pursuit of excellence in being child safe?</p> <p>How are we moving forward together as a community in our pursuit of excellence in being child safe?</p> <p>What Child Safe Standards and National Principles for Child Safe Organisations relates to these planned activities and approaches?</p>	<p><i>For example:</i></p> <p><i>There is an organisation-wide shared understanding of what it means and what it takes to be child safe.</i></p> <p><i>We overtly recognise and respect the ancient and contemporary wisdom of our First Nations people.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>The organisation participates in sector-wide professional development opportunities focused on child safe and child friendly approaches.</i></p> <p><i>The cultural identities of children and families we work with are reflected in the organisation's staffing, physical environments, processes and future planning.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>Children and young people drive the agenda of the work being undertaken across the sector.</i></p> <p><i>Community invites the organisation to be part of community-wide initiatives that promote child safety and wellbeing.</i></p> <p>Your answer:</p>	<p><i>For example:</i></p> <p><i>A community-wide campaign to promote child safety and wellbeing is driven from the sector.</i></p> <p><i>The child and family support sector uses its position to influence other sectors to be child safe.</i></p> <p>Your answer:</p>

Word templates of the tools are available on the CSIA website www.csialtd.com.au

Useful Links

Australian Human Rights Commission

<https://www.humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>

National Office for Child Safety

<https://www.dss.gov.au/the-national-office-for-child-safety>

Queensland Child and Family Commission

<https://www.qfcc.qld.gov.au>

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Thank you

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Act for Kids

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Anglicare

Apunipima Cape York Health Council

belong

Bravehearts

Brisbane Youth Service

Cairns and Hinterland Hospital and Health Service

Cairns Regional Domestic Violence Service

Cape York/Gulf Remote Area Aboriginal & Torres Strait Islander Child Care (RAATSICC) Advisory Association Inc.

Centacare Brisbane

Centacare FNQ

Child and Family Services, North and Far North Qld

Churches of Christ

Co-Design Consulting

Community Services Business Solutions

Community Services Reform Council

CREATE Foundation

Department of Aboriginal and Torres Strait Islander Partnerships

Department of Child Safety, Youth and Women

Department of Communities, Disability Services and Seniors

Department of Employment, Small Business and Training

Department of Social Work, James Cook University

Elesist Consulting Group

Eskay Kids

Gold Coast Health

Goodstart Early Learning

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Institute for Healthy Communities Australia Inc.

Integrated Family and Youth Service Ltd

Key Assets

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Life Without Barriers

Lift Enterprises

Lutheran Services

Mental Illness Fellowship Queensland

Mercy Community Families & Young People Services

Mission Australia

National Association for Prevention of Child Abuse and Neglect (NAPCAN)

Open Arms - Veterans and Families Counselling

PeakCare Queensland Inc.

Queensland Aboriginal and Islander Health Council (QAIHC)

Queensland Aboriginal and Torres Strait Islander Child Protection Peak (QATSICPP)

Queensland Child Safe Interagency Forum

Queensland Council of Social Services (QCOSS)

Queensland Family and Child Commission

Red Cross

Ruth's Women's Shelter

Save the Children

Social Care Solutions

Southern Cross Support Services

Southern Cross University

St Vincent de Paul Society

The Benevolent Society

The Health Alliance

The Womens Centre FNQ (WIRC)

True Child & Family Service

United Church in Australia Synod

Unitingcare Community

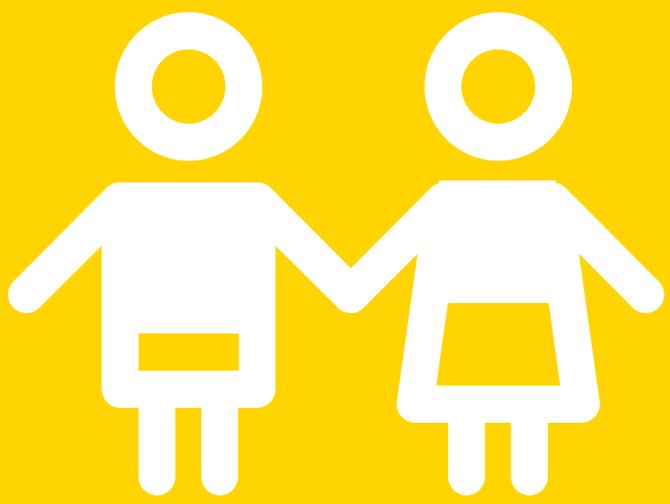
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yourtown

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