



National Principles for Child Safe Organisations

Lambert School has adopted the National Principles for Child Safe Organisations ([National Principles for Child Safe Organisations](#)) and all school documents on Child Safe practices reflect the ten principles and promote child safety and wellbeing.

The National Principles have been adopted as the same principles for the [Child and Youth Safe Organisations](#) (CYSOF) in the Tasmanian legislation and are designed to build capacity and deliver child safety and wellbeing in organisations, families, and communities and prevent future harm. In order to allow flexibility in implementation and in recognition of the variety of organisational types, sizes and capacities, the National Principles outline at a high level the 10 elements that are fundamental for making an organisation safe for children.

The National Principles emphasise the importance of culturally safe environments and practices for Aboriginal and Torres Strait Islander children and young people. Aboriginal and Torres Strait Islander families and communities are more likely to access services that are culturally safe and experience better outcomes in such services. This includes improving the way organisations engage with Aboriginal and Torres Strait Islander children and their families, recognising the impact of intergenerational trauma, and respecting cultural diversity, and is reflected as a universal principle across all 10 National Principles.

The National Principles collectively show that a child safe organisation is one that creates a culture, adopts strategies and takes action to promote child wellbeing and prevent harm to children and young people.

A child safe organisation consciously and systematically:

- creates an environment where children's safety and wellbeing are the centre of thought, values and actions
- places emphasis on genuine engagement with, and valuing of children
- creates conditions that reduce the likelihood of harm to children and young people
- creates conditions that increase the likelihood of identifying any harm

- responds to any concerns, disclosures, allegations or suspicions.

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1. **Child safety and wellbeing is embedded in organisational leadership, governance and culture.** The school stays informed about changes in legislative requirements and educates all members of the school community on mandatory reporting and the staff have and students possess a full understanding of child safety regulations having received either professional learning and/or up to date information. All policies reflect child safety and wellbeing.

2. **Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.** Discussions with student groups are frequent and an open and honest relationship with and between students is developed. Students are encouraged to speak up by finding support, telling a support person, staff member, another student and/or parent and making a complaint. Helplines are provided such as [Kidshelpline](https://www.kidshelpline.com.au) on 1800551800.

Provision of education programs and resources to children within the school about their rights, including safety, information and participation is made. We ensure child safety information is suitable for children from diverse backgrounds. Policies and procedures in child-friendly language, and accessible in a variety of formats, such as easy-to-read posters, cartoons, graphics, videos or audio. Children have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand. Provision is made to children with access to and/or information about sexual abuse prevention programs and relevant information (i.e., comprehensive relationships and sex education) in an age and developmentally appropriate way. Friendships are encouraged and educate children on their role and responsibilities in helping to ensure safety and wellbeing of their peers.

The views of the child are taken seriously, leading to child safety concerns raised by children not being ignored and/or not taken seriously, or child safety risks being correctly assumed and identified by the school. Consultation with children does take place leading to children feeling empowered and services that are tailored to their needs. Children are provided feedback about how their input from consultation was used or not used, leading to children feeling empowered and connected from the school staff.

Consultation is trauma-informed and culturally safe, decreasing the risk of further harm to children and increasing participation. Feedback mechanisms are provided for children, encouraging children from expressing concerns including those related to child safety. Children are able to contribute to program and policy development, facilitating a culture where the view of the child is seen to be important. Staff and volunteers facilitate child-friendly ways for children to express their views, participate in decision-making and raise concerns, resulting in children feeling like they are unable to raise concerns.

3. **Families and communities are informed and involved in promoting child safety and wellbeing.** This is achieved through meetings with parents, counselling students, Facebook promotions and articles on the school website. Students are encouraged to speak up by finding support, telling a support person and making a complaint. Helplines are provided such as Kidshelp on 1800551800.
 4. **Equity is upheld and diverse needs respected in policy and practice.** Learning plans are developed for students and include student input who possess an assessed disability and/or are identified by the school as requiring differentiation in teaching strategies or support. All staff are informed of individual students' issues and difficulties and ways to manage situations.
 5. **People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.** All staff hold a WWVP card and are suitably qualified for their positions. All employees and Board members must complete the training for the CYSOF and the [Reportable Conduct Scheme](#).
 6. **Processes to respond to complaints and concerns are child focused.** Complaints are recorded in the school's complaints register. The register details the complainant, complaint, and any further actions and outcomes. The register is updated with new information as required.
- Children are encouraged to talk to an adult at school when they have a problem. If they do not wish to talk to a school staff member, they can access our [online student complaints](#) form which is also available on the school's website and is accessible through QR codes at points throughout the school. This is a child-friendly version of our complaints form.
7. **Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.** Staff are supplied with resources including modules and articles targeted at keeping students safe.
 8. **Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.** Explicit lessons are given to students on proper behaviour in both online and physical environments. This includes the dangers of sharing inappropriate or adult information and content. The school environment is inspected for safety annually and has routine inspections for its fire safety equipment.
 9. **Implementation of the National Child Safe Principles is regularly reviewed and improved in Staff meetings, discussion, and the leadership group.**
 10. **Policies and procedures document how the organisation is safe for children and young people.** Policies are available on the school on website.

The wheel of child safety



Sources

[National Principles for Child Safe Organisations](#)

[Youth Safe Organisations Framework](#)

[Office of the Independent Regulator](#)

[Child and Youth Safe Organisations](#)