

Together for Safeguarding: A workforce capability framework for the child and family sector

“Embedding safety, culture and care into everyday practice”



Funded by



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Acknowledgement of Country

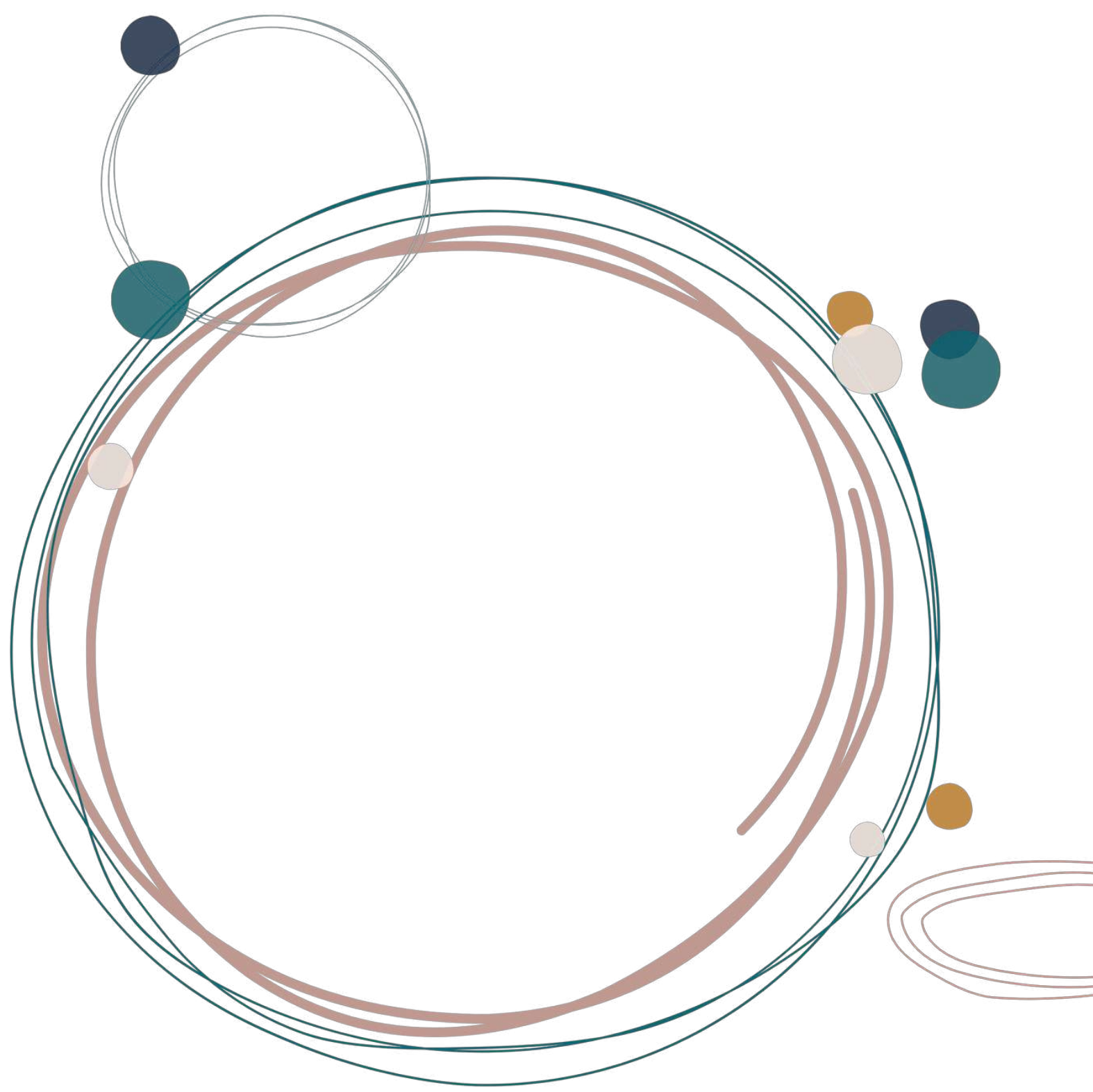
We acknowledge the Traditional Custodians of the lands on which this Framework was developed and is implemented. We pay our respects to Elders past and present and acknowledge the enduring connection of Aboriginal and Torres Strait Islander peoples to land, waters, culture and community.

We recognise the strength, wisdom and leadership of Aboriginal and Torres Strait Islander children, young people, families and communities. We honour their voices and experiences as central to safeguarding practices and commit to embedding cultural safety, equity and inclusion in all aspects of our work.

Acknowledgement of Funding

This project is funded by the Queensland Family and Child Commission's Child Safeguarding Grants Program. The grants support organisations to create safer environments for all young Queenslanders.

Part 1: Introduction & Purpose



Foreword

Child safeguarding is not just a policy, it is a practice, a mindset and a shared responsibility. As leaders committed to creating safer environments for children and young people, we are proud to present this Workforce Capability Framework (Framework) as a practical and transformative tool for organisations across Queensland and beyond.

This Framework emerged from a clear and urgent understanding – safeguarding must evolve beyond compliance towards workforce capability and competence. Whilst policies and procedures are essential, they are not enough. True safety is created through the everyday actions, decisions and relationships of people at every level of an organisation. It is built through competency, through the knowledge, skills, behaviours and values that shape how we engage with children, young people, families and communities.

We developed this Framework to support organisations in embedding child safeguarding into their culture, systems and workforce. It provides clear, role-specific guidance that enables staff, from frontline workers to Board members, to understand what child safeguarding practice looks like in action. It is based on evidence, shaped by lived experience, and aligned with the Queensland Child Safe Standards and Universal Principle.

Importantly, this is not a one-size fits all checklist. It is a dynamic tool that supports reflection, growth and continuous improvement. It empowers organisations to assess their readiness, build capability and foster environments where children and young people feel safe, included, heard and respected.

We recognise that children and young people are only truly safe when they are culturally safe, seen, respected and supported in their identity as Aboriginal and Torres Strait Islander peoples. We acknowledge the leadership of Aboriginal and Torres Strait Islander communities in shaping culturally safe practices, and we honour the voices of children and young people who continue to guide us in this work.

Together, we can shift the safeguarding landscape from reactive compliance to proactive competency. We invite you to use this Framework as a foundation for embedding child safeguarding into everyone's practice and organisational culture.

Tom, Andrea & Sammy

What is Safeguarding?

Safeguarding is the proactive and ongoing actions taken to promote the safety, wellbeing and rights of children and young people. It includes preventing harm, responding to concerns, creating safe environments, and empowering children and young people to participate in decisions that affect them. Safeguarding is a shared responsibility regardless of if people work directly with children and young people or if their role is to support the organisation's operations. To truly embed safeguarding culture, an organisation's workforce must have the necessary capability and confidence to embed a safeguarding mindset - meaning they are proactive, reflective, courageous and collaborative in their practice, they anticipate risks, challenge unsafe practices and continuously learn and improve safeguarding processes, strategies and operations.

Why a Workforce Capability Framework?

The need for a child safeguarding workforce capability framework (the "Framework") has never been more urgent, or more clear.

Across Australia, recent legislative reforms, inquiries and media investigations have highlighted systemic gaps in how organisations understand, implement and uphold child safety and wellbeing. From the Royal Commission into Institutional Responses to Child Sexual Abuse to the introduction of the National Principles for Child Safe Organisations, the message is consistent – safeguarding must be embedded in every aspect of organisational culture and practice.

Yet, many organisations continue to approach child safeguarding as a compliance exercise, focussed on policies, audits and risk registers. While these are essential, they do not guarantee safety. Children and young people are not just protected by policies and systems, but by people. It is the everyday decisions, behaviours and relationships of staff, volunteers, leaders and Board members that determine whether an organisation is truly child-safe.

This Framework responds to that challenge. It provides a practical, role-specific guide to the competencies required for safeguarding, moving beyond compliance to capability. It supports organisations to build a workforce that is not only aware of its responsibilities, but equipped to act on them with confidence, empathy and cultural safety.

It also reflects the voices of children, young people, families and communities, particularly Aboriginal and Torres Strait Islander peoples, whose lived experiences must shape how we define and deliver safety.

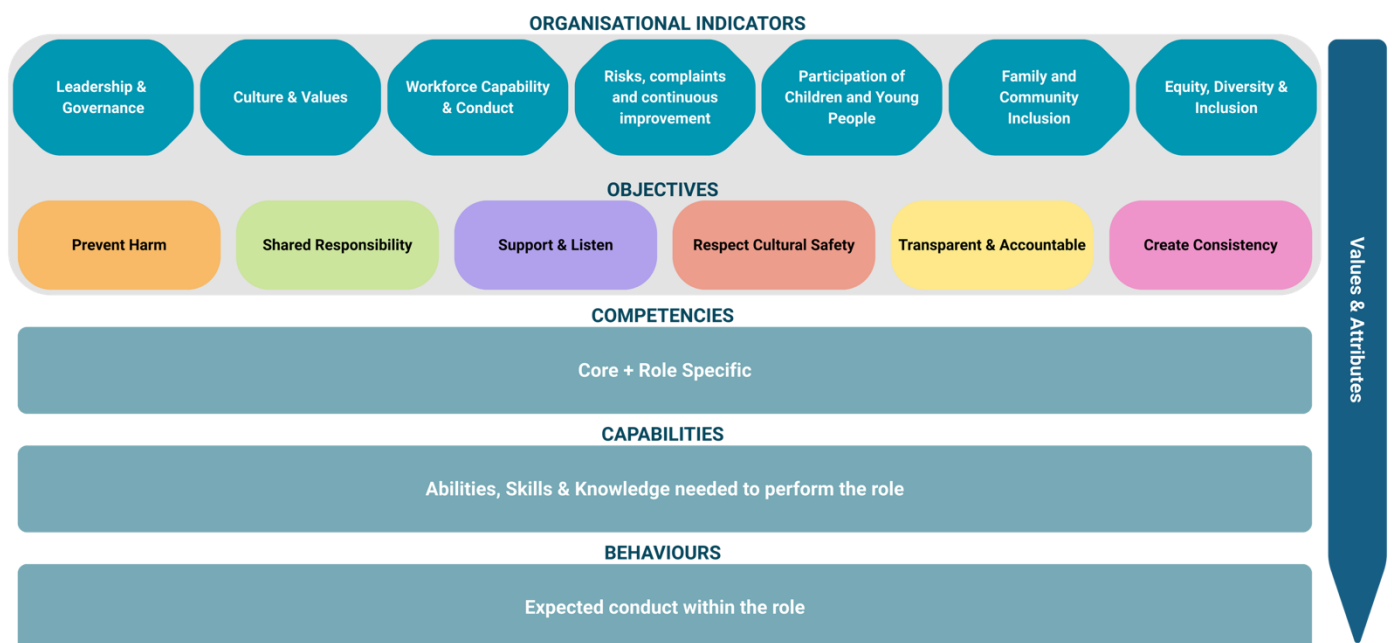
By aligning with the Child Safe Standards and Universal Principle, this Framework offers a consistent, evidence-informed approach to safeguarding. It enables organisations to assess readiness, identify gaps and build a culture where child safeguarding is not just a suite of policies, but a lived reality.

What is the Framework?

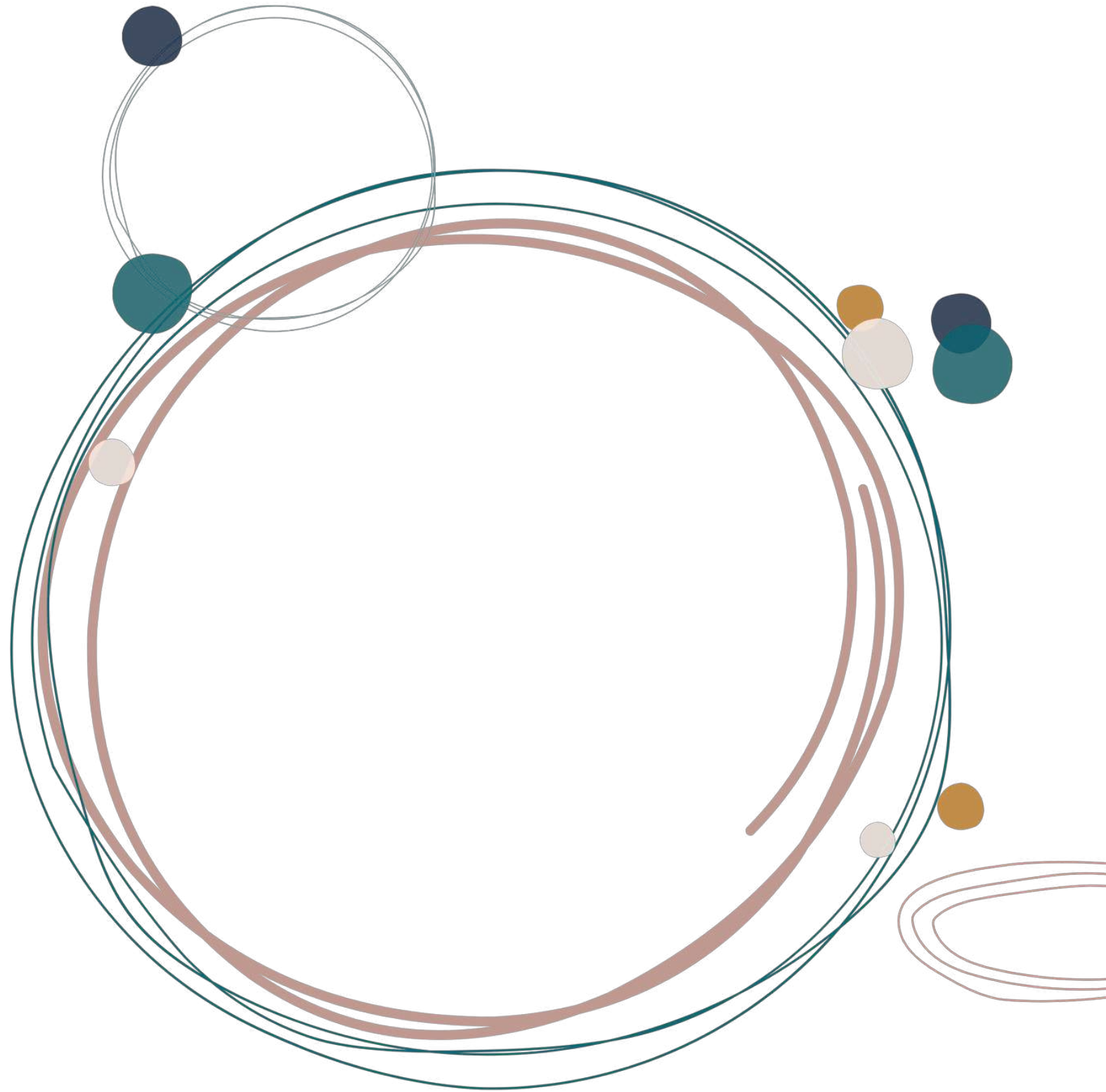
The Framework is a practical tool designed to help organisations build and sustain a child safeguarding culture. It outlines the core competencies and capabilities required across different roles and translates these into observable behaviours that can be used for recruitment, training, supervision and performance development.

Importantly, this is not a prescriptive or rigid model. It is an organisational framework, designed to be adapted and aligned with each organisation's unique context, values and structure. Whether you are a small community service or a large multi-site provider, this Framework offers a flexible foundation for embedding child safeguarding into your workforce development, governance and everyday practice.

The Framework has been designed to not only align with the Child Safe Standards and Universal Principle but also complement existing compliance tools such as the Human Services Quality Framework (HSQF). Through this, it bridges the gap between policy and practice and provides a consistent, evidence-informed foundation for safeguarding that supports continuous improvement and cultural change.



Part 2: Framework Core Components



Connecting the Framework: Values, Objectives, Indicators and Practice

The Framework is designed as an integrated model. Each component – values and attributes, objectives, organisational indicators, competencies, capabilities and behaviours – plays a distinct role, but they are deeply interconnected. Understanding how these elements relate to one another helps organisations apply the Framework holistically and meaningfully and enables alignment between strategic intent, operational systems and workforce practice.

The Framework offers a cohesive and practical model for embedding child safeguarding into every aspect of organisational life.

Values and **attributes** form the foundation, they shape the culture, guide ethical decision-making and influence how individuals behave and interact.

Organisational Indicators translate these values into tangible systems and structures, making sure that safeguarding is embedded in governance, leadership, policy and service delivery.

Objectives provide a shared vision of what child safeguarding looks like in action, setting clear outcomes that organisations can work toward.

Competencies define the domains of knowledge and skill required to achieve these objectives, while **capabilities** describe the specific actions and dispositions needed within each domain.

Behaviours make these capabilities observable and measurable, showing how safeguarding is enacted in real-world settings across different roles.



Values and Attributes

Values and attributes are the guiding principles and personal traits that shape organisational culture, ethical decision-making, and child-safe behaviour. Values reflect what an organisation stands for and influence how safeguarding is approached across all levels. Attributes are observable traits — such as empathy, curiosity and accountability — that complement values and guide how individuals engage with children, families and colleagues. Together, they underpin every aspect of the Framework, informing the expectations set out in the indicators, the goals expressed in the objectives, and the behaviours described in the role-specific tables.

This Framework identifies a set of foundational values and core attributes that are widely recognised across the child and family sector as essential to safeguarding. These are not exhaustive, nor are they intended to replace an organisation's existing values. Rather, they are designed to complement and strengthen organisational culture and to serve as a reference point for embedding child safeguarding into everyday practice.

Organisations are encouraged to adapt and align these values and attributes to reflect their unique context, workforce and community. They should be used to guide practice and support a shared understanding of what child-safe behaviour looks like in action.

Foundational Values

The following values are considered foundational across the child and family sector. They are not exhaustive, but they represent key traits that underpin safe, inclusive and responsive environments and contribute to the relational and emotional safety of children and young people.

Value	Definition	Example in Practice
Victim-Survivor Focus	Prioritising the voices, dignity and safety of those with lived experience	Embedding feedback from victim-survivors into service design and review
Trauma-Informed Practice	Recognising and responding to the impact of trauma in safe and supportive ways	Adapting communication and environments to reduce re-traumatisation
Transparency	Communicating openly and clearly	Explaining decisions to children, young people and families in a way that is respectful and clear
Safety	Creating environments where children and young people feel physically, emotionally and culturally safe	Ensuring spaces are inclusive, predictable and free from harm
Responsiveness	Timely and appropriate action in response to needs or concerns	Acting quickly and respectfully when a child or young person raises a concern
Equity	Ensuring fair treatment and access for all	Adapting services to meet the needs of children and young people with disability or from culturally and linguistically diverse backgrounds
Empathy	Understanding and sharing the feeling of others	Listening without judgement when a child or young person expresses distress, concern or discomfort
Cultural Humility	Openness to learn from and with diverse communities	Seeking guidance from Aboriginal and Torres Strait Islander colleagues and communities
Continual Innovation	Committing to learning, improvement and evolving practice	Reviewing safeguarding practices regularly and integrating new evidence or feedback

Core Attributes

The following attributes are recognised across the child and family sector as essential qualities that support safe, inclusive and responsive practice. While not exhaustive, they reflect the interpersonal and emotional dispositions that enable staff to build trust, respond with empathy and uphold safeguarding in everyday interactions. These traits help create environments where children and young people feel respected, understood and emotionally secure.

Attribute	Definition	Example in Practice
Strategic	Thinking ahead and aligning actions with long-term goals	Embedding child safeguarding into organisational planning and resource allocation

Self-awareness	Understanding one's own biases, triggers and impact on others	Reflecting how personal beliefs may influence decision-making
Responsiveness	Ability to notice and react appropriately to cues and needs	Checking in with a child or young person who appears withdrawn
Respectful	Valuing the dignity, rights and perspectives of others	Listening actively and using inclusive language with children, young people and families
Resilient	Maintaining effectiveness and care under pressure or change	Remaining calm and focussed when responding to a child or young person's disclosure
Reliability	Being dependable and consistent	Maintaining predictable routines that help children and young people feel safe
Integrity	Acting honestly, ethically and consistently	Upholding child safeguarding principles and standards even when under pressure
Inspiring	Motivating others through positive leadership and example	Demonstrating commitment to child safeguarding that encourages others to do the same
Innovative	Seeking new ideas and approaches to improve outcomes	Trialling new engagement methods to better support children and young people's participation
Growth Mindset	Embracing learning, feedback and continuous improvement	Reflecting on practice and seeking opportunities to strengthen
Empathy	Demonstrating emotional understanding and active listening	Responding with patience and care when a child or young person is upset
Emotional Intelligence	Recognising and managing one's own emotions and those of others	Staying calm and supportive during a child or young person's emotional outburst
Curiosity	A willingness to learn, reflect and improve	Asking questions to better understand a child or young person's experience or behaviour
Courageous	Speaking up and taking action in the face of discomfort	Challenging unsafe practices or advocating for children and young people's rights
Compassion	Demonstrating care and concern for others' wellbeing	Responding gently and supportively to a child or young person who is struggling
Collaborative	Working respectfully and effectively with others to achieve shared goals	Engaging families, colleagues and communities in co-designing child-safeguarding practices
Adaptable	Adjusting to changing circumstances with flexibility	Modifying communication style to suit a child or young person's developmental needs
Accountability	Taking ownership of actions, decisions and their impact	Acknowledging mistakes and following through on commitments

In some instances, values may also be considered an attribute, this is reflecting both organisational intent and individual behaviour.



Indicators

Indicators describe the systems, structures and practices that must be in place to support child safeguarding at an organisational level. They reflect on what an organisation does to uphold safeguarding standards, not just what individuals believe or how they behave.

Unlike values, which are guiding principles and attributes, which are personal traits, indicators are tangible, measurable elements of organisational performance. They are embedded in governance, policy, leadership, workforce development and service delivery. They help organisations assess their readiness, identify gaps and make sure that child safeguarding is consistently prioritised across all levels and functions.

These indicators provide a high-level view of what good organisational safeguarding looks like in practice, across areas such as leadership, culture, risk management, complaints handling and child and young person participation.

Organisations can use these indicators to guide strategic planning, policy development, audits and continuous improvement. They are not intended to be prescriptive, but rather to support reflection and action toward creating safer, more inclusive environments for children and young people.

Leadership & Governance	<ul style="list-style-type: none"> - Public commitment to child safety and wellbeing (including cultural safety) - Governance frameworks that embed child and cultural safety - Leaders model child-safe and anti-racist behaviours - Aboriginal and Torres Strait Islander peoples hold leadership and decision-making roles - Leadership ensures child safeguarding and cultural safety are standing agenda items
Culture & Engagement	<ul style="list-style-type: none"> - Child safeguarding culture is promoted at every level - Cultural safety is visible and prioritised across practices and spaces - Zero-tolerance for racism is articulated and enforced - Child and young person rights, safety and wellbeing are central to decision-making
Workforce Capability & Conduct	<ul style="list-style-type: none"> - Recruitment prioritises child safety and cultural competence - Induction and ongoing training cover trauma-informed care, racism and colonisation - Supervision includes a focus on safety, wellbeing and equity - Staff are supported to reflect, learn and disclose safety concerns
Risks, Complaints & continuous Improvement	<ul style="list-style-type: none"> - Risk strategies cover physical, online, cultural and interpersonal risks - Online environments are safe and used according to policy

	<ul style="list-style-type: none"> - Physical spaces reflect cultural diversity and promote inclusion - Contractors and third parties meet child safeguarding requirements. - Reviews are regular, inclusive and transparent. - Feedback from children, young people, families and staff drives improvements - Data informs learning and systemic change - Complaints processes are child-friendly, culturally safe and responsive - Mechanisms exist for reporting racism and safeguarding breaches - Feedback loops ensure complainants are informed and supported
Participation of Children & Young People	<ul style="list-style-type: none"> - Children and young people are educated about their rights, including cultural safety - Children and young people contribute to decision-making, programs and policies - Staff enable children and young people to express views safely and meaningfully - Participation mechanisms are culturally safe and accessible
Family & Community Inclusion	<ul style="list-style-type: none"> - Families are informed and engaged in child safeguarding efforts and approaches - Aboriginal and Torres Strait Islander families and communities co-design policies and practices - Community feedback influences decisions - Culturally safe relationships with local communities and organisations are maintained
Equity, Diversity & Inclusion	<ul style="list-style-type: none"> - Inclusive policies for children and young people with diverse backgrounds (e.g., disability, LGBTQIA+, CALD) - Practices are trauma-informed and culturally safe - Barriers to access, inclusion and safety are proactively addressed - Aboriginal and Torres Strait Islander success indicators are used - Aboriginal and Torres Strait Islander-led approaches (e.g., yarning circles, restorative practices) are used - Staff challenge unconscious bias, discrimination and colonial practices - Resources and communication are accessible and multilingual

Objectives

The Framework is centred around the six key outcomes of successful implementation of the Universal Principle and the Child Safe Standards. The objectives represent the core goals that underpin the Framework and guide its application across diverse organisational contexts.

These objectives are not simply aspirational, they are practical outcomes that reflect what effective safeguarding looks like in action and provide a foundation for organisations to assess their progress, identify areas for improvement and embed child safety and wellbeing into everyday practice.

Unlike values, which reflect the beliefs and principles that guide behaviour, and attributes which describe the personal traits individuals bring to their roles, the objectives focus on what the organisation aims to achieve through consistent application of safeguarding competencies and capabilities. They provide a shared reference point for leadership, staff, volunteers and stakeholders to work toward safer, respectful and more inclusive environments for children and young people.

Each objective is supported by the competencies, capabilities and behaviours outlined in the Framework and can be used to inform strategic planning, workforce development, policy alignment and continuous improvement efforts.

Prevent Harm	Create safer environments that lower risks and increase protection.
Shared Responsibility	Child safety and wellbeing is a shared responsibility across leaders, staff, volunteers, families and the wider community.
Support & Listen	Children and young people are supported to speak up by creating a culture where they feel safe, heard and valued.
Respect Cultural Safety	Aboriginal and Torres Strait Islander children and young people feel respected and safe in their identity and belonging.
Transparent & Accountable	Child safety and wellbeing is always a priority and regularly reviewed.
Create Consistency	Children and young people are protected equally no matter where they access services.



Competencies

Competencies are the foundational areas of knowledge, skill and behaviour that underpin child safeguarding practice. They represent the core domains in which individuals must demonstrate capability to contribute to a safe, inclusive and culturally responsive environment for children and young people.

Each competency is broken down into more specific capabilities, the skill sets or dispositions required to enact the competency and supported by observable behaviours that show how the capability is demonstrated in practice. These behaviours are tailored to different organisational streams, recognising that safeguarding looks different depending on the role.

The Framework includes a set of clearly defined competencies that span areas such as:

- Communication and relational practice
- Ethical and professional conduct
- Cultural safety and responsiveness
- Child participation and empowerment
- Risk identification and mitigation
- Leadership and governance
- Continuous learning and improvement.

Each competency is mapped to capabilities and behaviours across six organisational streams, allowing for tailored application and consistent expectations.

Definitions

Competency	Definition
Clear and respectful communication	Consistently communicates with children, young people, families and colleagues using clear, respectful, inclusive and developmentally appropriate language
Safe and professional conduct	Demonstrates ethical, consistent and child safeguarding behaviour aligned with codes of conduct and safeguarding policies
Critical thinking, interpretation and reflection	Applies analytical thinking, makes sound judgements and reflects on practice to improve decision-making and outcomes for children and young people
Engagement and collaboration	Builds trusting, respectful relationships with colleagues, families, communities, children and young people to support child safety and inclusion
Child-centred practice	Prioritises the rights, needs, voice and best interests of children and young people in all planning, decision-making and interactions
Observation and insightful awareness	Identifies behavioural, emotional or environmental cues through attentive observation and applies insight to support children and young people's wellbeing and safety

Inclusive and equitable practice	Acts to remove barriers and actively fosters inclusion, equity and accessibility for all children and young people, particularly those with diverse needs and backgrounds
Curiosity and reflective engagement	Demonstrates active interest, continuous learning and reflective engagement in improving outcomes for children and young people
Cultural safety and responsiveness	Respects and upholds the cultural identity, rights and safety of Aboriginal and Torres Strait Islander children and young people and all culturally diverse children and young people
Risk identification and mitigation	Proactively identifies, assesses and addresses risks to children and young people's safety and wellbeing across environments and practices
Accountability, integrity and confidentiality	Takes ownership for actions, maintains ethical standards and handles information appropriately to protect privacy and build trust
Child and family advocacy and support	Supports and advocates for children and young people's rights, safety and inclusion and empowers families to participate meaningfully in decisions
Power and privilege awareness and management	Recognises personal and systemic power dynamics and actively works to mitigate their impact on children, young people, families and staff
Adaptability and resilience	Maintains effectiveness and care under pressure or change, adjusting practices to support safety and wellbeing
Child and young person empowerment	Enables children and young people to express their views, make choices and influence matters that affect them in developmentally appropriate ways
Application of policy and procedure	Applies relevant organisational policies, procedures and legislative frameworks accurately and consistently in day-to-day work
Supervision, management and oversight	Provides or engages in effective supervision that promotes child safety, wellbeing, staff development and accountability
Fair and ethical decision-making	Makes decisions that are just, transparent, inclusive and based on the best interests of children, young people and families
Knowledge management and learning	Seeks, shares and applies relevant knowledge and evidence to improve outcomes and stay current with child safeguarding best practice
Complaints and concerns handling	Responds to feedback, complaints and disclosures in a timely, respectful and child-focused manner that promotes learning and safety
Governance, oversight and recruitment	Ensures governance, reporting and recruitment practices support child safety and wellbeing, cultural inclusion, transparency and staff suitability

Capabilities

Capabilities are the specific skill sets, dispositions or areas of applied knowledge that sit within each competency. They describe what individuals need to be able to do to enact safeguarding effectively in their role. Each capability is aligned with one or more competencies and is tailored across organisational streams to reflect the diversity of roles within an organisation.

Capabilities help translate broad safeguarding expectations into practical, role-relevant guidance. They are used to inform recruitment, supervision, training and performance development and provide a foundation for assessing readiness and identifying areas for growth.

Each capability is supported by a set of observable behaviours that show how it is demonstrated in practice.

Capability	Description
Communication empathy	The ability to communicate with understanding, patience and active listening (empathy), particularly when engaging with children, young people or families to maintain an environment of trust and psychological safety
Language awareness	Recognition and understanding of how language (spoken, written, body language) impacts inclusion, perception and power dynamics, particularly across cultures, abilities and age
Relational intent	Relationships are valued as foundational to safety, healing and trust, guiding all interactions with children, young people, families and colleagues
Integrity mindset	Ethical conduct is foundational, and the safety and wellbeing of children and young people is centred in every decision
Boundary awareness	Physical, emotional, and relational boundaries in adult-child and peer interactions are understood and upheld respectfully and consistently
Ethical reasoning	The ability to consider complex or uncertain safeguarding scenarios in the child or young person's best interests with mind to what is right and fair
Reflective capacity	The ability to self-reflect on individual practice, assumptions and responses and apply learnings, particularly following challenging interactions or feedback
Analytical mindset	The ability to interpret information, behaviour and context to understand patterns, assess risk and respond effectively
Situational judgement	The ability to assess and respond to situations appropriately, particularly in relation to complex or ambiguous situations
Relationship-building orientation	A commitment to building mutual trust and collaboration with children, young people, families, colleagues and community, recognising shared responsibility for safeguarding
Openness to shared responsibility	The understanding of the value of collective accountability and the role of everyone to uphold child safeguarding and inclusion
Empowerment orientation	An acknowledgement that children and young people have agency and a right to participate in matters that affect them and a commitment to enabling that agency
Child rights literacy	Knowledge of Australia's legal commitment to upholding the rights of children and young people and the understanding of how to uphold these rights in accordance with the law
Protective stance	The proactive anticipation of risk to children and young people, even in the absence of formal concern, with consideration to the child or young person's best interests
Attentiveness	The ability to identify and recognise potential distress or safety risks through non-verbal cues, changes in mood and environment factors

Trauma awareness	The understanding of the impact of trauma on behaviour, communication and relations, and the ability to respond in a trauma-informed manner
Intuitive attunement	The ability to recognise a child or young person's feelings or needs without explicit expression or indication
Equity mindset	The understanding that children and young people are entitled to feel safe and included without barriers
Accessibility lens	The ability to consider and recognise physical, emotional, cultural or procedural barriers and take action to address them
Systemic awareness	The commitment to understanding and challenging how systems and structures may exclude, disadvantage or cause harm due to age, culture, abilities or race
Reflective disposition	The ability to self-examine, reflect on and challenge personal beliefs, biases, assumptions, experiences, knowledge and behaviours in response to feedback, incidents or general learning, and acknowledge the need for continued growth in the context of child safeguarding
Critical inquiry skill	The ability to question, evaluate and explore complex situations or scenarios through investigation, examination and learning
Cultural humility	The understanding that personal cultural identity and bias exists and the ability to openly engage in learning from and with other cultures, particularly when working with Aboriginal and Torres Strait Islander children, young people and families
Critical consciousness	The ability to acknowledge and challenge unconscious bias, racism and power dynamics at both personal and organisational levels
Respect for lived/living experience	The acknowledgement that children, young people, family and community voices and experiences are valid and essential to embedding child safeguarding practice
Risk literacy	The knowledge and understanding of how risks arise in environments and relationships that impact the safety and wellbeing of children and young people and how to manage and mitigate those risks
Anticipatory awareness	The ability to identify and address potential risks to or concerns about child safety and wellbeing before they escalate
Duty of care mindset	A professional disposition that takes personal responsibility for protecting children and young people, even when it's not formally required
Ethical accountability	The commitment and ability to remain transparent, honest and reliable in all child-related matters
Boundary awareness	The understanding and maintenance of personal, professional and organisational boundaries and their role in protecting children and young people
Accountability onus	The ability to understand and take ownership of the outcomes and consequences of all actions, interactions and behaviours
Empowerment orientation	The acknowledgement of the value in listening to and empowering child, young person and family voice, dignity and self-determination at all times
Communication empathy	The ability to utilise active listening to gain an understanding of lived experiences and respond with affirmation and validation
Social awareness	The understanding and recognition of power dynamics and inequality within systems, structures and own personal biases
Cultural humility	The acknowledgement of others lived cultural experiences and the ability to learn from them and challenge personal assumptions and bias
Power intersectionality awareness	The understanding of how power dynamics in child-adult relationships impact the way children and young people engage with those around them and how this effects their feelings and perceptions of safety

Change responsiveness	The ability to respond and adjust behaviour or approach in moments of pressure or change to support or maintain wellbeing and safeguarding responsibilities
Emotional regulation	The ability to understand, reflect on and manage internal emotions and adapt in accordance with the demands of the scenario or situation
Empowerment orientation	The drive to support and create a safe and inclusive environment with opportunities for children and young people to express themselves, their views and make decisions in line with their own capacity and interests
Rights-based practice mindset	The understanding of the value and importance of supporting children and young people's rights to be heard, safe and included in decisions in embedding and maintaining safeguarding practice
Participation facilitation skill	The ability to create and support opportunities for children and young people's voices to be expressed and heard
Operational awareness	The understanding of safeguarding policies, procedures and protocols in line with role responsibilities
Procedural confidence	The ability to navigate and apply safeguarding policies, procedures and protocols appropriately in practice in line with role responsibilities
Child-safety leadership mindset	The ability to understand the value of prioritising, demonstrating and enforcing safeguarding practices and behaviours within the workplace
Monitoring and coaching skill	The ability to observe and provide support and guidance for safeguarding practices and procedures within the workplace
Ethical reasoning	The ability to consider decisions ethically and transparently with consideration to safety, dignity and cultural obligations
Moral reasoning	The ability to consider and analyse competing risks to make decisions that are ethically defensible and consistent with safeguarding practices
Equity lens	The understanding and awareness of the impacts of systemic and cultural barriers that result in exclusion and inequality and the need to ensure fair access and treatment to enable safeguarding measures
Learning orientation	The acknowledgement of the value of improving safeguarding practice through evidence, reflection and learning
Knowledge sharing mindset	The understanding that knowledge sharing will foster and contribute to enhanced organisational learning around safeguarding practices and procedures, including through reporting of errors or lessons learned
Growth mindset	The ability to actively engage in learning through seeking feedback, reviewing complaints, self-reflection and audits and reporting to strengthen child safeguarding systems and enable continuous improvement and both personal and organisational levels
Protective concern	The ability to identify, intervene and seek help or support following indicators of concern or disclosure about or from a child or young person who appears or feels unsafe or unheard
Emotional regulation	The ability to understand, reflect on and manage internal emotions and adapt and respond appropriately under pressure in accordance with a disclosure, concern or complaint
Procedural confidence	The ability to apply procedures for complaint-handling and reporting procedures with confidence in an accurate and respectful manner
Strategic safeguarding lens	The ability to consider and apply child safeguarding principles and practices strategically within resource management and policy design
Safe systems thinking	The ability to understand how governance, HR, risk and compliance and operations impact and are impacted by child safeguarding practices



Behaviours

Behaviours are the tangible, observable actions that demonstrate a capability in practice. They provide clarity on what child-safeguarding practice looks like across different roles and contexts. Behaviours are mapped to organisational streams to ensure relevance and practicality, recognising that safeguarding responsibilities vary depending on the nature of the role.

Behaviours can be used to:

- Guide supervision and reflective practice
- Support performance reviews and feedback
- Inform training and professional development
- Assess alignment with organisational values and safeguarding expectations.

Together, competencies, capabilities and behaviours form a cohesive framework that supports organisations to embed child safeguarding into everyday practice.

Example Behaviours

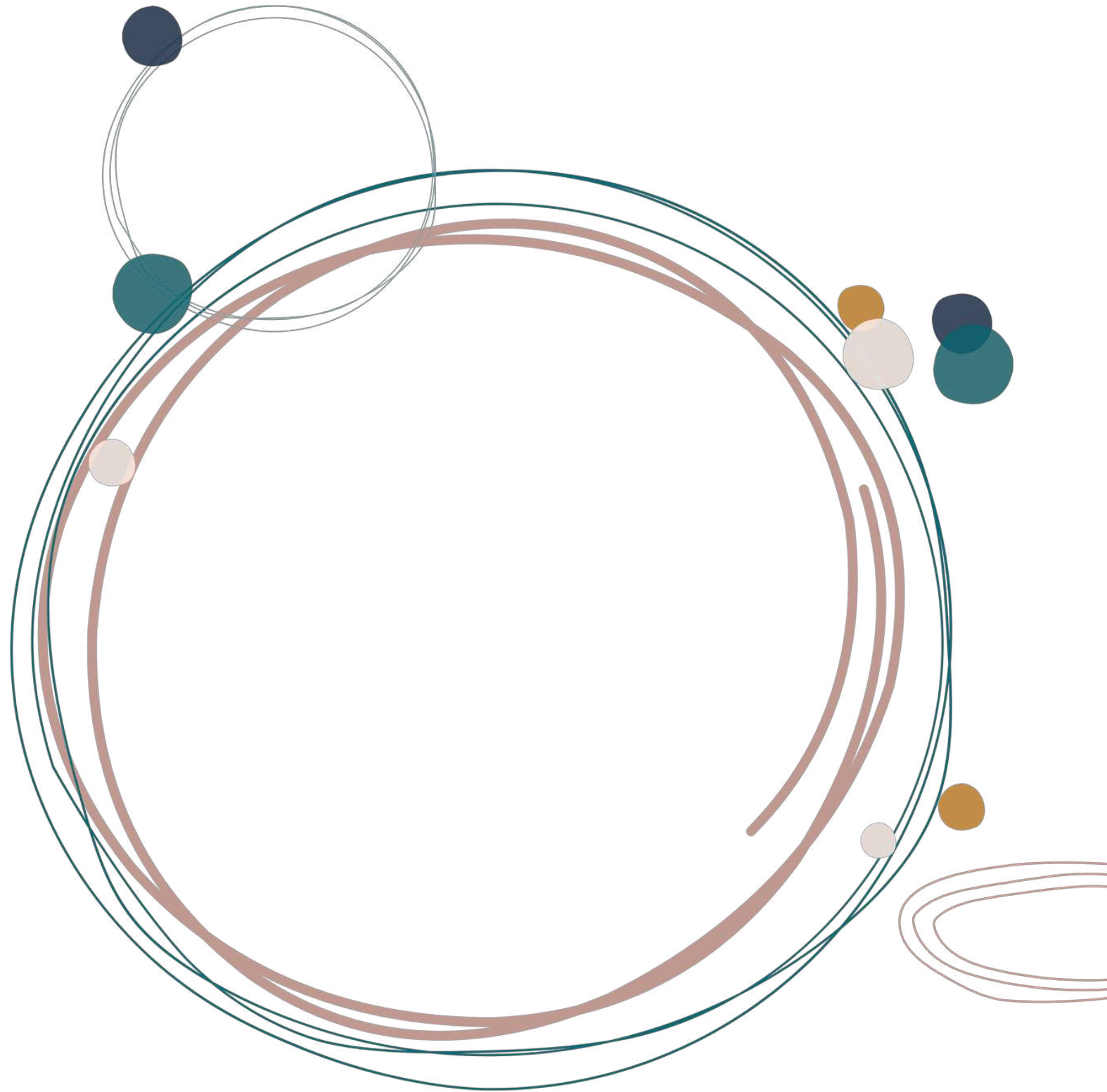
Competency: Safe and professional conduct

Capability: Integrity Mindset

Behaviours

- Demonstrates ethical and child safeguarding conduct in all work-related interactions and environments, aligning behaviour with organisational codes of conduct and safeguarding policies
- Supports the safety and wellbeing of children and young people when performing duties, maintaining vigilance and responsibility
- Maintains professional boundaries and conducts oneself in a respectful and trustworthy manner that contributes to a safe and inclusive environment
- Identifies and reports unsafe, unethical, or inappropriate behaviour, making sure concerns are escalated appropriately to protect children and young people and uphold organisational standards

Part 3: Practice in Action



Applying the Framework by Role

This section presents the practical application of the Framework through detailed tables of competencies, capabilities and behaviours, tailored to each organisational stream.

While previous sections outline the foundational components, values, attributes and organisational indicators, this part of the Framework translates those elements into role-specific expectations. It shows what child safeguarding practice looks like in action, across different roles and responsibilities.

Each table found in Appendix A includes:

- **Competencies:** The foundational domains of safeguarding knowledge and practice
- **Capabilities:** The specific skills or dispositions required to enact each competency
- **Behaviours:** The observable actions that demonstrate the capability in practice

Together these elements provide a clear and structured way to understand what child safeguarding practice looks like across different roles and responsibilities.

Organisational Streams

Child safeguarding is a shared responsibility, but how that responsibility is enacted varies depending on the role. The organisational streams within this Framework recognise that different roles carry different levels on contact, influence and decision-making in relation to children and young people. These streams help clarify expectations and makes sure the safeguarding capabilities are tailored to each role.

The Framework identifies six distinct organisational streams. Each stream includes tailored capabilities and behaviours that reflect the nature of the role and its impacts on child safeguarding. This approach makes sure that safeguarding expectations are relevant, practical and achievable, whether someone is working directly with children and young people, designing policy, managing risk or leading strategic decisions.

Organisations are encouraged to use these streams flexibly. Some roles may span multiple categories, and the Framework can be adapted to reflect the structure and language of each organisation. The goal is to support clarity, consistency and shared accountability across all levels of the workforce.

Ancillary	These roles do not involve direct responsibility for children and young people but do still engage with or work around children and young people as part of their duties.
Direct Contact	These roles involve direct responsibility for and contact with children and young people as their primary role.

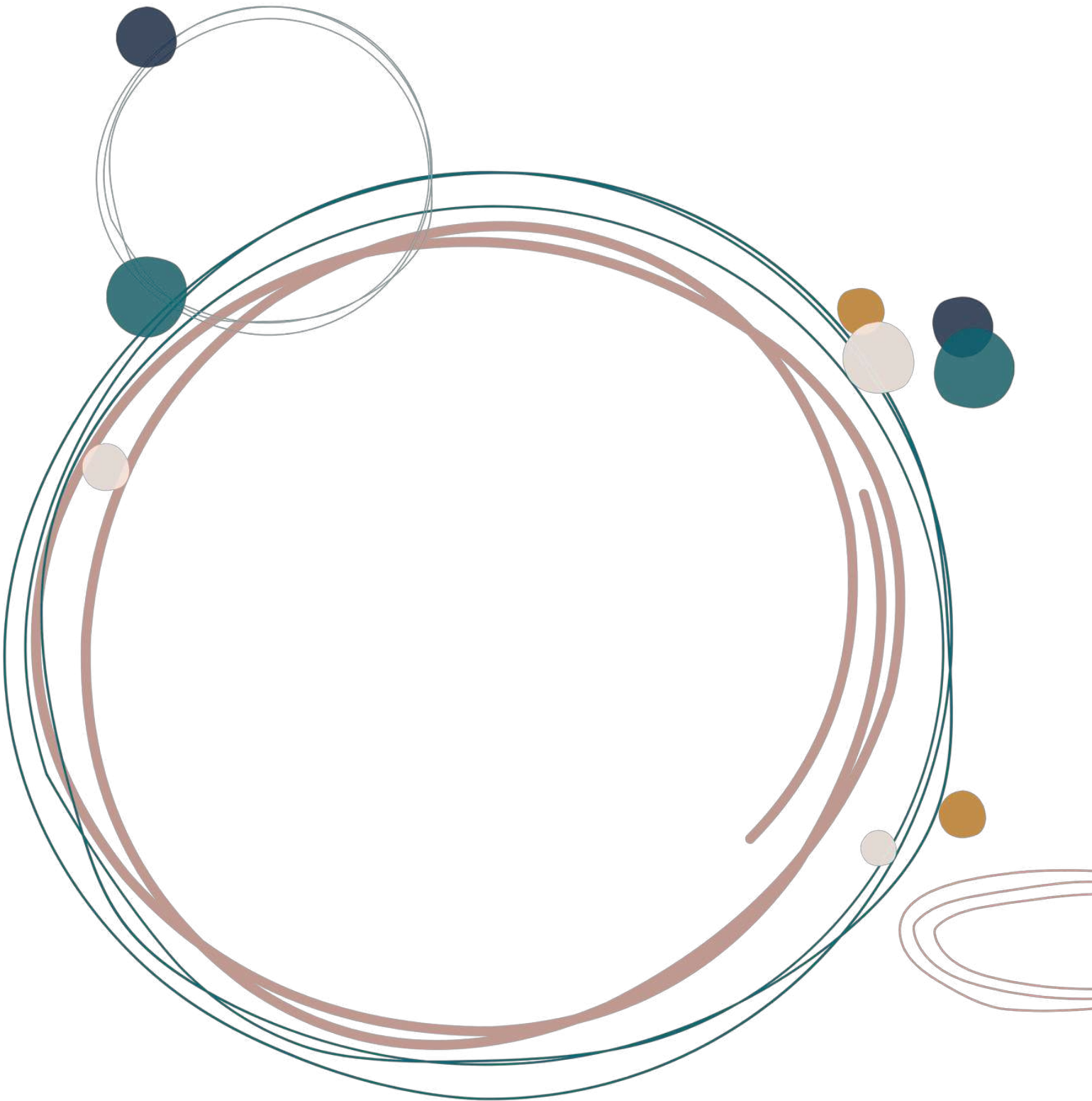
Supervisors/Team Leaders	These roles supervise those directly in contact with children and young people, make decisions directly impacting those working with children and young people, but have minimal to low contact with children and young people themselves.
Business Operations	These roles may have limited or no direct contact with children and young people, but their decisions and practices relate to governance, policies and risk management and influence the safety, inclusion and wellbeing of children and young people.
Leadership, Senior Management & / or Executive	These roles may not have frequent direct contact with children and young people; however, they are responsible for setting the tone, allocating resources, making high-level decisions and ensuring accountability across all parts of the organisation, with practices significantly impacting child safety, wellbeing and cultural inclusion.
Board	The Board is responsible for ensuring that child safeguarding is core in the organisation's mission, values and operations and ensures leadership accountability for creating a culture of child safety and inclusion.

Each table found in Appendix A outlines the expectations for that stream, allowing organisations to:

- Tailor recruitment, induction and supervision processes
- Support performance development and reflective practice
- Align safeguarding expectations with role-specific responsibilities
- Promote consistency and accountability across the organisation.

The tables in Appendix A are not intended to be prescriptive. Instead, they offer a flexible, evidence-informed foundation that can be adapted to suit the unique context, language and structure of each organisation.

Part 4: Implementation and Continuous Improvement



Embedding the Framework into Practice

The following outlines examples of how organisations can use the Framework to strengthen safeguarding culture and capability.

➤➤➤ *Understand the Structure of the Framework*

The Framework is built around four key components:

- **Competencies** – The overarching areas of safeguarding knowledge and practice
- **Capabilities** – Specific skill sets or dispositions that sit within each competency
- **Behaviours** – Observable actions that demonstrate the capability in practice
- **Role Streams** – Tailored expectations for different types of roles (for example direct contact, business operations, senior leadership, Board)

Each role stream includes examples of what good safeguarding looks like in action, allowing organisations to apply the Framework in a way that reflects their structure and workforce.

➤➤➤ *Embed the Framework into Workforce Processes*

Organisations can use the Framework to inform and strengthen key workforce functions:

➤➤➤ *Recruitment and Selection*

Use the capabilities and behaviours to shape position descriptions, interview questions and selection criteria. This ensures candidates are assessed not only on technical skills but also on safeguarding mindset and values.

➤➤➤ *Induction and Onboarding*

Introduce new staff to the Framework as part of orientation. Use role-specific capabilities to guide conversations about expectations, responsibilities and cultural safety.

➤➤➤ *Supervision and Performance Development*

Integrate the Framework into supervision templates and performance reviews. Use the behaviours as a basis for reflective conversations, goal setting and feedback.

➤➤➤ *Training and Capability Building*

Organisations can use the Framework to identify priority areas for internal training, mentoring or peer learning. Capabilities can be grouped into themes (for example cultural safety, trauma-informed practice) to guide planning.

➤➤➤ *Use the Framework for Organisational Reflection and Planning*

The Framework can support broader organisational development:

➤➤➤ *Self-Assessment and Gaps Analysis*

Map current staff capabilities against the Framework to identify strengths and areas for growth. This can be done through surveys, reflective workshops or team-based discussions.

➤➤➤ *Policy and Practice Alignment*

Review existing policies, procedures and codes of conduct to make sure they reflect the values, capabilities and behaviours outlined in the Framework.

➤➤➤ *Strategic Planning and Reporting*

Use the Framework to inform safeguarding goals, workforce strategies and reporting to Boards, funders or regulators. It can also support alignment with the Child Safe Standards, Universal Principle and the HSQF requirements.

➤➤➤ *Tailor the Framework to Your Organisation*

This is an organisational framework, not a one-size-fits-all model. Organisations are encouraged to:

- Adapt language and examples to reflect their context, services and communities
- Align the Framework with existing organisational values, mission and strategic priorities
- Use the role streams flexibly, recognising that some staff may span multiple categories.

➤➤➤ *Engage Staff and Stakeholders*

Introduce the Framework through collaborative and inclusive processes:

- Host team discussions or workshops to explore the competencies and behaviours
- Invite feedback from staff, children, young people, families and communities on how the Framework reflects their experiences and expectations
- Use real scenarios to explore how the capabilities apply in practice.

Monitor, Review and Improve

Creating and sustaining a child-safe organisation is not a one-time achievement, it is a continuous journey of reflection, learning and adaptation. This section outlines how organisations can embed a cycle of monitoring, review and improvement to make sure safeguarding practices remain effective, responsive and aligned with evolving needs.

➤➤➤ *Monitoring Safeguarding Practice*

Monitoring involves the ongoing collection and analysis of data, feedback and observations to assess how well child safeguarding is being upheld across the organisation.

➤➤➤ *Key actions*

- Establish safeguarding performance indicators aligned with the Framework's objectives
- Track incident reports, complaints and disclosures for trends and insights
- Monitor staff engagement with safeguarding practices through supervision and feedback
- Use child, young person and family feedback mechanisms to assess cultural safety and inclusion

➤➤➤ *Reviewing Systems and Culture*

Reviewing is the process of evaluating organisational systems, policies and culture to identify strengths, gaps and opportunities for improvement.

➤➤➤ *Key actions*

- Conduct annual safeguarding audits using the Organisational Indicators
- Facilitate reflective workshops with staff across all streams to explore lived experience and practice alignment

- Review policies, procedures and codes of conduct for consistency with the Framework's values and behaviours
- Assess training effectiveness and identify areas for capability building

➤➤➤ *Continuous Improvement*

Continuous improvement is the commitment to evolving safeguarding practice through learning, innovation and responsiveness to feedback.

➤➤➤ *Key actions*

- Create a Safeguarding Improvement Plan with clear goals, timelines and responsibilities
- Use complaints and incident data to inform changes in practice and policy
- Share lessons learned across teams and sectors to build collective capability
- Regularly update the Framework to reflect legislative changes, community feedback and emerging evidence

➤➤➤ *Embedding a Learning Culture*

To sustain improvement, organisations must foster a culture where safeguarding is everyone's responsibility and learning is valued.

➤➤➤ *Key actions*

- Encourage open dialogue about challenges and successes in safeguarding
- Recognise and celebrate staff contributions to child safeguarding
- Provide ongoing professional development tailored to role-specific capabilities
- Ensure leadership models accountability and supports innovation

Conclusion

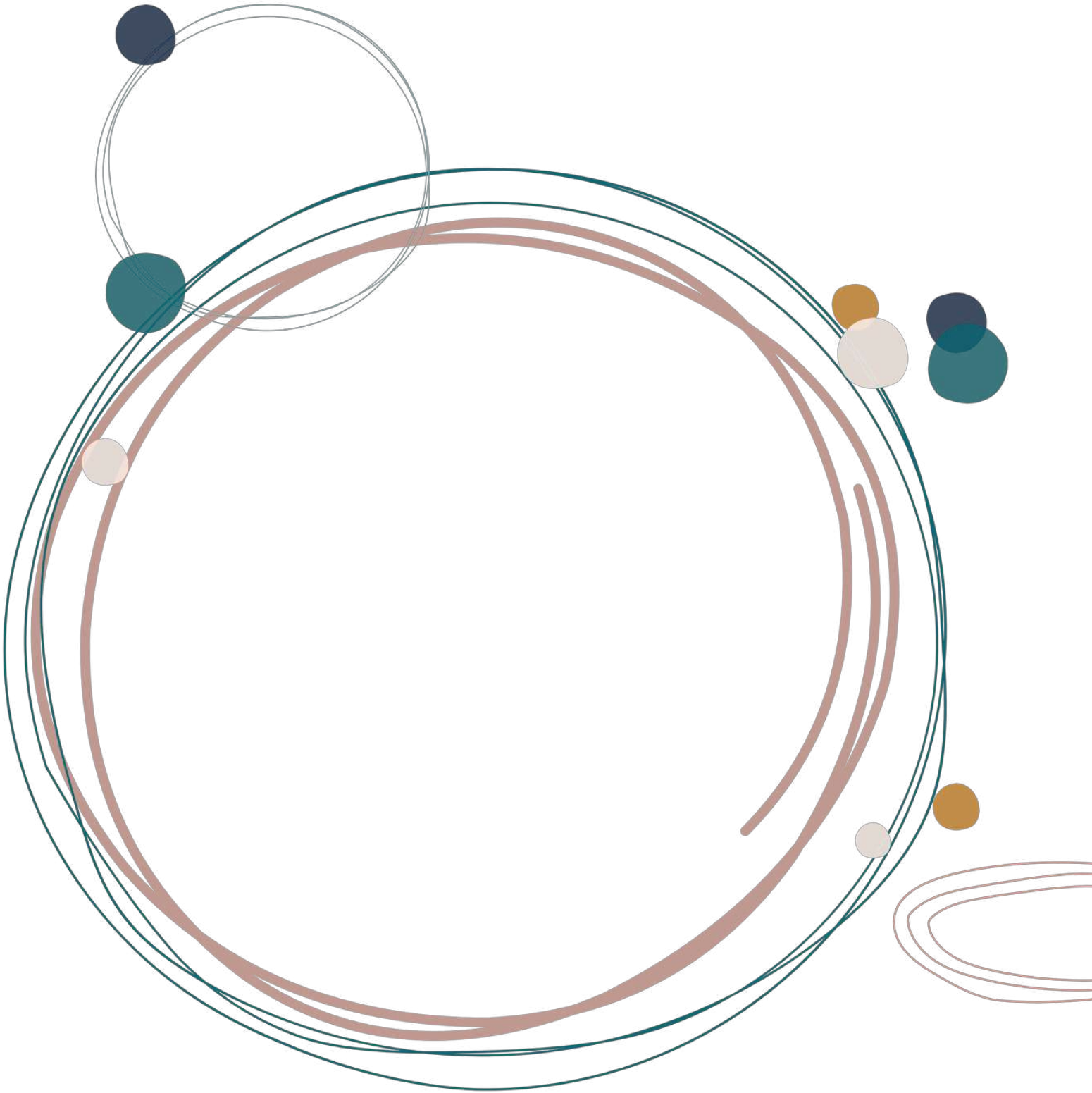
Creating child-safe organisations requires more than policies and procedures, it demands a culture of accountability, empathy and continuous learning. The Child Safeguarding Capability Framework provides a practical foundation for embedding safeguarding into every aspect of organisational life, from frontline practice to executive leadership.

This Framework is designed to be flexible, adaptable and responsive to the diverse contexts in which organisations operate. It supports a shift from compliance to competency, helping individuals and teams understand not just what they must do, but how they can do it well, through values-driven behaviour, role-specific capabilities and a shared commitment to safeguarding.

This document offers organisations a comprehensive starting point. It can be used to guide recruitment, supervision, performance development, policy alignment and strategic planning. It also provides a common language for reflection, learning and improvement, making sure that child safeguarding is not just a responsibility, but a lived reality across all roles and levels.

We encourage organisations to use this Framework as a living tool, one that evolves with practice, responds to feedback and remains informed by the voices of children, young people, families and communities. Together we can build environments where every child feels safe, valued and empowered.

Appendix A: Role Specific Tables



Ancillary

Competency	Capability	Behaviours
1. Clear and Respectful Communication Consistently communicates with children, young people, families and colleagues using clear, respectful, inclusive and developmentally appropriate language	a. Communication Empathy The ability to communicate with understanding, patience and active listening (empathy), particularly when engaging with children, young people and families, to maintain an environment of trust and psychological safety	<ul style="list-style-type: none"> - Demonstrates respectful and attentive communication when interacting with children, young people or families in shared environments, contributing to a calm and safe atmosphere - Responds with patience and understanding when approached by children or young people, even in brief or incidental interactions, ensuring they feel acknowledged and respected - Uses clear, inclusive and age-appropriate language when speaking in the presence of children and young people, avoiding complex or potentially confusing terms - Maintains a calm and composed presence, especially in busy or emotionally heightened environments, helping to model emotionally safe behaviour - Adjusts tone and body language to be non-threatening and approachable, particularly when children and young people are nearby or observing - Supports open and respectful communication by being approachable and responsive to questions or comments from children and young people, even if not directly responsible for their care - Acknowledges children and young people's emotions or behaviours with empathy, referring to appropriate staff when needed, rather than ignoring or dismissing them - Demonstrates cultural awareness and sensitivity in communication, respecting the diverse backgrounds and expressions of children, young people and families they may encounter - Collaborates with direct contact staff by sharing relevant observations or concerns that may support a child or young person's wellbeing, contributing to a culture of empathy and safety
	b. Language Awareness Recognition and understanding of how language (spoken, written, body language) impacts inclusion, perception and power dynamics, particularly across cultures, abilities and age	<ul style="list-style-type: none"> - Uses clear, respectful and inclusive language when speaking in environments shared with children and young people, making sure communication supports a safe and welcoming atmosphere - Demonstrates awareness of cultural and linguistic diversity, avoiding assumptions and using language that is considerate of different backgrounds, abilities and identities - Recognises the influence of body language and tone, adjusting non-verbal communication to be calm, approachable and non-threatening in the presence of children and young people - Avoids language or behaviours that may reinforce power imbalances, instead modelling respectful and equitable interactions in shared spaces - Responds respectfully to children and young people's communication, including non-verbal or alternative forms of expression, even in brief or incidental interactions - Observes and respects children and young people's communication preferences and boundaries, referring to direct contact staff when needed to support understanding or expression - Engages in reflective practice to improve awareness of how language and communication impact inclusion and perception, particularly in diverse or sensitive contexts

		<ul style="list-style-type: none"> - Collaborates with direct contact staff to ensure consistency in the use of inclusive and respectful language across shared environments
	c. Relational Intent Relationships are valued as foundational to safety, healing and trust, guiding all interactions with children, young people, families and colleagues	<ul style="list-style-type: none"> - Recognises the importance of relationships in promoting safety and wellbeing and interacts with children, young people, families and colleagues in a respectful and supportive manner - Maintains a warm and approachable presence in shared environments, contributing to a sense of emotional safety and belonging for children and young people - Demonstrates attentiveness and kindness in incidental interactions with children and young people, acknowledging their presence and fostering a positive relational atmosphere - Respects relational boundaries, allowing children and young people to engage at their own pace and avoids behaviours that may feel intrusive or dismissive - Supports predictable and emotionally safe environments by being consistent, calm and respectful in behaviour and communication - Uses non-verbal cues such as body language and tone to convey care, attentiveness and respect, even in brief or indirect interactions - Collaborates respectfully with direct contact staff and families, recognising that strong adult relationships contribute to a safe and supportive environment for children and young people
2. Safe and professional conduct Demonstrates ethical, consistent and child safeguarding behaviour aligned with codes of conduct and safeguarding policies	a. Integrity Mindset Ethical conduct is foundational, and the safety and wellbeing of children and young people is centred in every decision	<ul style="list-style-type: none"> - Demonstrates ethical and child safeguarding conduct in all work-related interactions and environments, aligning behaviour with organisational codes of conduct and safeguarding policies - Supports the safety and wellbeing of children and young people when performing duties, maintaining vigilance and responsibility - Maintains professional boundaries and conducts oneself in a respectful and trustworthy manner that contributes to a safe and inclusive environment - Identifies and reports unsafe, unethical, or inappropriate behaviour, ensuring concerns are escalated appropriately to protect children and young people and uphold organisational standards
	b. Boundary awareness Physical, emotional and relational boundaries in adult-child and peer interactions are understood and upheld respectfully and consistently	<ul style="list-style-type: none"> - Respects and maintains appropriate boundaries in all interactions with children and young people - Demonstrates professionalism and awareness of physical, emotional and relational boundaries to enable a safe and respectful environment - Recognises when boundaries may be at risk and responds appropriately, including reporting concerns to relevant staff - Supports children and young people's understanding of boundaries by reinforcing respectful behaviour and safe practices in shared environments
	c. Ethical reasoning The ability to consider complex or uncertain safeguarding scenarios in the child and young person's best interests, with mind to what is right and fair	<ul style="list-style-type: none"> - Recognises when situations may involve ethical or safeguarding concerns and seeks guidance or escalates appropriately to make sure child safety and wellbeing is prioritised - Demonstrates application of fairness, sound judgement and consideration in day-to-day decisions that may indirectly affect children and young people

		<ul style="list-style-type: none"> - Maintains awareness of organisational policies and codes of conduct, using them to guide actions in uncertain or sensitive situations - Enables a culture of ethical awareness by modelling respectful and responsible behaviour in shared environments
3. Critical thinking, interpretation and reflection Applies analytical thinking, makes sound judgments and reflects on practice to improve decision-making and outcomes for children and young people	a. Reflective capacity The ability to self-reflect on individual practice, assumptions and responses and apply learnings, particularly following challenging interactions or feedback	<ul style="list-style-type: none"> - Reflects on personal conduct and interactions with children, young people and colleagues to ensure alignment with organisational values and child safeguarding practices - Responds thoughtfully to feedback, using it to improve communication, professionalism and awareness in shared environments - Identifies opportunities for improvement in day-to-day tasks, with consideration to actions that may indirectly affect children and young people's safety or wellbeing. - Demonstrates openness to learning, especially following challenging or unexpected situations
	b. Analytical mindset The ability to interpret information, behaviour and context to understand patterns, assess risk and respond effectively	<ul style="list-style-type: none"> - Demonstrates an understanding of behavioural and environmental cues in shared spaces, recognising patterns that may indicate risk or distress - Escalates concerns or unusual patterns to relevant staff, contributing to a proactive and child-safe environment - Demonstrates awareness of context, adjusting actions to support safety and inclusion
	c. Situational judgement The ability to assess and respond to situations appropriately, particularly in relation to complex or ambiguous situations	<ul style="list-style-type: none"> - Maintains calm and professional conduct, contributing to a safe and responsive environment - Uses sound judgement when faced with unexpected or ambiguous situations, seeking guidance when needed - Recognises when a situation may require escalation or support and acts in accordance with organisational procedures
4. Engagement and collaboration Builds trusting, respectful relationships with colleagues, families, communities, children and young people to support safety, wellbeing and inclusion	a. Relationship-building orientation A commitment to building mutual trust and collaboration with children, young people, families, colleagues and community, recognising shared responsibility for safeguarding	<ul style="list-style-type: none"> - Maintains respectful and cooperative relationships with children, young people, families and colleagues, contributing to a culture of safety and inclusion - Demonstrates approachability and professionalism, helping children and young people feel safe and supported during interactions - Collaborates with frontline staff, sharing relevant observations and supporting consistent, child safeguarding practices - Recognises the shared responsibility for child safety and wellbeing, contributing positively to team and organisational culture
	b. Openness to shared responsibility The understanding of the value of collective accountability and the role of everyone to uphold child safety and inclusion	<ul style="list-style-type: none"> - Recognises their role in upholding child safety, wellbeing and inclusion within the organisational environment, even without direct responsibility for children and young people - Collaborates respectfully with colleagues, contributing to a team culture that values shared accountability and responsibility - Reports or escalates concerns or observations that may impact child safety and wellbeing, understanding that everyone has a role in safeguarding - Supports a safe environment by aligning actions with organisational values and child safeguarding practices

<p>5. Child-centred practice</p> <p>Prioritises the rights, needs, voice and best interests of children and young people in all planning, decision-making and interactions</p>	<p>a. Empowerment orientation An acknowledgement that children and young people have agency and a right to participate in matters that affect them and a commitment to enabling that agency</p>	<ul style="list-style-type: none"> - Respects the voices and autonomy of children and young people in everyday interactions - Supports environments where children and young people feel safe to express themselves, reinforcing their right to be heard - Collaborates respectfully with staff, recognising the importance of enabling children and young people's participation in decisions that affect them - Models inclusive and respectful behaviour, contributing to a culture that values children and young people's agency
	<p>b. Child rights literacy Knowledge of Australia's legal commitment to upholding the rights of children and young people and the understanding of how to uphold these rights in accordance with the law</p>	<ul style="list-style-type: none"> - Demonstrates awareness of the rights of children and young people and Australia's legal commitment to upholding them - Respects and supports the rights of children and young people in shared environments, contributing to a culture of dignity and inclusion - Follows organisational policies that reflect principles of the rights of children and young people, ensuring conduct aligns with legal and ethical standards - Reports concerns or breaches that may impact the rights of children and young people, recognising the importance of collective responsibility
	<p>c. Protective stance The proactive anticipation of risk to children and young people, even in the absence of formal concern, with consideration to the child or young person's best interests.</p>	<ul style="list-style-type: none"> - Demonstrates vigilance in shared environments, understanding and identifying potential risks to children and young people - Reports and escalates observations or concerns that may indicate emerging risks, understanding the importance of early intervention - Supports a culture of safeguarding by aligning actions with child-centred values and organisational safeguarding procedures. - Collaborates with staff to understand and contribute to proactive risk identification and response
<p>6. Observation and insightful awareness</p> <p>Identifies behavioural, emotional, or environmental cues through attentive observation and applies insight to support children and young people's wellbeing and safety</p>	<p>a. Attentiveness The ability to identify and recognise potential distress or safeguarding risks through non-verbal cues, changes in mood and environment factors</p>	<ul style="list-style-type: none"> - Remains alert to children and young people's moods, behaviours and body language while carrying out duties, noticing signs that may indicate discomfort, distress, or potential safeguarding risks - Pays attention to how the physical environment may impact a child or young person's sense of safety, comfort and inclusion - Responds with care and curiosity when noticing signs of distress or unusual behaviour, even if children do not verbally express concerns - Understands the importance of engaging respectfully and appropriately with children and young people, in line with cultural and developmental needs - Follows organisational procedures to promptly report and document any concerns or observations to the appropriate staff member or supervisor - Supports the creation of safe, welcoming environments by being attentive to small details that may influence a child or young person's wellbeing

	b. Trauma awareness The understanding of the impact of trauma on behaviour, communication and relations and the ability to respond in a trauma-informed manner	<ul style="list-style-type: none"> - Maintains awareness that trauma may influence a child or young person's behaviour or communication, even in brief or incidental interactions and responds with sensitivity and respect - Observes and responds to emotional or behavioural cues in children and young people with care, recognising when a trauma-informed approach may be needed and referring concerns appropriately - Supports emotionally safe environments by being calm, consistent and respectful in presence and communication, helping children and young people feel secure and valued - Adapts engagement style to be inclusive and non-threatening, considering the potential impact of trauma on a child or young person's ability to trust or engage - Collaborates with direct contact staff by sharing relevant observations and insights that may support a trauma-informed response, while maintaining appropriate boundaries and confidentiality
	c. Intuitive attunement The ability to recognise a child or young person's feelings or needs without explicit expression or indication	<ul style="list-style-type: none"> - Demonstrates awareness of shifts in environmental, energy and mood of children and young people while carrying out duties, even if it is not directly expressed - Trusts and acknowledges instinctive impressions or gut feelings about children and young people's wellbeing and raises them respectfully with appropriate staff - Recognises when a child or young person appears withdrawn, unsettled, or distressed, even without words or overt behaviours and responds with care and sensitivity - Demonstrates respect for children and young people's boundaries, understanding that not all needs or feelings will be directly shared - Reports observations and intuitive concerns clearly to colleagues or supervisors
7. Inclusive and equitable practice Acts to remove barriers and actively fosters inclusion, equity and accessibility for all children and young people, particularly those with diverse needs or backgrounds	a. Equity mindset The understanding that children and young people are entitled to feel safe and included without barriers	<ul style="list-style-type: none"> - Recognises and respects the diverse needs of children and young people - Enables inclusive environments by ensuring physical and emotional safety in all interactions and settings - Adjusts routines or practices to avoid unintentionally excluding or disadvantaging any child or young person - Raises concerns or observations about barriers to inclusion with relevant staff - Models respectful and inclusive behaviour in all interactions with children, young people, families and colleagues
	b. Accessibility lens The ability to consider and recognise physical, emotional, cultural or procedural barriers and take action to address them	<ul style="list-style-type: none"> - Demonstrates awareness of and responds to physical or procedural barriers that may affect children and young people's access or comfort in shared environments - Maintains spaces and routines in ways that support accessibility and emotional safety - Communicates respectfully and clearly, considering diverse needs and preferences - Escalates accessibility concerns with relevant staff to support inclusive practices - Supports inclusive behaviour and contributes to a welcoming atmosphere for all children and young people
	c. Systemic awareness The commitment to understanding and challenging how systems and structures may exclude, disadvantage or cause harm due to age, culture, abilities or race	<ul style="list-style-type: none"> - Demonstrates understanding of how everyday routines or environments may unintentionally disadvantage certain children or young people - Escalates concerns about exclusionary practices or systems with relevant staff - Engages respectfully with children, young people and families from diverse backgrounds, acknowledging different needs and experiences - Supports inclusive practices by being aware of cultural, physical and emotional sensitivities

		<ul style="list-style-type: none"> - Demonstrates fairness and respect in all interactions, contributing to a culture of inclusion
8. Curiosity and reflective engagement Demonstrates active interest, continuous learning and reflective engagement in improving outcomes for children and young people	a. Reflective disposition The ability to self-examine, reflect on and challenge personal beliefs, biases, assumptions, experiences, knowledge and behaviours in response to feedback, incidents or general learning and acknowledge the need for continued growth in the context of child safeguarding	<ul style="list-style-type: none"> - Reflects on personal interactions and routines to identify potential biases or assumptions - Responds openly to feedback and uses it to improve inclusive and respectful behaviour - Acknowledges the impact of personal beliefs and experiences on how children and young people are perceived and treated - Seeks and engages in opportunities to learn about child safeguarding and inclusion through everyday practice - Demonstrates a willingness to grow and adapt in support of a safe and inclusive environment
	b. Critical inquiry skill The ability to question, evaluate and explore complex situations or scenarios through investigation, examination and learning	<ul style="list-style-type: none"> - Demonstrates initiative to better understand how routines and environments affect children and young people's safety, wellbeing and inclusion - Observes and explores situations that may present risks or barriers for children and young people - Seeks clarification and guidance when unsure about procedures or practices - Demonstrates curiosity and openness to learning from incidents or feedback - Communicates observations as opportunities to contribute to improving child safety and wellbeing
9. Cultural safety and responsiveness Respects and upholds the cultural identity, rights and safety of Aboriginal and Torres Strait Islander children and young people and all culturally diverse children and young people.	a. Cultural humility The understanding that personal cultural identity and bias exists and the ability to openly engage in learning from and with other cultures, particularly when working with Aboriginal and Torres Strait Islander children, young people and families	<ul style="list-style-type: none"> - Acknowledges that personal cultural identity and bias may influence interactions with children, young people and families - Demonstrates openness and respect when engaging with children, young people and families from diverse cultural backgrounds - Seeks guidance and learning opportunities to better understand Aboriginal and Torres Strait Islander cultures and other cultural perspectives - Avoids assumptions and stereotypes and treats all children and young people with dignity and respect - Supports culturally safe environments through inclusive language and behaviour
	b. Critical consciousness The ability to acknowledge and challenge unconscious bias, racism and power dynamics at both personal and organisational levels	<ul style="list-style-type: none"> - Acknowledges that unconscious bias and power dynamics can influence everyday interactions with children, young people and families - Reflects on personal attitudes and behaviours to identify and challenge bias or stereotypes - Responds respectfully to cultural diversity and avoids reinforcing exclusionary practices - Raises concerns when witnessing racism, exclusion or inequity - Demonstrates a commitment to fairness and inclusion in all interactions
	c. Respect for lived/living experience The acknowledgement that children, young people, family and community voices and experiences are valid and	<ul style="list-style-type: none"> - Listens respectfully to the experiences and perspectives of children, young people, families and communities - Acknowledges that every child and young person's background and story is valid and important - Responds with empathy and openness when children, young people or families share their experiences - Raises concerns or shares observations that may support the voices of children, young people and families

	essential to embedding child safeguarding practice	<ul style="list-style-type: none"> - Enables an environment where all children and young people feel heard, seen and valued
10. Risk identification and mitigation Proactively identifies, assesses and addresses risks to children and young people's safety and wellbeing across environments and practices	a. Risk literacy The knowledge and understanding of how risks arise in environments and relationships that impact the safety and wellbeing of children and young people and how to manage and mitigate those risks	<ul style="list-style-type: none"> - Recognises, escalates and reports environmental or behavioural risks that may affect children and young people's safety and wellbeing - Follows procedures to maintain safe, inclusive and supervised environments - Understands how actions and surroundings can contribute to or reduce risk - Escalates concerns promptly when something seems unsafe or inappropriate - Engages in training and applies knowledge to support a culture of safeguarding
	b. Anticipatory awareness The ability to identify and address potential risks to or concerns about child safety and wellbeing before they escalate	<ul style="list-style-type: none"> - Demonstrates awareness of changes in the environment or behaviour that may signal emerging risks - Escalates concerns or unusual observations to relevant staff - Enables safe and orderly spaces to prevent potential harm or distress - Demonstrates awareness of prevention purposes in safety routines and procedures - Demonstrates proactive thinking in maintaining a safe atmosphere for children and young people
	c. Duty of care mindset A professional disposition that takes personal responsibility for protecting children and young people, even when it's not formally required	<ul style="list-style-type: none"> - Acknowledges responsibility in maintaining safe and respectful environments for children and young people, even outside formal duties - Acts or escalates promptly when observing potential risks or concerning behaviour, regardless of role boundaries - Demonstrates vigilance and care in shared spaces, recognising the importance of every adult's role in upholding the safety and wellbeing of children and young people - Supports colleagues, children and young people by modelling safe and inclusive behaviour - Understands and respects organisational safeguarding procedures and contributes to their implementation
11. Accountability, integrity and confidentiality Takes ownership for actions, maintains ethical standards and handles information appropriately to protect privacy and build trust	a. Ethical accountability The commitment and ability to remain transparent, honest and reliable in all child-related matters	<ul style="list-style-type: none"> - Demonstrates honesty and reliability in all interactions involving children and young people - Reports concerns or incidents transparently and efficiently - Maintains confidentiality and respects the privacy of children, young people and families - Demonstrates integrity when performing and actioning organisational procedures - Acknowledges the importance of providing a trustworthy adult presence in child-safe environments
	b. Boundary awareness The understanding and maintenance of personal, professional and organisational boundaries and their role in protecting children and young people	<ul style="list-style-type: none"> - Demonstrates understanding of the boundaries of their role in relation to children and young people, seeking guidance as required - Maintains appropriate physical, emotional and conversational boundaries at all times - Recognises when behaviour or interactions may cross professional boundaries and reports concerns - Follows organisational protocols to ensure safe and respectful conduct - Supports a culture of safeguarding by modelling appropriate behaviour and interactions

	<p>c. Accountability onus The ability to understand and take ownership of the outcomes and consequences of all actions, interactions and behaviours</p>	<ul style="list-style-type: none"> - Demonstrates responsibility for actions and interactions that may affect children and young people's safety and wellbeing - Acknowledges mistakes or oversights and endeavours to correct or learn from them - Demonstrates adherence to organisational procedures reliably and consistently - Understands the impact of their behaviour on the broader child-safe environment - Demonstrates reliability and ownership in maintaining safe and respectful spaces
<p>12. Child and family advocacy and support</p> <p>Supports and advocates for children and young people's rights, safety, wellbeing and inclusion and empowers families to participate meaningfully in decisions</p>	<p>a. Empowerment orientation The acknowledgement of the value in listening to and empowering child, young person and family voice, dignity and self-determination at all times.</p>	<ul style="list-style-type: none"> - Respects and acknowledges the voices of children, young people and families in shared environments, responding to their presence and communication with attentiveness and dignity - Supports a culture of self-determination by interacting in ways that affirm children and young people's autonomy and encourage respectful engagement. - Creates inclusive and emotionally safe spaces through calm, respectful behaviour and communication, helping children and young people feel confident and valued in shared settings. - Uses clear and culturally sensitive language when communicating in the presence of children, young people and families, contributing to their understanding and sense of inclusion - Recognises and affirms the strengths of children, young people and families through positive reinforcement and respectful interactions, even in brief or incidental contact - Avoids actions or language that may reinforce power imbalances, instead modelling respectful and equitable behaviour in all interactions - Collaborates with direct contact staff by sharing observations or concerns that may support the empowerment and wellbeing of children, young people and families - Reflects on personal communication and behaviour to make sure it aligns with the organisation's commitment to child, young person and family voice, dignity and inclusion
	<p>b. Communication empathy The ability to utilise active listening to gain an understanding of lived experiences and respond with affirmation and validation</p>	<ul style="list-style-type: none"> - Acknowledges and respects lived experiences of children, young people and families encountered in the course of duties, responding with kindness and without judgment to reinforce dignity and worth <ul style="list-style-type: none"> - Maintains emotionally safe environments by being approachable, respectful and attentive in interactions, helping children, young people and families feel comfortable and supported - Demonstrates patience and presence during incidental or brief interactions, recognising moments of vulnerability and responding with calm and empathy - Adjusts communication style to be inclusive and developmentally appropriate when engaging with children, young people or families, ensuring clarity and accessibility in everyday exchanges - Observes and responds to emotional cues sensitively, using empathy to guide interactions and refer concerns appropriately to direct contact staff when needed
<p>13. Power and privilege awareness and management</p>	<p>a. Social awareness The understanding and recognition of power dynamics and inequality within systems, structures and own personal biases</p>	<ul style="list-style-type: none"> - Understands that personal biases and social dynamics can influence how children and young people are treated in shared environments - Demonstrates respect and fairness in interactions with children, young people and families from diverse backgrounds - Observes and reports behaviours or practices that may reflect inequality or exclusion

<p>Recognises personal and systemic power dynamics and actively works to mitigate their impact on children, young people, families and staff</p>		<ul style="list-style-type: none"> - Engages in learning to better understand cultural, social and systemic influences on child and young person wellbeing - Supports inclusive environments by being mindful of language, tone and behaviour
	<p>b. Cultural humility The acknowledgement of others lived cultural experiences and the ability to learn from them and challenge personal assumptions and bias</p>	<ul style="list-style-type: none"> - Acknowledges that cultural experiences of others may differ from their own and are equally valid - Demonstrates openness and respect when interacting with children, young people, families and colleagues from diverse cultural backgrounds - Avoids assumptions and stereotypes in daily interactions - Embraces opportunities to learn from cultural perspectives of others, especially those of Aboriginal and Torres Strait Islander peoples - Supports a culturally respectful environment through inclusive language and behaviour
	<p>c. Power intersectionality awareness The understanding of how power dynamics in child-adult relationships impact the way children and young people engage with those around them and how this effects their feelings and perceptions of safety</p>	<ul style="list-style-type: none"> - Understands that children and young people may experience adult authority differently based on their identity, background, or circumstances - Maintains respectful and open interactions with children and young people - Observes and reports behaviours or dynamics that may make children and young people feel unsafe or unheard, seeking guidance as required - Engages in learning to understand how power dynamics affect children and young people's sense of safety and inclusion - Supports environments where children and young people feel empowered and respected
<p>14. Adaptability and resilience</p> <p>Maintains effectiveness and care under pressure or change, adjusting practices to support safety and wellbeing</p>	<p>a. Change responsiveness The ability to respond and adjust behaviour or approach in moments of pressure or change to support or maintain wellbeing and safeguarding responsibilities</p>	<ul style="list-style-type: none"> - Responds in a calm and flexible manner to unexpected situations, maintaining a safe and supportive atmosphere - Adjusts routines or physical spaces promptly to accommodate children and young people's needs during moments of disruption or transition - Demonstrates awareness of emotional cues in children, young people and families, responding with kindness and referring or escalating concerns to appropriate staff - Demonstrates adaptability to change or updated procedures or instructions, recognising their role in maintaining child and young person safety and wellbeing - Maintains a respectful and composed presence, helping children and young people feel secure even during brief or incidental interactions
	<p>b. Emotional regulation The ability to understand, reflect on and manage internal emotions and adapt in accordance with the demands of the scenario or situation</p>	<ul style="list-style-type: none"> - Maintains composure during unexpected or stressful moments, helping to create a calm and emotionally safe environment for children, young people and families - Recognises personal emotional responses and manages them appropriately to avoid escalation or disruption - Demonstrates patience and steadiness during interactions, especially when children, young people or families are distressed or unsettled - Adjusts tone, body language and approach to remain respectful and supportive, even when under pressure - Reflects on emotional triggers and seeks support or guidance as needed to ensure continued professionalism and care

<p>15. Child and young person agency and empowerment</p> <p>Enables children and young people to express their views, make choices and influence matters that affect them in developmentally appropriate ways</p>	<p>a. Empowerment orientation The drive to support and create a safe environment with opportunities for children and young people to express themselves, their views and make decisions in line with their own capacity and interests</p>	<ul style="list-style-type: none"> - Maintains emotionally and physically safe environments where children and young people feel comfortable expressing themselves - Responds respectfully and attentively to children and young people in conversation, reinforcing their sense of value and voice - Adjusts communication style to be inclusive and appropriate, allowing children and young people to share their thoughts or preferences - Acknowledges and respects children and young people's autonomy in daily activities, such as choosing activities or navigating spaces - Escalates children and young peoples expressed needs or concerns to appropriate staff, recognising the importance of their voice in shaping care
	<p>b. Rights-based practice mindset The understanding of the value and importance of supporting children and young people's rights to be heard, safe and included in decisions in embedding and maintaining safeguarding practice</p>	<ul style="list-style-type: none"> - Respects and supports children and young people's right to feel safe and valued in all interactions, regardless of the duration or nature of contact - Responds to children and young people's questions or concerns with attentiveness and dignity, reinforcing their right to be heard - Maintains respectful boundaries and follows organisational protocols that protect children and young people's rights and wellbeing - Demonstrates awareness of the importance of inclusive environments, adjusting behaviour to support every child and young person's sense of belonging
	<p>c. Participation facilitation skill The ability to create and support opportunities for children and young people's voices to be expressed and heard</p>	<ul style="list-style-type: none"> - Maintains welcoming and inclusive environments where children and young people feel safe to speak and share their thoughts during interactions - Responds respectfully and attentively when children and young people express preferences or concerns, reinforcing their right to be heard - Observes and communicates children and young peoples expressed needs or ideas to appropriate staff, supporting their inclusion in decision-making - Demonstrates openness and patience, allowing children and young people to initiate conversation or express themselves freely in everyday moments
<p>16. Application of policy and procedure</p> <p>Applies relevant organisational policies, procedures and legislative frameworks accurately</p>	<p>a. Operational awareness The understanding of safeguarding policies, procedures and protocols in line with role responsibilities</p>	<ul style="list-style-type: none"> - Understands and follows organisational safeguarding policies relevant to their role, including reporting procedures and boundaries of responsibility - Understands signs of potential harm or risk and how to escalate concerns appropriately to designated staff - Maintains awareness of physical and emotional safeguarding protocols in shared environments, contributing to a culture of vigilance and care - Participates in training and continues to stay informed about safeguarding expectations and updates - Demonstrates consistency in applying procedures that protect children and young people's dignity, privacy and wellbeing during incidental interactions

and consistently in day-to-day work	b. Procedural confidence The ability to navigate and apply safeguarding policies, procedures and protocols appropriately in practice in line with role responsibilities	<ul style="list-style-type: none"> - Understands the specific safeguarding procedures relevant to their role, including how and when to escalate concerns - Demonstrates consistency in applying organisational protocols in daily tasks, such as maintaining safe environments or responding to incidents - Recognises boundaries of responsibility and refers issues appropriately to designated staff - Participates in training and refreshers to maintain confidence in applying procedures correctly - Demonstrates vigilance and care in routine practices, contributing to a culture of procedural integrity and child and young person safeguarding
17. Supervision, management and oversight Provides or engages in effective supervision that promotes child safety, wellbeing, staff development and accountability	a. Child-safeguarding leadership mindset The ability to understand the value of prioritising, demonstrating and enforcing safeguarding practices and behaviours within the workplace	<ul style="list-style-type: none"> - Demonstrates commitment to child safeguarding by consistently following protocols and maintaining safe environments, even in non-direct roles - Escalates or reports concerns when observing unsafe practices or potential risks, reinforcing a shared responsibility for safeguarding - Models respectful and protective behaviour in all interactions, contributing to a culture of vigilance and care - Encourages peers to uphold safeguarding standards, recognising their role in supporting a child-safe workplace
	b. Monitoring and coaching skill The ability to observe and provide support and guidance for safeguarding practices and procedures within the workplace	<ul style="list-style-type: none"> - Demonstrates awareness and reports any inconsistencies or concerns in safeguarding practices encountered during daily duties, contributing to a culture of shared responsibility - Seeks guidance when unsure about procedures, demonstrating a commitment to learning and safe practice - Encourages peers to follow safeguarding protocols and supports a respectful, vigilant workplace environment - Demonstrates awareness of safeguarding expectations and supports others in maintaining safe environments
18. Fair and ethical decision-making Makes decisions that are just, transparent, inclusive and based on the best interests of children, young people and families.	a. Ethical reasoning The ability to consider decisions ethically and transparently with consideration to safety, dignity and cultural obligations	<ul style="list-style-type: none"> - Demonstrates respect and fairness in all interactions with children, young people, families and colleagues, regardless of background or circumstance - Recognises when actions or decisions may impact a child or young person's dignity, safety or wellbeing and seeks guidance to respond appropriately - Maintains confidentiality and privacy in line with organisational expectations, ensuring children and young people's rights are protected - Responds to incidents or concerns with integrity, reporting them transparently and without bias - Demonstrates cultural sensitivity and respect in everyday practices, contributing to an inclusive and safe environment
	b. Moral reasoning The ability to consider and analyse competing risks to make decisions that are ethically defensible and consistent with safeguarding practices	<ul style="list-style-type: none"> - Recognises when decisions or actions may have conflicting impacts on child safety, wellbeing, dignity, or inclusion and seeks guidance to respond appropriately - Considers the broader implications of choices made during interactions, prioritising child and young person wellbeing - Escalates concerns transparently, even when doing so may be uncomfortable or challenge workplace norms - Demonstrates integrity in following procedures, especially when faced with competing pressures or expectations - Maintains a child-centred perspective when navigating workplace dilemmas, contributing to a culture of ethical safeguarding

	<p>c. Equity lens The understanding and awareness of the impacts of systemic and cultural barriers that result in exclusion and inequality and the need to ensure fair access and treatment to enable safeguarding measures</p>	<ul style="list-style-type: none"> - Demonstrates respect and inclusion in all interactions, recognising that children, young people and families may experience systemic or cultural barriers - Demonstrates inclusive and welcoming communication and behaviour when engaging with children and young people - Observes and reports signs of exclusion, discrimination, or discomfort, contributing to a safe and equitable environment - Supports fair access to services and spaces by following inclusive practices and organisational protocols
<p>19. Knowledge management and learning</p> <p>Seeks, shares and applies relevant knowledge and evidence to improve outcomes and stay current with child safeguarding best practice.</p>	<p>a. Learning orientation The acknowledgement of the value of improving safeguarding practice through evidence, reflection and learning</p>	<ul style="list-style-type: none"> - Engages with safeguarding training and maintenance with openness and curiosity, recognising their role in maintaining a safe environment - Applies feedback from supervisors or colleagues to improve day-to-day practices that support child and young person safety and wellbeing - Reflects on interactions with children, young people and families to identify opportunities for improvement - Demonstrates willingness to ask questions and seek clarification when unsure about procedures or expectations - Supports a culture of learning by modelling respectful and open engagement with new information and practices
	<p>b. Knowledge sharing mindset The understanding that knowledge sharing will foster and contribute to enhanced organisational learning around safeguarding practices and procedures, including through reporting of errors or lessons learned</p>	<ul style="list-style-type: none"> - Shares observations or concerns with relevant staff to support collective safeguarding awareness - Participates in team discussions and training, contributing insights from day-to-day experiences - Acknowledges and discusses errors or near misses, recognising the value of learning from mistakes - Demonstrates openness to learning from others and sharing practical knowledge that supports child and young person safety and wellbeing - Demonstrates respectful dialogue and collaboration with colleagues to strengthen workplace safeguarding culture
	<p>c. Growth mindset The ability to actively engage in learning through seeking feedback, reviewing complaints, self-reflection and audits and reporting to strengthen child safeguarding systems and enable continuous improvement and both personal and organisational levels</p>	<ul style="list-style-type: none"> - Remains receptive to feedback from supervisors and colleagues to improve everyday practices that contribute to child safety and wellbeing - Engages in training and reflects on learning to strengthen understanding of safeguarding responsibilities - Demonstrates openness to change and a willingness to adapt practices based on new information or guidance - Engages in conversations about safeguarding and inclusion, contributing to a learning-focused workplace culture
<p>20. Complaints and concerns handling</p> <p>Responds to feedback, complaints and disclosures in a timely, respectful and child-</p>	<p>a. Protective concern The ability to identify, intervene and seek help or support following indicators of concern or disclosure about or from a child or young person who appears or feels unsafe or unheard</p>	<ul style="list-style-type: none"> - Understands and responds to signs that a child or young person may be distressed, unsafe, or excluded and understands how to escalate appropriately - Responds calmly and respectfully when a child or young person expresses discomfort or concern, ensuring they feel heard and supported - Demonstrates prompt adherence to organisational procedures to report concerns or disclosures to appropriate staff - Understands the boundaries of their role and refers safeguarding matters appropriately, recognising the importance of timely intervention

focused manner that promotes learning and safeguarding		<ul style="list-style-type: none"> - Participates in training to build confidence in recognising and responding to indicators of concern
	b. Emotional regulation The ability to understand, reflect on and manage internal emotions and adapt and respond appropriately under pressure in accordance with a disclosure or complaint	<ul style="list-style-type: none"> - Demonstrates composure when a child, young person, or colleague raises a concern, ensuring a calm and respectful response - Recognises and manages personal emotional responses to avoid escalating situations or compromising safety or wellbeing - Responds to disclosures or complaints with empathy and steadiness, even when surprised or distressed - Seeks support when feeling overwhelmed, understanding the importance of emotional regulation in safeguarding - Demonstrates patience and presence in emotionally charged moments, helping children and young people feel safe and heard
	c. Procedural confidence The ability to apply procedures for complaint-handling and reporting procedures with confidence in an accurate and respectful manner	<ul style="list-style-type: none"> - Understands the boundaries of their role in complaint-handling and understands when and how to escalate concerns appropriately - Applies organisational procedures for reporting disclosures or indicators of concern with clarity and accuracy - Responds to complaints or concerns respectfully and without hesitation, ensuring children and young people feel heard and supported - Participates in training to build confidence in safeguarding protocols and complaint-handling expectations - Demonstrates consistency and reliability in following procedures, contributing to a safe and accountable environment
21. Governance, oversight and recruitment Ensures governance, reporting and recruitment practices support child safety and wellbeing, cultural inclusion, transparency and staff suitability	a. Strategic safeguarding lens The ability to consider and apply child safeguarding principles and practices strategically within resource management and policy design	<ul style="list-style-type: none"> - Understands how their role contributes to the broader safeguarding environment and aligns daily practices with organisational safeguarding expectations - Demonstrates awareness of how operational decisions can impact child safety and wellbeing - Supports a culture where safeguarding is seen as everyone's responsibility, not just those in direct care roles
	b. Safe systems thinking The ability to understand how governance, HR, risk and compliance and operations impact and are impacted by child safeguarding practices	<ul style="list-style-type: none"> - Understands how their role fits within broader organisational systems that support child safeguarding - Follows procedures that align with organisational safeguarding expectations, recognising their contribution to system-wide safeguarding - Participates in training to understand how operational decisions relate to safeguarding systems - Supports a workplace culture that values consistency, accountability and alignment with safeguarding protocols
What I know:		
<ul style="list-style-type: none"> - Understanding of the Queensland child safeguarding principles, including the importance of respectful and inclusive behaviour in shared environments - Understanding and awareness of professional boundaries and how to maintain them in incidental interactions with children and young people - Knowledge of organisational codes of conduct and how to report concerns or unsafe behaviour - Understanding of cultural safety, including how language, tone and body language can impact inclusion and perception - How to identify signs of distress or discomfort and escalate concerns appropriately - Understanding of trauma-informed practices, including how to maintain emotionally safe environments - Understanding of accessibility and equity, including how physical or procedural barriers may affect children and young people's safety, wellbeing and inclusion 		

Direct Contact

Competency	Capability	Behaviours
1. Clear and Respectful Communication Consistently communicates with children, young people, families and colleagues using clear, respectful, inclusive and developmentally appropriate language	a. Communication Empathy The ability to communicate with understanding, patience and active listening (empathy), particularly when engaging with children, young people and families, to maintain an environment of trust and psychological safety	<ul style="list-style-type: none"> - Demonstrates active listening with children, young people and families, showing genuine interest and attentiveness to their words, emotions and non-verbal cues - Demonstrates and models patience and understanding, especially during moments of distress, confusion, or emotional expression, allowing space for a child or young person to feel heard and validated - Communicates clearly, respectfully and uses inclusive language that is developmentally appropriate and accessible to a child or young person's age, background and needs - Demonstrates a calm and reassuring presence, particularly in emotionally charged or challenging situations, to foster psychological safety and trust - Adapts communication style and tone based on the emotional state and individual preferences of the child or young person, demonstrating empathy and flexibility - Encourages open dialogue by asking thoughtful, non-intrusive questions and creating safe opportunities for children and young people to express themselves - Acknowledges and validates emotions without judgment, helping children and young people feel understood and supported - Demonstrates cultural sensitivity and awareness in communication, respecting diverse backgrounds, languages and expressions of emotion
	b. Language Awareness Recognition and understanding of how language (spoken, written, body language) impacts inclusion, perception and power dynamics, particularly across cultures, abilities and age	<ul style="list-style-type: none"> - Uses developmentally appropriate language that is clear, respectful and accessible to children and young people of varying ages, abilities and backgrounds - Demonstrates sensitivity to cultural and linguistic diversity, adapting spoken and written communication to be inclusive and respectful of different identities and experiences - Recognises the impact of body language and tone in interactions with children and young people, adjusting non-verbal cues to promote safety, trust and inclusion - Demonstrates empowering and collaborative communication that supports children and young people's agency and voice, avoiding language that may reinforce power imbalances - Openly and respectfully engages with children and young people's communication styles and preferences, including non-verbal or alternative forms of expression - Supports children and young people in understanding and using inclusive language, modelling respectful communication and gently guiding them in navigating social and emotional contexts - Seeks feedback and engages in continuous learning to improve language awareness, particularly in relation to trauma-informed, culturally safe and inclusive practices - Actively collaborates with colleagues to ensure consistent use of inclusive and respectful language across environments shared with children and young people

	<p>c. Relational Intent Relationships are valued as foundational to safety, healing and trust, guiding all interactions with children, young people, families and colleagues</p>	<ul style="list-style-type: none"> - Prioritises relationships as central to safety and wellbeing, approaching every interaction with children, young people and families as an opportunity to build trust and connection - Engages with children and young people in a warm, respectful and consistent manner, fostering a sense of emotional safety and belonging - Demonstrates genuine interest in each child or young person's experiences, perspectives and identity, using relational connection to support development - Fosters predictable and emotionally available environments, where children and young people feel safe to express themselves and build meaningful relationships - Consistently responds to children and young people's needs and behaviours with empathy and relational understanding, recognising that connection often precedes regulation and learning - Uses communication strategies that strengthen relationships, including active listening, affirming language and non-verbal cues that convey care and attentiveness - Respects boundaries, allowing children and young people to engage at their own pace while remaining consistently available and supportive - Respectfully collaborates with families and colleagues, recognising that strong adult relationships contribute to better outcomes for children and young people
<p>2. Safe and professional conduct</p> <p>Demonstrates ethical, consistent and child-safe behaviour aligned with codes of conduct and safeguarding policies</p>	<p>a. Integrity Mindset Ethical conduct is foundational, and the safety and wellbeing of children and young people is centred in every decision</p>	<ul style="list-style-type: none"> - Demonstrates ethical and child-safe conduct in all interactions, consistently aligning behaviour with organisational codes of conduct and safeguarding policies - Prioritises the safety and wellbeing of children and young people in every decision and action, even in complex or high-pressure situations - Maintains professional boundaries and models respectful, trustworthy behaviour that reinforces a safe and inclusive environment - Identifies and responds to unsafe, unethical, or inappropriate behaviour, ensuring accountability and protection for children and young people
	<p>b. Boundary awareness Physical, emotional and relational boundaries in adult-child and peer interactions are understood and upheld respectfully and consistently</p>	<ul style="list-style-type: none"> - Understands and consistently upholds physical, emotional and relational boundaries in all interactions with children and young people, enabling safety and respect - Models' appropriate boundaries in adult-child and peer relationships, reinforcing trust and professionalism in everyday practice - Responds appropriately when boundaries are crossed or challenged, using safeguarding and respectful strategies to restore safety and clarity - Supports and encourages children and young people to understand and maintain their own boundaries, fostering autonomy, self-respect and mutual respect
	<p>c. Ethical reasoning The ability to consider complex or uncertain safeguarding scenarios in the child and young person's best interests, with mind to what is right and fair</p>	<ul style="list-style-type: none"> - Considers the best interests of children and young people when faced with complex or uncertain safeguarding situations, enabling decisions to be guided by fairness, safety and wellbeing - Applies ethical judgement when navigating dilemmas, balancing organisational policies with compassion and child-centred values - Seeks guidance and collaborates with others when unsure, recognising the importance of shared responsibility and diverse perspectives in ethical decision-making

		<ul style="list-style-type: none"> - Maintains transparency and accountability in safeguarding decisions, documenting and communicating reasoning clearly and respectfully
<p>3. Critical thinking, interpretation and reflection</p> <p>Applies analytical thinking, makes sound judgments and reflects on practice to improve decision-making and outcomes for children and young people</p>	<p>a. Reflective capacity The ability to self-reflect on individual practice, assumptions and responses and apply learnings, particularly following challenging interactions or feedback</p>	<ul style="list-style-type: none"> - Engages in regular self-reflection to evaluate personal practice, assumptions and responses, particularly following challenging interactions or feedback - Identifies areas for growth and learning, using insights from experience to improve decision-making and strengthen child-centred approaches - Responds constructively to feedback, viewing it as an opportunity to enhance professional conduct and child-safe practice - Adjusts future actions and strategies based on reflective insights, ensuring continuous improvement in supporting children and young people - Demonstrates openness and humility in acknowledging mistakes or misjudgements, fostering a culture of learning and accountability
	<p>b. Analytical mindset The ability to interpret information, behaviour and context to understand patterns, assess risk and respond effectively</p>	<ul style="list-style-type: none"> - Identifies and interprets behavioural, emotional and contextual information to identify patterns and assess potential risks to children and young people - Applies analytical thinking to make informed decisions that support safety, wellbeing and inclusion - Responds to emerging concerns, using insight and evidence to guide actions - Considers observed patterns over time, adapting strategies to better meet the needs of children and young people
	<p>c. Situational judgement The ability to assess and respond to situations appropriately, particularly in relation to complex or ambiguous situations</p>	<ul style="list-style-type: none"> - Assesses and responds to complex or ambiguous situations involving children and young people, prioritising their safety, wellbeing and rights - Demonstrates sound judgement in real-time, adapting responses to suit the emotional, developmental and contextual needs of each child and young person - Balances competing priorities and risks, making decisions that reflect child-centred values and safeguarding principles - Seeks support or consultation when needed, recognising the importance of collaborative decision-making in uncertain situations
<p>4. Engagement and collaboration</p> <p>Builds trusting, respectful relationships with colleagues, families, communities and children</p>	<p>a. Relationship-building orientation A commitment to building mutual trust and collaboration with children, young people, families, colleagues and community, recognising shared responsibility for safeguarding</p>	<ul style="list-style-type: none"> - Establishes trusting, respectful relationships with children, young people, families and colleagues to support safety, wellbeing and inclusion - Engages children, young people and families collaboratively, valuing their voices and perspectives in decision-making and care - Demonstrates consistency, empathy and reliability, fostering secure and supportive relationships, characterised by respect and dialogue - Works in partnership with colleagues and community, recognising that safeguarding is a shared responsibility

and young people to support safety, wellbeing and inclusion	b. Openness to shared responsibility The understanding of the value of collective accountability and the role of everyone to uphold child safeguarding and inclusion	<ul style="list-style-type: none"> - Actively collaborates with children, young people, families and colleagues, recognising that child safety and wellbeing are collective responsibilities - Collaborates with colleagues, sharing relevant information and insights to support coordinated and informed decision-making - Encourages and supports children, young people and families to participate in decisions that affect them, reinforcing shared ownership of safeguarding and inclusion - Seeks and offers support within the team, understanding that effective safeguarding relies on mutual accountability
5. Child-centred practice Prioritises the rights, needs, voice and best interests of children and young people in all planning, decision-making and interactions	a. Empowerment orientation An acknowledgement that children and young people have agency and a right to participate in matters that affect them and a commitment to enabling that agency	<ul style="list-style-type: none"> - Actively listens to children and young people and facilitates their inclusion in decisions that affect them, recognising their right to participate meaningfully - Enables safe, inclusive spaces where children and young people feel empowered to express their views, preferences and concerns - Adapts communication and engagement strategies to support children and young people's agency across diverse developmental and cultural contexts - Encourages and enables self-advocacy and decision-making, supporting children and young people to build confidence and ownership over their experiences
	b. Child rights literacy Knowledge of Australia's legal commitment to upholding the rights of children and young people and the understanding of how to uphold these rights in accordance with the law	<ul style="list-style-type: none"> - Demonstrates and applies knowledge of the rights of children and young people in everyday practice, making sure decisions and interactions uphold legal and ethical standards - Advocates for children and young people's participation, safety, wellbeing and dignity, recognising their rights to be heard and protected - Engages child rights frameworks to guide planning, engagement and responses to complex situations - Educates and empowers children and young people about their rights, fostering awareness and self-advocacy
	c. Protective stance The proactive anticipation of risk to children and young people, even in the absence of formal concern, with consideration to the child or young person's best interests	<ul style="list-style-type: none"> - Anticipates and identifies potential risks to children and young people through attentive observation and relational insight, even in the absence of formal concerns - Responds proactively to emerging concerns, prioritising the child or young person's best interests and emotional safety - Creates safe environments by maintaining consistent, trauma-informed and protective practices - Collaborates with families and colleagues to share insights and ensure coordinated responses to potential risks
6. Observation and insightful awareness Identifies behavioural, emotional, or environmental cues through attentive	a. Attentiveness The ability to identify and recognise potential distress or safeguarding risks through non-verbal cues, changes in mood and environment factors	<ul style="list-style-type: none"> - Responds with care and curiosity when noticing signs of distress or unusual behaviour, even if children and young people do not verbally express concerns - Understands and identifies changes in children and young people's body language, tone of voice or moods that may signal discomfort, distress, anxiety or fear, or indicate safety risks or concern that may not be verbally expressed - Understands how physical surroundings and interactions may affect a child or young person's sense of safety or wellbeing - Understands how to engage in a culturally and developmentally appropriate manner to explore concerns

<p>observation and applies insight to support children and young people's wellbeing and safety</p>		<ul style="list-style-type: none"> - Follows organisational procedures to promptly report and document observations, concerns and interactions and collaborates with appropriate colleagues or supervisors as required
	<p>b. Trauma awareness The understanding of the impact of trauma on behaviour, communication and relations and the ability to respond in a trauma-informed manner</p>	<ul style="list-style-type: none"> - Understands that trauma can manifest in diverse ways and may affect a child or young person's ability to trust, communicate or engage consistently - Recognises signs of trauma through attentive observation of behavioural, emotional and relational cues in children and young people, responding with sensitivity and care - Responds in a trauma-informed manner, prioritising emotional safety, trust-building and consistency in interactions to reduce re-traumatisation and support healing - Adapts communication and engagement strategies to meet the individual needs of children and young people affected by trauma, ensuring inclusivity and psychological safety - Maintains a calm and regulated presence, especially during moments of distress, modelling emotional stability and offering reassurance - Collaborates with families and professionals to understand the child or young person's history and context, using this insight to inform supportive and respectful responses
	<p>c. Intuitive attunement The ability to recognise a child or young person's feelings or needs without explicit expression or indication</p>	<ul style="list-style-type: none"> - Provides full attention during interactions with children and young people to recognise shifts in energy, tone or engagement - Recognises and trusts instinctive impressions or gut feelings about children and young people's wellbeing and responds with curiosity - Recognises when a child or young person's feelings, needs, or discomfort are present even without explicit verbal or behavioural expression - Actively provides check-ins with children or young people using open-ended, non-intrusive questions and creates opportunities for expression through other means such as play, art and movement - Adapts tone, pace and communication approach based on the child or young person's emotional or behavioural state or signals - Provides consistency in emotional availability and predictability to enable a safe space for children and young people to feel comfortable and safe to express themselves - Uses developmentally and culturally appropriate strategies to gently explore and confirm insights about unspoken needs or feelings - Demonstrates patience and respect towards children and young people's boundaries and avoids pushing for disclosure or emotional expression before they are ready - Actively reflects on intuition and observations and shares relevant observations with colleagues and supervisors
<p>7. Inclusive and equitable practice Acts to remove barriers and actively fosters</p>	<p>a. Equity mindset The understanding that children and young people are entitled to feel safe and included without barriers</p>	<ul style="list-style-type: none"> - Actively identifies and removes barriers to participation, safety, wellbeing and inclusion for children and young people, especially those with diverse needs or backgrounds - Creates inclusive environments where every child and young person feels safe, respected and valued, regardless of identity, ability, or circumstance - Adapts engagement and communication strategies to meet the individual needs of children and young people, ensuring equitable access to support and opportunities

inclusion, equity and accessibility for all children and young people, particularly those with diverse needs or backgrounds		<ul style="list-style-type: none"> - Advocates for fairness and inclusion in everyday practice, challenging bias and promoting respectful, culturally responsive interactions - Collaborates with families and colleagues to understand and respond to the unique needs of each child and young person, making sure their rights and dignity are upheld
	b. Accessibility lens The ability to consider and recognise physical, emotional, cultural or procedural barriers and take action to address them	<ul style="list-style-type: none"> - Identifies and removes physical, emotional, cultural, or procedural barriers that limit children and young people's participation or wellbeing - Adapts environments, communication and activities to meet the individual accessibility needs of children and young people - Engages children, young people and families to understand and respond to accessibility challenges - Advocates for inclusive practices and resources that support equitable access - Enables an environment where every child and young person feels safe, included and able to participate fully regardless of ability or background
	c. Systemic awareness The commitment to understanding and challenging how systems and structures may exclude, disadvantage or cause harm due to age, culture, abilities or race	<ul style="list-style-type: none"> - Acknowledges and identifies how systemic factors may impact children and young people's experiences and outcomes - Adapts practice to challenge exclusionary norms and promote equity - Engages with children, young people and families to understand the impact of systems on their wellbeing and inclusion - Advocates for changes in practice or policy that address systemic disadvantage - Enables safe spaces where children and young people feel empowered to express their identities and experiences
8. Curiosity and reflective engagement Demonstrates active interest, continuous learning and reflective engagement in improving outcomes for children and young people	a. Reflective disposition The ability to self-examine, reflect on and challenge personal beliefs, biases, assumptions, experiences, knowledge and behaviours in response to feedback, incidents or general learning and acknowledge the need for continued growth in the context of child safeguarding	<ul style="list-style-type: none"> - Reflects on practice, engagement, behaviours and experiences to identify and challenge personal biases, assumptions and behaviours - Actively seeks feedback from children, young people, families and colleagues to improve engagement and support - Acknowledges mistakes or gaps in knowledge and takes steps to adapt, learn and improve - Engages in ongoing learning to strengthen child safeguarding knowledge, application and inclusive practice - Models' reflective behaviour, encouraging and enabling children and young people to express their experiences and perspectives
	b. Critical inquiry skill The ability to question, evaluate and explore complex situations or scenarios through investigation, examination and learning	<ul style="list-style-type: none"> - Investigates and reflects on complex situations involving children and young people to understand root causes and impacts - Uses inquiry to adapt and improve practice in response to emerging needs or challenges - Seeks out diverse perspectives to inform decisions and support equitable outcomes - Engages in continuous learning to strengthen child safeguarding and inclusive practice - Critically assesses risks and challenges assumptions to enable and promote safe environments

<p>9. Cultural safety and responsiveness</p> <p>Respects and upholds the cultural identity, rights and safety of Aboriginal and Torres Strait Islander children and young people and all culturally diverse children and young people</p>	<p>a. Cultural humility The understanding that personal cultural identity and bias exists and the ability to openly engage in learning from and with other cultures, particularly when working with Aboriginal and Torres Strait Islander children, young people and families</p>	<ul style="list-style-type: none"> - Acknowledges and considers personal cultural identity and bias and how these may affect relationships with children, young people and families - Actively seeks to learn from and with Aboriginal and Torres Strait Islander children, young people, families and communities - Adapts practice to be culturally responsive and respectful of diverse identities and traditions - Builds trust through culturally safe and inclusive engagement - Challenges stereotypes and promotes understanding and respect in everyday interactions
	<p>b. Critical consciousness The ability to acknowledge and challenge unconscious bias, racism and power dynamics at both personal and organisational levels</p>	<ul style="list-style-type: none"> - Considers, acknowledges and challenges personal biases, assumptions and power dynamics in practice - Recognises and responds to racism or exclusion experienced by children, young people and families - Advocates for and enables culturally safe environments by promoting respect, equity and inclusion - Engages in learning to understand how systemic racism and power structures affect the wellbeing of children and young people - Advocates for practices that challenge inequity and uphold the rights of all children and young people
	<p>c. Respect for lived/living experience The acknowledgement that children and young people, family and community voices and experiences are valid and essential to embedding child safeguarding practice</p>	<ul style="list-style-type: none"> - Actively listens to and values the lived and living experiences of children, young people, families and communities - Incorporates children and young people's voices into planning, decision-making and daily practice - Builds and facilitates trusting relationships that empower children and young people to share their experiences safely - Advocates for the inclusion of lived and living experience in shaping services and supports - Ensures that children, young people and families feel respected, believed and included in safeguarding processes
<p>10. Risk identification and mitigation</p> <p>Proactively identifies, assesses and addresses risks to children and young people's safety and wellbeing across environments and practices</p>	<p>a. Risk literacy The knowledge and understanding of how risks arise in environments and relationships that impact the safety or wellbeing of children and young people and how to manage and mitigate those risks</p>	<ul style="list-style-type: none"> - Identifies risks in relationships, environments and routines that may impact children and young people's safety and wellbeing - Responds to signs of harm, distress, or unsafe situations, escalating where required - Advocates for and implements strategies to prevent and mitigate risks in daily practice - Engages and supports children and young people in age-appropriate conversations about safety and boundaries - Documents and reports concerns in line with safeguarding procedures
	<p>b. Anticipatory awareness The ability to identify and address potential risks to or concerns about child safety and wellbeing before they escalate</p>	<ul style="list-style-type: none"> - Identifies and responds to early signs of distress, discomfort, or unsafe dynamics in children and young people's behaviour or interactions - Responds accordingly and rapidly to prevent risks from escalating, including adapting activities or environments - Enables trusting relationships that encourage children and young people to express concerns before they become critical - Demonstrates professional judgement to anticipate and mitigate risks in real-time - Collaborates with families and colleagues to address emerging concerns proactively

	<p>c. Duty of care mindset A professional disposition that takes personal responsibility for protecting children and young people, even when it's not formally required</p>	<ul style="list-style-type: none"> - Prioritises the safety and wellbeing of children and young people, even when not explicitly articulated by policy - Demonstrates initiative to address concerns or risks, regardless of formal responsibility - Facilitates strong, trusting relationships that support children and young people's sense of safety and belonging - Advocates for children and young people's rights, safety and wellbeing in all aspects of practice - Demonstrates a proactive, ethical and capable approach to safeguarding beyond compliance
<p>11. Accountability, integrity and confidentiality</p> <p>Takes ownership for actions, maintains ethical standards and handles information appropriately to protect privacy and build trust</p>	<p>a. Ethical accountability The commitment and ability to remain transparent, honest and reliable in all child-related matters</p>	<ul style="list-style-type: none"> - Demonstrates transparency and honesty in all child-related interactions and decisions - Demonstrates accountability and ownership of actions and decisions, particularly when mistakes occur - Maintains confidentiality while ensuring appropriate information sharing for child safety - Models' ethical behaviour and establishes trust with children, young people, families and colleagues - Upholds professional standards and acts in the best interests of children and young people at all times
	<p>b. Boundary awareness The understanding and maintenance of personal, professional and organisational boundaries and their role in protecting children and young people</p>	<ul style="list-style-type: none"> - Demonstrates clear and consistent professional boundaries in all interactions with children and young people - Recognises and responds to boundary violations or risks in relationships and environments - Supports and educates children and young people about safe boundaries in age-appropriate ways - Considers personal behaviour and decisions to make sure they align with safeguarding standards - Enables and applies organisational policies and ethical standards, even in complex or emotionally charged situations
	<p>c. Accountability onus The ability to understand and take ownership of the outcomes and consequences of all actions, interactions and behaviours</p>	<ul style="list-style-type: none"> - Acknowledges ownership of outcomes of decisions and actions that affect children and young people's safety, inclusion and wellbeing - Responds to feedback and incidents with honesty and a commitment to learning and improvement - Maintains high standards of professional conduct and accountability in all child-related matters - Ensures children, young people and families experience consistent and trustworthy care and support
<p>12. Child and family advocacy and support</p> <p>Supports and advocates for children and young people's rights, safety, wellbeing and inclusion and empowers families to participate meaningfully in decisions</p>	<p>a. Empowerment orientation The acknowledgement of the value in listening to and empowering child and family voice, dignity and self-determination at all times</p>	<ul style="list-style-type: none"> - Actively listens to children, young people and families, making sure their voices are heard, respected and meaningfully considered in all decisions that affect them - Promotes dignity and self-determination by supporting children, young people and families to express their preferences, make informed choices and participate in shaping their own experiences - Creates safe and inclusive spaces where children and young people feel confident to share their thoughts, feelings and ideas without fear of judgment or dismissal - Uses developmentally and culturally appropriate communication strategies to make sure children, young people and families understand their rights and options and can engage meaningfully - Recognises and affirms the strengths and capabilities of children, young people and families, encouraging their active involvement in planning, problem-solving and goal setting - Advocates for the inclusion of child, young person and family perspectives in service delivery, ensuring their input informs practice, planning and review processes - Responds to power imbalances with sensitivity, using relational and inclusive approaches to support equitable participation and decision-making

	<p>b. Communication empathy The ability to utilise active listening to gain an understanding of lived experiences and respond with affirmation and validation</p>	<ul style="list-style-type: none"> - Responds with affirmation and validation, acknowledging the lived and living experiences of children, young people and families without judgment and reinforcing their sense of dignity and worth - Creates emotionally safe spaces where children, young people and families feel heard, respected and supported in expressing their thoughts and feelings - Demonstrates patience and emotional presence, especially during moments of distress or vulnerability, allowing children, young people and families to share at their own pace - Adapts communication style to suit the emotional and developmental needs of each child, young person or family member, ensuring inclusivity and accessibility - Recognises and responds to emotional cues, using empathy to guide interactions and support wellbeing
<p>13. Power and privilege awareness and management</p> <p>Recognises personal and systemic power dynamics and actively works to mitigate their impact on children, young people, families and staff</p>	<p>a. Social awareness The understanding and recognition of power dynamics and inequality within systems, structures and own personal biases</p>	<ul style="list-style-type: none"> - Considers personal biases and understands how they may affect relationships and decision-making with children, young people and families - Recognises and responds to power imbalances in interactions with children and young people, particularly those from marginalised groups - Adapts practice to ensure equitable treatment and inclusion of all children and young people - Challenges discriminatory behaviour and advocates for fairness and respect - Builds relationships that empower children and young people and validate their experiences and identities
	<p>b. Cultural humility The acknowledgement of others lived cultural experiences and the ability to learn from them and challenge personal assumptions and bias</p>	<ul style="list-style-type: none"> - Understands that cultural experiences of others may differ from their own and are equally valid and considers and challenges personal cultural assumptions and biases in practice - Actively listens to and learns from the lived and living cultural experiences of children, young people, families and communities - Adapts communication and engagement strategies to be culturally responsive and respectful - Builds relationships that honour cultural identity and promote safety, wellbeing and inclusion - Advocates for culturally safe practices and challenges discriminatory behaviour or systems
	<p>c. Power intersectionality awareness The understanding of how power dynamics in child-adult relationships impact the way children and young people engage with those around them and how this effects their feelings and perceptions of safety</p>	<ul style="list-style-type: none"> - Understands how adult authority and systemic factors can influence children and young people's willingness to speak up or engage and considers the impacts in practice - Builds and facilitates relationships that reduce power imbalances and promote trust, safety and wellbeing - Adapts communication and engagement strategies to empower children and young people and validate their experiences - Considers and adapts personal behaviour and language to make sure it does not reinforce fear or exclusion - Advocates for practices that centre children and young people's voices and challenge harmful power dynamics
<p>14. Adaptability and resilience</p> <p>Maintains effectiveness and care under pressure</p>	<p>a. Change responsiveness The ability to respond and adjust behaviour or approach in moments of pressure or change to support or maintain wellbeing and safeguarding responsibilities</p>	<ul style="list-style-type: none"> - Adapts care and engagement strategies to support children and young people's emotional and physical wellbeing during change or stress - Maintains a calm and reassuring presence, helping children and young people navigate transitions, emergencies, or disruptions with confidence - Modifies plans, activities, or communication styles to meet the developmental and emotional needs of children and young people in changing circumstances

or change, adjusting practices to support safety and wellbeing		<ul style="list-style-type: none"> - Collaborates with colleagues for guidance and support when facing uncertainty, prioritising the child or young person's safety, wellbeing and inclusion - Recognises and responds to signs of distress or vulnerability, adjusting approach to maintain trust and emotional safety
	b. Emotional regulation The ability to understand, reflect on and manage internal emotions and adapt in accordance with the demands of the scenario or situation	<ul style="list-style-type: none"> - Understands and manages emotional responses to challenging behaviours, trauma disclosures, or high-pressure situations to maintain a safe and nurturing environment - Demonstrates emotional presence and stability, enabling children and young people to feel secure and supported during moments of distress or change - Maintains self-awareness in regulating reactions, ensuring responses are appropriate and aligned with safeguarding principles - Reflects on emotional experiences to improve future interactions and maintain personal wellbeing - Seeks supervision or peer support when emotional demands impact capacity to provide safe and inclusive care
15. Child and young person agency and empowerment Enables children and young people to express their views, make choices and influence matters that affect them in developmentally appropriate ways	a. Empowerment orientation The drive to support and create a safe environment with opportunities for children and young people to express themselves, their views and make decisions in line with their own capacity and interests	<ul style="list-style-type: none"> - Actively encourages children and young people to express their views, make choices and participate in decisions affecting their care and experiences - Designs and facilitates activities that promote agency, creativity and self-expression in appropriate ways - Listens attentively and validates children and young people's perspectives, adapting plans or approaches to reflect their input - Supports children and young people in understanding their rights and responsibilities, fostering confidence and self-advocacy - Creates inclusive environments where all children and young people feel safe to contribute, regardless of background or ability
	b. Rights-based practice mindset The understanding of the value and importance of supporting children and young people's rights to be heard, safe and included in decisions in embedding and maintaining safeguarding practice	<ul style="list-style-type: none"> - Embeds children and young people's rights into daily practice, ensuring they are consistently heard, respected and involved in decisions affecting them - Creates safe spaces for children and young people to express themselves freely, without fear of judgment or reprisal - Actively listens to children and young people's views and incorporates their input into care plans, activities and routines - Advocates for children and young people's rights within the organisation, especially when they are at risk of being overlooked or minimised - Supports children and young people in understanding their rights and encourages self-advocacy in developmentally appropriate ways
	c. Participation facilitation skill The ability to create and support opportunities for children and young people's voices to be expressed and heard	<ul style="list-style-type: none"> - Actively creates structured and informal opportunities for children and young people to express their views, preferences and ideas - Facilitates discussions, activities and feedback processes that are inclusive, safe and developmentally appropriate - Encourages children and young people to participate in decisions affecting their care, learning, or environment, adapting approaches to suit individual capacities

		<ul style="list-style-type: none"> - Validates and incorporates children and young people's input into planning and practice, demonstrating respect for their agency - Supports children and young people in building confidence to express themselves, including those with diverse communication needs
16. Application of policy and procedure Applies relevant organisational policies, procedures and legislative frameworks accurately and consistently in day-to-day work	a. Operational awareness The understanding of safeguarding policies, procedures and protocols in line with role responsibilities	<ul style="list-style-type: none"> - Applies safeguarding policies and procedures consistently in daily practice, ensuring children and young people's safety, wellbeing and rights are upheld - Demonstrates vigilance in maintaining accurate records and follows reporting protocols when concerns or disclosures arise - Understands and adheres to boundaries, consent and confidentiality principles in line with organisational and legislative frameworks - Engages in regular training and reflective practice to make sure safeguarding knowledge remains current and effective - Supports children and young people in understanding their rights and the protective measures in place, fostering trust and transparency
	b. Procedural confidence The ability to navigate and apply safeguarding policies, procedures and protocols appropriately in practice in line with role responsibilities	<ul style="list-style-type: none"> - Applies safeguarding procedures accurately and consistently in response to disclosures, incidents, or observed risks - Maintains clear documentation and follows reporting protocols in line with organisational and legislative requirements - Navigates complex situations using established procedures, ensuring children and young people's safety, wellbeing and rights are prioritised - Seeks clarification or support when unsure about procedural steps, demonstrating accountability and care - Integrates safeguarding protocols into daily routines, ensuring children and young people experience consistent and protective practices
17. Supervision, management and oversight Provides or engages in effective supervision that promotes child safety, wellbeing, staff development and accountability	a. Child-safeguarding leadership mindset The ability to understand the value of prioritising, demonstrating and enforcing safeguarding practices and behaviours within the workplace	<ul style="list-style-type: none"> - Prioritises child and young person safety and wellbeing in all aspects of care and engagement, consistently modelling protective and inclusive behaviours - Advocates for children and young people's wellbeing and safety, even when it requires challenging practices or decisions - Leads by example in applying safeguarding procedures, encouraging peers to maintain high standards - Supports children and young people in understanding their rights and the safety measures in place, fostering trust and transparency - Engages in reflective practice and supervision to continuously improve safeguarding approaches
	b. Monitoring and coaching skill The ability to observe and provide support and guidance for safeguarding practices and procedures within the workplace	<ul style="list-style-type: none"> - Maintains awareness of children and young people's interactions and staff practices to make sure safeguarding procedures are consistently applied - Collaborates with peers for informal coaching and support to reinforce safe, inclusive and respectful behaviours - Raises concerns or offers guidance when practices deviate from safeguarding expectations, promoting accountability

		<ul style="list-style-type: none"> - Encourages a culture of learning and openness, where feedback is welcomed and used to strengthen child safeguarding
18. Fair and ethical decision-making Makes decisions that are just, transparent, inclusive and based on the best interests of children, young people and families	a. Ethical reasoning The ability to consider decisions ethically and transparently with consideration to safety, wellbeing, dignity and cultural obligations	<ul style="list-style-type: none"> - Ensures decisions prioritise the best interests of children and young people, balancing safety, wellbeing, dignity and cultural needs - Engages children and young people in decision-making processes in developmentally appropriate ways, respecting their autonomy and voice - Reflects on personal biases and assumptions to ensure fair and inclusive practice - Maintains transparency in communication with children, young people and families, especially when navigating sensitive or complex situations - Upholds ethical standards in safeguarding, even when under pressure or facing conflicting demands
	b. Moral reasoning The ability to consider and analyse competing risks to make decisions that are ethically defensible and consistent with safeguarding practices	<ul style="list-style-type: none"> - Balances competing risks when making decisions in care and engagement settings - Considers ethical dilemmas and seeks supervision or peer support to make sure decisions remain defensible and child-focused - Prioritises the best interests of children and young people, even when this requires challenging organisational norms or expectations - Applies safeguarding procedures with sensitivity and discretion, ensuring decisions uphold dignity and cultural respect - Maintains transparency with children, young people and families when navigating complex decisions, fostering trust and accountability
	c. Equity lens The understanding and awareness of the impacts of systemic and cultural barriers that result in exclusion and inequality and the need to ensure fair access and treatment to enable safeguarding measures	<ul style="list-style-type: none"> - Recognises and responds to the diverse needs of children, young people and families, adapting practices to enable inclusion and safety - Establishes and enables environments where all children and young people feel valued, respected and able to participate fully - Identifies and addresses barriers to engagement, such as language, disability, or cultural differences - Advocates for fair treatment and access to services, especially for children and young people from marginalised or underrepresented groups - Considers and challenges personal biases and assumptions to ensure equitable and culturally safe care
19. Knowledge management and learning Seeks, shares and applies relevant knowledge and evidence to improve	a. Learning orientation The acknowledgement of the value of improving safeguarding practice through evidence, reflection and learning	<ul style="list-style-type: none"> - Actively engages in professional development and training opportunities to strengthen and maintain safeguarding knowledge and skills - Reflects on practice and uses evidence, feedback and supervision to improve outcomes for children, young people and families - Continues to investigate and apply current best practices in child and young person safety, wellbeing and inclusion - Promotes learnings with peers to support and advocate for collective improvement and consistency in safeguarding

outcomes and stay current with child safeguarding best practice		<ul style="list-style-type: none"> - Demonstrates and advocates for a growth mindset, viewing challenges and feedback as opportunities to enhance practice
	b. Knowledge sharing mindset The understanding that knowledge sharing will foster and contribute to enhanced organisational learning around safeguarding practices and procedures, including through reporting of errors or lessons learned	<ul style="list-style-type: none"> - Shares and discusses experiences, challenges and lessons learned with peers and colleagues to improve safeguarding practice - Participates in reflective supervision and team learning, contributing insights that support continuous improvement - Acknowledges and escalates incidents and procedural gaps transparently, recognising their role in organisational learning - Uses feedback and evidence to inform others and adapt practice collaboratively - Encourages a culture of openness and mutual support, where safeguarding knowledge is shared freely and constructively
	c. Growth mindset The ability to actively engage in learning through seeking feedback, reviewing complaints, self-reflection and audits and reporting to strengthen child safeguarding systems and enable continuous improvement and both personal and organisational levels	<ul style="list-style-type: none"> - Actively seeks feedback from children, young people, families and colleagues to improve care and safeguarding practices - Considers and reflects on complaints, incidents and audits to identify areas for personal and collective development - Participates in supervision and professional development with a focus on learning and growth - Applies lessons learned from experience and evidence to strengthen child safety and wellbeing - Encourages a culture of openness and learning, where mistakes are viewed as opportunities for improvement
20. Complaints and concerns handling Responds to feedback, complaints and disclosures in a timely, respectful and child-focused manner that promotes learning, safety and wellbeing	a. Protective concern The ability to identify, intervene and seek help or support following indicators of concern or disclosure about or from a child or young person who appears or feels unsafe or unheard	<ul style="list-style-type: none"> - Responds to disclosures or complaints with composure, empathy and professionalism, prioritising the child or young person's emotional safety - Manages personal reactions to distressing or challenging information to maintain a supportive and protective environment - Promotes a steady and reassuring presence for children and young people during emotionally intense situations - Adapts communication and behaviour to meet the emotional needs of children, young people and families during complaints or concerns
	b. Emotional regulation The ability to understand, reflect on and manage internal emotions and adapt and respond appropriately under pressure in accordance with a disclosure or complaint	<ul style="list-style-type: none"> - Responds to disclosures or complaints with composure, empathy and professionalism, prioritising the child or young person's emotional safety - Manages personal reactions to distressing or challenging information to maintain a supportive and protective environment - Promotes a steady and reassuring presence for children and young people during emotionally intense situations - Adapts communication and behaviour to meet the emotional needs of children, young people and families during complaints or concerns
	c. Procedural confidence The ability to apply procedures for complaint-handling and reporting	<ul style="list-style-type: none"> - Applies complaint-handling and reporting procedures accurately and promptly when responding to disclosures or concerns

	procedures with confidence in an accurate and respectful manner	<ul style="list-style-type: none"> - Maintains clear documentation and follows escalation pathways in line with organisational and legislative requirements - Responds to children and families with confidence and respect, ensuring their concerns are acknowledged and addressed - Seeks clarification or support when needed, demonstrating accountability and commitment to procedural integrity - Embeds complaint-handling procedures into daily practice, ensuring children and young people experience consistent and protective responses
21. Governance, oversight and recruitment Ensures governance, reporting and recruitment practices support child safety and wellbeing, cultural inclusion, transparency and staff suitability	c. Strategic safeguarding lens The ability to consider and apply child safeguarding principles and practices strategically within resource management and policy design	<ul style="list-style-type: none"> - Applies safeguarding principles in direct care, planning, resource use and team collaboration - Advocates for child safety and wellbeing, and inclusion in program design, scheduling and resource allocation - Identifies systemic or environmental risks and escalates for consideration in broader planning or policy discussions - Contributes insights from experience to inform strategic improvements in safeguarding - Ensures that children and young people's voices and needs are considered in decisions that affect their care and environment
	d. Safe systems thinking The ability to understand how governance, HR, risk and compliance and operations impact and are impacted by child safeguarding practices	<ul style="list-style-type: none"> - Recognises how frontline practices are shaped by organisational policies, HR decisions and compliance requirements - Communicates feedback on how systems impact child safety and wellbeing - Consistently adheres to procedures that ensure consistency and accountability in safeguarding - Collaborates with other teams to make sure child-facing practices are supported by safe and effective systems - Advocates for improvements in systems that directly affect children and young people's safety, inclusion and experience
What I know:		
<ul style="list-style-type: none"> - Understanding of Queensland child safeguarding legislation, Child Safe Standards, the Universal Principle - Knowledge of trauma-informed care, cultural safety, and inclusive practices tailored to diverse backgrounds - Ability to identify and respond to risks, disclosures and indicators of harm in line with organisational procedures and Child Safe Standards - Understanding of children and young people's rights, including participation, agency and decision-making - Skills in communication and relational practice, including active listening, empathy and inclusive engagement - Knowledge of ethical decision-making, professional boundaries and reflective practice - Understanding of how to create safe physical and online environments and how to manage health, safety and wellbeing risks 		

Supervisors / Team Leaders

Competency	Capability	Behaviours
1. Clear and Respectful Communication Consistently communicates with children, young people, families and colleagues using clear, respectful, inclusive and developmentally appropriate language	a. Communication Empathy The ability to communicate with understanding, patience and active listening (empathy), particularly when engaging with children, young people and families, to maintain an environment of trust and psychological safety	<ul style="list-style-type: none"> - Models' empathetic communication in leadership and supervision, fostering a culture of understanding, patience and active listening across teams working directly with children and young people - Demonstrates respectful and inclusive communication when engaging with staff, families, or stakeholders, setting a standard for psychologically safe interactions - Listens actively and attentively to staff feedback and concerns, particularly those related to children or young people's wellbeing and responds with empathy and thoughtful consideration - Supports staff in emotionally challenging situations by maintaining a calm, reassuring presence and validating their experiences, which in turn supports their capacity to care for children and young people - Adapts communication style and tone based on the emotional and professional needs of staff, demonstrating flexibility and emotional intelligence in supervisory relationships - Encourages open dialogue and reflective practice among staff, creating safe spaces for discussing children and young people's emotional and behavioural needs and how best to support them - Acknowledges and validates staff emotions without judgment, recognising the emotional labour involved in direct care roles and its impact on child safeguarding and wellbeing - Demonstrates cultural sensitivity and awareness in all communications, ensuring that policies, decisions and supervisory practices are inclusive and respectful of diverse backgrounds - Uses empathetic communication to inform decision-making, ensuring that policies and practices reflect an understanding of the emotional and psychological needs of children and young people and those who support them
	b. Language Awareness Recognition and understanding of how language (spoken, written, body language) impacts inclusion, perception and power dynamics, particularly across cultures, abilities and age	<ul style="list-style-type: none"> - Models respectful, inclusive and clear communication in supervisory and leadership interactions, setting expectations for language use that promotes child safety and wellbeing, and inclusion - Demonstrates awareness of how language influences power dynamics, particularly in supervisory relationships and decision-making processes that affect frontline staff, children and young people - Encourages and supports staff to use developmentally appropriate, culturally sensitive and inclusive language in their work with children, young people and families - Recognises the impact of tone, body language and written communication on team culture and psychological safety, adjusting communication to foster trust and openness - Promotes consistent language practices across teams by reinforcing shared values and expectations around respectful and inclusive communication - Engages in reflective practice and feedback loops to evaluate how language used in policies, procedures and team interactions may affect inclusion and perception - Supports professional development by facilitating or endorsing training on trauma-informed, culturally safe and inclusive communication practices

		<ul style="list-style-type: none"> - Collaborates with staff and leadership to make sure that communication strategies align with the organisation's commitment to child safety, wellbeing and cultural inclusion
	c. Relational Intent Relationships are valued as foundational to safety, wellbeing, healing and trust, guiding all interactions with children, young people, families and colleagues	<ul style="list-style-type: none"> - Recognises and reinforces the importance of relationships as foundational to child safety, wellbeing, healing and trust in all supervisory and decision-making practices - Supports staff in building and maintaining strong relational connections with children, young people and families by modelling relationally respectful communication and leadership - Creates emotionally safe environments for staff, fostering trust, consistency and psychological safety in supervisory relationships to enable effective relational practice - Demonstrates empathy and relational understanding when responding to staff needs, behaviours, or challenges, recognising that relational dynamics influence frontline effectiveness - Promotes relationally informed decision-making, ensuring that policies, procedures and team structures support connection, predictability and emotional availability for children and young people - Encourages collaboration and respectful engagement among staff and teams, recognising that strong adult relationships contribute to better outcomes for children and young people - Advocates for relational approaches in organisational planning and resource allocation, ensuring that relationship-building is prioritised in service delivery and staff support
2. Safe and professional conduct Demonstrates ethical, consistent and child-safe behaviour aligned with codes of conduct and safeguarding policies	a. Integrity Mindset Ethical conduct is foundational, and the safety and wellbeing of children and young people is centred in every decision	<ul style="list-style-type: none"> - Promotes ethical and child-safe conduct by guiding and supervising staff to uphold organisational codes of conduct and safeguarding policies - Supports staff to prioritise child safety and wellbeing in their decision-making, especially in complex or high-pressure situations - Monitors and reinforces professional boundaries, modelling respectful and trustworthy behaviour in leadership and supervisory roles - Responds to and addresses breaches of conduct, ensuring accountability and a culture of safeguarding and integrity across teams
	b. Boundary awareness Physical, emotional and relational boundaries in adult-child and peer interactions are understood and upheld respectfully and consistently	<ul style="list-style-type: none"> - Guides and supports staff to uphold consistent and respectful boundaries in their work with children and young people - Monitors staff conduct and practice, ensuring alignment with organisational policies and safeguarding expectations around boundaries - Addresses boundary breaches or concerns promptly and appropriately, reinforcing a culture of safeguarding and professionalism - Supports staff in understanding the importance of boundaries and improve their responses in complex situations
	c. Ethical reasoning The ability to consider complex or uncertain safeguarding scenarios in the child and young person's best interests, with mind to what is right and fair	<ul style="list-style-type: none"> - Supports staff in navigating complex safeguarding scenarios, encouraging ethical reflection and child-centred decision-making - Applies ethical reasoning in supervisory decisions, making sure that staff actions align with organisational values and safeguarding principles - Supports staff in exploring ethical dilemmas and learning from challenging situations

		<ul style="list-style-type: none"> - Ensures consistency and fairness in responses to incidents, upholding accountability and transparency
<p>3. Critical thinking, interpretation and reflection</p> <p>Applies analytical thinking, makes sound judgments and reflects on practice to improve decision-making and outcomes for children and young people</p>	<p>a. Reflective capacity The ability to self-reflect on individual practice, assumptions and responses and apply learnings, particularly following challenging interactions or feedback</p>	<ul style="list-style-type: none"> - Engages in reflective supervision, supporting staff to explore their responses, assumptions and decisions in complex or emotionally charged situations - Reflects on leadership practice, considering how decisions and guidance impact frontline staff and outcomes for children and young people - Uses feedback and incident reviews to improve team culture, decision-making and safeguarding approaches - Models reflective thinking, encouraging a learning-oriented environment that values growth and accountability
	<p>b. Analytical mindset The ability to interpret information, behaviour and context to understand patterns, assess risk and respond effectively</p>	<ul style="list-style-type: none"> - Supports staff in interpreting complex situations, helping to assess risk and respond appropriately - Analyses team and service-level data or trends, identifying areas for improvement in safeguarding and child-centred practice - Uses insight from staff, children and young people's experiences to inform supervision, planning and decision-making - Promotes critical thinking and pattern recognition, encouraging staff to reflect and respond thoughtfully
	<p>c. Situational judgement The ability to assess and respond to situations appropriately, particularly in relation to complex or ambiguous situations</p>	<ul style="list-style-type: none"> - Supports staff in navigating complex or uncertain situations, offering guidance that reinforces ethical and child-safe decision-making - Monitors team dynamics and service-level challenges, responding with clarity and consistency to promote safeguarding and professionalism - Engages situational insight to inform supervision and planning, helping staff build confidence and capability in their judgement - Models thoughtful and responsive leadership, especially during high-pressure or sensitive scenarios
<p>4. Engagement and collaboration</p> <p>Builds trusting, respectful relationships with colleagues, families, communities and children and young people to support child safety, wellbeing and inclusion</p>	<p>a. Relationship-building orientation A commitment to building mutual trust and collaboration with children, young people, families, colleagues and community, recognising shared responsibility for safeguarding</p>	<ul style="list-style-type: none"> - Fosters a culture of collaboration and trust among staff, encouraging respectful relationships that support child-centred practice - Supports staff to build strong relationships with children, young people and families, offering guidance and reflective supervision - Collaborates across teams and disciplines, ensuring coordinated and consistent approaches to child safety and wellbeing - Models respectful and inclusive leadership, reinforcing the importance of mutual trust and shared responsibility
	<p>b. Openness to shared responsibility The understanding of the value of collective accountability and the role of everyone to uphold child safety, wellbeing and inclusion</p>	<ul style="list-style-type: none"> - Promotes a culture of shared responsibility, ensuring staff understand their roles in upholding child safety, wellbeing and inclusion - Supports cross-functional collaboration, encouraging open communication and joint problem-solving - Models' collaborative leadership, reinforcing that safeguarding is a collective effort, not an individual task - Ensures systems and supervision practices enable staff to work together effectively in the best interests of children and young people

<p>5. Child-centred practice</p> <p>Prioritises the rights, needs, voice and best interests of children and young people in all planning, decision-making and interactions</p>	<p>a. Empowerment orientation An acknowledgement that children and young people have agency and a right to participate in matters that affect them and a commitment to enabling that agency</p>	<ul style="list-style-type: none"> - Enables staff to uphold children and young people's rights to participation, providing guidance and reflective supervision on child-centred practice - Promotes a culture where children and young people's voices are valued, making sure staff understand the importance of enabling agency in all interactions. - Incorporates feedback from children and young people into service planning and improvement efforts - Models and advocates respect for children and young people's perspectives, reinforcing their ability to take ownership over their experiences
	<p>b. Child rights literacy Knowledge of Australia's legal commitment to upholding the rights of children and young people and the understanding of how to uphold these rights in accordance with the law</p>	<ul style="list-style-type: none"> - Supports staff to understand and apply principles of the rights of children and young people, ensuring practice aligns with legal obligations and ethical standards - Incorporates rights of children and young people into supervision, planning and decision-making, reinforcing a child-centred approach - Monitors team conduct and service delivery to make sure the rights of children and young people are upheld consistently - Advocates for systemic improvements that strengthen the organisation's commitment to rights of children and young people
	<p>c. Protective stance The proactive anticipation of risk to children and young people, even in the absence of formal concern, with consideration to the child or young person's best interests</p>	<ul style="list-style-type: none"> - Supports staff in recognising and responding to early signs of risk, reinforcing proactive and child-centred approaches - Monitors team practices and service environments, identifying patterns or gaps that may compromise child safety and wellbeing - Promotes reflective supervision, helping staff explore concerns and take protective action before risks escalate - Ensures organisational procedures support early identification and response to potential harm
<p>6. Observation and insightful awareness</p> <p>Identifies behavioural, emotional, or environmental cues through attentive observation and applies insight to support children and young people's wellbeing and safety</p>	<p>a. Attentiveness The ability to identify and recognise potential distress or safety and wellbeing risks through non-verbal cues, changes in mood and environment factors</p>	<ul style="list-style-type: none"> - Listens to the observations and concerns raised by staff, recognising that non-verbal cues or subtle changes may be difficult to interpret without support - Identifies patterns or recurring themes in staff reports, supervision discussions and incident records that may indicate risks, distress, or safety and wellbeing concerns for children and young people - Recognises how work practices, rostering, or environmental conditions may impact staff's capacity to recognise and respond to children and young people's cues - Provides guidance and supervision that encourages curiosity, reflection and attentiveness in staff when interpreting children and young people's behaviours and signals - Ensures staff have the systems, time and resources to document and escalate observations of risk or distress appropriately - Recognises the cultural and developmental contexts of children and young people when supporting staff to interpret or respond to cues of discomfort, distress, or exclusion - Monitors and reviews team practices to make sure that potential early warning signs raised by staff are not overlooked, minimised, or dismissed

	<p>b. Trauma awareness The understanding of the impact of trauma on behaviour, communication and relations and the ability to respond in a trauma-informed manner</p>	<ul style="list-style-type: none"> - Promotes a trauma-informed culture by guiding and supporting staff to recognise and respond to trauma-related behaviours with empathy, consistency and care - Provides supervision and reflective practice opportunities that help staff process complex emotional experiences and strengthen their trauma-informed approaches - Considers the impact of decisions and practices on children and young people who may have experienced trauma, making sure policies and procedures support emotional safety and healing - Monitors and supports staff wellbeing, recognising the emotional demands of working with trauma-affected children and young people, and encouraging self-care and resilience-building strategies - Facilitates access to training and resources that build staff capability in identifying trauma-related cues and responding appropriately within their roles
	<p>c. Intuitive attunement The ability to recognise a child or young person's feelings or needs without explicit expression or indication</p>	<ul style="list-style-type: none"> - Pays attention to patterns or instincts shared by frontline staff about children and young people's unspoken needs or emotional states, validating these as important insights - Recognises when staff may be indirectly signalling stress, uncertainty, or concern about a child or young person's wellbeing, even if not explicitly raised - Creates supervision and team environments where staff feel safe to voice their "gut feelings" or intuitive impressions without fear of dismissal - Encourages staff to balance professional intuition with observation, reflection and documentation, supporting them to interpret and act on unspoken cues appropriately - Provides guidance and coaching to help staff develop sensitivity to children and young people's emotional energy, tone and engagement and to adapt their approaches accordingly - Identifies systemic or environmental factors (e.g., staffing patterns, program design, routines) that may inhibit staff's ability to notice or respond to unspoken needs - Ensures reporting systems capture not only explicit incidents but also staff reflections and intuitive insights that could point to emerging risks - Acts on intuitive and indirect signals at the team or program level, escalating to senior management where patterns or risks are identified
<p>7. Inclusive and equitable practice Acts to remove barriers and actively fosters inclusion, equity and accessibility for all children and young people, particularly those with diverse needs or backgrounds</p>	<p>a. Equity mindset The understanding that children and young people are entitled to feel safe and included without barriers</p>	<ul style="list-style-type: none"> - Embeds equity and inclusion principles into supervision, coaching and decision-making - Identifies systemic or practice-based barriers to inclusion and works to remove them - Supports staff in adapting their approaches to meet the diverse needs of children and young people - Ensures policies and procedures reflect inclusive values and promote equitable outcomes - Champions culturally responsive and bias-aware practices across teams
	<p>b. Accessibility lens The ability to consider and recognise physical, emotional, cultural or procedural barriers and take action to address them</p>	<ul style="list-style-type: none"> - Supports staff in recognising and addressing accessibility barriers in their practice - Reviews and improves procedures to make sure they are inclusive and accessible - Encourages feedback from staff to identify systemic accessibility issues - Promotes professional development focused on inclusive and accessible practices - Ensures that supervision and decision-making reflect a commitment to removing barriers for all children and young people

	<p>c. Systemic awareness The commitment to understanding and challenging how systems and structures may exclude, disadvantage or cause harm due to age, culture, abilities or race</p>	<ul style="list-style-type: none"> - Supports staff in recognising and responding to systemic barriers affecting children and young people - Reviews and evaluates team practices to make sure they do not reinforce exclusion or inequity - Encourages critical reflection on bias, privilege and systemic disadvantage - Promotes inclusive leadership and culturally responsive supervision. - Engages with feedback and data to identify patterns of exclusion and drive improvement
<p>8. Curiosity and reflective engagement</p> <p>Demonstrates active interest, continuous learning and reflective engagement in improving outcomes for children and young people</p>	<p>a. Reflective disposition The ability to self-examine, reflect on and challenge personal beliefs, biases, assumptions, experiences, knowledge and behaviours in response to feedback, incidents or general learning and acknowledge the need for continued growth in the context of child safeguarding</p>	<ul style="list-style-type: none"> - Promotes reflective practice among staff and supports them in examining their beliefs and behaviours - Reflects on supervisory decisions and their impact on child safeguarding and inclusion - Encourages the use of feedback and incidents as opportunities for team learning and growth - Challenges assumptions and promotes critical thinking in team discussions and planning - Advocates for openness to learning and adapting leadership approaches to better support children, young people and staff
	<p>b. Critical inquiry skill The ability to question, evaluate and explore complex situations or scenarios through investigation, examination and learning</p>	<ul style="list-style-type: none"> - Encourages staff to explore and examine practices that may affect child safeguarding or inclusion - Investigates patterns or incidents to identify systemic issues and areas for improvement - Applies critical thinking to supervision, decision-making and policy interpretation - Encourages and facilitates reflective discussions that promote learning and accountability - Uses inquiry to evaluate the effectiveness of team practices and drive continuous improvement
<p>9. Cultural safety and responsiveness</p> <p>Respects and upholds the cultural identity, rights and safety of Aboriginal and Torres Strait Islander children and young people and all culturally diverse children and young people</p>	<p>a. Cultural humility The understanding that personal cultural identity and bias exists and the ability to openly engage in learning from and with other cultures, particularly when working with Aboriginal and Torres Strait Islander children, young people and families</p>	<ul style="list-style-type: none"> - Encourages staff to reflect on their cultural identity and biases in their work with children, young people and families - Supports culturally responsive practice through supervision, coaching and team development - Seeks feedback from diverse communities to inform inclusive leadership and decision-making - Promotes learning opportunities focused on cultural humility and safety - Ensures team practices uphold the cultural rights and identities of all children and young people
	<p>b. Critical consciousness The ability to acknowledge and challenge unconscious bias, racism and power dynamics at both personal and organisational levels</p>	<ul style="list-style-type: none"> - Supports staff in identifying and addressing unconscious bias and systemic inequities - Considers application of supervisory decisions and their impact on cultural safety and inclusion - Challenges organisational norms or practices that reinforce racism, exclusion or power imbalances - Promotes team learning and dialogue around equity, privilege and cultural safety - Uses feedback and data to identify patterns of exclusion and drive change
	<p>c. Respect for lived/living experience The acknowledgement that children, young people, family and community voices and experiences are valid and essential to embedding child safeguarding practice</p>	<ul style="list-style-type: none"> - Encourages staff to centre the voices and experiences of children, young people and families in their practice - Engages with lived and living experience insights to inform supervision, decision-making and team learning - Facilitates and enables safe spaces for staff to reflect on how they respond to, and respect lived and living experience - Promotes the inclusion of community voices in service design and evaluation - Ensures that feedback from children, young people and families informs continuous improvement

<p>10. Risk identification and mitigation</p> <p>Proactively identifies, assesses and addresses risks to children and young people's safety and wellbeing across environments and practices</p>	<p>a. Risk literacy</p> <p>The knowledge and understanding of how risks arise in environments and relationships that impact the safety and wellbeing of children and young people and how to manage and mitigate those risks</p>	<ul style="list-style-type: none"> - Supports staff in recognising and responding to risks in their work with children and young people - Monitors environments and practices to make sure they align with safeguarding standards - Identifies patterns and systemic risks through incident data and feedback - Enables consistent risk management through guidance and oversight - Promotes a proactive, learning-oriented approach to risk identification and mitigation
	<p>b. Anticipatory awareness</p> <p>The ability to identify and address potential risks to or concerns about child safety and wellbeing before they escalate</p>	<ul style="list-style-type: none"> - Supports staff in developing awareness of early warning signs and risk indicators - Reviews and evaluates team practices and environments to identify potential vulnerabilities - Encourages proactive planning and scenario-based thinking to prevent harm - Enables anticipation and identification of patterns of risk through data and feedback to inform and guide preventative strategies - Promotes a culture of vigilance and early intervention across teams
	<p>c. Duty of care mindset</p> <p>A professional disposition that takes personal responsibility for protecting children and young people, even when it's not formally required</p>	<ul style="list-style-type: none"> - Models a strong duty of care mindset in leadership and supervision - Encourages staff to take responsibility for the safety and wellbeing of children and young people, regardless of role or setting - Responds to concerns or risks with urgency and accountability where appropriate or required, even when not directly involved - Promotes a culture of shared responsibility for safeguarding across teams
<p>11. Accountability, integrity and confidentiality</p> <p>Takes ownership for actions, maintains ethical standards and handles information appropriately to protect privacy and build trust</p>	<p>a. Ethical accountability</p> <p>The commitment and ability to remain transparent, honest and reliable in all child-related matters</p>	<ul style="list-style-type: none"> - Models' ethical leadership through transparency, accountability and consistent decision-making - Supports staff in understanding and upholding ethical responsibilities in child safeguarding - Ensures that incidents and concerns are addressed with integrity and transparency - Promotes and enables a culture of accountability and trust within teams - Appropriately balances upholding confidentiality and ensuring appropriate oversight and follow-through
	<p>b. Boundary awareness</p> <p>The understanding and maintenance of personal, professional and organisational boundaries and their role in protecting children and young people</p>	<ul style="list-style-type: none"> - Supports staff in understanding and maintaining professional boundaries - Monitors team practices to make sure boundaries are respected and upheld - Addresses boundary concerns promptly and appropriately through supervision and guidance - Ensures boundary awareness is embedded into team culture, training and reflective practice - Ensures that organisational expectations around boundaries are clearly communicated and consistently applied
	<p>c. Accountability onus</p> <p>The ability to understand and take ownership of the outcomes and consequences of all actions, interactions and behaviours</p>	<ul style="list-style-type: none"> - Demonstrates responsibility for the performance and conduct of teams in relation to child safeguarding - Responds to concerns or incidents with transparency and accountability - Supports staff in understanding and owning the consequences of their actions - Promotes a culture of responsibility, learning and ethical decision-making - Ensures supervision and leadership practices reflect a strong sense of ownership and integrity

<p>12. Child and family advocacy and support</p> <p>Supports and advocates for children and young people's rights, safety, wellbeing and inclusion and empowers families to participate meaningfully in decisions</p>	<p>a. Empowerment orientation The acknowledgement of the value in listening to and empowering child, young person and family voice, dignity and self-determination at all times</p>	<ul style="list-style-type: none"> - Promotes a culture that values child, young person and family voice, dignity and self-determination, embedding these principles into team practices, supervision and decision-making - Supports staff to actively listen and empower children, young people and families, providing guidance and feedback that reinforces respectful, inclusive and participatory approaches - Ensures that team structures and workflows allow children, young people and families to meaningfully contribute to planning, decision-making and service delivery - Advocates for the inclusion of child, young person and family perspectives in program design, review processes and continuous improvement initiatives - Addresses power imbalances within teams and systems, encouraging relational and inclusive approaches that support equitable participation and decision-making - Provides supervision and leadership that affirms staff strengths, enabling them to confidently support empowerment-oriented practices with children, young people and families. - Collaborates with other leaders and departments to make sure organisational policies and procedures uphold the rights, voices and dignity of children, young people and families
	<p>b. Communication empathy The ability to utilise active listening to gain an understanding of lived experiences and respond with affirmation and validation</p>	<ul style="list-style-type: none"> - Models and reinforces empathetic communication practices across teams, promoting a culture that values active listening, affirmation and emotional safety in all children, young people and family interactions - Supports staff wellbeing and emotional presence, recognising the emotional demands of direct contact roles and encouraging reflective practice and peer support - Considers the emotional impact of decisions on children, young people, families and frontline staff, ensuring policies and procedures uphold dignity, inclusion and trauma-informed principles - Provides guidance and feedback that encourages staff to adapt communication styles to meet the diverse emotional and developmental needs of children, young people and families - Identifies and addresses systemic barriers to empathetic engagement, advocating for resources, training and environments that enable emotionally safe and inclusive practice
<p>13. Power and privilege awareness and management</p> <p>Recognises personal and systemic power dynamics and actively works to mitigate their impact on children, young people, families and staff</p>	<p>a. Social awareness The understanding and recognition of power dynamics and inequality within systems, structures and own personal biases</p>	<ul style="list-style-type: none"> - Supports staff in recognising and addressing power dynamics and inequality in their practice - Reflects on leadership decisions and their impact on equity and inclusion - Promotes and enables team learning around privilege, bias and systemic disadvantage - Uses feedback and data to identify and validate patterns of exclusion and guide improvements - Promotes and embeds social awareness into supervision, team culture and professional development
	<p>b. Cultural humility The acknowledgement of others lived cultural experiences and the ability to learn from them and challenge personal assumptions and bias</p>	<ul style="list-style-type: none"> - Encourages staff to consider and evaluate their own cultural assumptions and learn from diverse perspectives - Promotes culturally safe supervision and leadership practices - Encourages and engages with feedback from culturally diverse children, young people, families and staff to inform decision-making - Supports professional development focused on cultural humility and responsiveness - Challenges systemic practices that may marginalise or exclude cultural identities

	<p>c. Power intersectionality awareness The understanding of how power dynamics in child-adult relationships impact the way children and young people engage with those around them and how this affects their feelings and perceptions of safety</p>	<ul style="list-style-type: none"> - Supports staff in recognising and mitigating power imbalances in their interactions with children and young people - Considers how leadership practices and decisions may impact children and young people's perceptions of safety and inclusion - Promotes and enables team learning around intersectionality, privilege and child empowerment - Encourages and engages with feedback and incident data to identify and address systemic power issues - Embeds child-centred approaches into supervision and team culture
<p>14. Adaptability and resilience</p> <p>Maintains effectiveness and care under pressure or change, adjusting practices to support safety and wellbeing</p>	<p>a. Change responsiveness The ability to respond and adjust behaviour or approach in moments of pressure or change to support or maintain wellbeing and safeguarding responsibilities</p>	<ul style="list-style-type: none"> - Supports staff by providing clear, timely guidance and emotional reassurance during periods of change or pressure - Makes informed decisions that enable staff to maintain safe, inclusive environments for children and young people - Monitors emerging risks and pressures, adjusting supervisory practices to ensure continuity of care, safety and wellbeing - Models calm and flexible leadership, reinforcing a culture of responsiveness and wellbeing across teams - Facilitates communication and coordination during change, making sure staff feel supported and children and young people's needs remain central
	<p>b. Emotional regulation The ability to understand, reflect on and manage internal emotions and adapt in accordance with the demands of the scenario or situation</p>	<ul style="list-style-type: none"> - Maintains emotional steadiness when supporting staff through crises, complaints, or emotionally charged situations - Demonstrates empathy and calm leadership, helping teams feel supported and safe during periods of stress or change - Considers and adapts personal emotional responses to staff or organisational challenges, ensuring decisions remain child-centred and fair - Manages emotional boundaries effectively, balancing care for staff with accountability and safeguarding responsibilities - Encourages a culture of emotional awareness and wellbeing across teams, modelling healthy regulation practices
<p>15. Child and young person agency and empowerment</p> <p>Enables children and young people to express their views, make choices and influence matters that affect them in</p>	<p>a. Empowerment orientation The drive to support and create a safe environment with opportunities for children and young people to express themselves, their views and make decisions in line with their own capacity and interests</p>	<ul style="list-style-type: none"> - Supports staff in embedding child and young person agency into daily practice, providing guidance and resources that promote empowerment - Makes decisions that reflect and uphold children and young people's rights to participate and influence matters affecting them - Encourages staff to seek and incorporate children and young people's feedback into service delivery and program design - Monitors and evaluates practices to make sure children and young people's voices are being heard and respected across teams - Models respect for child and young person agency in leadership interactions, reinforcing its importance in organisational culture

developmentally appropriate ways	b. Rights-based practice mindset The understanding of the value and importance of supporting children and young people's rights to be heard, safe and included in decisions in embedding and maintaining safeguarding practice	<ul style="list-style-type: none"> - Ensures that staff practices reflect and uphold children and young people's rights to safety, wellbeing, inclusion and participation - Makes decisions that prioritise the protection and empowerment of children and young people, even when not directly interacting with them - Provides guidance and oversight that reinforces the importance of rights-based approaches in frontline work - Monitors staff wellbeing and performance to make sure children and young people's rights are not compromised under pressure or change - Promotes a culture where children and young people's voices are respected and embedded into service delivery and organisational planning
	c. Participation facilitation skill The ability to create and support opportunities for children and young people's voices to be expressed and heard	<ul style="list-style-type: none"> - Supports and guides staff in creating meaningful opportunities for child and young person participation in everyday practice - Ensures that systems and routines allow for children and young people's voices to be captured, considered and acted upon - Promotes reflective supervision and team discussions that include feedback from children and young people - Advocates for participation as a core element of service delivery, ensuring it is embedded in program design and evaluation - Monitors and evaluates the effectiveness of participation strategies across teams, identifying areas for improvement
16. Application of policy and procedure Applies relevant organisational policies, procedures and legislative frameworks accurately and consistently in day-to-day work	a. Operational awareness The understanding of safeguarding policies, procedures and protocols in line with role responsibilities	<ul style="list-style-type: none"> - Ensures staff are trained, supported and supervised in applying safeguarding policies and procedures effectively - Monitors compliance and addresses gaps or inconsistencies in safeguarding practice across teams - Makes decisions that align with organisational safeguarding frameworks, balancing operational needs with child and young person safeguarding priorities - Facilitates clear communication and escalation pathways for reporting and responding to concerns - Promotes a culture of accountability and continuous improvement in safeguarding implementation
	b. Procedural confidence The ability to navigate and apply safeguarding policies, procedures and protocols appropriately in practice in line with role responsibilities	<ul style="list-style-type: none"> - Guides and supports staff in applying safeguarding procedures correctly and confidently - Oversees compliance with protocols across teams, identifying and addressing gaps or inconsistencies - Makes decisions that align with procedural requirements, especially in response to incidents or emerging risks - Facilitates training, supervision and reflective practice to strengthen procedural understanding and application - Ensures escalation pathways and documentation processes are clear, accessible and consistently used
	a. Child-safeguarding leadership mindset The ability to understand the value of prioritising, demonstrating and	<ul style="list-style-type: none"> - Provides supervision and guidance that reinforces child and young person safety and wellbeing as a core priority in team practice - Addresses unsafe behaviours or procedural gaps promptly and constructively, maintaining accountability

<p>17. Supervision, management and oversight</p> <p>Provides or engages in effective supervision that promotes child safety, wellbeing, staff development and accountability</p>	<p>enforcing safeguarding practices and behaviours within the workplace</p>	<ul style="list-style-type: none"> - Promotes a culture of openness and continuous learning around safeguarding, encouraging staff to escalate concerns and seek support - Ensures staff are equipped and confident to uphold child safe standards through training, coaching and oversight - Models' ethical leadership and decision-making that prioritises the safety and wellbeing of children and young people
	<p>b. Monitoring and coaching skill The ability to observe and provide support and guidance for safeguarding practices and procedures within the workplace</p>	<ul style="list-style-type: none"> - Actively monitors staff adherence to safeguarding procedures through supervision, observation and feedback - Provides coaching and support to build staff confidence and competence in applying safeguarding practices - Identifies patterns or gaps in practice and addresses them through targeted guidance or training - Creates a safe and supportive environment for staff to discuss challenges and seek help with safeguarding responsibilities - Models' effective supervision that promotes child and young person safety and wellbeing, staff development and procedural integrity
<p>18. Fair and ethical decision-making</p> <p>Makes decisions that are just, transparent, inclusive and based on the best interests of children, young people and families</p>	<p>a. Ethical reasoning The ability to consider decisions ethically and transparently with consideration to safety, wellbeing, dignity and cultural obligations</p>	<ul style="list-style-type: none"> - Supports staff in making fair, transparent and child-centred decisions, especially in complex or high-pressure situations - Considers the ethical implications of supervisory and operational decisions, ensuring they uphold safety, wellbeing and dignity - Ensures cultural obligations and diverse perspectives are respected in team decision-making and service delivery - Models' ethical leadership that reinforces accountability, inclusion and child safety and wellbeing
	<p>b. Moral reasoning The ability to consider and analyse competing risks to make decisions that are ethically defensible and consistent with safeguarding practices</p>	<ul style="list-style-type: none"> - Supports staff in analysing and responding to ethical dilemmas, especially when risks or priorities conflict - Makes supervisory decisions that balance organisational needs with child and young person safety and wellbeing - Encourages open discussion and reflection on moral challenges, fostering a culture of ethical awareness - Ensures decisions are documented and justified, demonstrating accountability and transparency - Considers cultural obligations and diverse perspectives when guiding teams through complex safeguarding scenarios
	<p>c. Equity lens The understanding and awareness of the impacts of systemic and cultural barriers that result in exclusion and inequality and the need to ensure fair access and</p>	<ul style="list-style-type: none"> - Supports staff in recognising and addressing systemic and cultural barriers in their practice - Ensures supervision and decision-making practices are inclusive and responsive to diverse needs - Promotes equity in team culture, encouraging open dialogue about inclusion and cultural safety - Reviews service delivery and staff practices to identify and address inequities or exclusion - Models' leadership that prioritises fairness, inclusion and cultural respect in all aspects of oversight

	treatment to enable safeguarding measures	
19. Knowledge management and learning Seeks, shares and applies relevant knowledge and evidence to improve outcomes and stay current with child safeguarding best practice	a. Learning orientation The acknowledgement of the value of improving safeguarding practice through evidence, reflection and learning	<ul style="list-style-type: none"> - Encourages and supports staff to engage in reflective practice, training and continuous learning to maintain safeguarding knowledge and skills - Uses supervision to identify learning needs and provide targeted guidance that builds and strengthens safeguarding capacity - Remains informed about emerging evidence, policy changes and sector developments to guide teams and ensure continued best practice - Enables opportunities for team learning and knowledge sharing, fostering a culture of curiosity and collective improvement - Models and promotes openness to feedback and learning, reinforcing the value of professional growth in safeguarding leadership
	b. Knowledge sharing mindset The understanding that knowledge sharing will foster and contribute to enhanced organisational learning around safeguarding practices and procedures, including through reporting of errors or lessons learned	<ul style="list-style-type: none"> - Facilitates team learning by encouraging staff to share experiences, challenges and insights related to safeguarding - Promotes and encourages transparent reporting of errors and lessons learned, framing as opportunities for growth - Uses supervision and coaching to disseminate best practices and address gaps in knowledge - Supports and advocates for cross-team collaboration and knowledge exchange to strengthen safeguarding consistency - Models' openness and humility in sharing personal learning and adapting leadership practices
	c. Growth mindset The ability to actively engage in learning through seeking feedback, reviewing complaints, self-reflection and audits and reporting to strengthen child safeguarding systems and enable continuous improvement and both personal and organisational levels	<ul style="list-style-type: none"> - Uses supervision and coaching to support staff in reflecting on practice and learning from feedback and incidents - Reviews and considers complaints, audits and performance data to guide team development and procedural improvements - Encourages staff to engage in continuous learning and adapt practices based on evidence and reflection - Models' openness to feedback and a commitment to improving safeguarding systems and leadership approaches - Promotes a team culture that values growth, accountability and child-centred learning
20. Complaints and concerns handling Responds to feedback, complaints and disclosures in a timely,	a. Protective concern The ability to identify, intervene and seek help or support following indicators of concern or disclosure about or from a child or young person who appears or feels unsafe or unheard	<ul style="list-style-type: none"> - Supports staff in recognising and responding to indicators of concern, providing guidance and oversight - Ensures clear escalation pathways and documentation processes are in place and understood by all team members - Monitors safeguarding practices to make sure concerns are addressed promptly and appropriately - Responds to staff reports of concern with seriousness and care, modelling a child-focused approach - Promotes a culture that encourages and supports raising concerns without fear of reprisal

respectful and child-focused manner that promotes learning and safeguarding	b. Emotional regulation The ability to understand, reflect on and manage internal emotions and adapt and respond appropriately under pressure in accordance with a disclosure or complaint	<ul style="list-style-type: none"> - Supports staff in managing emotional responses to complaints or disclosures, modelling calm and thoughtful leadership - Demonstrates emotional regulation when addressing concerns raised by children, young people, families or staff, ensuring fairness and clarity - Responds to emotionally complex or charged situations with empathy and structure, ensuring staff feel supported and accountable - Demonstrates resilience and emotional intelligence in guiding teams through complex or sensitive safeguarding matters
	c. Procedural confidence The ability to apply procedures for complaint-handling and reporting procedures with confidence in an accurate and respectful manner	<ul style="list-style-type: none"> - Supports staff in understanding and applying complaint-handling procedures confidently and correctly - Monitors procedural compliance and addresses gaps or inconsistencies through coaching and supervision - Ensures escalation pathways are clear, accessible and consistently used across teams - Responds to staff reports of complaints or concerns with clarity, consistency and respect - Promotes a culture of procedural integrity and responsiveness in safeguarding oversight
21. Governance, oversight and recruitment Ensures governance, reporting and recruitment practices support child safety and wellbeing, cultural inclusion, transparency and staff suitability	a. Strategic safeguarding lens The ability to consider and apply child safeguarding principles and practices strategically within resource management and policy design	<ul style="list-style-type: none"> - Integrates safeguarding considerations into team planning, supervision and resource management - Ensures that staff recruitment, rostering and supervision practices support safe and inclusive environments - Identifies patterns or risks in practice and escalates them for strategic review or policy refinement - Supports practical and sustainable implementation of safeguarding policies for frontline teams - Promotes alignment between daily operations and the organisation's broader safeguarding goals
	b. Safe systems thinking The ability to understand how governance, HR, risk and compliance and operations impact and are impacted by child safeguarding practices	<ul style="list-style-type: none"> - Ensures team practices align with organisational governance, HR and compliance frameworks that support child safeguarding - Identifies systemic risks or inefficiencies and escalates them for strategic review or operational adjustment - Supports staff in navigating organisational systems confidently and safely, especially during change or crisis - Collaborates with business and leadership teams to make sure safeguarding is embedded in team structures and workflows - Promotes a systems-aware culture where safeguarding is understood as a shared, organisation-wide responsibility
What I know		
<ul style="list-style-type: none"> - Understanding of Queensland child safeguarding legislation, Child Safe Standards and the Universal Principle, cultural safety and supervisory responsibilities in embedding child safeguarding and cultural inclusion across teams - Knowledge of how to support staff in trauma-informed, culturally safe and child-centred practices - The ability to model ethical conduct and uphold organisational safeguarding policies in leadership and decision-making - How to identify and mitigate systemic risks through supervision and team culture - An understanding of feedback loops, complaints handling and continuous improvement processes - Knowledge of how to support staff wellbeing, reflective practice and professional development - The ability to interpret safeguarding data and trends and escalate concerns appropriately 		

Business Operations

Competency	Capability	Behaviours
1. Clear and Respectful Communication Consistently communicates with children, young people, families and colleagues using clear, respectful, inclusive and developmentally appropriate language	a. Communication Empathy The ability to communicate with understanding, patience and active listening (empathy), particularly when engaging with children, young people and families, to maintain an environment of trust and psychological safety	<ul style="list-style-type: none"> - Communicates with clarity, respect and inclusivity when developing or reviewing policies, procedures and governance documents, making sure language reflects empathy and psychological safety - Demonstrates active listening and understanding when engaging with staff, stakeholders, or families, particularly when discussing issues that impact children and young people's wellbeing - Models' empathetic communication in cross-functional collaboration, fostering a culture of trust and emotional safety across operational and frontline teams - Responds with patience and openness to concerns or feedback related to child safety, inclusion, or wellbeing, recognising the emotional weight these topics may carry - Adapts communication style and tone to suit diverse audiences, including frontline staff, leadership and external partners, ensuring messages are accessible and emotionally attuned - Promotes psychologically safe environments by embedding empathy into organisational practices, such as incident reporting, staff support systems and risk management protocols - Validates and acknowledges the emotional experiences of those working directly with children and young people, using empathetic communication to support their wellbeing and effectiveness - Demonstrates cultural sensitivity and awareness in all communications, ensuring that operational decisions and messaging are inclusive and respectful of diverse communities - Uses empathetic insights to inform strategic decisions, recognising how operational choices may indirectly affect the emotional and psychological safety of children and young people
	b. Language Awareness Recognition and understanding of how language (spoken, written, body language) impacts inclusion, perception and power dynamics, particularly across cultures, abilities and age	<ul style="list-style-type: none"> - Uses clear, inclusive and respectful language in policies, procedures and communications to make sure they reflect the organisation's commitment to child safeguarding, wellbeing and cultural inclusion - Demonstrates awareness of how language shapes perception and power dynamics, especially in governance and operational documents that guide staff behaviour and organisational culture - Ensures written and verbal communication is developmentally appropriate and accessible to diverse audiences, including staff, families and communities - Reviews and refines organisational language practices to eliminate jargon, bias, or exclusionary terms, promoting equity and psychological safety - Considers the impact of tone and non-verbal cues in operational communications, ensuring they foster trust and inclusion across all levels of the organisation - Supports trauma-informed and culturally safe language use by embedding these principles into operational frameworks, risk management protocols and staff guidance materials - Engages in reflective practice and feedback processes to continuously improve language awareness and its application in operational decision-making - Collaborates with direct and indirect contact staff to ensure consistency in language use across environments that affect children and young people

		<ul style="list-style-type: none"> - Advocates for inclusive communication strategies in organisational planning and resource allocation, recognising their role in shaping safe and welcoming environments
	c. Relational Intent Relationships are valued as foundational to safety, wellbeing, healing and trust, guiding all interactions with children, young people, families and colleagues	<ul style="list-style-type: none"> - Designs and supports systems, policies and processes that prioritise relationships as foundational to child safeguarding, healing and trust across the organisation - Ensures governance and operational frameworks reflect relational values, promoting consistency, emotional availability and predictability in environments where children and young people are present - Uses relationally respectful language and tone in written and verbal communications, recognising their influence on organisational culture and staff wellbeing - Collaborates with direct and indirect contact staff to understand how operational decisions impact relational dynamics with children, young people, families and colleagues - Promotes cross-functional collaboration that values connection, empathy and mutual respect, fostering a culture of relational safety throughout the organisation - Supports initiatives and resource allocation that strengthen relational practices, such as staff training, reflective supervision and trauma-informed approaches - Advocates for relational intent in strategic planning, embedding it as a guiding principle in organisational development and continuous improvement efforts
2. Safe and professional conduct Demonstrates ethical, consistent and child-safe behaviour aligned with codes of conduct and safeguarding policies	a. Integrity Mindset Ethical conduct is foundational, and the safety and wellbeing of children and young people is centred in every decision	<ul style="list-style-type: none"> - Designs and maintains systems and processes that uphold ethical standards and embed child safeguarding into governance, risk and compliance frameworks - Ensures organisational policies and procedures reflect a commitment to child safeguarding and ethical decision-making at all levels - Considers the impact of operational decisions on the safety and wellbeing of children and young people - Promotes a culture of integrity by aligning business practices with safeguarding principles and ensuring transparency and accountability
	b. Boundary awareness Physical, emotional and relational boundaries in adult-child and peer interactions are understood and upheld respectfully and consistently	<ul style="list-style-type: none"> - Designs and maintains systems and policies that support the consistent application of boundary expectations across the organisation - Ensures operational decisions and practices reinforce physical, emotional and relational safety for children and young people - Collaborates with frontline and leadership teams to make sure boundary-related risks are identified and mitigated through governance and compliance processes - Supports a culture of professionalism and safeguarding by embedding boundary awareness into organisational communications, infrastructure and risk management
	c. Ethical reasoning The ability to consider complex or uncertain safeguarding scenarios in the child and young person's best interests, with mind to what is right and fair	<ul style="list-style-type: none"> - Integrates ethical considerations into governance, policy and risk management, ensuring decisions support child safety, wellbeing and fairness. - Considers and addresses ethical implications of operational decisions, even when not directly involving children and young people - Collaborates with frontline and leadership teams to make sure systems support ethical and child-centred practice

		<ul style="list-style-type: none"> - Promotes organisational integrity by embedding ethical reasoning into compliance, reporting and decision-making frameworks
3. Critical thinking, interpretation and reflection Applies analytical thinking, makes sound judgments and reflects on practice to improve decision-making and outcomes for children and young people	a. Reflective capacity The ability to self-reflect on individual practice, assumptions and responses and apply learnings, particularly following challenging interactions or feedback	<ul style="list-style-type: none"> - Reflects on the impact of operational decisions on child safeguarding, inclusion and staff wellbeing, especially following feedback or incidents - Reviews systems and processes to identify areas for improvement in supporting trauma-informed and child-safe practice - Uses data and stakeholder input to inform continuous improvement and ethical decision-making - Demonstrates accountability by adjusting business practices based on reflective insights and organisational learning
	b. Analytical mindset The ability to interpret information, behaviour and context to understand patterns, assess risk and respond effectively	<ul style="list-style-type: none"> - Considers and analyses organisational systems, identifying risks and opportunities to strengthen child safety and wellbeing - Interprets data and feedback to inform policy, governance and operational improvements - Collaborates with frontline staff to gain insights to understand the impact of business decisions on children and young people - Supports evidence-informed practice, ensuring systems enable effective risk identification and response
	c. Situational judgement The ability to assess and respond to situations appropriately, particularly in relation to complex or ambiguous situations	<ul style="list-style-type: none"> - Assesses organisational risks and operational scenarios, making decisions that uphold child safeguarding and ethical standards - Responds appropriately to emerging issues using policy, data and stakeholder input to guide action - Considers compliance, efficiency and prioritises child-centred values when navigating complex operational decisions - Supports systems that enable responsive and informed decision-making, ensuring staff are equipped to act appropriately in varied situations
4. Engagement and collaboration Builds trusting, respectful relationships with colleagues, families, communities and children and young people to support child safety, wellbeing and inclusion	a. Relationship-building orientation A commitment to building mutual trust and collaboration with children, young people, families, colleagues and community, recognising shared responsibility for safeguarding	<ul style="list-style-type: none"> - Builds collaborative relationships with operational and frontline teams to make sure systems and processes support child safety, wellbeing and inclusion - Engages stakeholders respectfully, recognising the importance of trust and transparency in governance and risk management - Supports organisational culture that values connection, cooperation and shared accountability for child wellbeing - Designs and maintains systems that enable collaboration, ensuring staff can work together effectively to support children, young people and families
	b. Openness to shared responsibility The understanding of the value of collective accountability and the role of everyone to uphold child safety, wellbeing and inclusion	<ul style="list-style-type: none"> - Designs and maintains systems that support shared responsibility for child safeguarding across all roles and functions - Collaborates with operational and frontline teams, making sure business decisions reflect collective safeguarding priorities

		<ul style="list-style-type: none"> - Promotes transparency and accountability, embedding shared responsibility into governance and compliance frameworks - Supports a whole-of-organisation approach to child safeguarding, recognising that every role contributes to a safe and inclusive environment
5. Child-centred practice Prioritises the rights, needs, voice and best interests of children and young people in all planning, decision-making and interactions	a. Empowerment orientation An acknowledgement that children and young people have agency and a right to participate in matters that affect them and a commitment to enabling that agency	<ul style="list-style-type: none"> - Designs systems and processes that support children and young people's participation and uphold their rights to be heard and involved - Ensures organisational policies and communications reflect a commitment to child and young person agency and inclusion - Collaborates with staff to understand how operational decisions impact children and young people's ability to participate meaningfully - Supports data collection and feedback mechanisms that elevate children and young people's voices in organisational learning and planning
	b. Child rights literacy Knowledge of Australia's legal commitment to upholding the rights of children and young people and the understanding of how to uphold these rights in accordance with the law	<ul style="list-style-type: none"> - Integrates principles of the rights of children and young people into organisational policies, systems and governance frameworks, ensuring compliance with legal standards - Supports operational decisions that reflect Australia's commitment to upholding the rights of children and young people - Collaborates with staff and leadership teams to make sure business practices promote dignity, inclusion and protection - Monitors organisational performance against child rights benchmarks, contributing to continuous improvement
	c. Protective stance The proactive anticipation of risk to children and young people, even in the absence of formal concern, with consideration to the child or young person's best interests	<ul style="list-style-type: none"> - Designs systems and processes that enable early identification and mitigation of risks to children and young people - Assesses operational decisions for potential unintended impacts on child safeguarding and wellbeing. - Collaborates with staff and leadership teams to make sure risk management frameworks are responsive and child-centred - Supports continuous improvement by embedding protective principles into governance, compliance and reporting mechanisms
6. Observation and insightful awareness Identifies behavioural, emotional, or environmental cues through attentive observation and applies insight to support children	a. Attentiveness The ability to identify and recognise potential distress or safeguarding risks through non-verbal cues, changes in mood and environment factors	<ul style="list-style-type: none"> - Considers how policies, procedures and operational decisions may impact the safety and wellbeing of children and young people, including indirect risks that may not be immediately visible - Analyses patterns, gaps, or environmental factors in data, reporting, or feedback that could signal safeguarding risks, distress, or barriers to inclusion - Pays attention to non-verbal or indirect indicators of concern raised by staff, families, or community representatives and explores these with curiosity and respect - Recognises how organisational environments, culture and practices may contribute to or alleviate children or young person's sense of safety and belonging - Ensures documentation, reporting systems and governance processes allow for the clear recording, escalation and analysis of potential risks or concerns

and young people's wellbeing and safety		<ul style="list-style-type: none"> - Collaborates with staff, leaders and external partners to interpret observations and trends, making sure organisational responses are culturally responsive, developmentally appropriate and inclusive.
	b. Trauma awareness The understanding of the impact of trauma on behaviour, communication and relations and the ability to respond in a trauma-informed manner	<ul style="list-style-type: none"> - Designs and maintains systems, policies and processes that reflect trauma-informed principles, ensuring organisational practices promote emotional safety and minimise the risk of re-traumatisation - Considers the impact of governance and risk management decisions on children and young people affected by trauma, ensuring alignment with inclusive and psychologically safe approaches - Collaborates with operational and frontline teams to understand the practical implications of trauma on service delivery, using this insight to inform strategic planning and continuous improvement - Supports trauma-informed environments by embedding values of consistency, predictability and emotional safety into organisational infrastructure and communications - Monitors and evaluates organisational practices to identify and address systemic barriers to trauma-informed care, advocating for adjustments that enhance wellbeing and inclusion
	c. Intuitive attunement The ability to recognise a child or young person's feelings or needs without explicit expression or indication	<ul style="list-style-type: none"> - Remains attentive to patterns and signals in organisational data, reporting, or staff feedback that may indicate unspoken risks, discomfort, or unmet needs impacting children and young people - Recognises when staff, families or community members are indirectly expressing concerns or discomfort, even if not explicitly stated and responds with curiosity and openness - Considers the “unspoken impact” of organisational policies, governance decisions and resource allocations on the emotional safety, inclusion and wellbeing of children and young people - Creates systems that encourage and capture nuanced staff insights, instincts, or observations about children or young people’s unexpressed needs, making sure they are validated and acted upon - Embeds opportunities within organisational practices for children, young people, families and staff to share feelings and needs through non-verbal or alternative forms of feedback - Demonstrates cultural and developmental sensitivity in interpreting unspoken or indirect cues from diverse groups, making sure these inform decision-making - Ensures accountability mechanisms are in place so that intuitive insights and early signals are escalated, documented and addressed within the organisation - Encourages a culture where professional intuition is valued alongside formal reporting, recognising its role in protecting children and young people’s safety and wellbeing
7. Inclusive and equitable practice Acts to remove barriers and actively fosters inclusion, equity and accessibility for	a. Equity mindset The understanding that children and young people are entitled to feel safe and included without barriers	<ul style="list-style-type: none"> - Integrates child safeguarding, equity and inclusion into organisational systems, policies and risk frameworks - Ensures that operational decisions do not create or reinforce barriers for children and young people, particularly those with diverse needs - Collaborates with program and frontline teams to understand the impact of business practices on inclusion - Uses data and feedback to identify inequities and drive continuous improvement - Embeds accessibility and cultural responsiveness into procurement, infrastructure and service design

all children and young people, particularly those with diverse needs or backgrounds	b. Accessibility lens The ability to consider and recognise physical, emotional, cultural or procedural barriers and take action to address them	<ul style="list-style-type: none"> - Designs and maintains systems, processes and infrastructure that are accessible to all children, young people and families - Considers accessibility impacts in procurement, technology, facilities and service design - Collaborates with program teams to make sure operational decisions support inclusive environments - Uses data and feedback to identify and address procedural or systemic barriers - Embeds accessibility standards and inclusive design principles into organisational practices
	c. Systemic awareness The commitment to understanding and challenging how systems and structures may exclude, disadvantage or cause harm due to age, culture, abilities or race	<ul style="list-style-type: none"> - Designs and maintains systems and processes that actively challenge structural inequities - Reviews policies and procedures to make sure they do not create or perpetuate disadvantage - Collaborates with frontline staff, leadership and external partners to understand how operational decisions impact inclusion - Collects and analyses data to identify and address systemic gaps in access, safety and wellbeing - Embeds equity and cultural safety principles into organisational frameworks and compliance standards
8. Curiosity and reflective engagement Demonstrates active interest, continuous learning and reflective engagement in improving outcomes for children and young people	a. Reflective disposition The ability to self-examine, reflect on and challenge personal beliefs, biases, assumptions, experiences, knowledge and behaviours in response to feedback, incidents or general learning and acknowledge the need for continued growth in the context of child safeguarding	<ul style="list-style-type: none"> - Reflects on how operational decisions may be influenced by assumptions or systemic bias - Considers feedback and data to examine the impact of systems on child safety, wellbeing and inclusion - Acknowledges gaps in knowledge and seeks input from diverse voices to inform decisions - Promotes a culture of learning and continuous improvement across operational areas - Ensures that policies and procedures are regularly reviewed and evaluated through a reflective and inclusive lens
	b. Critical inquiry skill The ability to question, evaluate and explore complex situations or scenarios through investigation, examination and learning	<ul style="list-style-type: none"> - Applies critical analysis to organisational systems, policies and procedures to identify risks or inequities - Investigates feedback and data to understand the impact of operational decisions on child safeguarding - Collaborates with diverse audiences, including frontline staff, leadership and external partners, to explore complex challenges and co-design solutions - Uses inquiry to evaluate compliance, performance and continuous improvement strategies - Promotes a culture of learning and evidence-based decision-making across operational areas
9. Cultural safety and responsiveness Respects and upholds the cultural identity, rights and safety of Aboriginal and	a. Cultural humility The understanding that personal cultural identity and bias exists and the ability to openly engage in learning from and with other cultures, particularly when working with Aboriginal and Torres Strait Islander children, young people and families	<ul style="list-style-type: none"> - Considers cultural safety and inclusion in the design of systems, policies and procedures - Engages with diverse communities, particularly Aboriginal and Torres Strait Islander communities and other cultural groups, to inform operational decisions - Reflects on how organisational practices may reinforce cultural bias or exclusion - Embeds cultural humility into procurement, infrastructure and service design - Promotes culturally safe environments through inclusive operational frameworks

Torres Strait Islander children and young people and all culturally diverse children and young people	b. Critical consciousness The ability to acknowledge and challenge unconscious bias, racism and power dynamics at both personal and organisational levels	<ul style="list-style-type: none"> - Reviews systems and policies to identify and address embedded bias or inequity - Considers how organisational structures may reinforce power imbalances or disadvantage certain groups - Engages with diverse communities to inform and maintain inclusive and culturally safe operational practices - Promotes racially and culturally inclusive and responsive principles and embeds into organisational frameworks
	c. Respect for lived/living experience The acknowledgement that children, young people, family and community voices and experiences are valid and essential to embedding child safeguarding practice	<ul style="list-style-type: none"> - Embeds mechanisms for listening to and acting on the voices of children, young people, families and communities into organisational practice and procedures - Uses lived and living experience insights to inform policy development, risk management and service design - Collaborates with diverse audiences to make sure operational decisions reflect community needs and perspectives - Ensures that systems and processes are responsive to the realities of those they impact - Promotes transparency and accountability in how lived and living experience is used to shape organisational practices
10. Risk identification and mitigation Proactively identifies, assesses and addresses risks to children and young people's safety and wellbeing across environments and practices	a. Risk literacy The knowledge and understanding of how risks arise in environments and relationships that impact the safety and wellbeing of children and young people and how to manage and mitigate those risks	<ul style="list-style-type: none"> - Designs and maintains systems that support effective risk identification and response - Ensures policies and procedures reflect current best practices in child safeguarding - Collaborates with organisational teams to assess and manage operational risks - Uses data and risk assessments to inform decision-making and continuous improvement - Embeds child safeguarding considerations into procurement, infrastructure and service design
	b. Anticipatory awareness The ability to identify and address potential risks to or concerns about child safety and wellbeing before they escalate	<ul style="list-style-type: none"> - Designs and maintains systems and processes to enable early identification and response to risks - Embeds preventative safeguards into infrastructure, technology and service design - Utilises and validates predictive data and risk modelling to inform operational decisions - Collaborates with frontline and leadership teams to understand emerging risks and adapt systems accordingly - Ensures that organisational practices support timely and effective risk mitigation
	c. Duty of care mindset A professional disposition that takes personal responsibility for protecting children and young people, even when it's not formally required	<ul style="list-style-type: none"> - Designs systems and processes that reflect a shared organisational duty of care - Considers the impact of operational decisions on child safeguarding, even when not directly responsible - Promotes a culture where all staff understand their role in safeguarding children and young people - Responds to emerging risks or concerns with a sense of ethical responsibility - Ensures that organisational practices empower staff to act in the best interests of children and young people
11. Accountability, integrity and confidentiality	a. Ethical accountability The commitment and ability to remain transparent, honest and reliable in all child-related matters	<ul style="list-style-type: none"> - Designs and maintains systems that support ethical conduct and accountability in child-related matters - Ensures that data handling, reporting and decision-making processes protect privacy and build trust - Promotes transparency in organisational practices that affect children, young people and families - Responds to risks or breaches with integrity and a commitment to continuous improvement - Embeds ethical standards into operational policies and compliance frameworks

<p>Takes ownership for actions, maintains ethical standards and handles information appropriately to protect privacy and build trust</p>	<p>b. Boundary awareness The understanding and maintenance of personal, professional and organisational boundaries and their role in protecting children and young people</p>	<ul style="list-style-type: none"> - Designs and maintains systems and policies that define and support appropriate boundaries across roles - Ensures organisational practices reinforce safe and ethical conduct. - Reviews and evaluates procedures to identify and address risks related to boundary violations - Collaborates with program teams to make sure operational decisions support boundary integrity - Promotes a culture of accountability and professionalism in all child-related matters
	<p>c. Accountability onus The ability to understand and take ownership of the outcomes and consequences of all actions, interactions and behaviours</p>	<ul style="list-style-type: none"> - Demonstrates responsibility and ownership of how operational decisions and systems impact child safeguarding and wellbeing - Responds to risks or failures with transparency and a commitment to learning and improvement - Ensures organisational processes support accountability at all levels - Embeds mechanisms for tracking and learning from outcomes and incidents - Promotes ethical responsibility in data handling, compliance and service delivery
<p>12. Child and family advocacy and support</p> <p>Supports and advocates for children and young people's rights, safety, wellbeing and inclusion and empowers families to participate meaningfully in decisions</p>	<p>a. Empowerment orientation The acknowledgement of the value in listening to and empowering child, young person and family voice, dignity and self-determination at all times</p>	<ul style="list-style-type: none"> - Integrates child, young person and family voice into governance and policy frameworks, ensuring that operational decisions reflect the principles of dignity, inclusion and self-determination - Designs systems and processes that enable meaningful participation of children, young people and families in decision-making, service feedback and organisational improvement - Ensures communication materials and procedures are accessible, culturally appropriate and supportive of informed choice for children, young people and families - Promotes equity and inclusion by identifying and addressing systemic barriers that may limit the ability of children, young people and families to participate or be heard - Collaborates with frontline and leadership teams to make sure operational practices uphold the rights and agency of children, young people and families across all service areas - Supports the development and implementation of tools and resources that help staff engage children, young people and families in ways that promote voice, choice and shared decision-making - Advocates for organisational accountability in upholding empowerment-oriented practices, ensuring that policies and risk management strategies align with child, young person and family rights
	<p>b. Communication empathy The ability to utilise active listening to gain an understanding of lived experiences and respond with affirmation and validation</p>	<ul style="list-style-type: none"> - Designs and supports systems, policies and processes that reflect empathy, inclusion and respect for the lived experiences of children, young people and families, even without direct contact - Considers the emotional and relational impact of governance and risk management decisions on children, young people, families and frontline staff, ensuring alignment with trauma-informed and child-safe principles - Collaborates with operational teams to understand the emotional dynamics of service delivery, using that insight to inform strategic planning and continuous improvement - Promotes a culture of empathy and emotional safety across the organisation by embedding values of active listening, affirmation and dignity into business practices and communications - Monitors and evaluates organisational practices to make sure they support emotionally safe environments for children, young people and families, advocating for adjustments where systemic barriers to empathy are identified

<p>13. Power and privilege awareness and management</p> <p>Recognises personal and systemic power dynamics and actively works to mitigate their impact on children, young people, families and staff</p>	<p>a. Social awareness The understanding and recognition of power dynamics and inequality within systems, structures and own personal biases</p>	<ul style="list-style-type: none"> - Reviews and evaluates organisational systems and policies to identify and address operational or systemic inequalities - Considers how operational decisions may reinforce or challenge power imbalances - Collaborates with diverse audiences to inform inclusive and equitable practices - Uses data and inquiry to understand and evaluate the impact of systems on marginalised groups - Monitors and embeds social awareness into compliance, infrastructure and service design
	<p>b. Cultural humility The acknowledgement of others lived cultural experiences and the ability to learn from them and challenge personal assumptions and bias</p>	<ul style="list-style-type: none"> - Considers the cultural impact of policies, systems and operational decisions on those engaged with the organisation - Engages with culturally diverse communities to inform and maintain inclusive and respectful practices - Identifies and addresses systemic barriers that may disadvantage certain cultural groups - Embeds cultural humility into organisational frameworks, policies, procurement and service design - Promotes a culture of learning from lived and living cultural experience across operational areas
	<p>c. Power intersectionality awareness The understanding of how power dynamics in child-adult relationships impact the way children and young people engage with those around them and how this effects their feelings and perceptions of safety</p>	<ul style="list-style-type: none"> - Considers how organisational systems and structures may reinforce power imbalances affecting children and young people - Designs policies and procedures that promote child and young person agency and reduce systemic inequality - Engages with children, young people, families and communities to understand how power dynamics affect their experiences - Uses data and consultation to identify and address intersectional risks - Embeds principles of equity and empowerment into operational frameworks and service design
<p>14. Adaptability and resilience</p> <p>Maintains effectiveness and care under pressure or change, adjusting practices to support safety and wellbeing</p>	<p>a. Change responsiveness The ability to respond and adjust behaviour or approach in moments of pressure or change to support or maintain wellbeing and safeguarding responsibilities</p>	<ul style="list-style-type: none"> - Adjusts systems, workflows, or policies in response to emerging risks or regulatory changes, ensuring safeguarding practices remain effective - Collaborates with child-facing teams to understand the impact of operational changes and refine processes accordingly - Maintains a proactive stance on risk management, ensuring decisions uphold child and young person safety, inclusion and wellbeing - Responds to organisational pressures with agility, ensuring continuity of support services and infrastructure - Communicates changes clearly and empathetically, helping staff navigate transitions with confidence and clarity
	<p>b. Emotional regulation The ability to understand, reflect on and manage internal emotions and adapt in accordance with the demands of the scenario or situation</p>	<ul style="list-style-type: none"> - Maintains professionalism and emotional control when navigating organisational pressures, stakeholder demands, or policy changes that impact child and young person safety and wellbeing - Considers and reflects on emotional responses to risk, conflict, or resistance, ensuring decisions remain objective and aligned with safeguarding values - Demonstrates resilience and composure when managing competing priorities, helping maintain operational stability and trust - Supports emotionally safe communication and collaboration across departments, especially during change or crisis

		<ul style="list-style-type: none"> - Recognises the emotional impact of decisions on child-facing teams and adjusts approach to support wellbeing and inclusion
<p>15. Child and young person agency and empowerment</p> <p>Enables children and young people to express their views, make choices and influence matters that affect them in developmentally appropriate ways</p>	<p>a. Empowerment orientation The drive to support and create a safe environment with opportunities for children and young people to express themselves, their views and make decisions in line with their own capacity and interests</p>	<ul style="list-style-type: none"> - Designs and maintains systems, policies and processes that enable children and young people's voices to be captured, considered and acted upon - Ensures operational decisions support environments where children and young people can safely express themselves and influence their experiences - Collaborates with child-facing teams to understand barriers to empowerment and adjust practices accordingly - Embeds child and young person agency principles into governance, risk management and compliance frameworks - Promotes accessibility and inclusion in organisational tools and communications, enabling diverse forms of expression and participation
	<p>b. Rights-based practice mindset The understanding of the value and importance of supporting children and young people's rights to be heard, safe and included in decisions in embedding and maintaining safeguarding practice</p>	<ul style="list-style-type: none"> - Designs and maintains systems, policies and procedures that protect and promote children and young people's rights across the organisation - Ensures compliance with legal and ethical standards related to child and young person safety, wellbeing, inclusion and participation - Collaborates with frontline teams to make sure operational decisions do not inadvertently compromise children and young people's rights - Embeds rights-based principles into risk management, governance and reporting frameworks - Supports accessibility and equity in organisational practices, enabling all children and young people to be heard and included
	<p>c. Participation facilitation skill The ability to create and support opportunities for children and young people's voices to be expressed and heard</p>	<ul style="list-style-type: none"> - Designs and maintains operational systems that enable children and young people's voices to be heard and considered in decision-making - Ensures feedback mechanisms are accessible, inclusive and safe for children and young people to use - Collaborates with child-facing teams to make sure participation data informs service improvement and policy development - Embeds participation principles into governance, compliance and reporting frameworks - Supports the development of tools and resources that facilitate child or young person's voice across diverse settings and populations
<p>16. Application of policy and procedure</p> <p>Applies relevant organisational policies,</p>	<p>a. Operational awareness The understanding of safeguarding policies, procedures and protocols in line with role responsibilities</p>	<ul style="list-style-type: none"> - Designs and maintains systems, processes and documentation that support consistent application of safeguarding policies - Ensures organisational compliance with legal and regulatory safeguarding requirements - Collaborates with child-facing teams to make sure operational decisions do not compromise safety, wellbeing or procedural integrity - Embeds safeguarding principles into risk management, governance and quality assurance frameworks

procedures and legislative frameworks accurately and consistently in day-to-day work		<ul style="list-style-type: none"> - Supports data protection, privacy and consent protocols that uphold children and young people's rights and wellbeing
	b. Procedural confidence The ability to navigate and apply safeguarding policies, procedures and protocols appropriately in practice in line with role responsibilities	<ul style="list-style-type: none"> - Designs and maintains operational systems that support accurate and consistent application of safeguarding procedures - Ensures organisational compliance with legal, regulatory and internal safeguarding protocols - Collaborates with child-facing teams to make sure procedures are practical, accessible and aligned with frontline realities - Embeds procedural safeguards into governance, risk management and quality assurance frameworks - Supports continuous improvement by reviewing and updating procedures based on feedback, incidents and best practice
17. Supervision, management and oversight Provides or engages in effective supervision that promotes child safety, wellbeing, staff development and accountability	a. Child-safeguarding leadership mindset The ability to understand the value of prioritising, demonstrating and enforcing safeguarding practices and behaviours within the workplace	<ul style="list-style-type: none"> - Embeds child safeguarding principles into operational systems, policies and risk management frameworks - Ensures organisational decisions and practices reflect a commitment to safeguarding, even in areas with limited child and young person contact - Collaborates with child-facing teams to understand safety and wellbeing needs and adjust operations accordingly - Promotes procedural integrity and compliance, ensuring safeguarding is not compromised by efficiency or cost pressures - Supports a culture of safeguarding through transparent communication, documentation and continuous improvement
	b. Monitoring and coaching skill The ability to observe and provide support and guidance for safeguarding practices and procedures within the workplace	<ul style="list-style-type: none"> - Monitors the effectiveness of safeguarding systems and processes, ensuring they support frontline practice - Provides guidance to teams on how to navigate operational procedures that impact child and young person safety and wellbeing - Collaborates with frontline staff to identify areas where systems may need adjustment or clarification. - Supports training and development initiatives that strengthen procedural understanding across departments - Gathers and engages with feedback and data to refine operational tools and make sure they align with safeguarding goals
18. Fair and ethical decision-making Makes decisions that are just, transparent, inclusive and based on the best interests of children, young people and families	a. Ethical reasoning The ability to consider decisions ethically and transparently with consideration to safety, wellbeing, dignity and cultural obligation	<ul style="list-style-type: none"> - Applies ethical reasoning to operational decisions, ensuring systems and processes support child and young person safety, wellbeing and dignity - Considers the impact of policies and procedures on diverse children, young people and families, adjusting practices to promote equity - Maintains transparency in governance and compliance, ensuring safeguarding decisions are well-documented and justified - Collaborates with child-facing teams to understand ethical challenges and refine operational responses - Embeds cultural safety and ethical standards into organisational frameworks and risk management

	b. Moral reasoning The ability to consider and analyse competing risks to make decisions that are ethically defensible and consistent with safeguarding practices	<ul style="list-style-type: none"> - Evaluates operational decisions through an ethical lens, ensuring child and young person safety and wellbeing is not compromised by efficiency or compliance pressures - Balances competing organisational risks with safeguarding priorities. - Collaborates with frontline teams to understand the real-world impact of decisions and adapts accordingly - Embeds ethical safeguards into systems and processes, supporting defensible decision-making across departments - Promotes transparency and accountability in operational governance, especially when risks are complex or evolving
	c. Equity lens The understanding and awareness of the impacts of systemic and cultural barriers that result in exclusion and inequality and the need to ensure fair access and treatment to enable safeguarding measures	<ul style="list-style-type: none"> - Designs systems and processes that promote equitable access to services and safeguarding measures - Reviews and evaluate policies and procedures to make sure they are grounded in inclusivity and equality for diverse groups. - Collaborates with child-facing teams to understand operational barriers to inclusion and adjust accordingly. - Embeds equity principles into governance, compliance and risk management frameworks - Supports data collection and analysis to identify disparities and inform inclusive operational improvements
19. Knowledge management and learning Seeks, shares and applies relevant knowledge and evidence to improve outcomes and stay current with child safeguarding best practice	a. Learning orientation The acknowledgement of the value of improving safeguarding practice through evidence, reflection and learning	<ul style="list-style-type: none"> - Engages evidence and feedback to improve systems, processes and policies that support safeguarding - Collaborates with frontline teams to understand practice realities and inform operational improvements - Reviews and evaluates data and trends to identify areas for learning and development across the organisation - Supports the integration of learning into governance, compliance and risk management frameworks - Promotes a culture of continuous improvement by embedding continuous learning cycles into operational planning
	b. Knowledge sharing mindset The understanding that knowledge sharing will foster and contribute to enhanced organisational learning around safeguarding practices and procedures, including through reporting of errors or lessons learned	<ul style="list-style-type: none"> - Designs systems that enable safe and effective reporting of incidents, errors and lessons learned - Collaborates with child-facing teams to gather insights and feedback that inform operational improvements - Disseminates data and trends across departments to support evidence-informed decision-making - Embeds knowledge-sharing mechanisms into governance, compliance and risk frameworks - Promotes a culture of transparency and learning by supporting cross-functional communication and collaboration
	c. Growth mindset The ability to actively engage in learning through seeking feedback, reviewing complaints, self-reflection and audits and reporting to strengthen child safeguarding systems and enable continuous improvement and both personal and organisational levels	<ul style="list-style-type: none"> - Reviews and evaluates operational data, complaints and audits to identify systemic improvements in safeguarding processes - Collaborates with frontline teams to understand challenges and adapt systems to better support child safeguarding and wellbeing - Supports the integration of feedback and learning into policy, compliance and risk management frameworks - Demonstrates openness to revising procedures and tools based on evidence and organisational learning - Promotes a culture of continuous improvement across departments, recognising the role of operations in safeguarding outcomes

<p>20. Complaints and concerns handling</p> <p>Responds to feedback, complaints and disclosures in a timely, respectful and child-focused manner that promotes learning, safety and wellbeing</p>	<p>a. Protective concern The ability to identify, intervene and seek help or support following indicators of concern or disclosure about or from a child or young person who appears or feels unsafe or unheard</p>	<ul style="list-style-type: none"> - Designs and maintains systems that support timely and accurate reporting of concerns and disclosures - Ensures safeguarding procedures are accessible and practical for all staff, including those in non-child-facing roles - Collaborates with frontline teams to understand barriers to reporting and address them through operational improvements - Reviews and evaluates incident data and feedback to identify trends and strengthen organisational responses to concerns - Supports a culture of transparency and responsiveness in safeguarding systems and infrastructure
	<p>b. Emotional regulation The ability to understand, reflect on and manage internal emotions and adapt and respond appropriately under pressure in accordance with a disclosure or complaint</p>	<ul style="list-style-type: none"> - Maintains professionalism and emotional control when managing complaints or safeguarding-related incidents - Responds to operational pressures or stakeholder concerns with clarity and composure, ensuring child and young person safety and wellbeing remains central - Supports emotionally safe communication across departments, especially when addressing sensitive issues - Promotes a culture of calm, respectful and constructive engagement with safeguarding concerns
	<p>c. Procedural confidence The ability to apply procedures for complaint-handling and reporting procedures with confidence in an accurate and respectful manner</p>	<ul style="list-style-type: none"> - Designs and maintains systems that support accurate and confident application of complaint-handling procedures - Ensures organisational compliance with legislative and internal reporting requirements - Collaborates with child-facing teams to make sure procedures are practical, accessible and aligned with safeguarding needs - Embeds complaint-handling protocols into governance, risk management and quality assurance frameworks - Supports training and resources that build staff confidence in navigating safeguarding procedures
<p>21. Governance, oversight and recruitment</p> <p>Ensures governance, reporting and recruitment practices support child safety and wellbeing, cultural inclusion, transparency and staff suitability</p>	<p>a. Strategic safeguarding lens The ability to consider and apply child safeguarding principles and practices strategically within resource management and policy design</p>	<ul style="list-style-type: none"> - Embeds safeguarding principles into operational systems, procurement, infrastructure and policy development - Ensures that budgeting, resource allocation and risk management processes prioritise child and young person safety, wellbeing and inclusion - Collaborates with supervision and frontline teams to make sure operational decisions support safe environments - Reviews, refines and updates policies and procedures to reflect current safeguarding standards and organisational values - Supports data-informed decision-making that identifies and addresses systemic risks or gaps in safeguarding
	<p>b. Safe systems thinking The ability to understand how governance, HR, risk and compliance and operations impact and are impacted by child safeguarding practices</p>	<ul style="list-style-type: none"> - Designs and maintains systems that uphold and reinforce safeguarding principles - Reviews operational processes to make sure they support safe, inclusive and responsive child-facing practices - Collaborates with supervision and frontline teams to understand how systems impact safeguarding outcomes - Embeds child safety and wellbeing into risk management, reporting and governance tools, ensuring alignment across departments - Uses and evaluates data and feedback to identify systemic gaps and drive continuous improvement in safeguarding infrastructure

What I know

- Understanding of Queensland child safeguarding legislation, Child Safe Standards and the Universal Principle, cultural safety and how to embed these into governance, risk and compliance frameworks that support child safety and wellbeing
- Knowledge of how organisational systems and decisions impact frontline safeguarding practices
- Ability to embed safeguarding principles into HR, policy, finance and legal processes
- Awareness of cultural safety indicators, accessibility and equity in organisational design
- Understanding of complaints management systems, including culturally safe and child-friendly procedures
- Knowledge of how to monitor safeguarding performance, including data analysis and reporting
- Ability to support continuous improvement, including audits, stakeholder engagement and policy review

Leadership, Senior Management and/or Executive

Competency	Capability	Behaviours
1. Clear and Respectful Communication Consistently communicates with children, young people, families and colleagues using clear, respectful, inclusive and developmentally appropriate language	a. Communication Empathy The ability to communicate with understanding, patience and active listening (empathy), particularly when engaging with children, young people and families, to maintain an environment of trust and psychological safety	<ul style="list-style-type: none"> - Leads with empathy in strategic communication, ensuring that organisational messaging reflects respect, understanding and psychological safety for all stakeholders, including children, young people, families and staff - Models emotionally intelligent leadership, using active listening and thoughtful responses when engaging with teams, boards and external partners, especially on matters impacting child safeguarding and wellbeing - Promotes a culture of empathy and inclusion by embedding these values into organisational vision, policies and leadership practices - Allocates resources and support to initiatives that strengthen empathetic communication across the organisation, such as training, reflective practice and staff wellbeing programs - Demonstrates cultural humility and awareness in high-level communications, ensuring that language and tone are inclusive and respectful of diverse communities and experiences - Encourages open, transparent dialogue across all levels of the organisation, creating psychologically safe spaces for staff to raise concerns, share insights and reflect on practice - Validates and supports the emotional labour of staff working directly with children and young people, recognising its impact on wellbeing and performance and responding with compassion and practical support - Uses empathetic insights to guide decision-making, particularly when setting priorities, responding to incidents, or evaluating organisational performance related to child safeguarding and inclusion - Holds the organisation accountable for maintaining empathetic, respectful communication standards, ensuring these are reflected in both internal culture and external representation
	b. Language Awareness Recognition and understanding of how language (spoken, written, body language) impacts inclusion, perception	<ul style="list-style-type: none"> - Sets the tone for respectful and inclusive communication across the organisation by modelling language that promotes psychological safety, cultural inclusion and child-centred values - Ensures governance documents, strategic communications and public messaging use clear, inclusive and culturally sensitive language that reflects the organisation's commitment to child safeguarding and wellbeing

	and power dynamics, particularly across cultures, abilities and age	<ul style="list-style-type: none"> - Recognises the impact of language on power dynamics and perception, particularly in leadership communications and intentionally uses language that empowers staff and communities - Promotes consistency in language practices across departments by embedding expectations for respectful, developmentally appropriate and trauma-informed communication in organisational policies and standards - Allocates resources to support language awareness initiatives, including training, reflective practice and inclusive communication strategies for staff at all levels - Demonstrates awareness of non-verbal communication and tone in leadership interactions, ensuring that executive presence fosters trust, inclusion and emotional safety - Engages in reflective leadership practice, seeking feedback on how language used in decision-making and strategic planning may impact inclusion and child safeguarding - Holds the organisation accountable for maintaining language practices that are culturally safe, inclusive and aligned with child-safe principles - Supports diverse voices and perspectives by ensuring communication strategies are accessible and inclusive across cultures, abilities and age groups
	c. Relational Intent Relationships are valued as foundational to safety, wellbeing, healing and trust, guiding all interactions with children, young people, families and colleagues	<ul style="list-style-type: none"> - Champions relationships as foundational to child safety, wellbeing, healing and trust, embedding relational values into the organisation's mission, strategic direction and leadership practices - Models relationally respectful leadership, engaging with staff, stakeholders and communities in ways that foster trust, psychological safety and inclusion - Allocates resources to support relational-building practices, such as reflective supervision, trauma-informed training and initiatives that strengthen connection across teams and with children, young people and families - Ensures organisational structures and systems promote consistency, emotional availability and predictability, enabling staff to build strong relationships with children and young people - Promotes a culture of empathy and collaboration, encouraging relational approaches to problem-solving, decision-making and conflict resolution - Holds leaders accountable for relational practice, ensuring that supervision, team dynamics and service delivery reflect the organisation's commitment to relational safety - Engages in reflective leadership, seeking feedback on how executive decisions and behaviours impact relational dynamics across the organisation - Supports cross-functional collaboration, recognising that strong relationships between departments and teams enhance outcomes for children and young people - Advocates for relational intent in governance and policy, ensuring that all organisational practices are aligned with the principles of safety, wellbeing, healing and trust
2. Safe and professional conduct Demonstrates ethical, consistent and child-safe	a. Integrity Mindset Ethical conduct is foundational, and the safety and wellbeing of children and young people is centred in every decision	<ul style="list-style-type: none"> - Leads with integrity, ensuring that ethical conduct and child safeguarding and wellbeing are central to the organisation's strategy, culture and leadership practices - Allocates resources and sets expectations that prioritise child safeguarding and uphold professional and ethical standards across all functions - Models' ethical leadership, reinforcing the importance of accountability, transparency and consistent alignment with safeguarding policies

behaviour aligned with codes of conduct and safeguarding policies		<ul style="list-style-type: none"> - Holds leaders and teams accountable for maintaining a child-safe culture, ensuring breaches are addressed and learning is embedded
	b. Boundary awareness Physical, emotional and relational boundaries in adult-child and peer interactions are understood and upheld respectfully and consistently	<ul style="list-style-type: none"> - Leads the organisation in upholding boundary awareness as a core component of child safeguarding and professional conduct - Allocates resources and sets strategic priorities that support staff in maintaining safe and respectful boundaries - Models' ethical leadership by maintaining clear boundaries in professional relationships and decision-making processes - Ensures accountability structures are in place to address boundary breaches and promote continuous improvement in child-safe practices
	c. Ethical reasoning The ability to consider complex or uncertain safeguarding scenarios in the child and young person's best interests, with mind to what is right and fair	<ul style="list-style-type: none"> - Leads with ethical clarity, ensuring that strategic decisions reflect fairness, transparency and the best interests of children and young people - Allocates resources and sets priorities that support ethical practice and child-safe decision-making across the organisation - Models' ethical leadership, especially in complex or high-stakes situations, reinforcing a culture of accountability and trust - Ensures ethical reasoning is embedded in leadership development, policy design and organisational learning
3. Critical thinking, interpretation and reflection Applies analytical thinking, makes sound judgments and reflects on practice to improve decision-making and outcomes for children and young people	a. Reflective capacity The ability to self-reflect on individual practice, assumptions and responses and apply learnings, particularly following challenging interactions or feedback	<ul style="list-style-type: none"> - Reflects on strategic decisions and leadership actions, considering their impact on children, young people, families and staff across the organisation - Uses feedback from diverse sources—including lived experience, staff and community—to inform continuous improvement - Models' reflective leadership, acknowledging missteps and demonstrating a commitment to learning and ethical growth - Promotes a culture of reflection, embedding it into organisational development, performance management and safeguarding practices
	b. Analytical mindset The ability to interpret information, behaviour and context to understand patterns, assess risk and respond effectively	<ul style="list-style-type: none"> - Uses strategic analysis to guide decision-making, making sure organisational priorities support child safeguarding and wellbeing. - Interprets complex information and trends to assess risk and inform leadership actions - Promotes a culture of critical thinking, encouraging leaders and teams to use evidence and insight in planning and evaluation - Ensures organisational systems support pattern recognition and risk assessment, enabling proactive safeguarding
	c. Situational judgement The ability to assess and respond to situations appropriately, particularly in	<ul style="list-style-type: none"> - Demonstrates strategic judgement in complex or critical decisions, ensuring safety and wellbeing of children and young people remains central

	relation to complex or ambiguous situations	<ul style="list-style-type: none"> - Actively responds to organisational challenges, balancing competing demands with ethical clarity and accountability - Leads with foresight and adaptability, guiding the organisation through ambiguity with confidence and transparency - Supports a culture of sound decision-making, making sure leaders and teams are empowered to act appropriately in diverse situations
4. Engagement and collaboration Builds trusting, respectful relationships with colleagues, families, communities and children and young people to support child safety, wellbeing and inclusion	a. Relationship-building orientation A commitment to building mutual trust and collaboration with children, young people, families, colleagues and community, recognising shared responsibility for safeguarding	<ul style="list-style-type: none"> - Leads with integrity, building trust across the organisation and with external partners to support child safety, wellbeing and inclusion - Fosters collaboration across departments and sectors, ensuring strategic alignment and shared accountability for child wellbeing - Engages with community and lived-experience voices, building meaningful partnerships that inform organisational direction - Models respectful and inclusive leadership, reinforcing the importance of trust, transparency and mutual respect
	b. Openness to shared responsibility The understanding of the value of collective accountability and the role of everyone to uphold child safety and inclusion	<ul style="list-style-type: none"> - Leads with a commitment to collective accountability, making sure child safeguarding is embedded across all levels of the organisation - Allocates resources and sets expectations that support collaboration and shared responsibility for safeguarding - Engages with staff, families and communities, reinforcing that child safeguarding is a shared mission - Models' inclusive leadership, making sure that decision-making processes reflect diverse perspectives and shared ownership
5. Child-centred practice Prioritises the rights, needs, voice and best interests of children and young people in all planning, decision-making and interactions	a. Empowerment orientation An acknowledgement that children and young people have agency and a right to participate in matters that affect them and a commitment to enabling that agency	<ul style="list-style-type: none"> - Leads with a commitment to child and young person agency, ensuring strategic decisions and resource allocation support meaningful participation - Promotes organisational culture and values that centre children and young people's rights, voices and lived experiences - Engages with children and young people through advisory groups, consultations, or feedback channels to inform leadership decisions - Holds teams accountable for embedding empowerment principles in practice, policy and service delivery
	b. Child rights literacy Knowledge of Australia's legal commitment to upholding the rights of children and young people and the understanding of how to uphold these rights in accordance with the law	<ul style="list-style-type: none"> - Leads the organisation in upholding the rights of children and young people, embedding legal and ethical commitments into strategic direction and culture - Allocates resources and sets priorities that support the realisation of children and young people's rights across all services and functions - Engages with children, young people, families and communities to make sure their rights are reflected in leadership decisions - Holds teams accountable for implementing principles of the rights of children and young people in practice, policy and service delivery

	<p>c. Protective stance The proactive anticipation of risk to children and young people, even in the absence of formal concern, with consideration to the child or young person's best interests</p>	<ul style="list-style-type: none"> - Leads with foresight and responsibility, ensuring strategic decisions anticipate and mitigate risks to children and young people - Allocates resources to support proactive safeguarding, including training, systems and reflective practice - Promotes a culture of vigilance and responsiveness, reinforcing that child safeguarding is a shared and proactive responsibility - Engages with lived experience and frontline insights, using them to inform protective strategies and organisational direction
<p>6. Observation and insightful awareness</p> <p>Identifies behavioural, emotional, or environmental cues through attentive observation and applies insight to support children and young people's wellbeing and safety</p>	<p>a. Attentiveness The ability to identify and recognise potential distress or safeguarding risks through non-verbal cues, changes in mood and environment factors</p>	<ul style="list-style-type: none"> - Demonstrates attentiveness to organisational culture by recognising patterns, signals, or emerging risks that may indicate threats to child safeguarding, wellbeing or inclusion - Seeks and engages with feedback, data and reports from staff, children, young people, families and communities, identifying underlying concerns that may not be directly stated - Considers how strategic decisions, structures and resource allocations may create or reduce risks, distress, or inequities for children and young people - Models' curiosity and openness in responding to potential warning signs, encouraging transparent reporting and a culture of safety, wellbeing and vigilance across the organisation - Ensures governance and accountability systems capture and address early indicators of risk, discomfort, or exclusion—both verbal and non-verbal - Attends to the cultural and developmental contexts of children and young people by embedding policies and practices that support diverse needs and safe environments - Holds themselves and others accountable for acting on insights and observations, ensuring that small signals of risk or distress are not overlooked at the strategic or systemic level
	<p>b. Trauma awareness The understanding of the impact of trauma on behaviour, communication and relations and the ability to respond in a trauma-informed manner</p>	<ul style="list-style-type: none"> - Leads the integration of trauma-informed principles into the organisation's strategic direction, ensuring that emotional safety, trust and inclusion are embedded in all high-level decisions and priorities - Allocates resources and champions initiatives that build organisational capacity to recognise and respond to trauma, including staff training, reflective practice and wellbeing support - Ensures governance and accountability structures uphold trauma-informed values, promoting consistency, transparency and responsiveness across all levels of the organisation - Models' trauma-aware leadership by fostering a psychologically safe environment for staff, encouraging open dialogue and supporting emotionally intelligent decision-making - Engages with lived experience and frontline insights to inform strategic planning, ensuring that the voices of children, young people, families and practitioners shape trauma-informed policies and practices
	<p>c. Intuitive attunement The ability to recognise a child or young person's feelings or needs without explicit expression or indication</p>	<ul style="list-style-type: none"> - Pays attention to indirect or unspoken signals within organisational reporting, culture, or staff feedback that may point to risks or unmet needs for children and young people - Recognises when staff, families, or communities are signalling discomfort or concern indirectly (e.g., hesitancy, disengagement, tone) and seeks to understand these underlying issues - Creates organisational processes and forums that encourage intuitive insights and instinctive impressions from staff to be valued, captured and integrated into decision-making

		<ul style="list-style-type: none"> - Balances instinct with evidence, modelling openness to professional intuition as a legitimate and important source of safeguarding intelligence - Ensures resources, structures and training are in place so staff feel safe and supported to share gut feelings or unspoken concerns about child or young person wellbeing - Interprets patterns across programs or services where unspoken or intuitive signals indicate systemic risks, inequities, or cultural blind spots - Embeds a culture of emotional availability and predictability at the leadership level, demonstrating responsiveness and care in interactions with staff and stakeholders - Holds self and others accountable for acting on early signals or intuitive concerns, recognising their potential to prevent harm and strengthen child safety, wellbeing and inclusion
7. Inclusive and equitable practice Acts to remove barriers and actively fosters inclusion, equity and accessibility for all children and young people, particularly those with diverse needs or backgrounds	a. Equity mindset The understanding that children and young people are entitled to feel safe and included without barriers	<ul style="list-style-type: none"> - Promotes clear expectations that equity and inclusion are non-negotiable in all child-related work - Allocates resources to initiatives that remove barriers and promote inclusion for all children and young people - Holds leaders accountable for maintaining inclusive practices and equitable outcomes - Models inclusive leadership by listening to diverse voices and acting on feedback - Ensures strategic planning reflects a commitment to child safeguarding, equity and cultural inclusion
	b. Accessibility lens The ability to consider and recognise physical, emotional, cultural or procedural barriers and take action to address them	<ul style="list-style-type: none"> - Prioritises accessibility in strategic planning, resource allocation and organisational goals - Ensures leadership decisions actively remove barriers to inclusion and participation - Holds teams accountable for implementing accessible and inclusive practices - Champions a culture of continuous improvement in accessibility across all areas - Engages with diverse communities to understand and respond to accessibility needs
	c. Systemic awareness The commitment to understanding and challenging how systems and structures may exclude, disadvantage or cause harm due to age, culture, abilities or race	<ul style="list-style-type: none"> - Leads with a commitment to identifying and dismantling systemic barriers across the organisation - Allocates resources to initiatives that address structural inequities and promote inclusion - Sets expectations for inclusive leadership and culturally safe practices - Engages with diverse communities to understand systemic impacts and co-design solutions - Engages with teams and upholds accountability for addressing systemic disadvantage in strategy and practice
8. Curiosity and reflective engagement Demonstrates active interest, continuous learning and reflective engagement in improving	a. Reflective disposition The ability to self-examine, reflect on and challenge personal beliefs, biases, assumptions, experiences, knowledge and behaviours in response to feedback, incidents or general learning and acknowledge the need for continued growth in the context of child safeguarding	<ul style="list-style-type: none"> - Models' reflective leadership by examining how personal and organisational decisions affect child safeguarding and inclusion - Encourages a culture of feedback, learning and growth across all levels of the organisation - Promotes the use of incidents and feedback to drive strategic improvements and challenge systemic issues - Reflects on leadership practices and their alignment with child safeguarding values - Invests in professional development that fosters reflective and inclusive leadership

outcomes for children and young people	b. Critical inquiry skill The ability to question, evaluate and explore complex situations or scenarios through investigation, examination and learning	<ul style="list-style-type: none"> - Leads strategic inquiry into organisational practices that affect child safeguarding and inclusion - Investigates incidents and feedback to inform high-level decision-making and resource allocation - Encourages a culture of curiosity, learning and critical reflection across the organisation - Applies systems thinking to explore complex challenges and drive sustainable change - Uses inquiry to evaluate leadership effectiveness and ensure alignment with safeguarding values
9. Cultural safety and responsiveness Respects and upholds the cultural identity, rights and safety of Aboriginal and Torres Strait Islander children and young people and all culturally diverse children and young people	a. Cultural humility The understanding that personal cultural identity and bias exists and the ability to openly engage in learning from and with other cultures, particularly when working with Aboriginal and Torres Strait Islander children, young people and families	<ul style="list-style-type: none"> - Leads with cultural humility by acknowledging personal and organisational biases - Engages meaningfully with diverse communities, particularly Aboriginal and Torres Strait Islander communities and other cultural groups, to inform strategic decisions - Allocates resources to initiatives that promote cultural safety and inclusion - Models culturally responsive leadership and promotes ongoing learning across the organisation - Promotes and maintains accountability for upholding the cultural rights and identities of children, young people and families
	b. Critical consciousness The ability to acknowledge and challenge unconscious bias, racism and power dynamics at both personal and organisational levels	<ul style="list-style-type: none"> - Leads with a commitment to identifying and dismantling systemic racism and power imbalances - Reflects on leadership decisions and their impact on cultural safety, equity and inclusion - Allocates resources to initiatives that challenge bias and promote inclusion - Models' critical consciousness by engaging in learning and dialogue around privilege and systemic exclusion - Promotes and upholds accountability for culturally safe and racially inclusive practices
	c. Respect for lived/living experience The acknowledgement that children, young people, family and community voices and experiences are valid and essential to embedding child safeguarding practice	<ul style="list-style-type: none"> - Champions the inclusion of lived and living experience in strategic planning and decision-making - Allocates resources to support meaningful engagement with children, young people, families and communities of diverse backgrounds - Models' respectful engagement with diverse voices and makes sure they influence leadership decisions - Embeds lived and living experience insights into organisational learning, evaluation and improvement processes - Holds teams accountable for listening to and acting on the voices of those with lived and living experience
10. Risk identification and mitigation Proactively identifies, assesses and addresses risks to children and young people's safety and wellbeing across environments and practices	a. Risk literacy The knowledge and understanding of how risks arise in environments and relationships that impact the safety and wellbeing of children and young people and how to manage and mitigate those risks	<ul style="list-style-type: none"> - Leads a strategic approach to identifying and mitigating risks to children and young people's safety and wellbeing - Allocates resources to strengthen risk management systems and staff capability - Ensures risk is considered in all planning, decision-making and performance monitoring - Promotes a culture of transparency, accountability and continuous improvement in safeguarding - Responds decisively to incidents and makes sure lessons learned are applied
	b. Anticipatory awareness The ability to identify and address potential risks to or concerns about child safety and wellbeing before they escalate	<ul style="list-style-type: none"> - Leads strategic planning with a focus on anticipating and preventing risks to child safeguarding - Allocates resources to strengthen early intervention and preventative capabilities - Promotes a culture focused on enabling foresight, learning and proactive safeguarding - Understands and applies incident trends and feedback to inform strategic risk mitigation - Holds teams accountable for identifying and addressing risks before they escalate

	<p>c. Duty of care mindset A professional disposition that takes personal responsibility for protecting children and young people, even when it's not formally required</p>	<ul style="list-style-type: none"> - Models a strong commitment to child safeguarding beyond formal obligations - Establishes expectations that all staff share equal responsibility for safeguarding - Allocates resources to support a culture of proactive care and accountability - Responds decisively to risks or incidents, modelling leadership in duty of care - Embeds duty of care principles into strategic planning, leadership development and organisational values. Embeds duty of care principles into strategic planning, leadership development and organisational values
<p>11. Accountability, integrity and confidentiality</p> <p>Takes ownership for actions, maintains ethical standards and handles information appropriately to protect privacy and build trust</p>	<p>a. Ethical accountability The commitment and ability to remain transparent, honest and reliable in all child-related matters</p>	<ul style="list-style-type: none"> - Leads with integrity, ensuring transparency and ethical conduct across all levels of the organisation - Holds staff and leadership teams accountable for decisions that impact child and young person safety and wellbeing - Promotes a culture where honesty, reliability and confidentiality are non-negotiable - Monitors and ensures ethical breaches are addressed promptly and transparently - Embeds ethical accountability into leadership development, performance and strategic planning. Embeds ethical accountability into leadership development, performance and strategic planning
	<p>b. Boundary awareness The understanding and maintenance of personal, professional and organisational boundaries and their role in protecting children and young people</p>	<ul style="list-style-type: none"> - Promotes clear expectations for boundary awareness across all levels of the organisation - Models' ethical leadership by maintaining appropriate boundaries in decision-making and relationships - Allocates resources to support training and systems that reinforce boundary integrity - Responds decisively to boundary breaches and makes sure lessons learned are applied appropriately - Embeds boundary awareness into leadership development, performance management and organisational values. Embeds boundary awareness into leadership development, performance management and organisational values
	<p>c. Accountability onus The ability to understand and take ownership of the outcomes and consequences of all actions, interactions and behaviours</p>	<ul style="list-style-type: none"> - Leads with a strong sense of ownership for organisational outcomes related to child safeguarding - Demonstrates and ensures accountability for decisions and their consequences - Promotes transparency and ethical leadership across all levels of the organisation - Responds to incidents and feedback with integrity and a commitment to operational and systemic learning and improvement - Embeds accountability into strategic planning, performance management and organisational culture. Embeds accountability into strategic planning, performance management and organisational culture
<p>12. Child and family advocacy and support</p> <p>Supports and advocates for children and young people's rights, safety, wellbeing and inclusion and empowers</p>	<p>a. Empowerment orientation The acknowledgement of the value in listening to and empowering child, young person and family voice, dignity and self-determination at all times</p>	<ul style="list-style-type: none"> - Champions the value of child and family voice, dignity and self-determination by embedding these principles into the organisation's mission, strategic goals and leadership practices - Sets the tone for an empowerment-oriented culture, ensuring that all levels of the organisation recognise and uphold the rights and agency of children, young people and families - Allocates resources and support to initiatives that promote meaningful participation of children, young people and families in service design, delivery and evaluation - Ensures governance and accountability structures reflect a commitment to listening to and acting on the perspectives of children, young people and families

families to participate meaningfully in decisions		<ul style="list-style-type: none"> - Promotes inclusive leadership practices that address power imbalances and foster equitable decision-making across the organisation - Monitors and evaluates organisational performance through the lens of empowerment, using feedback from children, young people and families to inform continuous improvement - Advocates for systemic change that removes barriers to participation and strengthens the voice and influence of children, young people and families in all aspects of the organisation's work - Leads by example, modelling respectful, inclusive and empowering communication in all internal and external engagements. Leads by example, modelling respectful, inclusive and empowering communication in all internal and external engagements
	b. Communication empathy The ability to utilise active listening to gain an understanding of lived experiences and respond with affirmation and validation	<ul style="list-style-type: none"> - Champions a culture of empathy and emotional safety across the organisation by setting expectations that all decisions and communications reflect respect, inclusion and understanding of children, young people's and families lived and living experiences - Allocates resources and sets strategic priorities that enable staff at all levels to engage empathetically with children, young people and families, including investment in training, reflective practice and wellbeing supports - Leads by example in communication, demonstrating active listening, affirmation and validation in leadership interactions and reinforcing the importance of these behaviours in all organisational practices - Ensures governance frameworks and accountability mechanisms uphold the emotional and psychological safety of children, young people and families, embedding trauma-informed and culturally responsive principles into high-level decision-making - Engages with community voices and lived experience to inform strategic direction, ensuring that empathy is not only a value but a guiding principle in shaping services, policies and organisational culture. Engages with community voices and lived experience to inform strategic direction, ensuring that empathy is not only a value but a guiding principle in shaping services, policies and organisational culture
13. Power and privilege awareness and management Recognises personal and systemic power dynamics and actively works to mitigate their impact on children, young people, families and staff	a. Social awareness The understanding and recognition of power dynamics and inequality within systems, structures and own personal biases	<ul style="list-style-type: none"> - Leads with a commitment to recognising and addressing systemic inequality and power dynamics - Allocates resources to initiatives that promote equity and inclusion - Models socially aware leadership by engaging with diverse perspectives and acting on feedback - Holds teams accountable for inclusive and equitable practices - Embeds social awareness into strategic planning, leadership development and organisational culture. Embeds social awareness into strategic planning, leadership development and organisational culture
	b. Cultural humility The acknowledgement of others lived cultural experiences and the ability to learn from them and challenge personal assumptions and bias	<ul style="list-style-type: none"> - Leads with cultural humility by acknowledging personal and organisational biases - Engages meaningfully with Aboriginal and Torres Strait Islander communities and other diverse cultural groups to inform strategic decisions - Allocates resources to support culturally safe and inclusive practices - Models culturally responsive leadership and promotes ongoing learning across the organisation - Ensures organisational accountability for upholding the cultural rights and identities of children, young people and families

	<p>c. Power intersectionality awareness The understanding of how power dynamics in child-adult relationships impact the way children and young people engage with those around them and how this effects their feelings and perceptions of safety</p>	<ul style="list-style-type: none"> - Leads with awareness of how power and privilege intersect to affect children and young people's safety, wellbeing and inclusion - Allocates resources to enable the empowerment of children and young people and challenge systemic inequality - Models' leadership that is transparent, inclusive and responsive to diverse experiences - Ensures organisational accountability for reducing power imbalances and promoting child and young person agency - Embeds intersectional awareness into strategic planning, leadership development and organisational culture. Embeds intersectional awareness into strategic planning, leadership development and organisational culture
<p>14. Adaptability and resilience</p> <p>Maintains effectiveness and care under pressure or change, adjusting practices to support safety and wellbeing</p>	<p>a. Change responsiveness The ability to respond and adjust behaviour or approach in moments of pressure or change to support or maintain wellbeing and safeguarding responsibilities</p>	<ul style="list-style-type: none"> - Leads with empathy and clarity during organisational change, ensuring child and young person safeguarding remains a strategic priority - Allocates resources and adjusts strategic plans to support staff and children during periods of pressure or disruption - Communicates transparently about change, reinforcing accountability and trust across the organisation - Champions adaptability and resilience, modelling behaviours that promote wellbeing and inclusion - Responds to emerging risks or challenges with decisive, values-driven leadership that prioritises child and young person safety, wellbeing and cultural inclusion
	<p>b. Emotional regulation The ability to understand, reflect on and manage internal emotions and adapt in accordance with the demands of the scenario or situation</p>	<ul style="list-style-type: none"> - Models' emotional intelligence and regulation during high-stakes decision-making, organisational change, or public scrutiny - Maintains clarity and composure when responding to crises, ensuring leadership remains child-focused and values-driven - Reflects on emotional dynamics within the organisation, using insight to guide strategic planning and cultural development - Supports emotionally safe environments for staff, encouraging open dialogue and psychological safety - Demonstrates accountability and humility when emotional responses affect leadership decisions, adjusting approach to restore trust and alignment
<p>15. Child and young person agency and empowerment</p> <p>Enables children and young people to express their views, make choices and influence matters that affect them in</p>	<p>a. Empowerment orientation The drive to support and create a safe environment with opportunities for children and young people to express themselves, their views and make decisions in line with their own capacity and interests</p>	<ul style="list-style-type: none"> - Champions child and young person agency as a core organisational value, ensuring it is reflected in strategy, culture and resource allocation - Supports initiatives that elevate children and young people's voices in service design, evaluation and leadership decision-making - Ensures leadership practices and communications model respect for children and young people's autonomy and perspectives - Allocates funding, resources and support for programs that promote empowerment, inclusion and participation - Holds teams accountable for creating environments where children and young people can safely express themselves and influence outcomes

developmentally appropriate ways	b. Rights-based practice mindset The understanding of the value and importance of supporting children and young people's rights to be heard, safe and included in decisions in embedding and maintaining safeguarding practice	<ul style="list-style-type: none"> - Leads with a commitment to embedding children and young people's rights into strategic planning, resource allocation and organisational culture - Ensures safeguarding practices are grounded in respect for children and young people's autonomy, dignity and voice - Champions initiatives that promote inclusion, participation, safety and wellbeing for all children and young people, especially those from marginalised groups - Holds teams accountable for upholding rights-based practices and addresses gaps or risks proactively - Models' ethical leadership that prioritises the wellbeing and empowerment of children and young people in all decision-making
	c. Participation facilitation skill The ability to create and support opportunities for children and young people's voices to be expressed and heard	<ul style="list-style-type: none"> - Champions child and young person participation as a strategic priority, ensuring it is reflected in organisational culture, planning and resource allocation - Supports initiatives that elevate children and young people's voices in service design, evaluation and leadership decision-making - Ensures leadership practices model respect for children and young people's perspectives and promote inclusive engagement - Allocates funding, resources and support for programs and tools that facilitate meaningful participation - Holds teams accountable for embedding participation into practice and continuously improving based on children and young people's feedback
16. Application of policy and procedure Applies relevant organisational policies, procedures and legislative frameworks accurately and consistently in day-to-day work	a. Operational awareness The understanding of safeguarding policies, procedures and protocols in line with role responsibilities	<ul style="list-style-type: none"> - Leads strategic planning and resource allocation with safeguarding as a core organisational priority - Ensures safeguarding policies are embedded across all departments and functions, with clear accountability structures - Responds to emerging risks or incidents with transparency and adherence to procedural requirements - Champions a culture of safety, wellbeing, inclusion and procedural integrity, modelling commitment to safeguarding - Reviews and updates organisational safeguarding frameworks in response to feedback, incidents, or legislative changes
	b. Procedural confidence The ability to navigate and apply safeguarding policies, procedures and protocols appropriately in practice in line with role responsibilities	<ul style="list-style-type: none"> - Ensures safeguarding procedures are embedded across all departments and functions, with clear accountability structures - Responds to incidents and risks with procedural integrity, ensuring transparency and alignment with organisational values - Allocates resources to support training, systems and oversight that strengthen procedural compliance - Champions a culture of procedural accountability, modelling adherence to safeguarding protocols - Reviews and updates organisational procedures in response to legislative changes, sector developments, or internal learnings

17. Supervision, management and oversight Provides or engages in effective supervision that promotes child safety, wellbeing, staff development and accountability	a. Child-safeguarding leadership mindset The ability to understand the value of prioritising, demonstrating and enforcing safeguarding practices and behaviours within the workplace	<ul style="list-style-type: none"> - Champions child and young person safeguarding as a strategic and cultural priority across the organisation - Allocates resources and support to make sure safeguarding practices are embedded and sustained at all levels - Responds to incidents and risks with transparency, accountability and alignment to organisational values - Models' leadership behaviours that reinforce safeguarding, inclusion and ethical decision-making - Holds teams accountable for maintaining high standards of child and young person safeguarding and cultural inclusion.
	b. Monitoring and coaching skill The ability to observe and provide support and guidance for safeguarding practices and procedures within the workplace	<ul style="list-style-type: none"> - Monitors organisational safeguarding performance using data, feedback and observation to guide strategic improvements - Supports leaders and managers in developing coaching skills that promote safe and accountable practice - Ensures supervision structures are in place and effective, fostering a culture of continuous learning and safeguarding - Responds to emerging risks or concerns with targeted support and leadership, reinforcing safeguarding standards - Models coaching behaviours that prioritise child and young person safety, wellbeing and staff development
18. Fair and ethical decision-making Makes decisions that are just, transparent, inclusive and based on the best interests of children, young people and families	a. Ethical reasoning The ability to consider decisions ethically and transparently with consideration to safety, wellbeing, dignity and cultural obligations	<ul style="list-style-type: none"> - Leads with integrity and transparency, ensuring strategic decisions reflect the organisation's commitment to child and young person safety, wellbeing and inclusion - Considers ethical implications of resource allocation, policy development and organisational change - Responds to incidents and risks with fairness, accountability and cultural sensitivity - Promotes a culture of ethical reflection and continuous improvement across all levels of the organisation - Ensures leadership practices uphold the dignity, rights and wellbeing of children, young people and families
	b. Moral reasoning The ability to consider and analyse competing risks to make decisions that are ethically defensible and consistent with safeguarding practices	<ul style="list-style-type: none"> - Leads strategic decision-making with a clear commitment to ethical defensibility and child-centred outcomes - Navigates competing risks with integrity and transparency - Models' ethical leadership in response to incidents, complaints, or organisational dilemmas - Ensures decisions reflect cultural obligations, legal standards and the lived or living experiences of children, young people and families - Promotes a culture of moral reasoning across the organisation, encouraging reflection, learning and accountability
	c. Equity lens The understanding and awareness of the impacts of systemic and cultural barriers that result in exclusion and inequality and the need to ensure fair access and treatment to enable safeguarding measures	<ul style="list-style-type: none"> - Leads strategic planning with a focus on equity, inclusion and cultural safety across the organisation - Allocates funding and resources to address systemic barriers and promote fair access to services and support - Ensures organisational culture reflects a commitment to diversity, equity and inclusion - Responds to feedback and incidents with transparency and a focus on learning and improvement - Champions initiatives that elevate the voices and experiences of children, young people and families from diverse backgrounds

<p>19. Knowledge management and learning</p> <p>Seeks, shares and applies relevant knowledge and evidence to improve outcomes and stay current with child safeguarding best practice</p>	<p>a. Learning orientation The acknowledgement of the value of improving safeguarding practice through evidence, reflection and learning</p>	<ul style="list-style-type: none"> - Champions continuous learning and development as a strategic priority, allocating resources to build and strengthen safeguarding capability - Uses organisational data, incident reviews and sector insights to inform strategic decisions and improvements - Encourages innovation and reflective leadership to strengthen child and young people safety, wellbeing and inclusion - Models a commitment to learning by engaging in professional development and responding constructively to feedback - Embeds learning into organisational culture, ensuring safeguarding practices evolve with evidence and experience
	<p>b. Knowledge sharing mindset The understanding that knowledge sharing will foster and contribute to enhanced organisational learning around safeguarding practices and procedures, including through reporting of errors or lessons learned</p>	<ul style="list-style-type: none"> - Champions knowledge sharing as a strategic priority, making sure systems and culture support open communication - Responds to incidents and feedback with transparency, modelling a learning-focused leadership approach - Allocates resources to support professional development, reflective practice and organisational learning - Encourages and promotes cross-level dialogue and knowledge exchange to strengthen safeguarding outcomes - Uses organisational data and lessons learned to inform strategic planning and continuous improvement
	<p>c. Growth mindset The ability to actively engage in learning through seeking feedback, reviewing complaints, self-reflection and audits and reporting to strengthen child safeguarding systems and enable continuous improvement and both personal and organisational levels</p>	<ul style="list-style-type: none"> - Leads strategic learning initiatives that strengthen safeguarding systems and organisational culture - Uses complaints, audits and feedback to inform decision-making and drive continuous improvement - Models' reflective leadership and openness to change, reinforcing a culture of accountability and learning - Allocates funding and resources to support professional development, system reviews and evidence-informed practice - Champions innovation and learning across the organisation, ensuring safeguarding practices evolve with experience and evidence
<p>20. Complaints and concerns handling</p> <p>Responds to feedback, complaints and disclosures in a timely, respectful and child-focused manner that promotes learning and safeguarding</p>	<p>a. Protective concern The ability to identify, intervene and seek help or support following indicators of concern or disclosure about or from a child or young person who appears or feels unsafe or unheard</p>	<ul style="list-style-type: none"> - Ensures safeguarding practices are responsive and prioritised in organisational decision-making, especially in response to concerns or disclosures - Allocates resources to support effective reporting, response and follow-up systems - Responds to serious incidents or patterns of concern with transparency, accountability and a commitment to learning - Models' leadership that reinforces the importance of listening to and acting on concerns raised by children, young people, families, or staff - Holds teams accountable for maintaining high standards in responding to indicators of concern
	<p>b. Emotional regulation The ability to understand, reflect on and manage internal emotions and adapt and respond appropriately under pressure in accordance with a disclosure or complaint</p>	<ul style="list-style-type: none"> - Models emotionally intelligent leadership when responding to serious complaints, disclosures, or organisational crises - Maintains composure and clarity under pressure, ensuring decisions are child-focused and ethically sound - Supports leaders and teams in managing emotional demands, promoting wellbeing and accountability

		<ul style="list-style-type: none"> - Reinforces a culture where emotional regulation is valued as part of safe, responsive and ethical safeguarding practice
	c. Procedural confidence The ability to apply procedures for complaint-handling and reporting procedures with confidence in an accurate and respectful manner	<ul style="list-style-type: none"> - Ensures complaint-handling procedures are embedded across all departments and functions, with clear accountability structures - Responds to incidents and complaints with procedural integrity, ensuring transparency and alignment with organisational values - Allocates funding and resources to support training, systems and oversight that strengthens procedural confidence - Models' leadership behaviours that reinforce the importance of accurate and respectful complaint-handling - Reviews and updates organisational procedures in response to feedback, incidents, or regulatory changes
21. Governance, oversight and recruitment Ensures governance, reporting and recruitment practices support child safety and wellbeing, cultural inclusion, transparency and staff suitability	a. Strategic safeguarding lens The ability to consider and apply child safeguarding principles and practices strategically within resource management and policy design	<ul style="list-style-type: none"> - Leads strategic planning with safeguarding as a core organisational priority, integrated across all functions - Allocates funding and resources to make sure safeguarding systems are robust, inclusive and responsive to emerging needs - Ensures that recruitment, governance and policy frameworks reflect best practice in child safeguarding and cultural inclusion - Responds to safeguarding risks or incidents with strategic foresight, transparency and accountability - Champions a whole-of-organisation approach to safeguarding, ensuring alignment between vision, policy and practice
	b. Safe systems thinking The ability to understand how governance, HR, risk and compliance and operations impact and are impacted by child safeguarding practices	<ul style="list-style-type: none"> - Promotes strategic integration of safeguarding principles into governance, HR, risk and operational systems - Ensures organisational structures and resource allocation support safe, inclusive and accountable practice - Responds to systemic risks or incidents with strategic foresight and cross-functional coordination - Champions a whole-of-organisation approach to safeguarding, ensuring alignment between policy, practice and systems - Promotes collaboration across departments to make sure safeguarding is embedded in all aspects of organisational functioning
What I know		
<ul style="list-style-type: none"> - Strategic understanding of Queensland child safeguarding legislation, Child Safe Standards and the Universal Principle, cultural safety and how to embed these into organisational vision and values - Knowledge of leadership responsibilities, including resource allocation, accountability and tone-setting - Ability to lead systemic change, ensuring safeguarding is prioritised across all departments and functions - Understanding of trauma-informed governance, cultural inclusion and equity-based leadership - Knowledge of safeguarding indicators, performance metrics, and continuous improvement strategies - Ability to engage with lived experience and community voices, ensuring decisions reflect diverse needs - Understanding of how to hold teams accountable, respond to breaches and promote ethical leadership 		

Board

Competency	Capability	Behaviours
1. Clear and Respectful Communication Consistently communicates with children, young people, families and colleagues using clear, respectful, inclusive and developmentally appropriate language	a. Communication Empathy The ability to communicate with understanding, patience and active listening (empathy), particularly when engaging with children, young people and families, to maintain an environment of trust and psychological safety	<ul style="list-style-type: none"> - Demonstrates empathy and respect in strategic communication, ensuring that board-level discussions and decisions reflect a commitment to child safety, wellbeing and inclusion - Uses inclusive and culturally sensitive language in governance documents, public statements and board communications to model respectful and psychologically safe practices - Actively listens to leadership and stakeholder feedback, especially when it relates to safeguarding concerns and responds with thoughtful consideration and emotional awareness - Promotes a culture of empathy and psychological safety by holding executive leadership accountable for embedding these values across all levels of the organisation - Supports transparent and emotionally intelligent dialogue during board meetings and decision-making processes, encouraging reflection and open discussion on issues impacting children and young people - Validates the emotional and relational aspects of child safeguarding work, recognising the importance of empathy in frontline and operational roles and supporting initiatives that foster it - Ensures governance frameworks and policies reflect empathetic principles, including trauma-informed approaches, inclusive language and respectful engagement practices - Demonstrates cultural humility and awareness in board-level decisions, ensuring diverse perspectives are considered and respected in shaping organisational direction - Uses empathetic insights to guide oversight and accountability, ensuring that the organisation's practices align with its mission to protect and support children and young people
	b. Language Awareness Recognition and understanding of how language (spoken, written, body language) impacts inclusion, perception and power dynamics, particularly across cultures, abilities and age	<ul style="list-style-type: none"> - Ensures that the organisation's mission, values and strategic documents use clear, inclusive and culturally respectful language that reflects a commitment to child safety and wellbeing - Demonstrates awareness of how language influences perception, inclusion and power dynamics, particularly in governance, oversight and public-facing communications - Promotes the use of trauma-informed, developmentally appropriate and culturally safe language in all organisational policies and practices - Holds leadership accountable for maintaining respectful and inclusive communication standards across all levels of the organisation - Models respectful and inclusive communication in board discussions and decision-making processes, fostering a psychologically safe and culturally aware governance culture - Reviews and approves policies and frameworks with attention to language that supports equity, inclusion and the empowerment of children, young people, families and staff - Encourages diverse representation and voice in board-level communications and decision-making, ensuring language reflects and respects the communities served - Engages in reflective governance practice, considering how board-level language choices may impact organisational culture and child safety and wellbeing outcomes

		<ul style="list-style-type: none"> - Supports initiatives and resources that build language awareness across the organisation, recognising its role in shaping safe, inclusive environments for children and young people
	c. Relational Intent Relationships are valued as foundational to safety, wellbeing, healing and trust, guiding all interactions with children, young people, families and colleagues	<ul style="list-style-type: none"> - Affirms relationships as central to children and young people's safety, wellbeing, healing and trust by embedding relational values into the organisation's mission, strategic priorities and governance frameworks - Models relationally respectful engagement in board discussions and decision-making, fostering a culture of empathy, collaboration and psychological safety at the highest level - Ensures leadership is held accountable for creating and maintaining environments where relational connection is prioritised in interactions with children, young people, families and staff - Supports policies and practices that promote emotional availability, consistency and trust across all areas of the organisation - Advocates for resource allocation that strengthens relational practices, such as staff wellbeing initiatives, trauma-informed training and reflective supervision - Promotes inclusive and respectful relationships across the organisation by ensuring governance decisions reflect cultural safety and relational integrity - Engages in reflective governance, considering how board-level decisions and behaviours impact relational dynamics throughout the organisation - Encourages diverse perspectives and voices in board processes, recognising that strong relationships across communities enhance children and young people's safety, wellbeing and inclusion
2. Safe and professional conduct Demonstrates ethical, consistent and child-safe behaviour aligned with codes of conduct and safeguarding policies	a. Integrity Mindset Ethical conduct is foundational, and the safety and wellbeing of children and young people is centred in every decision	<ul style="list-style-type: none"> - Ensures safeguarding and ethical conduct are embedded in the organisation's mission, values and strategic direction - Holds executive leadership accountable for upholding codes of conduct and safeguarding policies and for fostering a culture of integrity and safeguarding - Monitors governance and risk frameworks to make sure they support ethical decision-making and prioritise the wellbeing of children and young people - Advocates for transparency and accountability, ensuring the organisation's actions consistently reflect its commitment to safeguarding and ethical practice
	b. Boundary awareness Physical, emotional and relational boundaries in adult-child and peer interactions are understood and upheld respectfully and consistently	<ul style="list-style-type: none"> - Ensures boundary awareness is embedded as part of the organisational priorities in enforcing child safeguarding measures - Holds leadership accountable for maintaining systems and practices that uphold respectful and consistent boundaries - Monitors governance frameworks to make sure they support safe adult-child and peer interactions across all levels of the organisation - Advocates for a culture of professionalism and safeguarding, making sure boundary awareness is reflected in organisational oversight and decision-making

	<p>c. Ethical reasoning The ability to consider complex or uncertain safeguarding scenarios in the child and young person's best interests, with mind to what is right and fair</p>	<ul style="list-style-type: none"> - Ensures ethical reasoning is a core component of the organisation's governance and strategic oversight - Holds leadership accountable for decisions that prioritise the safety, rights and wellbeing of children and young people - Evaluates complex or high-risk decisions through a lens of fairness, transparency and child-centred values - Promotes a culture of ethical governance, making sure that the organisation's actions consistently reflect its safeguarding commitments
<p>3. Critical thinking, interpretation and reflection</p> <p>Applies analytical thinking, makes sound judgments and reflects on practice to improve decision-making and outcomes for children and young people</p>	<p>a. Reflective capacity The ability to self-reflect on individual practice, assumptions and responses and apply learnings, particularly following challenging interactions or feedback</p>	<ul style="list-style-type: none"> - Reflects on governance decisions and oversight practices, making sure they align with the organisation's mission and safeguarding commitments - Considers feedback and outcomes from leadership and community to inform strategic direction and accountability - Engages in reflective dialogue with executive leadership to strengthen ethical governance and child-centred decision-making - Promotes a learning culture by encouraging transparency, review and continuous improvement at all levels of the organisation
	<p>b. Analytical mindset The ability to interpret information, behaviour and context to understand patterns, assess risk and respond effectively</p>	<ul style="list-style-type: none"> - Evaluates information to identify risks and ensure decisions uphold safeguarding and ethical standards at the strategic and governance-level - Monitors and interprets organisational performance and safeguarding data, using insight to guide oversight and accountability - Supports evidence-based governance, ensuring decisions are informed by patterns, context and child-centred analysis - Promotes a culture of informed decision-making, reinforcing the importance of analytical thinking in leadership and safeguarding
	<p>c. Situational judgement The ability to assess and respond to situations appropriately, particularly in relation to complex or ambiguous situations</p>	<ul style="list-style-type: none"> - Considers organisational governance with a focus on safeguarding, ethical integrity and long-term impact - Considers complex or sensitive issues and make sure decisions reflect fairness, transparency and organisational values - Supports leadership in navigating uncertainty, providing oversight and strategic guidance that reinforces child-centred outcomes - Promotes a culture of ethical and informed judgement, ensuring the organisation remains responsive and accountable
<p>4. Engagement and collaboration</p> <p>Builds trusting, respectful relationships with</p>	<p>a. Relationship-building orientation A commitment to building mutual trust and collaboration with children, young people, families, colleagues and community, recognising shared responsibility for safeguarding</p>	<ul style="list-style-type: none"> - Establishes strong, respectful relationships with executive leadership, ensuring accountability and alignment with child safeguarding values - Engages with stakeholders and community voices, recognising the importance of trust and collaboration in governance - Promotes a culture of shared responsibility, making sure child safeguarding is upheld through collective leadership and oversight

colleagues, families, communities and children and young people to support child safety, wellbeing and inclusion		<ul style="list-style-type: none"> - Supports strategic partnerships, advocating for collaboration that enhances children and young people's wellbeing and inclusion
	b. Openness to shared responsibility The understanding of the value of collective accountability and the role of everyone to uphold child safeguarding and inclusion	<ul style="list-style-type: none"> - Ensures shared responsibility is embedded in the organisation's mission, values and strategic direction - Ensures governance structures enable shared responsibility for child safeguarding and inclusion across the organisation - Holds leadership accountable for fostering a culture where all staff understand and embrace their safeguarding responsibilities - Promotes collaboration and transparency in oversight and decision-making, recognising the value of collective input - Supports strategic initiatives that build organisational capacity for shared accountability and inclusive practice
5. Child-centred practice Prioritises the rights, needs, voice and best interests of children and young people in all planning, decision-making and interactions	a. Empowerment orientation An acknowledgement that children and young people have agency and a right to participate in matters that affect them and a commitment to enabling that agency	<ul style="list-style-type: none"> - Ensures the organisation's mission and strategy reflect a commitment to children and young people's rights to participation and agency - Holds leadership accountable for creating systems and cultures that enable children and young people to be heard and involved - Supports governance practices that include feedback from children, young people and families in oversight and decision-making - Advocates for child-centred leadership, ensuring empowerment is a guiding principle at all levels of the organisation
	b. Child rights literacy Knowledge of Australia's legal commitment to upholding the rights of children and young people and the understanding of how to uphold these rights in accordance with the law	<ul style="list-style-type: none"> - Ensures the organisation's mission and governance reflect Australia's legal commitment to upholding the rights of children and young people - Holds executive leadership accountable for embedding the rights of children and young people into strategy, operations and culture - Monitors compliance and performance against standards, ensuring ethical and legal alignment - Advocates for the rights of children and young people at the governance level, promoting transparency, inclusion and accountability
	c. Protective stance The proactive anticipation of risk to children and young people, even in the absence of formal concern, with consideration to the child or young person's best interests	<ul style="list-style-type: none"> - Ensures governance structures support proactive safeguarding, enabling early identification and response to risks - Holds leadership accountable for maintaining systems and cultures that prioritise the best interests of children and young people - Evaluates strategic decisions and organisational performance through a protective lens, ensuring risks are anticipated and addressed - Advocates for child-centred governance, reinforcing the importance of proactive responsibility at all levels of oversight

<p>6. Observation and insightful awareness</p> <p>Identifies behavioural, emotional, or environmental cues through attentive observation and applies insight to support children and young people's wellbeing and safety</p>	<p>a. Attentiveness The ability to identify and recognise potential distress or safeguarding risks through non-verbal cues, changes in mood and environment factors</p>	<ul style="list-style-type: none"> - Attends to signals from organisational reporting, audits, community feedback and stakeholder engagement that may indicate risks to child safety, wellbeing, or inclusion - Recognises patterns or gaps at a governance level that could suggest systemic issues, cultural blind spots, or risks being overlooked - Pays attention to the alignment (or misalignment) between the organisation's stated values, policies and practices and the lived experiences of children, young people, families and staff - Proactively asks questions and seeks assurance that subtle or early indicators of risk, distress, or exclusion are being identified and addressed by leadership - Ensures that governance processes, reporting systems and accountability mechanisms support visibility of both verbal and non-verbal cues of concern across the organisation - Demonstrates cultural attentiveness by valuing diverse perspectives, voices and community insights, especially when these highlight risks that may not be otherwise evident - Holds senior leaders accountable for fostering a culture of attentiveness, where risks and early signs of distress are recognised, escalated and acted upon consistently
	<p>b. Trauma awareness The understanding of the impact of trauma on behaviour, communication and relations and the ability to respond in a trauma-informed manner</p>	<ul style="list-style-type: none"> - Ensures trauma-informed principles are embedded in the organisation's mission, values and strategic direction, recognising the long-term impact of trauma on children and young people's wellbeing and safety - Holds leadership accountable for creating and sustaining emotionally safe environments for children and young people, ensuring that trauma awareness is reflected in policies, practices and culture - Considers the implications of governance decisions on children, young people and families affected by trauma, advocating for approaches that promote healing, trust and inclusion - Engages with lived experience and expert advice to inform oversight and strategic planning, ensuring that trauma-informed insights shape organisational priorities - Supports investment in trauma-informed systems and workforce development, ensuring the organisation is equipped to identify and respond to trauma in a respectful and effective manner
	<p>c. Intuitive attunement The ability to recognise a child or young person's feelings or needs without explicit expression or indication</p>	<ul style="list-style-type: none"> - Pays attention to organisational-level signals, reports and audits that may indicate unspoken risks or unmet needs for children and young people - Recognises patterns or trends in data, feedback, or stakeholder engagement that reveal systemic concerns, even when not explicitly stated - Holds leadership accountable for capturing, interpreting and acting on intuitive insights from staff and the wider community regarding children and young people's wellbeing and safety - Ensures governance structures, policies and accountability mechanisms are sensitive to both explicit and unspoken indicators of risk, distress, or exclusion - Considers the cultural and developmental context of children and young people when evaluating organisational decisions and practices, ensuring inclusivity and emotional safety - Promotes a culture where professional intuition and early warning signals are valued at all levels of the organisation and integrated into strategic decision-making - Proactively asks questions to make sure that intuitive or indirect indicators of risk are being acknowledged and addressed, rather than overlooked

<p>7. Inclusive and equitable practice</p> <p>Acts to remove barriers and actively fosters inclusion, equity and accessibility for all children and young people, particularly those with diverse needs or backgrounds</p>	<p>a. Equity mindset The understanding that children and young people are entitled to feel safe and included without barriers</p>	<ul style="list-style-type: none"> - Embeds equity and inclusion as core principles in the organisation's vision, values and strategic direction - Holds executive leadership accountable for creating and maintaining inclusive, safe environments for all children and young people - Reviews and endorses policies that promote accessibility, cultural safety and fairness - Monitors organisational performance on equity and inclusion through data and reporting - Champions a culture where every child and young person's right to feel safe and included is upheld at the highest level
	<p>b. Accessibility lens The ability to consider and recognise physical, emotional, cultural or procedural barriers and take action to address them</p>	<ul style="list-style-type: none"> - Embeds accessibility as a core principle in the organisation's mission, values and strategic direction - Oversees governance frameworks that promote inclusive and accessible practices - Holds executive leadership accountable for removing barriers and ensuring equitable access - Reviews organisational performance on accessibility and inclusion through reporting and evaluation - Advocates for systemic change that supports the rights of all children and young people to participate fully and safely
	<p>c. Systemic awareness The commitment to understanding and challenging how systems and structures may exclude, disadvantage or cause harm due to age, culture, abilities or race</p>	<ul style="list-style-type: none"> - Embeds systemic awareness into the organisation's mission, values and strategic direction - Promotes accountability within organisational leadership for identifying and addressing structural inequities - Reviews governance frameworks to ensure they promote equity and cultural safety - Monitors organisational performance in challenging systemic exclusion and disadvantage - Advocates for systemic change that supports the rights and wellbeing of all children and young people
<p>8. Curiosity and reflective engagement</p> <p>Demonstrates active interest, continuous learning and reflective engagement in improving outcomes for children and young people</p>	<p>a. Reflective disposition The ability to self-examine, reflect on and challenge personal beliefs, biases, assumptions, experiences, knowledge and behaviours in response to feedback, incidents or general learning and acknowledge the need for continued growth in the context of child safeguarding</p>	<ul style="list-style-type: none"> - Reflects on governance decisions and their impact on child safety, wellbeing, equity and inclusion - Uses feedback and organisational performance data to challenge assumptions and improve oversight - Demonstrates openness to learning about child safeguarding and systemic exclusion - Encourages reflective practice at the leadership level and holds executives accountable for continuous improvement - Embeds reflective engagement into the organisation's strategic direction and values
	<p>b. Critical inquiry skill The ability to question, evaluate and explore complex situations or scenarios through investigation, examination and learning</p>	<ul style="list-style-type: none"> - Applies critical inquiry to governance decisions, ensuring they support child safety, wellbeing and equity - Investigates organisational performance and strategic risks through data and reporting - Questions assumptions and challenges practices that may undermine child and young person wellbeing - Encourages evidence-based decision-making and continuous learning at the leadership level - Uses inquiry to ensure accountability and alignment with the organisation's mission and values
<p>9. Cultural safety and responsiveness</p>	<p>a. Cultural humility The understanding that personal cultural identity and bias exists and the ability to openly engage in learning from and with other cultures, particularly when working</p>	<ul style="list-style-type: none"> - Embeds cultural humility and safety principles into the organisation's mission, values and strategic direction - Reflects on governance decisions and their impact on Aboriginal and Torres Strait Islander children, young people and families and all culturally diverse communities - Engages with cultural leaders and communities to inform oversight and accountability - Holds executive leadership accountable for culturally safe and inclusive practices

Respects and upholds the cultural identity, rights and safety of Aboriginal and Torres Strait Islander children and young people and all culturally diverse children and young people	with Aboriginal and Torres Strait Islander children, young people and families	- Champions systemic change that respects and upholds the cultural identity and rights of all children and young people
	b. Critical consciousness The ability to acknowledge and challenge unconscious bias, racism and power dynamics at both personal and organisational levels	<ul style="list-style-type: none"> - Promotes the use of critical consciousness to support the organisation's mission, values and strategic direction - Reflects on governance decisions and their impact on equity, cultural safety and systemic bias - Holds executive leadership accountable for addressing racism and power dynamics - Engages with Aboriginal and Torres Strait Islander communities and other diverse cultural groups to inform oversight mechanisms and structures - Champions systemic change that promotes justice, equity and cultural safety for all children and young people
	c. Respect for lived/living experience The acknowledgement that children, young people, family and community voices and experiences are valid and essential to embedding child safeguarding practice	<ul style="list-style-type: none"> - Promotes respect for lived and living experience in the articulation of the organisation's mission, values and strategic direction - Ensures governance structures support the inclusion of child, young people, family and community voices - Holds executive leadership accountable for engaging with and responding to lived and living experience - Reviews organisational performance through the lens of those most impacted by its work - Advocates for systems that centre the rights, voices and experiences of children, young people and families
10. Risk identification and mitigation Proactively identifies, assesses and addresses risks to children and young people's safety and wellbeing across environments and practices	a. Risk literacy The knowledge and understanding of how risks arise in environments and relationships that impact the safety and wellbeing of children and young people and how to manage and mitigate those risks	<ul style="list-style-type: none"> - Oversees the organisation's risk management framework with a focus on child safeguarding - Holds executive leadership accountable for identifying, assessing and mitigating risks - Reviews and evaluates risk reports and ensures appropriate governance responses to emerging issues - Embeds child safeguarding into strategic risk oversight and organisational priorities - Champions a culture where child safeguarding is non-negotiable and risk is proactively managed
	b. Anticipatory awareness The ability to identify and address potential risks to or concerns about child safety and wellbeing before they escalate	<ul style="list-style-type: none"> - Promotes anticipatory awareness within the articulation and delivery of the organisation's strategic direction and governance frameworks - Monitors risk management systems that prioritise early identification and prevention - Upholds and ensures executive leadership accountability for proactive safeguarding practices - Reviews and evaluates performance indicators that reflect the organisation's ability to prevent harm - Champions a preventative approach to child safeguarding at the highest level of oversight
	c. Duty of care mindset A professional disposition that takes personal responsibility for protecting children and young people, even when it's not formally required	<ul style="list-style-type: none"> - Models a strong commitment to child safeguarding and duty of care as foundational in delivering strategic and governance frameworks - Ensures executive leadership are accountable for fostering a culture of collective responsibility for child safeguarding - Ensures that safeguarding is prioritised across all levels of the organisation, regardless of role - Champions ethical leadership and decision-making that reflects a deep commitment to child and young person wellbeing

		<ul style="list-style-type: none"> - Advocates for systems and structures that empower all staff to act in the best interests of children and young people
11. Accountability, integrity and confidentiality Takes ownership for actions, maintains ethical standards and handles information appropriately to protect privacy and build trust	a. Ethical accountability The commitment and ability to remain transparent, honest and reliable in all child-related matters	<ul style="list-style-type: none"> - Embeds ethical accountability into the organisation's mission, values and governance frameworks - Ensures executive leadership are accountable for maintaining high ethical standards in child safeguarding - Ensures transparency in reporting, oversight and response to child safeguarding matters - Champions a culture of integrity, trust and responsibility - Reviews and evaluates governance practices to make sure they support ethical decision-making and confidentiality
	b. Boundary awareness The understanding and maintenance of personal, professional and organisational boundaries and their role in protecting children and young people	<ul style="list-style-type: none"> - Embeds boundary awareness into organisational practice and governance frameworks - Ensures executive leadership accountability for maintaining and upholding professional and organisational boundaries - Ensures policies and reporting mechanisms support the identification and resolution of boundary concerns - Champions a culture of ethical conduct and professionalism at the highest level - Reviews and evaluates organisational performance in maintaining safe boundaries across all roles and environments
	c. Accountability onus The ability to understand and take ownership of the outcomes and consequences of all actions, interactions and behaviours	<ul style="list-style-type: none"> - Demonstrates ownership of governance decisions and their impact on child safety and wellbeing - Ensures executive leadership accountability for outcomes and ethical conduct - Ensures transparency in oversight, reporting and response to safeguarding matters - Champions a culture of responsibility and integrity at the highest level. - Embeds accountability into the organisation's mission, values and strategic direction
12. Child and family advocacy and support Supports and advocates for children and young people's rights, safety, wellbeing and inclusion and empowers families to participate meaningfully in decisions	a. Empowerment orientation The acknowledgement of the value in listening to and empowering child, young person and family voice, dignity and self-determination at all times	<ul style="list-style-type: none"> - Ensures that child, young person and family voice, dignity and self-determination are embedded in the organisation's mission, strategic priorities and governance frameworks - Holds leadership accountable for creating systems and practices that enable meaningful participation of children, young people and families in decision-making and service design - Advocates for policies and resource allocation that promote inclusive, trauma-informed and culturally safe engagement with children, young people and families - Promotes a governance culture that values listening, respect and equity, ensuring board-level decisions reflect the lived experiences and rights of children, young people and families - Reviews and endorses organisational strategies that actively seek and respond to feedback from children, young people and families - Monitors organisational performance in upholding empowerment principles, using indicators and reporting mechanisms that reflect child, young person and family agency - Supports leadership in addressing systemic barriers to participation, ensuring that all children, young people and families have equitable opportunities to be heard and involved

		<ul style="list-style-type: none"> - Engages in reflective governance practice, considering how board-level language, decisions and behaviours impact the empowerment and inclusion of children, young people and families
	b. Communication empathy The ability to utilise active listening to gain an understanding of lived experiences and respond with affirmation and validation	<ul style="list-style-type: none"> - Sets expectations for empathetic practice by embedding the values of active listening, affirmation and emotional safety into the organisation's mission, strategic direction and governance frameworks - Holds leadership accountable for fostering a culture where children, young people and families feel heard, respected and emotionally safe, ensuring empathy is reflected in organisational policies and practices - Considers the emotional impact of decisions at the governance level, ensuring that strategic choices promote dignity, inclusion and wellbeing for children, young people and families - Engages with lived experience insights through reports, consultations, or advisory groups, using this feedback to guide oversight and make sure the organisation remains responsive and empathetic - Advocates for resources and systems that support emotionally safe environments, ensuring that empathy is not only a frontline practice but a strategic priority across all levels of the organisation
13. Power and privilege awareness and management Recognises personal and systemic power dynamics and actively works to mitigate their impact on children, young people, families and staff	a. Social awareness The understanding and recognition of power dynamics and inequality within systems, structures and own personal biases	<ul style="list-style-type: none"> - Affirms and promotes social awareness as part of the organisation's mission, values and strategic direction - Ensures executive leadership accountability in addressing systemic inequality and privilege - Engages with diverse audiences and communities to inform and validate governance decisions and oversight - Reviews and evaluates organisational performance through the lens of equity and inclusion - Champions systemic change that promotes fairness, cultural safety and empowerment for all children and young people
	b. Cultural humility The acknowledgement of others lived cultural experiences and the ability to learn from them and challenge personal assumptions and bias	<ul style="list-style-type: none"> - Embeds cultural humility into the organisation's mission, values and strategic direction - Considers the cultural impact of governance and operational decisions on cultural safety and inclusion for those engaged with and external to the organisation - Engages with cultural leaders and diverse communities to inform oversight and accountability - Ensures executive leadership accountability for culturally safe and inclusive practices - Champions systemic change that respects and upholds the cultural identity and rights of all children and young people
	c. Power intersectionality awareness The understanding of how power dynamics in child-adult relationships impact the way children and young people engage with those around them and how this effects their feelings and perceptions of safety	<ul style="list-style-type: none"> - Affirms and promotes intersectional power awareness as part of the organisation's mission, values and governance frameworks - Ensures executive leadership accountability for addressing systemic power dynamics that affect children and young people - Engages with diverse communities to inform governance decisions and oversight - Champions a culture of empowerment, equity and child-centred leadership - Reviews organisational performance through the lens of intersectionality and child and young person safety and wellbeing

14. Adaptability and resilience Maintains effectiveness and care under pressure or change, adjusting practices to support safety and wellbeing	a. Change responsiveness The ability to respond and adjust behaviour or approach in moments of pressure or change to support or maintain wellbeing and safeguarding responsibilities	<ul style="list-style-type: none"> - Responds to strategic risks or external pressures by reinforcing the organisation's commitment to child safety and wellbeing - Ensures governance structures remain agile and effective during change, enabling responsive leadership and decision-making - Ensures executive leadership accountability for maintaining child-safe practices during transitions or crises - Adjusts oversight and review mechanisms to reflect evolving safeguarding needs and regulatory expectations - Demonstrates leadership in embedding a culture of adaptability, inclusion and child-centred decision-making
	b. Emotional regulation The ability to understand, reflect on and manage internal emotions and adapt in accordance with the demands of the scenario or situation	<ul style="list-style-type: none"> - Maintains emotional objectivity and composure when overseeing complex or sensitive issues related to child and young person safety or wellbeing and organisational performance - Considers and reflects on personal values and emotional responses to guide ethical and inclusive governance - Demonstrates emotional maturity in organisational dynamics, fostering respectful dialogue and collective accountability - Supports emotionally safe leadership by holding executive leaders accountable for wellbeing and cultural inclusion - Recognises the emotional weight of strategic decisions and ensures they are made with empathy, integrity and a child-centred lens
15. Child and young person agency and empowerment Enables children and young people to express their views, make choices and influence matters that affect them in developmentally appropriate ways	a. Empowerment orientation The drive to support and create a safe environment with opportunities for children and young people to express themselves, their views and make decisions in line with their own capacity and interests	<ul style="list-style-type: none"> - Embeds child and young person agency into the organisation's mission, values and strategic direction, ensuring it is a guiding principle in governance - Ensures leadership accountability for enabling children and young people's participation in meaningful and developmentally appropriate ways - Reviews and approves policies that promote safe, inclusive environments for self-expression and decision-making - Advocates for systems and structures that elevate children and young people's voices in organisational oversight and evaluation - Demonstrates commitment to empowerment by prioritising it in organisational and governance discussions, decisions and cultural leadership
	b. Rights-based practice mindset The understanding of the value and importance of supporting children and young people's rights to be heard, safe and included in decisions in embedding and maintaining safeguarding practice	<ul style="list-style-type: none"> - Embeds children and young people's rights into the organisation's mission, values and governance structures - Ensures executive leadership accountability for maintaining a culture of safeguarding, inclusion and participation - Reviews and approves policies that reflect a commitment to children and young people's rights and safeguarding - Advocates for systemic change and continuous improvement in rights-based practice across the sector - Demonstrates leadership in ensuring children and young people's voices influence strategic direction and organisational accountability
	c. Participation facilitation skill The ability to create and support opportunities for children and young people's voices to be expressed and heard	<ul style="list-style-type: none"> - Embeds child and young person participation into the organisation's mission, values and strategic direction - Ensures executive leadership accountability for creating and maintaining systems that enable children and young people's voices to influence decisions - Reviews and approves policies that promote safe, inclusive and effective participation practices

		<ul style="list-style-type: none"> - Advocates for child and young person voice in governance and oversight, making sure it informs organisational accountability and improvement - Demonstrates leadership in prioritising participation as a key element of safeguarding and cultural inclusion
16. Application of policy and procedure Applies relevant organisational policies, procedures and legislative frameworks accurately and consistently in day-to-day work	a. Operational awareness The understanding of safeguarding policies, procedures and protocols in line with role responsibilities	<ul style="list-style-type: none"> - Monitors the development and implementation of safeguarding policies, ensuring alignment with legal and ethical standards - Ensures executive leadership accountability for consistent and effective application of safeguarding procedures - Reviews organisational performance and risk through a safeguarding lens, making sure child and young person safety and wellbeing is prioritised in governance - Advocates for continuous improvement and sector leadership in safeguarding practice - Ensures safeguarding is embedded in strategic direction, organisational values and board-level decision-making
	b. Procedural confidence The ability to navigate and apply safeguarding policies, procedures and protocols appropriately in practice in line with role responsibilities	<ul style="list-style-type: none"> - Monitors the development, approval and review of safeguarding procedures, ensuring alignment with legal and ethical standards - Ensures executive leadership accountability for consistent and effective procedural application across the organisation - Reviews organisational performance and risk through a procedural lens, ensuring safeguarding remains a governance priority - Advocates for procedural clarity, accessibility and continuous improvement in safeguarding practice - Demonstrates leadership in embedding procedural awareness into strategic direction, organisational values and board-level decision-making
17. Supervision, management and oversight Provides or engages in effective supervision that promotes child safety, wellbeing, staff development and accountability	a. Child-safeguarding leadership mindset The ability to understand the value of prioritising, demonstrating and enforcing safeguarding practices and behaviours within the workplace	<ul style="list-style-type: none"> - Embeds child safe standards into the organisation's mission, governance and strategic direction - Ensures executive leadership accountability for creating and maintaining a child-safe culture - Reviews organisational performance and risk through a safeguarding lens, ensuring continuous improvement - Advocates for sector leadership in child and young person safety and wellbeing, promoting innovation and excellence in safeguarding practice - Demonstrates commitment to child and young person safety and wellbeing in decisions, discussions and oversight responsibilities
	b. Monitoring and coaching skill The ability to observe and provide support and guidance for safeguarding practices and procedures within the workplace	<ul style="list-style-type: none"> - Monitors organisational safeguarding performance through governance mechanisms, ensuring accountability and transparency. - Supports executive leadership in developing systems for effective supervision and coaching - Reviews and evaluates safeguarding reports and data to identify trends, risks and areas for improvement - Encourages a culture of learning and development at all levels, recognising the role of coaching in sustaining child-safe practice - Ensures leadership accountability for embedding monitoring and coaching into organisational strategy and oversight

<p>18. Fair and ethical decision-making</p> <p>Makes decisions that are just, transparent, inclusive and based on the best interests of children, young people and families</p>	<p>a. Ethical reasoning The ability to consider decisions ethically and transparently with consideration to safety, wellbeing, dignity and cultural obligations</p>	<ul style="list-style-type: none"> - Embeds ethical reasoning into governance and oversight, ensuring decisions reflect the organisation's values and safeguarding commitments - Ensures executive leadership accountability for fair, transparent and culturally respectful practices - Reviews strategic risks and organisational performance through an ethical lens, prioritising child and young person safety and wellbeing - Advocates for inclusive and rights-based approaches in policy and decision-making - Demonstrates leadership in promoting ethical standards across the sector, setting expectations for integrity and accountability
	<p>b. Moral reasoning The ability to consider and analyse competing risks to make decisions that are ethically defensible and consistent with safeguarding practices</p>	<ul style="list-style-type: none"> - Monitors strategic decisions with a focus on ethical defensibility and safeguarding integrity - Balances competing risks at the governance level, ensuring child and young person safeguarding remains the highest priority - Ensures executive leadership accountability for ethical decision-making, especially in complex or high-stakes scenarios - Advocates for transparency and cultural inclusion in strategic and governance deliberations and decisions - Embeds moral reasoning into governance frameworks, ensuring decisions are justifiable, inclusive and child-focused
	<p>c. Equity lens The understanding and awareness of the impacts of systemic and cultural barriers that result in exclusion and inequality and the need to ensure fair access and treatment to enable safeguarding measures</p>	<ul style="list-style-type: none"> - Embeds equity into the organisation's mission, values and strategic direction - Ensures executive leadership accountability for addressing systemic and cultural barriers in service delivery and governance - Reviews and evaluates organisational performance through an equity lens, ensuring safeguarding measures are inclusive and accessible - Advocates for sector-wide improvements in equity and cultural safety - Demonstrates leadership in promoting fair, inclusive and rights-based organisational decision-making
<p>19. Knowledge management and learning</p> <p>Seeks, shares and applies relevant knowledge and evidence to improve outcomes and stay current with child safeguarding best practice</p>	<p>a. Learning orientation The acknowledgement of the value of improving safeguarding practice through evidence, reflection and learning</p>	<ul style="list-style-type: none"> - Prioritises learning and improvement in governance oversight, making sure safeguarding practices are informed by evidence and review - Ensures executive leadership accountability for embedding learning into organisational systems and culture - Reviews safeguarding performance data and uses insights to guide strategic direction and risk management - Supports a culture of transparency and learning from incidents, complaints and feedback - Advocates for sector-wide learning and knowledge sharing to advance child and young person safety and wellbeing outcomes
	<p>b. Knowledge sharing mindset The understanding that knowledge sharing will foster and contribute to enhanced organisational learning around safeguarding practices and procedures, including through reporting of errors or lessons learned</p>	<ul style="list-style-type: none"> - Promotes a governance culture that values transparency, learning and continuous improvement in safeguarding - Reviews and evaluates organisational performance and incident data to identify trends and inform strategic oversight - Ensures executive leadership accountability for fostering a culture of knowledge sharing, reporting and continuous improvement - Advocates for sector-wide collaboration and learning to advance child safeguarding practices

		<ul style="list-style-type: none"> - Demonstrates leadership in embedding knowledge sharing into board-level decision-making and accountability structures
	c. Growth mindset The ability to actively engage in learning through seeking feedback, reviewing complaints, self-reflection and audits and reporting to strengthen child safeguarding systems and enable continuous improvement and both personal and organisational levels	<ul style="list-style-type: none"> - Reviews organisational learning from complaints, audits and incidents to inform governance and strategic oversight - Ensures executive leadership accountability for embedding continuous improvement into safeguarding systems - Promotes transparency and learning in organisational governance and strategic discussions and decision-making - Advocates for sector-wide learning and development to advance child safeguarding outcomes - Demonstrates leadership in fostering a governance culture that values reflection, evidence and growth
20. Complaints and concerns handling Responds to feedback, complaints and disclosures in a timely, respectful and child-focused manner that promotes learning and safeguarding	a. Protective concern The ability to identify, intervene and seek help or support following indicators of concern or disclosure about or from a child or young person who appears or feels unsafe or unheard	<ul style="list-style-type: none"> - Monitors organisational safeguarding performance, making sure concerns and disclosures are responded to appropriately and consistently - Ensures executive leadership accountability for maintaining systems that support timely and child-focused responses to concerns - Reviews and evaluates safeguarding reports and complaints data to identify risks and guide strategic oversight - Advocates for a governance culture that prioritises child and young person safety, wellbeing and responsiveness to concerns - Demonstrates leadership in ensuring children's voices and experiences inform organisational decisions and accountability
	b. Emotional regulation The ability to understand, reflect on and manage internal emotions and adapt and respond appropriately under pressure in accordance with a disclosure or complaint	<ul style="list-style-type: none"> - Maintains objectivity and emotional regulation when reviewing complaints, disclosures, or safeguarding risks - Demonstrates empathy and integrity in governance discussions involving sensitive or distressing matters - Supports a governance culture that values emotional intelligence, transparency and ethical leadership - Ensures executive leadership accountability for emotionally safe and respectful handling of complaints and concerns - Reflects on emotional dynamics in decision-making, ensuring responses are measured, inclusive and child-centred
	c. Procedural confidence The ability to apply procedures for complaint-handling and reporting procedures with confidence in an accurate and respectful manner	<ul style="list-style-type: none"> - Monitors the development and review of complaint-handling procedures, ensuring alignment with legal and ethical standards - Ensures executive leadership accountability for consistent and effective application of safeguarding protocols - Reviews organisational performance and risk through a procedural lens, ensuring child safeguarding remains a governance priority - Advocates for procedural clarity, accessibility and continuous improvement in safeguarding practice - Demonstrates leadership in embedding procedural confidence into strategic direction, organisational values and organisational decision-making

<p>21. Governance, oversight and recruitment</p> <p>Ensures governance, reporting and recruitment practices support child safety and wellbeing, cultural inclusion, transparency and staff suitability</p>	<p>a. Strategic safeguarding lens</p> <p>The ability to consider and apply child safeguarding principles and practices strategically within resource management and policy design</p>	<ul style="list-style-type: none"> - Prioritises safeguarding as part of the organisation's mission, strategic direction and governance frameworks - Ensures executive leadership accountability for applying safeguarding principles in all aspects of organisational planning and resource management - Reviews and approves policies and budgets with a focus on child safety, wellbeing, inclusion and risk mitigation - Ensures recruitment and oversight practices reflect the organisation's safeguarding commitments - Demonstrates leadership in promoting a strategic, proactive and values-driven approach to child safeguarding at the governance level
	<p>b. Safe systems thinking</p> <p>The ability to understand how governance, HR, risk and compliance and operations impact and are impacted by child safeguarding practices</p>	<ul style="list-style-type: none"> - Monitors the alignment of governance, HR, risk and compliance systems with safeguarding principles and obligations - Ensures executive leadership accountability for maintaining systems that support child and young person safety, wellbeing and cultural inclusion - Reviews organisational performance and risk through a systems lens, identifying structural gaps or vulnerabilities - Advocates for strategic investment in systems that strengthen safeguarding outcomes - Demonstrates leadership in embedding safe systems thinking into organisational decision-making and oversight
<p>What I know</p>		
<ul style="list-style-type: none"> - Understanding of Queensland child safeguarding legislation, Child Safe Standards and the Universal Principle, cultural safety and how to embed these into the organisation's mission and strategic direction - Knowledge of governance responsibilities, including oversight of safeguarding policies, risk frameworks and leadership accountability - Ability to monitor organisational performance, including safeguarding indicators, complaints data and cultural safety outcomes - Awareness of ethical leadership, transparency and the importance of lived and living experience in decision-making - Understanding of the Universal Principle and Child Safe Standards, and how they apply to Board-level decisions - Knowledge of how to support a culture of continuous improvement, including strategic planning, reporting and stakeholder engagement 		

