



INTRODUCTION

This section describes the minimum service standards that must be achieved by licensed child protection out of home care services in Queensland.

Please read these 11 service standards in the context of your service. Some of the standards and criteria for meeting the service standards apply only to particular service types. Your organisation may work directly with children, young people and families or it may source and support people to work with them. Therefore, whilst many of the criteria will apply to your service, some may not.

To help determine how the standards and criteria apply to you, consult your service agreement with the Department of Child Safety, vision statement/mission statement, constitution or other documents that define the purpose of your organisation; or contact your local Community Support Team for assistance.

THE SERVICE STANDARDS

The Department of Child Safety's licensing framework consists of 11 minimum service standards.

1. Accessibility of services.
2. Responding to the needs of children, young people and families.
3. Participation and choice.
4. Confidentiality and privacy.
5. Feedback, complaints and appeals.
6. Protecting the safety of children and young people.
7. Recruitment and selection processes for staff, carers and other volunteers.
8. Induction, learning, training, and development for staff, carers and other volunteers.
9. Support and Supervision for staff, carers and other volunteers.
10. Organisational alignment.
11. Governance and accountability.

EXPECTED OUTCOMES OF STANDARDS

The service standards are grouped into three focus areas, with the standards in each focus area jointly aiming to reach a specified outcome:

1. Focus on children, young people and families using services (standards 1 to 6)
Children, young people and families secure sustained benefits as a result of individually tailored and culturally sensitive services, in which their rights are respected and their wellbeing is enhanced.
2. Focus on staff, carers and other volunteers (standards 7, 8 and 9)
Children, young people and families are supported to achieve sustainable benefits by the efforts of services that ensure staff, carers and other volunteers are suitable, appropriately selected, competent, and supported to perform their roles.
3. Focus on governance (standards 10 and 11)
Children, young people and families are supported to achieve sustainable benefits by the efforts of services whose vision and values are underpinned by effective governance arrangements.





THE STANDARDS TEMPLATE

The 11 standards are presented in a common template (see example below) that clearly presents the **name** of the standard, a general **description** of the standard's expectation (usually a statement of what an organisation will do); the **context** of the standard which explains what the standard is about and defines its scope, the three types of **evidence** that will be required to demonstrate compliance with each standard and the **criteria and things that must be considered** when addressing each evidence type.

	Name	
	1. Standard for Accessibility of Services	
	Description	
	Standard description <i>Organisations optimise access to children, young people and families who use services</i>	
Context	Context of the Standard <i>This standard is about how funded organisations make themselves open and available to children, young people and families who use the services or activities of the organisation. The key is to be actively oriented to the needs, culture and 'world view' of children, young people and families using services, so that they experience an organisation which is as open and engaging as possible.</i>	
Evidence types	Process documentation	
	Staff/management awareness	
	Output documentation	
	Criteria and things that must be considered	



EVIDENCE TYPES

To comply with each standard, organisations will need to collect three types of evidence:

1. **Process documentation** (i.e. has the process been properly organised and written down in some form to show *how* tasks and duties will be done?)
Documentation may include policies and procedures, flow charts and protocols that combine to show that key processes are organised in a way that complies with the service standards.
2. **Staff and management awareness** (i.e. do people providing and involved in the service recognise and understand the process?)
Evidence may be in the form of records of focus groups or interviews with staff/management that indicate the extent to which they are aware and understand the processes they use.
3. **Output documentation** and physical evidence (i.e. has the process been implemented?)
Evidence may be in the form of records and physical evidence that form concrete outputs from the implementation of key processes (e.g. case files, meeting records, needs assessment records, action plans, information registers, securely stored client information, and physical arrangements to improve disability access).

These three forms of evidence together show that the service:

- has described (planned) how it will operate;
- have staff who know how it operates (for their level of responsibility); and
- actually operates in that way as shown by records and physical evidence.

Examples of where the assessor can look to find evidence are available in the Evidence Guide in Appendix Two of this manual.

Stakeholder views as a fourth type of data

Stakeholder views or feedback provide a valuable perspective on whether people who are using the service or are involved with the service consider that it is meeting the service standards. It is a condition of the licensing process that all licensed services will collect views of stakeholders and respond to the views appropriately.

The detail of feedback collected will not be used in either the verification or independent external assessment processes to determine if standards have been met. However both processes will check that stakeholder views have been gathered and considered for service improvement.

Examples of stakeholder questions relating directly to the minimum service standards are available in the evidence guide in this manual.

Compliance with the Standards

To be assessed as complying with the standards each criteria will need to be assessed as 'met' in your verified self assessment and within the Independent External Assessment (see Part Two Chapter 3 of this manual).





FOCUS ON CHILDREN, YOUNG PEOPLE AND FAMILIES USING SERVICES

Outcome Statement

Children, young people and families secure sustained benefits as a result of individually tailored and culturally sensitive services, in which their rights are respected and their wellbeing is enhanced

1. Standard for Accessibility of Services.	
Standard description: <i>Organisations optimise access to children, young people and families who use services.</i>	
Context of the Standard: This standard is about how organisations make themselves open and available to children, young people and families who use the services or activities of the organisation. The key is to be actively oriented to the needs, culture and ‘world view’ of children, young people and families using services so that they experience an organisation that is as open and engaging as possible.	
<i>Criteria for meeting the service standard.</i>	
Process documentation	<p>1.1.1 Procedures for making services and activities accessible within available resources.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How an understanding of the needs of the target group influence how services and activities are made accessible. • How proactive strategies are implemented to make it easy for Aboriginal and Torres Strait Islander people, people with a disability or others within the agreed target group to use the service. • How linkages are made with Aboriginal and Torres Strait Islander services, ethno-specific and multi-cultural services (including language services or specialist services) in order to support and promote access. • How the impact of the physical location of the service and the means of delivering the service (e.g. home, in office, in another location) on access are considered. <p>1.1.2 Procedures for receiving requests for services and assessing eligibility, which are designed to be culturally inclusive of people known to be part of the agreed target group.¹</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How the process for receiving requests is managed, and how it is inclusive of people known to be part of the agreed target group(s). • How eligibility is assessed using established criteria. • How the service advises the Department of its current capacity to respond to referrals.

¹ Record Keeping

*Child Protection Regulations 2000, Section 4,
Service Agreement Clause 20*





<p>Staff/ management awareness</p>	<p>1.2.1 Knowledge of strategies to reach Aboriginal and Torres Strait Islander people, people from other cultural and linguistic backgrounds, people with a disability, and other people within the agreed target group.</p> <ul style="list-style-type: none"> • What is your understanding of the strategies used to make it easy for Aboriginal and Torres Strait Islander people, people with disabilities, or other people within the agreed target group to use the service? <p>1.2.2 Knowledge of the process for receiving requests for service, and how it is designed to be inclusive of people known to be part of the agreed target group.</p> <ul style="list-style-type: none"> • What is your understanding of the process for receiving requests for service, and how it is designed to be inclusive of people known to be part of the agreed target group?
<p>Output documentation</p>	<p>1.3.1 Records of access by people using services within the agreed target group.²</p> <ul style="list-style-type: none"> • Records of service usage reflecting access by people, including Aboriginal and Torres Strait people or people from diverse cultural or linguistic backgrounds, who reflect the demographic profile of the agreed target group. <p>1.3.2 Records of linkages with other organisations to support and promote access.</p> <ul style="list-style-type: none"> • Records of contact and linkages with other organisations to support and promote access of the agreed target group. • Evidence of strategies (pamphlets, press releases, documented service profiles, network meeting records) designed to assist access by Aboriginal and Torres Strait Islander people, people with disabilities, or other people in the agreed target group. <p>1.3.3 Records of training of staff to support cross-cultural competencies.</p> <ul style="list-style-type: none"> • Training and development records, showing evidence of participation in training and cross-cultural awareness for relevant staff/volunteers to reflect cross cultural competencies required. <p>1.3.4 Physical layout and location of services</p> <ul style="list-style-type: none"> • The way that the service is physically set up to manage accessibility issues.

² Record Keeping

*Child Protection Regulations 2000, Section 4,
Service Agreement Clause 20*





2. Standard for Responding to the Needs of Children, Young People and Families.	
Standard description: <i>Organisations deliver services and activities that are individualised to meet the needs, strengths and wellbeing of children, young people and families.</i>	
<i>Context of the Standard:</i> This standard is about how organisations approach what they do in an organised way for the agreed target group and functions of the service. This includes having a planned approach to introducing children, young people and families to the service and linking service responses with their identified strengths and needs. Organisations should undertake case planning and case work activities with children, young people or families in accordance with the departmental case plan and in collaboration with other organisations, as appropriate. The standard is also about how progress against case plans is reviewed and how people are assisted to transition from the service. The needs of children and young people in care are concerned with their safety, wellbeing, dignity and respect. Needs include safety, basic entitlements, physical care, emotional care, behavioural management, family, community and culture, and personal and social development. The entitlements of children and young people placed in out-of-home care are further outlined in the Statement of Standards set out in the <i>Child Protection Act 1999</i> . The Statement of Standards reflects the standard of care which children and young people should receive in out-of-home care.	
<i>Criteria for meeting the service standard.</i>	
Process documentation	<p>2.1.1 Procedures for introducing children and young people or families to the service.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How children, young people or families are introduced to staff, shown around the service and provided with information about the service. • How potential placements are discussed with children, young people and families in order to clarify their understanding of their preferences and develop a shared commitment to addressing case plan goals. • How children and young people placed in out of home care are introduced to the proposed placement and to carers/staff in a planned manner. <p>2.1.2 Procedures for identifying the strengths and needs of children, young people or families.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How assessments of strengths and needs of a child, young person or family are made. • How an understanding of the child, young person or family's culture is demonstrated. • How strengths and needs are identified through the service care plan.





<p>Process documentation</p>	<p>2.1.3 Procedures for planning the delivery of services to children, young people or families.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none">• How a service care plan for each child or young person that responds to identified strengths and needs and aligns with the service is developed.• How goals and strategies that address the identified needs are demonstrated in the case plan of a child or young person. <p>2.1.4 Procedures for delivering services to children, young people or families.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none">• How individual plans are implemented in line with a child or young person's Departmental case plan and the functions of the service.• How plans that address needs are implemented.• How services are delivered in a culturally sensitive way, and the steps taken to ensure services are inclusive. <p>2.1.5 Procedures for reviewing plans.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none">• How progress toward achieving goals is assessed across identified needs and, where necessary, how service care plans are confirmed, amended or finalised.• How the needs of children and young people that cannot be responded to within the organisation's role and functions are communicated to the department.• Where the organisation is responsible for day-to-day care, how progress toward achieving goals is assessed across needs. <p>2.1.6 Procedures for transitioning children, young people or families from the service.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none">• How the need for ongoing assistance by your organisation and/or through referral to another organisation is identified and met.• Where the organisation is responsible for day-to-day care, how the needs of young people transitioning from care are identified and addressed.• How organisations follow up to see if assistance is being provided.• How organisations advise the department of a child's or young person's needs that it cannot respond appropriately within its role and functions.
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<p>Process documentation</p>	<p>2.1.7 Procedures for working cooperatively with the department and other agencies to meet the range of relevant needs.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • Where the organisation is responsible for day-to-day care, how the department, and other external agencies (where relevant) are involved in assessing needs, creating service care plans, delivering services, reviewing progress and assisting in transition. • How formal links are established and maintained with other agencies to assist in working together to meet the needs of children and young people, including the needs of Indigenous children and young people. • How positive relationships and contact details with other agencies are established and maintained. <p>2.1.8 Procedures for matching the needs of children and young people requiring out-of-home care with the care environment.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How the departmentally-identified needs of children and young people requiring out-of-home care are matched to available foster care places or other available places/care environments. • How the care needs of the child or young person are matched with the placement that is currently available. • How, in the case of foster carers, the needs of the child or young person are matched with the foster carer agreement. <p>2.1.9 Procedures for providing positive behaviour support to children and young people in out-of-home care³.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How processes comply with the requirements of the department's Positive Behaviour Support policy. • Where the department has developed a behaviour support plan for a child or young person, how the plan is integrated with the child or young person's care plan and how it is implemented. • How processes recognise that the department will not approve the planned use of reactive responses, such as restraint. • How processes exclude the planned use of reactive responses. • How processes exclude the use of prohibited practices. • If reactive responses or prohibited practices have been used, how their use is reported to the department in line with the service's incident reporting processes⁴.
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³ Positive guidance to change inappropriate behaviour and techniques for managing behaviour – *Child Protection Act 1999*, s.122 (1)(g) and s.122 (2)

⁴ Processes to report these practices are addressed in standard 6.





<p>Staff/ management awareness</p>	<p>2.2.1 Knowledge of how induction of clients works.</p> <ul style="list-style-type: none">• What is your understanding of how induction of children, young people or families into the service is undertaken? <p>2.2.2 Knowledge of how assessments of needs are undertaken.</p> <ul style="list-style-type: none">• What is your understanding of the processes used for identifying the strengths and needs of children, young people or families using services? <p>2.2.3 Knowledge of how service care plans are made and implemented, and how reviews of progress are undertaken and recorded.</p> <ul style="list-style-type: none">• What is your understanding of the processes used to develop a service care plan with each person in the service, and for reviewing and recording progress under the plans? <p>2.2.4 Knowledge of how people are assisted to transition from the service.</p> <ul style="list-style-type: none">• What is your understanding of the processes used for assisting children, young people or families to transition from the service? <p>2.2.5 Knowledge of how the service works cooperatively with other agencies to meet the range of relevant needs.</p> <ul style="list-style-type: none">• What is your understanding of the processes for working cooperatively with other agencies and how external agencies are included in planning with children, young people or families, as appropriate? <p>2.2.6 Knowledge of formal links with other agencies, including Indigenous services.</p> <ul style="list-style-type: none">• What is your understanding of the formal links and processes for working with other agencies, including Indigenous organisations to assist children and families? <p>2.2.7 Knowledge of how children and young people requiring out-of-home care are matched with placements.</p> <ul style="list-style-type: none">• What is your understanding of the processes for matching the care needs of children and young people with the placement that is currently available? <p>2.2.8 Knowledge of procedures for responding to the behaviour of children and young people in out-of-home care.</p> <ul style="list-style-type: none">• What is your understanding of processes for responding to the behaviour of children and young people, including positive behavioural support strategies, reactive responses, and prohibited practices?
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<p>Output documentation</p>	<p>2.3.1 Records of initial assessments of people’s needs.</p> <ul style="list-style-type: none"> • Case files showing records of initial assessments of needs. <p>2.3.2 Records of use of reactive responses and prohibited practices, and advice to the department of their use⁵.</p> <ul style="list-style-type: none"> • Incident reports, case files, incident registers and/or handover books showing the use of reactive responses or prohibited practices and reports advising the department of their use in line with the service’s incident reporting processes⁶. <p>2.3.3 Records of staff training in positive behaviour support and the use of reactive responses⁷.</p> <ul style="list-style-type: none"> • Records of staff attendance and completion of training. <p>2.3.4 Records of service care plans.</p> <ul style="list-style-type: none"> • Case files showing records of service care plans. <p>2.3.5 Records of ongoing case work.</p> <ul style="list-style-type: none"> • Case files showing ongoing case work and review of progress. <p>2.3.6 Records of transitional arrangements.</p> <ul style="list-style-type: none"> • Case files showing records of arrangements for transitioning people from the service. <p>2.3.7 Records of involvement of other agencies.</p> <ul style="list-style-type: none"> • Case files showing records of the involvement of other agencies in service care plans.. <p>2.3.8 Records of interagency cooperation.</p> <ul style="list-style-type: none"> • Records showing interagency cooperation. <p>2.3.9 Records of matching the needs of children and young people with placements.</p> <ul style="list-style-type: none"> • Records of identification of the child’s or young person’s care needs and consideration of the current placement and support available. Other relevant records include foster carer agreements, placement agreements, assessments of relatives, descriptions of models of service delivery.
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⁵ Obligation to report harm – *Child Protection Act 1999*, s.148 (1); and, obligation to have a policy to report harm that the staff member has become aware, or reasonably suspects, has been caused to a child in the care of the service, or a concern that the staff member has about the standards of the care services provided – *Child Protection Regulation 2000* s.3.

⁶ Processes to report these practices are addressed in standard 6.

⁷ Positive guidance to change inappropriate behaviour and techniques for managing behaviour – *Child Protection Act 1999*, s.122 (1)(g) and s.122 (2)





3. Standard for Participation and Choice.	
<p>Standard description:</p> <p><i>Organisations promote the rights and responsibilities of children, young people and families by providing them with information and assisting their participation in decision-making.</i></p>	
<p>Context of the Standard:</p> <p>This standard is about enabling children, young people and families who are using services and participating in other activities to empower themselves. The aim is to assist children, young people and families to be aware of, and take responsibility for, choices over their lives, and where appropriate, to move towards self reliance.</p>	
<i>Criteria for meeting the service standard.</i>	
Process documentation	<p>3.1.1 Strategies for facilitating the participation of children, young people or families in decisions that affect their lives and choice in the way that services are delivered.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How children, young people or families are assisted to participate in identifying their strengths and needs. • How children, young people and families are involved in developing goals and choose strategies that meet their needs, using services and resources, and reviewing progress. • How information is provided about the choices that children, young people and families have in the way services are delivered. • How children, young people or families are resourced to make informed decisions and choices. <p>3.1.2 Strategies for supporting children, young people or families using services to move towards self-reliance and inclusion in the community where appropriate.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How the preferences of children, young people or families using services are heard and recorded and how their decision-making is promoted. • How the skills, strengths and motivation of children, young people or families are used to build supportive relationships and enhance self-reliance. • How options in the community (both formal and informal) to build supportive relationships and move towards greater self-reliance are identified and cultivated (in accordance with the interests and capacities of people using services).
Staff/ management awareness	<p>3.2.1 Knowledge of strategies for facilitating participation of children, young people or families in decisions that affect their lives and choices in the way that services are delivered.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used for facilitating the participation of people in decisions that affect their lives and choices in the way that services are delivered?





Staff/ management awareness	3.2.2 Knowledge of strategies for enhancing the self reliance of children, young people or families using services. <ul style="list-style-type: none">• What is your understanding of the processes used for enhancing levels of self-reliance in children, young people or families using services?
Output documentation	3.3.1 Information provided to children, young people or families about participation in decision-making and choice in the way services are delivered. <ul style="list-style-type: none">• Pamphlets, flyers, posters and awareness raising materials, that are used to offer information to people about their participation and choice in the services provided. 3.3.2 Records showing participation of children, young people or families in decisions directly affecting them and choices made by people about the way services are delivered. <ul style="list-style-type: none">• Case files or recorded activities showing how people have participated in, and made choices about, the development, implementation and review of decisions that affect them and of the services they receive.



4. Standard for Confidentiality and Privacy.	
<p>Standard Description:</p> <p><i>Organisations promote the rights and responsibilities of children, young people and families by protecting their right to confidentiality and privacy, taking into account relevant privacy and other legislative requirements.</i></p>	
<p>Context of the Standard:</p> <p>This standard is about how organisations protect the privacy and confidentiality of children, young people and families. It covers what is written and what is said about children, young people and families, and how information is shared. It also covers the circumstances where the right to confidentiality may be overridden by other considerations.</p> <p>The word ‘client’ in this standard means children, young people and families who are clients of the Department of Child Safety, whether or not they are direct recipients of services from the organisation.</p>	
<i>Criteria for meeting the service standard.</i>	
Process documentation	<p>4.1.1 Procedures related to collection and secure storage of client data.⁸</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How data is collected from children, young people and families. • How client data is stored. • Where computer storage is used, how data entry is achieved. • How security of sensitive client data (both hard copy and electronic) is maintained. • How processes take account of record keeping guidelines made available by the department. <p>4.1.2 Procedures related to the transfer of client records to the department.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How processes take account of guidelines made available by the department.

⁸ Record Keeping

Child Protection Regulation 2000, Section 2, Service Agreement Clause 20





<p>Process documentation</p>	<p>4.1.3 Procedures for informing people about confidentiality, limits to confidentiality, and for the sharing of personal information.⁹</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How appropriate verbal and written disclosure of sensitive client information is ensured. • How people who use the service are informed about any necessary limits to confidentiality, and how this is recorded by the service. • How information (in any form) may be shared internally and with other parties, taking account of legislative requirements. • How relevant cultural or religious sensitivities of people using the service are managed. <p>4.1.4 Procedures for ensuring that children, young people or families get access to their personal information when they require it</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How clients of the department (or former clients) are informed of their rights regarding access to personal information held about them by the service. • How requests to access their information can be made. • How decisions relating to such requests are made. • How decisions are made about exceptional circumstances that may arise and which may lead to conditions being placed on the request for personal information, or refusal of a request. <p>4.1.5 Procedures for ensuring that the living environment for children and young people in out-of-home care allows for age, developmental, gender, and culturally appropriate privacy.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How consideration is given to privacy for children and young people in relation to maintaining their personal possessions, organising sleeping arrangements and providing for personal care (taking into account their age, developmental, gender and culturally appropriate privacy).
<p>Staff/management awareness</p>	<p>4.2.1 Knowledge of processes relating to collecting, using and securely storing client data, taking account of relevant privacy legislation.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used for collecting, using and securely storing client data? <p>4.2.2 Awareness of the need to avoid inappropriate verbal or written disclosure of confidential client information.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used to avoid inappropriate verbal or written disclosure of confidential client information?

⁹ Confidentiality

Child Protection Act 1999, Section 187, Service Agreement Clause 19.1





<p>Staff/ management awareness</p>	<p>4.2.3 Knowledge of processes for providing information to children, young people or families using services about confidentiality, limits to confidentiality and sharing client information.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used for providing information to people using services about confidentiality, limits to confidentiality, and sharing their information? <p>4.2.4 Knowledge of processes for how children, young people or families using services may secure access to their personal information.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used for how people using services may secure access to their personal information? <p>4.2.5 Knowledge of strategies for ensuring age, developmental, gender and culturally appropriate privacy of children and young people in out-of-home care.</p> <ul style="list-style-type: none"> • What is your understanding of processes used to ensure age, developmental, gender and culturally appropriate privacy of children and young people in out-of-home care?
<p>Output documentation</p>	<p>4.3.1 Security and storage of client data.¹⁰</p> <ul style="list-style-type: none"> • Personal client data is stored suitably and securely. <p>4.3.2 Records of information provided to people using services and sharing of information.¹¹</p> <ul style="list-style-type: none"> • Records of information provided to children, young people or families using services, including information about any limits to confidentiality, and sharing of information with other service providers or third parties. • Records of sharing information. <p>4.3.3 Records of client access to information.¹²</p> <ul style="list-style-type: none"> • Records of requests from clients for access to information, evidence of how requests have been considered and how access was provided. <p>4.3.4 Evidence of how physical space is arranged to provide privacy.</p> <ul style="list-style-type: none"> • Evidence of how space is arranged for children, young people or families using services to speak with service staff and volunteers, and how privacy is provided when sensitive matters are being discussed.

¹⁰ Record Keeping

*Child Protection Regulations 2000, Section 4,
Service Agreement Clause 20*

¹¹ Confidentiality

*Child Protection Act 1999, Section 187,
Service Agreement Clause 19.1 and 4.6*

¹² Confidentiality

*Child Protection Act 1999, Section 187,
Service Agreement Clause 19.1 and 4.6*





	<p>4.3.5 Evidence of how the living environment is organised to ensure privacy.</p> <ul style="list-style-type: none">• Evidence of how space for personal possessions is provided and maintained, how sleeping arrangements are organised and privacy of personal care is assured.
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5. Standard for Feedback, Complaints and Appeals.	
<p>Standard Description:</p> <p><i>Organisations promote the rights and responsibilities of children, young people and families by:</i></p> <ul style="list-style-type: none"> ▪ <i>Providing opportunities for them to provide feedback and using any feedback to improve services.</i> ▪ <i>Providing information to them about internal and external mechanisms for making a complaint and acting fairly and appropriately when a client complaint is received.</i> ▪ <i>Providing information to them about mechanisms for making complaints and appealing decisions in respect of other organisations.</i> 	
<p>Context of the Standard:</p> <p>This standard is about how an organisation listens to children, young people and families using services, and takes on feedback, both positive and negative, as a source of ideas for improving services and other activities. The standard also covers how the organisation deals with the complaints it receives from children, young people or families using services, and how it ensures that their complaints are fairly assessed, determined and acted upon. It is also concerned with how an organisation informs children, young people or families about their right to complain and/or to appeal if they are unhappy about decisions made by other organisations, for example, the Department of Child Safety.</p> <p>Other aspects of responding to complaints from people using services, where they relate to allegations of harm, are covered in Standard 6: <i>Protecting Safety</i>. Where complaints arise from staff or carers, they are covered in Standard 9: <i>Standard for Staff, Carer and Volunteer Support and Supervision</i>.</p>	
<i>Criteria for meeting the service standard.</i>	
Process documentation	<p>5.1.1 Procedures for how children, young people or families using services can provide feedback on their experiences in the service.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How children, young people or families using services are informed about the standard of service they can expect, such as through explaining and promoting a client charter. • How feedback is encouraged and made easy for people to provide. • How anonymity is offered to people providing feedback. • How feedback is compiled and used to improve services.



<p>Process documentation</p>	<p>5.1.2 Procedures for providing information to children, young people or families using services about their right to make internal complaints.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How children, young people or families are informed about how they can complain about the service. • How the information provided takes into account factors such as age, development, literacy and cultural factors. <p>5.1.3 Procedures for managing internal complaints from children, young people or families using services.¹³</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How children, young people or families may be supported by a representative of another organisation or advocate in making internal complaints. • How children, young people or families can choose to escalate a complaint beyond immediate service staff and how the tiers of the process are designed taking into account principles of fairness. • How children, young people or families are advised about the outcome of a complaint. • How the outcomes of complaints are compiled to improve services. <p>5.1.4 Procedures for informing children, young people or families using the service about how to access external complaints and appeals mechanisms.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How children, young people or families are informed about using external mechanisms for lodging a complaint about the service (such as community visitors, the Commission for Children and Young People and Child Guardian, Children Services Tribunal). • How children, young people or families using the service are advised about complaint mechanisms and appeal processes if they are unhappy with a decision made by the department or another organisation. • How children, young people or families may be supported in this process, by someone within the organisation or another organisation or advocate. • How information provided to children, young people or families using the service takes into account age, development, literacy and cultural factors.
<p>Staff/management awareness</p>	<p>5.2.1 Knowledge of processes for how children, young people or families can provide feedback on their experiences in using the service.</p> <ul style="list-style-type: none"> • Are you aware of feedback from children, young people or families about the service? What is your understanding of the processes used to assist children, young people or families to provide feedback on their experiences of the service?

¹³ Complaints

Child Protection Regulation 2000, Section 4, Service Agreement Clause 19.1 and 4.6





<p>Staff/ management awareness</p>	<p>5.2.2 Knowledge of processes to inform children, young people or families using services about their right to give feedback and make internal complaints.</p> <ul style="list-style-type: none"> • What is your understanding of ways to inform children, young people or families about their right to give feedback and make internal complaints? <p>5.2.3 Knowledge of processes for internally managing client complaints.</p> <ul style="list-style-type: none"> • Are you aware of complaints made by children, young people or families about the service? What is your understanding of the internal service processes used for managing client complaints? <p>5.2.4 Knowledge of processes for informing children, young people or families using services about how to access external complaints and appeals mechanisms.</p> <ul style="list-style-type: none"> • Are you aware of external complaints or appeals made by children, young people or families? What is your understanding of the processes used for informing children, young people or families using the service of mechanisms for external complaints and appeals if they are unhappy about a decision made by another organisation or the department?
<p>Output documentation</p>	<p>5.3.1 Records of client feedback and levels of satisfaction.</p> <ul style="list-style-type: none"> • Records of client feedback and levels of satisfaction, and evidence that these are aggregated, assessed and communicated to relevant staff, carers and other volunteers. <p>5.3.2 Records of client complaints and how they were managed internally.¹⁴</p> <ul style="list-style-type: none"> • Records of client complaints, showing how they were managed internally and how outcomes were communicated to clients and acted on appropriately. <p>5.3.3 Records of reviews of client complaints and implications for service delivery.</p> <ul style="list-style-type: none"> • Evidence that records of client complaints are aggregated, assessed, communicated to relevant staff, carers and other volunteers, and that any implications for service delivery implemented.

¹⁴ Complaints

*Child Protection Regulation 2000, Section 4,
Service Agreement Clause 4.5*





6. Standard for Protecting the Safety of Children and Young People.	
Standard Description: <i>Organisations protect the safety of children and young people.</i>	
Context of the Standard: This standard is about how the organisation seeks to protect children and young people from harm that may arise out of services received. Harm arising out of services received includes self-harm and harm arising from the actions of staff, carers, volunteers, management and other people using the service. It is also about how the organisation responds to disclosures of harm that are not related to the organisation. It covers the organisation’s steps to identify and address risks to prevent harm from occurring and, where harm has occurred, to identify and manage the situation. This includes ensuring immediate safety, responsibilities to report harm to relevant authorities, cooperating in the investigation and assessment of allegations made and, in partnership with the department, taking any necessary action to protect the person and/or other persons from harm. The organisation’s compliance with safety requirements in relation to buildings and the physical environment in which services are provided to people is also covered in this standard. Other aspects of safety, particularly in relation to how the service responds to the broader safety needs of children and young people in out-of-home care, are covered in Standard 2 <i>Responding to the Needs of Children, Young People and Families</i> . In terms of processes relating to information, support and supervision provided to staff and carers about matters of concern, these elements are covered in Standard 9: <i>Staff, Carer and Volunteer Support and Supervision</i> .	
<i>Criteria for meeting the service standard.</i>	
Process documentation	<p>6.1.1 Documented strategies for preventing and managing harm to children and young people arising out of services received.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How risks to the safety of children and young people are proactively identified and addressed in order to prevent harm from occurring (e.g. enabling contact with department case managers, Commission for Children and Young People and Child Guardian community visitors, physical environment, range and mix of children, age and vulnerability of child, contact with adults (staff and others) and other children). • How allegations of harm to children, young people or families arising out of services received (e.g. from the actions of staff, carers, volunteers, management or other clients) are identified and recorded. • How such allegations are responded to and, where necessary, reported to appropriate agencies.



<p>Process documentation</p>	<p>6.1.1 Documented strategies for preventing and managing harm to children and young people arising out of services received (continued).</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • During an investigation, how children or young people who make an allegation are protected and supported, in partnership with the department. • How processes comply with the department’s Matters of Concern policy and procedures. • How processes comply with departmental requirements for the reporting and management of critical incidents. • How processes comply with fire safety, occupational health and safety, and other environmental safety requirements. <p>6.1.2 Procedures for managing outcomes of investigations of harm in partnership with the department.¹⁵</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How the organisation works with the department and (where appropriate) the Police, in responding to the outcomes of an investigation and implementing actions. • How the organisation (in agreement with the department) informs and supports a child or young person who was allegedly harmed. • How processes comply with the department’s Matters of Concern policy and procedures. <p>6.1.3 Procedures for responding to a disclosure of harm or potential harm, including a risk of suicide or self harm (not arising out of services received).</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How responses to a critical incident or disclosure of harm/potential harm take adequate account of : <ul style="list-style-type: none"> ○ the best interests of the child or young person, and ○ the views of the child or young person. • How children or young people making disclosures are supported. • How circumstances in which the disclosure may need to be reported are assessed (noting assistance available from external agencies). • How processes comply with departmental policy and (where relevant) legislative requirements for reporting harm. • How processes comply with departmental requirements for reporting and managing critical incidents.
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¹⁵ Matters of Concern *Child Protection Act 1999, Section 148(1), Child Protection Regulation 2000, Section 3*



<p>Staff/ management awareness</p>	<p>6.2.1 Knowledge of processes for preventing, identifying, recording and reporting allegations of harm to people arising out of services provided, taking account of relevant legal obligations.</p> <ul style="list-style-type: none"> • Are you aware of allegations of harm to people arising out of services provided? • What is your understanding of the processes used for identifying, recording and reporting allegations of harm to people arising out of services provided? • How do these processes take account of relevant legal obligations? • How do you support the child or young person? <p>6.2.2 Knowledge of managing outcomes of investigations of harm in partnership with the department.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used to manage outcomes of investigations of harm? • How is this done in partnership with the department? <p>6.2.3 Knowledge of processes for responding to a disclosure of harm, or potential harm, to a child or young person (not arising out of services received), taking account of relevant legal obligations.</p> <ul style="list-style-type: none"> • Are you aware of disclosures of harm, or potential harm, to a child or young person (not arising out of services received)? • What is your understanding of the processes used for responding to a disclosure of harm, or potential harm, to a child or young person (where the harm does not arise out of services received)? • What is your understanding of the processes used for responding to a risk of, or attempt to, suicide or self-harm? • How do these processes take account of relevant legal obligations and requirements of the department?
<p>Output documentation</p>	<p>6.3.1 Records of allegations or incidents of harm arising out of services provided.¹⁶</p> <ul style="list-style-type: none"> • Case files, showing allegations or incidents of harm arising out of services received, outcomes of investigations, actions to be taken and the response of the service. • Incident registers. • Copies of advice provided to the department. • Staff, carer or volunteer files, showing allegations of harm and the response by the service. • Critical incident registers and advice to the department of incidents and action taken.

¹⁶ Matters of Concern

*Child Protection Act 1999, Section 148(1),
Child Protection Regulation 2000, Section 3*





Output documentation	<p>6.3.2 Records of disclosures of harm not arising out of services provided.</p> <ul style="list-style-type: none">• Case files showing support to the child or young person in response to a disclosure of harm.• Critical incident registers and advice to the department of incidents and action taken. <p>6.3.3 Records of learning and training aimed at protecting people using services from harm and reporting harm.</p> <ul style="list-style-type: none">• Records showing participation of staff, carers, volunteers and management, as appropriate, in training aimed at protecting children and young from harm and educating them about processes for identifying, recording and reporting harm. <p>6.3.4 Evidence of safety of the buildings and physical environment in which services are delivered.</p> <ul style="list-style-type: none">• Certificates of compliance with fire safety and occupational health and safety requirements.
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FOCUS ON STAFF, CARERS, AND OTHER VOLUNTEERS.

Outcome Statement

Children, young people and families are supported to achieve sustainable benefits by the efforts of services that ensure staff, carers and other volunteers are suitable, appropriately selected, competent, and supported to perform their roles.

7. Standard for Recruitment and Selection Processes for Staff, Carers and other Volunteers.	
Standard Description: <i>Organisations ensure that staff, contract workers, carers and volunteers are suitable, qualified and/or experienced, competent and appropriate to their roles.</i>	
Context of the Standard: This standard is about making sure that the people working in and with organisations are suitable (as required under the <i>Child Protection Act 1999</i>), fairly assessed and properly recruited for their important roles. The scope of the standard includes paid staff, contract workers, carers and other volunteers, as appropriate to the service.	
<i>Criteria for meeting the service standard.</i>	
Process documentation	<p><i>Staff</i></p> <p>7.1.1 Procedures for recruiting staff and contracted workers.¹⁷</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How position descriptions are used and how selection criteria reflect key capabilities required, including those which arise from any specific needs of the target group. • How vacant positions are promoted internally, and where appropriate, externally. • How selection panels are constituted and how selection processes are consistently applied to ensure merit based appointments. • How independence in the interview panel or conflict of interests are managed. • How required qualifications and referee bona fides are checked. • How, in accordance with legislative and departmental requirements applications for suitability checks are lodged and approved: <ul style="list-style-type: none"> ○ For new staff, prior to appointees commencing work with children and young people, and ○ For existing staff, prior to the expiry of existing approvals. • How, in accordance with legislative and departmental requirements, applications for Blue Card checks are lodged: <ul style="list-style-type: none"> ○ For new staff, prior to appointees commencing work with children and young people, and ○ For existing staff prior to the expiry of the blue card. • How outcomes of suitability and Blue Card checks and renewals are recorded.

¹⁷ Selection

*Child Protection Act 1999, Section 126(d),
Service Agreement Clause 4.4*





<p>Process documentation</p>	<p><i>Carers</i></p> <p>7.1.2 Procedures for finding carers.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How the organisation understands the capacity of its existing carers and the deficit between target group needs and existing carer capacity (taking into account cultural and linguistic diversity of the target group). • How strategies (methods and materials) are developed and used to locate required carers and address identified deficits. • How legislative criteria and departmental requirements for recruitment of carers are taken into account in all processes. • How the results of strategies are used to guide future efforts to find carers. <p>7.1.3 Procedure for screening, assessment and selection of carers.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How approval and reapproval processes are facilitated in partnership with the department. • How carers are made aware of the approval and reapproval requirements. • How pre-assessment training is undertaken for potential carers (independently or jointly with other agencies). • How carer assessment processes are facilitated in partnership with the department. • How foster carer agreements are established and maintained (taking account of changes over time). • How processes take account of departmental requirements. <p><i>Volunteers</i></p> <p>7.1.4 Procedures for recruiting volunteers.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none"> • How the skill or experience necessary for a volunteer is assessed. • How, in accordance with legislative and departmental requirements, the service ensures that all volunteers have suitability and Blue Card checks in place. • How decisions are made as to whether referee checks are required.
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<p>Staff/ management awareness</p>	<p><i>Staff</i> 7.2.1 Knowledge of processes for recruitment and selection of staff and contracted workers.</p> <ul style="list-style-type: none">• What is your understanding of the processes used for recruitment and selection of staff and contracted workers? <p><i>Carers</i> 7.2.2 Knowledge of processes for finding carers.</p> <ul style="list-style-type: none">• What is your understanding of the processes used for finding carers, taking into account relevant legislative criteria? <p>7.2.3 Knowledge of processes for screening, assessing and selecting carers.</p> <ul style="list-style-type: none">• What is your understanding of the processes used for screening, assessing and selecting carers, taking into account relevant legislative criteria?• What is your understanding of processes used for managing outcomes of suitability checks where the person concerned is deemed unsuitable? <p>7.2.4 Knowledge of processes for making potential carers aware of the approval and reapproval requirements.</p> <ul style="list-style-type: none">• What is your understanding of the processes used for making potential carers aware of the approval and reapproval process? <p><i>Volunteers</i> 7.2.5 Knowledge of the process for recruitment and selection of volunteers.</p> <ul style="list-style-type: none">• What is your understanding of the processes used for recruitment and assessment of volunteers?• What is your understanding of processes used for managing outcomes of suitability checks where the person concerned is deemed unsuitable?
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<p>Output documentation</p>	<p><i>Staff</i></p> <p>7.3.1 Records of recruitment processes for staff and contracted workers.¹⁸</p> <ul style="list-style-type: none"> Records of recruitment processes, including copies of external advertisements or promotions for vacancies, job descriptions, selection criteria and selection processes. <p>7.3.2 Records of suitability and Blue Card checks for staff.</p> <ul style="list-style-type: none"> Records of suitability and Blue Card checks as part of staff and volunteer assessment processes in accordance with legislative requirements. <p>7.3.3 Records of staff or contracted worker qualifications.</p> <ul style="list-style-type: none"> Staff and contracted worker records showing copies of qualifications that have been required in the selection process. <p><i>Carers</i></p> <p>7.3.4 Records of processes used to find carers to meet the needs of the target group.</p> <ul style="list-style-type: none"> Records of carers available, records of strategies undertaken to find carers suited to the needs of the target group and an assessment of the success of those strategies. <p>7.3.5 Records of screening, assessing and selecting carers.</p> <ul style="list-style-type: none"> Records of completed approval and re-approval processes taking into account legislative and departmental requirements. <p>7.3.6 Records of information provided to make potential carers aware of the approval and re-approval requirements.</p> <ul style="list-style-type: none"> Copies of information provided and acknowledged as having been received by potential carers about the approval and re-approval requirements. <p>7.3.7 Records of signed foster carer agreements including information about the rights and responsibilities of carers.</p> <ul style="list-style-type: none"> Copies of signed foster carer agreements including information about the rights and responsibilities of carers. <p><i>Volunteers</i></p> <p>7.3.8 Statement of volunteer involvement in the service, and where they are involved, a description of volunteer roles.</p> <ul style="list-style-type: none"> Documented statement on the involvement of volunteers, and where they are involved, records showing volunteer roles (such as job descriptions or role expectations). <p>7.3.9 Records of volunteer recruitment processes, including records of necessary suitability and blue card checks.</p> <ul style="list-style-type: none"> Records of volunteers being recruited and assessed. Records of suitability and blue card checks as part of volunteer assessment processes in accordance with legislative requirements.
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¹⁸ Selection

*Child Protection Act 1999 Section 126(d),
Service Agreement Clause 4.4*





8. Standard for Induction, Learning, Training, and Development for staff, carers and other volunteers.	
Standard Description: <i>Organisations ensure that staff, contracted workers, carers and volunteers are suitably oriented to service and management processes, and have access to ongoing training, learning and development opportunities appropriate to their roles</i>	
Context of the Standard: This standard is about making sure that the people working in and with organisations have opportunities to learn and improve their knowledge and skills over time. The scope of the standard includes paid staff, contracted workers, carers and other volunteers, as appropriate to the service. The key idea is to ensure that staff, carers and other volunteers are well prepared for what they are required to do and have an orientation to ongoing learning. The standard also covers how staff and carers are informed about processes for investigating a matter of concern.	
<i>Criteria for meeting the service standard.</i>	
Process documentation	<p><i>Staff, Carers, Volunteers</i></p> <p>8.1.1 Procedures for induction of staff and contracted workers.</p> <p>8.1.2 Procedures for induction of carers, where they are involved.</p> <p>8.1.3 Procedures for induction of volunteers, where they are involved.</p> <p>Things that must be considered (where relevant to the service) for staff, carers and other volunteers:</p> <ul style="list-style-type: none"> • How induction processes work. • How the roles and expectations of staff, carers and volunteers are communicated in the induction processes. • How the content and supporting materials for induction are reviewed and updated. • How a code of conduct is communicated to staff, carers and volunteers. <p><i>Staff, Carers, Volunteers</i></p> <p>8.1.4 Procedures for provision of ongoing learning, training and development for staff.¹⁹</p> <p>8.1.5 Procedures for provision of ongoing learning, training and development for carers, where they are involved.</p>



<p>Process documentation</p>	<p>8.1.6 Procedures for provision of ongoing learning, training and development for volunteers, where they are involved.</p> <p>Things that must be considered (where relevant to the service) for staff, carers and volunteers:</p> <ul style="list-style-type: none"> • How training, learning and development needs are identified and prioritised. • How opportunities to meet priority needs are identified and used. • How learning strategies are reviewed in light of feedback. • How staff and carers are informed about processes for investigating a matter of concern.
<p>Staff/management awareness</p>	<p><i>Staff</i></p> <p>8.2.1 Knowledge of processes for induction of staff.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used for the induction of new staff? <p>8.2.2 Knowledge of how staff are informed about processes for managing matters of concern.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used for informing staff about the processes for investigating a matter of concern? <p>8.2.3 Knowledge of processes for ongoing learning, training and development for staff.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used for ongoing training and development for staff in the service? <p><i>Carers</i></p> <p>8.2.4 Knowledge of processes for induction of carers.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used for the induction of carers in the service? <p>8.2.5 Knowledge of how carers are informed about processes for investigating a matter of concern.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used for informing carers about the processes for investigating a matter of concern? <p>8.2.6 Knowledge of processes for ongoing learning, training and development for carers.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used for ongoing training and development for carers in the service? <p><i>Volunteers</i></p> <p>8.2.7 Knowledge of processes for induction of volunteers.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used for the induction of volunteers in the service? <p>8.2.8 Knowledge of processes for learning, training and development for volunteers.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used for ongoing training and development for volunteers in the service?



Output documentation	<p><i>Staff</i></p> <p>8.3.1 Records of learning and training needs assessments of staff and contracted workers (as agreed).²⁰</p> <ul style="list-style-type: none"> Records of training needs assessment and, if appropriate, a training plan. <p>8.3.2 Records of induction for staff and contracted workers.</p> <ul style="list-style-type: none"> Records of induction provided to, and acknowledged by, staff. <p>8.3.3 Records of learning, training and development of staff and contracted workers (as agreed).</p> <ul style="list-style-type: none"> Records of attendance at training and development events by staff.²¹ <p>8.3.4 Records of reviewing learning and training strategies of staff and contracted workers (as agreed).</p> <ul style="list-style-type: none"> Records showing learning and training strategies are reviewed.
	<p><i>Carers</i></p> <p>8.3.5 Records of learning and training needs assessment of carers.</p> <ul style="list-style-type: none"> Records of training needs assessment and, if appropriate, a training plan. <p>8.3.6 Records of induction for carers and information provided about processes for investigating a matter of concern.</p> <ul style="list-style-type: none"> Records of induction and information provided to, and acknowledged by, carers. <p>8.3.7 Records of learning, training and development of carers.</p> <ul style="list-style-type: none"> Records of attendance at training and development events by carers. <p>8.3.8 Records of reviewing learning and training strategies of carers.</p> <ul style="list-style-type: none"> Records showing learning and training strategies are reviewed.
	<p><i>Volunteers</i></p> <p>8.3.9 Records of induction of volunteers, where they are involved.</p> <ul style="list-style-type: none"> Records of induction provided to, and acknowledged by, volunteers.

²⁰ Training

Child Protection Act 1999, Section 126(d)

²¹ Training

Child Protection Act 1999, Section 126(d)





9. Standard for Staff, Carer and other Volunteer Support and Supervision.	
Standard Description: <i>Organisations ensure that staff, contracted workers, carers and volunteers are managed and supported in their roles.</i>	
Context of the Standard: This standard is about making sure that the people working in and with organisations are supported in what they do to meet the Statement of Standards and to improve outcomes for children, young people and families. This means ensuring that they get feedback on how they are going, either individually or as a team, on a regular basis. It also means ensuring they have an effective avenue for resolving complaints, if and when they arise. The scope of the standard includes paid staff, contracted workers, carers and other volunteers, as appropriate to the service provided. The standard covers how staff and carers are informed about the right to support during an investigation of a matter of concern and the internal and external complaint mechanisms available to carers.	
<i>Criteria for meeting the service standard.</i>	
Process documentation	<p><i>Staff</i> 9.1.1 Procedures for providing periodic formal feedback to staff and contracted workers on their performance.²²</p> <p>Things that must be considered (where relevant to the service) in procedures for staff:</p> <ul style="list-style-type: none"> • How individual and/or team objectives are collaboratively established. • How a constructive ongoing critique of how individuals and/or teams are performing against agreed objectives is provided. • How conclusions about staff performance are recorded. • How opportunities for enhancement of skills and knowledge are provided. • How individuals and/or teams have the option of commenting on what is recorded in feedback processes. <p><i>Carers</i> 9.1.2 Procedures for providing periodic formal feedback and support to carers.</p> <p>Things that must be considered (where relevant to the service) in procedures relating to carers:</p> <ul style="list-style-type: none"> • How the support and supervision needs for carers to implement the child’s care or placement plan and to provide care in line with the Statement of Standards are identified. • How support and supervision activities are prioritised, planned and agreed to (for example, in foster carer agreements). • How advice is provided to the department about additional support needs for carers specific to the placement and care of a particular child/children.



<p>Process documentation</p>	<p><i>Volunteers</i></p> <p>9.1.3 Procedures for the coordination and management of volunteer services and support for volunteers, where they are involved.</p> <p>Things that must be considered (where relevant to the service) in procedures relating to volunteers:</p> <ul style="list-style-type: none">• How volunteers are assigned to roles (taking account of their strengths and preferences).• How volunteer services and contributions are supervised and managed. <p><i>Staff, Carers, Volunteers</i></p> <p>9.1.4 Procedures for a complaints process for staff, carers and volunteers.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none">• How a complaint is raised and recorded by staff, a carer or a volunteer.• How staff, a carer or a volunteer can choose to escalate a complaint beyond immediate service staff and how tiers of the process are designed taking into account the principles of fairness.• How a staff member, a carer or a volunteer is advised about the outcome of their complaint.• How the outcomes of complaints are taken into account in improving staff, carer and volunteer management.• How staff, carers and volunteers are provided with information about their right to complain.• How carers are informed about external complaints processes. <p><i>Staff and Carers</i></p> <p>9.1.5 Procedures for making staff and carers aware of their right to support during an investigation of a matter of concern.</p> <p>Things that must be considered (where relevant to the service):</p> <ul style="list-style-type: none">• How staff and carers are given appropriate information about their rights in responding to concerns raised about them.• How staff and carers are given information about accessing external advocacy and legal representation.• How the organisation liaises with the department and provides information to staff and carers about the investigation process and what is required of them.• How the organisation assesses additional needs for support required by staff or carers during the investigation and implements and monitors support strategies.
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<p>Staff/ management awareness</p>	<p><i>Staff</i></p> <p>9.2.1 Knowledge of how staff performance and feedback processes work.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used for setting staff performance objectives, and for assessing and providing feedback to people or teams on their progress? <p>9.2.2 Knowledge of processes for supporting a staff member during an investigation of a matter of concern.</p> <ul style="list-style-type: none"> • Are you aware of instances in which support was provided to staff during an investigation of a matter of concern? What is your understanding of the processes used for providing support to staff during an investigation of a matter of concern? <p>9.2.3 Knowledge of how staff complaints processes work.</p> <ul style="list-style-type: none"> • Are you aware of a complaint having being made by a staff member about an issue within the organisation? What is your understanding of the processes used for accepting and managing a complaint from a staff member? <p><i>Carers</i></p> <p>9.2.4 Knowledge of how the service provides support and supervision to carers.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used for providing support and supervision? <p>9.2.5 Knowledge of processes for supporting carers during an investigation of a matter of concern.</p> <ul style="list-style-type: none"> • Are you aware of instances in which support was provided to carers during an investigation of a matter of concern? What is your understanding of the processes used for providing support? <p>9.2.6 Knowledge of how carer complaints processes work and how carers are informed about their rights to use internal and external complaints processes.</p> <ul style="list-style-type: none"> • Are you aware of a complaint having being made by a carer? What is your understanding of the processes used for accepting and managing internal complaints from carers and how carers are informed of their rights to use internal and external complaints processes? <p><i>Volunteers</i></p> <p>9.2.7 Knowledge of how volunteer complaints processes work.</p> <ul style="list-style-type: none"> • Are you aware of a complaint having being made by a volunteer? What is your understanding of the processes used for accepting and managing a complaint from a volunteer about an issue within the organisation? <p>9.2.8 Knowledge of other volunteer coordination, management and support processes.</p> <ul style="list-style-type: none"> • What is your understanding of the processes used for coordinating and supporting the efforts of volunteers in our organisation?
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<p>Output documentation</p>	<p><i>Staff</i></p> <p>9.3.1 Records of processes for providing feedback to staff.</p> <ul style="list-style-type: none"> • Staff files or other files, showing records of staff feedback processes, either individually or in teams.²³ <p>9.3.2 Records of professional supervision of staff, if appropriate to their role.²⁴</p> <ul style="list-style-type: none"> • Records of professional supervision sessions provided, externally or otherwise, if appropriate. <p>9.3.3 Records of staff complaints.</p> <ul style="list-style-type: none"> • Records of staff or volunteer complaints showing how they were managed and how outcomes were communicated to staff/volunteers and appropriately acted on. <p><i>Carers and Staff</i></p> <p>9.3.4 Records of processes providing support and supervision to staff and carers during an investigation of a matter of concern.</p> <ul style="list-style-type: none"> • Carer file notes or staff records of support and supervision provided to staff and carers during an investigation of a matter of concern. <p>9.3.5 Records of how outcomes of investigations are managed with staff and carers in partnership with the department.</p> <ul style="list-style-type: none"> • Carer file notes or staff records showing how outcomes of an investigation of a matter of concern are managed in partnership with the department. <p><i>Carers</i></p> <p>9.3.6 Records of carer complaints.</p> <ul style="list-style-type: none"> • Carer file notes or records of internal carer complaints showing how they were managed and how outcomes were communicated to carers and appropriately acted on. <p>9.3.7 Records of information provided to carers about how they can make internal or external complaints.</p> <ul style="list-style-type: none"> • Copies of information provided to, and acknowledged as having been received by, carers about their rights to make internal and external complaints. <p>9.3.8 Records of processes providing support and feedback to carers.</p> <ul style="list-style-type: none"> • Carer files or other files, showing records of carer support and feedback processes, either individually or in teams. <p><i>Volunteers</i></p> <p>9.3.9 Records of volunteer complaints.</p> <ul style="list-style-type: none"> • Records of volunteer grievances showing how they were managed and how outcomes were communicated to volunteers and appropriately acted on.
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²³ Management

Child Protection Act 1999, Section 126(d)

²⁴ Management

Child Protection Act 1999, Section 126(d)





FOCUS ON GOVERNANCE

Outcome Statement

Children, young people and families are supported to achieve sustainable benefits by the efforts of services whose vision and values are underpinned by effective governance arrangements.

10. Standard for Organisational Alignment.	
<p>Standard Description:</p> <p style="text-align: center;"><i>Organisations align their service and support processes with clear organisational vision, values, and philosophy.</i></p>	
<p>Context of the Standard:</p> <p>This standard is about how processes for decision-making and reporting in an organisation line up with its values and its vision. It requires a clear model of service delivery (or a program logic statement) that offers a common sense overview of how service practice will work to achieve the outcomes it requires.</p>	
<p><i>Criteria for meeting the service standard.</i></p>	
<p>Process documentation</p>	<p>10.1.1 Procedures related to decision making and ensuring internal accountability.</p> <p>Things that must be considered (where relevant to the service) in the procedures:</p> <ul style="list-style-type: none"> • How a delegation or authority to make decisions is established for relevant positions. • How authority to act is recorded and what types of actions required demonstrated authority. <p>10.1.2 Procedures for internally reporting on key measures or features of the service agreement with the department.</p> <p>Things that must be considered (where relevant to the service) in the procedures:</p> <ul style="list-style-type: none"> • How the organisation provides client and service data (as agreed with the department).
<p>Staff/management awareness</p>	<p>10.2.1 Knowledge of decision making authority and lines of accountability.</p> <ul style="list-style-type: none"> • What is your understanding of the kinds of decisions you have authority to make? <p>10.2.2 Knowledge of key features of organisational vision and values or philosophy.</p> <ul style="list-style-type: none"> • What is your understanding of your organisation's vision and its values or philosophy?



Staff/ management awareness	10.2.3 Knowledge of service model, client benefits and outcomes sought by services. <ul style="list-style-type: none">• What is your understanding of our service model(s) and the client benefits and outcomes we are seeking to achieve?
Output documentation	10.3.1 Organisational chart. <ul style="list-style-type: none">• Corporate records showing documented organisational structure and lines of accountability. 10.3.2 Statement of organisational vision and values or philosophy. <ul style="list-style-type: none">• Documented statement of organisational vision and values or philosophy, showing records of how the vision and values have been developed with the involvement of people in the organisation. 10.3.3 Documented model of service delivery or program logic statement. <ul style="list-style-type: none">• Documented model of service or program logic showing how resources (including staff and other resources) are applied to provide services or activities to meet client needs, and to achieve client benefits and outcomes over time. 10.3.4 Annual reports and/or monthly reports to management committee or board on service achievements against stated goals. <ul style="list-style-type: none">• Reports to management committee or board showing service achievements against stated service goals, such as reports on reviews and program evaluations undertaken.



11. Standard for Governance and Accountability.	
Standard Description:	
<i>Organisations ensure effective governance arrangements and capacity.</i>	
Context of the Standard:	
<p>This standard is about how the committee of management or the board members, and other organisational leaders, ensure internal and external accountability for what the organisation does. It covers the election, induction and ongoing training of committee or board members, together with processes for ensuring proper financial and asset management, and for managing conflicts of interest when they arise.</p>	
<i>Criteria for meeting the service standard.</i>	
Process documentation	<p>11.1.1 Procedures for electing management committee or board members. Things that must be considered (where relevant to the service) in the procedures:</p> <ul style="list-style-type: none"> • How procedures reflect the legal obligations of the organisation in electing members of the management committee or board. <p>11.1.2 Procedures for induction of management committee or board members. Things that must be considered (where relevant to the service) in the procedures:</p> <ul style="list-style-type: none"> • How induction processes work. • How the content and supporting materials for induction are reviewed and updated. <p>11.1.3 Procedures for provision of ongoing learning, training and development for management committee or board members Things that must be considered (where relevant to the service) in the procedures:</p> <ul style="list-style-type: none"> • How priorities for training and development of management committee or board members are established. <p>11.1.4 Procedures for financial management. Things that must be considered (where relevant to the service) in the procedures:</p> <ul style="list-style-type: none"> • How guidance is provided for financial processes, in light of the skill levels of those involved in financial tasks. <p>11.1.5 Procedures for managing assets and maintaining insurance coverage. Things that must be considered (where relevant to the service) in the procedures:</p> <ul style="list-style-type: none"> • How guidance is provided for asset management activities. • How guidance is provided for maintaining insurance coverage.



<p>Staff/ management awareness</p>	<p>11.2.1 Knowledge of processes for dealing with conflicts of interest.</p> <ul style="list-style-type: none"> • What is your understanding of what constitutes a real or potential conflict of interest? What are the processes used for declaring and managing a conflict of interest? <p>11.2.2 Knowledge of processes for induction of management committee or board members.</p> <ul style="list-style-type: none"> • What is your understanding of the key areas that committee or board members must understand as a result of their induction? <p>11.2.3 Knowledge of processes for ongoing training and development for management committee or board members.</p> <ul style="list-style-type: none"> • What is your understanding of how priorities for training and development of management committee or board members are established? <p>11.2.4 Knowledge of financial administration processes, recording and reporting.</p> <ul style="list-style-type: none"> • What is your understanding of the key steps and accountabilities in two significant financial administration processes in which you are involved?
<p>Output documentation</p>	<p>11.3.1 Records of decisions of management committee or board.</p> <ul style="list-style-type: none"> • Records of management committee or board deliberations, with a focus on the outcomes of important discussions and decisions made. <p>11.3.2 Records of induction of members of management committee or board.</p> <ul style="list-style-type: none"> • Records showing which members have been involved in induction and the dates of induction process. <p>11.3.3 Financial records.</p> <ul style="list-style-type: none"> • Financial records that reflect outputs of established processes for <ul style="list-style-type: none"> ○ Setting and monitoring annual budgets; ○ Approvals for financial expenditures; ○ Payroll records; ○ Records of accounts payable and receivable; ○ Bank statements and reconciliations; ○ Tax payments; and ○ Meeting service agreement requirements, including providing annual audited financial statements, where required. <p>11.3.4 Organisation Constitution</p> <ul style="list-style-type: none"> • Records showing corporate constitution.