



QLD Child Safe Standards & Universal Principle Readiness Checklist*

This guide is aimed at Queensland organisations that:

- deliver disability services to children under the *Disability Services Act 2006* (Qld) s 12
- are NDIS service providers under s 15 (registered and unregistered) delivering NDIS supports/services to children with disability.

If you:

- provide supports like therapy, personal care, community access, respite, group programs, behaviour support or in-home support, and
- you work with children under 18 in Queensland,

you are very likely considered a child safe entity by the Child Safe Organisations Act 2024 as a “service for children with disability” and must implement the 10 Child Safe Standards & Universal Principle.

The checklist below assumes:

- you already engage with **NDIS Practice Standards / Quality Indicators**, and
- you now need to overlay the Queensland Child Safe Standards and Universal Principle into your governance, practice and environment.

*This is still general guidance, not legal advice.

Standard 1 – Leadership, governance & culture

Checklist item	Yes/No	Evidence / notes
We have a clear, public Child Safety & Wellbeing Statement (website, welcome pack, foyer poster).		
Our vision/values explicitly mention keeping children safe from harm & respecting children's rights.		
Our values & statements explicitly acknowledge & value Aboriginal & Torres Strait Islander cultures.		
A Child Safety Contact person is named & families know who this is & how to contact them.		
We have a designated Child Safety Lead at leadership level (e.g. executive, manager) with a clear role description and authority to drive child safety improvements.		
Child safety is a standing agenda item in meetings / yearly review (even if the team is very small).		
When making decisions (new program, locations, or ways of delivering services), we consider impacts on child safety & cultural safety & document key decisions.		
We factor in the needs & perspectives of Aboriginal & Torres Strait Islander children & families in leadership decisions where relevant.		
Governance documents (e.g. board charter, quality framework) explicitly link the Child Safe Standards to our obligations under the Disability Services Act 2006 (Qld) &, where applicable, the NDIS Practice		

Standards.		
Leadership communications (e.g. staff meetings, newsletters, intranet) consistently reinforce zero tolerance for abuse, neglect and exploitation of children with disability.		

Standard 2 – Children are informed, involved & empowered

Checklist item	Yes/No	Evidence / notes
Children are told, in age-appropriate ways, about their right to feel safe.		
Children are given clear examples of OK / not OK behaviour from adults & other children (including jokes, teasing, touching).		
Children know they can talk to at least two adults (e.g. teacher & owner/admin) if they feel unsafe or unsure.		
We have simple ways for children to give feedback (e.g. check-ins, emojis, suggestion box, short surveys).		
We adapt communication (e.g. plain language, visuals, AAC, AUSLAN, interpreters) to suit each child's disability, communication style and culture.		
We regularly ask children how safe they feel about tasks such as personal care, therapy, transport and community activities, and adjust practice based on what they say or show.		
We actively invite feedback from Aboriginal & Torres Strait Islander children about what feels safe & respectful in our environment.		
Concerns or issues raised by children (even if small) are recorded & followed up, & we can show examples.		

Standard 3 – Families & communities are informed & involved

Checklist item	Yes/No	Evidence / notes
New families receive a welcome pack that includes our Child Safety & Wellbeing Statement.		
The welcome pack includes our staff/volunteer Code of Conduct (& parent/carer expectations if we have them).		
The welcome pack clearly explains how to raise a concern or complaint, including contact details.		
We collect & keep up-to-date emergency contact details for each child.		
We collect relevant medical/support needs & record how we accommodate them.		
We record any relevant custody / access information & staff know how to manage pick-ups safely.		
Parents understand when our supervision responsibility starts & ends (drop-off, pick-up, waiting areas, change rooms, in-home, community).		
We communicate with Aboriginal & Torres Strait Islander families & other culturally diverse families about what cultural safety looks like in our setting.		
Our photo/video & social media policy is written in plain English & clearly explains consent & how images will be used.		
We can show examples of regular communication with families about child safety (emails, posters, website		

updates).		
We identify and document critical risk information for each child (e.g. behaviours of concern, absconding, vulnerability to exploitation) and integrate this into support planning and risk management.		
We clearly explain supervision boundaries in each service context (centre-based programs, in-home support, community access, transport) to families at intake and review.		

Standard 4 – Equity, diversity & inclusion

Checklist item	Yes/No	Evidence / notes
Our enrolment & behaviour policies welcome & support diverse children (culture, disability, gender, religion, socio-economic background).		
Our policies explicitly recognise the rights of children with disability and reference relevant rights and principles.		
Policies clearly state that racism, discrimination, bullying or harassment will not be tolerated.		
We use an Acknowledgement of Country (appropriate to our context) in key spaces or events (e.g. website, major communications).		
We seek local advice where possible on how to support Aboriginal & Torres Strait Islander children in culturally respectful ways.		
Staff know how to identify & respond quickly to bullying, exclusion or disrespect related to identity or culture.		

We regularly review whether our practices, materials & environment feel welcoming & respectful for Aboriginal & Torres Strait Islander children & other diverse groups.		
We proactively identify children facing additional barriers (e.g. First Nations, CALD, remote, complex communication) and plan additional strategies to support their safety and participation.		

Standard 5 – People

Checklist item	Yes/No	Evidence / notes
We have identified which roles require a Blue Card or exemption under the Blue Card system.		
We maintain a Blue Card register (name, number, expiry date, verification date).		
We verify Blue Cards & exemptions before people start work & record the verification.		
We have identified which roles require NDIS Worker Screening and/or disability worker screening under relevant legislation, and this sits alongside Blue Card requirements where applicable.		
Job ads/role descriptions/contracts clearly reference child safety responsibilities & expectations, along with obligations under the Disability Services Act & where relevant, the NDIS Practice Standards.		
Job ads/role descriptions/contracts reference commitment to cultural safety, including for Aboriginal & Torres Strait Islander children.		
We conduct screening checks (references, explanation of work history gaps, questions about working with children).		
Referee checks specifically explore safety, boundaries and prior concerns in disability or child-related work (not just technical competence).		
All new staff & regular volunteers receive a child safety induction		

(policies, Code of Conduct, reporting pathways, cultural safety expectations).		
Staff understand expectations for safe physical contact in our context.		
We have a clear process to stand down or remove staff/volunteers if there is a serious child safety concern or allegation.		
Staff & volunteers are supported (e.g. supervision, check-ins) to discuss child safety & cultural safety dilemmas & seek guidance.		

Standard 6 – Child-focused complaints & incident management

Checklist item	Yes/No	Evidence / notes
We have a short, plain-English Complaints & Concerns Procedure that is easy for children & parents to understand.		
The procedure clearly explains how to raise a concern, who handles it, & indicative timeframes.		
The procedure sets out when we must contact police or child protection.		
Staff know how to respond if a child discloses harm (listen, reassure, record, report; don't investigate themselves).		
Complaints & concerns processes are accessible & culturally safe for Aboriginal & Torres Strait Islander families (e.g. option for a support person, respectful tone).		

We keep a confidential log of complaints, concerns & incidents, with actions & follow-up noted.		
We have a documented reporting map showing internal escalation and external reporting to police, child protection, NDIS Commission, QFCC Reportable Conduct for matters that require reporting.		
We can show examples where we changed practice after complaints or incidents, including where cultural issues were raised.		
Our complaints and incident processes map clearly to NDIS complaints and incident management requirements and to obligations under the Disability Services Act (where applicable).		

Standard 7 – Knowledge & skills

Checklist item	Yes/No	Evidence / notes
All staff & regular volunteers complete child safety training at induction.		
Staff/volunteers complete refresher training at least annually.		
Training covers recognizing abuse, neglect & grooming.		
Training covers maintaining professional boundaries & safe physical contact.		
Training covers responding to disclosures in a child-focused way.		
Training covers how to report concerns internally & externally.		
Training includes content on the importance of culture, identity & connection to Country for Aboriginal & Torres Strait Islander children.		
Training covers supported decision-making and consent with children with disability (how to involve them in decisions about their supports)		
Examples & scenarios used in training are tailored to our context.		
Training includes disability-specific content on personal care, behaviour support, in-home support and community access, highlighting particular risks and safeguards.		
We keep a training register (name, date, type of training, provider).		
Staff are encouraged to reflect on & discuss biases, assumptions & cultural issues that may affect children's safety		

& inclusion.		
--------------	--	--

Standard 8 – Safe physical & online environments

Checklist item	Yes/No	Evidence / notes
Our child safety risk assessment covers therapy/consult rooms, sensory spaces, in-home environments, transport and community access (not just centre-based locations).		
One-on-one situations are minimised or kept visible & interruptible (e.g. windows, open doors, common areas).		
Intimate personal care and behaviour support are clearly documented in plans, consented to, and implemented in ways that minimise isolation and vulnerability.		
We have clear rules for change rooms & bathrooms (who can be there, privacy, supervision expectations).		
We have clear rules and guidance for any restrictive practices (if used), emphasising rights, least-restrictive options and oversight in line with legal requirements.		
We have a digital communication policy (no private messaging with children from personal accounts, monitored group chats, appropriate language online).		
We have a social media & imagery policy (consent for photos/videos, rules for posting)		
We keep records of consent for images/recordings & can locate them.		
We have a plan to respond to online bullying, harassment, or unsafe		

behaviour linked to our activities, including support for affected children.		
We consider potential cultural impacts of online content & communications (e.g. racist comments, stereotypes, misuse of cultural imagery) & how we prevent/respond.		

Standard 9 – Continuous improvement

Checklist item	Yes/No	Evidence / notes
We conduct at least an annual review of our child safety policies, risk assessment, & related documents.		
Reviews include consideration of cultural safety, particularly for Aboriginal & Torres Strait Islander children & families.		
We formally record feedback from children on how safe & welcome they feel, & what could be improved.		
We formally record feedback from parents/carers about child safety & cultural safety.		
We formally record feedback from staff & volunteers about how well our systems are working.		
After incidents or complaints, we document lessons learned & changes made.		
We maintain a simple “Child Safety & Cultural Safety Improvement Notes” document or log.		
Our quality system explicitly joins the dots between Child Safe Standards, Disability Services Act obligations and		

NDIS Quality & Safeguards (where relevant).		
After serious incidents or allegations involving children, we undertake a structured review that looks at system and culture, not just individual performance.		

Standard 10 – Policies & procedures

Checklist item	Yes/No	Evidence / notes
We have a current Child Safety & Wellbeing Policy that references the 10 Child Safe Standards & the Universal Principle.		
Our Child Safety & Wellbeing Policy explicitly links to Disability Services Act 2006 (Qld) requirements and, where relevant, NDIS Practice Standards.		
The Child Safety & Wellbeing Policy sets out our commitment to Aboriginal & Torres Strait Islander children & families & to cultural safety for all children.		
We have a Staff & Volunteer Code of Conduct covering behaviour, language, physical contact, gifts, one-on-one time, transport, online contact & social media.		
We have a written Complaints & Concerns Procedure that is child-friendly & culturally safe.		
We have an Incident Management & Reportable Conduct Procedure that integrates Child Safe Standards, the Reportable Conduct Scheme and (where relevant) NDIS reportable incident obligations.		
We have a Child Safety Risk Register / Risk Assessment summarising key child safety risks & controls (including risks & controls relevant to cultural safety).		
We have a Transport & Community Access Procedure that sets out safe pick-up/drop-off, travel supervision, lone-worker safeguards and		

emergency responses for children.		
We have a Behaviour Support & Restrictive Practices Policy (if relevant) that emphasises rights, least-restrictive approaches, child voice and compliance with relevant legislation and NDIS rules.		
We have a written Inclusion & Cultural Safety Statement/Plan that explains how we create a welcoming, culturally safe environment, particularly for Aboriginal & Torres Strait Islander children.		
We maintain a Blue Card register & training register, & they are kept up to date.		
All policies are easy to access (e.g. central folder, shared drive) & staff know where to find them.		
We have a documented process & schedule for reviewing & updating these policies (e.g. every 12–24 months or after significant incidents/changes).		