

Standards	Examples
a) The child's dignity and rights will be respected at all times.	<ul style="list-style-type: none"> ⇒ Provide favourite and age-appropriate toys, books and clothes. ⇒ Ensure clear communication; understand need for different styles of communication, age-appropriate communication. ⇒ Ensure personal, physical and information privacy. ⇒ Facilitate child/young person's participation in decision making. ⇒ Allow for individuality / preferences. ⇒ Foster child to be treated with respect and dignity – minimise any sense of stigmatisation.
b) The child's needs for physical care will be met, including adequate food, clothing and shelter.	<ul style="list-style-type: none"> ⇒ Provide nutritional food. ⇒ Ensure special dietary needs are met. ⇒ Provide appropriate bedding, clothing.
c) The child will receive emotional care that allows him or her to experience being cared about and valued and that contributes to the child's positive self-regard.	<ul style="list-style-type: none"> ⇒ Ensure that language is warm, caring and responsive. ⇒ Model appropriate conflict resolution. <ul style="list-style-type: none"> • Provide consistent discipline (not punishment). ⇒ Build rapport, have 'special' time with individual children/young people. ⇒ Acknowledge/celebrate achievements and positives. ⇒ Assist child / young person to understand individual differences and to positively resolve differences and cope with making mistakes. ⇒ Enable child or young person to have a positive experience of family life.
d) The child's needs relating to his or her culture and ethnic grouping will be met.	<ul style="list-style-type: none"> ⇒ Demonstrate respect for different beliefs and multi-cultural or indigenous orientation. ⇒ Work with appropriate agencies regarding case plans and placement agreements. ⇒ Support: <ul style="list-style-type: none"> • Contact with extended family. • Contact with and participation in indigenous children's services – ensure child experiences their own language and culture. • Contact with church groups, elders. • Observation of cultural/religious events.
e) The child's material needs relating to his or her schooling, physical and mental stimulation, recreation and general living will be met.	<ul style="list-style-type: none"> ⇒ Provide access to: <ul style="list-style-type: none"> • school materials • library materials • computer resources • exhibitions. ⇒ Provide an appropriate homework environment. ⇒ Pay sports fees. ⇒ Encourage children / young people to participate in appropriate social, recreational activities and hobbies. ⇒ Organise transport to activities. ⇒ Provide pocket money and the opportunity to spend their money on items of their choice, as appropriate.
f) The child will receive education, training or employment opportunities relevant to the child's age and ability.	<ul style="list-style-type: none"> ⇒ Arrange access to play group, pre-school or school. ⇒ Encourage child or young person's attendance at school, emphasise the importance of education. ⇒ Attend parent/teacher interviews, when required. ⇒ Advocate for tutoring where needed. ⇒ Support young people in attending volunteer work, TAFE, apprenticeships, university or employment. ⇒ Recognise and encourage appropriate interests and advocate accordingly. ⇒ Support young people in attending career days.

	⇒ Work with Child Safety and other agencies regarding specific Transition to Independence case plans.
g) The child will receive positive guidance when necessary to help him or her to change inappropriate behaviour.	⇒ Use of positive reinforcement. ⇒ Ensure clear and appropriate consequences for behaviour. ⇒ Help child / young person to problem-solve. ⇒ Model appropriate conflict resolution, anger management techniques. ⇒ Demonstrate appropriate knowledge of child development. ⇒ Facilitate child / young person having normal childhood experiences.
h) The child will receive dental, medical and therapeutic services necessary to meet his or her needs.	⇒ Ensure child / young person has: <ul style="list-style-type: none"> • regular dental appointments • medical attention in response to sickness • any necessary vaccinations • physiotherapy, occupational therapy, psychology, speech therapy or behavioural therapy appointments, if required (maybe required as part of case plan) • specialist input re issues such as bed wetting. ⇒ Advocate for required therapies or services. ⇒ Work with therapists or counsellors, as appropriate.
i) The child will be given the opportunity to participate in positive social and recreational activities appropriate to his or her developmental level and age.	⇒ Ensure child / young person experiences a range of opportunities: <ul style="list-style-type: none"> • Attending a friend's birthday party • Going on outings • Going on walks or to the beach • Listening to music • Cooking • Playing team sport • Joining a social group ⇒ Encourage and provide access to individual interests
j) The child will be encouraged to maintain family and other significant personal relationships.	⇒ Support: <ul style="list-style-type: none"> • Contact visits • Telephone calls • letters and e-mail • drawings • life books • photo albums ⇒ Ensure any comments about the child or young persons family are appropriate and that consideration and respect are given to the child or young person's family.
k) If the child has a disability - the child will receive care and help appropriate to the child's special needs.	⇒ Seek assistance / information in relation to child's specific needs. ⇒ Join relevant support group. ⇒ Advocate for additional external resources / services. ⇒ Work with Child Safety and local resource services on case plan.