RTO Child Safe Standards

Compliance readiness tool

Purpose

The purpose of this compliance readiness tool is to help VRQA-registered training organisations (RTOs) to comply with the new Child Safe Standards (the Standards). The VRQA has created this tool to assist RTOs to identify, check and update documents to meet the new Standards.

The guidance provided is not exhaustive and is general in nature. Each RTO’s child safety policies, procedures and documentation should be contextualised for use in their specific physical and online environments.

How to use this readiness tool and checklist

This readiness tool providesa checklist for RTOs to use to support compliance with the Standards.

The checklist is grouped by policies, procedures, or documents that RTOs are likely to already have in place. They are aligned to:

* the Child Safe Standards requirements
* the Australian Quality Training Framework (AQTF) Standards
* the [VRQA Guidelines for VET Providers](https://www.vrqa.vic.gov.au/Documents/vetproviderguidelines.docx) (VRQA Guidelines)

Each item describes evidence for RTOs to demonstrate in their operations and documents. An RTO whose operations include all the checklist information is likely to demonstrate compliance with the Standards’ requirements.

| **Child Safe Standards compliance checklist** | Child Safe Standards requirements mapping | AQTF and VRQA Guidelines mapping |
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| Products, services or documents that should be revised to demonstrate compliance with the Child Safe Standards  |
| Documented strategic policy and procedures | 1, 2, 3, 4, 7, 10, 11 | AQTF C1, C3, S2.2, S2.5, S3 |
| [ ]  | Commitment to promote the Child Safe Standards and ensure a child safe culture of wellbeing and support to different cohorts or diverse groups (for example, disability, those unable to live at home, LGBTQIA+, Aboriginal and Torres Strait Islander people) and engagement to community. |
| [ ]  | Commitment to support staff to understand the Standards and their application at the RTO. |
| [ ]  | Commitment to report to relevant authorities and law enforcement and to have procedures to address child abuse. |
| [ ]  | Commitment to review and monitor the Standards’ policies and procedures |
| Complaint policy and handling proceduresStand alone or can be included in the organisation’s policy and procedures document as a sub-section | 3, 7, 10 | S2.7, S3.2 |
| [ ]  | An RTO’s complaints policy and procedures are understood by their students. The RTO’s complaints policy describes the assistance that they provide to young complainants. |
| [ ]  | Investigation processes and how the RTO manages the risks to children while complaints are investigated |
| [ ]  | Includes engagement with relevant authorities and complaint recordkeeping, reporting and information sharing requirements |

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| **Recruitment, induction and professional development for staff or volunteers** |
| [ ]  | Processes and documentation reference the Child Safe Standards’ requirements.  | 1, 2, 3, 5, 6, 7, 8, 11 | S1.4, S3.2 |
| [ ]  | Position descriptions contain references to the Child Safe Standards and a duty statement. |
| [ ]  | Child Safety and Wellbeing Policy and Child Safety Code of Conduct is documented and referenced in recruitment, induction, and professional development processes. |
| [ ]  | RTO plans professional development and regular training (workshops) for staff and volunteers about child safety including being attuned to signs of harm.  |
| [ ]  | RTO confirms valid Working with Children (WWC) and police checks (including as part of employee reviews). |
| Monitoring or performance framework, business process audits, and continuous improvement  |
| [ ]  | RTO regularly analyses child safety feedback and complaints data to inform changes to policy and procedures. | 1, 4, 5, 7, 10, 11 | C1, S1.1, S2.2, S3.2, S3.4 |
| [ ]  | RTO maintains accurate recordkeeping of child safe actions (including relating to human resources, recruitment, support services and risk plan). |
| [ ]  | RTO conducts and documents child safe assessments of physical and online environments |
| Student enrolment, pre-assessment, and induction of students  |
| [ ]  | RTO engages with children and parents about the Standards and their framework. The RTO encourages children and parents or carers and their communities to have an input into child safety culture and wellbeing decisions. | 3, 4, 5, 7 | S2.1, S2.2, S2.3 |
| [ ]  | RTO collects relevant student information including capturing data of students from diverse backgrounds — which is then used to develop a culture that prevents racism and promotes respect for Aboriginal culture, those unable to live at home, LGBTQIA+ communities, students with disabilities, cultural differences or disadvantages. |

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| **Student support services and resources** |
| Activities may be reflected in a handbook, business plan or reporting framework. Support services could include pastoral care, counselling, and, or referral to external support organisations. |
| [ ]  | RTO’s support services ensure students, and parents or carers can provide input on child safety decisions and wellbeing | 1, 2, 3, 4, 5, 7 | S2.1, S2.2, S2.3 |
| [ ]  | Support services ensure a child safe culture or environment and are tailored to the needs of individual students (including an ability to provide support relating to racism, Aboriginal culture, those unable to live at home, LGBTQIA+ communities, students with disabilities, cultural differences or disadvantages) |
| [ ]  | Children are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way | 3 |  |
| Governance frameworks, documentation, or champions address the Standards’ requirements  |
| [ ]  | Management, staff and other relevant RTO meetings consider the Standards’ requirements and operations, and the activities are reflected in documentation such as agendas or meeting notes. | 1,2, 3, 4. 9, 10, 11 | C1, S3 |
| [ ]  | Committee of management meetings addresses the Standards (reflected in the minutes or agenda) |
| [ ]  | Child Safety and Wellbeing Policy and Child Safety Code of Conduct for staff addresses the Child Safe Standards |
| [ ]  | Advocacy and champions in organisations promote Child Safe Standards and activities |
| [ ]  | Supervision of and people management framework promotes the Standards. The RTO supports staff to implement actions focusing on child safety. |
| [ ]  | Procurement policies promote the Standards to ensure child safety |
| [ ]  | Risk management plan for the Standards considering:* risks to relevant cohorts or client groups of organisations (for example disability, those unable to live at home, LGBTQIA+ and Aboriginal and Torres Strait Islander people)
* risks relating to online environments and the RTO’s physical environment and resources.
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| Business plan or strategy |
| Documented outline of activities and leadership initiatives related to the Standards |
| [ ]  | The annual report includes updates on relevant Standards’ performance. | 1, 2,3, 4, 5 | C1, S2, S3 |
| Communication resources and activities  |
| [ ]  | Workshops and forums include reference to the Standards where appropriate. | 1, 2, 3, 4, 5, 7, 8 | C1, S2, S3 |
| [ ]  | Web resources, booklets, posters, or pamphlets reflect the RTO’s child safe culture. |
| Record management systems and online environment |
| The capture of client data — collects relevant child safe activities data |
| [ ]  | Collection of student data and status contains records of students with diverse backgrounds: * Aboriginal and Torres Strait Islander people
* people with a disability
* LGBTQIA+
* culturally and linguistically diverse (CALD)
* children who are unable to live at home
 | 2, 7, 9 | S2, 3 |
| [ ]  | Meeting documents — such as meeting agenda and notes.  |
| [ ]  | Collection of employment law obligations information.  |
| [ ]  | Collection of data on complaints, investigations or incidents.  |