

Applying Standard 8 to support LGBTIQ+ children and young people

Physical and online environments promote rights, safety, and wellbeing while minimising opportunity for harm



Organisations create safe physical and online environments that support the safety and wellbeing of children and young peoples.

How to use this factsheet

This factsheet can be used alongside Focus Area 1 of the Child Safe Standards Self-Assessment Tool, which supports organisations to reflect on how leadership, governance, organisational culture, and environment promote child rights, safety, and wellbeing. This factsheet provides additional context for how organisations can apply Standard 8 in ways that recognise and support the rights, safety, and wellbeing of LGBTIQ+ children and young people.

Applying Standard 8 for inclusive organisations

The design and management of physical and online environments can influence whether children and young people feel safe, comfortable, and able to participate.

For LGBTIQ+ children and young people, environments that are inclusive and welcoming can help reduce feelings of isolation and create spaces where children and young people feel respected. Organisations with staff who understand how to create safe and respectful spaces can help LGBTIQ+ children and young people feel more confident to express themselves.

“Chill-out spaces with pillows, low noise, warm lighting, craft and fidgets”

(Young person, AGA consultation, 2026)



Why this matters

Small, inclusive environmental signals may help children and young people identify spaces where they feel comfortable participating. Thoughtful environmental design can support children and young people who may experience anxiety, sensory sensitivities, or other barriers to participation.

Creating safe online environments is also important, particularly where children and young people communicate or participate in programs digitally.

Impact on LGBTIQ+ children and young people

If environments do not support safety and inclusion, LGBTIQ+ children and young people may feel:

- Uncomfortable or unsafe in organisational spaces
- Unsure whether their identity will be respected
- Reluctant to participate in activities
- Excluded from programs or environments.

“I wish there were more spaces that get me”

(Young person, AGA consultation, 2026)

Tangible actions for organisations

Organisations can support the creation of safe environments by:

- **Reviewing physical spaces to ensure they promote safety and inclusion.** Examples may include considering visibility, supervision, accessibility, and welcoming environments.
- **Providing inclusive facilities where possible.** For example, providing for access to gender-neutral bathrooms or flexible arrangements that support diverse needs.
- **Ensuring online spaces are safe and moderated.** An example may include setting clear expectations for respectful behaviour in digital platforms or online programs.
- **Considering sensory and accessibility needs when designing spaces and activities.** For example, providing quiet areas or flexible seating options where possible.



Organisations may wish to consider:

- How do our environments signal that LGBTIQ+ children and young people are welcome and respected?
- What steps do we take to ensure both physical and online environments promote safety?
- How do we consider accessibility and sensory needs when designing spaces or activities?
- How do we respond if children and young people feel uncomfortable or unsafe in our environments?

“Places like schools having queer clubs helps too. Kids can connect with each other “

(Young person, AGA consultation, 2026)



Remember:

Creating safe environments takes ongoing effort and awareness, but it is also one of the clearest ways to show children and young people that their safety matters.

Find out more

Click here to learn more about the **Child Safe Standards**.
For information, education, and training visit **genderrights.org.au**

