



Creating safety for LGBTIQA+ children and young people

Addendum to the CSS Self- Assessment and Review Tool



Introduction

Everyone in an organisation is responsible for upholding the rights, safety, and wellbeing of children and young people, and creating environments that effectively minimise harm.

All leaders, including board and committee members, chief executives, directors, and managers, are responsible for creating and maintaining an organisational culture where rights, safety, and wellbeing are a priority.

As a human rights jurisdiction, and in giving due regard to section 27 of the *Human Rights Act 2004*, organisations must apply the Child Safe Standards (the Standards) in a manner that is culturally safe and inclusive for all children and young people, including by respecting and valuing the diverse and unique identities and experiences of Aboriginal and Torres Strait Islander children and young people.

This tool is a companion to the [Child Safe Standards Self-Assessment and Review Tool](#) and is designed to assist a broad range of organisations to consider their child safe practices and identify priority areas to better protect and promote the rights, safety, and wellbeing of **LGBTIQA+ children and young people**.

The ACT Children and Young People Commissioner recommends using this tool alongside existing guidance, which can be accessed using the following link: ***Applying the ACT Child Safe Standards for LGBTIQA+ Children and Young People***.

Ongoing self-assessment, reflection, action, and review will assist organisations to consider their effectiveness in operationalising the Preamble to the Standards and demonstrate their commitment to continuous improvement.

Acknowledgements

The ACT Children and Young People Commissioner acknowledges:

- A Gender Agenda and the LGBTIQA+ sector
- LGBTIQA+ kids, teens, and young people in the ACT for their wisdom, tenacity, and insights, which inform our work.

Purpose of this document

This document provides additional examples to assist organisations in assessing how the Standards are applied for LGBTIQ+ children and young people. These examples build on those in the Introductory Self-Assessment Tool and support the practical application of the Preamble to the Standards by showing what inclusive and culturally safe practice may look like in day-to-day organisational activities.

These examples complement the companion guide ***Applying the ACT Child Safe Standards for LGBTIQ+ Children and Young People***, which provides further explanation about the Standards, and how they relate to the rights, safety, wellbeing, and inclusion of LGBTIQ+ children and young people.

Recognising different experiences within LGBTIQ+ communities

Organisations may be more familiar with issues relating to sexual orientation (for example, lesbian, gay, bisexual, and queer) than with issues relating to gender identity, gender expression, or variations in sex characteristics (for example, trans, gender diverse, non-binary, and intersex).

However, research and lived experience show that transgender, gender diverse, and intersex children and young people often face additional or different risks to safety, including:

- misgendering or exclusion from gendered spaces
- pressure to conform to gender norms
- privacy risks such as being 'outed' without consent
- discrimination or misunderstanding about variations in sex characteristics.

For this reason, many of the examples in this document specifically highlight the experiences of transgender, gender diverse, and intersex children and young people, while still recognising the broader diversity of LGBTIQ+ communities.

We hope this will assist organisations to feel confident in supporting all children and young people.



A word about intersectionality

LGBTIQA+ children and young people may also hold other identities or experiences that shape how they interact with services and how safe they feel. These may include disability, neurodivergence, cultural identity, faith, care experience, socioeconomic disadvantage, and/or geographic isolation.

Applying the Standards requires organisations and those who work within them to recognise that LGBTIQA+ children and young people may experience multiple layers of marginalisation at the same time. Safety and inclusion strategies should therefore be flexible and responsive to these overlapping experiences.

“If they don’t see you for who you are, it feels like you don’t belong anywhere.”

No child or young person experiences identity in isolation, and organisations should consider how different aspects of identity may influence a child’s or young person’s ability to participate, access support, and raise concerns.

Intersectional experiences can compound barriers to safety, particularly where discrimination relating to gender identity, disability, culture, or care experience intersect.

Practical examples of what intersectionality may require:

- Adjusting communication and reporting options for LGBTIQA+ children and young people who are neurodivergent or have disability, including offering multiple ways to ask for help or raise concerns.
- Providing culturally appropriate and safe support for Aboriginal and Torres Strait Islander LGBTIQA+ children and young people, as well as those from culturally and linguistically diverse (CALD) communities.
- Recognising that LGBTIQA+ children and young people in out-of-home care may face additional barriers to trust, privacy, and disclosure.
- Ensuring LGBTIQA+ children and young people in the ACT surrounding region can access safe information, connection, and support, including through moderated digital spaces where appropriate.

Examples in this document:

- Align directly with the existing Focus Areas, Standards, and Key Actions in the Self-Assessment Tool
- Highlight observable practices and behaviours, rather than policy intent alone
- Support organisations to reflect honestly on whether inclusive practices are present, emerging, or absent
- Encourage continuous learning and improvement in creating safer environments for all children and young people.

Organisations may already be implementing some of these practices. Others may identify areas where further development is needed.

How to use the examples

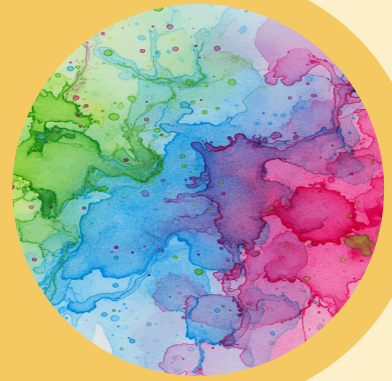
Organisations are encouraged to:

- Read the examples relevant to each Key Action
- Reflect on whether these practices are present, emerging, or absent in their organisation
- Use the findings to inform action planning and improvement
- Revisit the examples regularly to track progress over time.

These examples are most effective when used collaboratively and, where appropriate, informed by feedback from children and young people themselves, including LGBTIQ+ and those with diverse identities and experiences.



About the Self- Assessment Tool



About implementation of the Standards

As the Standards are principle-based and aim to deliver positive outcomes beyond baseline compliance, they have been grouped into focus areas under an overarching preamble statement. These focus areas will guide organisations to build on their efforts and adapt their strategies based on their size, capacity, and workforce.

Preamble – Services must make sure children and young people feel safe to be themselves, including by showing that they understand and support their individuality and cultural needs. They must make sure ALL children and young people are included, no matter who they are or where they come from. The unique identities and experiences of Aboriginal and Torres Strait Islander children and young people must be respected and valued.

Focus Area 1 Standards 1, 8, and 10

Leadership, Culture, Governance, & Environment

- 1** Services care about keeping kids, teens, and young people safe, and have ways to make sure everyone understands why this is important.
- 8** Services find ways to make sure physical and online spaces where kids, teens, and young people spend time are safer.
- 10** Services write down the ways they keep kids, teens, and young people safe, and make sure this is easy to read and understand by anyone who wants to read it.

Focus Area 2 Standards 2, 3, and 4

Involvement Engagement, & Embracing Diversity

- 2** Services make sure kids, teens, and young people know their rights and are involved in making decisions that affect them.
- 3** Families and communities are told about how services are being made safer, and how they can help keep kids, teens, and young people safe and well.
- 4** All kids, teens, young people, families, and people working in services are treated fairly and with respect, and services have systems to help make sure this happens.

Focus Area 3 Standards 5, 6, and 7

Staff Training, Capability Development, & Complaints

- 5** Workers are safe grown-ups who get support to help keep kids, teens, and young people safe and well, and they know how to help if there is a problem.
- 6** Services make sure kids, teens, and young people and their families know how to speak up if they are worried about things that people in the service are doing.
- 7** Workers know how to keep kids, teens, and young people safe and well, and ;keep learning new things to help them be safe grown-ups.






Focus Area 4 Standard 9

Review and Improve

- 9** Services regularly review their systems and processes and look for ways to make their services safer.

How to use the self-assessment tool

Organisations should consider their risk profile holistically by completing all sections of the self-assessment, even if they intend to progressively implement the Standards at a pace relevant to their organisational needs. Some sectors will need to progress some aspects of the Standards at a faster pace based on the type of service they provide or their risk profile, such as direct care settings.

Read each key action area and the examples provided.	
Current Status: Select whether your organisation has 'Met' the Standard, is 'Progressing' actions against the Standard, is 'Beginning' to implement actions, or has 'Not Started' implementing actions. Add a comment and review date. Select 'Other' if you are unsure about what progress has been made against the Standard.	
Note: The examples are a guide only. You may have examples of your own that can be recorded as either evidence of current practice or next steps.	
Evidence: Provide a statement about what evidence your organisation may have to support your assessment.	
Repeat the steps for all actions under each Standard.	
Next Steps: Recording actions against the 'Next Steps' is important for those Standards where you have selected 'Beginning', 'Not Started' or 'Other'. Next steps might include current actions in progress, agreed future actions, or steps you anticipate taking to improve your practices.	
Note: You may like to also use the ACT Child Safe Self-Assessment Tool or the National Principles for Child Safe Organisations indicators to help you consider your Next Steps.	
If you work across multiple sites or your organisation has different business units, we recommend completing the assessment for each site or business unit.	



FOCUS AREA 1

Leadership, Culture,
Governance, and Environment



Standard 1:

People who provide services care about keeping LGBTIQ+ children and young people safe and well, and have systems and processes to make sure everyone understands why this is important.

Key Action 1.1 – People in charge show **attitudes and behaviours** that let children and young people know their safety and wellbeing is important.

Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- Leaders clearly communicate that discrimination based on sexuality, gender identity, or sex characteristics is not acceptable in the organisation.
- Leaders use inclusive language in meetings, communications, and public messaging, including respecting children's and young people's names and pronouns.
- Leaders challenge homophobic, transphobic, and discriminatory language or behaviour when it occurs.
- Leaders support and provide visible signals that LGBTIQ+ children and young people – including transgender, gender diverse, and intersex children and young people – are welcome and respected in the organisation.

Key Action 1.2 – Staff and volunteers know about their **responsibilities** and use this to do their job.

Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- Staff and volunteers use children's and young people's correct names and pronouns in everyday interactions.
- Staff recognise that bullying, discrimination or harassment related to sexuality, gender identity, or sex characteristics is a child safety concern and respond when it occurs.
- Staff can demonstrate their understanding that some children and young people may not be 'out' to their family or community and protect their privacy when handling personal information.
- Staff challenge homophobic, transphobic or discriminatory language or behaviour and support transgender, gender diverse, and intersex children and young people if concerns are raised.

Current Status

- Met
- Progressing
- Beginning
- Not started
- Other

Comment and Review date:

[add text here]

Evidence:

[add text here]

Next steps to be taken:	By whom:	By when:
[add text here]	[add text here]	[add text here]
[add text here]	[add text here]	[add text here]
[add text here]	[add text here]	[add text here]
[add text here]	[add text here]	[add text here]

Standard 8:

Services find ways to make sure physical and online spaces where LGBTIQ+ children and young people spend time are safer.

Key Action 8.1 – The organisation knows how to make their service **physically safe** for children and young people.

Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- The organisation considers how facilities such as bathrooms, change rooms, or sleeping arrangements protect the privacy and dignity of transgender, gender diverse, and intersex children and young people.
- Staff actively supervise spaces where bullying or exclusion may occur and address behaviour related to sexuality, gender identity, or sex characteristics.
- Physical environments display inclusive signals that show LGBTIQ+ children and young people are welcome and respected.
- Activities and spaces are reviewed to ensure transgender, gender diverse, and intersex children and young people can safely participate.

Key Action 8.2 – The organisation's **risk management strategy** addresses online risks to children and young people.

Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- Online safety policies address risks such as bullying, harassment, and discrimination related to sexuality, gender identity, or sex characteristics.
- Staff understand that some LGBTIQ+ children and young people rely on online spaces for connection and support and help them access these spaces safely.
- The organisation protects children and young people's privacy online, including not sharing identifying information about transgender, gender diverse, or intersex children and young people without consent.
- Where social media access is limited for children and young people under 16 years old, organisations consider and provide other safe ways for children and young people, particularly those in rural or remote areas, to access information, connection and support.

Current Status

- Met
- Progressing
- Beginning
- Not started
- Other

Comment and Review date:

[add text here]

Evidence:

[add text here]

Next steps to be taken:	By whom:	By when:
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]

Standard 10:

Services write down the ways they keep LGBTIQ+ children and young people safe, and make sure this is easy to read and understand by anyone who wants to read it.

Key Action 10.1 – Policies and procedures are **written down, can be found easily**, and cover all the Child Safe Standards.

Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- Child safety and wellbeing policies clearly state that bullying, harassment, and discrimination based on sexuality, gender identity, and sex characteristics is not acceptable.
- Policies explain how the organisation protects the privacy and identity of children and young people, including transgender, gender diverse, and intersex children and young people.
- Policies outline expectations for respectful behaviour towards children and young people of diverse identities, families, and backgrounds.
- Policies and procedures are written in clear, accessible language and include examples that reflect diverse families and identities.

Key Action 10.2 – Everyone in the organisation knows what the child rights, safety, and wellbeing **policies and procedures** mean.

Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- Staff and volunteers know and can articulate how child safety policies apply when bullying, harassment, or discrimination related to sexuality, gender identity, or sex characteristics occurs.
- Staff know and can articulate how organisational policies protect the privacy of children and young people who may not be 'out' to their family or community.
- Staff know and can articulate how policies support transgender, gender diverse, and intersex children and young people to be treated with respect and dignity.
-
- Staff know and can demonstrate where to find policies and guidance about supporting LGBTIQ+ children and young people.

Current Status

- Met
- Progressing
- Beginning
- Not started
- Other

Comment and Review date:

[add text here]

Evidence:

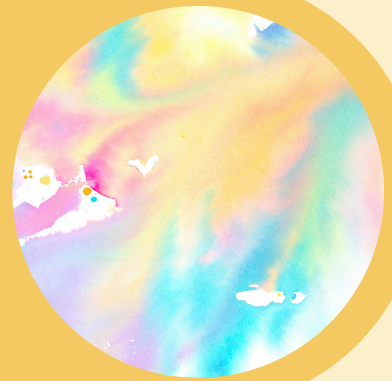
[add text here]

Next steps to be taken:	By whom:	By when:
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]



Focus Area 2

Involvement, Engagement,
and Embracing Diversity



Standard 2:

Services make sure LGBTIQ+ children and young people know their rights and are involved in making decisions that affect them.

Key Action 2.1 – Children and young people **talk about what's important** to them and are **involved** in making decisions that affect them.

Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- LGBTIQ+ children and young people are asked what helps them feel safe, respected, and included in the organisation.
- Organisations provide ways for LGBTIQ+ children and young people to give feedback safely and privately, including options that do not require them to disclose their identity.
- Participation activities consider barriers faced by some LGBTIQ+ children and young people, including intersectional experiences relating to disability, cultural background, family safety concerns, or previous experiences of discrimination.
- Organisations actively seek input from transgender, gender diverse, and intersex children and young people when reviewing policies, environments, and/or programs that affect them.

Key Action 2.2 – The organisation **values** children's and young people's views.

Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- Staff listen respectfully when children and young people talk about identity safety or discrimination.
- Organisations take concerns raised by LGBTIQ+ children and young people seriously and act to address them.
- Children and young people are told what changes have been made in response to feedback about safety, inclusion, or wellbeing.
- Organisations use feedback from transgender, gender diverse, and intersex children and young people to improve programs, environments, and/or policies.

Current Status

- Met
- Progressing
- Beginning
- Not started
- Other

Comment and Review date:

[add text here]

Evidence:

[add text here]

Next steps to be taken:	By whom:	By when:
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]

Standard 3:

LGBTIQA+ children and young people, their families, and community are told about how services are being made safer, and how that will help to keep them safe and well.

Key Action 3.1 – Families and communities are told about how the organisation is making its service safer for children and young people.

Additional examples that may indicate the Standard is being met for LGBTIQA+ children and young people:

- Information about child safety clearly states that the organisation respects and supports LGBTIQA+ children and young people.
- Family information materials use inclusive language and recognise diverse families and intersecting identities.
- Families and communities are informed that respectful behaviour toward all children and young people is expected within the organisation.
- Information about the organisation's child safety approach is available in formats that are accessible to diverse families and communities.

Key Action 3.2 The organisation **involves families and communities** in conversations about child safety and wellbeing.

Additional examples that may indicate the Standard is being met for LGBTIQA+ children and young people:

- Organisations engage families and communities in conversations about creating safe and respectful environments for LGBTIQA+ children and young people.
- When discussing safety concerns with families, staff consider the safety and wishes of the child or young person, particularly if they may not be 'out' to family members.
- Organisations provide opportunities for families and communities to learn about respectful inclusion of diverse and intersecting identities.
- Organisations build relationships with community groups that support LGBTIQA+ children and young people (e.g. A Gender Agenda, Bit Bent, A to Z).

Current Status

- Met
- Progressing
- Beginning
- Not started
- Other

Comment and Review date:

[add text here]

Evidence:

[add text here]

Next steps to be taken:	By whom:	By when:
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]

Standard 4:

All LGBTIQ+ children and young people, families, and people working in services are treated fairly and with respect, and services have systems to help make sure this happens.

Key Action 4.1 – All children and young people can be involved in the organisation, no matter what their circumstances and backgrounds.

Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- Organisations review activities, programs and spaces to ensure LGBTIQ+ children and young people, but particularly those who are transgender, gender diverse, and intersex, can safely participate.
- Forms, registration processes and communication materials allow LGBTIQ+ children and young people to use their affirmed name, pronouns, and gender identities wherever possible, and organisations use these instead of legal name and gender markers when referring to the child or young person, other than where circumstances exist that legal names are required for identification purposes (e.g. medical settings). When legal names are required, this is explained in ways that are accessible to the young person.
- Organisations consider barriers that may affect some LGBTIQ+ children and young people, including disability, cultural background, faith, care experience, and/or family circumstances.

Key Action 4.2 – Staff and volunteers help children and young people with diverse needs.

Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- Staff and volunteers recognise that LGBTIQ+ children and young people may experience discrimination or exclusion and provide support when this occurs.
- Staff and volunteers support transgender, gender diverse, and intersex children and young people to participate safely and respectfully in organisational activities.
- Staff and volunteers recognise that some LGBTIQ+ children and young people may also face additional barriers related to disability, culture, faith, and/or family circumstances.
- Staff and volunteers take practical and timely steps to ensure that environments and activities are inclusive and respectful of diverse identities and experiences.

Current Status

- Met
- Progressing
- Beginning
- Not started
- Other

Comment and Review date:

[add text here]

Evidence:

[add text here]

Next steps to be taken:	By whom:	By when:
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]



Focus Area 3

Staff Training, Capability
Development, and Complaints



Standard 5:

Services have workers who are safe grown-ups, who get support to make sure they can keep children and young people safe and well, and who know how to help if there is a problem.

Key Action 5.1 – Staff and volunteers are carefully selected.

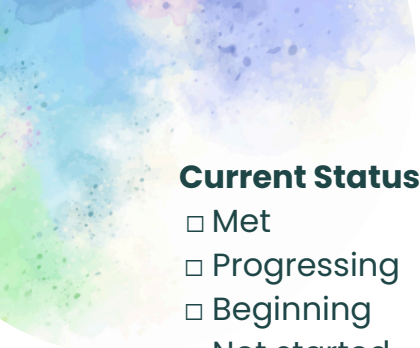
Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- Recruitment materials and position descriptions clearly state the organisation's commitment to creating safe and inclusive environments for LGBTIQ+ children and young people.
- Interview questions explore how applicants would respond to bullying, discrimination or harassment related to sexuality, gender identity, or sex characteristics.
- Recruitment processes assess whether applicants demonstrate respectful attitudes toward diverse identities and families.
- Recruitment strategies consider how the organisation can build a workforce that reflects and understands diverse communities, including LGBTIQ+ communities.

Key Action 5.2 – Staff and volunteers are given ongoing support to know how to be child safe.

Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- Staff are encouraged and supported to reflect on their attitudes and assumptions about sexuality, gender identity, and diversity.
- Supervisors support staff and volunteers to discuss and reflect on how to create safe and inclusive environments for LGBTIQ+ children and young people.
- Supervisors address discriminatory language, behaviour, or attitudes when they occur in the workplace.
- Staff and volunteers are encouraged to seek guidance if they are unsure how to support transgender, gender diverse, or intersex children and young people.
- Supervisors provide opportunities for staff and volunteers to discuss challenges and learn from situations involving identity-based harm or exclusion.



Current Status

- Met
- Progressing
- Beginning
- Not started
- Other

Comment and Review date:

[add text here]

Evidence:

[add text here]

Next steps to be taken:	By whom:	By when:
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]

Standard 6:

Services make sure children and young people, their families, and other people in the community know how to speak up if they are worried about things that people in the service are doing.

Key Action 6.1 – Children, young people, and families know how to raise **concerns and complaints**, and staff and volunteers know how to respond to these.

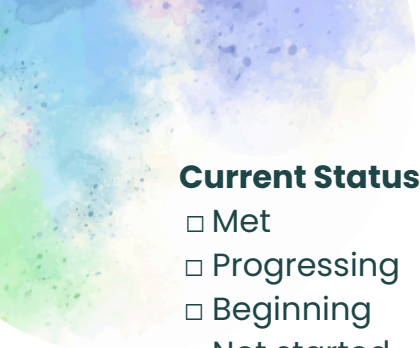
Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- Information about how to raise concerns includes examples of bullying, harassment, or discrimination related to sexuality, gender identity, or sex characteristics.
- LGBTIQ+ children and young people are told they can raise concerns if they feel unsafe, excluded, or disrespected because of their identity.
- Complaints information is available in ways that allow LGBTIQ+ children and young people to raise concerns privately and without the need to 'out' themselves.
- Staff and volunteers know how to respond if a transgender, gender diverse, or intersex child or young person raises concerns about safety or discrimination.
- Leaders recognise that fear of being outed or not being believed may prevent some LGBTIQ+ children and young people from speaking up and take steps to reduce these barriers.

Key Action 6.2 – All concerns and complaints **are taken seriously**, and there is **follow up** with everyone involved.

Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- Staff respond promptly when LGBTIQ+ children and young people report bullying, harassment, or discrimination related to sexuality, gender identity, or sex characteristics.
- Complaints processes protect the privacy of LGBTIQ+ children and young people wherever possible, particularly if they may not be 'out' to family or community.
- Organisations review complaints to identify patterns of identity-based harm affecting LGBTIQ+ children and young people.
- LGBTIQ+ children and young people are informed about what actions have been taken in response to concerns raised about safety or inclusion.



Current Status

- Met
- Progressing
- Beginning
- Not started
- Other

Comment and Review date:

[add text here]

Evidence:

[add text here]

Next steps to be taken:	By whom:	By when:
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]

Standard 7:

Workers know how to keep children and young people safe and well, and keep learning new things to help them be safe grown-ups.

Key Action 7.1 – Staff and volunteers have received **training and information** on child safety and wellbeing.

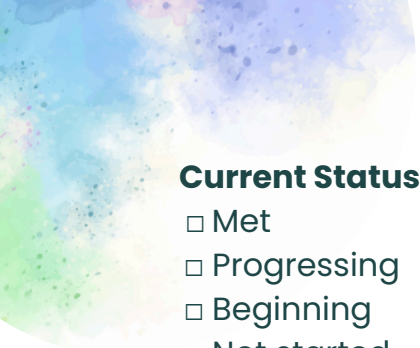
Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- Training for staff and volunteers includes in-depth information about the experiences, safety needs, and practical guidance of LGBTIQ+ children and young people, especially focusing on transgender, gender diverse, and intersex issues.
- Staff and volunteers learn how to recognise and respond to bullying, harassment, or exclusion related to sexuality, gender identity, or sex characteristics.
- Staff and volunteers learn how to respect LGBTIQ+ children and young people's affirmed names, pronouns, and identities while protecting their privacy.
- Organisations prioritise regular training in LGBTIQ+ issues (not just as a once off training session), and supervisors ensure training is scheduled when new staff members join the organisation.

Key Action 7.2 Staff and volunteers **act when there has been harm** to children and young people, including when it is caused by other children or young people.

Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- Staff and volunteers actively intervene when bullying, harassment, or exclusion related to sexuality, gender identity, or sex characteristics occurs.
- Staff support LGBTIQ+ children and young people who experience identity-based harm and take steps to ensure their safety and wellbeing.
- Staff recognise that transgender, gender diverse, and intersex children and young people may be particularly vulnerable to identity-based bullying and respond appropriately and promptly.
- Organisations use lessons from incidents involving identity-based harm to strengthen child safety and inclusion practices.



Current Status

- Met
- Progressing
- Beginning
- Not started
- Other

Comment and Review date:

[add text here]

Evidence:

[add text here]

Next steps to be taken:	By whom:	By when:
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]
[add text here]	[add text here]	[date]



Focus Area 5

Review and Improve



Standard 9:

Services that work with children and young people check their systems and processes often and keep looking for new ways to make their services safer.

Key Action 9.1 – The organisation **regularly checks** its child safe practices and is always making them better.

Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- Organisations ask LGBTIQ+ children and young people whether they feel safe, respected, and included in the service.
- Reviews consider whether organisational environments, programs, and policies support transgender, gender diverse, and intersex children and young people.
- Organisations review incidents or concerns involving identity-based bullying, discrimination, or exclusion.
- Organisations seek feedback from community organisations with expertise in supporting LGBTIQ+ children and young people (e.g. A Gender Agenda, Bit Bent, A to Z).

Key Action 9.2 – The organisation uses **reviews** to make its child safe practices better.

Additional examples that may indicate the Standard is being met for LGBTIQ+ children and young people:

- Feedback from children and young people is used to better understand issues and gaps, and improve policies, environments, and programs.
- Organisations update child safety policies or procedures when reviews identify barriers affecting LGBTIQ+ children and young people.
- Organisations use lessons from complaints, incidents, and feedback to strengthen inclusion and safety practices.
- Organisations communicate improvements to children and young people, families, and staff.
- Organisations and leaders acknowledge when past practices have not supported the safety or inclusion of LGBTIQ+ children and young people and demonstrate a commitment to improving practice.

**Current Status**

- Met
- Progressing
- Beginning
- Not started
- Other

Comment and Review date:

[add text here]

Evidence:

[add text here]

Next steps to be taken:**By whom:****By when:**

[add text here]

[add text here]

[date]

[add text here]

[add text here]

[date]

[add text here]

[add text here]

[date]

[add text here]

[add text here]

[date]



E: ACTChildSafe@act.gov.au

P: 02 6205 2222

W: ACTChildSafe.act.gov.au