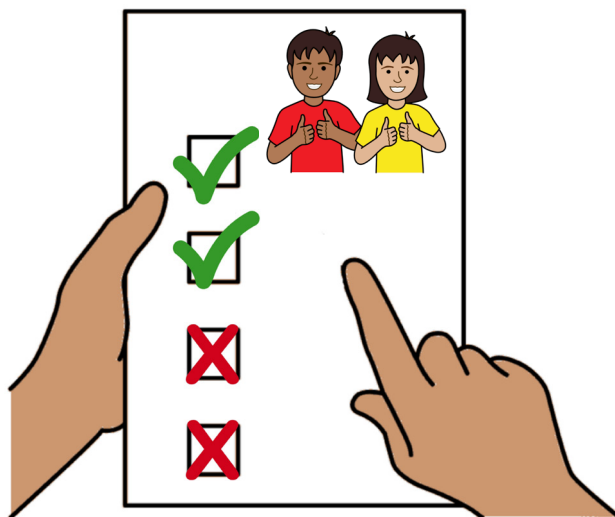


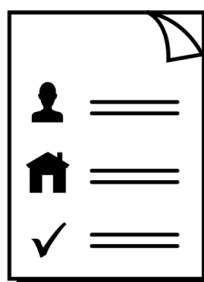


Children and Young People
with Disability Australia



National Principles for Child Safe Organisations

Resources to help organisations



Easy Read

About this book



This book is from Children and Young People with Disability Australia or CYDA.



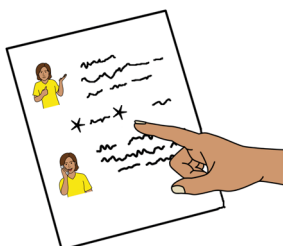
We work on Aboriginal land.
We respect Aboriginal elders.



This book is written in a way that is easy to understand.



You can read more information about this topic on our website at cyda.org.au



We add a star before and after ***hard words***.
Then we explain what the words mean.

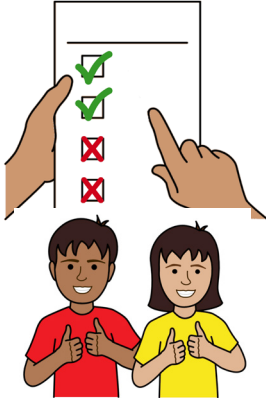


You can ask someone to help you read and understand this book.



Contact information is at the end of this book.

About the National Principles



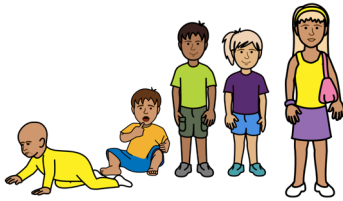
Organisations must follow the governments

***National Principles for Child Safe Organisations*.**

The National Principles are rules about how to keep

young people in Australia safe and happy.

We will call them child safety rules.



Young people means people aged from 0 to 25.



The rules make sure

- young people are treated fair and equal

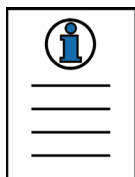


- staff who work with young people have good training and keep everyone safe.

About our project



We will help organisations find and make good child safety ***resources***.



Resources can mean

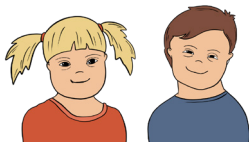
- information
- research
- training.



The resources will include information about safety for young people with ***disability***.

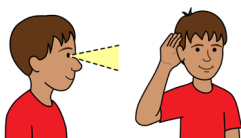


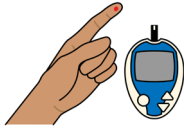
Disability means people have different life challenges.



For example, people with

- Down syndrome
- cerebral palsy
- low vision or low hearing.



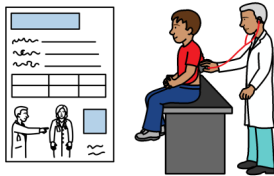


Disability can also be

- physical health problems like diabetes



- mental health problems like anxiety.



You do **not** need a report from a doctor to have a disability.

Child safety resources for organisations



Resources should be ***co-designed***.

Co-designed means everyone has a say in what happens.



Good child safety resources include everyone's ideas.

For example, people with disability, care givers and therapists.

Who we spoke to

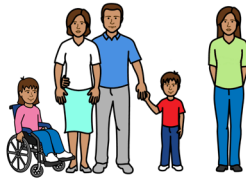


We heard lots of ideas about child safety resources to help organisations.



We spoke to

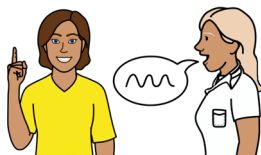
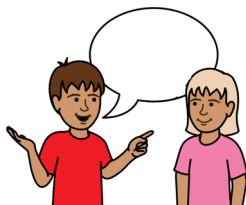
- young people with disability
- their families and care givers
- organisations and community groups.



Rules for child safety

The rules for child safety include

- young people must know their rights and have a say in decisions about them
- families and communities get good information
- everyone is treated in a fair and equal way.





The rules for child safety also include

- people have the right skills and training if they work with young people



- organisations have good information about how they are safe for young people



- places and websites that young people use are safe.

What we know about child safety resources



We know that there are already some good resources to help organisations follow the rules.

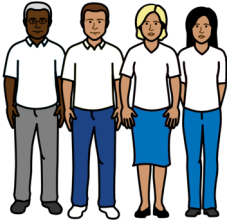


Some resources are **not** easy to understand.



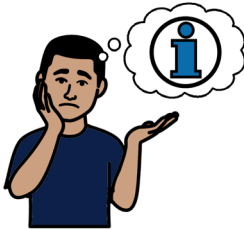
Disability is **not** always included in the resources.

What we learned



We learned

- there are **not** enough staff to work with and support young people with disabilities



- it is hard for staff to find information about keeping children and young people with disability safe and happy



- small organisations and volunteers do **not** have money to follow all the rules about child safety



- more people with disability need to work in disability and child safety organisations.



We learned some organisations do **not** know how to help young people

- join in

- choose what they want to do.



We learned some organisations use

restrictive practices.



Restrictive practices means ways to stop people from doing things they want to do.



For example

- hold someone so they cannot move



- use medicine to control a person's behaviour.

The key messages for child safety resources



There are 5 ***key messages*** to include in the resources to help organisations follow the rules.



Key messages means the most important things.

First key message

Organisations understand and think about disability.



Listen to and learn about disability from children and their parents.



Help young people with disability to feel part of what they do.



Train staff to understand disability and keep young people safe.



Treat young people with respect.

Second key message

Organisations understand the safety of young people.



Young people must be able to trust organisations who give them support and services.



Organisations need to give the right medical support with or without a health worker there.



Help young people with disability

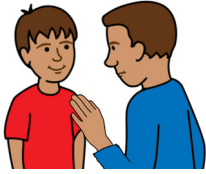
- to know their rights



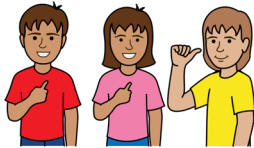
- to tell people what they need



- to tell people when they are not happy or safe.



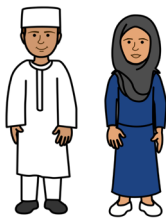
Organisations should understand and respect the different ***social and cultural needs*** of children and young people with disability.



Social needs can include the use of different ***pronouns***.

Pronouns means your identity.

For example he or him, she or her, them or they.



Cultural needs can include the beliefs and behaviors of a group of people.



For example, your language.

Third key message

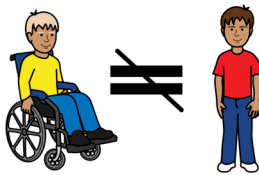
Organisations are inclusive.



Organisations should include young people with disability when they make plans.

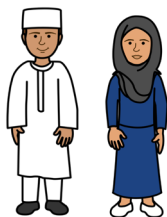


Organisations should make everyone feel welcome and supported.



Organisations and their staff must not ***discriminate***.

Discriminate means someone is treated differently because of who they are.



For example, their social needs or culture.

Fourth key message

Organisations have good ways to give and get information.



Organisations must have good ways to

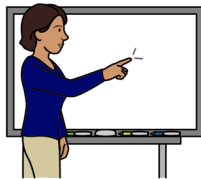
- give people information



- choose staff to make sure young people stay safe



- spend their money



- give resources and training.



It should be easy for parents and young people to make a complaint if they need to.

Fifth key message

Small organisations and volunteers need good resources.



Small organisations and ***volunteer groups*** need more help to get resources and follow the rules for child safety.



Volunteer groups might be sporting clubs or community groups.



More help might be

- training for volunteers



- free resources that are easy to find.

Ideas for child safety resources

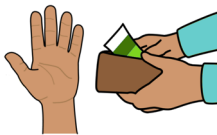


Resources need to

- be easy to find



- be accessible
 - for example, Easy Read, video, Auslan



- be free



- include everyone's ideas.

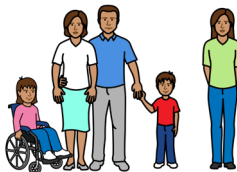
Resources must be for everyone.

For example

- managers, staff and volunteers



- parents and care givers



- children and young people.





Resources might be

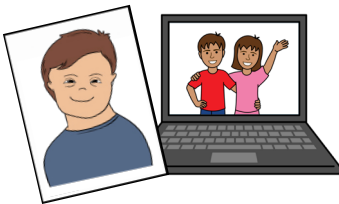
- checklists or factsheets



- online learning



- training and guides for staff



- good stories about young people with disability
 - for example, on posters or websites.

Our summary



It is important to include everyone's ideas when we make child safety resources.



The key messages should be used to make good child safety resources.



More information

For more information contact CYDA.

Call 03 9417 1025

Website cyda.org.au

Email info@cyda.org.au



If you need help to speak or listen, the National Relay Service can help you make a call.

Call 1800 555 660

Website accesshub.gov.au/nrs-helpdesk



If you need help with other languages, contact the Translating and Interpreting Service.

Call 131 450

Website tisnational.gov.au

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