



QUEENSLAND RUGBY UNION

AFFILIATED ASSOCIATIONS (SUPPORTING LOCAL CLUBS)

# CHILD SAFETY AND WELLBEING GUIDE

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## 1. ABBREVIATIONS

Common abbreviations used in this guide and supporting resources:

ABBREVIATION	MEANING
ASC	Australian Sports Commission
CSO	Child Safe Organisations Act 2024 (Qld)
CSS	Queensland's 10 Child Safe Standards
MPIO	Member Protection Information Officer (or similar safeguarding contact)
QFCC	Queensland Family and Child Commission
QRU	Queensland Rugby Union
RA	Rugby Australia
RAP	Reconciliation Action Plan
WWCC	Working with Children Check (e.g. Blue Card in Queensland)

## 2. PURPOSE

A child safe rugby community is a strong rugby community.

This guide supports QRU affiliated associations to coordinate and support a consistent, collaborative approach to child safeguarding across their affiliated clubs, in a way that is practical for volunteers.

It complements (not replaces) the Rugby Australia Child and Young Person Safeguarding Policy and helps associations (and their affiliated clubs) commence compliance with Queensland's 10 Child Safe Standards and the cultural safety requirement known as the Universal Principle.

This guide and the accompanying QRU Child Safe Standards Tracker (Excel spreadsheet) will help your association to coordinate implementation across affiliated clubs by helping you to:

- reduce the administrative burden by providing simple, ready-to-use actions and links to templates and training
- apply consistent safeguarding expectations across your association and affiliated clubs (association leaders, club committees, coaches, team managers, officials, volunteers and contractors)
- manage common safeguarding scenarios in rugby (e.g. online communication, travel, change rooms)
- assign responsibilities and record evidence that actions have been completed
- support a proactive safeguarding culture

Safeguarding is everyone's responsibility, from association committees and club committees to coaches, managers, parents and players.

### 3. WHO THE PLAN IS FOR

This guide and the QRU Child Safe Standards Tracker (Excel spreadsheet) are primarily for QRU affiliated associations in Queensland (who govern and support local clubs) that deliver or oversee any rugby activity involving children and young people (under 18). Associations can share the templates and examples with affiliated clubs to support consistent local implementation.

It is written for the people who set the association's direction, support affiliated clubs and oversee rugby day-to-day, including, but not limited to:

- association committee members and staff
- coaches
- team managers and match-day volunteers
- referees and officials
- any staff, contractors or volunteers who have contact with children and young people

## 4. DEFINITIONS USED IN THE PLAN

These definitions are used throughout this guide and the Tracker to keep language consistent and simple.

TERM	PLAIN ENGLISH DEFINITION
BLUE CARD	Queensland's Working with Children Check for certain child-related roles. Clubs and associations must comply with Blue Card laws, including exemptions and linked organisation requirements.
CHILD/YOUNG PERSON	A person under 18 years.
CULTURAL SAFETY	An environment where Aboriginal and Torres Strait Islander children and families feel welcome, safe, valued, included and respected, and where racism is not tolerated.
GOAL	The level of maturity you are working towards for each Standard (Developing, Developed, Excelling).
RELEVANT PERSON	Anyone in the association or club environment who must follow safeguarding expectations.
SAFEGUARDING	What we do to prevent harm, respond to concerns and promote children's safety and wellbeing.
SAFEGUARDING CONCERN/COMPLAINT	Any worry, allegation or disclosure about a child's safety or wellbeing (including bullying, grooming, abuse, discrimination or inappropriate behaviour).

STATUS	The progress stage for each action (e.g. On track, At risk, Complete).
TRACKER	The QRU Child Safe Standards Tracker (Excel spreadsheet) used to assign actions, track progress and record links/notes (e.g. where templates are stored or where clubs have published required information).
UNIVERSAL PRINCIPLE	A Queensland child safe requirement that organisations must provide a culturally safe environment for Aboriginal and Torres Strait Islander children, including acting to prevent and address racism and supporting self-determination.

## 5. HOW TO USE THE TRACKER

The Tracker works best when treated as a living document. Start small, focus on the biggest risks first and improve over time.

### QRU AND ASSOCIATION-LED APPROACH

QRU and the Association keep one 'master' Action Plan Tracker for the season and use it to coordinate actions across affiliated clubs. The Tracker provides an overview of progress against each of Queensland's 10 Child Safe Standards for the Association and for each club. QRU and the Association provide the templates and implementation support for common, venue-based actions (e.g. posters, change room rules).

Use the filter drop-downs in the header row to quickly identify where clubs are Getting started / Developing / Developed / Excelling and prioritise support accordingly.

## 6. COMPLETING THE TRACKER

Queensland's 10 Child Safe Standards describe what a child safe organisation looks like. In the Tracker tab, each row represents one Child Safe Standard. The Actions column summarises what Developing, Developed and Excelling look like for that Standard (aligned with the Rugby Australia Club Development Framework). Cultural safety applies across all Standards and is incorporated throughout the actions.

For the Association and each club:

- Use the drop-down in the status column to select the current position (Getting started / Developing / Developed / Excelling).
- Use the drop-down in the goal column to select the target maturity stage for the season (Developing / Developed / Excelling).
- Use the Actions column (and the Guide's templates/examples) to understand what needs to be in place to move from the current status to the goal.

**The 10 Child Safe Standards**

	<b>1 Leadership and culture</b>	Child safety and wellbeing is embedded in the entity's organisational leadership, governance and culture
	<b>2 Voice of children</b>	Children are informed about their rights, participate in decisions affecting them and are taken seriously
	<b>3 Family and community</b>	Families and communities are informed and involved in promoting child safety and wellbeing
	<b>4 Equity and diversity</b>	Equity is upheld and diverse needs respected in policy and practice
	<b>5 People</b>	People working with children are suitable and supported to reflect child safety and wellbeing values in practice
	<b>6 Complaints management</b>	Processes to respond to complaints and concerns are child focused
	<b>7 Knowledge and skills</b>	Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training
	<b>8 Physical and online environments</b>	Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed
	<b>9 Continuous improvement</b>	Implementation of the Child Safe Standards is regularly reviewed and improved
	<b>10 Policy and procedures</b>	Policies and procedures document how the entity is safe for children

— [qfcc.qld.gov.au/childsafe](https://www.qfcc.qld.gov.au/childsafe) to learn more about the Child Safe Standards —

Source: <https://www.qfcc.qld.gov.au/childsafe/standards>

## 7. STANDARDS

### STANDARD ONE: LEADERSHIP AND CULTURE

Leadership sets the tone of the organisation. When the committee and club leaders are clear about expectations, boundaries and reporting, it becomes easier for everyone to do the right thing and for children and young people to feel safe, welcome and heard.

#### DEVELOPING

Action	Description
Endorse child and safety wellbeing documents. Minute the decision using the provided wording.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Endorse and minute the following documents at the next AGM/Committee Meeting</li><li>• Save the minutes in your association's governance folder</li></ul> <p><i>Template – Minute wording</i> <i>Motion:</i> <i>That the [association/club name] adopt and adhere to the following Rugby Australia Child and Young Person Safeguarding Policy, as of [date]:</i></p> <p>Note: A full list of Rugby Australia policies is available via <a href="https://australia.rugby/about/codes-and-policies/all-codes-and-policies">https://australia.rugby/about/codes-and-policies/all-codes-and-policies</a></p>
Publish the Child Safe Commitment and make it easy to find (online, venue).	<p><b>Where to publish</b></p> <ul style="list-style-type: none"><li>• Online (e.g. 'Child Safety and Wellbeing' page, season welcome email)</li><li>• At the venue (e.g. clubhouse noticeboard, canteen window, near change rooms entry (outside))</li></ul> <p><i>Child Safe Commitment Poster template – See Appendix 1</i></p>

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Maintain up-to-date Blue Card portal and employee/volunteer register.

The Blue Card Services Organisation Portal is the Queensland Government's online system that helps associations, clubs and other organisations manage their Blue Card obligations in one place.

It lets a club:

- link people to the club (paid staff, volunteers, students) so the club can receive important updates about their Blue Card status
- see your current list of linked Blue Card/exemption card holders and download that list (your live register)
- get real-time notifications (e.g. renewals due, card issued, status changes like suspension or cancellation)
- de-link people who stop working with the club (so your records stay accurate)
- manage portal users (who in your club can access the portal)
- make payments for applications/renewals (single or multiple people in one transaction).

The Blue Card Organisation Portal helps you manage linked blue/exemption card holders and can be used as your 'live' blue card register. However, clubs still need an employee/volunteer register that includes everyone in the organisation (including people who are exempt or otherwise permitted to work without a blue card).

*A template is available via the following [link](#) (note that the template can be used for both volunteers and employees).*

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Appoint a child safety contact (and back-up) and publish how to contact them.

#### **What to do**

- Nominate a primary Child Safety Contact (or MPIO/Child Safety Officer role) and a back-up
- Publish their contact details where children and parents can find them (online and/or club noticeboard) *Child Safety Contacts Poster example – see Appendix 2.*

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- Make sure they know the reporting pathway and where to find QRU/RA resources

#### A Child Safety Officer...

- is a safe person for children, parents and volunteers to talk to, and the first point of contact for child safety concerns provides advice and support to help people raise concerns and make a report
- knows the club's reporting pathway and when/how to escalate to Rugby Australia and/or Police
- helps the committee assess risks and keep the Tracker updated (and monitors progress)
- supports the committee to keep child safety a standing agenda item at meetings
- helps adults understand their safeguarding obligations and promotes awareness of safeguarding practices
- keeps information confidential where possible and shares it only when required to keep children safe.

*Child Safety Officer Position Description – See Appendix 2*

*Example – 'How to contact us' wording*

*If you have a safeguarding concern, contact our Child Safety Officer [name/role] on [phone/email]. If they are unavailable, contact [back-up name/role]. In an emergency call 000.*

*Child Safety Contacts Poster – See Appendix 3*

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Develop and maintain a Child Safe Risk Register to actively identify, prevent and minimise risks to children and young people

**What to do**

- Use the Child Safe Risk Register as a living document to track potential hazards across the club's operations, physical environments and online spaces
- Actively involve youth members in identifying risks by conducting short surveys or forums to ask them about specific areas or situations where they might feel unsafe
- Include practical risk-mitigation strategies in your register, such as requiring coaches and team managers to hold contact lists with at least two guardians per child to ensure there are always safe contingency options
- Ensure club leaders continuously champion child safety by reviewing and updating the Child Safe Risk Register regularly, ideally as part of the standing agenda items during committee meetings

*Child Safe Risk Register – Appendix 10*

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## DEVELOPED

Action	Description
Run a short volunteer briefing covering expected behaviour and reporting pathways.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Run a short volunteer briefing (expected behaviour and reporting)</li><li>• Keep it short, practical and repeat each season</li></ul> <p><i>Template – 10–15 minute briefing agenda</i></p> <ol style="list-style-type: none"><li>1) <i>Our commitment: ‘kids sport should be safe and fun’</i></li><li>2) <i>What to do if something doesn’t feel right (reporting pathway)</i></li><li>3) <i>What happens next (who handles it, confidentiality, escalation)</i></li><li>4) <i>Reinforce key points from Rugby Australia level one integrity course identified as most relevant for your association/club</i></li></ol> <p><i>More details about the level one integrity course are provided under Standard seven in this guide.</i></p>
Add child safety and wellbeing as a standing agenda item at association (and club) committee meetings and track these actions to completion.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Add child safety and wellbeing as a standing agenda item at every committee meeting</li><li>• Use the Tracker to updated status</li></ul> <p><i>Template – Standing agenda item prompts</i></p> <ul style="list-style-type: none"><li>• <i>Any incidents/concerns this period? (even ‘near misses’)</i></li><li>• <i>Any actions due this month?</i></li><li>• <i>Any high-risk activities upcoming? (e.g. travel, camps, gala days)</i></li><li>• <i>Are posters/contacts still current?</i></li></ul>

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Put a clear arrangement in place so Aboriginal and Torres Strait Islander people can help make decisions, e.g. appoint a lead person to drive your cultural safety commitments.

**Options** (choose what fits your association/club best)

- Cultural safety lead (committee role) with authority to coordinate cultural safety actions and advise on decisions
- Co-opted position (seasonal or ongoing) where an Aboriginal and/or Torres Strait Islander person can participate in key decisions
- Local relationship and agreed protocol (e.g. nominated community contact for advice on cultural matters and complaints response options)

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Adopt the QRU Reconciliation Action Plan (RAP) (or similar overarching RAP) and make it easy to find.

**What to do**

- Review the QRU [Reconciliation Action Plan \(RAP\)](#) (or similar overarching RAP) and adopt relevant commitments appropriate to your association/club
-

## EXCELLING

Action	Description
Set 1–3 practical cultural safety actions for the season and review progress.	<p>Before you choose your actions, consult first (even if it's just one conversation). Listening to Aboriginal and Torres Strait Islander children, families and community helps you choose actions that fit your local context.</p> <p><i>Examples of practical cultural safety actions (choose 1–3)</i></p> <p>The guidance on this page is informed by extensive research from the Australian Sports Commission, including the Qualitative research into Indigenous Australians' Participation in Sports<sup>1 2</sup>, as well as Clearinghouse for Sport<sup>3</sup>.</p> <ul style="list-style-type: none"><li>• Consult first (quick and practical)<ul style="list-style-type: none"><li>○ Speak with a local Aboriginal and/or Torres Strait Islander organisation (or local Aboriginal Land Council) about what 'welcome and safe' looks like at your club</li><li>○ Optional: run a simple 'pulse check' using two questions:<ul style="list-style-type: none"><li>▪ 'What makes you feel welcome and valued?'</li><li>▪ 'What gets in the way of you (or others) participating more fully?'</li></ul></li></ul></li><li>• Align with QRU Reconciliation Action Plan (or similar overarching RAP)<ul style="list-style-type: none"><li>○ Add a link to the <a href="#">QRU RAP</a> where members can easily find it (association or club website, season pack or noticeboard)</li><li>○ Use the RAP to guide your cultural safety actions and engagement activities across the season</li></ul></li><li>• Use an Acknowledgement of Country at home games and committee meetings<ul style="list-style-type: none"><li>○ Keep it genuine, consistent and part of your normal match-day/meeting routine</li></ul></li></ul>

<sup>1</sup> ORC International. (2017, May). Indigenous Australians' participation in sports and physical activities: Part 1, Literature and AusPlay data review (Final Report). Australian Sports Commission.

<sup>2</sup> Young, C., Woods, A., & Sproston, K. (2018, March). Indigenous Australians' Participation in Sports and Physical Activities: Part 2, Qualitative research (National Report). ORC International for the Australian Sports Commission.

<sup>3</sup> Australia's First Nations Peoples and Sport. (2025, March). Retrieved from <https://www.clearinghouseforsport.gov.au/kb/first-nations-peoples-and-sport>

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- For guidance on how to Acknowledge Country, visit [indigenous.gov.au](http://indigenous.gov.au)
  - Display Aboriginal and Torres Strait Islander flags (where feasible)
    - Fly the flags respectfully and follow display protocol. Reconciliation Australia provides an [easy-to-follow guide](#) to help
  - Use an events calendar
    - Recognise key dates (e.g. NAIDOC Week and National Reconciliation Week) via a club post, noticeboard item, or a joint activity with a local Aboriginal and/or Torres Strait Islander organisation
  - Hold cultural learning for volunteers
    - A short module or a guest-led session (local voices where appropriate and welcomed)
  - Support First Nations leadership pathways
    - Actively support pathways for Aboriginal and Torres Strait Islander people (including women) into coaching, officiating, committee or other leadership roles
  - Be culturally sensitive and flexible
    - Be understanding when family/community obligations arise (e.g. Sorry Business/Sad News) and adjust expectations where appropriate
  - Incorporate traditional Indigenous games
    - Use the [ASC's Yulunga resource](#) (traditional games) in a training session, come-and-try day, or NAIDOC Week activity
-

## STANDARD TWO: VOICE OF CHILDREN

It's important that children and young people can speak up because it helps clubs spot problems early, respond quickly and prevent harm. Children and young people are more likely to speak up when they:

- know their rights and what safe rugby should look like
- have more than one safe way to raise a concern (including outside the club)
- see adults listen and act (and explain what changed).

### DEVELOPING

Action	Description
Explain to children/young people (in plain language) how to raise a concern, including multiple safe contact options (club contacts and Rugby Australia integrity website).	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Explain how to raise a concern</li><li>• Share messaging from Rights in Rugby Poster – Appendix 4</li></ul> <p><i>Example – Where to publish</i></p> <ul style="list-style-type: none"><li>• <i>Association/club website</i></li><li>• <i>Noticeboard in clubhouse/canteen area</i></li><li>• <i>Junior welcome email/season pack</i></li></ul>
Provide the child-friendly information on children's rights and what to expect at rugby.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Use the Rights in Rugby Poster – Appendix 4</li><li>• Talk it through once at the start of the season (e.g. 2–3 minutes at training) so children know what it means</li><li>• Use simple, child-friendly language to explain what safe rugby looks like and where to get help</li><li>• Keep the poster visible at the venue and online</li></ul>

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Use culturally safe ways to invite views and reduce barriers to speaking up.

Make it easier for children to speak up by offering choices, removing barriers and using culturally safe approaches.

**What to do**

- Offer more than one way to speak up (in person, email/QR form, through a trusted adult)
- Give children the option to have a parent/carer or support person with them
- Use respectful, non-judgemental language (avoid ‘why didn’t you...’ or blaming questions)
- Where appropriate, offer a culturally safe option for Aboriginal and Torres Strait Islander children and families (e.g. a trusted cultural contact or yarning-style conversation)

*Example – Simple invitation wording (for coaches/managers)*

- *‘If anything at rugby doesn’t feel safe or fair, you can tell me, the Child Safety Contact, or ask a parent to help you. You won’t get in trouble for speaking up.’*

## DEVELOPED

Action	Description
Use a simple 'safe space' routine so children can speak up.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Start training with a quick check-in (30–60 seconds) and a reminder about speaking up</li><li>• Agree team rules (e.g. everyone is listened to, adults will act if something isn't safe)</li><li>• If something serious is raised, follow the reporting pathway</li></ul>
Set up a simple way for children to give feedback (choose one): anonymous suggestion box, QR-code form or short survey.	<p><b>Choose one option</b></p> <ul style="list-style-type: none"><li>• Anonymous suggestion box at the clubhouse/canteen (labelled clearly)</li><li>• QR-code feedback form (e.g. Microsoft Forms/Google Forms)</li><li>• Short end-of-term or mid-season survey (3–5 questions)</li></ul> <p><i>Template –Child-friendly questions (pick 3)</i></p> <ul style="list-style-type: none"><li>• 'What do you like most about rugby at this club?'</li><li>• 'Is there anything that makes you feel unsafe or uncomfortable?'</li><li>• 'What could adults do more of to keep rugby safe and fun?'</li><li>• 'What could we do better?'</li></ul> <p>Make it clear the feedback tool is not for emergencies. In an emergency, call 000. If a child discloses harm, follow the reporting pathway.</p>
Close the loop: tell children and families what changed because of feedback (even if it's 'we can't change that yet').	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Share a simple 'you said/we did' update (without naming anyone)</li><li>• If you can't change something yet, explain why and what you'll do next</li><li>• Thank children and families for feedback and remind them how to raise concerns</li></ul>

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*Example – ‘You said/We did’ (2–3 lines)*

- *You said: ‘The change rooms feel crowded.’*
  - *We did: ‘Added clearer entry/exit rules.’*
  - *Next: ‘Review again mid-season.’*
-

## EXCELLING

Action	Description
Use peer support to make speaking up easier, e.g. youth ambassadors or a small youth leadership group.	<p><b>Options</b></p> <ul style="list-style-type: none"><li>• See Sport Integrity Australia’s resource on <a href="#">how to involve children and young people</a>,</li><li>• Suggestions include Youth Ambassadors or a Youth Leadership Group</li></ul> <p><b>Practical tips</b></p> <ul style="list-style-type: none"><li>• The Sport Integrity Australia resource includes a template terms of reference for a Youth Leadership Group</li><li>• Ensure adult supervision and parent awareness/consent</li><li>• <a href="#">Duke of Edinburgh’s International Award</a> (Duke of Ed): Where a participant is completing the Duke of Ed, their buddy/youth leadership role (with clear boundaries and adult supervision) can be recognised as an approved Voluntary Service and/or Skills activity, where it meets the Award requirements</li></ul>
Involve children in decisions that affect them (age-appropriate) (e.g. team rules, training preferences, end-of-season review).	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Involve children in setting team rules (e.g. respect, inclusion, speaking up)</li><li>• Ask for training preferences (e.g. drills they like, how to make sessions more inclusive)</li><li>• Use a simple end-of-season review for juniors (what worked/what to improve)</li></ul>

## STANDARD THREE: FAMILY AND COMMUNITY

Families and community are key partners in keeping rugby safe. This Standard is about making safeguarding information easy to find, inviting feedback and building trust through clear communication and local connections.

### DEVELOPING

Action	Description
Clearly display child-friendly posters and information at venues.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Display posters (see appendices) where families naturally gather (canteen/clubhouse entry) and where children are present (outside change rooms)</li><li>• Make sure posters are at a height children can read</li><li>• Refresh posters each season and replace damaged copies</li></ul> <p><b>Recommended posters</b></p> <ul style="list-style-type: none"><li>• Appendix 1: Child Safe Commitment Poster</li><li>• Appendix 3: Child Safety Contacts Poster</li><li>• Appendix 4: Rights in Rugby Poster</li><li>• Add the Rugby Australia reporting pathway link/QR code (online and/or posters where possible)</li></ul>
Publish information about children's safety and wellbeing policies through digital platforms (e.g. website).	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Publish information on webpage, or club page section, with the key links and contacts</li></ul> <p><b>What to include on your website</b></p> <ul style="list-style-type: none"><li>• Club Child Safety Contact and back-up contact details</li><li>• Link to Rugby Australia's '<a href="#">reporting a concern</a>' page</li></ul>

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- Links to [QRU/RA safeguarding resources](#) (policies, code of conduct, guidance sheets)
  - A clear statement welcoming parents and carers, affirming their right to be present at all training sessions and competitions
  - External support services for children and families (e.g. Kids Helpline, eSafety)

*Template - Suggested page headings*

- *Child Safety and Wellbeing*
  - *How to raise a concern*
  - *Our Child Safety Contacts*
  - *Resources and support services*
-

## DEVELOPED

Action	Description
Establish a simple feedback tool for families and communities to voice concerns and/or offer suggestions (e.g. regular meetings, online surveys) and retain feedback for continuous improvement.	<p data-bbox="617 329 783 362"><b>What to do</b></p> <ul data-bbox="667 394 1883 638" style="list-style-type: none"><li>• Choose one feedback tool that suits your capacity, commit to checking it regularly and retain evidence for continuous improvement</li><li>• Make the option visible (e.g. website, venue) and explain what happens with feedback</li><li>• If you collect personal information, keep it secure and only share it when needed to keep children safe</li></ul> <p data-bbox="617 678 846 711"><b>Simple options</b></p> <ul data-bbox="667 743 1711 873" style="list-style-type: none"><li>• Short online form (e.g. QR code on posters and website)</li><li>• Dedicated email address monitored by a committee role</li><li>• Pre-season/mid-season parent check-in (e.g. 10 minutes after training)</li></ul> <p data-bbox="617 906 1287 938"><i>Template – 2 question ‘pulse check’ for families</i></p> <ul data-bbox="667 971 1829 1052" style="list-style-type: none"><li>• <i>‘What helps children feel welcome and safe at our club?’</i></li><li>• <i>‘What would make it easier for your child (or other children) to participate fully?’</i></li></ul>

## EXCELLING

Action	Description
Share progress on child safety and wellbeing initiatives with families and communities through newsletters, community forums or digital platforms.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Include a short child safety update in at least one club communication each season (e.g. newsletter, email, social post)</li><li>• Highlight practical improvements (e.g. posters up, briefing done, change room rules clarified)</li><li>• Include a reminder of the reporting pathway and key contacts</li></ul> <p><i>Template – 3-line update</i></p> <ul style="list-style-type: none"><li>• <i>This season we've: [completed 1–3 actions]</i></li><li>• <i>Next we're working on: [next action]</i></li><li>• <i>Need to raise a concern? Contact [club contacts] or use Rugby Australia's reporting pathway</i></li></ul>

## STANDARD FOUR: EQUITY AND DIVERSITY

Every child should feel welcome, safe and included. This Standard focuses on reducing barriers to participation, addressing racism and discrimination and strengthening culturally safe and inclusive practices.

### DEVELOPING

Action	Description
Adopt and communicate the provided zero-tolerance to racism position, including what to do if racism occurs.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Adopt the QRU/RA position and communicate it to players, parents, volunteers and visitors</li><li>• Be clear on what to do if racism occurs, stop it, support the child, record what happened and escalate through the reporting pathway</li><li>• Apply consequences in line with your club's/association's disciplinary processes and Rugby Australia/QRU policies</li></ul> <p><i>Template – Short statement (for posters/website)</i></p> <ul style="list-style-type: none"><li>• <i>Our club has zero tolerance for racism. Racist behaviour is not part of rugby and will be addressed immediately</i></li><li>• <i>If you experience or witness racism, tell a coach/manager, our Child Safety Contact, or report via Rugby Australia's reporting pathway</i></li></ul> <p><i>Zero Tolerance for Racism Poster – Appendix 5</i></p>

## DEVELOPED

Action	Description
Seek local Aboriginal and Torres Strait Islander input into cultural safety for your organisation.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Speak with a local Aboriginal and/or Torres Strait Islander organisation, community leader or Land Council about what ‘welcome and safe’ looks like for families at your club/association</li><li>• Follow local cultural protocols (ask first, be flexible with timing, don’t assume one person speaks for everyone)</li><li>• Where possible, build an ongoing relationship rather than a one-off consultation</li></ul> <p><i>Example – Practical prompt questions</i></p> <ul style="list-style-type: none"><li>• ‘What would make Aboriginal and Torres Strait Islander families feel welcome at our club?’</li><li>• ‘Are there any cultural protocols we should follow for events and meetings?’</li><li>• ‘What should we avoid doing?’</li></ul>

## EXCELLING

Action	Description
Identify groups of children who face additional barriers to participation (e.g. Aboriginal and Torres Strait Islander children, children with disability, culturally and linguistically diverse families), set 1-3 action to address those barriers for this season and track progress.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Identify one or two groups of children who face extra barriers at your club (e.g. Aboriginal and Torres Strait Islander children, children with disability, culturally and linguistically diverse families, children who identify as LGBTQIA+)</li><li>• Choose 1–3 simple actions that reduce those barriers this season. Keep them achievable</li><li>• Review progress mid-season and end-of-season and record what changed</li></ul> <p><i>Example – Barrier-reducing actions</i></p> <ul style="list-style-type: none"><li>• <i>Provide clear information for new families (how to join, what costs are involved, who to contact)</i></li><li>• <i>Offer flexible uniform options and fee support pathways where available</i></li><li>• <i>Check accessibility of facilities and adjust training routines to include children with disability</i></li><li>• <i>Use inclusive, respectful language and imagery in club communications</i></li><li>• <i>Participate in inclusion initiatives (e.g. Pride in Sport Index) to demonstrate that your club is a safe and welcoming space for LGBTQIA+ children and families</i></li></ul>

## STANDARD FIVE: PEOPLE

People in child-related roles need to be suitable, supported and clear about expectations. This Standard covers screening (including Blue Cards), role clarity, induction and ongoing support for volunteers and staff.

### DEVELOPING

Action	Description
All people in roles that require a Blue Card (or exemption card) have a current and active card before they start in their role.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Ensure all volunteers, employees and people working with children in your club/association have a Blue Card (or a valid exemption)</li><li>• All required cards are current</li><li>• Use the Blue Card portal to link all volunteers, employees and people working with children at your club/association to your organisation and manage notifications</li><li>• Keep a simple register so you know who is working in child-related roles, their status (Blue Card/exemption) and when you last checked</li><li>• No volunteer, employee or person is allowed to start or continue any activity if their Blue Card is not valid or they are not appropriately linked/recorded ('No Card, No Link, No Start')</li></ul> <p><b>Helpful links</b></p> <ul style="list-style-type: none"><li>• Queensland Blue Card portal (organisations): <a href="https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/blue-card/organisations/portal">https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/blue-card/organisations/portal</a></li></ul>

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Why keep a register if the portal exists?

- The portal helps manage Blue Card status and notifications, but your register is your club's/association's working list of who is doing what role this season (including people who are exempt)
- A register also supports rostering, supervision planning and audit evidence

*Template – Employee/volunteer register*

- *An up-to-date employee/volunteer register is maintained or all cardholders:*  
<https://www.publications.qld.gov.au/dataset/blue-card-system-compliance-information-and-resources/resource/c92d1c0b-5381-4993-a502-b4e2c96e5978>
-

## DEVELOPED

Action	Description
Create a safe and supportive space where volunteers/staff can discuss challenges and seek guidance on children's safety and wellbeing (including cultural safety) matters (e.g. forums/meetings).	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Nominate a role (e.g. Coach Coordinator or Child Safety Contact) as the 'first call' for safeguarding questions</li><li>• Run short check-ins during the season (e.g. 10 minutes before/after training once a month)</li><li>• Encourage early conversations about 'grey areas' (e.g. private messaging, transport, boundary concerns)</li></ul> <p><i>Example – Pre-event check-in (10 minutes)</i></p> <ul style="list-style-type: none"><li>• 'Any concerns or near misses to flag?'</li><li>• 'Any online communication issues (group chats, messages, social media)?'</li><li>• 'Any upcoming travel/events that need extra supervision planning?'</li><li>• 'Any cultural safety or inclusion considerations?'</li></ul>
Ensure all position descriptions outline children's safety and wellbeing responsibilities and expectations.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Add a short safeguarding responsibility statement to key volunteer role descriptions (e.g. coach, manager, junior coordinator, committee roles)</li><li>• Reference the RA/QRU safeguarding policies and code of conduct rather than rewriting them</li><li>• Make it clear that volunteers must raise concerns and follow the club's reporting pathway</li></ul> <p><i>Template – Safeguarding responsibilities</i></p>

- 
- *This role must follow Rugby Australia and QRU safeguarding policies and the club's code of conduct*
  - *You must, model safe behaviour, follow safe communication and supervision rules and report any safeguarding concerns immediately using the club reporting pathway*
  - *A current Blue Card is required where the role is child-related*
-

<b>Action</b>	<b>Description</b>
Use a specific recruitment process for child-related roles e.g. job advertisements/ interviews/ role conversations.	<p><b>What to do</b></p> <ul style="list-style-type: none"> <li>• Include a short child safe commitment statement in all public volunteer and staff recruitment advertisements</li> <li>• Use a simple process for coaches/managers. Role description → conversation/interview → reference checks (verified by phone) → Blue Card check/linking → induction before first session</li> <li>• Ask safeguarding-focused questions (motivation, boundaries, working with children)</li> <li>• Record what checks were completed (keep it light, but consistent)</li> <li>• Require all staff, volunteers and participants to formally sign the Code of Conduct during their induction or registration</li> </ul> <p><i>Template – 3 interview questions</i></p> <ul style="list-style-type: none"> <li>• <i>‘Why do you want to work with children in rugby?’</i></li> <li>• <i>‘How would you respond if a child told you something that worried you?’</i></li> <li>• <i>‘What are your boundaries around communication with children (texts, social media)?’</i></li> </ul> <p><i>Template – Reference check prompt</i></p> <ul style="list-style-type: none"> <li>• <i>‘Can you comment on their suitability to work safely with children and how they respond to boundaries and feedback?’</i></li> </ul>

## STANDARD SIX: COMPLAINTS MANAGEMENT

Clear, child-focused processes help clubs respond quickly to concerns and prevent harm. This Standard covers reporting pathways, recording and escalation, and culturally safe ways to respond to complaints and concerns.

### DEVELOPING

Action	Description
Publish pathways for reporting, recording, escalating and responding to concerns, in accordance with Rugby Australia and QRU policies.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Publish your reporting pathway (e.g. club contacts, Rugby Australia reporting pathway) and keep it easy to find</li><li>• Ensure that any complaints, safety incidents, or "near misses" are formally documented and logged in the club's Child Safe Risk Register to help the committee track patterns and improve safety controls</li><li>• Make sure the Child Safety Contact and key committee roles know when to escalate to police/Child Safety/RA</li></ul> <p><i>Child Safe Risk Register – Appendix 10</i></p> <p><b>Recommended posters</b></p> <ul style="list-style-type: none"><li>• <i>Appendix 3 – Child Safety Contacts Poster</i></li></ul> <p><b>Helpful links</b></p> <ul style="list-style-type: none"><li>• Rugby Australia – Reporting a Concern: <a href="https://australia.rugby/about/codes-and-policies/reporting-a-concern">https://australia.rugby/about/codes-and-policies/reporting-a-concern</a></li></ul>

## DEVELOPED

Action	Description
Include safeguarding responsibilities and expectations in all position descriptions, induction materials and committee role outlines.	<p data-bbox="617 329 783 362"><b>What to do</b></p> <ul data-bbox="667 402 1785 479" style="list-style-type: none"><li data-bbox="667 402 1785 435">• Include the reporting pathway in volunteer briefings and junior season packs</li><li data-bbox="667 443 1680 479">• Reinforce that reporting is encouraged and retaliation is not tolerated</li></ul> <p data-bbox="617 511 1312 544"><i>Template – Key message (for volunteers/parents)</i></p> <ul data-bbox="667 581 1890 657" style="list-style-type: none"><li data-bbox="667 581 1890 657">• <i>‘If you see something that worries you, raise it early. We will listen, act and escalate when needed to keep children safe.’</i></li></ul>

## EXCELLING

Action	Description
Add a First Nations-led complaint response option (where appropriate), using cultural protocols and yarning-informed approaches with a support person offered.	<p><b>What to do (where appropriate and welcomed)</b></p> <ul style="list-style-type: none"><li>• Offer a culturally safe reporting option (e.g. a trusted cultural contact or support person)</li><li>• Use culturally respectful processes such as yarning-style conversations and cultural protocols when gathering information</li><li>• Consider restorative approaches where appropriate, while still meeting formal reporting and safety obligations for serious concerns</li></ul> <p><b>Practical safeguards</b></p> <ul style="list-style-type: none"><li>• Avoid intensive ‘interrogation’ style questioning</li><li>• Explain the process clearly and check understanding</li><li>• Make sure the child’s immediate safety comes first</li></ul>

## STANDARD SEVEN: KNOWLEDGE AND SKILLS

Training and education help everyone understand what safe rugby looks like and how to act early. This Standard covers integrity and safeguarding training, cultural safety learning and seasonal refreshers.

### DEVELOPING

Action	Description
Identify which roles must complete Rugby Australia Level 1 integrity training, ensure Level 1 Integrity training is completed before the start of the season. Keep records of training completed by staff and volunteers.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Facilitate volunteers and employees who work with children completing Rugby Australia integrity/safeguarding training</li><li>• Schedule completion in pre-season where possible</li><li>• Record completion and keep evidence (certificate/screenshot)</li></ul> <p><b>Helpful links</b></p> <ul style="list-style-type: none"><li>• Rugby Australia Level 1 Staff and Player Integrity Training - <a href="https://auth.rugbyexplorer.com.au/login?clientId=portal&amp;codeChallenge=&amp;redirectPath=%2F">https://auth.rugbyexplorer.com.au/login?clientId=portal&amp;codeChallenge=&amp;redirectPath=%2F</a></li></ul>

## DEVELOPED

Action	Description
Relevant personnel (e.g. Committee, Child Safety Officer/MPIO, coaches and team managers) complete cultural safety training.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Include a cultural safety learning activity for key roles each season (committee, coaches, managers)</li><li>• Where possible, use local voices (guest-led session) and follow cultural protocols</li></ul> <p><b>Helpful links</b></p> <ul style="list-style-type: none"><li>• National Principles for Child Safe Organisations e-Learning – Australian Human Rights Commission - <a href="https://learning.humanrights.gov.au/">https://learning.humanrights.gov.au/</a></li><li>• Indigenous Trauma-Informed Practice Courses – Emerging Minds (with Healing Foundation) - <a href="https://learning.emergingminds.com.au/all-courses">https://learning.emergingminds.com.au/all-courses</a></li></ul>

## EXCELLING

Action	Description
Provide refresher safeguarding information at the start of each season to returning staff and volunteers (e.g. online training module).	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Run an annual refresher (10–15 minutes) at the start of the season covering: expected behaviour, reporting pathway, online communication rules and high-risk settings (change rooms/travel)</li><li>• Use one realistic scenario to practice what to do (tabletop exercise)</li></ul> <p><b>Helpful Links</b></p> <ul style="list-style-type: none"><li>• Rugby Xplorer - <a href="https://help.xplorer.rugby/s/topic/0TO0c0000013qYAGAY/learning-centre">https://help.xplorer.rugby/s/topic/0TO0c0000013qYAGAY/learning-centre</a></li></ul> <p><i>Example posters:</i></p> <ul style="list-style-type: none"><li>• <i>Child Safety and Wellbeing Safeguarding Checklist – Appendix 6</i></li><li>• <i>Annual Child Safeguarding Refresher – Appendix 7</i></li></ul>

## STANDARD EIGHT: PHYSICAL AND ONLINE ENVIRONMENTS

Safe environments include both physical spaces (like change rooms) and online spaces (like team messaging). This Standard focuses on practical rules and controls for higher-risk settings such as travel, transport, photography and digital communication.

### DEVELOPING

Action	Description
Ensure children are properly supervised during training, games, travel and events.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Identify the higher-risk settings your club uses</li><li>• Choose simple rules that everyone can follow (coach/manager briefing, signage where needed)</li><li>• Make sure rules are practical for both older and newer facilities</li><li>• Ensure that contracts or agreements with third-party suppliers and contractors (e.g. canteen operators, external facility providers) reflect your club's child safe approach and values</li></ul> <p><i>Safe Environments in Rugby – Appendix 8</i></p>
Share information sheets for online behaviour and communication with children.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Use official club communication channels where possible (team app, club email, club social accounts)</li><li>• Avoid 1:1 private messaging with children. If you must message a junior, include a parent/guardian or another club adult and keep it strictly about rugby</li><li>• Set expectations for timing (no late-night messages) and tone (respectful, professional).</li><li>• Keep records of team communications where feasible</li></ul> <p><i>Safe Online Behaviour and Communication Information Sheet – Appendix 9</i></p>

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Manage photos, videos and social media in line with Rugby Australia and QRU policies.

### **What to do**

- Get parent/carer consent before taking or using images of children (and keep a record)
- Never take photos/video in change rooms, toilets or other private areas
- Use club accounts for posting and avoid tagging children or sharing identifying details
- If anyone asks for an image to be removed, act promptly

### *Examples – Practical controls*

- *Designate a club photographer for events*
- *Use coloured wristbands or a simple list to identify 'no-photo' children (if feasible)*

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Communicate and follow Rugby Australia and QRU protocols (e.g. change rooms, transports, tours/overnight stays).

### Change rooms – minimum expectations

- Adults knock loudly, announce themselves and wait before entering
- Where possible, adults enter as a pair (not alone) and stay near the doorway
- Adults and children should not use the same change room at the same time (where facilities allow)
- Use a roster/signage so everyone knows the rules

### Transport – minimum expectations

- Get written parent/carer authorisation if a volunteer is transporting a child
- Avoid a 'one adult/one child' situation where possible (two-adult or two-child rule)
- Use pick-up lists and confirm who is authorised to collect children

### Tours/overnight stays – minimum expectations

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- Plan supervision ratios and room allocations in advance (including separate sleeping arrangements)
  - Never share a bed with a child, avoid adults and children sharing rooms unless it is a parent with their own child
  - Use written consent, itineraries, emergency contacts and clear rules for conduct
-

## DEVELOPED

Action	Description
Review environment risks after incidents or near misses.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• When something goes wrong (or almost goes wrong), do a short ‘what happened/what will we change’ review</li><li>• Document the control you added or improved</li><li>• Share the learning with the relevant volunteers (without naming children)</li></ul> <p><i>Template – 5-minute review questions</i></p> <ul style="list-style-type: none"><li>• <i>What happened (facts only)?</i></li><li>• <i>What risk did it show us?</i></li><li>• <i>What simple change will reduce that risk next time?</i></li><li>• <i>Who will do it and by when?</i></li><li>• <i>How will we know it worked?</i></li></ul>

## EXCELLING

Action	Description
Implement compliance checks for higher-risk environments (e.g. change rooms, transport, tours/overnight stays, online communication).	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Build 2–3 quick compliance checks into the season (pre-season, mid-season, end-of-season)</li><li>• Check the highest risk areas including change room rules, online communication, transport/tours planning, photo consent</li><li>• Record what you checked and what you improved (keep it light)</li></ul> <p><i>Template – Simple compliance checklist items</i></p> <ul style="list-style-type: none"><li>• <i>Posters displayed and current (commitment, contacts, rights)</i></li><li>• <i>Change room signage up and roster in place</i></li><li>• <i>Team communication uses approved channels (no private direct messages)</i></li><li>• <i>Transport consent process used when needed</i></li></ul>

## STANDARD NINE: CONTINUOUS IMPROVEMENT

Safeguarding is a continuous improvement journey. This Standard is about reviewing what's working, learning from feedback and incidents, and keeping your Tracker and evidence up to date.

### DEVELOPING

Action	Description
Update and maintain the Tracker.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Update the Tracker when actions are completed and save evidence</li><li>• Review your Tracker pre-season, mid-season and end-of-season</li></ul> <p><i>Template – Quick review points</i></p> <ul style="list-style-type: none"><li>• <i>What did we complete since the last check?</i></li><li>• <i>What's at risk or overdue?</i></li><li>• <i>Any new risks this season (events, travel, staffing changes)?</i></li><li>• <i>What support do we need from QRU/RA?</i></li></ul>

## DEVELOPED

Action	Description
Review the Tracker at least once each season.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Look for patterns (e.g. recurring issues in behaviour, online comms, change rooms, travel or inclusion)</li><li>• Update your rules, briefings or supervision arrangements based on what you learn</li><li>• Close the loop with volunteers and families where appropriate (e.g. what changed and why)</li></ul> <p><i>Example – Turning feedback into action</i></p> <ul style="list-style-type: none"><li>• <i>If families report confusion about reporting update posters, website wording and the coach briefing script</i></li></ul>

<b>Action</b>	<b>Description</b>
<p>Use complaints, incidents and feedback to identify improvements and record actions when improvements are completed.</p>	<p><b>What to do</b></p> <ul style="list-style-type: none"> <li>• Add child safety and wellbeing as a standing committee agenda item and track actions to completion.</li> <li>• Set a simple annual cycle (e.g. pre-season set-up, mid-season check, end-of-season review and refresh)</li> <li>• Keep a small ‘evidence folder’ that matches the Tracker (so handovers are easy)</li> <li>• Publish a summary of your child safety progress and risk assessment findings in the club’s Annual Report to ensure transparency with your rugby community</li> </ul> <p><i>Template – Standing agenda item at committee meetings prompts</i></p> <ul style="list-style-type: none"> <li>• <i>Any incidents/concerns this period? (even ‘near misses’)</i></li> <li>• <i>Any actions due this month?</i></li> <li>• <i>Any high-risk activities upcoming? (e.g. travel, camps, gala days)</i></li> <li>• <i>Are posters/contacts still current?</i></li> </ul>

## STANDARD TEN: POLICIES AND PROCEDURES

Policies and procedures explain how your club is safe for children and young people. Most clubs use Rugby Australia and QRU policies, so this Standard focuses on making them easy to access, promoting key links and testing that everyone knows what to do.

### DEVELOPING

Action	Description
Check if you're required to adhere to the Reportable Conduct Scheme and follow the scheme if so.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Check whether your club/association is required to comply with Queensland's Reportable Conduct Scheme and prepare to follow it if required (requirements are being introduced in stages)</li><li>• Even if the Scheme does not apply to your club/association, keep your reporting process aligned to QRU/RA pathways and Queensland child safety expectations</li><li>• If unsure, seek advice from QRU, or relevant Queensland guidance</li></ul>
Ensure club policies clearly state that appropriate action will be taken where breaches of child safe policies occur	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Ensure your club's bylaws, policy documents or volunteer agreements make it clear that any breach of child safe policies will result in appropriate disciplinary action</li><li>• Club leaders must actively monitor whether people within the club understand these rules and leaders must take appropriate action immediately when breaches are detected</li></ul> <p><i>Template – Consequence of breach statement</i></p> <ul style="list-style-type: none"><li>• <i>"Our club takes child safety seriously. All staff, volunteers and members must follow our child safe policies and Code of Conduct. We actively monitor compliance and any breach of these rules will result in immediate disciplinary action. Depending on the severity of the breach, consequences may include a formal warning,</i></li></ul>

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*suspension, termination of your role, or escalation to Rugby Australia and local law enforcement."*

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## DEVELOPED

Action	Description
Display and regularly promote links to Rugby Australia integrity resources and external support services on the club or association website and in key communications.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Publish and regularly promote links to rugby integrity and safeguarding resources (QRU/RA) in club/association communications</li><li>• Include external support services for children and families and emergency contacts</li><li>• Use the same links everywhere (e.g. website, season pack, posters) so information stays consistent</li></ul> <p><i>Template – ‘Need help?’ link list (website/season pack)</i></p> <ul style="list-style-type: none"><li>• <i>Rugby Australia – Reporting a Concern: <a href="https://australia.rugby/about/codes-and-policies/reporting-a-concern">https://australia.rugby/about/codes-and-policies/reporting-a-concern</a></i></li><li>• <i>Queensland Blue Card portal (organisations): <a href="https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/blue-card/organisations/portal">https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/blue-card/organisations/portal</a></i></li><li>• <i>Kids Helpline: <a href="https://kidshelpline.com.au">https://kidshelpline.com.au</a></i></li><li>• <i>eSafety Commissioner: <a href="https://www.esafety.gov.au">https://www.esafety.gov.au</a></i></li></ul>

## EXCELLING

Action	Description
Test your reporting and response processes each year using example scenarios (e.g. a safeguarding concern, online misconduct or poor practice), confirm everyone knows their role and escalation steps, record the outcome and any improvements identified.	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Run a short 'tabletop exercise' once per season with the committee and/or coaches that workshops a scenario and confirms the reporting steps</li><li>• Test the practical parts (e.g. can you find the contacts quickly, do people know where the forms are and who escalates to QRU/RA?)</li><li>• Record improvements and update the Tracker</li></ul> <p><i>Template – 10-minute tabletop exercise</i></p> <ul style="list-style-type: none"><li>• <i>Scenario - A parent reports that a volunteer has been sending private messages to a junior player</i></li><li>• <i>Questions - Who is the first contact? What immediate steps do we take? What do we record? When do we escalate to Rugby Australia's reporting pathway?</i></li></ul>
Consult with your community to inform best practice for your policies and procedures	<p><b>What to do</b></p> <ul style="list-style-type: none"><li>• Actively seek input from children, young people and their families when developing or updating your club's child safe policies</li><li>• Use annual general meetings, pulse surveys or youth forums to ask the community if the current policies and procedures make them feel safe and supported</li></ul> <p><i>Template – Youth and family consultation questions</i></p> <ul style="list-style-type: none"><li>• <i>Do our current club rules and safety posters make sense to you, or are they hard to understand?"</i></li><li>• <i>"If you could add or change one rule to make our club a safer and more welcoming place for children, what would it be?"</i></li></ul>

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- *"Do you feel confident that you know exactly who to talk to if someone at the club breaks a safety rule?"*

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Empower staff and volunteers to champion child safety by using positive reinforcement and sharing successful practices

**What to do**

- Share stories and examples of child safeguarding successes at your club via your social media platforms or newsletters
- Publicly acknowledge when the club successfully completes a child safety initiative (e.g. finishing cultural safety training or updating physical change rooms) so staff and volunteers feel supported and confident to speak out

*Template – ‘Good news’ safeguarding update*

- *"Huge thanks to everyone who helped make our club safer this month! A special shout-out to our Under-14s team for giving us great feedback on our new change room rules and congratulations to all our junior coaches who just completed their annual child safety and cultural awareness training. Thank you for stepping up and keeping our rugby community safe and inclusive!"*
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## APPENDICES

Refer to the QRU Child Safety and Wellbeing Appendices for the following posters, checklists and information sheets.

- [Appendix 1: Child Safe Commitment Poster](#)
- [Appendix 2: Child Safety Officer Position Description](#)
- [Appendix 3: Child Safety Contacts Poster](#)
- [Appendix 4: Rights in Rugby Poster](#)
- [Appendix 5: Zero Tolerance for Racism Poster](#)
- [Appendix 6: Child Safety and Wellbeing Safeguarding Checklist](#)
- [Appendix 7: Annual Child Safeguarding Refresher Training](#)
- [Appendix 8: Safe Environments in Rugby](#)
- [Appendix 9: Safe Online Behaviour and Communication Information Sheet](#)
- [Appendix 10: Child Safe Register](#)