Towards Child Aware Practice: mapping the use of related terms and approaches in the existing literature

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In 2013, Families Australia commissioned the Institute of Child Protection Studies at the Australian Catholic University to provide an overview of some of the features that might be included in a Child Aware framework. What follows is a map of the existing child-centred, child-focused, child-safe, child-friendly and child-sensitive principles, practices and policies.

In mapping the use of these terms and their implementation, ICPS is of the view that such approaches need to be founded on a recognition that children and young people live within our communities, are more likely to be in need of services and supports than individuals of other ages and often require a whole-of-community and whole-of-system response. As the old adage suggests, it takes a village to raise a child and a whole system to ensure that their needs are being met.

In mapping the current state of play, ICPS suggested that different approaches to thinking about and responding to children have emerged depending on the nature and focus of the organisations, communities and programs within which they exist. Although there have been a number of initiatives (such as the Children of Parents with a Mental Illness (COPMI) initiative) which aim to work across the continuum, whether the site of practice primarily focus on adults, families or children and young people seems to shape the approach taken. This is illustrated in Figure 1.

Universal health services

Employers

Emergency services

Family relationship centres

Family support services

Youth services (e.g. youth centres, youth counselling)

Child and youth advocacy services (e.g. peak bodies, Commissioners)

Family /domestic violence services

Homelessness and housing services

Mental health and alcohol and other drug services

Disability services

Men or women-specific services

Carer support services

Child protection / juvenile justice services

Play-groups and childcare services

Family and child health services

Schools and education services

Children's sport and activity clubs

Adult Services (adult is primary client)	**Family Services** (parent is primary client)	**Child/Youth Services** (child is primary client)

Child / Youth Centred: Child's needs, best interests and rights of child, active participation in decision making (policies, programs and service delivery), growth and development stages, safety

Child / Youth Focused: Listening to children and meeting their needs, acting in children's best interests, integrating their voices into services delivery

Child / Youth Safe: Reducing likelihood of harm, increasing likelihood of harm being discovered and responded to, promoting participation of children and young people in order to increase their safety in organisations

Child / Youth Friendly: Valuing, respecting and including children, ensuring children and young people are listened to and know their rights, to increase safety

Child / Youth Sensitive and Responsive: Keeping children in mind, collaboration with child and family services, integrated responses, viewing adult clients in their family/parental context, seeing families as resources and partners, identifying safety needs of children

Child / Youth Aware

From our review of the literature, it appears that the variables in the different approaches (which lack consistency from one jurisdiction / organisation to another) include:

- Whether the approach is used to shape policy OR program delivery OR both
- How children are positioned (as independent individuals, within families, within groups of children) (child-led / child-directed OR child-responsive / child-inclusive OR child-friendly, child-aware)
- The type of action sought (think about, listen and hear from, respond to, be directed by)
- Who is the target of the support / intervention: the child, the family, the community, the system
- The degree to which they see children as having rights and to which they are responded to in policy or program responses
- The way that they conceptualise the "best interests of the child" and how this shapes practice
- The way that they conceptualise participation
    - At what level they focus their participation-related efforts: client, program, organisation, system, engagement in community
    - Are they interested in children as individuals or as a group? Who participates?
    - Are they interested in children's participation separate to, alongside, as part of other's participation? (ie family / other stakeholders?)
    - The weight given to children's views, needs and wishes: services "take into account", "respond to", "place children's needs at the centre" or service design, planning and implementation
    - At what point/s do they enable children's participation (assessment, planning, implementation)
- How developmentally appropriate and "fun"are tools / processes that enable participation?
- The way they conceptualise safety and ensure it: within organisations or more broadly
- The extent to which they consider / attempt to enable the health and wellbeing of children and young people
    - The extent to which policy / programs consider and respond to developmental needs
    - The extent to which the environment is considered: are they friendly, safe, appropriate, conducive to growth and development?
    - The extent to which the policy / program enables collaboration with parents, family, other organisations, other systems, other parts of government

Child-Related Approaches in Organisations

Examples of child-centred approaches in organisations

EXAMPLES OF CHILD CENTRED APPROACHES IN ORGANISATIONS				
Source	**Principles**	**Policy / Program Level**	**Practice / Implementation**	**Measurement / Evaluation**
Winkworth, G., & McArthur, M. (2006). *Principles for Child-Centred Practice: Timely, developmentally appropriate, participatory and collaborative*. Canberra: Institute of Child Protection Studies, ACU.	• Recognising critical time frames in childhood and adolescence including assisting children and young people as early as possible – early in the life of the child, and early in the life of the problem • Taking into account the developmental needs of children and young people in all interventions • Providing children and young people with appropriate opportunities to participate in all aspects of child protection interventions which affect them • Promoting a collaborative approach to the care and protection of children, including the strengthening of networks that are critical to their wellbeing.	• Policies and procedures discourage a one-size fits all approach to participation. Settings, language and timing of participation takes into account their age, cognitive and social development, gender, socio-economic background and ethnicity. • Use of models of Family Decision Making such as Family Group Conferencing • Providing children with information about child protection processes, including hot to make complaints • Informing children as soon as possible of legal and administrative decisions affecting them • Knowledge and expertise actively shared between professionals involved with children	• Linking children and their families with services and supports to strengthen children's physical, cognitive and social functioning • Assessment processes, actions, decisions and planning involving children taking account of their development level across a spectrum of 'life worlds' – health, education, identity, family and social relationships, social presentation, emotional and behaviour development and self-care • Children and young people provided with direct and indirect opportunities to express their feelings and wishes (in this they can be assisted by an adult they trust) • All interventions seek to create and strengthen the positive everyday networks surrounding children	
Families ACT / Child, Youth and	• Children and young people are safe and supported	• Defined in the Practice Framework as meaning that decisions and actions are	• Engagement, relationship building and assessment:	• Child feels that their concerns have been listened to

EXAMPLES OF CHILD CENTRED APPROACHES IN ORGANISATIONS				
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Family Services Program ACT http://www.familiesact.org.au/storage/Overview%20of%20the%20Practice%20Framework.pdf http://www.familiesact.org.au/storage/A%20Practice%20Framework.pdf	• Decisions / actions founded on understanding how they will affect children's development, wellbeing and safety • Active involvement of child on issues concerning them	founded on an understanding of how they will affect the child or young person, and their development, wellbeing and safety. This requires engaging with the child or young person and actively involving them wherever possible in issues concerning them.	○ Consider the whole child, their safety, development and wellbeing ○ Engage and build a relationship with the child and support them to express their views ○ Use play based methods ○ Assessments are child friendly ○ Tell the child they can talk to you about their concerns ○ Obtain explicit consent from young people for information to be shared with family members • Setting goals and finding solutions ○ Keeping the child at centre of planning and decision making ○ Ensuring the child is actively involved in making decisions ○ Explore strategies that the child may use to help solve problems ○ Consider the needs and wishes of each child ○ Reflect the child's experience in all records • Progress towards goals and improved outcomes ○ Child is actively supported to achieve their goals	• Child feels that their needs are being met and that they are safe • Child has been involved in making decisions • Child can identify the progress they have made and that their success has been celebrated

		EXAMPLES OF CHILD CENTRED APPROACHES IN ORGANISATIONS		
Source	Principles	Policy / Program Level	Practice / Implementation	Measurement / Evaluation
			o Regular meetings held with child to review progress towards goals and celebrate success o Child feels that problems are being solved and that circumstances are improving o Information sought from and shared with all relevant agencies	
NSW Department of Community Services http://www.community.nsw.gov.au/kts/guidelines/engaging/principles.htm#being	• Safety, welfare and wellbeing of the child is paramount in any action • Focus on the best interests and needs of the child in any decisions • Ensure that the needs of the child are not overlooked when addressing the concerns or issues of the parents or families • Promote being simultaneously child-centred and family-focused	• Children and Young Persons (Care and Protection) Act 1998 stipulates that *in any action or decision concerning a particular child or young person, the safety, welfare and wellbeing of the child or young person are paramount* (section 9). • Adapted the principles from Winkworth and McArthur 2006 on child-centred practice	• Assessment, planning and delivery of services is based on the child's needs • Ensuring positive trusting relationships between child and worker • Promotes participation of the child in decision-making and issues that concern them when appropriate • See also Winkworth and McArthur. • Identifies specific strategies used to promote active participation (minimising concerns, communicating clearly, listening, body language etc) • Identifies specific strategies for use in each element of case management	
VIC Department of Human Services (Child Protection)	• 'Best interests' principles: protection of child from harm, protection of child's rights,	• The 'Best Interests' principles derive from the Children, Youth and Families Act 2005. The CYFA	• Assessment, planning and action is driven by what children need to protect and	•

EXAMPLES OF CHILD CENTRED APPROACHES IN ORGANISATIONS				
Source	**Principles**	**Policy / Program Level**	**Practice / Implementation**	**Measurement / Evaluation**
http://www.dhs.vic.gov.au/for-service-providers/children,-youth-and-families/child-protection http://www.dhs.vic.gov.au/__data/assets/pdf_file/0012/678738/best-interests-principles-conceptual-overview.pdf	promotion of child's development • Placing children and young people's best interests at the heart of all decision-making and service delivery • Recognises the need to listen to the voice of the child and privileges the rights of the child	places the rights of the child and the safety and developmental experience of children and young people as the constant focus.	promote their healthy development • Importance of providing safe spaces for children to provide honest feedback about their experience of the system • Sharing information and decisions with children • Including children in decision-making	
Tasmanian Government Office for Children http://www.dhhs.tas.gov.au/ofc	• Children's rights to be kept safe from harm and participate in and have an active voice in the decisions that affect them • Children and young people shape and are at the centre of government policies and services, and are engaged in decisions that affect them	• The Our Children Our Young People Our Future ten year plan aims to ensure children are at the centre of all government decision making that affects their wellbeing and life chances. It seeks to facilitate discussion across government and consult with children and young to ensure they are at the centre of policies and services. • The Vision of the plan is for all Tasmanian children and young people to be nurtured, education, protected and enabled to realise their full potential in life.		

EXAMPLES OF CHILD CENTRED APPROACHES IN ORGANISATIONS				
Source	Principles	Policy / Program Level	Practice / Implementation	Measurement / Evaluation
		• The Plan promotes ways of working together across government, between sectors and services; and involving young people in shaping policies and services that affect them. It identifies that a role for the Office for Children will be to develop a cross-agency strategy for engaging children and young people in decisions that affect them. • The Plan has a strong focus on upholding the rights of children, particular those in the UNCROC that relate to life, survival and the development of their full potential; be protected and kept safe from harm, and participate in and have an active voice in the decisions that affect them.		
Barnardos Australia http://www.barnardos.org.au/barnardos/html/barnardos_mission.cfm	• Best interest of the child or young person • Being informed by the child or young person	• Barnardos established the Practice Development Centre to integrate the work of the Looking After Children (LAC) guided practice case management system and Supporting Children and Responding to Families (SCARF) guided practice case management system, which are based on child-centred inclusive practice.	• Encourage active participation between and participation of, families, children and young people, communities and other welfare agencies.	

EXAMPLES OF CHILD CENTRED APPROACHES IN ORGANISATIONS				
Source	**Principles**	**Policy / Program Level**	**Practice / Implementation**	**Measurement / Evaluation**

Child, Youth and Family Practice Centre (New Zealand Government)
 	
http://www.practicecentre.cyf.govt.nz/knowledge-base-practice-frameworks/care-and-protection/perspectives/child-centred.html
 	
http://www.practicecentre.cyf.govt.nz/policy/by-subject.html
	• Child's needs and best interests: safety, care, support, guidance, responsibility and wellbeing
	• Understanding growth and development stages
	• Underpinned by the UNCROC rights of the child
	• Ensuring children actively participate in the process
	• Focus on what influences their behaviour – how they attach to caring adults and what impact on their ability to grow and develop into health adults
		• The Practice Centre is overseen by the Office of the Chief Social Worker, NZ Government, and provides an online resource for practitioners working with children, young people and their families. It focuses on child protection, youth justice, adoptions and residences.
		• Practice Frameworks focus on child-centred (care and protection, adoptions) and young-person focused (youth justice, residences).
			• Engaging and building a relationship with children, listening and responding to their hopes, dreams and wishes
			• Includes resources with 'practice triggers', which specifically relate to child-centred approaches in all aspects of child protection work.
			• Planning, Implementation and Review:
			  o What does safety look like to the child and how have we used that in developing plans?
			  o How are we ensuring the child is safe in all contact with their parents?
			  o How will the child maintain their sense of identity and stay connected with the wider community and peer group?
			• Assessment:
			  o When completing assessment, how has the focus remained on the child and how they are being affected (by the violence)?
			  o What have we done to help the child safely tell their story about the	

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			impact of family violence on their lives?	
			o What do we understand about the impact of the violence on the child's emotional wellbeing? How has this been used to inform decision-making?	
			o How have assessments focused on the age and developmental stage of the child?	
			o In assessment of risk, how have we considered specific times of vulnerability?	
			o How have we considered the history to inform our decision making about each child's current situation?	

Examples of child-focused approaches in organisations

EXAMPLES OF CHILD FOCUSED APPROACHES IN ORGANISATIONSEXAMPLES OF CHILD-FOCUSED APPROACHES IN ORGANISATIONS				
Source	**Principles**	**Policy / Program Level**	**Practice / Implementation**	**Measurement / Evaluation**
SHINE for Kids (service for children of prisoners) Strategic Plan: http://www.shineforkids.org.au/documents/2011nov_sfk_strategicplan_e.pdf	• Listening to children • Meeting children's needs • Integrating the voices of children into service delivery • Acting in the best interests of children	• 'Child-focused' is identified as a core value in the Strategic Plan, with the overarching objectives 'listening to children' and 'meet children's needs'. • Their immediate and ultimate goals in relation to these objectives is to integrate the voice of children into service delivery, and act in the best interests of children	• Every program is centred around the needs of children • Incorporating fun, activities and games into programs and visits • Provides child-friendly venues for children when visiting prisons • Building support systems for children, including developing relationships with positive role models (mentoring program) • Resources and information for children (including websites)	• Leading indicator of success will be if children's case plan outcomes are achieved, and their service delivery approaches align with the evidence base • Ultimate indicator of success will be the ratio of children (service recipients) who a) feel listened to, and b) are satisfied with the services they received

Examples of child-safe approaches in organisations

	EXAMPLES OF CHILD-SAFE APPROACHES IN ORGANISATIONS			
Source	Principles	Policy / Program Level	Practice / Implementation	Measurement / Evaluation
Guidelines for building the capacity of child-safe organisations (under the National Framework) http://www.communityservices.act.gov.au/__data/assets/pdf_file/0020/5636/NCSF_Schedule1.pdf	• Children safe and protected from harm when in the care of community services organisations or involved with their services and programs • Centrality of the rights, interests and safety of children • Respect for variation between jurisdictions • Focus upon capacity building • Respect for natural justice and procedural fairness • Appreciation of the complexity and cultural diversity of community services	• Systems to ensure adaptation, innovation and continuous improvement • Governance and culture: child safe policy, risk management, code of conduct, privacy and data collection • Participation and empowerment of children: enabling and promoting the participation of children, inclusive and empowering language, strategies to reduce the potential for undiscovered or ongoing harm • Human Resources: Recruitment and selection practices, job descriptions/duty statements, staff support, supervision and performance management, complaints management and disciplinary hearings • Education and training: Awareness and understanding of child abuse and organisational responsibilities, support for organisations in building, maintaining and strengthening child-safe capacity	• Child safe policy can refer to child protection awareness training for employees and volunteers, processes for reporting and managing concerns/incidents, disciplinary and grievance processes, guidelines for physical contact between adults and children, outside hours contact with children and families, adult/child ratios, cyber safe guidelines, provision of support and guidance for employees when concerns are expressed. • Code of Conduct: behaviour, relationships, attitudes and responsibilities expected of employees • Participation: Children influence policies, practices and service delivery; planning and decision-making. Documents expressed in child-friendly language.	
Australian Children's	• Creating conditions that reduce likelihood of harm	• Examples of child-safe policies and procedures relate to: pre-employment screening, rigorous	• Implementing child safety policies and procedures which	

EXAMPLES OF CHILD-SAFE APPROACHES IN ORGANISATIONS				
Source	**Principles**	**Policy / Program Level**	**Practice / Implementation**	**Measurement / Evaluation**
Commissioners and Guardians Submission into Institutional Responses to Child Sexual Abuse Issues Paper 3: Child Safe Institutions	• Creating conditions that increases likelihood of harm being discovered • Responding appropriately to disclosure, allegations or suspicions of harm • Identifies that a fundamental component of improving child safety in organisations is the participation and empowerment of children and young people, to participate in decisions affecting their lives; and to have established pathways and mechanisms by which children and young people can raise concerns safely and with confidence.	recruitment and selection practices, staff support and supervision, clear codes of conduct and job descriptions, child safety audits; child protection training; listening to children and young people and understanding how they prefer to communicate; triage procedures for complaints, allegations or reported suspicions; strong record-keeping practices.	support ongoing assessment and amelioration of risk • Valuing and empowering children to participate in decisions affecting their lives • Fostering a culture of openness that supports all persons to safely disclose risks of harm to children • Respecting diversity in cultures and child-rearing practices while keeping child safety paramount • Providing written guidance on appropriate conduct and behaviour towards children • Engaging on the most suitable people to work with children and have high quality staff and volunteer supervision and professional development • Ensuring children know who to talk with if they are worried or feeling unsafe, and that they are comfortable to do so • Reporting suspected abuse, neglect or mistreatment promptly to the appropriate authorities • Sharing information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk	

EXAMPLES OF CHILD-SAFE APPROACHES IN ORGANISATIONS				
Source	**Principles**	**Policy / Program Level**	**Practice / Implementation**	**Measurement / Evaluation**
			• Valuing and communicating with families and carers	
Australian Children's Foundation Safeguarding Children Program http://www.childhood.org.au/our-work/keeping-children-safe	• Speaking up for children's rights and children's best interests • Protecting children and young people in organisations from abuse and exploitation • Promoting child-safe, child-friendly and child-focused cultures within organisations	• The Safeguarding Children Program aims to equip organisations with standards, training, accreditation, policies and strategies to protect children and young people in their care from abuse and exploitation by staff, volunteers or other individuals. • The Program promotes a child-safe, child-friendly and child-focused culture within organisations, and supports organisations to engage the involvement of children and young people in safeguarding practices.	• The 7 strategies in the program include: commitment to safeguarding children, personnel roles and conduct, recruitment and screening practices, personnel induction and training, involving children and parents, child abuse reports and allegations, and supporting a child-safe culture.	•

Examples of child-friendly approaches in organisations

EXAMPLES OF CHILD FRIENDLY APPROACHES IN ORGANISATIONS				
Source	**Principles**	**Policy / Program Level**	**Practice / Implementation**	**Measurement / Evaluation**

ACT Government
 	
Young People's Plan:
http://www.youth.act.gov.au/index.php/publications
 	
ACT Children's Plan:
http://www.children.act.gov.au/
	• Supporting children and young people to reach their full potential, make valuable contributions and share the benefits of the community	• The ACT Young People's Plan 2009 – 2014 aims to respect, protect and advance the human rights of young people, support them to participate, and identify their needs.
		• Four key directions of the Plan include Participation, Transitions, Access and Support.
		• It outlines that the ACT Government is guided by the following principles: proactively supporting vulnerable young people, working in partnership with young people, focusing on prevention and intervention, promoting collaboration, coordination and integration of quality services; ensuring policies and services are evidence based, evaluated and responsive to emerging needs and trends.
		• The ACT Children's Plan is based upon the following 'building blocks': opportunities for children to influence decisions about their lives and community and actively participate in their communities; advocacy, promotion and protection of children's rights; processes to assess the impact of law, policy
			• The Children's Plan website provides a range of tools and strategies that services can access to become more child-friendly.	• Measures of success of children's participation include:
				  ○ Mechanisms across government and community to consult with children and increase their participation (e.g. children's forums, online feedback and satisfaction surveys)
				  ○ Participation in community activities; opportunities to make choices and access a range of community activities, services and leisure/play activities
				  ○ Opportunity for freedom of movement
				  ○ Initiatives include consultation with children as part of development processes
				  ○ Services, programs and projects are reviewed and modified to reflect children's needs and best interests
				  ○ Services have policy and practices for consulting with children
				  ○ Children are satisfied that Canberra is becoming more child-friendly

EXAMPLES OF CHILD FRIENDLY APPROACHES IN ORGANISATIONS				
Source	Principles	Policy / Program Level	Practice / Implementation	Measurement / Evaluation
		and practice on children; monitoring children's health, wellbeing, learning and development; services supporting children's development and enhancing parental, family and community capacity; and effective governance mechanisms across government and community.		

Examples of child-sensitive approaches in organisations

EXAMPLES OF CHILD SENSITIVE APPROACHES IN ORGANISATIONS				
Source	**Principles**	**Policy / Program Level**	**Practice / Implementation**	**Measurement / Evaluation**

Scott, D. (2009). Think Child, Think Family: How adult specialist services can support children at risk of abuse and neglect. *Family Matters, 81*.
 	
http://aifs.gov.au/institute/pubs/fm2009/fm81/ds.pdf
	• Supporting adult specialist services to become more child-sensitive
	• 'Joining up' of services to provide more integrated responses to families
		• Highlights the work in the mental health, domestic violence and AOD fields (e.g. COPMI, Parents Under Pressure, Nobody's Clients Program, UK Think Family)
		• UK Think Family initiatives focuses on the following principles: no wrong door, looking at the whole family, building family strengths, and providing support tailored to need
			• The journal article proposes that services develop audit tools when seeking to become more family-centred, for example:
			• Intake:
			  o Asking if it is known whether clients are responsible for the care of children
			  o Asking if caregiving needs of parents are considered during intake
			  o Asking if agency waiting room and appointment times child and parent friendly
			• Assessment:
			  o Asking if parenting roles are considered a potential stressor on clients, or source of motivation
			  o Assessing parental capacity, identifying parental concerns about children
			  o Asking if the needs of children are directly considered
			• Intervention:
			  o Asking if intervention is individually tailored to family needs, and whether strengthening the	

EXAMPLES OF CHILD SENSITIVE APPROACHES IN ORGANISATIONS				
Source	**Principles**	**Policy / Program Level**	**Practice / Implementation**	**Measurement / Evaluation**
			parent/child relationship is part of the intervention o Asking in which ways children are 'seen and heard' by service providers o Identifying regular and good collaboration with children's services • Outcomes: o Asking if services outcomes include parenting competence o Asking if service outcomes include the safety and wellbeing of children	
NCETA For Kids' Sake: Workforce Development Resource for Family Sensitive Policy and Practice in the Alcohol and Other Drugs Sector http://nceta.flinders.edu.au/files/3913/0915/8536/EN435%20Battams%20et%20al%202010%20.pdf	• Raising awareness about the impact of substance abuse upon families • Addressing the needs of children and families • Seeing children and families as the unit of intervention, rather than just the individual client • Seeing families as resources and partners in the client-worker relationship	• This resource includes a checklist for Family Sensitive Practice • The checklist includes specific questions and strategies for assessment and intervention; along with multi-agency and cross-sectoral working, workforce development, organisational and systems development, building leadership and integrated government policy, and accountability and monitoring. • Includes good practice at secondary and tertiary level interventions • Organisational and systems development:	• Assessment: o Treatment/intake procedures identifying whether the client has a parenting role o Assessment procedures considering multiple and protective risk factors for children, child care responsibilities and parenting needs, parenting role as a potential stressor, contraception issues and pregnancy status, clients' concerns about their own children, validated and reliable measures of family functioning, parental mental health and child behaviour,	

EXAMPLES OF CHILD SENSITIVE APPROACHES IN ORGANISATIONS				
Source	Principles	Policy / Program Level	Practice / Implementation	Measurement / Evaluation
		o Are policies and guidelines on Family Sensitive Policy and Practice in place? o Does the organisation provide a child-friendly environment? o Is adequate time allowed to engage in Family Sensitive Policy and Practice, and are there reasonable expectations and monitoring of case-load size? o Does the organisation have policies for working with other organisations? o Workers understanding legal duty of care requirements o Training for workers	involvement with other child/family services, cultural background • Intervention: o Interventions tailored to family needs (including CALD, ATSI) o Interventions focused on prevention and early intervention o Families' strengths and resources considered, including parents' coping strategies o Strengthening of parent-child relationships o Collaborating with children's services o Support from other family members	
Practice Standards for working with women affected by domestic and family violence, QLD Government http://www.communities.qld.gov.au/resources/communityservices/violenceprevention/practice-standards.pdf	• Identifying and assessing safety risks for woman and children	• Safety risks for women and their associates, including their children, are identified and responded to	• Service has safety / risk assessment processes to identify potential safety risks and assess safety risks for women and their children, including consideration of children's referral needs, providing women with information about the impact of FV on children • Service has a policy for reporting child abuse and neglect	

EXAMPLES OF CHILD SENSITIVE APPROACHES IN ORGANISATIONS				
Source	**Principles**	**Policy / Program Level**	**Practice / Implementation**	**Measurement / Evaluation**
			• Service has a policy for reporting disclosure of serious criminal offences against women and/or their children • Workers assist women to identify their rights and their children's rights; and to advocate for them • Group work programs offer child-minding with childcare workers who are enabled to raise concerns about children with workers	
Children of Parents with Mental Illness (COPMI) Resources for professionals: http://www.copmi.net.au/professionals.html	• Services 'keeping children in mind' when supporting parents • Building services' capacity to identify and respond to the needs of children of parents with mental illness	• Provides a number of flowcharts for professionals in different health settings and how they might support children of parents with a mental illness. These include general practice, mental health, youth and community, child protection, child and family health, family law, early childhood, schools/education, emergency services, policy and planning.	• For General Practitioners: In addition to providing access to treatment and support, identifying their parental status and exploring with them the impact of mental illness on parenting responsibilities. Assessing parent's perception of the child (or assessing the child if present). Providing parental guidance. Follow up and review. • For mental health workers: Identifying parental status and risk factors, identifying concerns about the safety and wellbeing of children, working with other family members, community service providers and child protection agencies if necessary, encouraging open communication.	