

Our commitment to child safety, cultural safety and trauma-informed practice

We are committed to the safety, wellbeing and cultural safety of all children and young people.

We follow Queensland's Child Safe Standards and the Universal Principle so every child—especially Aboriginal children and Torres Strait Islander children—feels welcome, respected and safe across all program activities.

Our program applies trauma-informed practices, empowers students to understand their rights, and provides clear, accessible pathways for seeking help. We believe that safety and wellbeing are fundamental and are committed to fostering trust, open dialogue, and support so every child can thrive without fear of harm or discrimination.

Creating a safe space – Before, during and after the program is delivered.

- We respect everyone in the room, listen without interrupting, and don't put others down.
- We ensure that everyone understands they can opt out of a discussion or choose not to participate.
- We encourage inclusivity by providing support through smaller groups, clear instructions, and time to process questions.
- Personal stories are not shared outside the session (unless safety concerns require action).
- We provide accessible content where possible and support the needs of neurodiverse students by sharing our agenda in advance, adjusting our delivery environment where we can (lighting and noise) or providing support with a quiet space, if required and available.

Trauma-Informed guidance

- **Content warnings:** We flag sensitive topics early and explain what's coming.
- **Choice and control:** Students can step out, pause, or opt for alternative activities without penalty.
- **Support during session:** A quiet space and a trusted adult are available.
- **Aftercare:** We provide simple next steps and contacts for help (see reporting map below).
- **Escalation:** If anyone is at risk of harm, we follow the school's child protection policy immediately and call 000 in emergencies.



Cultural safety in practice

- All sessions commence with an Acknowledgement of Country, and respectful, person-first language is always used.
- All imagery and examples used are culturally appropriate, strengths-based and avoid stereotypes or deficit framing.
- Where preferred, students and families may engage with First Nations-led support, including a First Nations liaison officer or Elder.
- Local context is prioritised by working in partnership with schools to include community-specific contacts and preferred protocols.

Child-Friendly complaints and reporting map

1. Tell a trusted adult: Teacher / Year Level Coordinator / School Counsellor.
2. School follows its child protection policy (they will explain what happens next).
3. Choose your support: Parent/Carer, First Nations Liaison or Elder, Guidance Officer, Multicultural Liaison Officer.
4. Anonymous feedback (QR code/box) if you prefer not to share your name.
5. Immediate danger: Call 000.

Contact and continuous improvement

- **Program team:** We welcome feedback from students, families and staff to improve safety and inclusion.
- **Review cycle:** We review our program quarterly and conduct an annual First Nations-led review.
- **Provide feedback:** Students and parents can provide feedback via their school contact, through the StandUp website or by contacting the Queensland Police Service, Knife Crime Prevention Team.

For more information, please email knifecrimeprevention@police.qld.gov.au

