



QRL CHILD SAFEGUARDING REFLECTION CHECKLIST

HOW COMMITTEES SHOULD USE THIS CHECKLIST

This checklist is designed to help your committee have a thoughtful conversation, not to judge or score your organisation. It works best when:

- Completed together (not by one person);
- Used as a discussion tool rather than a tick-box exercise; and
- Approached with honesty and curiosity.

*** THERE IS NO PASS OR FAIL ***

Every organisation is different. Some things may already be well established, while others may still be developing – that is normal for volunteer-led organisations.

WHAT THE REFLECTION CHECKLIST IS

- A way to reflect on how your organisation keeps children and young people safe.
- A tool to identify strengths and areas for improvement.
- A prompt for positive, practical action.

This document does **not** need to be submitted to the QRL as part of any audit or compliance requirement.

A tip for committees – if your organisation selects “Established”, ask yourselves whether this practice is understood by more than one (1) person and doesn't rely on a single individual.

HOW TO RESPOND TO EACH QUESTION

For each question, select the option that best reflects your organisation right now:

NOT IN PLACE YET	We haven't really considered this.
GETTING THERE	We do some of this, but it's informal or inconsistent.
ESTABLISHED	This is part of how our organisation operates

After each section, there is a short reflection prompt. These are optional but strongly recommended – they are where the real value comes from.



1. How we set the tone at our organisation - Leadership, culture and decision making	NOT IN PLACE YET	GETTING THERE	ESTABLISHED
1.a We clearly show that children's safety and wellbeing matters at our Organisation			
1.b Committee members understand their role in setting a safe and respectful organisation culture.			
1.c Organisation decisions consider children's safety, not just footy or reputation.			
REFLECTION			
What makes us feel confident about these answers?			
Is this driven by culture, or by a small number of people?			
2. How children feel and are listened to – Child voice and participation	NOT IN PLACE YET	GETTING THERE	ESTABLISHED
2.a Children know what behaviour is acceptable and not acceptable at our organisation			
2.b Children know who they can talk to if they feel unsafe or worried			
2.c Adults take children seriously when concerns are raised			
REFLECTION			
If a child was asked who they trust at the organisation – what would they say?			
How do we know children feel listened to?			
3. How we work with parents and families – communication and shared responsibility	NOT IN PLACE YET	GETTING THERE	ESTABLISHED
3.a Parents and carers understand expected behaviour at our organisation			
3.b Families know who to contact if they're concerned about a child			
3.c Safeguarding information is shared in clear, plain language			
REFLECTION			
Would a new parent know where to go if something felt wrong?			
How visible is this information at our organisation?			



4. Making sure everyone feels welcome and safe – Inclusion, fairness and cultural safety.	NOT IN PLACE YET	GETTING THERE	ESTABLISHED
4.a Children from different backgrounds feel welcome and respected.			
4.b We recognise that some children may need extra support to feel safe.			
4.c We think about cultural safety, not just “treating everyone the same”			
REFLECTION			
Who might feel least confident or safe at our organisation – and why?			
What helps children feel like they truly belong here?			
5. The people who work with children at our organisation – Screening, expectations and support	NOT IN PLACE YET	GETTING THERE	ESTABLISHED
5.a Required checks (i.e. Blue Cards) are in place for relevant roles			
5.b Coaches and volunteers understand behaviour expectations and boundaries			
5.c People know what to do if they notice something concerning.			
REFLECTION			
If a volunteer was unsure, where would they turn to for guidance?			
Are expectations clear to everyone or just assumed?			
6. How we deal with concerns and complaints – safe, calm and child-focussed responses	NOT IN PLACE YET	GETTING THERE	ESTABLISHED
6.a People feel comfortable raising concerns at our organisation.			
6.b We know when to seek support from QRL rather than handle things alone.			
6.c Concerns are responded to respectfully and with the child’s wellbeing first.			
REFLECTION			
How would we want our own child’s concern handled?			
Do people feel supported to speak up early?			



7. Learning, awareness and confidence – Helping people “know enough” without fear.	NOT IN PLACE YET	GETTING THERE	ESTABLISHED
7.a Coaches and volunteers have basic awareness of child safeguarding.			
7.b New volunteers receive guidance about behaviour and boundaries			
7.c People know where to seek advice if they’re unsure.			
REFLECTION			
Are people confident, or nervous about getting it wrong?			
What would help build the confidence of your volunteers and members?			
8. Keeping our spaces and activities safe – Physical spaces, supervision and online behaviour	NOT IN PLACE YET	GETTING THERE	ESTABLISHED
8.a We think about supervision and boundaries during activities.			
8.b Online communication and social media are treated as child safety issues.			
8.c Risky situations are noticed and addressed early.			
REFLECTION			
Are there moments or spaces where risks increase?			
How alert are we to small warning signs?			
9. Looking ahead and improving over time – Guarding against “set and forget”	NOT IN PLACE YET	GETTING THERE	ESTABLISHED
9.a We take time to reflect on how we’re going with child safety.			
9.b We learn from incidents, near-misses or feedback.			
9.c We’ve identified one or two priorities for this season.			
REFLECTION			
What is one thing we’ve improved over time?			
What is one thing we want to strengthen next?			



Final Committee Reflection

One thing our organisation does well to keep kids safe

One thing we will focus on improving

Child safeguarding is not about being perfect – it's about being aware, acting early and caring about children's experiences. This checklist exists to support that journey.

If you need guidance and support, Queensland Rugby League frameworks (including CYRMS) are there to help. Speak to your QRL Support Coordinator.