

## Topic 2

# Child safety and wellbeing



The National Child Safety Training aims to enhance safety for children and strengthen child-safe culture across the education and care sector by introducing shared language, responsibilities, and understanding. The training was developed in partnership between Australian Centre for Child Protection (ACCP) and the Queensland Government on behalf of Australian governments.

The first level of training, Foundations of Child Safety, includes two eLearning courses:

- **Course 1:** Understanding Child Safety
- **Course 2:** Understanding and Identifying Child Abuse and Neglect

To complement the mandatory eLearning courses, a suite of non-mandatory Community of Practice resources has been developed to extend learning and support the application of knowledge in education and care settings. Whilst the Community of Practice are a voluntary component of the National Child Safety Training, they provide structured opportunities for discussion, reflection, and shared learning over time, helping staff build confidence and consistency in practice.

These resources contain prompts and suggested activities aligned with each course topic. They are designed to be flexible and may be selected, adapted, shortened, or revisited to suit different service types, team sizes, and meeting formats. The intention is to support practical conversations, not to prescribe a fixed program. There is no expectation that all topics and activities will be used and it is at your discretion how you use these resources.

Child safety is everyone's responsibility in places where children learn and grow. Harm can affect a child's wellbeing, learning, and development throughout childhood, and its impacts can continue into adulthood. When child safe practices are not in place, children are more at risk of harm.

By completing the mandatory eLearning training alongside some non-mandatory Community of Practice activities, you can strengthen your understanding of your role in protecting children, responding to concerns, and supporting a child safe environment in your service.



Australian  
Centre for  
Child Protection



Queensland  
Government

## Child safety and wellbeing

Topic 2 focuses on what it means for children to feel safe, be safe, and thrive in education and care services. Child safety and wellbeing include physical, emotional, psychological, sexual, and cultural safety. It is not just the absence of harm, it is about children feeling valued, respected, listened to, and able to thrive.

Everyone working in education and care settings play a role in noticing and responding to concerns about children's safety and wellbeing, whether those concerns arise within the service or outside of it. This topic also introduces the idea that there are four key elements to child safety and wellbeing: enhancing wellbeing, preventing harm, responding to concerns, and providing support. It links to the National Principles for Child Safe Organisations (National Principles) as a shared national framework for child-safe practice.

This topic reinforces that:

- Child wellbeing is more than the absence of harm.
- Prevention and early action are part of everyday practice.
- Child safe culture is built through relationships, systems, and consistent responses.







### Reminder

You **do not** need to run all three activities.

Select, adapt, shorten, or spread activities across sessions to suit your group and available time.

Activities can also be adapted for one-on-one supervision, mentoring conversations, or team meetings. You may choose to use a single scenario, question, or reflective prompt to guide discussion.

These activities are designed to be flexible and responsive to your service context.

<b>Activity 1: Child’s safety and wellbeing map</b>	
<b>Objective</b>	To help participants to understand child safety and wellbeing as a whole picture, and to identify what children need to feel safe and thrive in education and care settings.
<b>Time</b>	30-45 minutes
<b>Format</b>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><i>Individual Work</i></p>  </div> <div style="text-align: center;"> <p><i>Pair Work</i></p>  </div> <div style="text-align: center;"> <p><i>Whole Group Activity</i></p>  </div> </div> <div style="text-align: center; margin-top: 20px;"> <p><i>Individual Reflection</i></p>  </div>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Paper (A3 if possible)</li> <li>• Pens/marker</li> </ul>



## Activity plan

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### Facilitator preamble

*“Child safety and wellbeing is multi-dimensional. It includes what children feel in their bodies, what they experience in relationships, and whether they feel they belong. It is shown in the way children and families are treated, how staff work, and how the whole organisation operates. This activity helps us see the whole picture, including everyday interactions, staff practice, and organisational culture.”*

### Remind participants

- This is a strengths-based reflection.
- Keep examples de-identified.
- Participation is voluntary and they can choose how much they share.

### Step 1: Introduce the map (3 minutes)

- Explain to participants that they will draw a simple picture of what safety and wellbeing looks like for a child in their setting.

### Step 2: Individual drawing (10 minutes)

- Ask each participant to draw a large circle on their paper and draw a child in the centre (a stick figure or symbols are fine).
- Invite participants to consider the diversity of children in their service. The child they draw might reflect different abilities, cultural backgrounds, languages, identities, or family structures.
- Add labels or small symbols for safety/ wellbeing supports.
- Prompt participants by saying: *“What do you think helps children feel safe here on an ordinary day?”*
- If needed, prompt participants with ideas such as relationships, routines, belonging, culture, identity, being listened to, safe spaces, play, or rest. You may also gently invite reflection on how children express comfort,

distress, confidence, or hesitation in different ways, and how these expressions can be shaped by cultural norms. Encourage participants to consider how adult interpretations of children's behaviour may vary depending on cultural expectations. However, allow enough time for participants to think for themselves.

### Step 3: Pair share (10 minutes)

- Ask participants to form pairs.
- Invite participants to share and compare their maps.

### Step 4: Whole group pull-together (7-10 minutes)

- Ask for a few voluntary shares. Capture a short list under two headings:
  - *"We believe children feel safe when..."*
  - *"We believe children thrive when..."*

### Step 5: Practice link (3 minutes)

- Reflection prompt: "One thing I do well to prioritise children's safety and wellbeing in my practice is..."

### Step 6: Closing reflection (1 minute)

- Close the session by sharing another reflective prompt: *"One small thing I can build on in my practice to support a child's safety and wellbeing is..."*



#### Facilitator tip

If drawing feels uncomfortable for some, invite them to use words only. Keep the pace relaxed.



## Online adaptation (MS Teams or Zoom)

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This activity can be delivered online using individual reflection, digital drawing or note-taking tools, breakout rooms, and shared documents. The purpose remains the same: to visually reflect on what safety and wellbeing look like for a child in everyday practice, including how experiences of safety may differ across cultural contexts.

### Platform preparation (before the session)

Consider using:

- A shared whiteboard (e.g., Zoom whiteboard or Microsoft Whiteboard)
- A shared document or slide template
- Chat reflections
- Breakout rooms
- If participants cannot draw digitally, invite them to use paper and hold their page up to the camera if they feel comfortable.

### Step 1: Create psychological safety

- Begin with the facilitator preamble.
- Provide a wellbeing reminder.
- Remind participants this is a strengths-based reflection.
- Let participants know they can choose how much they share.
- Encourage cameras on or off based on comfort.
- Remind participants that support pathways are available (e.g., EAP, supervision).
- Acknowledge that children express comfort, distress, belonging, and safety in different ways, and that these expressions can be shaped by culture, identity, and experience.

### Step 2: Introduce the map

- Explain that participants will create a simple visual map of what safety and wellbeing looks like for a child in their setting.
- If using a shared whiteboard, briefly demonstrate how to add text, shapes, or sticky notes.
- If working individually on paper, explain they will have time to reflect quietly before sharing.
- Invite participants to consider the diversity of children in their service, including different abilities, cultural backgrounds, languages, and family structures.

### Step 3: Individual mapping

- Invite participants to draw a large circle and place a child in the centre (a stick figure or symbol is fine).
- Around the child, ask them to add words, symbols, or short phrases that represent what supports safety and wellbeing.
- Consider: *“What do you believe helps children feel safe here on an ordinary day?”*
- Allow quiet reflection time.
- If needed, offer optional prompts such as relationships, routines, belonging, culture, identity, being listened to, safe spaces, play, or rest.
- You may also gently prompt: *“How might children show they feel safe, or unsafe, in different ways? How might cultural expectations influence how adults interpret those behaviours?”*
- Encourage participants to focus on everyday practice rather than policies.

### Step: Pair or small group sharing

- Place participants into breakout rooms in pairs or groups of three.
- Invite them to briefly describe their map and notice similarities or differences.
- Encourage listening without comparing or evaluating.
- Invite curiosity about differences in interpretation, particularly where cultural perspectives may shape understanding.

- If preferred, participants may share one key word or theme in the chat instead of speaking.

### Step 5: Whole group pull-together



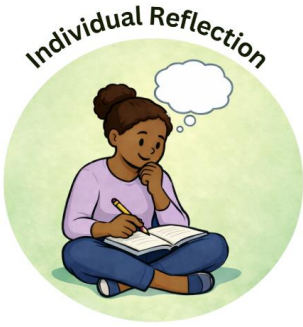
- Bring participants back to the main room.
- Invite a few voluntary reflections.
- Capture responses on a shared screen or whiteboard under two headings:
  - “We believe children feel safe when...”
  - “We believe children thrive when...”
- Highlight recurring themes and practical examples grounded in everyday work, including any themes related to cultural safety, inclusion, or differing expressions of wellbeing.

### Step 6: Practice link

- Ask participants to reflect silently or type into a poll/word cloud: *“What is one thing we can keep doing and one thing to strengthen this week to prioritise child safety and wellbeing in practice?”*
- Encourage practical, achievable actions.

### Step 7: Closing reflection

- Invite participants to complete the sentence in the chat or privately: *“One small thing I can do to support a child’s safety and wellbeing is...”*
- Close by reinforcing that child safety is built through consistent, everyday actions that protect what is already working well.

<b>Activity 2: What does this situation need?</b>	
<b>Objective</b>	To help participants to apply the four key elements of safety and wellbeing to a scenario in ways that are responsive to the needs, preferences, and cultural contexts of children and families.
<b>Time</b>	40–60 minutes
<b>Format</b>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><i>Small Group Activity</i></p>  </div> <div style="text-align: center;"> <p><i>Whole Group Activity</i></p>  </div> <div style="text-align: center;"> <p><i>Individual Reflection</i></p>  </div> </div>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Four headings on paper or a board:                             <ul style="list-style-type: none"> <li>○ Enhancing wellbeing</li> <li>○ Preventing harm</li> <li>○ Responding to concerns</li> <li>○ Providing support</li> </ul> </li> <li>• Scenario prompts ‘What does this situation need?’</li> <li>• Blue tac or tape</li> </ul>



## Activity plan

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### Facilitator preamble

*"This activity helps us to reflect on the different elements of safety and wellbeing, namely "enhancing wellbeing," "preventing harm," "responding to concerns" and "providing supports." It highlights how different scenarios often require multiple responses to enhance a child's safety and wellbeing."*

### Remind participants

- Keep examples de-identified.
- This activity is about reflecting on the different elements of safety and wellbeing and what these might look like in practice.

### Step 1: Introduce the four elements of safety and wellbeing (5 minutes)

- Explain that child safety and wellbeing can be supported in different ways, depending on what a situation needs.
- You might say: *"Each element gives us a different way of looking at the same situation. Instead of jumping straight to one action, we pause and ask: What does this situation need right now to enhance the child's safety and wellbeing?"*
- Introduce each element briefly, using plain language:
  1. Enhancing wellbeing: What helps the child feel safe, supported, and able to thrive day to day.
  2. Preventing harm: What reduces risk or stops problems before they escalate.
  3. Responding to concerns: What needs to happen when something concerning is noticed.
  4. Providing support: What helps the child and family feel listened to and supported over time.
- Briefly acknowledge that routines, systems, and responses are often shaped by our own cultural norms and experiences. Encourage participants to remain aware that children and families may experience wellbeing, risk, and support differently across cultural contexts.

- Reassure participants that:
  - There is often more than one appropriate action.
  - This activity is about reflecting on the key elements of safety and wellbeing, not getting it “right”.

### **Step 2: Scenario allocation (5 minutes)**

- Divide participants into small groups of 3-4.
- Provide each group with one scenario (or ask them to complete more if time permits).

### **Step 3: Elements of safety and wellbeing discussion (20 minutes)**

- For their scenario, ask groups to respond to each of the four questions below.
- For each question, they should write one or two practical actions.
  - *What would support wellbeing here?*
  - *What might prevent harm or reduce risk?*
  - *What concerns need to be responded to now?*
  - *What support might help the child and family?*
- Remind participants to keep responses practical, child-focused, and grounded in everyday practice.

### **Step 4: Share practical examples (8-10 minutes)**

- Bring the small groups back together.
- Ask each group to share their scenario and offer some practical examples of what actions they could take to enhance child safety and wellbeing in this scenario.
- Reinforce that different groups may prioritise different elements of safety and wellbeing, and that balanced decision-making often involves more than one response over time.

**Step 5: Closing reflection (1 minute)**

- Close the session by sharing a reflective prompt: *“One element of child safety and wellbeing I want to strengthen in my practice is ....”*





## Online adaptation (MS Teams or Zoom)

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This activity can be delivered online using breakout rooms and a shared document or whiteboard. Helps participants explore the four elements of enhancing child safety and wellbeing and reflect on what these may look like in practice.

### Platform preparation (before the session)

- Prepare breakout rooms for small groups of 3-4 participants.
- Upload scenarios into a shared slide deck, shared document, or have them ready to paste into the chat.
- Prepare a shared document or whiteboard with the four elements clearly labelled:
  - Enhancing wellbeing
  - Preventing harm
  - Responding to concerns
  - Providing support
- Ensure all links are accessible to participants before the session begins.

### Step 1: Create psychological safety

- Begin with the facilitator preamble.
- Provide a brief wellbeing reminder.
- Emphasise that sharing is optional and all examples must remain de-identified.
- Encourage participants to step away briefly if needed.
- Cameras may be on or off, depending on participant comfort.
- Remind participants of available support pathways (EAP, supervision etc.) if required.

**Step 2: Introduce the four elements**

- Share your screen with a slide showing the four elements of enhancing child safety and wellbeing.
- Explain that child safety and wellbeing can be supported in different ways, depending on what a situation needs.
- Briefly introduce each element in plain language:
  - Enhancing wellbeing – What helps the child feel safe, supported, and able to thrive day to day.
  - Preventing harm – What reduces risk or stops problems before they escalate.
  - Responding to concerns – What needs to happen when something concerning is noticed.
  - Providing support – What helps the child and family feel listened to and supported over time.
- Pause briefly after each element to allow participants to read and absorb the wording.

Reinforce that there is often more than one appropriate action, and the goal is clear thinking and practical reflection, not “getting it right”.

**Step 3: Scenario allocation**

- Explain that participants will now work in breakout rooms.
- Divide participants into small groups (3-4 people).
- Share one scenario per group by posting it in the chat, displaying it on a shared slide, or assigning it within the shared document.
- Clarify that groups should focus only on their allocated scenario.
- Before opening breakout rooms, explain the task clearly. Ask each group to appoint one person to type responses into the shared document or prepare to report back.

#### Step 4: Elements of child safety and wellbeing discussion in breakout rooms

- In breakout rooms, ask groups to respond to each of the four questions below for their scenario.
- For each element, they should write one or two practical, realistic actions.
  - *What would support wellbeing here?*
  - *What might prevent harm or reduce risk?*
  - *What concerns need to be responded to now?*
  - *What support might help the child and family?*
- Remind participants to keep responses practical, child-focused, and grounded in everyday practice.
- Encourage them to avoid lengthy debate and aim for clear, achievable actions.
- If possible, circulate between breakout rooms to observe and provide gentle clarification.
- Send a one-minute warning before closing breakout rooms.

#### Step 5: Share one key idea

- Bring all participants back to the main room.
- Invite each group to share one practical action that they could take to enhance safety or wellbeing in their scenario.
- Groups may share verbally or post their key action in the chat.
- Keep discussion focused and time bound.

#### Step 6: Closing reflection

- Invite participants to type into the chat or reflect quietly on the prompt: *"One element of child safety or wellbeing I want to strengthen in my practice is..."*
- Allow a few voluntary shares if time permits, then close the session by reinforcing that considering the four elements support clearer thinking and decision making in child-safe practice.



## Scenario prompts: What does this situation need?

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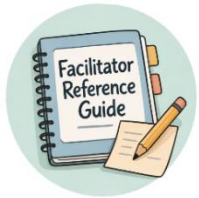
These scenarios are intentionally brief and incomplete. Participants are **not expected to determine what is happening**. The focus is on noticing needs and practising how to support safety and wellbeing.

Facilitators are also encouraged to adapt these scenarios or develop their own to reflect their service, context, or community, while ensuring all examples remain de-identified.

1. A child is often tired, irritable, and falls asleep during group time.
2. A child is regularly excluded from play by peers and spends long periods alone.
3. A child becomes distressed every time it is time to pack away and transition indoors.
4. A child frequently arrives without a jacket on cold days.
5. A child avoids eye contact and becomes very quiet when a particular routine starts.
6. A child tells an educator they don't like being picked up by certain people.
7. A child often says "no one listens to me" when upset.
8. A child shows sudden changes in behaviour, becoming more withdrawn than usual.
9. A child reacts strongly to loud voices or sudden movements.
10. A child appears anxious when a family member arrives for pick-up.
11. A child has unexplained scratches or bruises that change over time.
12. A child frequently asks for extra food or takes food from others' lunches.
13. A child becomes very distressed during toileting or nappy change routines.
14. A child struggles to settle at rest time and becomes tearful or clingy.
15. A child says they don't want to go home today.
16. A child repeatedly talks about caring for siblings or adults at home.

17. A child shows big emotions during minor disagreements with peers.
18. A child avoids certain areas of the service, such as bathrooms or quiet spaces.
19. A family appears overwhelmed and rarely engages in conversations with staff.
20. A child frequently seeks reassurance from staff and asks if they are “in trouble.”





## Facilitator reference guide: What does this situation need?

This reference guide supports facilitators in planning and guiding discussion during the ‘What does this situation need?’ activity. It provides examples of how different lenses of child safety and wellbeing may apply to common practice scenarios, along with brief explanations and possible actions.

### Important notes:


- These examples are not the only correct responses and are not intended to be followed as a script or checklist.
- Participants may identify different or additional actions based on their role, experience, service context, and jurisdiction.
- Diverse perspectives are valuable and should be welcomed.

Scenario	Element(s) of child safety and wellbeing most relevant to this scenario	Why this fits	Examples of how safety and wellbeing might be enhanced in practice practical actions
Child is often tired and falls asleep during group time	Enhancing wellbeing / Providing support	Focus on the child’s basic needs and capacity to engage	Adjust routines, offer rest, check in with family, observe patterns over time

Child is excluded by peers and spends time alone	Enhancing wellbeing / Preventing harm	Belonging and emotional safety are affected	Support inclusive play, model social skills, monitor peer interactions
Child becomes distressed during transitions	Enhancing wellbeing / Providing support	Predictability and emotional regulation may be needed	Use visual cues, slow transitions, offer reassurance
Child arrives without warm clothing	Providing support / Responding to concerns	May indicate unmet needs requiring sensitivity	Offer spare clothing, speak with family respectfully, document patterns
Child avoids eye contact during a routine	Enhancing wellbeing / Providing support	Signals possible discomfort or anxiety	Adjust approach, build trust, allow choice where possible
Child says they don't like being picked up	Responding to concerns / Preventing harm	Children's voice and boundaries need to be heard	Acknowledge the child, review handling practices, consult supervisor
Child says "no one listens to me"	Enhancing wellbeing / Providing support	Highlights need for voice and validation	Slow down, reflect feelings, show follow-through
Sudden withdrawal from usual behaviour	Preventing harm/Responding to concerns	Change over time may signal concern	Document observations, consult early, follow service procedures

Strong reactions to loud voices	Enhancing wellbeing / Providing support	Emotional and sensory safety may be impacted	Use calm tone, provide quiet space, support regulation
Child anxious at pick-up time	Providing support / Responding to concerns	May reflect relational or environmental stress	Observe patterns, reassure child, consult with supervisor
Unexplained scratches or bruises over time	Responding to concerns	Physical indicators require action	Record observations, follow reporting pathways
Child frequently asks for extra food	Providing support / Preventing harm	Immediate needs and longer-term wellbeing	Provide food if possible, discuss with leadership, note patterns
Distress during toileting or nappy change	Preventing harm / Enhancing wellbeing	Safety, dignity and boundaries are central	Review practices, ensure two-adult support where possible
Difficulty settling at rest time	Enhancing wellbeing / Providing support	Regulation and security are key	Adjust routines, provide comfort objects, respond consistently
Child says they don't want to go home	Responding to concerns	Direct statements need careful response	Listen calmly, document, consult supervisor
Child talks about caring for adults or siblings	Providing support	Possible stress or role strain	Offer emotional support, share concerns appropriately

Big emotional reactions to small conflicts	Enhancing wellbeing / Providing support	Developing coping skills	Coach emotional language, support peer problem-solving
Avoids certain areas of the service	Preventing harm / Responding to concerns	Environmental or relational safety may be involved	Review supervision, check environment, consult leadership
Family appears overwhelmed and disengaged	Providing support	Partnership and trust are important	Use strengths-based communication, offer support options
Child seeks constant reassurance	Enhancing wellbeing / Providing support	Attachment and security needs	Provide predictable responses, reinforce safety

<b>Activity 3: Speaking about child safety</b>	
<b>Objective</b>	To help participants to connect the <i>National Principles</i> to everyday practice by identifying what children, families, staff, and services might see when safety and wellbeing are truly prioritised. To help participants connect the National Principles to everyday practice by identifying what children, families, staff, and services might see when safety and wellbeing are truly prioritised, and to consider how this also aligns with relevant Child Safe Standards in jurisdictions where they apply.
<b>Time</b>	30-45 minutes
<b>Format</b>	
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• A printed list of the 10 National Principles (or a slide/handout)</li> <li>• You can access the National Principles for Child Safe Organisations online by clicking here: <a href="https://articulateusercontent.com/rise/courses/Ni2RWdMoSWNE7zms5x8O37zAo5O0jDgB/iT0jQ209g09bdRnT.pdf">https://articulateusercontent.com/rise/courses/Ni2RWdMoSWNE7zms5x8O37zAo5O0jDgB/iT0jQ209g09bdRnT.pdf</a></li> <li>• Paper</li> <li>• Pens</li> </ul>



## Activity plan

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### Facilitator preamble

*“The National Principles can sound big and organisational. This activity is about translating them into simple, everyday actions that children and families can feel.”*

### Remind participants

- This is not a policy quiz. It’s about practical examples that can enhance a child or family’s experience of safety.
- Keep it de-identified and strengths based.

### Step 1: Choose 3 National Principles (5 minutes)

- Explain that while the National Principles work together, some may feel more relevant at different times depending on a service’s context, priorities, or recent experiences.
- Ask participants to form small groups of 3-4 people.
- Ask each group to review the list of National Principles and choose three that:
  - Feel most important for their service right now, or
  - Represent existing strengths they want to maintain and protect, or
  - Are areas they would like to strengthen or better understand.
- Reassure participants that:
  - There is no “right” combination
  - Different groups may choose different National Principles
  - The aim is reflection and connection to practice
- Facilitator prompt (optional): *“Which National Principles feel most alive in your everyday work, and which ones might need more attention?”*



### Facilitator tip

As groups make their selections, notice the pattern of choices. Are most groups identifying current strengths, areas for improvement, or immediate priorities? This can provide useful insight into the overall 'mood' of the service and how staff are experiencing their work in relation to the National Principles. This observation is for reflection, not evaluation.

### Step 2: Translate to practice (15-20 minutes)

- For each chosen National Principle(s), groups answer these questions:
  - a. 1. *"What do you think a child would see or feel if this was working well?"*
  - b. 2. *"What would staff be doing?"*
  - c. 3. *"What would the service have in place?"*
- Encourage short, practical examples, child-centred and grounded in everyday practice.
- If groups get stuck, suggest focusing on principles such as children's voice, equity and inclusion, clear complaint processes, or safe environments.

### Step 3: Group sharing (10-12 minutes)

- Bring the whole group back together.
- Invite each group to share one practical example that makes their chosen principle visible in practice.
- Guide discussion with one or two of the following prompts:
  - *"What would a child or family actually notice if this National Principle was being implemented well?"*
  - *"What is one small, realistic action that brings this National Principle to life?"*
  - *"What helps this National Principle move from policy into everyday practice?"*
- As groups share, briefly reflect common themes. Examples of themes which may occur, include, but are not limited to:
  - Listening to children and taking their views seriously

- Clear and consistent responses across staff
- Common language used between staff and families when discussing safety and wellbeing
- Leadership actions that support safety and wellbeing
- Everyday practices that promote inclusion and belonging
- Reinforce that different services may implement the same National Principle in different ways, but the key test is whether it can be seen and experienced in everyday practice.

#### Step 4: Closing reflection (2 minutes)

- Ask participants to think about one small action they could take (or suggest) that would strengthen their implementation of one of the National Principle's in practice.



#### Facilitator tip

If groups get stuck, suggest they focus on principles about children's voice, equity and inclusion, clear complaint/concern processes, or safe environments.



## Online adaptation (MS Teams or Zoom)

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This activity can be delivered online using breakout rooms and a shared slide deck or collaborative document. The purpose remains the same: to help participants connect the National Principles to visible, everyday practice in their own service context.

### Platform preparation (before the session)

- Prepare a slide or shared document listing the National Principles. Set up breakout rooms for groups of 3-4 participants.
- Create a shared document or whiteboard template with space for groups to record responses under three headings:
  - What children see or feel
  - What staff do
  - What the service has in place

Ensure all links are accessible before the session begins.

### Step 1: Create psychological safety

- Begin with the facilitator preamble.
- Provide a brief wellbeing reminder.
- Remind participants that sharing is optional and examples should remain de-identified.
- Encourage cameras on or off based on comfort.
- Reinforce that there is no single correct answer.

### Step 2: Choose three principles

- Share your screen displaying the full list of National Principles.
- Explain that while the National Principles work together, some may feel more relevant at times depending on service priorities, context, or recent experiences.
- Explain the selection task clearly before opening breakout rooms.
- Ask participants to work in small groups and choose three principles that:
  - Feel most important for their service right now
  - Represent existing strengths they want to maintain and protect
  - Are areas they would like to strengthen or better understand
- Reassure participants that there is no right combination and different groups may choose different National Principles.
- Emphasise that the aim is reflection and connection to practice, not covering all National Principles.
- Open breakout rooms and allow five minutes for selection and brief discussion.

### Step 3: Translate to practice

- Ask groups to remain in breakout rooms.
- Direct them to the shared document or whiteboard template.
- For each of their chosen principles, groups respond to the following questions:
  - *What would a child see or feel if this National Principle was being implemented well?*
  - *What would staff be doing?*
  - *What would the service have in place?*
- Ask groups to write short, practical examples rather than theoretical statements.
- Encourage child-centred and practice-focused responses.
- If possible, move between breakout rooms to clarify instructions and keep discussion focused.

- Provide a one-minute warning before closing breakout rooms.

#### Step 4: Whole-group sharing

- Bring participants back to the main room.
- Share the completed document or whiteboard on screen.
- Invite each group to share one practical example that makes a chosen principle visible in everyday practice.
- Groups may share verbally or add one key idea in the chat.
- Guide discussion using prompts such as:
  - *What would a child or family notice if this National Principle was being implemented well?*
  - *What is one small, realistic action that brings this National Principle to life?*
  - *What helps this National Principle move from policy into everyday practice?*

#### Step 5: Closing reflection

- Invite participants to type into the chat or reflect quietly on the prompt: *“One small action I can take to strengthen the implementation of one National Principle is.....”*
- Allow a few voluntary shares if time permits.
- Close by reinforcing that the National Principle’s become meaningful when they are visible in daily interactions, systems, and decisions.