

## Session recap



# Protective Behaviours Community of Practice:

Unpacking the 'In Plain Sight' report with  
Luke Twyford Principal Commissioner QLD  
Family and Child Commission



# Acknowledging Country

**NAPCAN acknowledges and pays respects to the Traditional Custodians of the lands, Lands, waterways, and skies on which we connect, learn and grow together through this Community of Practice.**

We celebrate Aboriginal and Torres Strait Islander peoples' rich history through storytelling and recognise the importance of deep listening and learning from their wisdom.



# From the Artist



## CHILDREN ARE SACRED

My name is Tex Skuthorpe. I am a Noonghaburra man from Goodooga, north western NSW. The designs are from my country- Noonghal. This painting is about respect for children and the responsibility of adults to care for children in much the same way as children were cared for in traditional communities.

In traditional society children and old people were the most important members of the community- the old people for what they had learnt through their life and the children because they would carry on the law, the religion, the beliefs and the culture.

### **The role and responsibility of all other members of the community was to look after the older people and the children.**

Early teaching and care of children was the primary responsibility of the parents although other family members and community members were also involved. As the child matured into teenage years, teaching would sometimes be the responsibility of other communities which the child would visit as part of their initiation. Throughout this time the child was encouraged to experiment and to experience their learning as deeply as possible.

The teaching was delivered through art, through dance, through stories and through watching the actions and behaviour of the adults in the community. All the time, the child was asked to work out the messages contained in what they were hearing and seeing as well as what they had learnt from the experience.

During this learning process the child was allowed to make mistakes and the adult's role was to teach the child what was right and wrong, not to punish them for being wrong. In fact, in traditional communities, children were never afraid to be wrong because they knew they could trust their parents, teachers and the community to keep them safe. Under traditional law, the most disrespect was brought upon a community if a child was hurt and the punishment was severe for the person causing the hurt. As such, children knew that their traditional law would protect them.

The painting shows two spirit figures and the designs on their bodies show they are initiated. The pink in their arms shows the sacred knowledge, which they were taught as children, now flowing into the child through the parents' teachings. The child is painted pink to show that children are sacred. The central circle of symbols at the top of the painting represents the elders talking the knowledge out and sending the children out. The symbols either side show the children's journey into other communities where they were also taught and cared for.

The 5 circles below the three figures represent different communities who all had the same responsibilities as the child's own community. The brown dots represent people, the yellow represents fire, the pink dots represent children, and the white represents yurrti (totem). The hands at the bottom represent the child (small middle hand) who will carry on the knowledge which the parents (two larger hands either side) have taught them and shows the child is protected by the parents.

# Self Care & Support Services

Take care of yourself today - seek out supports if needed



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13 92 76



BEYOND BLUE  
1300 22 46 36



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# Recap



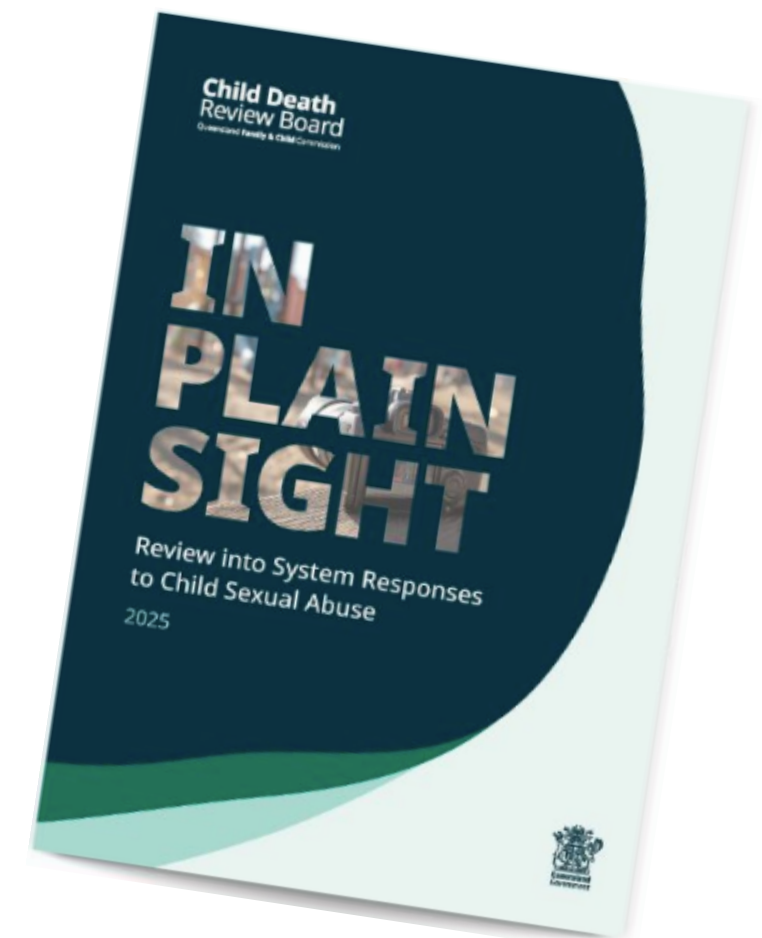
**With thanks to the Queensland Protective Behaviours program funded by the Department of Education Early Years Guidance Program; NAPCAN is thrilled to share the recap from our May 2026 Guest Speaker for the Queensland Protective Behaviours CoP.**



**Queensland's  
Principal  
Commissioner  
for Children,  
Luke Twyford**

Thank you Luke for your grounded and practical unpacking of the 'In Plain Sight' report and what it means for the Queensland Early Years Sector.

This was an incredible opportunity for the early years sector to engage directly with you and colleagues across QLD to share practical ways we can prevent child maltreatment.



# Recording Link



Passcode: NeBaz\*p2



Or click **HERE**  
for the recording

Passcode: NeBaz\*p2

# Recap: Q&A

## Q: Can you elaborate on the 18 missed opportunities?

### Key failures included:

- Incident-focused investigations instead of concern-focused
- Parents didn't know where to go with concerns
- Children not interviewed or judged as unworthy witnesses
- Management handled concerns internally instead of referring to regulator
- Griffith managed his own complaints and made counter-complaints

## Q: How can we advocate for change?

- Repost the report, host webinars, keep conversations alive
- Connect with local members and leaders
- Ask local mayors about child safe standards in community facilities

## Q: How long until recommendations are implemented?

The 28 recommendations call for transformation across all levels of government. This will take years. But we can all start the journey today.

## Q: Advice on staffing with new or unqualified staff?

- Referee checking must be fundamental
- Shadow shifts and supervision for first week critical
- Set culture expectations: this is how we do things here

## Key Takeaways for Educators

1. Trust your gut: If something feels odd, that feeling matters
2. You are being groomed first: Offenders groom adults before children
3. Build safe conversation culture: Team culture must be strong enough to raise concerns
4. Know compliance: Is your service compliant with 10 child safe standards?
5. Prevention is your responsibility: You are the early warning system
6. Reportable Conduct starts July 1: Understand your obligations and protections

# Recap: Chat reflections

Having that conversation about adult grooming - our group also noted this as a takeaway. Open transparent conversation and practice, self-assessment process.

Also parents who reach out to other parents for connections that Educators may not know about could be a risk, so parent workshops and presentations would be inclusive drawing families into the conversation.

What I was worried about is that Services have their practices in place and these workshops are essential, but when a report is made, the investigation process is a worry if conversations fall apart.

Also qualifications vs employed without qualifications is concerning.

- **Education and awareness improvement**
- Cultural connection vs promotion of transparency and questioning
- Normalising what child safeguarding and child protection looks like
- Encourage reporting - normalise identification of red flags
- One key thing that can be done is to really invest in safeguarding culture through shadow/buddy shifts
- Look to have reg change and policy support required change
- Continue to have best practice driven by orgs and desire to improve
- We are investing now! Many orgs/providers/Directors see child safety as a priority and are investing in improvements now, without reg obligations
- Future hope would be to update education programs - Have a much more practical focussed qualification pathway.

Moving forward as a child protection agency: standing agenda in team meetings to discuss standards against org P&P's / include conversations around Universal Principle for Cultural safety in case work / increase of teaching protective behaviours program in families.

## **Best Hopes >>**

**Training for parents, parents not questioning the safety of centres. Centres promoting what they do to support safety of children to support parents to recognise and follow up on concerns.**



# Recap: Key discussion points

- Some participants found it challenging to clearly interpret how to implement requirements in practice.
- A Brisbane-based service is currently working through the Child Safe Organisations Framework, focusing on unpacking the guidelines and supporting their team to better meet the needs of all children.
- There are challenges in guiding both students and educators to fully understand and apply child-safe practices.
- One service is developing an induction process for new students and employees, with a strong focus on:
  - Professional boundaries
  - How educators are perceived within the community
  - Awareness of body language and interactions
- Discussion highlighted the difficulty in distinguishing between kindness and grooming behaviours, particularly:
  - Repeated one-on-one interactions with a single child
  - Targeting individual children – identified as a potential red flag
- A key takeaway was the importance of normalising conversations about child safety, so educators feel more confident identifying and addressing concerns.
- The group emphasised the need to empower educators to:
  - Recognise what a safe organisation looks like
  - Encourage children's voices and participation
- Concerns were raised about “under-the-roof” ratios (soon to be phased out), and the associated risks of educators being alone with children.

## **TAFE context and observations:**

Some students completing GECCKO Training may not engage deeply (e.g. clicking through slides without full understanding).

## At TAFE Queensland:

- Training is embedded into classroom delivery to ensure engagement and demonstrated understanding before placement
- Updates have been made to align with CHCPRT025 Identify and report children and young people at risk
- Logbooks have been revised to remove the requirement for photos or videos in assessments (to support ethical and privacy considerations)





# Recap: Wisdom bombs

From Commissioner Twyford

## The Scale of the Problem

This is not the story of one monster. We have a deep social issue here. Every 2.3 days in Queensland alone, there is a new person in our courts for child sexual exploitation. That's 3 a week. It's prolific.

1 in 4 Australian girls experience sexual assault or abuse before the age of 18. Australians are some of the highest users of child sexual exploitation material in the world.

These people are in plain sight. They are right in front of us. It is no one's formal job to look for them. We react once they're caught—we don't actually proactively look for them.

## Adult Grooming

All the literature shows that the first step is WE will be groomed. The people that want to harm our children will groom the adults first. So what does that look like? And how do we recognise those signs?

## Organisational Accountability

If one of my workers trips over and hurts themselves and I fail to report it, I face a \$3 million fine. If a child is abused in my workplace and I don't report it, I'd face a \$13,000 fine. What's the value difference?

## Sub-Criminal Threshold Concerns

What you all see are behaviors and patterns that are concerning, that will never reach the point of a criminal case. They are things that make us feel like something's odd or something's wrong. How do we have the courage to talk it out?

## Team Culture

Is our team culture strong enough for us to talk about our worries? I think we're incredibly worried about falsely accusing someone—to the point that we'd prefer not to raise a concern. That, ultimately, is how these people manipulate systems.



# Podcast Series

Spotify



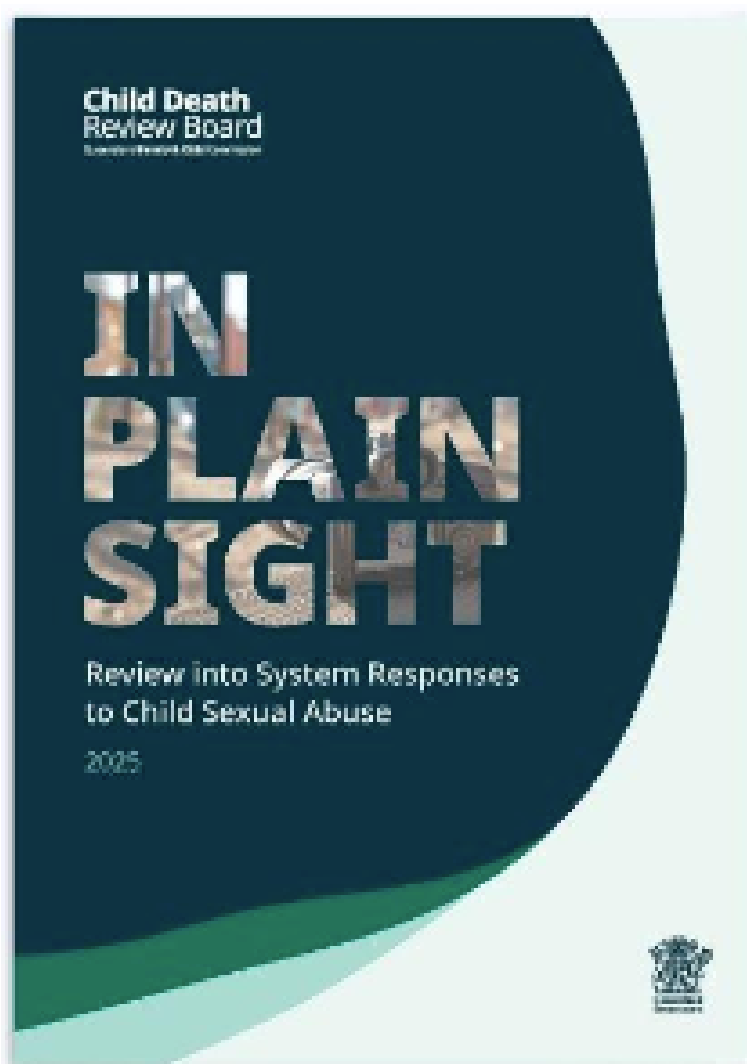
YouTube





# Related links

## In Plain Sight Report [Link](#)



## Reportable Conduct Scheme QLD [Link](#)



## QFCC [Link](#)



# Post-session Survey



[Or click HERE](#)  
to access the survey.

We appreciate your time in filling out the post session survey. This helps us to create content and engage speakers you are interested in hearing from.

# Giveaway



## Have you already trained in QLD PB?

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# Thank You



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- Check out our other training options [HERE](#)
- See you at the next Community of Practice!

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Queensland Government Early Childhood  
Guidance Program Pilot : **Positive Behaviour  
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