



# Child placement principles and policy

Culturally and linguistically diverse (CALD)



Government of South Australia  
Department for Child Protection

This artwork depicts **'The Journey'**. The Journey that DCP takes alongside its partners, alongside the children, parents, grandparents and caregivers. The meeting place in the middle is surrounded by children to show that they are the centre and light of everything, that they are what everyone is working so hard for and the meeting place is their destination and where the Journey lines meet.



Surrounded by the inner meeting place are smaller meeting places/waterholes representing the individual Journeys of the children, families and workers alike connected through more Journey lines. The smaller waterholes represent the many different places and areas the children are from.

Throughout this piece there are many Kangaroo and Emu footprints representing DCP in their Journey moving forward and never backward. The bottom of the piece has the symbol for rainbow which represents Hope. The Vibrant colours are used to represent each individual's story and that everyone's story matters and is always seen.





## Acknowledgement

We acknowledge and respect Aboriginal people as the state's first people and Nations, and recognise Aboriginal people as the traditional custodians of the South Australian land and waters.

We recognise that Aboriginal children and young people have the right to grow up in a safe and nurturing environment where their connections to family, community, language, culture and country are supported, respected and celebrated.

DCP's Aboriginal and Torres Strait Islander Child Placement Principle artwork by Pitjantjatjara and Yankunytjatjara artist Elizabeth Close, in collaboration with Ochre Dawn Creative Industries.



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# Purpose and learning outcomes

By the end of today's session, our aim is for you to develop an understanding of:

- an appreciation of cultural diversity, its value and complexity
- how failure to value and manage cultural differences could be a missed opportunity in providing high impact services
- child placement principles and the relevant legislation
- why culturally and linguistically diverse (CALD) child placement policy is important
- cultural safety - DCP practice principles
- service provision requirements



# Cultural diversity

The term 'culturally and linguistically diverse' (CALD) is commonly used to describe people who have a cultural heritage different to that of the majority of people from the dominant Anglo-Australian culture.

CALD does not include Aboriginal people

Cultural responsiveness is essential in all interventions and recognises that culture can contribute positively to safety, strengths, development and wellbeing.



# Cultural diversity in South Australia

Australian Bureau Statistics 2021 Census data indicated:

**Overseas born:** The proportion of people who were born overseas has increased from 22.9% in 2016 to 24.1% in 2021.

**Language:** English spoken at home has decreased from 78.2% in 2016 to 77.6% in 2021. After English, the most common languages used were Mandarin (1.8%), Italian (1.3%), Greek (1.2%) and Vietnamese (1.2%).

**Religion:** Christianity has decreased from 49.1% in 2016 to 40.0% in 2021. Non-Christian religion made up of 7.8% in 2021 with most common being Islam (2.3%), Hinduism (2.1%) and Buddhism (1.9%). Those with no religious affiliation was 45.8% in 2021, an increase from 36.0% in 2016.



# Child placement principles and relevant legislation



Image source: [https://www.freepik.com/free-photo/court-hammer-books-judgment-law-concept\\_8760889.htm](https://www.freepik.com/free-photo/court-hammer-books-judgment-law-concept_8760889.htm)



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# *Children and Young People (Safety) Act 2017*

- The *Children and Young People (Safety) Act 2017* is the governing child protection legislation in South Australia, this underpins our business, policies and procedures.
- It shapes the work that we do – and provides the authority (or mandate) for our role in the lives of families.
- It includes a range of provisions to share information with a broad range of people and agencies where there is a legitimate reason to do so.
- It states the general placement principles of children and young people with specific considerations for those from culturally and linguistically diverse (CALD) and Aboriginal and Torres Strait Islander background.



# Child placement principles

[Children and Young People \(Safety\) Act 2017:](#)

## **Part 3 (11) (1) on general placement principles**

- all children and young people who have been removed from the care of a person under this Act should be placed in a safe, nurturing, stable and secure environment
- the preferred option in relation to such placement of a child or young person is to place the child or young person with a person with whom they have an existing relationship
- approved carers are entitled to be, and should be, involved in decision-making relating to children and young people in their care.



# CALD child placement principles

[Children and Young People \(Safety\) Act 2017:](#)

## **Part 3 (10) (1) (c) on Principles of Intervention**

The *principles of intervention* are as follows:

(c) account should be taken of the culture, disability, language and religion of children or young people and, if relevant, those in whose care children and young people are placed;

## **Part 3 (28) (2) (b) on Case Planning**

Without limiting the matters that may be included in a case plan, each case plan must include such of the following parts as may be relevant to the prescribed child or young person's circumstances:

(b) a part setting out a cultural maintenance plan;



# Common terms and meaning

Terms	Meaning
Culture	<ul style="list-style-type: none"><li>• A set of distinctive spiritual, material, intellectual, and emotional features of society or a social group, encompassing lifestyles, ways of living together, value systems, traditions and beliefs, and art and literature.</li></ul>
Ethnicity	<ul style="list-style-type: none"><li>• The shared identity or similarity of a group on the basis of one or more factors including:<ul style="list-style-type: none"><li>• a long shared history, the memory of which is kept alive</li><li>• a cultural tradition, including family and social customs</li><li>• a common geographic origin, language, literature or religion</li><li>• being a minority.</li></ul></li></ul>
Religion	<ul style="list-style-type: none"><li>• A personal set or institutionalised system of religious attitudes, beliefs, and practices.</li></ul>
Ethnic origin	<ul style="list-style-type: none"><li>• The ancestral race that an individual belongs to, as opposed to their current nationality. (i.e. a child from South Sudan would be considered to have an African ethnic origin, and a Vietnamese child, an Asian ethnic origin).</li></ul>

# CALD child placement principles – placement priorities

Steps in identifying placement priorities:

- a member of the child or young person's family
- a member of the child or young person's cultural, ethnic, language and religious community, considering issues such as caste, tribal groups, province, and ethnic disparity
- a member of the child or young person's religious community\*
- a member of the child or young person's country or ethnic origin; or
- an suitable family based carer of any cultural background, who is willing to support a child or young person's connection to culture.

\*this may not apply to all cultural groups

Source: [Cultural and Linguistically Diverse requirements | Department for Child Protection](#)



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# CALD child placement policy

A CALD placement policy should include:

- description of the legislative requirements for the placement of CALD children and young people
- outline the placement priorities based on the CALD Child Placement Principle
- emphasis on the criticalness of supporting CALD children and young people in care to maintain connections to their cultural and ethnic identity, as this will promote a range of positive outcomes across all life domains
- guidelines for staff to be culturally aware of practices which promote cultural connections.

**Note:** A copy of the DCP policy is available on [Agency staffing portal](#) | [Department for Child Protection](#)



# Cultural safety: DCP practice principles

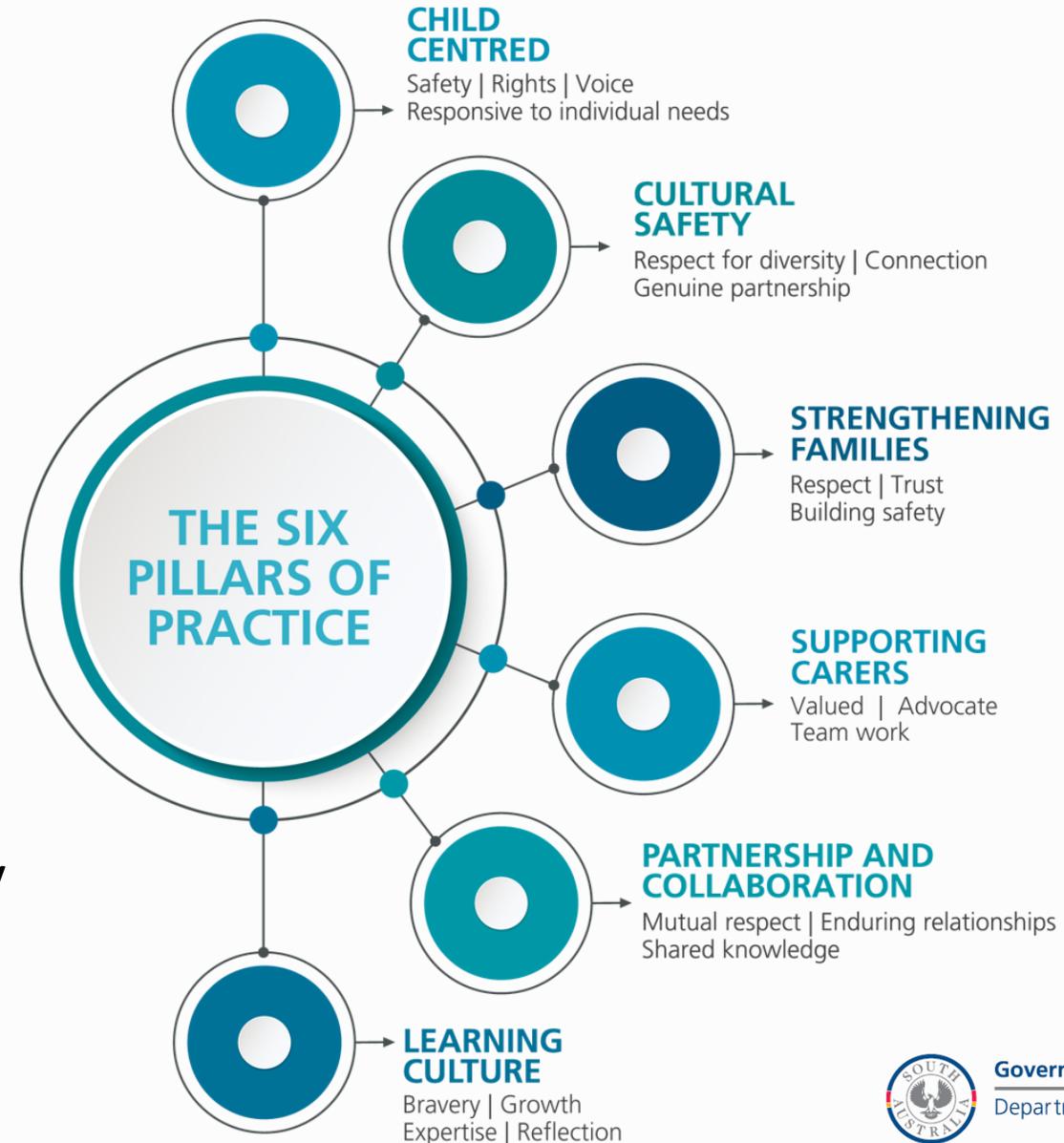


# DCP practice principles

**Culturally safe** practice shows respect for diversity, the fundamental rights of children and young people to be connected to family and culture and genuine partnerships.

## Discussion

What are some examples of culturally safe practice in your organisation?



# CALDIST: CALD Identity Support Tool

- Case planning must be a collaborative and culturally safe process to support their development, wellbeing and identity.
- It is critically important that all CALD children and young people are supported to have strong connections to their culture and that this is reflected in the case plan.
- DCP uses a Culturally and Linguistically Diverse Identity Support Tool (CALDIST) in collaboration with the child or young person's care team including involvement of the Multicultural Services team when required.

## Discussion

What tool does your organisation use?



# Service provision requirements



# Service provision requirements

1. sensitive to the linguistic, cultural and religious diversity of children and will acknowledge the importance of these factors in planning and delivery culturally competent services.
2. involve relevant members of the child's community and extended family as appropriate and use interpreters in communication with the child and family (refer to the [South Australian Interpreting and Translating Policy for Migrant and Non-Verbal \(sign\) Languages](#)).
3. develop links with culturally appropriate services as soon as a child is placed in care, or as soon as they become aware of the child's linguistic, cultural or religious identity.
4. ensure staff receive adequate information or training on culturally sensitive caring, to ensure that a child's cultural values, beliefs and practices are respected and upheld.

## Service provision requirements

5. ensure when a child is placed in home-based care that the carer is informed of specific aspects of a child's culture or religious identity, such as dietary laws, religious customs and beliefs and religious requirements, such as appropriate dress and behaviour.
6. at the earliest possible time, carers will receive additional information or training concerning specific cultural issues, as required. Service Provider to work in partnership with DCP Regional Office to develop and maintain the Cultural Maintenance Plan as per the [Children and Young People \(Safety\) Act](#) Part 3. 28 (2)(b).
7. must obtain a working knowledge and understanding of clients' racial and cultural affiliations, identities, values, beliefs and customs by attending training and forums that promote awareness of cultural and cross-cultural issues and culturally competent practice.

# Service provision requirements

8. seek guidance regarding service development and delivery from community members, mentors, advisors and recognised Elders from culturally and linguistically diverse communities.
9. DCP Multicultural Services can assist in coordinating consultation and advice on service development and delivery ([DCPMulticulturalServices@sa.gov.au](mailto:DCPMulticulturalServices@sa.gov.au)).

Any questions?

Thank you for your time today

