### BELONGING

**1.** The nature and quality of relationships are of primary importance

| 1.1 | Recipients and Providers actively support newcomers to interact with others |
| 1.2 | There are opportunities for Recipients and Providers to get to know each other |
| 1.3 | There are ways to mark people leaving |
| 1.4 | The organisation supports everyone to build good relationships |

### BOUNDARIES

**2.** There are expectations of behaviour and processes to maintain and review them

| 2.1 | Everyone can describe the expectations and how they are maintained |
| 2.2 | There is a consistent approach to implementing these expectations |
| 2.3 | There is a process to review expectations which includes Recipients and Providers |

### COMMUNICATION

**3.** Everyone is supported to communicate in ways that enable them to be listened to and heard

| 3.1 | Everyone is supported to communicate effectively |
| 3.2 | There are opportunities for Recipients and Providers to discuss why people behave in different ways |
| 3.3 | Cultural and personal differences in communication are recognised and valued |
## DEVELOPMENT

<table>
<thead>
<tr>
<th>4</th>
<th>There are opportunities and support for self-development and growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>There is opportunity and management support for spontaneity</td>
</tr>
<tr>
<td>4.2</td>
<td>Everyone can try new things</td>
</tr>
<tr>
<td>4.3</td>
<td>Everyone is supported to understand the opportunities and challenges of taking risks</td>
</tr>
<tr>
<td>4.4</td>
<td>Recipients and Providers are involved in contributing to the development of others</td>
</tr>
</tbody>
</table>

## INVOLVEMENT

<table>
<thead>
<tr>
<th>5</th>
<th>Everyone shares responsibility for the environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Recipients and Providers take a variety of roles and responsibilities to support the environment</td>
</tr>
<tr>
<td>5.2</td>
<td>Recipients and Providers are involved in planning their own development</td>
</tr>
<tr>
<td>5.3</td>
<td>There are clear management structures which support meaningful involvement from Recipients and Providers.</td>
</tr>
</tbody>
</table>

## SAFETY

<table>
<thead>
<tr>
<th>6</th>
<th>There is support in place to help everyone feel emotionally safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>It is acceptable for anyone to feel vulnerable and emotional support is easily accessible</td>
</tr>
<tr>
<td>6.2</td>
<td>Everyone feels listened to and understood by others around them</td>
</tr>
<tr>
<td>6.3</td>
<td>Everyone has a regular space in which to reflect on how the environment affects them</td>
</tr>
<tr>
<td>6.4</td>
<td>Peer-support is recognised, valued and encouraged</td>
</tr>
</tbody>
</table>
## STRUCTURE

### 7 Engagement and purposeful activity is actively encouraged

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Recipients and Providers have a constructive daily routine.</td>
</tr>
<tr>
<td>7.2</td>
<td>There is a consistent structure which is regularly reviewed</td>
</tr>
<tr>
<td>7.3</td>
<td>Recipients and Providers have an opportunity to engage in meaningful activity</td>
</tr>
</tbody>
</table>

## EMPOWERMENT

### 8 Everyone is encouraged to develop their personal authority

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>Recipients and Providers are able to challenge decisions and ask questions</td>
</tr>
<tr>
<td>8.2</td>
<td>Power and authority are open to discussion</td>
</tr>
<tr>
<td>8.3</td>
<td>Recipients and Providers are able to have their ideas implemented</td>
</tr>
<tr>
<td>8.4</td>
<td>Recipients and Providers understand how and why decisions are made</td>
</tr>
</tbody>
</table>

## LEADERSHIP

### 9 Leadership takes responsibility for developing and maintaining an enabling culture

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Senior leadership makes an explicit commitment to promoting a culture of well-being</td>
</tr>
<tr>
<td>9.2</td>
<td>The leadership of the environment has an understanding of how to develop and support an enabling culture</td>
</tr>
<tr>
<td>9.3</td>
<td>Recipients and Providers feel supported by their leadership team</td>
</tr>
<tr>
<td>9.4</td>
<td>Those in a leadership role are approachable and accessible</td>
</tr>
<tr>
<td>9.5</td>
<td>Change is managed in a way that recognises the impact on Recipients and Providers</td>
</tr>
<tr>
<td><strong>OPENNESS</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>The environment is outward-looking and open to learning</td>
</tr>
<tr>
<td>10.1</td>
<td>The environment is welcoming to visitors</td>
</tr>
<tr>
<td>10.2</td>
<td>Everyone is supported to participate in relationships and activities outside the environment</td>
</tr>
<tr>
<td>10.3</td>
<td>Everyone is encouraged to be open and responsive to evaluation and learning</td>
</tr>
</tbody>
</table>