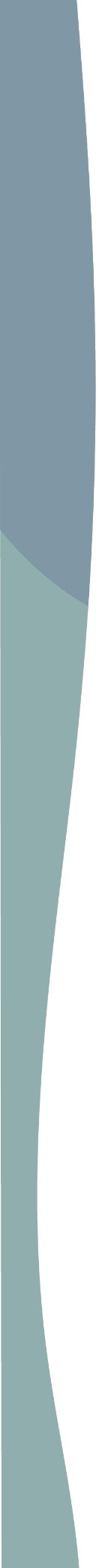
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**9.1.1 The entity has a clearly documented Safeguarding Implementation Plan which outlines the monitoring and continual improvement of child safeguarding practices. The Safeguarding Implementation Plan is regularly reviewed, progress is tracked and actions/strategies updated.**

***Safeguarding Action Plan template***

| **Standard/Criteria** | **Actions/Notes**  *WHAT needs to be done to achieve the desired outcome* | **By whom**  *WHO is responsible* | **Completion date**  *By WHEN* | **Evidence**  *Supporting documents of work undertaken* |
| --- | --- | --- | --- | --- |
| **Standard 1: Committed leadership, governance & culture** | | | | |
| 1.1 A commitment to safeguarding with zero tolerance  1.2 Promoting a Safeguarding Culture/Safeguarding Committee/Safeguarding coordinator   * 1. Safeguarding Policies   2. Code of Conduct   3. Risk management strategies to prevent, identify & mitigate risks to children   1.6 Obligations re: information sharing & record keeping are understood |  |  |  |  |
| **Standard 2: Children are safe, informed and participate** | | | | |
| 2.1 Children are informed about their rights  2.2 Children are supported in friendships & relationships  2.3 Abuse prevention training is offered as appropriate  2.4 Personnel are skilled to recognise signs of harm & support children to raise concerns |  |  |  |  |
| **Standard 3: Partnering with families, carers & the community** | | | | |
| 3.1 Families & carers participate in decisions affecting their child  3.2 Families, carers & communities are informed & involved in safeguarding approaches  3.3 Families, carers & communities have a say in the entity’s policies & practices  3.4 Families, carers & communities are informed about the entity’s operations & governance  3.5 The entity takes a leadership role in raising community awareness of the dignity & rights of all children |  |  |  |  |
| **Standard 4: Equity is promoted & diversity is respected** | | | | |
| 4.1 Children’s diverse circumstances & backgrounds are catered for  4.2 Information, support & complaints processes are accessible  4.3 Aboriginal & Torres Strait Islander children, children with disability, & children from diverse backgrounds are given particular attention |  |  |  |  |
| **Standard 5: Robust human resource management** | | | | |
| 5.1 Child-safe recruitment  5.2 Background checks & WWCC for personnel  5.3 Induction  5.4 Supervision & people management  5.5 Initial & on-going formation for clergy & religious  5.6 Seminary & formation programs build safeguarding skills  5.7 Credentialing & movement of seminarians, clergy & religious  5.8 Overseas clergy |  |  |  |  |
| **Standard 6: Effective complaints management** | | | | |
| 6.1 Complaints handling policy  6.2 Child-focused system  6.3 Complaints are taken seriously & managed appropriately  6.4 Clear reporting procedures  6.5 Privacy & legal requirements  6.6 Care for adult complainants  6.7 Support for respondents |  |  |  |  |
| **Standard 7: Ongoing education & training** | | | | |
| 7.1 To effectively implement Safeguarding policies & procedures  *Minimum requirements:* Code of Conduct (1.1.1), Safeguarding risk management (1.5), Safeguarding Policy & procedures (1.1.1), Complaints Handling Policy & procedures (Std 6), Reporting obligations (Std 6), e-safety training (Std8)  7.2 To recognise child abuse  7.3 To respond to safeguarding risks, concerns, disclosures & allegations  7.4 To build culturally safe environments for children |  |  |  |  |
| **Standard 8: Safe physical & online environments** | | | | |
| 8.1 Identify & mitigate risks (online & physical)  8.2 Code of Conduct & safeguarding systems cover online use  8.3 Risk management plans covering settings, activities & physical environments  8.4 Agreements with third parties cover safeguarding |  |  |  |  |
| **Standard 9: Continuous improvement** | | | | |
| 9.1 Regular review & improvement  9.2 Identify causes/failures to inform improvement  9.3 Report review findings to personnel, children, families, carers & community |  |  |  |  |
| **Standard 10: Polies & procedures support child safety** | | | | |
| 10.1 Policies & procedures address the NCSS  10.2 Policies & procedures are accessible & easy to understand  10.3 Best practice informs development & review  10.4 Leaders promote & comply with policies & procedures  10.5 Personnel understand & implement policies & procedures |  |  |  |  |