# National Catholic Safeguarding Standards

## Implementation Guide
## Standard 7

**ACSL**
AUSTRALIAN CATHOLIC SAFEGUARDING LTD

*A safe Church for everyone*

**Australian Catholic Safeguarding Ltd acknowledges the lifelong trauma of abuse victims, survivors and their families, the failure of the Catholic Church to protect, believe and respond justly to children and vulnerable adults, and the consequent breaches of community trust.**

**Australian Catholic Safeguarding Ltd is committed to fostering a culture of safety and care for children and adults at risk.**

ACSL
AUSTRALIAN CATHOLIC SAFEGUARDING LTD

*A safe Church for everyone*

# STANDARD 7

## Ongoing education and training

Personnel are equipped with knowledge, skills and awareness to keep children safe through information, ongoing education and training

A child safe institution promotes and provides regular ongoing development opportunities for all personnel through education and training, beginning with induction. Child safe institutions are 'learning institutions', where personnel at all levels are continually building their ability and capacity to protect children from harm.[1]

If personnel do not know what to do, they will not be able to prevent abuse.

Education and training should be evidence-based and provided by expert trainers. It can take a variety of formats including face-to face, online, through professional seminars and memberships, supervised peer discussions, team training days and access to research and publications. It should be a facilitative and enabling process that allows for interactive discussion, values clarification, relevant scenarios, role play and feedback.

Not everyone has the same training needs. Training should be commensurate to the role that is being performed and the level of responsibility of the individual.

It is important to provide additional specialised training for those people who have specific safeguarding roles and responsibilities. For example, personnel who:

- have key leadership responsibilities including Church Authorities, safeguarding committees and advisory boards;

- are Safeguarding Coordinators;

- manage or investigate complaints;

- support victims or survivors;

- are responsible for the oversight of risk management; or

- are responsible for recruitment.

All training programs should be documented and regularly reviewed in order to keep abreast of emerging issues and changes to policy or legislation.

Training and resources may also support the participation of children, families and communities.

## 7.1 Personnel are trained and supported to effectively implement the entity's child safeguarding policies and procedures.

A written safeguarding policy will not, on its own, keep children safe. The successful implementation of any policy relies on the understanding and commitment of the people who use it. Training and education, in their various forms, aim to build this understanding and commitment.

### How could your entity implement this criterion?

### Induction

- The entity's training and education program includes a requirement for induction training on the Safeguarding Policy, related procedures including reporting obligations, and Code of Conduct.

- Processes are in place to record and monitor personnel's participation in this induction.

- Induction should occur as soon as possible after commencement – this might mean splitting sections of the

---

[1] Royal Commission into Institutional Responses to Child Sexual Abuse, *Final Report: Volume 6, Making institutions child safe*, p 428, 2017

induction over a range of times and modes of delivery.  For example, the Safeguarding Policy and Code of Conduct could be sent to all employees as part of their pre-employment pack of materials so they can familiarise themselves with the requirements prior to commencement.  On their first day of employment, their line manager could make time to meet with them one-to-one to discuss the materials and ensure the Code of Conduct is signed.  This meeting, and regular meetings between the line manager and new employee may include other information such as how to report concerns, who the Safeguarding Coordinator is and how to access further information relating to risk management.  The new employee may then be booked into formal induction training which is scheduled within three (3) months of their commencement.

Refer to **Indicator 5.3.1** which provides further requirements relating to the Safeguarding Induction Program.

## Ongoing and refresher training and education

- Refresher training should be undertaken at least every three (3) years by all personnel working with children.

- The completion of refresher training and currency of training status is recorded and monitored to ensure all personnel meet training requirements.

- Where training requirements are not met or are out of date, processes are in place to ensure personnel do not work with children until refresher training is completed.

Refresher training may include:

- risk management practices;

- the entity's Code of Conduct;

- related safeguarding policies and procedures;

- specific information on reporting obligations, complaint mechanisms and whistle-blowing;

- new legislative or policy requirements in relation to reporting abuse, handling and/or investigating complaints and other related matters; and

- encouraging child-friendly ways for children to express their views, raise concerns and participate in decision-making.

**ACSL Tools**

7.1.1  Developing Safeguarding Training

7.1.1  Safeguarding Training Plan Example

Identifying perpetrators and impacts of abuse – video resource

**Aligned with**

National Principles for Child Safe Organisations - National Principle 7.1

Royal Commission Child Safe Standard 7 (b)

Royal Commission Recommendations 16.36, 16.47 and 16.50

## 7.2 Personnel receive training to recognise the nature and indicators of child abuse, including harmful behaviours by a child towards another child.

### How could your entity implement this criterion?

Training and professional development, relating to the nature and indicators of child abuse, is:

- evidence based and delivered by trainers with expertise, preferably relevant to the entity's context (may be internal or external trainers);

- supported by resources and tools which are consistent, simple, accessible and easy to use;

- tailored to meet the needs of the particular entity with respect to individual characteristics, cultural backgrounds and abilities and the roles of personnel;

- focused on consistently reinforcing the message that child safety is important and improving the entity's capacity to protect children;

- focused on providing knowledge and skills that empower personnel to identify risks, prevent abuse, report complaints and respond appropriately;

- designed and delivered with relevance to the role of individuals and their engagement with children (for example, general overview for roles with minimal child contact and/or responsibility, more detailed and in-depth for pastoral workers, and specialised for parish priests);

- tailored for various groups according to Church activity (for example, specific training for those involved in recruitment to identify signs of unusual attitudes of applicants towards children); and

- offered regularly, factoring in turn-over of personnel, continuous development of knowledge and capacity.

Training and professional development to recognise the nature and indicators of abuse include, but are not limited to:

- the definitions, nature and indicators of all the different types of child abuse including grooming and online abuse;

- examples and scenarios of where, when, how, to whom and by whom child abuse can occur;

- recognising signs of abuse by a child towards another child and the appropriate actions required;

- how to respond to indicators, concerns, disclosures and allegations of child abuse;

- combating stereotypes of both victims and offenders;

- understanding and responding to bullying, cyberbullying; and

- age-appropriate strategies to encourage children to raise concerns and provide feedback.

Training programs should be reviewed regularly, adapted as organisational factors and/or risks change and be subject to continuous improvement using participant evaluations and feedback.

### ACSL Tools

Identifying perpetrators and impacts of abuse – video resource

Impact of clerical sexual abuse – video resource

**Aligned with**

National Principles for Child Safe Organisations - National Principle 7.2

Royal Commission Child Safe Standard 7 (a)

Royal Commission Recommendation 16.50

## 7.3    Personnel receive training and information to enable them to respond effectively to child safeguarding risks, concerns, disclosures and allegations of child abuse.

It is important that training empowers personnel with the knowledge and competencies to identify and mitigate risks to children, report concerns, disclosures and allegations and respond appropriately in words and actions.

### How could your entity implement this criterion?

Personnel are trained in:

- legal and policy reporting requirements;

- recognising and mitigating risks to children.  This includes risks posed by people; physical and online environments; and certain activities or ministries;

- using risk management tools;

- recognising the characteristics of offenders;

- recognising grooming behaviours;

- recognising and understanding the various forms disclosures and allegations of abuse can take;

- understanding the barriers that prevent children from disclosing abuse or adults from recognising children's disclosures, paying particular attention to children's cultural contexts, languages, cognitive capabilities and communication needs; and

- understanding what to do if personnel have concerns for the safety of a child, receive disclosures or allegations of abuse. This includes:
  o responding appropriately in words and actions;
  o providing appropriate support;
  o reporting requirements, including legal reporting obligations, and policies for reporting within the entity;
  o understanding and applying appropriate confidentiality;
  o knowing where to access further support internally and/or externally, including what to do if concerns are not acted on appropriately;
  o knowing where to receive appropriate support for yourself; and
  o requiring documentation and recordkeeping.

It is important to provide more detailed training for personnel working in roles and situations with higher risk, such as closed or segregated settings or with children who may be more vulnerable to abuse.

---

**ACSL Tools**

7.3.1   Responding to children's disclosure of abuse

Identifying perpetrators and impacts of abuse – video resource

---

**Aligned with**

National Principles for Child Safe Organisations - National Principle 7.3

Royal Commission Child Safe Standard 7 (c)

---

## 7.4 Personnel receive training and information on how to build culturally safe environments for children.

A culturally safe environment is defined as:

*"an environment that is safe for people: where there is no assault, challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience, of learning, living and working together with dignity and truly listening."*[2]

It is important that training is culturally responsive to the needs of Aboriginal and Torres Strait Islander children, children with a disability and children from culturally and linguistically diverse backgrounds.

It is equally as important that personnel are able to respond in culturally appropriate ways to children who disclose or show signs that they are experiencing harm or abuse from within or outside of the Church entity.

### How could your entity implement this criterion?

Training:

▪ includes identifying the cultural barriers that prevent children from disclosing abuse or raising concerns;

▪ includes identifying the barriers that prevent children with disabilities or from culturally and linguistically diverse backgrounds from disclosing abuse or raising concerns;

▪ includes identifying culturally appropriate pathways to respond to concerns, disclosures or allegations;

▪ includes presenters with specific knowledge and expertise in these contexts;

▪ may be delivered jointly by bilingual and/or bicultural workers and interpreters, as needed;

▪ may include traditional community elders;

▪ should support culturally and/or linguistically diverse families through education and capacity building;

▪ should invite families and carers to provide practical input and examples.

| Aligned with |
|---|
| National Principles for Child Safe Organisations - National Principle 7.4 |

---

[2] Williams R, *Cultural safety - What does it mean for our work practice?* Australia and New Zealand Journal of Public Health, 213 (2), p 2012-13.