

STANDARD 7



Ongoing education and training

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

7.1.1 The entity provides regular opportunities to educate and train personnel on child safeguarding policies and procedures, as a minimum through:

- induction [refer to Indicators 5.3.1 and 5.8.2]; and
- refresher safeguarding training (at least every three years).

Guide to Developing Safeguarding Training

Introduction

A child safe institution promotes and provides regular ongoing development opportunities for all personnel through education and training, beginning with induction. Your entity should develop an induction that is mandatory for all personnel.

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.

Training refreshers should include new legislation and updates on policies and procedures.

Induction Training

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. Induction should occur as soon as possible after commencement. Induction and refresher training should build a foundation in safeguarding and incorporate awareness to internal processes. At a minimum, induction should include (7.1.2):

- Code of Conduct (1.1.1)
- safeguarding risk management (1.5)
- Child Safeguarding Policy and procedures (1.1.1)
- Complaints Handling Policy and procedures (Std 6)
- reporting obligations (Std 6)
- e-safety training (Std 8)

Ongoing and refresher training and education

The entity's training and education program must support personnel to effectively implement Safeguarding policies and procedures (7.1); recognise the nature and indicators of child abuse (7.2); respond effectively to child safeguarding risks, concerns, disclosures and allegations of child abuse (7.3); and, build culturally safe environments for children (7.4).

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.

Training should encourage conversations around safeguarding. This is particularly good for participants that do not have English as a first language, as it offers opportunities to ask questions and problem solve.

Further considerations for training and education

The use of guest speakers: Safeguarding agencies and content experts can be invited to come and talk at various meetings or gatherings (e.g. staff meetings, in service days, network meetings).

Content Experts: Experts either internal or external can provide specialist training on a particular topic or assist to respond to a particular need.

For example, topics could include:

- building leadership
- investigations in practice
- resilience in ministry (including building culture)
- having challenging conversations
- identifying children at risk – separating out the behaviours
- gossip vs allegations
- walking with survivors
- responding to disclosures.

Cross agency training: The entity can explore opportunities to deliver training and education activities across its various agencies (for example: schools and parishes undertaking training together). This can assist to share expertise, break down silos and reduce the financial costs.

Evaluate the training: It is important to evaluate the effectiveness of training. Key questions to ask are:

- What's working?
- What is not working?
- Are there gaps for specific groups of personnel (for example: volunteers)
- Collect feedback

Professional development relevant to the role: Where personnel have specific safeguarding roles and responsibilities it is important that they receive ongoing support and professional development (for example: Safeguarding Coordinators and those appointed to the entity's safeguarding committee).

Compliance: It is also important the entity considers what its personnel training and education compliance requirements are. Such as:

- Which personnel must attend
- Are there required timeframes in which personnel need to attend (for example: before working with children, within probation period; annual refresher)
- Consequences for non-compliance
- Record keeping requirements

The trainers: It is important to consider who is best placed to deliver the training and when experts in the area of safeguarding, or those with specialist knowledge is required. The train the trainer model can be incorporated into the professional development opportunities of staff and is a great mechanism to build capacity within the entity. This is also true through building partnerships and alliances with other agencies (for example: parish/school/community organisations) when planning and delivering training activities.