

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).

Safeguarding Training Plan Example

Education and Training Activities	Scope/Actions	Requirement	Quality Assurance and Mode of delivery
Recruitment and Selection	<ul style="list-style-type: none"> • Ensure awareness of child safeguarding requirements and entity expectations incorporated in recruitment (5.1) 	<ul style="list-style-type: none"> • This is for all staff and volunteers • Includes specific requirements for child related roles (clearances, qualifications, procedures) 	<ul style="list-style-type: none"> • This is ongoing for all recruitment across the entity • Is reviewed at least annually to ensure consistency with changing legislation and other requirements
Personnel receive an Induction upon commencement of a role (5.3.1 and 5.8.2)	<ul style="list-style-type: none"> • Induction provides awareness of safeguarding policies and practices and the NCSS (7.1). • Clearly outlines the entity's commitment to safeguarding and personnel expectations 	<ul style="list-style-type: none"> • All personnel must participate in an Induction program before they commence work with children • Are provided information on: <ul style="list-style-type: none"> ○ Safeguarding policies and procedures ○ Code of Conduct and Integrity in the Service of the Church ○ Reporting processes 	<ul style="list-style-type: none"> • This is ongoing for all recruitment across the organisation • Personnel undertake refresher training in safeguarding policies and practices • Face to face with direct line manager/report • Personnel acknowledge completion of Induction & records maintained • Is reviewed periodically for continuous improvement
Personnel receive training on the nature and indicators of child abuse (7.2)	<ul style="list-style-type: none"> • Education regarding both the broader issues and contextual issues within the Church entity • Education to identify harmful behaviours by a child towards another child 	<ul style="list-style-type: none"> • Identify roles within the entity which need this specific education • Ongoing training and professional development for personnel is documented and tailored to respond to the needs of groups with differing contact/responsibility for children 	<ul style="list-style-type: none"> • Annually for identified personnel • Combined strategies: <ul style="list-style-type: none"> ○ Face to face ○ eLearning ○ Professional Development activities (workshops, industry forums) • Is reviewed periodically for continuous improvement

Education and Training Activities	Scope/Actions	Requirement	Quality Assurance and Mode of delivery
Personnel receive training to enable them to respond effectively to issues of child safety and maintain a child safe culture (7.3)	<ul style="list-style-type: none"> • Is evidenced based and substantiates safeguarding activities • Education about how to respond and support those raising a concern (4.1.2) • Education about information sharing and record keeping (1.6.2) 	<ul style="list-style-type: none"> • Personnel are provided with ongoing professional development to ensure their skills are appropriate when dealing directly with children 	<ul style="list-style-type: none"> • Delivered annually – personnel to refresh on a 3-yearly cycle • Combined strategies: <ul style="list-style-type: none"> ○ Face to face ○ eLearning ○ Webinars • Is reviewed periodically for continuous improvement.
Personnel receive training and information on how to build culturally safe environments for children (7.4)	<ul style="list-style-type: none"> • Education to equip personnel to create culturally safe environments for Aboriginal and Torres Strait Islander children and children from culturally and linguistically diverse backgrounds (7.4.1) 	<ul style="list-style-type: none"> • Personnel develop skills to be culturally responsive to the needs of Aboriginal and Torres Strait Islander children, children with a disability and children from diverse backgrounds. 	<ul style="list-style-type: none"> • Delivered annually – personnel to refresh on a 3-yearly cycle • Combined strategies: <ul style="list-style-type: none"> ○ Face to face ○ eLearning/Webinars ○ Guest speaker ○ Professional Development activities (workshops, industry forums) • Is reviewed periodically for continuous improvement.