



Training Action Plan

ABLFK is a not-for-profit charity which supports carers. ABLFK operates in regional Victoria and the community has a diverse population.

ABLFK has mapped out the training and learning needs of their staff, volunteers and contractors.

Learning type	Target audience	Content	Area of focus (link to Child Safe Standards minimum requirement)	Date for implementation
Induction training (two-hour session delivered by the Child Safety Officer)	Staff, volunteers, committee of management	<p>Child Safety and Wellbeing Policy</p> <p>Code of Conduct</p> <p>Indicators of harm to children and what to do</p> <p>Child abuse risks and how the organisation manages them</p> <p>Reporting requirements (internal and external) and how the organisation will notify parents and carers, and manage risks to children</p> <p>Complaint handling policy</p> <p>Cultural safety</p> <p>Supporting children and young people with diverse needs</p> <p>Participation and empowerment of children and young people</p> <p>Impact of trauma and trauma-informed practice</p> <p>How to support colleagues who disclose harm to a child</p> <p>Record keeping and information sharing</p>	<p>Child Safety and Wellbeing Policy and Code of Conduct (8.1, 11.5)</p> <p>Risks of child abuse (9)</p> <p>Complaint handling (7.2)</p> <p>Reporting Requirements (8.3)</p> <p>Respond to child safety and wellbeing issues (8.3)</p> <p>Identify indicators of child abuse and harm (8.2)</p> <p>Culturally safe environments (8.4, 1.1, 1.2, 5) and supporting diverse needs (5)</p> <p>Empowerment and participation of children and young people (3)</p> <p>Support colleagues who disclose harm (8.3)</p> <p>Staff and volunteers understand and implement policies and procedures (8.1, 6.1, 11.5)</p> <p>Record keeping and information sharing (2.6, 6.3, 7.5)</p>	Within one month of commencement
Committee of Management /Board - child safe governance training (evening session – delivered by board director with knowledge of the standards)	Committee of Management, directors, board	<p>Child safe governance</p> <p>Record keeping</p> <p>Information sharing</p> <p>Reporting obligations</p> <p>Child safe risk assessment and management</p> <p>Complaint handling processes</p> <p>Child safety review</p> <p>Child, family and community engagement and participation</p> <p>Supporting children with diverse needs</p> <p>Supporting cultural safety</p>	<p>Child safe governance (2, 10, 11)</p> <p>Record keeping, information sharing and reporting obligations (2.6, 6.3, 7.4, 7.5)</p> <p>Risk management (2.5, 9)</p> <p>Complaint handling (7)</p> <p>Review and improve (10.1)</p> <p>Participation and engagement (1, 3, 4) and supporting children with diverse needs (5)</p> <p>Cultural safety (1)</p>	Annually, prior to the first meeting of the new Committee of Management/ Board
Contractors' engagement pack	New and existing contractors	<p>Copies of:</p> <ul style="list-style-type: none"> • Child Safety and Wellbeing Policy • Code of Conduct • Complaint handling policy • information and links to resources on child abuse indicators. 	Third-party procurement (9.4)	As soon as possible for existing contractors, prior to signing the contract/ service agreement for new contractors
Child safe recruitment training (delivered by Director of Operations)	All staff who recruit	Child safe recruitment practices	Child safe recruitment (6)	Every six months
Regular supervision and management of staff and volunteers (staff and volunteers who supervise others)	Staff and volunteers	Regular refresh of Child Safety and Wellbeing Policy, Code of Conduct, reporting obligations and complaint policy	<p>Child Safety and Wellbeing Policy and Code of Conduct (8.1, 2.2, 11.5)</p> <p>Indicators of child harm (8.2)</p> <p>Risks of child abuse and harm (8.2, 9)</p> <p>Complaint handling (7.2)</p> <p>Reporting Obligations (7.3, 7.5)</p> <p>Child safety and wellbeing (2.2, 6.4, 11.5)</p>	Ongoing
Cultural safety training	All	Half day online workshop delivered by Aboriginal agency	Culturally safe environments (8.4,1, 5.4)	As soon as possible, to be repeated at intervals determined through risk assessment process.

Learning type	Target audience	Content	Area of focus (link to Child Safe Standards minimum requirement)	Date for implementation
ABLFK email newsletter or social media post (prepared by Child Safety Officer)	All	Articles and links on child safety topics including: <ul style="list-style-type: none"> • online safety • cultural safety • child abuse indicators • supporting children and young people with diverse needs • supporting the participation and engagement of children and young people and families • importance of friendships for children and young people • reminders on the Child Safety and Wellbeing Policy and Code of Conduct, reporting obligations and complaint handling policy • impact of trauma on children and young people (trauma-informed approach) • significant days such as White Balloon Day, NAIDOC week. 	All Child Safe Standards	Each quarter.
Monthly staff meetings	Staff	Child safety is a regular agenda item. Time can be used to focus on topic of interest, for example record keeping, themes in complaints.	All Child Safe Standards	Each month
Posters	All	Statement of commitment to child safety Statement of commitment to the cultural safety of Aboriginal children Indicators of child abuse and what to do How to make a complaint with Child Safety Person's contact details	Public commitment to child safety (2.1) and Aboriginal cultural safety (1) Indicators of child harm (8.2) Child safe complaints (8.3, 7)	Ongoing

Resources:

a) Training slides: <https://www.vic.gov.au/child-safe-standards-training-material>

b) Overview of the Child Safe Standards: <https://ccyp.vic.gov.au/assets/resources/New-CSS/Whats-new-overview-of-the-new-Child-Safe-Standards.pdf>

c) Cultural Safety training for Aboriginal children: <https://ccyp.vic.gov.au/assets/resources/tipsheet-cultural-safety-aboriginal-children.pdf>

d) Awareness training of safety for those children with a disability: <https://ccyp.vic.gov.au/assets/resources/tipsheet-safety-children-disability.pdf>

e) Awareness training of safety for children from a culturally linguistically diverse background: <https://ccyp.vic.gov.au/assets/resources/tipsheet-safety-children-cult-ling-diverse.pdf>

f) Poster - Speak Up its Your Right poster for Young People: <https://ccyp.vic.gov.au/assets/resources/Speak-up-its-your-right-youth-poster-20.03.23.pdf>

g) Poster - Plain language for Child Safe Standards: <https://ccyp.vic.gov.au/assets/resources/New-CSS/Victorias-Child-Safe-Standards-Plain-language-poster-10.02.2023.pdf>.

h) Indicators of Child Abuse - Child Safe Standards resource - below

Indicators of abuse

Child Safe Standards resource

OFFICIAL

The Child Safe Standards require organisations that provide services or facilities for children to have processes for responding to and reporting suspected child abuse. Your organisation may have existing processes. This resource is designed to assist staff and volunteers in organisations to recognise the physical and/or behavioural signs of child abuse.

What is child abuse?

Child abuse:

- can include physical violence, sexual offences (including grooming), serious emotional or psychological harm and serious neglect
- does not have to involve physical contact or force (e.g. child sexual abuse can include talking to a child in a sexually explicit way)
- can be committed by any member of the community, including someone within a child's family or someone within the school setting.
- the trauma associated with child abuse can significantly impact upon the wellbeing and development of the child. It is critical that there is an immediate response to any incident, disclosure or suspected abuse.

Identifying child abuse

Physical violence

Physical violence occurs when a child suffers or is likely to suffer harm from a non-accidental injury or injuries inflicted by another person. Physical violence can be inflicted in many ways, including beating, shaking, burning or use of objects.

Physical indicators include (but are not limited to):

- unexplained bruises, burns or welts
- fractured bones, sprains or dislocation
- cuts, grazes or scratches
- ligature or bite marks
- bald patches or hair missing in tufts
- missing or loosened teeth
- poisoning or medication overdose.

Behavioural indicators include (but are not limited to):

- inconsistent, vague or unlikely explanations of an injury
- wariness, fear or distrust of adults
- avoidance of physical contact
- disproportionate reactions or limited emotion displayed when hurt or threatened
- wearing clothing that is unsuitable for the weather conditions (to hide injuries)
- unexplained absences and decline in academic performance
- substance abuse, self-harm or suicide attempts.

Sexual offences

Sexual offences occur when a person involves a child in sexual activity, or deliberately puts the child in the presence of sexual behaviours that are exploitative or inappropriate to his/her age and development. Child sexual abuse can involve a range of sexual activity including fondling, masturbation, penetration, voyeurism and exhibitionism. It can also include exposure to or exploitation through pornography or prostitution, as well as grooming behaviour.

Physical indicators include (but are not limited to):

- bruising, bleeding or discharge from the genital or rectal area
- signs of pain, itching or discomfort in the genital or rectal area
- presence of sexually transmitted diseases
- frequent urinary tract infections
- pregnancy (actual or suspected)
- self-mutilation.

Behavioural indicators include (but are not limited to):

- displaying age-inappropriate sexual behaviour or knowledge
- promiscuity or inappropriate expressions of affection
- sudden fears of specific places or particular adults
- obsessive and compulsive washing
- complaining of headaches, stomach pains or nausea
- sleeping difficulties
- poor self-care or personal hygiene
- regressive behaviours such as bedwetting and speech loss
- substance abuse, self-harm or suicide attempts.

Serious emotional or psychological abuse

Serious emotional or psychological abuse occurs when harm is inflicted on a child through repeated rejection, isolation or by threats of violence. It can include derogatory name-calling, put-downs or persistent and deliberate coldness from a person, to the extent where the child's behaviour is disturbed and/or their emotional development is at serious risk of being impaired. Serious emotional or psychological abuse could also result from conduct that exploits a child without necessarily being criminal, such as encouraging a child to engage in inappropriate or risky behaviours.

Physical indicators include (but are not limited to):

- delays in emotional, mental or physical development
- speech impairments such as stuttering or being selectively mute
- rocking, thumb-sucking or other infantile behaviours
- eating disorders.

Behavioural indicators include (but are not limited to):

- exhibiting high anxiety or symptoms of stress
- poor self-image or low self-esteem

- displaying aggressive, demanding or attention-seeking behaviour
- compulsive lying or stealing
- unexplained mood swings or depression
- poor social and interpersonal skills
- excessive neatness or cleanliness
- substance abuse, self-harm or suicide attempts.

Serious neglect

Serious neglect is the continued failure to provide a child with the basic necessities of life such as food, clothing, shelter, hygiene, medical attention or adequate supervision, to the extent that the child's health, safety and/or development is, or is likely to be, jeopardised. Serious neglect can also occur if an adult fails to adequately ensure the safety of a child where the child is exposed to extremely dangerous or life threatening situations.

Physical indicators include (but are not limited to):

- frequent hunger or signs of malnutrition
- poor personal hygiene
- appearing dirty and unwashed
- lack of adequate or suitable clothing
- unattended health problems
- appearing pale and weak
- inadequate shelter or unsanitary living conditions.

Behavioural indicators include (but are not limited to):

- stealing or begging for food
- aggressive or self-destructive behaviour
- involvement in criminal activity
- poor, irregular or non-attendance at school
- refusal or reluctance to go home
- limited positive interaction with parents, carers or guardians
- poor academic performance
- substance abuse.

Responding to suspected child abuse

When responding to an incident, disclosure or suspicion of child abuse, staff and volunteers should follow the steps provided in the [What to do when an allegation of child abuse is made factsheet](https://providers.dffh.vic.gov.au/what-do-when-allegation-child-abuse-made-word) <https://providers.dffh.vic.gov.au/what-do-when-allegation-child-abuse-made-word>. This includes:

- Action One – Responding to an emergency
- Action Two – Providing support to the child
- Action Three – Reporting
- Action Four – Contacting parents, carers or guardians
- Action Five – Providing ongoing support.

Further information

To help organisations to understand the requirements of the Child Safe Standards, a range of resources have been developed for our funded and/or regulated organisations, see [Resources for Child Safe Standards](https://providers.dffh.vic.gov.au/resources-child-safe-standards) <https://providers.dffh.vic.gov.au/resources-child-safe-standards>.

The Commission for Children and Young People provides key guidance for organisations on the new Child Safe Standards and has range of resources available on the [Commission for Children and Young People's website](https://ccyp.vic.gov.au/news/new-child-safe-standards-start-in-victoria-on-1-july-2022-to-better-protect-children/) <https://ccyp.vic.gov.au/news/new-child-safe-standards-start-in-victoria-on-1-july-2022-to-better-protect-children/>.

Disclaimer

This resource provides general guidance only on the Child Safe Standards. The department does not guarantee that the examples provided in this document are sufficient for the purposes of an organisation's compliance with the Child Safe Standards.

To receive this document in another format, [email Child Safe Orgs](mailto:childsafeargs@dffh.vic.gov.au) <childsafeargs@dffh.vic.gov.au>.

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In this document, 'Aboriginal' refers to both Aboriginal and Torres Strait Islander people. 'Indigenous' or 'Koori/Koorie' is retained when part of the title of a report, program or quotation.

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Available at [Resources for Child Safe Standards](https://providers.dffh.vic.gov.au/resources-child-safe-standards) <https://providers.dffh.vic.gov.au/resources-child-safe-standards>