

Child Safety Officer Training



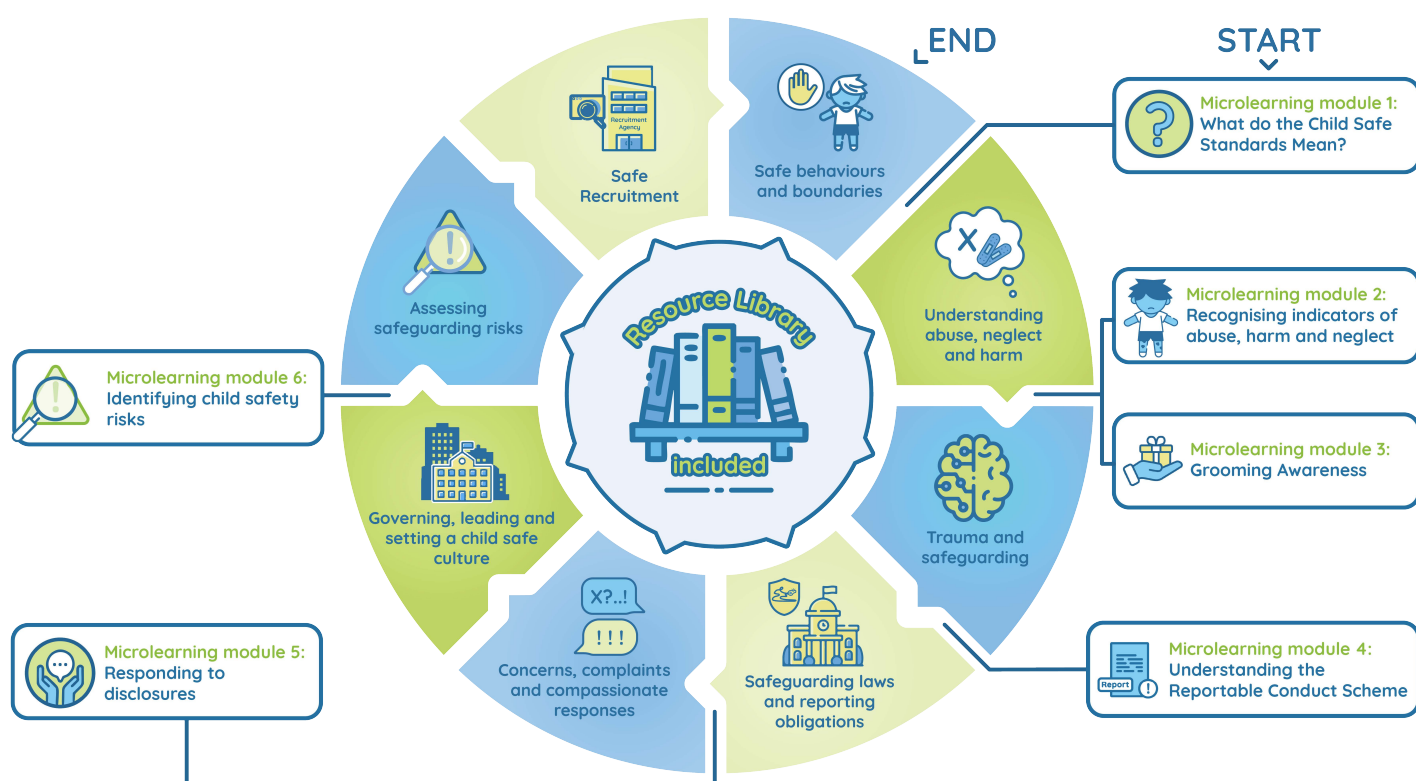
Safeguarding
Training Australia

Child Safety Officer course

Child Safety Officers and organisational representatives will gain a thorough understanding of key responsibilities and leading practice examples of implementing child safety standards during this course.

The training covers eight (8) modules, and six (6) microlearning modules, designed to build knowledge and skills on key foundational topics, along with useful tools and access to our extensive resource library.

This course is run in small groups, providing networking opportunities with likeminded professionals.



Child Safety Officer course

Course Guide:

STEP 1

Microlearning module 1 (15 minutes):

What do the Child Safe Standards Mean?



STEP 2

Module 1 (2 hours):

Understanding abuse, neglect and harm

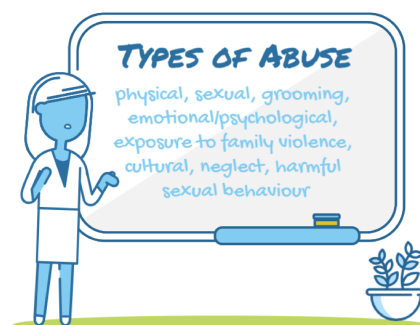


How well do we understand what it is, where and how it occurs, it's prevalence and impacts?

Instances of abuse are alarmingly high and occur in all environments. Organisations need contemporary knowledge to ensure they are equipped to understand the complexity of abuse and harm.

What will we learn?

We will enhance knowledge of the forms and dynamics of abuse (physical, sexual, grooming, emotional/psychological, exposure to family violence, cultural, neglect, harmful sexual behaviour), the differences between safeguarding and child protection, prevalence, current data and emerging trends.



STEP 3

Microlearning module 2 (15 minutes):

Recognising indicators of abuse, harm and neglect



STEP 4

Microlearning module 3 (15 minutes):

Grooming Awareness



STEP 5 ● ●

Module 2 (2 hours): Trauma and safeguarding

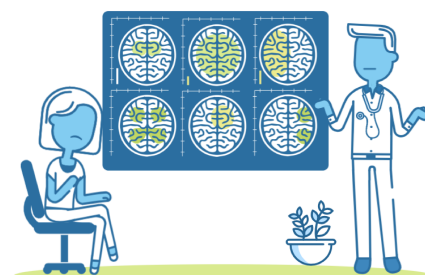


How well does our organisation understand trauma and how to respond to it?

Organisations working with children and young people, should realise the widespread impact of trauma, recognise the signs and indicators, respond by ensuring it's representatives operate in a trauma-responsive way and continuously build on trauma-informed practice.

What will we learn?

This training changes everything. It will demonstrate how curiosity about trauma and your response, can change children and young people, your organisation, and even YOU. The session provides a comprehensive deep dive into trauma and our understanding of the brain.



STEP 6 ●

Microlearning module 3 (15 minutes): Understanding the Reportable Conduct Scheme



STEP 7 ● ●

Module 3 (2 hours): Safeguarding laws and reporting obligations



Are we clear about our obligations and how to report safeguarding concerns?

Understanding the safeguarding context, related frameworks, industry requirements, principles, standards, legislation and reporting obligations as they relate to each organisation, is complex. Ensuring representatives understand liability, obligations, internal and external reporting requirements, and acknowledge the barriers that exist, is critical in meeting legal, ethical, moral standards.

What will we learn?

We will clarify the jurisdictional safeguarding landscape, requirements for all forms of mandated and regulated reporting, explore obstacles and how to enhance cultures of raising and reporting concerns.



STEP 8

Microlearning module 4: Responding to disclosures



STEP 9

Module 4 (2 hours): Concerns, complaints and compassionate responses



How do we provide pathways and respond to stakeholders in ways that encourage reporting?

Ensuring organisations have well designed, accessible, culturally safe and transparent pathways for stakeholders to raise concerns, is critical to learning about safeguarding concerns. Organisations must have the skills to respond effectively and appropriately and provide compassionate and trauma-informed approaches for all stakeholders – children, young people, families and representatives.

What will we learn?

This session explores the barriers to raising concerns, user friendly pathways, child centred and trauma informed responses, principles for conducting investigations and managing outcomes and expectations for stakeholders.



STEP 10

Module 5 (2 hours): Governing, leading and setting organisational culture



How do we lead an organisation that values and promotes safeguarding?

Safe organisations start with governors and leaders that model a commitment to child safeguarding, establish clear governance arrangements and expectations, review and improve their practice and take this responsibility seriously.

What will we learn?

This session explores the values, nature and characteristics of organisations that can either create or erode safety for children and young people, the requirements of our leaders to drive strong governance and management strategies, behaviors that promote and maintain child safe environments, challenges, and the stages of safeguarding maturity.



STEP 11

Microlearning module 5: Identifying child safety risks



STEP 12 ● ●

Module 6 (2 hours): Assessing safeguarding risks



What are our safeguarding risks and how do we best manage them?

Organisations are expected to have risk management tools to identify, assess, mitigate, treat, manage, record and monitor risks relating to children and young people in their services, programs and activities. However, many organisations are unclear about how this integrates into existing risk management practices and they lack an understanding of the risk profile of their particular organisation.

What will we learn?

This session will explore the areas of child safeguarding risk organisations must consider (situational, propensity, vulnerability, institutional), physical and online environmental risks and responsibilities when working with partner organisations.



STEP 13 ● ●

Module 7 (2 hours): Safe recruitment



How do we select, support and supervise people to ensure that they are safe and suitable?

Ensuring we engage people who are suitable and safe to work with children and young people is a significant responsibility in a child safe organisation. The ability to identify red flags during the recruitment, screening and selection process requires specific knowledge and skills.

What will we learn?

This session equips those responsible, to identify safeguarding concerns and respond accordingly. This is of vital importance during recruitment as well as during ongoing supervision and performance management stages, to ensure that child safe environments are maintained.



STEP 14 ● ●

Module 8 (2 hours):

Safe behaviours and boundaries

How do we use our Code of Conduct as a tool to address safe professional boundaries?

The safeguarding Code of Conduct is an organisation's most reliable tool to define expectations when interacting with children and young people. Yet so often we have trouble identifying, reacting, responding and reporting breaches of safe professional boundaries, and often only act when the risk level is high.

What will we learn?

We will discuss the need for recognising low level breaches, behaviours that may indicate red flags, the risks involved within a culture that accepts bystander behaviour, and how to ensure that the safeguarding Code of Conduct is effective



Resource Library

Safeguarding Training Australia's extensive resource library is an invaluable tool for all organisational representatives or individuals working in child safety.

The library compiles legislation and policy documents, offers sample documents, templates, and self-assessment/assessment tools, as well as; guides, checklists, fact sheets, definitions, flowcharts, and posters.

Our resources are categorised into the bellow topics:

1. Standards, Legislation, Frameworks & Principles
2. Abuse, Harm & Neglect
3. Governance, Leadership, Policies & Culture
4. Risk Management - Physical & Online Safety
5. Safe & Supported People
6. Equity, Diversity & Cultural Safety
7. Complaints, Responses & Reporting
8. Stakeholder Engagement - Children, Young People, Families & Communities
9. Other

