

# standard 5

training and support for keeping children safe

## guidance

**these pieces of guidance are to assist,  
if necessary, with the implementation of  
standard 5**



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## **Roles of Safeguarding Personnel in Relation to this Standard**

### **Church authority**

The role of the Church authority across all the seven standards is outlined in Appendix A. In relation to Standard 5, the Church authority is responsible for ensuring that:

- Those personnel who are in place have appropriate levels of training;
- A structure for appropriate support is available to all involved with the Church;
- Practice and policy on training is compliant with civil and canonical law.

The minimum requirement for the Church authority in terms of training is set out in the National Board for Safeguarding Children in the Catholic Church in Ireland's (the National Board) Training Strategy. This can be found on [www.safeguarding.ie](http://www.safeguarding.ie).

### **Safeguarding committee**

The role of the safeguarding committee across Standards 1, 5, 6 and 7 is outlined in Appendix A. In relation to Standard 5, the safeguarding committee is responsible for:

- Producing a three-year safeguarding plan. Part of this plan will include evidence of training that will be delivered to personnel across the Church body. To do this, an annual training needs analysis process needs to be completed;
- Coordinating trainers and local safeguarding representatives to deliver the training identified through the training needs analysis. This coordination includes correlation of training records and ensuring that training returns forms are sent to the National Board.

### **Safeguarding trainers**

The role of the safeguarding trainers across Standards 1, 5, 6 and 7 is outlined in Appendix A. In relation to Standard 5, the safeguarding trainer is responsible for:

- Delivering training in the Church body;
- Working with the safeguarding committee to identify training needs;
- Keeping records of all of those who have been trained;
- Contributing to upholding the seven standards in practice and behaviour;
- Ensuring with the safeguarding committee that they keep up their registration requirements with the National Board.

### **Local safeguarding representative**

The role of the local safeguarding representative (LSR) across Standards 1, 5, 6 and 7 is outlined in Appendix A. In relation to Standard 5, the LSR is responsible for:

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- Delivering information sessions (if appropriate) to personnel who have been identified by the safeguarding committee. To deliver this training, the LSRs must be trained by a trainer who is registered with the National Board;
- Contributing to the training needs analysis carried out by the safeguarding committee.

#### **National Board for Safeguarding Children in the Catholic Church in Ireland**

The role of the National Board across all the seven standards is outlined in Appendix A. In relation to Standard 5, the National Board will:

- Offer advice and support to the roles listed above and on the previous page, in relation to training;
- Produce and deliver a national training strategy;
- Maintain records of attendance at local and national training sessions.

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## **Storage and Retention of Records Associated with this Standard**

The table below lists the types of records that need to be stored appropriately and securely as part of this standard, in accordance with best practice in record-keeping (see Appendix B). The templates for the production of each record, which have been included in the guidance for this standard, are listed in the final column.

Type of Record	Where to Store	Template/Guidance Number/Page Number
Copies of signed induction forms for all Church personnel	Parish/local congregation	5.1A Template 1 Page 7
Copy of training plan	Diocesan/provincial level	5.2B Template 1 Page 11
Copies of attendance lists for all full-day training and information sessions carried out by the Church body	Diocesan/provincial level	5.3B Template 1 Page 18
Copies of evaluations for full-day training and information sessions	Diocesan/provincial level	5.3B Template 2 Page 19
Copies of training returns forms (which are sent to the NBSCCCI)	Diocesan/provincial level	5.3B Template 3 Page 20
Attendance records for participation of training delivered by NBSCCCI	Diocesan/provincial level	Guidance 5.4A Page 21
Copies of registration certificates for trainers registered with the NBSCCCI	Diocesan/provincial level	Guidance 5.3B Page 16
Copies of attendance records of workshops involving children	Diocesan/provincial level	Guidance 5.5A Page 22
Copies of attendance records of workshops involving guardians	Diocesan/provincial level	Guidance 5.5A Page 22
A record of dates and times for supervision and support meetings with key Church personnel	Diocesan/provincial level Parish/local level	Guidance 5.6A Page 24

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#### 5.1A Guidance on an Induction Process for All Involved in the Church

As soon as possible after their appointment, all Church personnel should undertake an induction process. A core component of this must include child safeguarding.

This induction process should include the following steps:

- A representative of the Church authority meets with the newly appointed member of Church personnel and provides them with an appropriate copy of the child safeguarding policy and procedures (for guidance on appropriate and accessible formats, see Standard 6).

During this meeting:

- The newly appointed member of Church personnel is asked to carefully read the provided document and to come back to the representative of the Church authority with any questions they have;
- The newly appointed member of Church personnel is made aware that they will be required to attend a basic child safeguarding awareness training event, appropriate to their role, in line with Guidance 5.3A;
- The newly appointed member of Church personnel is made aware of how to access support regarding their role (Guidance 5.6A).

Following the meeting:

- Having read the child safeguarding policy and procedures, and having any questions about it answered by the appropriate representative of the Church authority, the newly appointed member of Church personnel is then asked to sign and date an induction agreement form (5.1A Template 1) to say that they have read and understood the child safeguarding policies and procedures, and that they will abide by these in their role within the Church;
- This form (5.1A Template 1) is returned to the appropriate Church representative, who stores it safely and securely.

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#### 5.1A Template 1: Induction Agreement Form for All Church Personnel

##### Data Protection

This form will be held on file in accordance with the data protection policy of \_\_\_\_\_  
\_\_\_\_\_(name of Church body).

The data entered will be used only for the purposes indicated on the form. It may be accessed only by those with responsibility for managing files.

##### Declaration

As part of the recruitment process for the post of \_\_\_\_\_  
I confirm that I:

- Have been provided with a copy of the child safeguarding policies and procedures;
- Have been given an opportunity to have any questions addressed by a representative of the local Church authority;
- Have read and understood the policies and procedures document I have been provided with;
- Will abide by the requirements of the child safeguarding policy and procedures;
- Will attend a safeguarding information session/full-day programme (as appropriate)

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

#### 5.2A Guidance on the National Training Strategy

An effective training strategy is a vital component of effective child safeguarding. Since the establishment of the National Board, training has developed as a core function.

The National Board develops a comprehensive training strategy that outlines the plan for the dissemination of training across target groups at an all-island level every three years. This training strategy can be accessed via [www.safeguarding.ie](http://www.safeguarding.ie).

The overall aim of the training strategy is **to provide a comprehensive training framework for all those who hold safeguarding responsibilities in the Church, so that the Church is a safer place for children.**

The training strategy seeks to achieve this by:

- Outlining the required training for each child safeguarding role within the Catholic Church in Ireland;
- Outlining the support systems that are necessary to deliver training for each of these child safeguarding roles;
- Outlining a process for evaluating the relevance and effectiveness of child safeguarding training.

The National Board is responsible for ensuring that its training strategy is delivered at an all-island level, and that training courses are evaluated to assess outcomes.

**Each Church body is responsible for ensuring that the standards outlined by the National Board are implemented, and that appropriate role-specific training is sought and provided to those in child safeguarding roles.**

For more detailed information please visit [www.safeguarding.ie](http://www.safeguarding.ie).



## 5.2B Guidance on Carrying out a Training Needs Analysis

A training needs analysis should be carried out in order to provide specific and concrete information to assist the Church authority, via the child safeguarding committee, to make informed decisions about the particular needs and skills within the Church body. It is a critical step that will help the child safeguarding committee to create a training plan for the year ahead. This plan will form part of the overall three-year child safeguarding plan (Guidance 7.1A).

### **A training needs analysis will help to:**

- Identify any gaps between the current and required levels of knowledge and skills;
- Identify who needs training and what training they need;
- Identify gaps in training provision in particular regions, parishes or other Church communities;
- Identify what the content of training should be;
- Ensure that appropriate and relevant training is identified and delivered;
- Form the foundation of a training plan;
- Enhance skill levels to ensure the implementation of best practice in child safeguarding and child protection;
- Assist in the evaluation of a training plan;
- Ensure that resources are used effectively and efficiently.

### **A training needs analysis should address some of the following questions:**

- What level and type of training are members currently participating in?
- What are the specific training needs of Church personnel in the Church body?
- Who needs to be trained and what level of training is needed, e.g. basic or specific?
- Who are the target groups that need training?
- What methods of delivery should be used, e.g. lecture style, participatory, online training, etc.?
- What are the key roles where training needs to be considered?
- What are the skills gaps?
- How many people need to be trained?
- What is the time frame within which this needs to happen?
- Can the training needs be met locally?
- Can these training needs be met by the National Board via the National Board Training Strategy (Guidance 5.2A)?

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- Are there local initiatives that could provide this training?
- Can the training be delivered locally/nationally?
- Which training programmes should be given priority?
- What additional/external support, if any, is needed to deliver this training?

#### Collecting data for a training needs analysis

Consultation is important before undertaking a training needs analysis. The best people to help the child safeguarding committee to identify what training is required include members of local community/parish councils, local safeguarding representatives, safeguarding trainers, safeguarding tutors, leaders of ministries, Church authorities, DLPs, advisory panels, the National Board, statutory partners, parents/guardians and young people involved in Church activities.

Consultation with these individuals and groups will assist with the identification of training needs. This can be done in a variety of ways, which include:

- **Training:** as part of the basic awareness training that all Church personnel are required to do, participants are asked to identify key areas in which they require further development opportunities. This information should be fed back to the child safeguarding committee by the registered trainer;
- **Evaluation:** as part of any training programme, evaluation (both written and verbal) is critical. It is important that evaluation processes allow participants to reflect on their training needs and that these are communicated to the child safeguarding committee;
- **Meetings with local safeguarding representatives:** opportunities should be provided that allow the safeguarding representatives to share their training needs with the child safeguarding committee;
- **Parish/congregational and diocesan audits:** the annual audit should provide detailed information to allow the child safeguarding committee to identify the training needs of each ministry.

If, during this process, a training need is identified that is not addressed in the National Board Training Strategy, contact should be made with the Director of Training and Support at the National Board to assess whether that training will be delivered nationally.

If, after contacting the Director of Training and Support, the training need will not be delivered nationally, a specific trainer who can provide the required training will need to be identified in discussions with local agencies.

Following completion of this plan, the safeguarding committee should consult with the Church authority to agree a training budget and to prioritise the training needs.

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### 5.2B Template 1: Training Plan

Church body \_\_\_\_\_

Years covered by training plan from \_\_\_\_\_ to \_\_\_\_\_

Target group	Training required	Delivery by local personnel (yes/no)	Delivery by NBSCCCI (yes/no)	When	Location	Cost

#### 5.3A Guidance on the Delivery of Basic Safeguarding Awareness

Current basic child safeguarding awareness is offered in five different programme types. These programmes have been written to meet the learning objectives outlined in statutory guidance in Northern Ireland and the Republic of Ireland (see section on statutory guidance below). The five programmes are:

- 1. Full-day training:** this training lasts five hours and covers the following four areas:
  - What and how we safeguard
  - Creating and maintaining safe environments
  - Recognising, responding, recording and reporting
- 2. Information sessions:** these sessions are shorter in length (three hours), and cover topics including the reporting procedures required under Standard 2.
- 3. Refresher sessions:** These are shorter in length (three hours) and cover the topics listed in the full day training for those who have already attended the full day training previously.
- 4. Mandated Persons Training:** This is a short one and a half hour session specifically for those who are defined as mandated persons in the Republic of Ireland. The content can be delivered as part of the other sessions above.
- 5. Training for Young Leaders:** This is three hours in length and covers the same content as the information sessions but has been designed for young people who are taking on a leadership role with other children or young people.

#### Who delivers the training?

The child safeguarding committee of each Church body should coordinate training and its delivery. The Church authority must ensure that local child safeguarding audits are carried out by local safeguarding representatives, in order to identify Church personnel who require basic safeguarding awareness training. These audits should be examined by the child safeguarding committee, who will make decisions regarding what level of training is required for the personnel, as identified through the local safeguarding audit process. This process is completed using the training needs analysis guidance (Guidance 5.2B), which forms part of the strategic three-year plan for the child safeguarding committee.

**Full-day training, refresher sessions, mandated persons training can only be delivered by trainers who have been registered with the National Board (Guidance 5.3B).**

**Information sessions and training for young leaders are primarily delivered by trainers, but these can also be delivered by local safeguarding representatives who have been trained by trainers registered with the National Board.**

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#### Who is the training delivered to?

Using the information gathered from the local audit, the child safeguarding committee must make a decision as to the level of training required for each person, depending on the extent of their involvement with children. To do this, the following guidance should be used as a minimum requirement:

- For each Church activity that involves children, at least one leader/coordinator must attend the full-day training programme once, thereafter they can attend a refresher session;
- All clergy/religious who are in active ministry with children must attend the full-day training programme once, thereafter they can attend a refresher session;
- Any personnel with a key position of responsibility for child safeguarding must attend a full-day training programme (e.g. DLP, advisor, support person, child safeguarding committee member, advisory panel member, local safeguarding representative) once, thereafter they can attend a refresher session;
- All other Church personnel must be given the opportunity to attend an information session every three years.
- Those that are designated as Mandated Persons by law must have attended the mandated persons session every three years (this content can be delivered as part of the full day, refresher or mandated persons training)
- Those that are young leaders should attend the young leaders training every 3 years.

Regardless of the level of training required, all Church personnel are required to abide by good child safeguarding practice (5.1A Template 1).

#### When should personnel be retrained?

The National Board will update training and deliver this to registered trainers, in line with developments in best practice and new legislation. It is expected that if there are significant changes, the trainers will deliver updates to new and existing personnel in each Church body. How this is delivered can be decided on in consultation with the child safeguarding committee and appropriate child safeguarding personnel.

If updated training is not required, all personnel should be retrained at least every three years. It is the role of the child safeguarding committee to plan how training is delivered; however, this requirement can be fulfilled by shorter refresher sessions, delivered more regularly over a three-year period to cover the content of the full-day training.

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#### Guidance from statutory authorities

The table below outlines the learning objectives required from two pieces of statutory guidance (the Safeguarding Board for Northern Ireland's Child Safeguarding Learning and Development Strategy and Framework; Tusla's Best Practice Principles for Organisations in Developing Children First Training Programmes) and the programme which needs to be facilitated to meet the learning objectives.

Training Type	NI Learning Outcomes	ROI Learning Outcomes
Full Day Training/ Refresher Session	<p>More in depth knowledge of:</p> <ul style="list-style-type: none"> <li>• Values and principles of safeguarding children and young people</li> <li>• Signs and indicators of child abuse and contributory factors</li> <li>• Agency/staff policy and procedures</li> <li>• Reporting procedures</li> <li>• Code of behaviour</li> <li>• Recording skills</li> <li>• Relevant legislation</li> <li>• Services provided by other support agencies</li> <li>• Confidentiality/ Information sharing</li> <li>• Referral process including UNOCINI</li> <li>• Immediate or early intervention</li> </ul> <p>Ability to:</p> <ul style="list-style-type: none"> <li>• Recognise and respond to children's and young people's safeguarding issues</li> <li>• Understand own role and the role of others</li> <li>• Contribute to the assessment and management of risk</li> <li>• Assist in safeguarding and promoting the welfare of children and young people</li> <li>• Understand the importance of own behaviour and boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the Children First Act 2015 and Children First: National Guidance;</li> <li>• Understanding of the role of Tusla and An Garda Síochána in protecting children;</li> <li>• Understanding of the roles and responsibilities of mandated persons as assigned under legislation;</li> <li>• Understanding of the role and responsibilities of designated liaison persons;</li> <li>• Knowledge of the types and features of abuse;</li> <li>• Knowledge of the factors which may make children more vulnerable to harm;</li> <li>• Guidance in responding to a disclosure of abuse from a child;</li> <li>• Reviewed the reasonable grounds for concern and the thresholds for reporting;</li> <li>• Knowledge of the importance of confidentiality and record-keeping;</li> <li>• Knowledge of how to report child protection and welfare concerns.</li> </ul>

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Training Type	NI Learning Outcomes	ROI Learning Outcomes
Information Session	<p>Basic Knowledge of:</p> <ul style="list-style-type: none"> <li>• Signs and indicators of child abuse and contributory factors</li> <li>• Agency/staff policy and procedures</li> <li>• Reporting procedures/processes</li> <li>• Record keeping</li> </ul> <p>Ability to</p> <ul style="list-style-type: none"> <li>• Recognise and respond appropriately to child safeguarding issues</li> <li>• Understand own role and the role of others within their organisation using their safeguarding policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed specific staff and volunteer roles in recognising and reporting child protection and welfare concerns under Children First: National Guidance and the Children First Act 2015;</li> <li>• Reviewed the service's safeguarding policies and procedures for the protection and welfare of children;</li> <li>• Understanding of staff members' roles and responsibilities as mandated persons;</li> <li>• Understanding of staff members' roles and responsibilities as designated liaison persons;</li> <li>• Knowledge of the organisation's procedure when reporting child protection concerns;</li> <li>• Knowledge of the organisation's policies and procedures for recording-keeping;</li> <li>• Knowledge of the standards of behaviour required under the organisation's code of behaviour;</li> <li>• Knowledge of the standards the inspecting bodies require of the service in regard to the protection and welfare of children.</li> </ul>

#### 5.3B Process for the Registration of Trainers with the National Board

In accordance with Guidance 5.3A, delivery of the full-day child safeguarding training programme can only be carried out by trainers who are registered with the National Board. To ensure the quality of training and trainers, a robust registration, support and re-registration process has been established. This is outlined below.

##### **Initial registration (four days training and two days of assessments)**

1. Training to become a trainer lasts four days and is delivered by the Director of Training and Support and other registered trainers and personnel from the National Board and from key statutory agencies.
2. After this training, an assessment is carried out by a tutor or the Director of Training and Support, alongside the other prospective trainers who attended the training course. This assessment appraises the facilitation of one training session by the prospective trainer from the training manual provided by the National Board. Oral and written feedback is given to the prospective trainer to help them identify areas for improvement.
3. An assessment of the full day's training is carried out by a tutor in the setting where the prospective trainer works. At this stage the tutor can recommend the registration of the prospective trainers for three years to the Director of Training and Support.
4. If registration is not recommended, the prospective trainer is given written and oral feedback from the tutor, and a new delivery date is established to carry out another assessment in their local setting. This allows them time to practice and improve on any issues they have.
5. A second assessment in the prospective trainer's local setting is carried out by a tutor who can recommend the registration of the prospective trainer to the National Board for three years. This registration will only be recommended if the prospective trainer has successfully delivered the training session from the training manual, in accordance with the standards identified by the National Board.
6. If registration is again not recommended, the tutor will speak to the Director of Training and Support to identify what further support is needed, prior to a final assessment by the Director of Training and Support.
7. The final assessment is carried out by the Director of Training and Support in the prospective trainer's local setting. If registration is not recommended at this stage, the person concerned cannot carry on the process any further.
8. On successful completion of the registration process, the tutor presents the new trainer with a certificate registering them for three years.



#### Maintaining registration

Once a certificate is issued, following the registration process outlined on the previous page, the trainer is registered with the National Board for three years, **provided they deliver a minimum of one full-day training programme or two information sessions per year** in order to maintain their registration with the National Board.

This training is evidenced by the following:

- At the start of each training session, the trainer asks participants to complete an attendance list (5.3B Template 1);
- At the end of each training session, the trainer asks participants to complete an evaluation form (5.3B Template 2);
- Using the evaluations (5.3B Template 2), a returns form is completed by the trainer for each training event they facilitated. This is then given to the child safeguarding committee, who collate all the returns and forward them to the National Board at the end of every year (5.3B Template 3);
- The National Board will collate the records to ensure that the registration requirements for each trainer are fulfilled.

#### Support

There are twelve tutors across Ireland, appointed by the National Board. Part of their role is to support trainers in their local ecclesiastical provincial area, and to meet trainers in each ecclesiastical provincial area twice a year. Issues or questions around training that the tutor cannot address are communicated to the Director of Training and Support, who meets with the twelve tutors three times a year. Trainers are encouraged to contact the Director of Training and Support if they require any additional support, or if they feel they cannot discuss the issues with their relevant tutor.

#### Re-registration

After three years of registration, the National Board will contact trainers who are affected and outline the process for their re-registration.

#### Re registration of trainers who were registered but left

In this situation the procedure to be followed is outlined below:

- The applicant to be re-registered meets with the Director of Training and Support to familiarise themselves with the changes to training since they have left.
- At this meeting a support plan is put in place where the applicant gets a period of practice with an experienced trainer (ideally in their own Church body) delivering training.
- After an agreed period of time the applicant would be reassessed by a tutor.

The cost associated with this would be made up on the tutor's fee for the assessment and also a re-registration fee. This can be discussed in advance with the Director of Training and Support.

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#### 5.3B Template 1: Attendance List

This form will be held on file in accordance with the data protection policy of \_\_\_\_\_  
\_\_\_\_\_ (insert name of Church body).

The data entered will be used only for the purposes indicated on the form. It may only be accessed by those with responsibility for managing files.

Date of training \_\_\_\_\_

Full-day/information session (delete as appropriate)

Time of training \_\_\_\_\_

Name of trainer(s) \_\_\_\_\_

\_\_\_\_\_

Location of training \_\_\_\_\_

Name	Group

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#### 5.3B Template 2: Evaluation Form

We appreciate you taking the time to complete this evaluation form. Each form is anonymous and will be stored for the purposes of evaluating this training event to ensure the effectiveness of future training.

1. How has this training helped you to understand the seven standards and their applicability to you and your role?

2. How has this training helped you to understand what safeguarding is, and why the Church works to safeguard children and the adults who work with them?

3. How has this training made you aware of the process of recognising, reporting and responding to child abuse?

4. How has this training helped you to understand the practical aspects of safeguarding and your role in safeguarding?

5. Are there any other comments you would like to make, or further training needs that you have identified following this training?

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#### 5.3B Template 3: Training Returns Form

Trainers registered with the NBSCCCI should complete this form after each training session and send it to their child safeguarding committee. The committee is responsible for collating these forms and sending them to the Director of Training and Support at the NBSCCCI by the 1st of April of each calendar year.

The information on these forms will be used to develop statistics for the NBSCCCI annual report, and also to evaluate the current training programme.

<b>Date of delivery</b>	
<b>Name of trainer 1</b>	
<b>Name of trainer 2</b>	
<b>Names of additional trainers (if applicable)</b>	
<b>Type of session (please tick)</b>	Full-day Programme <input type="checkbox"/> Information Session <input type="checkbox"/> Refresher Session <input type="checkbox"/> Mandated Persons Session <input type="checkbox"/> Young Leaders Session <input type="checkbox"/>
<b>Total number attended (excluding trainers)</b>	
• Total number of lay people	
• Total number of priests/religious	
<b>Using the evaluations completed by participants at the training session, please list any areas of the training materials that require updates, revision or additional explanation</b>	

#### 5.4A Guidance on Role-Specific Training for Church Personnel

Child abuse enquiries and national legislation<sup>1</sup> have identified the need for interagency and interdisciplinary cooperation to promote the welfare of children.

The National Board supports this principle of working in cooperation and collaboration with others, and has identified the essential training that is necessary for each child safeguarding role in its training strategy (Guidance 5.2A).

As part of the training needs analysis process (Guidance 5.2B), the national training strategy should be used by Church authorities and safeguarding committees to identify relevant training for each child safeguarding role within the Church body.

Training needs will change continuously, and training in child safeguarding must be an integral part of each diocesan/religious congregation's training plan (5.2B Template 1). The National Board Director of Training and Support will undertake an annual review of the training strategy using training returns forms that are submitted annually (5.3B Template 3), as well as requests for training programmes from Church personnel. If, through the process of training needs analysis, a training need is identified that is not included in the National Board training strategy, safeguarding committee members are encouraged to contact the Director for Training and Support to include this as part of the training strategy.

To promote good communication, the pooling of resources and to ensure quality, the National Board can act as a resource for information on externally sourced training – if the identified training need is not covered in the National Board Training Strategy – by directing members towards recognised training resources, wherever possible.

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<sup>1</sup> *Children First: National Guidance for the Protection and Welfare of Children*, Page 62.

#### 5.5A Guidance on Raising Awareness of Child Safeguarding with Children and their Parents/Guardians in the Church

The participation of children and guardians in child safeguarding awareness initiatives is an important component in safeguarding children. Children and guardians should be actively engaged in Church child safeguarding initiatives, where possible and appropriate.

Child and guardian participation helps to empower children and guardians, to promote awareness of child safeguarding, and to create safe environments where children have 'permission to tell'.

Children's perspectives and experiences help to support efforts to consolidate effective child protection systems and uphold a culture of respect for children's rights in society.

##### **Designing workshops with young people**

When designing workshops for children involved in Church activities, the following should be considered:

- It is important to remember that the discussion of safeguarding with young people must be appropriate to the age level and ability of the children in each group. Any information delivered to them must be designed with this in mind, and it is vital that parents/guardians are made aware of this information and encouraged to participate where possible;
- Safeguarding awareness workshops happen routinely in schools and during youth activities, but young people do not always make the link between what happens in school and its applicability in a Church setting, therefore it is important to reinforce these messages in an age-appropriate way;
- Workshops should be focused on the importance of young people telling someone if they are being hurt; they should not reinforce messages that frighten or upset them;
- Workshops should highlight a number of people whom children can go to report abuse, such as their parents/guardians, teachers, Church group leaders, the DLP, Childline, etc.;
- Attendance records of these workshops, and the plan for the workshop itself, should be retained and stored appropriately.

##### **Skills**

Not everyone has the required skills to work with children and young people, and any work undertaken with them around safeguarding should only be carried out by people who have the necessary skills. Church authorities are encouraged to identify volunteers or professionals within their Church body with these skill sets, should they decide to undertake awareness-raising workshops with young people.

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#### Resources

When developing any work with children, it is important that links are established with relevant people and organisations in the locality. This is done so that their advice and support can be sought, and that any work carried out should be in line with the guidance provided in Standard 1: Creating and Maintaining Safe Environments.

Resources and a workshop for children have been provided for trainers registered with the NBSCCCI. These can be used alongside leaflets and resources contained in Standard 6 (6.2A, Templates 1–4). For further help or support, contact can be made with the NBSCCCI Director of Training and Support.

## standard 5

### training and support for keeping children safe guidance for indicator 5.6

#### 5.6A Guidance on Support and Supervision

Everyone who becomes involved in dealing with child abuse – from whatever angle – requires support. This is most obvious for the person who has been abused, but those whose task it is to assist complainants and their families, or to assist respondents and their families, or to act as parish safeguarding representatives or trainers, or in any other child safeguarding capacity, need to be supported. Some of these people also need to be supervised.

##### **What does support mean?**

The term ‘support’ includes a number of different activities, which allow a person:

- To give encouragement to someone or something because you want them or it to succeed;
- To help someone emotionally or in a practical way.

It can be provided in face-to-face meetings, or by phone calls, emails, etc. It is supportive to let someone know that they are being thought about positively, and that they can seek assistance if they need to.

##### **Who needs support?**

A structure of appropriate support should be made available to all of those affected by child safeguarding in the Church, including:

- The complainant and their family (Standard 3);
- The respondent and their family (Standard 4);
- Lay faithful who have been affected by an allegation of abuse (Standard 4 Guidance 4.2D);
- Priests/religious who are not the respondent, but who have been affected by an allegation of abuse against a colleague (Standard 4 Guidance 4.2D);
- Safeguarding personnel;
- The Church authority.

The nature of the support provided will depend on the need expressed and/or identified. It may vary from outreach, where the initiative is taken to contact and stay in touch, to the provision of information, making counselling available or providing and facilitating a support group.

One way of offering support to priests/religious and safeguarding personnel is through line management accountability



#### **What is line management accountability?**

In the Church context, this can be described as:

- A process designed for you to work with your line manager to ensure and develop the efficacy of working situations;
- An arrangement to discuss your work regularly with this person, formally and informally.

Meetings with a line manager provide the opportunity to consider the individual's actions, behaviours and feelings about their work, together with the line manager's reactions, comments and challenges. The goal is to ensure that the recipient of the ministry provided by the Church body is well served.

Another means of providing support to an individual priest, religious or safeguarding personnel is through supervision.

#### **What is supervision?**

It is important that relevant members of Church personnel who have responsibility for safeguarding children are given the opportunity to attend regular supervision sessions with an appropriate person. It is the responsibility of the Church authority to ensure that an appropriate supervision structure is in place.

According to Hawkins and Shohet (2000), supervision can have three interrelated functions:

1. The educative function, which is concerned with developing the skills, understanding and abilities of the supervisee;
2. The supportive function, which is concerned with allowing the supervisee to understand the emotional impact of the work on his/her well-being;
3. The managerial function, which provides accountability and 'quality control' in work with people.

Supervision can have a number of positive impacts, including:

- Job satisfaction, commitment to the organisation and retention;
- It appears to help reduce staff turnover and is significantly linked to employees' perceptions of the support they receive from the organisation;
- Good supervision is correlated with perceived worker effectiveness and may increase critical thinking;
- It works best when it pays attention to task assistance, social and emotional support, and when it ensures that workers have a positive relationship with supervisors.

## standard 5

### training and support for keeping children safe guidance for indicator 5.6

#### What does supervision entail?

##### 1. Initially, a person is chosen who:

- You believe you can relate to;
- You believe you can trust;
- Has the right skills for what you need.

This can be a mentor or an external qualified supervisor. If you are already receiving good line management, then supervision with a different person can prioritise the other two areas of education and support.

##### 2. A contract or written agreement is produced, which covers:

- Costs;
- Frequency of supervision;
- An agreed meeting place;
- A shared understanding of confidentiality.

##### 3. At the supervision session:

- The supervisee identifies relevant issues that emerged in their work, especially issues that were difficult to deal with;
- The supervisor encourages the supervisee to look at other possible ways of responding to the work issues that they have identified, by reflecting on questions like:
  - What was happening to the supervisee as they worked?
  - What was the relationship like between the supervisee and the people they worked with?
- Learning objectives are set to assist the supervisee on their work.

##### 4. Periodic review:

- Set milestones are agreed at the first session and include a time frame in which the supervision process will be evaluated.

#### Record-keeping

It is important that the supervisor and supervisee maintain an agreed record of supervision, in line with guidelines on the storage and protection of data. At a minimum, a record should be kept of the dates and times that supervision was carried out.