



Child Protection Training Checklist

The New Standards for Child Protection state:

The school has a scheduled programme of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.

- Training is comprised of induction training, full staff training, including volunteers and specialized training for designated child protection roles. This checklist is to ensure training is of sufficient depth and breadth.
- Schools must identify training and professional development opportunities that fit their resources and needs. More information on training can be found on EdPortal.ICMEC.org in [Training for Staff & Volunteers](#).
- Training should be tied to local mandatory reporting requirements and school child protection policies and procedures. All safeguarding measures work together to develop a culture of vigilance and improve safety for staff, children and youth. See EdPortal.ICMEC.org for more information on these and related topics.
- Quality training may be in person or online, and should provide opportunities to identify shared values and create shared understanding around prevention and response to abuse. An ethos of prevention is established when all adults understand and fulfill their role in helping to prevent abuse.
- Delivery of a student abuse prevention curriculum is part of the new accreditation standards.

1. Induction Training

- 1.1 All new employees should be apprised of the school's child protection policies and reporting procedures that adhere to local law as a minimum standard. Whistleblowing provisions and a staff code of conduct should be included in the policy.
- 1.2 Signature of understanding should be required.
- 1.3 The school is responsible for the appropriate training of contractors and service providers in their native language if they are not proficient in English.
- 1.4 Staff should be trained prior to contact with children. It may be necessary to prevent unsupervised contact until background and reference checks are completed and induction training has occurred.
- 1.5 The content of the training should include topics described in 2.1

2. Annual Staff and Volunteer Training Appropriate to Role

- 2.1 Annual staff and volunteer training should include:
 - Definitions, potential indicators of physical and emotional abuse, sexual abuse/exploitation and neglect, and exploration of common myths about abuse
 - Grooming and offender behavior
 - Identification of vulnerable populations
 - Features of peer-on-peer abuse and the range of normal sexual behavior in children
 - Common barriers to reporting
 - Role of the first responder
 - Understanding and implementing a trauma-informed response
 - Protocol and procedures for handling incidents against staff
 - Reporting protocol for suspicion and disclosures of abuse

- 2.2 All training should have as its overriding theme the following: It is the job of all adults to keep children safe. Children cannot consent to abuse and should not be blamed. The first priority is always keeping the victim safe, and all disclosures of abuse should be treated as true, recorded in a central record, and responded to promptly according to policy.
- 2.3 Training should include scenarios or case study examples, small group discussion and time for review and reflection.
- 2.4 Be aware that these topics may be re-traumatizing for some adults. Be sensitive to the needs of staff by offering a supportive atmosphere and time for reflection and discussion.
- 2.5 Ensure senior leadership is present and engaged during training to emphasize support for child protection.
- 2.6 Ensure staff without proficiency in English have access to translation.
- 2.7 Record and track training attendance.

3. Extended Training for Incident Response Roles

- 3.1 In addition to having the resources to perform their safeguarding role, staff with designated child protection response roles should have additional in-depth training. This includes school leaders, HR professionals involved in interviewing and hiring decisions, and members of incident response teams, such as designated board members, and counseling and medical staff.
- 3.2 Staff delivering a student abuse prevention curriculum should have specialized training in prevention education and responding to disclosure.
- 3.3 Specialized training may include topics such as*:
 - Safer recruitment, including interview guidance
 - Additional training in speaking with suspected victims and their families
 - Working with multi-disciplinary teams
 - Implementing an allegation protocol
 - Contextual safeguarding
 - Responding to peer-on-peer abuse and youth-produced sexual imagery
 - Responding to abuse of children with disabilities or special needs
 - Designing and delivering an effective abuse prevention curriculum
 - Promoting a climate of prevention
 - Crisis communication

**This list is not exhaustive.*

4. Parent and Community Outreach

- 4.1 Outreach to the parent community is a critical part of a holistic approach to abuse prevention. Parent and carer outreach may take many forms, including, but not limited to, topic coffees, information nights, parenting classes, guest speaker programs, grade level meetings, and orientation programs.
- 4.2 At a minimum, parents and carers should know:
 - Definitions and possible indicators of abuse and exploitation
 - School's policies and expectations around student and staff behavior
 - How to respond to a child's disclosure of abuse or exploitation
 - Who is responsible for child protection in the school
 - Risk factors for online abuse and how to report it to authorities
 - Local support resources for children and families
 - Content of school's abuse prevention curriculum for students
 - Strategies to minimize risk of child sexual abuse, online exploitation and neglect
- 4.3 Parents and the wider school community should always be considered an integral part of a school's overall child protection program. Parents and students themselves should be enlisted to regularly review and assess safety throughout the school environment.

For more information see [Your Child Protection Training Plan](#) and supporting resources at EdPortal.ICMEC.org.