CPSL

CATHOLIC PROFESSIONAL STANDARDS

CONSULTATION FEEDBACK REPORT

National Catholic Safeguarding Standards

Audit Framework Development

AUGUST 2018

Contents

Acknowledgements

Catholic Professional Standards Ltd (CPSL) acknowledges the lifelong trauma of abuse victims, survivors and their families, the failure of the Catholic Church to protect, believe and respond justly to children and vulnerable adults, and the consequent breaches of community trust.

CPSL thanks all those who took time from their busy schedules to attend a consultation session and many individuals who followed up subsequently with further input or clarification.

CPSL acknowledges the team who developed the consultation methodology and undertook the consultations around the country. The consultations were a joint effort between CPSL and KPMG staff, and this blended team did a professional job within very tight timelines.

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Executive Summary

Context

Catholic Professional Standards Ltd (CPSL) was established by the Australian Catholic Bishops Conference (ACBC) and Catholic Religious Australia (CRA) in response to the Royal Commission into Institutional Responses to Child Sexual Abuse (Royal Commission).

As part of its constitutional requirement, CPSL has developed the *National Catholic Safeguarding Standards* (NCSS), responding to the Royal Commission with the objective of providing the framework for Catholic Church entities to build child-safe cultures and to advance the safety of children across the Catholic Church in Australia. The NCSS are designed to ensure that safeguarding practices are consistent and appropriate across the Catholic Church in Australia.

CPSL management has engaged KPMG to assist with the development of a national audit framework for the NCSS. This engagement includes the development, trial and refinement of the audit framework through consultations and pilot audits concurrent to management's revision of the NCSS.

A key input into the revision of the NCSS is the advice, opinion and view of those most affected by the NCSS. This includes those charged with the responsibility of implementing the requirements under the NCSS, ensuring compliance against the NCSS, and those who can use their personal experiences to critique the effectiveness of the Standards.

Listed below are the four key avenues through which feedback was sought to gain an understanding of the effectiveness of the NCSS:

- An online survey
- General Stakeholder Consultation sessions
- Written email submissions
- Survivor, Family and Advocate Consultation sessions

Over a four week period during June and July 2018, CPSL hosted consultations in cities around Australia to gather feedback on the NCSS and associated audit program. Consultations were hosted in two different formats:

1. General Stakeholder Consultations
2. Survivor, Family and Advocate Consultations

General Stakeholder Consultations were held in each capital city and invited representatives from Catholic organisations, such as religious and clergy, staff working in the child safeguarding and professional standards offices, as well as, representatives from Catholic education, health and social service entities.

Approximately 350 people attended the seven sessions providing feedback in break-out sessions on the audit approach, training required and key challenges facing their organisation when implementing the Standards.

General Stakeholder Consultations were held in:

- Adelaide
- Brisbane
- Darwin
- Hobart
- Melbourne
- Perth
- Sydney

Survivor, Family and Advocate Consultations were held in capital cities as well as two regional centres where institutional abuse, particularly abuse by Catholic clergy, religious and lay people, was especially prominent. These sessions were designed for survivors, families and advocates. These sessions were publicised through a range of support and advocacy groups and advertised in local papers.

Approximately 60 people attended the seven sessions providing feedback on the Standards and the 'child-friendly version' of the Standards, as well as discussing in smaller groups barriers and opportunities for change, including changing culture, effective complaints handling and creating safe spaces.

Survivor, Family and Advocate Consultations were held in:

- Ballarat
- Brisbane
- Hobart
- Melbourne
- Newcastle
- Perth
- Sydney

Objective

The objective of this report is to provide thematic analysis over all feedback received through the consultation sessions. Feedback was varied in form and opinion and has been included and considered in this report in its entirety. Feedback included has not been altered or amended and has been provided verbatim.

This report summarised common themes for consideration at the following levels:

1. General Stakeholder Consultation Feedback
2. Survivor, Family and Advocate Feedback

A register of General Stakeholder Consultation material can be found in **Appendix 1** and a register of Survivor, Family and Advocate Consultation material can be found in **Appendix 2.**

During consultations feedback from participants was noted on a variety of paper-based materials (such as butcher paper, notepads and sticky notes). The contents of this paper-based feedback were transcribed and can be found in **Appendices 3** and **4**.

All feedback has been collated for consideration – CPSL will now determine the appropriateness of actioning any suggested amendments.

Summary of feedback

Through the consultation process, hosted in cities around Australia, CPSL received a diversity of views and opinions across seven General Stakeholder Consultations and six Survivor, Family and Advocate Consultations.

All feedback contained within this report is anonymous as no personal or identifying details were collected.

General stakeholder consultation feedback

Summarised below are key themes identified through the General Stakeholder Consultations. For further detail refer to Section 1 of this report.

Obstacles, challenges and opportunities

Consideration needs to be given to the financial, administrative and personnel strain on organisations in implementing the Standards, as well as, cultural challenges which may be encountered. Participants also identified the NCSS as an opportunity to improve relationships between Catholic organisations and restore confidence within the community.

Audit approach

Option 1: Extended audit was chosen in majority of the general stakeholder sessions in order to build skills and capacity within organisations. **Option 2: Single visit audit** was acknowledged for its efficiency in driving cultural change if CPSL provide the guiding resources and materials for successful implementation of the NCSS. Other considerations noted included distributing a self-assessment tool and funding via a centralised budget instead of an entity pays model.

Training approach

Accommodating different age groups, language and cultural backgrounds and levels of technological (IT) capability were raised as priorities through the General Feedback Consultation Sessions. Child Safety Champions and members of leadership were nominated as needing specialised training.

Questions[1]

General Stakeholder Consultation questions ranged from alignment of Standards to the Royal Commission, to seeking clarification on which material and training would be provided.

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[1] Responses to all questions, including questions on notice, will be posted on CPSL website – www.cpsltd.org.au

Survivor, family and advocate consultation feedback

Summarised below are key themes identified through the Survivor, Family and Advocate Consultations. For further detail refer to Section 1 of this report.

Key challenges

Appropriately publicised and accessible complaints handling processes and protection for whistle blowers were identified as priorities. The importance of leadership tone for ensuring safe spaces and change of culture was highlighted.

Standards and the child-friendly version of the Standards

Changes to wording of the Child Friendly Standards were offered by participants to ensure they are accessible to people of all ages and cultural backgrounds. Specific changes to the Standards were also suggested such as a requirement to reconcile and acknowledge the past.

Questions[2]

The independence and effectiveness of CPSL was questioned multiple times throughout the Survivor, Family and Advocate Consultations. Coverage of the Standards was also a priority, specifically when vulnerable adults will be included and the relationship of the NCSS with government requirements.

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[2] Responses to all questions, including questions on notice, will be posted on CPSL website – www.cpsltd.org.au

GENERAL STAKEHOLDER FEEDBACK

During the General Stakeholder Consultations, feedback was received in breakout sessions which were prompted by three topics and questions.

Transcribed General Stakeholder Consultation notes can be found in full in **Appendix 3.**

All feedback contained within this report is anonymous as no personal or identifying details were noted throughout the feedback process.

Obstacles, challenges and opportunities

The first topic discussed during breakout sessions was a brainstorm of the obstacles, challenges and opportunities facing organisations in implementing the Standards. The following slide (Figure 1: Obstacles, challenges and opportunities breakout slide) was presented to participants:
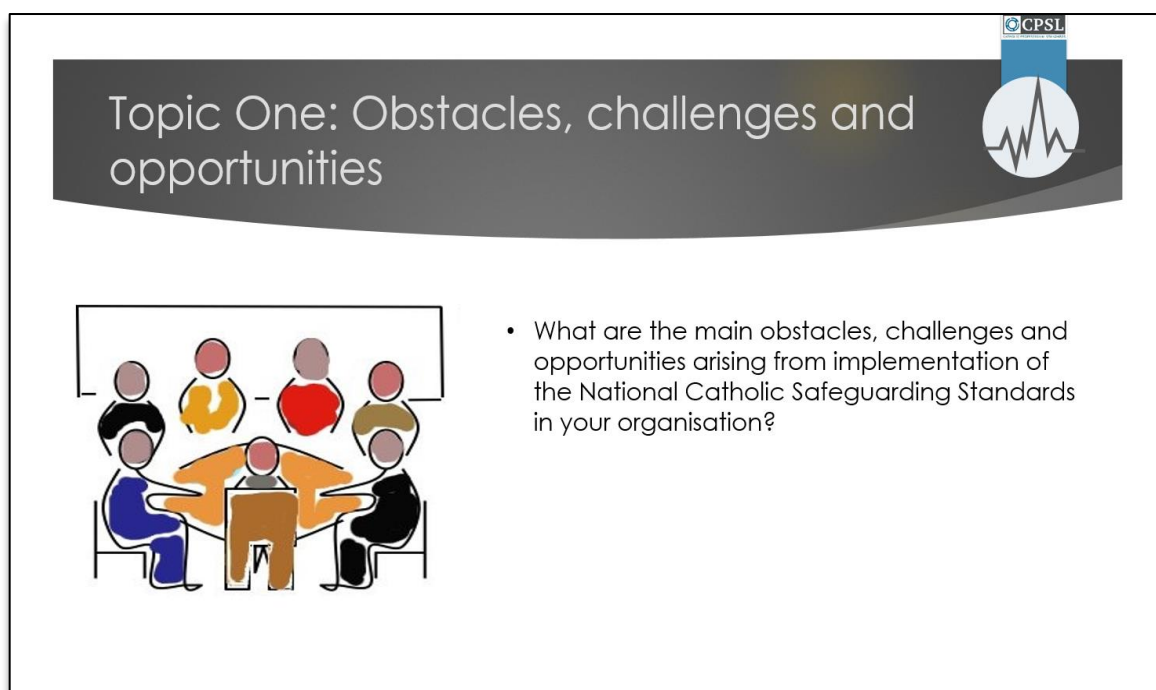
Figure 1: Obstacles, challenges and opportunities breakout slide

Summarised below are the key themes of feedback collected through the consultation process.

Obstacles

Financial, administrative and personnel constraints:

- Church entities in rural areas or which are small in size raised concern of being under-resourced.
- The risk of overburdening individuals who work between multiple organisations was raised.
- The risk of overwhelming volunteers when expecting understanding and adherence to the Standards and associated regulation.

Leadership and regulatory concerns:

- Concerns of duplication or inefficiency when expected to align to multiple or conflicting requirements, standards or government regulations.
- Lack of a unified voice for the Catholic Church in Australia.
- Credibility of CPSL's audit process when assessing Catholic entities was questioned.

Cultural and geographical barriers to practically implement the Standards:

- Cultural change and new ideas in organisations with an older demographic was raised as a barrier to successful implementation of the NCSS.

- Acknowledging and managing different languages, values and rituals across Australia's multicultural society, including clergy immigrating to Australia from different cultures was highlighted as challenging.

- Practical implementation and audit of Standards in overseas ministries was questioned.

Challenges

Ease of implementation and accessibility of the Standards:

- Identifying who is responsible for implementing safeguarding procedures.

- Communicating and implementing child safeguarding processes throughout the broader community.

- Implementing effective child safeguarding processes in a short time frame.

- Difficulty in understanding the audit process and what is required of an entity during the audit process.

Cultural challenges impacting the implementation of the Standards:

- Fears and concerns were raised suggesting that organisations may withdraw from contact with children to avoid implementing the Standards.

- Managing past offenders still within the community was noted as challenging due to longstanding cultural inhibitors inherent to Church leadership.

- Identifying and managing individuals who do not agree with the Standards and ensuring consistent implementation.

- The risk that the Standards do not promote cultural change, rather the Standards become a box-ticking exercise.

Structural and regulatory challenges for the Standards:

- Dependent on the type, purpose and mission of Church entities, contact with children varies, and governing structures differ, making it difficult to apply Standards consistently.

- Acknowledging and managing canon law and theological views when implementing the Standards.

- Views were expressed that the identification and management of incorporated ministries and entity relationships is not currently addressed sufficiently in the Standards.

Opportunities

Building capacity and skills within Catholic organisations:

- Organisations voiced the value and importance of best practice documents and procedure including case studies being provided to aid in the implementation of the Standards.

- Many felt that training materials and resources should be provided prior to audit commencing for optimal preparedness and should be tailored to different types of entities.

- Importance of Church personnel and volunteers receiving training, particularly to assist in cultural change.

- Providing a self-assessment tool for each organisation to access and subsequently educate themselves.

- Suggestions were made to enhance the professional development and training for clergy.

Improving trust and confidence within the community:

- It was suggested that rules and regulation would drive cultural change in the Catholic Church and wider community, as well as improving relationships between Catholic organisations.

- The Standards and subsequent audits were noted as a key trigger to rebuilding trust in Catholic organisations and improving perception among the community.

Opportunities emerging from the Standards:

- Many noted the Standards posed an opportunity to drive consistency and transparency between and within Catholic organisations.

- Opportunities to implementing Standards in a phased approach and integrate Catholic principles into the Standards were raised by participants.

Audit approach

During breakout sessions, participants were asked to discuss two potential audit approach options; **Option 1: Extended audit** and **Option 2: Single visit audit.** Participants were provided the following slide (*Figure 2: Audit Approach Breakout Slide*) to prompt discussion:
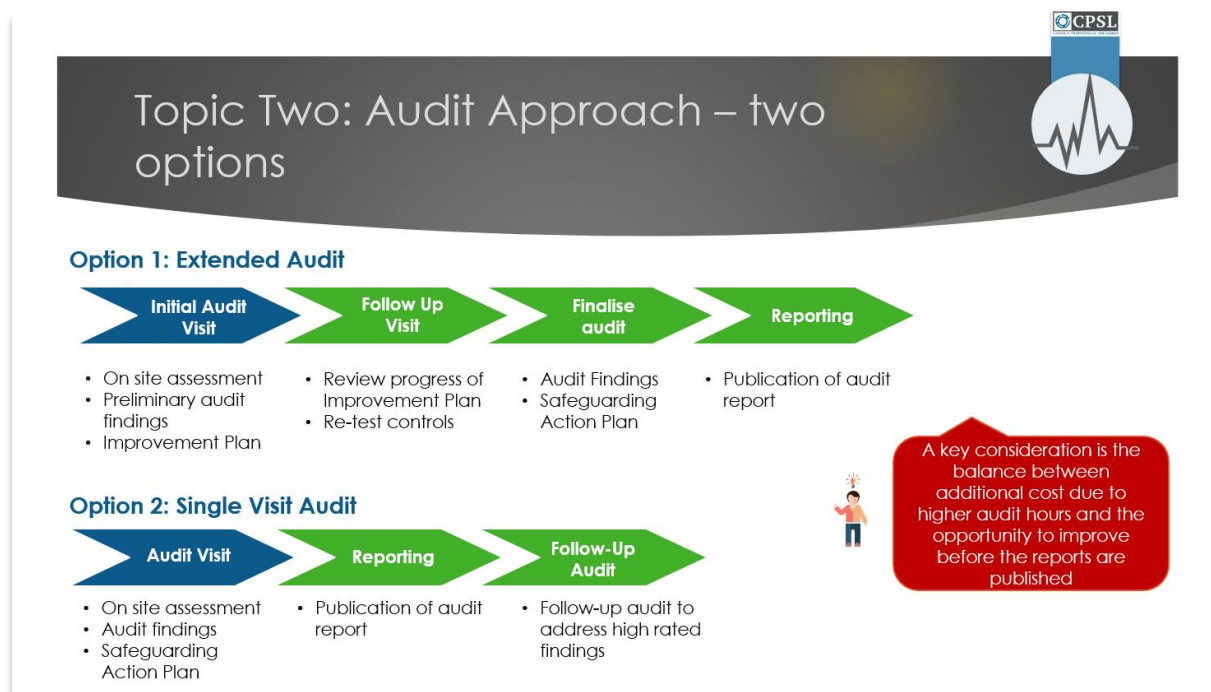
Figure 2: Audit Approach Breakout Slide

Option 1: Extended audit

Option 1: Extended audit was chosen in majority of the General Stakeholder sessions in order to build skills and capacity within organisations. Participants expressed their desire to develop and improve. This option was favoured for its focus on continuous improvement and collaborative learning with CPSL/auditors. Many participants were concerned at the prospect of publicly reporting without the opportunity to improve.

Option 2: Single visit audit

Option 2: Single visit audit was acknowledged for its efficiency in driving cultural change if CPSL provide the necessary resources and material prior to audit roll-out. However, most participants did not select this as their preferred option and selected **Option 1: Extended audit** in order to build skills and capacity within organisations.

Other considerations

Self-assessment tool

The strain on organisational resources was acknowledged and multiple participants raised a potential third option, distributing a self-assessment tool available online or by mail to organisations before a single visit audit. This would function as a more collaborative approach and allow organisations to build capacity and train individuals when self-assessing themselves against the Standards. This would

promote preparedness and allow for self-improvement prior to the formal audit process commencing.

Dynamic audit approach

A dynamic audit approach was also suggested, allowing audits to begin as **Option 2: Single visit audit** but having the opportunity to converting to **Option 1: Extended audit**.

Participants also suggested giving organisations the option of choosing between **Option 1: Extended audit** or **Option 2: Single visit audit** dependent on their own self-assessed maturity against the Standards.

Funding via a centralised budget

Fairness was raised as a concern as many small organisations may not be able to afford **Option 1: Extended audit** in contrast to their larger counterparts. A centralised budget to fund the audit approach was suggested as an alternative to the user pays model. A payment plan for organisations was also requested to manage the extra financial strain.

Importance of training

Participants identified culture as the most important factor in keeping children safe in Catholic entities across Australia, requesting sufficient training to help meet the requirements of CPSL audits. Managing reluctance by organisations to be audited was also raised as a potential issue in conducting audits.

Training approach

The third topic discussed during the breakout sessions was CPSL's training approach, specifically focusing on:

- identifying priority areas for which training materials must be developed
- identifying which groups or individuals most needed training
- seeking recommendations on which tools or templates to provide organisations.

The following slide (*Figure 3: Training Approach Breakout Slide*) was presented to participants:

Figure 3: Training Approach Breakout Slide

Summarised below are the key themes of feedback collected through the open consultation process.

Priority areas for training

The following areas were raised by participants for CPSL to consider when developing training in the implementation of the Standards:

- accessibility for different age ranges, disabilities and language/cultural backgrounds
- accommodating for different levels of IT capability
- assisting already under-resourced organisations to implement training practices
- ensuring training is regular and ongoing, rather than one-off training
- training through various forms of social media focusing on how to protect children and manage their access to online platforms
- acknowledging and understanding the different reporting requirements in each state and how to work across jurisdictions.

Groups or individuals who require specialised training

The following groups or individuals were noted by participants as needing specialised training:

- personnel and volunteers on parish front line
- children and young adults
- nominated child safety champion
- organisational leaders
- clergy as a collective need specific training accommodating for religious work.

Useful tools and templates

Participants noted the following suggestions for tools and templates to be developed to aid in the successful implementation of the Standards:

- best practice material from organisations with good child safety practices such as Scouts Australia (NSW division)
- scenario examples of common child safety violations and ensuring case studies are age appropriate
- content tailored to different types of organisations with different legislative and regulatory requirements, levels of contact with children or governance arrangements
- Working with Children Check and Police Check procedures
- tools utilised by organisations to monitor training completion and expiration of personnel and volunteers.

SECTION TWO

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SURVIVOR, FAMILY & ADVOCATE FEEDBACK

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Across the six Survivor, Family and Advocate Consultation Sessions feedback was received during discussions in small groups on two topics:

1. Standards and the Child Friendly Version of the Standards

2. Key Challenges of implementing the Standards.

Transcribed Survivor, Family and Advocate Consultation notes can be found in full in **Appendix 4**.

All feedback contained within this report is anonymous as no personal or identifying details were noted throughout the feedback process.

Key challenges

During breakout sessions, participants were asked to identify barriers and opportunities to change, focusing on:

- changing culture
- effective complaints handling
- creating safe spaces

Changing culture

Participants gave the following feedback relating to successfully changing the culture of Catholic organisations, leadership and broader communities.

- Providing ongoing training for individuals including practical elements such as scenario examples and case studies.
- Improving female representation through supporting women and including them in processes such as altar servers.
- Providing additional structure in church entities for lay people to be involved and contribute to decision making.
- Respecting the voice and opinion of children to a greater extent in church entities through additional engagement.
- Providing education to children of their rights and avenues of support.
- Not overburdening children with excessive responsibility and commitment.
- Requiring the Church to acknowledge the mistakes in the past and reconcile history.

Effective complaints handling

Participants gave the following feedback relating to effective complaints handling, of both current and historical concerns, incidents and complaints.

- The process to make complaints needs to be readily accessible and easy to use for individuals of different language and cultural backgrounds and technological capability.
- There needs to be a facility for whistle-blowers to make complaints and adequate protection for those who use it.
- The complaints policy needs to include response time frames and facilities for appeal to protect against mishandling.
- Independent oversight or review of complaints handling needs to occur, especially in small or rural communities.
- Providing support for the person making the complaint is integral to the complaints handling process, encouraging people to make complaints.

Creating safe spaces

Participants gave the following feedback relating to creating safe spaces within Catholic organisations and broader communities.

- Concern that Catholic organisations with a limited number of personnel and volunteers prevents adequate supervision.
- Leadership tone promoting safe spaces and child safety initiatives is integral in Catholic organisations.
- Consideration of other forms of abuse that may occur including physical, moral and ethical abuse.
- Online environments are difficult to monitor and ensure safety, especially for those individuals without skills in dealing with technology.

Other challenges

Participants gave the following feedback in relation to other challenges within Catholic organisations.

- Lack of independent support services such as counselling for survivors of psychological abuse and grooming.
- Survivors would appreciate a support group and network of people to share their experience.
- Policies and procedures within Catholic organisations need to be accessible and easy to understand. Attendees requested increased visibility of lines of accountability and reporting structures.

Standards and the child-friendly version of the Standards

General feedback was received for both the Standards and the child-friendly version of the Standards, as well as detailed feedback relating to specific standards as presented below:

General feedback – child-friendly Standards

Participants gave the following feedback relating to the content of the child-friendly Standards.

Content:

- Use of the word abuse in the child friendly standards is not appropriate for children and should be removed.
- The child friendly standards should include wording inviting children to share their stories and feel welcome not to keep secrets.
- Wording should be expanded to include children's friends and families to ensure the child friendly standards promote a collaborative approach.
- Use of the term 'trusted adult' in the child friendly standards should be substituted for 'an adult you feel safe with'.
- Review the use of words in the child-friendly standards such as 'risk minimisation' for 'their suitability for children'.

Format:

- The child-friendly standards are not accessible and easy to use. They are too long and difficult to read, making them inaccessible to some people.
- Pictures and colours need to be incorporated to a greater extent to facilitate ease of use.

Tone:

- The risk language used throughout the standards isn't suitable for children or easy to use.

Detailed feedback - specific Standards

Standard 1: Committed leadership, governance and culture

Participants felt that Standard 1 did not adequately address the importance of reconciling and acknowledging the past, including historical cases of sexual abuse and subsequent handling of concerns/complaints by Church leadership.

Standard 2: Children are safe, informed and participate

Feedback requested ongoing training and education to help ensure children are informed and that they participate in decisions that affect them.

Standard 3: Partnering with families, carers and communities

Participants said the word 'promoting' is not suitable for use in the description of this standard and suggested it be removed.

Standard 4: Equity is promoted and diversity is respected

Participants did not provide feedback relating to standard 4 specifically.

Standard 5: Robust human resource management

Participants did not provide feedback relating to standard 5 specifically.

Standard 6: Effective complaints management

Participants suggested clarifying how canon law obligations are managed.

Standard 7: Ongoing education and training

Participants did not provide feedback relating to standard 7 specifically.

Standard 8: Safe physical and online environments

Participants did not provide feedback relating to standard 8 specifically.

Standard 9: Policies and procedures support child safety

Participants did not provide feedback relating to standard 9 specifically.

Standard 10: Regular improvement

Participants did not provide feedback relating to standard 10 specifically.

APPENDICES

Appendix 1:
Register of general stakeholder consultation material

Below is the reference table for feedback collected from the General Stakeholder Consultations. It includes the Consultation Session from which it was collected and a brief description of the method and content.

The reference in **bold** can be found through the appendix where the piece of feedback appears, enabling the reader to trace a single piece of feedback through the different sections. All feedback contained within this report is anonymous as no personal details or identifying details were noted throughout the feedback process.

Ref	Location	Description
M_BP1	Melbourne	Obstacles/Challenges & Obstacles Butcher Paper
M_BP2	Melbourne	Obstacles/Challenges, Audit Approach & Training Methods Butcher Paper
M_BP3	Melbourne	Obstacles/Challenges, Audit Approach & Training Methods Butcher Paper
M_BP4	Melbourne	Obstacles/Challenges & Audit Approach Butcher Paper
M_BP5	Melbourne	Obstacles/Challenges, Audit Approach & Training Methods Butcher Paper
M_BP6	Melbourne	Obstacles, Challenges & Audit Approach Butcher Paper
M_SN1	Melbourne	Training Methods Sticky Notes
M_NP1	Melbourne	Obstacles/Challenges, Audit Approach and Training Method Note Pads
H_BP1	Hobart	Training Method Butcher Paper
H_BP2	Hobart	Training Method /Templates Butcher Paper
H_BP3	Hobart	Challenges Butcher Paper
H_BP4	Hobart	Training/Templates/Audit Approach Butcher Paper
H_BP5	Hobart	Training, Obstacles and Challenges Butcher Paper
D_BP1	Darwin	Obstacles and Challenges Butcher Paper
D_BP2	Darwin	Audit Approach Butcher Paper
D_BP3	Darwin	Training Butcher paper
D_BP4	Darwin	Challenges/Opportunities Butcher Paper
D_BP5	Darwin	Audit Approach Butcher Paper
D_BP6	Darwin	Training Butcher Paper
D_BP7	Darwin	Challenges Butcher Paper
S_BP1	Sydney	Training Butcher Paper
S_BP2	Sydney	Challenges/Obstacles Butcher Paper
S_BP3	Sydney	Audit Approach Butcher Paper
S_BP4	Sydney	Training/Audit Approach Butcher Paper
S_BP5	Sydney	Challenges & Opportunities Butcher Paper
S_BP6	Sydney	Training and Tools Butcher Paper

Ref	Location	Description
S_BP7	Sydney	Obstacles Audit Butcher Paper
S_BP8	Sydney	Audit Approach Butcher Paper
S_BP9	Sydney	Auditing Butcher Paper
S_BP10	Sydney	Obstacles/ Challenges Butcher Paper
S_BP11	Sydney	Challenges/Opportunities Butcher Paper
S_BP12	Sydney	Obstacles/Challenges Butcher Paper
S_NP1	Sydney	Audit Approach Note Pad
S_NP2	Sydney	Obstacles/Challenges Note Pad
S_NP3	Sydney	Training Note Pad
P_BP1	Perth	Challenges/Opportunities/Audit Approach Butcher Paper
P_BP2	Perth	Challenges/Audit Approach Butcher Paper
P_BP3	Perth	Training Butcher Paper
P_BP4	Perth	Obstacles/Challenges/Opportunities Butcher Paper
P_BP5	Perth	Obstacles/Challenges/Opportunities Butcher Paper continued
P_BP6	Perth	Audit Approach and Training Methods Butcher Paper
P_BP7	Perth	Audit Approach and Opportunities and Challenges Butcher Paper
P_BP8	Perth	Audit Approach and Training Butcher Paper
P_NP1	Perth	General Comments Note Pad
P_MS	Perth	Media Summary
H_QL	Hobart	Hobart Stakeholder Question List
M_QL	Melbourne	Melbourne Stakeholder Question List
B_QL	Brisbane	Brisbane Stakeholder Question List
P_QL	Perth	Perth Stakeholder Question List
S_QL	Sydney	Sydney Stakeholder Question List
B_BP1	Brisbane	Audit Approach Butcher Paper
B_BP2	Brisbane	Opportunities and Challenges Butcher Paper
B_BP3	Brisbane	Challenges Butcher Paper
B_BP4	Brisbane	Audit Approach Butcher Paper
B_BP5	Brisbane	Opportunities and Challenges Butcher Paper
B_BP6	Brisbane	Audit Approach and Training Methods Butcher Paper
B_BP7	Brisbane	Opportunities and Challenges Butcher Paper
B_BP8	Brisbane	Training methods Butcher Paper
B_BP9	Brisbane	Audit approach Butcher Paper
A_BP1	Adelaide	Obstacles and Challenges Butcher Paper

Ref	Location	Description
A_BP2	Adelaide	Challenges Butcher Paper
A_BP3	Adelaide	Opportunities and Challenges Butcher paper

Appendix 2:
Register of survivor, family & advocates consultation material

Below is the reference table for feedback collected from the Survivor, Family and Advocates Consultations. It includes the Consultation Session from which it was collected and a brief description of the method and content.

The reference in **bold** can be found through the appendix where the piece of feedback appears, allowing the reader to trace a single piece of feedback through the different sections. All feedback contained within this report is anonymous as no personal or identifying details were noted throughout the feedback process.

Ref	Location	Description
E19_MM	Ballarat	Email from attendant to Ballarat Survivor Session with reflections
Bal_Ad1	Ballarat	Attendance List and Media information
Bal_NP1	Ballarat	Training Suggestions notepad
Bal_NP2	Ballarat	Child Friendly Standards notepad
Bal_NP3	Ballarat	Duty of care note pad
Bal_NP4	Ballarat	Opportunities and Challenges Note Pad
Bal_SN1	Ballarat	Child Friendly Standards sticky note
Bal_SN2	Ballarat	Child Friendly Standards and Changing culture/complaints sticky note
M_NP1	Melbourne	General Comments Note Pad
M_NP2	Melbourne	Standards and question list Note Pad
M_NP3	Melbourne	Question List Note Pad
H_QL	Hobart	Question List
M_QL	Melbourne	Question List
B_QL	Brisbane	Question List
N_QL	Newcastle	Question List
S_QL	Sydney	Question List
B_ES	Brisbane	Email Summary
H_NP1	Hobart	Key challenges, changing culture and complaints Note Pad
SN_ES1	Sydney & Newcastle	Key challenges Email Summary
N_NP1	Newcastle	Key Challenges, Standards, complaints and creating safe spaces note pad
S_NP1	Sydney	Standards, Key Challenges, changing culture and safe spaces note pad
S_NP2	Sydney	Complaints note pad
P_E1	Perth	Email notes

Appendix 3:
General stakeholder consultation material (transcribed)

Feedback included in this appendix is general in nature and has not been altered or amended. It is therefore provided verbatim and does not represent our words, opinions or view. All feedback contained within this report is anonymous as no personal or identifying details were noted throughout the feedback process.

The reference on the left hand side in **bold** can be used to trace the piece of feedback through the appendix.

Further details can be found in Appendix 1 containing the register of General Stakeholder Consultation Material.

Obstacles and challenges

Ref	Feedback
M_BP1	• Time and timing (schools) • Knowledge base (parishes) • Costs for different size organisations eg parish PJP Diocese • Increased work load • WWC (resistance to change) • Levels of support lacking (structures within the entity**)** **Challenges** • Mechanisms to manage 'rogues' • Support individuals • Promote community
M_BP2	• Differing types of organisations and governance structures • Rules and regulations are driving force for cultural change • Messaging about cultural change needs to be emphasised • Confusion about which standards to follow: education already has 7 standards • Confusion about which government criteria to meet • Lack of unified voice for Catholic Church: Bishops have differing opinions
M_BP3	• Duplication with other standards – why aren't other/all national standards adopted • Will this just stop children's services? The kids will be worse off • Challenge with confession • Aging organisation with lack of enthusiasm for this • Resourcing and support • Complexity • Language-driving fatigue and not change • Consultation around cultural changes
M_BP4	**Challenges** • Establishing process (new diocese) • Central approach • Helping people understand safeguarding and the importance of different cultures • Australia wide • Standards: need for consistency • Cultural differences • Resources: Support, relationships, advice • Relate to all the other ministries • Teaching a new language: way of thinking, link to ministry living • Helping investigates

Ref	Feedback
	Opportunities • Baselines Assessment

M_BP5	**Challenges**
	 • Rural dioceses – fall outside the radar
	    • Rely on volunteers
	    • Relationships with metro needs strengthening
	    • Compliance understanding/competency
	 • Education to change hearts and minds: shift culture
	    • Buy-in (attendance today is low)
	    • Focus on safety of children/vulnerable people: then move to audit
	 • Sharing expertise, knowledge
	    • From schools, parishes
	    • Information flow: A lot to leverage from schools are their processes
	 • Congregations: How to audit a congregation
	    • Volunteerism
	    • Not child facing: making sure the Standards can be considered
	 • Where do individuals fit? Classifying individuals, who is responsible for example one person could be audited in 4 places?
	 • CPSL: Independence perception
	 • Government approach?
	 • CPSL brief needs to be broadened, government overlay & trust in CPSL
	 • CPSL's voice:
	    • National conversation
	    • Need to engage the government
	 • Rebuild trust: Self-regulation? Sceptical
	 • Capacity and capability of parish
	    • Small parishes have low staff numbers, not compliance trained
	    • Geographical limitations
	 • Relationships between small & large: no formal structures to enable collaborations

M_BP6	**Leadership** • Not just intellectual • Speak truth to power • Including government **Challenges** • 'I don't need this', not relevant. You're telling me how to do my job • Especially when not working with children, even the board • Working in vacuum • Fear/lack of understanding • Not everyone has knowledge or skills • Need more than training • Older people • Parish/Volunteers: burden, turnover of skills • Risk of compliance driven sabotage, not spirit
M_NP1	• Need social support for the parishes: can CPSL do this? • Are we moving into the audit space too quickly? Are we building capacity? • Should we have a slide on building capacity and education? • Will the declaration of Compliance and Assurance for regulated activities imply an exemption from CPSL audit, egfor community service organisations?

Ref	Feedback
H_BP3	- Supervision framework: embedding safeguarding - Priorities: Management senior/executive same for all top down approach - Front line managers
H_BP4	- You need a consistent set of standards across the Church - Better practice should be recognised - Adapt to each context - Tier 1, 2 categories - Evidence guide provides options - Category system: working with children - Aiming for best practice
H_BP6	- Complaints - HR - Church Authorities - Communities
D_BP1	- Lack of knowledge of Standards: Education of community ** - Cultural challenges: - Multicultural society - Indigenous: language, cultural - Small communities: under resourced, difficulty in getting personnel - Large area small population: geographical challenges - Acknowledging different cultural groups including different indigenous groups
D_BP4	- Resourcing to drive the implementation - Volunteers implementing/understanding the work - Clear indicators of what is required - Understanding the local culture will to apply the Standards right - It's so large/big - Standards should be phrased implementation/approach - Parish involvement to identify activities that Standards app: turnover of leadership - Multicultural requirements
S_BP2	**Challenges** - Mapping of accreditation - Detail of the Standards and indicators, particularly for small groups. Areas/diocese etc. - Language: parts of - Tick the box exercise? - Skill level - Some congregations will not be able to comply due to aging etc - Performance vs prescriptive - Enormous amount of work at Parish level - Some standards are more important than others, not all are equal - Need to lead by change in culture - Audit Objective ideas **Obstacles** - Working in national/state rules - How many shareholders have a significant interest: need to drive - Change of culture - Parishes are struggling: dwindling number - Wrong Driver! - Compliance does not necessarily change culture and practice

Ref	Feedback
	Opportunities • Working in with national state • Compliant with may organisations already • Accredited with other bodies • Embed Catholic principles • Consistent direction • Important standard and leadership • Capacity building
S_BP5	• Overseas missionaries and compliance and risk management planning for this (legal liability and whether does the risk lie) • Cultural shift that needs to take place to share information and understand 'we're all in this together' • Understanding who is actually accountable • Resourcing challenges • Opportunity within organisations: forced collaboration on a process • Opportunity for professional learning for adults and children • Opportunity to finally get the house in order • Opportunity for culture to overtake hierarchy
S_BP7	**Obstacles** • Identifying interdependencies and who holds accountability • Resources for smaller organisations • How do we empower children vs empower adults to speak up **Challenges** • Diversity of Catholic organisations • How far do we go in checking suitability: students, visiting persons **Opportunities** • Strengthen understanding of justice, human dignity and compassion • To improve both the Church's culture but the broader cultural attitude to child safety • Sharing of best practice
S_BP10	• Lack of awareness • Communication across • Staying up to date • Small congregation: lack of people, resources, balance • Don't have children/adults • Royal Commission overwhelmed, shut down, how empower • Capacity • Credibility/auditing: public view: CPSL helping Church, tension • How move away from ticking boxes • Fatigue: lost of another one? **Impact of Royal Commission** • Suicide: lack of recognition. Healing from within • Media • Would like to see what is being doing well - little do I read about this • Engagement with perpetrators/where they fit/want to contribute • Cynicism around who safeguarding for • Care for respondents • Looking at how? • Aged perpetrators

Ref	Feedback
	• Communication with parishioners • Secondary victims • Cost? Time & energy • Head offices • Accountability survey ○ Are the congregations responsible? Who is responsible, lots of assumptions • Record keeping • Cultural: why we need to know. Overseas ministries: no legal responsibilities • Congregation of responsibility • Different states/territories, very confusing **Opportunity** • Safer environment • Improve communication • Deeper/greater conversation • More external • House in order: structure • Rebuild trust • Positive teachings of Church • Creative approach • Distortion – man/processes • Legal? Redress/response
S_BP11	**Reactive** • Historical matters • Hard to find the time to achieve the volume of the work and timeline • Geographic location • Extent of how you go about • Ground up • Realistic timelines • Publishing audit reports when the job is massive **Proactive** • Sharing CPSL best practice at grass roots level • Engage people • Opportunity to show change is happening • Can't accept no • Proactive way, action greater than words
S_NP2	• International operations of entities: how will they be audited? Accounted for? Tonga, PNG? Don't have working with children's check • Organisations that don't have impact with children, how will this be audited • Communicate safeguarding processes through school affiliated communities • Further clarification needed in relation to organisations/ministries and their control with children • For clergy, what line is down for when the Standards apply? • For entities that don't usually have children, how will temporary/not often visits be handled? • In an office with no direct contact with children • Sisters: don't want dealing with children hampered • Different organisations have different ways of dealing with this, needs to be accounted for • Can this be reflected in the Entity Level Agreement • Who holds the ultimate responsibility? Chair of the boards? • Congregations/organisations will have different accountabilities

Ref	Feedback
	• Small groups/prayers groups that come in not very often • Self-assessment tool for each congregation to access/teach themselves

S_BP12	**Challenges**
	• Difficult to mobilise in a short time frame
	• How will consistency be achieved: will accreditation be consistent, what about the earlier audits, who get a light touch?
	• More pilots so changes can come through and then formalised and consistent
	• Resources need to be deployed
	• People need to be clear on what they will be audited
	• Implementation period: need time to embed
	• Parishes are not companies
	    o Structure does not support implementation
	    o Financial constraints
	    o Emotionally battered
	• Existing compliance structures are overwhelming
	Opportunities
	• Best practice resources, forms, templates
	• Communication, strategy 'PR exercise'
	• Working being done, journey to go under
	• Make visible work being done
	• Timing of audit
	• Giving organisations time to achieve what is intended
	• Develop audit manuals: specific to industries
	• Webinars: disengaging
	• Face to face learning
	• Have another consultation before the end of the year
	• Implementation meeting to support the safeguarding person prior to the audit roll out
	• Training at many levels
	• Audit recommendation follow up
	(acknowledge what is existing)
	• Standards: make clear what is applicable and when
	• Training and resources first: setting you up for success
	• CPSL: policing and accounting: public perception
	• Ombudsman relationships
	• Case study resources
	• How does a school or parish meet this requirement?
	• Practical demonstration

P_BP1	**Challenges/Opportunities** • Remote challenges: more support required • Changing culture of acolyte through training • Working alongside with the school, link with CEO • Promoting safeguarding better • Systems to flag movements • Partnerships • Values to foster the right culture
P_BP2	• Distance: geographical dispersion (1,000km between dioceses) • Resources, travelling (costly) • Small parishes: but still risks running sacramental programs

Ref	Feedback
	○ Implementation of Standards: does diocese have a replacement. Everything and smaller parishes only do what is appropriate ○ Professional Standards training: clear roles and responsibilities ○ Contact lists ○ Engagement protocols - Key for priests to be on board to drive consistency - Overseas priests: limited understanding (different culture): overseas seminary studies 'I'm not the parish priest'- doesn't apply to me - Will take time to become normalised - Professional development and professional supervision for priests ○ Need to operate under a profession ○ Look at it as a vocation rather than a career ○ Rely on others to do things for them, eg friends ○ Need to keep record of hours: hold accountable - Challenge to engage clergy and religious
D_BP7	- Communication: ○ No email, word of mouth, language, not a priority, what does equity mean? ○ Cultural difference (35 in a house: volatile – alcohol/violence) ○ Don't want to talk about: taboo, interventions ○ Engage: when people have backgrounds of hurt due to previous intervention approach ○ Not same exposure - How do you maintain commitment? - Whatever the difficulties are we need best practice child safety in community - Can't eliminate all risk, how do you deal with it? Effectively/timely!
P_NP1	- Extended audit: better for capacity building ○ Monitored by organisations, however level of support is different - Culture: biggest challenge: impetus for the Diocese: where does it come from? - Multicultural priests: issue of different cultures ○ Bring them in without indoctrination or training - Opportunities: open conversations with the community for engagement and awareness - Early 2019 for Benedictine Community of New Norcia
B_BP2	- Making families/communities area - Non-ministry Sisters of Mercy: what are their obligations, context with children, where do they sit? - Geographical dispersion - Resource limitations - Driving consistency and transparency - Same 'standards' and audit program as public schools "why have something different" - Managing perception: deviating from norm - Everyone responding as individuals - One body which oversights all child protection standards - Education: undertaking own audits not required by legislation
B_BP3	- Timing of audit program roll out - Investment in education to bring awareness: 'why is child protection important?' - Drive transparency get better buy in - Connect to domestic abuse/violence

Ref	Feedback
A_BP1	• Theological issues: restrictions on places and people/roles of priests and the training requirements etc (eg: priests floating across boundaries, reading, more training for certain roles • Administrative burden on priests, especially for the older generation who really want to focus on the ministries, they are running a 'mini-business' with little training or experience • Culture • Supervision: capacity and availability • Child safeguarding not part of formation, training • Complexity of process: eg: WWCC across states • Lack of capacity to deliver on the required process **Opportunities**: • Engaging with the community

P_BP4	• Sister working in school: who is responsible for her training: school or congregation?
	• Energy, resources and commitment required
	• "All"-what does this mean
	   o In relation to supervision
	   o # of supervisors available for the number of people not there
	   o Will there be resourcing and training of professional supervisors
	   o Need some definition of this in the Standards
	• Use of language: 'audit' and 'report' is daunting

P_BP5	• Training is an obstacle: how to get out in reasonable manner to those on the ground • Very costly to check a sample for a vast geographic area • Overseas ministries: how do we address this and how do we audit this • Incorporated ministries: not currently in the document: how is this handled?
P_BP7	• Structure of smaller religious orders that provide the people to work in the diocese (who's responsible)
B_BP5	**Challenges** Ownership and accountability • Who is accountable as the ultimate authority? Education of families: • Resources of what happens, signs and what to do about it • Process when something happens at school • Why isn't there just one set of standards: ie human rights standards: too much compliance and confusion • Resourcing • Standards weakened by human rights standards **Opportunities** • Engaging with families to better protect children • Engaging with community peak bodies • Identification at preferred providers for training, engagement with children • Sharing resourcing • Public reporting: Drive accountability and transparency
B_BP7	**Topic One** • Depersonalising the risk • Pushback • Culture • Resources, income capacity • Step-by-step approach for smaller dioceses • Non-regulated areas relying on volunteers

Ref	Feedback
	• Risk with policeman approach vs collaborative approach
	• Standardised forms/templates (sharing of resources)
	OPPORTUNITY to develop best practice nationally
A_BP2	How do we change the culture?
	Encourage people to speak up without consequence
	How to apply:
	• Categories
	• Traffic light when not all criteria apply. Tools to do that
	Managing Risk
	• Consistency of training/tools
A_BP3	**Challenges**:
	• Rural isolations
	• Matrix: state jurisdictions' legislation and regulation
	• Grouping of parishes
	• Rural visiting priests (6 weeks)
	• Finding a phone number can be tough let alone someone responsible for safeguarding
	• Auspice/Partnering: CEO or Centacare
	• Silo Mentality: breaking through those barriers
	• Information out there
	• Priest may not have time/resources. It's the parish team (not just delegating to priest: children are responsibility of everyone
	• Language: it is more narrative
	• Vulnerability of child: deficit view of child
	• Rich Concept of Child
	Opportunities
	• Paragraphs explaining the theology of a child
	• Brining priests/clergy back in touch with their own childhood (being isolated from children)
	• How to do it:
	o Relieved of financial responsibility
	o Priests already swamped
	o Lack of clarity of load of agency

Audit approach

Ref	Feedback
M_BP2	• Different approach based on entity needs, whether 1 or 2 visits: archdiocese should carry costs, not parish level
	• Schools already experience audit
	• Focus on frontline, parish level
	• Challenges around overseas priests: cultural differences
	• Voices of child-safe instructor
	• Name and shame not effective, published to committee/government with accountability not public
	• Improvement plan a priority, not gaps
M_BP3	• Ability to resource the audit at the cost of other service
	• Don't use the word audit, it should be a friendly visit

Ref	Feedback
	• Stakeholder engagement • Option 2? (improvement plan)
M_BP4	• Single visit: organisation will have resources in place to manage it • Extended visit: learning opportunity • Baseline/First Audit: Will be based on cost? • Measuring whether there is change: are children more safe

M_BP5	• Both: combination
	• Current practices in place: option 2 (internal)
	  • Option 1 (follow-up audit): CPSL providing oversight 'external' audit
	  • Option 2 (single visit): Internal checks and balances
	• Barrier of culture and understanding
	  • Different appetites
	  • Not the same level of understanding/compliance
	• Overseas visiting and Australians going abroad
	  • Challenge to audit, how would checks abroad be performed?
	  • Local congregation responsible for those overseas?
	• Is exploitation abuse? eg: photographs starving children?

M_BP6	• 1st (follow up) resource heavy • 2nd sufficient but don't like the reporting without an opportunity to improve • Depends on organisation buy-in on safeguarding for some • Parishes are varied, some are under-resourced
M_NP1	• Legal Framework for auditing under-resourced • Volunteer based • What happens if they see Parish has failed? Is it Parish or Diocese? Archdiocese provides policy, but Parish needs to implement • Resources needed • Staff changes • Need more info on process on ground. Who is ultimately responsible?
H_BP4	• First model to begin with and when Church authority changes • Option 1 (follow up) for less mature
D_BP2	Option 1 (follow up) • Need to build capacity • Opportunity for wider consultation • Creates consistency across entity being audited (Diocese)
D_BP5	Option 1 (Follow up) • To build capacity and change culture
S_BP1	• Extended Audit: Good to build capacity • Strongest parish and weakest parish in sample • Opportunity for cultural shift and raise awareness for production of people • National Ombudsmen Scheme
S_BP3	• Option 1 in the first instance • Maturity assessment in the second instance

S_BP4	One off (Single Visit):
	  • Stick and carrot
	  • Tick the box stuff or testing for a safe culture: scenarios for teachers
	  • Will not allow for people/leaders to learn how and from whom to protest
	  • Changing leadership
	  • Religious congregations

Ref	Feedback

	Extended (on going):
	• Capacity building
	• Learning
	• Compare to aged
	  o How to punish
	  o Staffing/consistency
	• Possible break down into different: are all regulated entities safe?
	• Does it have to be one or the other?
	• Competency of auditors: child protection model will work for the organisation
	• Realistic about capacity being able to be built
	• Leaders are not on the same page
	• How do we get them to have the same language?
	• ACBC/CRA need auditing

S_BP7	• Extended: could be resource-intensive for small organisations • Collaborative would be beneficial and assist in setting up systems • Option 3: on line self-assessments (regular) • Especially useful for private and public associations of faithful • Site visits can be problematic as they may not give a true picture of the whole organisation
S_BP8	• If cost becomes the factor it is unfair for those who can only afford option 2 • They may prefer option 1 • If you can only afford option 2, it is unfair • Option to have payment schedule
S_NP1	• 3rd Option: Self-assessment tool distributed first, given time and then audited: would facilitate capacity building • Option 1 may be appropriate for first few audits • Could decide method of audit after first visit • Focus needs to be on capacity building not negativity • Audit approach: more clarity in relation to evidence and implementation guides, what is actually required? • Language is vague in the Standards: more specific in relation to obligations
P_BP1	• Extended approach to build capacity • Ask each entity what their approach preference is • Dynamic for 2nd audit • Designated support officer/advocate to support the local entity with outcomes
P_BP2	• What if centre wants option (1)2 but diocese opts into option 2 (extended)? • Need to have a tailored version of option 2 for some entities

B_BP1	• Extended audit: build commitment awareness: gain buy-in
	  • Could fulfil interim capacity
	  • Tool for new leadership to gain understanding
	• Planning approach: skeleton/bones of plan for smaller/struggling entities-> training approach-> audit and review approach (fine tune review)
	• During audit process how is a conversation with survivors facilitated?
	• Key relationship between CPSL and professional standards officers
	• What can the Church give families, disseminating the Standards into homes: SAFE CHURCH SAFE HOME
	• How does all the work CPSL is doing impact children and families in the home
	• Messaging family relationships
	• Cultural change: important to embed in familiar

Ref	Feedback
P_BP6	• Depending on entity • Option 1 may have a far better approach: where we are at and going to • Cost shouldn't be an issue • Centralised approach/budget to audit rather than user pays • First audit is excluded then move to single visit
P_BP7	Option 1 (Follow up) • Resources and support needed • Punitive measures for non-compliance • How to manage reluctance • Need for cultural change/drive for change (marketing key messages) • Phased approach to audit/particularly for under resourced entities
P_BP8	• Extended audit in the first instance • Single visit afterwards or for small, low risk ones • Give people option to move from number 1 to number 2 if it goes pear-shaped • On the spot audit available for example in a school, to unpack the issues, especially after an incident: a management request audit • Sanction for non-compliance
P_NP1	• Extended audit: better for capacity building • Monitored by organisations however level of support is different • Culture: biggest challenge: impetus for the Diocese: where does it come from? • Multicultural priests: issue of different cultures • Bring them in without indoctrination or training • Opportunities: open conversations with the community for engagement and awareness • Early 2019 for Benedictine Community of New Norcia
B_BP4	• Option 1: more collaborative (however costs could be an issue) • Don't want to set up organisations to fail • First few audits around building capacity
B_BP6	• Third Option: Option 2 (single visit) with a proper follow up to hold account • The right public reporting • Option 1 is the expectation of families and more supportive
B_BP9	• Resource intensive • Need some baseline • Follow up is importance hence Option 1 • Option 2 good for something specific • Are we asking the right question: point in time thinking vs embedding of the Standards: on-going • Local Church: National vision (embrace each other/alignment)

Training approach

Ref	Feedback
M_BP2	• Focus on parish level frontline • Include examples of child safety violation that are common: age appropriate material • Training for children and young adults • Examples of procedures to be distrusted including working with children's: live examples • Scenario examples in training: audience appropriate

Ref	Feedback
	• Needs to be accessible for different age ranges/disabilities • Child safety champions: people with elevated levels of training • Scouts Australia: NSW division have good practice in child safeguarding • Contrast change in volunteer organisations – Importance of induction type training, online isn't engaging
M_BP3	• Advice • Resources • Help before and audit • Help for small organisations to help understand what needs to be done

M_BP5	• Educating the community
	   • Bridging the gap. Those who don't understand the importance of safeguarding
	   • Immigrant challenges
	• Flexible method of presentation
	• One size doesn't fit all: Different modes
	• Need to accommodate different levels of IT capability (e-learning)

M_NP1	• Resourcing
	   • Need additional (Needs funding, is it fair?)
	   • Top needs to invest in parishes
	• Educative approach
	   • Value of training
	   • Communication needed
	   • What's it mean for my parish?
	   • Workshops info session significant gap
	• Expert to talk about safety going forward
	• Next level: Cultural, diversity, deal alleys
	• Suite of training not just one-off workshop

M_SN1	• CCI on-line training
	• Training days
	• Information sessions
	   • Volunteers, parish priests, secretary, child-safe officers
	• How to respond?
	• Training for the leaders
	   • Need to know what their staff are responsible
	• Changes to legislation
	• Child safety officers
	   • Implementation, audit approach
	• Intro to child safety for parishes and masses
	• Training for children views: Awareness vs education
	• How can adults look at this from a child's perspective? Skills to talk with children? Confession

H_BP1	Priorities: • Frontline • People & Culture • Compliance and Audit Method: Online Community of practice would be good • Cycle of abuse/identify risk Ongoing training for parishes • We use train the trainer – challenges on consistency, up to date

Ref	Feedback
	• Use online but need face-to-face at start • Collegial – learn from each other • CPSL online resources • Starter pack • Priest/clergy/volunteers challenging: • Logistics, no admin, how we go in there, recruitment, dev plan

H_BP2	• Manual Safeguarding
	• Where to go for help
	• Cultural considerations around asking for help
	• Leadership challenges need compliance
	• Need CPSL to provide templates
	    • Posters, newsletter, Code Conduct
	• Volumes
	    • Non-digital, hard copies, induction pack in plain English
	• Diversity training: specialised
	• Management training – how to implement embed

H_BP4	• Protective behaviour for adults • Duty of care • Training needs to be accompanied with responsibilities and risk
H_BP4	• Church authorities • Monitoring risk factors of peers – Reportable Conduct • When/how to enquire (before investigation) with children (appropriate age situations) • Risk assessment/mitigation • Empowering children/communities/participation • Train the trainees
H_BP6	Training signed off • Nil contact due to position: cleaners, readers in Church
D_BP3	• Locally • Engaging • Drama/acting/Role-plays • Visual • Video • Story • Two shorter sessions over two days • Biannually 2 days film clips
D_BP8	• More face to face consultation and engagement • Resources and face to face training
S_BP1	• Training in the Standards: two levels • Does the training meeting the requirements of the responsible person training? Training: leadership training, who is the lead? • Build on things from the past

S_BP4	• Professional Supervision for all people!
	    • Australian Bishops/clergy/leaders
	• Theme based, toolbox
	    • Risk assessment
	• Meaningful engagement
	• Information sharing across organisations

Ref	Feedback
S_BP6	• Ability to consult/network with people in similar positions on tools/risks etc • Pre-audit consultancy

S_NP3	• What are responsibilities for organisations without contact with children?
	• Tailored to specific organisations
	• Face to face is always most effective but not always possible
	• High quality online training is expensive:
	  • could do combination with other training
	  • Might not be suitable for some organisation
	  • Even with training the trainer, some become isolated
	  • Adapt training for leadership
	• Ongoing
	• Needs kid friendly, leverage external providers (Perimeter Guardian, used by faith based schools)
	• Tools: leverage CPSL people
	• Use of safeguarding champions/clusters

P_BP1	• It's imperative to change culture and help people feel like they're part of the solution not the problem • Training driven by values
P_BP2	• Reliance on volunteers overwhelmed and resisting: come and go loss of investment • Takes a lot of effort and money
P_NP1	• Ongoing training is hard to access in WA • Webinars work but in this type of material, face to face is better

P_BP3	If national training program
	• How does this translate for individual parishes etc?
	  • Nothing that many parishes rely on volunteers (who have other commitments)
	• Need to be content appropriate
	  • Northern Territory: geographically different Remote Community vs Urban setting Multicultural society
	• Consistent and accessible eg E-learning
	• Link in with Local strategies and Standards
	• Need for Risk Assessment tool: applicable locally

P_BP6	Training tools: • Working with children Online • Inappropriate behaviour • Record of what training has been exposed to: tools to monitor/mandated annual training
P_BP8	• Recognising abuse: how to deal with this, if they notice something not quite right (Conflict experienced by individuals) • Mandatory reporting: different in each state, needs to go into the training (how to work across jurisdictions) • Treatment of social media: religious communication with children on Facebook Online training for standalone schools: it's specific for volunteers into the language: 4 weeks and update every year
B_BP6	• Interactive online training • Identifying the right training packages • Train the trainer
B_BP8	• Consistent vs provincial approach • Targeted approach • Need for change by traditional leaders

Ref	Feedback
	• Clergy as a collective
	• Training module for seminaries
	• O/S priests
	• Vehicle for delivering training to different cultural groups
	• Training packages

Appendix 4:
Survivor, Family and Advocates Consultation Material (Transcribed)

Feedback included in this appendix is general in nature and has not been altered or amended. It is therefore provided verbatim and does not represent our words, opinions or view. All feedback contained within this report is anonymous as no personal or identifying details were noted throughout the feedback process.

The reference on the left hand side in **bold** can be used to trace the piece of feedback through the appendix.

Further details can be found in Appendix 2 containing the register of Survivor, Family and Advocates Consultation Material.

Standards and the child-friendly version of the Standards

Ref	Feedback
Bal_NP2	Child friendly version • Who is the audience? Grade 3? Year 9? • 'abuse'-> harm, fear inducing • Remove 'from abuse' • What about other cultures? Aboriginal/Torres Strait Islander • More feeling proud & strong merged with 4th • "All backgrounds" • Involved-replace with talk about-discuss • Split if you feel unsafe/if your friend is unsafe • Need to include: no need for secrets, you will be believed • Split you & me for younger children
Bal_SN1	Child Friendly Version • Very wordy • Present tense • Are inclusive ie 'If you are an aboriginal' should simply be everyone is welcome/included 'we welcome you' • Should 'awesome' be changed to 'precious' • We respect all backgrounds/cultures/languages • Trusted adult should change to 'an adult you feel safe with' • It's OK to talk about something you've heard or seen that you feel is unsafe: its ok • Your safety and the safety of others is important to us • You have a voice: you can say what you need • We promise we will keep you safe
Bal_SN2	• Bold, concise pictures and traffic lights • It's important to be kind to one another
M_NP2	• Fix standard 3 "promoting"
N_NP1	Standard 2.2, 2.3.2 need to train the children Complaints-> shouldn't have to comply with cannon law obligations 6.3.2: failure to report should be included as those who are stood aside: unclear as re Cannon law
S_NP1	Standards are overwhelming • Too voluminous • Look as some words carefully: ie risk-based vs risk minimisation

Ref	Feedback
	• Definition of term needs total revision • Not risk language, client centric Standard 1 needs a requirement to reconcile and acknowledge the past
P_E1	Wording needs to be strengthened – remove or clarify words like 'appropriate'

Changing culture

Ref	Feedback
Bal_NP3	Duty of care • Hear the children • Listen to the children • Believe the children • Act • Follow up-follow through
Bal_SN2	Changing culture (it's about the kids) • Ongoing training • Bishops need to sign up • Resourcing: time friendly • Knowing about it • Make it ok to talk about it • Safe space • Just being fair to every child and reasonable to ask questions • Treat every child like an individual and consistently • Every kid wants to learn • Every kid deserves for you to find the answer

H_NP1	• Changing and shifting culture
	  • Taboo, stigma, associated as abuse
	  • Need for cultural shift in the community and the Church and very importantly the leadership
	   To acknowledge, respond and accept the survivors

N_NP1	Culture: attitude and belief is integral to a person s being and can't be changed through training alone. Better selection process of leaders is required. Selection process needs to be transparent We need more women in power Training • Start at the ground level Where do children and families go?
S_NP1	Culture: • Women & lay need to be more involved in decision making and have power to do something • Dissemination of information • Major education exercise • Open and different, look at governance • A commitment to actual acknowledgement of the past and making sure parishes understand

Ref	Feedback
	• Church needs to come to terms with the fact that in every Church there are survivors that need to be acknowledged, reconciling history is key Standard 1 needs a requirement to reconcile and acknowledge the past

Creating safe spaces

Ref	Feedback
N_NP1	Safe environment: • Education: people need to know what they do- then they will be confident • Tone at the top, coupled with ground confidence and support • Welcoming, shouldn't be daunting • Community needs to be supportive
S_NP1	Safe places: • Don't develop materials that put the onus on children • Just educate them in their rights and the fact that adults don't always do the right thing • Safety and secrecy and abuse under the guise of safety • Give children information that not all adults can be trusted • Healthy boundaries • Adults need to talk about what adults are doing to keep kids safe

Effective complaints handling

Ref	Feedback

N_NP1	Complaints:
	• Listen and engage without judgement
	• Engage with past complaint: speak to them
	  ○ Children, parishioners, schools
	  ○ Advertise in school & parish bulletin when audit is coming up
	  ○ Must remain anonymous: not being local (small town someone from outside of town)
	• Do they advertise and publicise that there is a complaints process?
	• Complaint processes shouldn't have to comply with Canon law obligations
	• 6.3.2: failure to report should be included as those who are stood aside: unclear as re: Canon law

B_ES	Not being believed • Not getting any response from anyone in the Catholic Church • Church protecting their own • Procedures need to be in place for reporting • Processes need to be in place to care for both respondents and complainants Whistle-blowing – lack of processes in place to protect the whistle-blowers – ostracising of informants • Confession – not reporting an allegation is still an issue • No support groups for survivors – there is no place to go – "feel like the untouchables" • CPSL could hold gatherings for survivors to come together (rather than just through the CPSL newsletter)

Ref	Feedback
	To make a complaint is an extremely long and drawn out process. There are many things that stall the process: - Church personnel not getting back to the respondent despite constant follow up - Losing key documents (such as doctors' reports) - Using continual stalling tactics with a view to having the person "give up"
H_NP1	• Need to advise those who make a complaint that it may be audited/handled by other parties
S_NP2	• Comments need to be reinforced everywhere at all times! School, home (NZ earthquake drill example) • More mechanisms for kids to bring forward concern • Ensuring adults know what their responsibility is • Close working relationship with safety commissioner, not just sexual abuse Complaints - Timely response so important - The complainant feels listened to and heard - Training for the handler - Independence/transparency - More than one pathway - Starting with the complainant, making sure they're safe, give them option: where do they need and want - More training about sexual abuse and want what are the option when reporting a crime: acknowledging has its criminal - More fairness to the victim, not just offender - Accountability: address issues to ensure victim isn't contact by offender - There's not always the same sequence of events
P_E1	• Protections for whistle blowers need to be very clear – in the past, whistle blowers have been hugely impacted by the response to them coming forward – being black-listed or professionally ostracised

Other challenges

Ref	Feedback
Bal_NP4	Opportunities and Challenges • Need a place to go for psychological abuse and grooming - Wording being restrictive and creating barriers - Need to break down barriers • The institution of the family • Gap of support: particularly independent support: someone not paid by Church for counselling • Going around in circles: not clear accountability - Where does the buck stop? - Where do things get escalated if you are unhappy with the response? - Will the risk management process be written in a clear traffic light system (High, medium, low) so it is easy to understand? • *"Congratulations on the efforts to writing and compiling the Standards"* • CPSL should get a seat at the table at the Plenary

Ref	Feedback
N_NP1	• Need real clarification of the board's independence • Training and Awareness of children • Consulted national with only some survivors, families and advocates • CPSL call themselves independent but aren't really • Board members links to the Catholic community too strong • Organisations who don't sign up should lose funding • Attendance: didn't know clergy abuse network • Perception that the Church is still controlling • Bishops Conference finds Truth, Justice & Healing Council report • No board members are members • We need more women in power
H_NP1	• Lengthy discussion on what this organisation is about • Can candidate challenge recruitment decision on anti-discrimination grounds? • How will the entities of the Church organisations know about the Standards? • The bishops and archdiocese are responsible for disseminating safeguarding mechanisms • No single adult supervision • Limited number of volunteers means restricted supervision • Verbal abuse: not just sexual abuse (physical/moral/ethical) • Online environments: difficulty in monitoring • Holding Catholic Church accountable to safeguarding children on computers is hard
SN_ES1	Newcastle • Nuns should be vetted to make sure they are suitable • How is it decided who does what ministry? (some nuns are not suited for working with children) • Working with children checks doesn't mean you're suitable to work with children just means you have not been convicted of child abuse offence Sydney • When auditing CPSL should look at the process for recruiting safeguarding officers and make sure it is transparent and robust • Process for altar servers (gender balance) • Check whether the prayers of the faithful include anything about children or the Royal Commission • Critical to make sure there is professionalism through out • Need to come up with objective markers of cultural change.
S_NP1	• Truth, justice and healing report released • Publication of reports • Resourced appropriately • Reporting if something is wrong
E19_MM	Reflecting on yesterday's (Ballarat) session brought to my mind a few thoughts: I don't have a copy of the sheet which outlined statements which were hoped each child would grow to understand, believe and act out of. One of the things our group talked about was keeping those statements concise, inclusive, in the present and visually supported, hence open to all nationalities, colours, races, religions, ages and reading abilities. On the communication of these statements to children I thought today that having them presented in IT version, maybe in we need to think of age appropriateness and have a few different versions. Having it accessible through social media would be a good way to outreach. The children could create their own too! The main reason for emailing is connected to the notion of "CHANGING CULTURE" which I believe HAPPENS THROUGH EDUCATION.

Ref	Feedback
	This reminds me of a program I did with my year 5/6 class years ago, after a professional development day within our school. Teachers were free to implement it. I embraced it. It was called 'Protective behaviours. It was begun by exploring, 'What is safe?' I remember mentioning this program in the private hearing, I took my daughter to as part of the Royal Commission. This program didn't just open up for each individual within our class opportunity to speak, reflect on analyse what really is safe- For them, and to develop skill in identifying how their body tells them that they are unsafe; it helped them choose 5 people they trust/feel safe with who they could tell anything to. The principles of the program were, 'Everyone has a right to feel safe," and "There is nothing you can't talk about with someone you Trust". Topics such as good dob/bad dob, leaving messages in a safe way.... were explored in a non-judgemental, inclusive way, which allowed each child to come up with their own response that was true to them at the time, to change responses as they felt the need, which through the process actually enhanced the culture of our class and made it a very caring, respectful, reflective, inclusive, SAFE environment. I said in my daughters hearing that I felt it would be very helpful to have a program such as this implemented in schools.
	I share this with you because yesterday's discussion brings this to mind again, but in a bigger way than I was thinking of it in 2014. Through my journey of abuse as a teacher, as a mother doing my best to support my daughters through their health issues that emerged as a result of their bullying/sexual assault/psychological abuse, as a carer, as an individual with a devotion to teaching and learning, I've grown to believe that the most important subject we need to learn most about so to best manage ourselves, in whatever situation life offers is 'OURSELVES" . Personal development needs to be a subject progressively taught/ explored throughout a person's schooling. The fact I've grown to accept through all that has taken place, is while there are many factors we may not have control over, the one we do have control over is the 'self' therefore change begins with self and we need to become the change we want to see in the world.
	Through my abusive experience I lost my sense of self. As I've worked so hard to regain my sense of self, I've really grown in my understanding of the need to and value in of knowing myself. I've needed to reassess and select again my values. In attempt of making good / bad choices I needed to know what was right/ wrong 'for me'. The stronger the sense of and knowing of self, the greater the confidence and stronger the resilience became. Just education, is imperative to creating safety and changing culture across all areas of life. This needs to be a P-12 prog, dealing with matter and issues relevant to age and stage. Children immersed in an exploration and creation of safety for themselves, others within their classes and schools will be adults who carry these values into community and work places, places of recreation, worship and in their families. This is the most effective way to bring about the desired Change. So much of our adult lives are built on the values/ ways (helpful and unhelpful) we formed as children.
	An effective and progressive personal development program will hopefully enable individuals to develop the skills and values to decipher and discern their own healthy way through the vast, ever-changing elements and nature of the 21st century. More than ever children need to know themselves well so to navigate through the increasing options available to them while nurturing and maintaining well-being, thus healthy body, mind and spirit, growing holistically. WE need to learn ways of managing self when faced with adversity.
	Things I learnt more about since having to stop work because of my abusive work environment which I have found very helpful, and see the need to have incorporated in such a program, are: asking better questions, habits of effective people, anxiety is the cause and the beginning of all mental health issues and diagnosis so identifying and managing anxiety and depression, through practical and mental exercises such as mindfulness, trauma sensitive yoga, will hopefully build a better safer world.
	Keeping children and vulnerable adults safe, in today's world is a very broad and increasingly challenging task. Dealing with my own situation in a time when there was a lot of investigation

Ref	Feedback
	and good work being done on child sexual abuse within institutions makes me realise the need to be open and inclusive in any measures we take to trying to resolve the problems. There is nothing worse than having been abused, suffering the same affects land being rejected because you just don't fit into the criteria. Resolution needs to be inclusive, broad, adaptable to situations and circumstances, effective and empowering.
Bal_NP1	When delivering training will you include families, survivors who can give advice on impact? • Signs to look for/symptoms o Experience o Signs survivor exhibit after abuse: from families and survivor advocates o Focusing on real life: not clinical, psychological aspects • Answer: 'walk with the survivor' • Narrative around the experience • Hearing the lived experience: from child to long term impact • Do predators profile victims? Risk factors & vulnerabilities