# Training Summaries

KOOYOORA

Kooyoora offers a range of training opportunities that can be customised to organisational needs. These workshops have been developed by people skilled and experienced in these areas and are focused on creating safe organisations. Most of Kooyoora's training options can be delivered in a variety of formats such as workshops, lectures, face to face and online.

Contact us to discuss your training needs:
contact@kooyoora.org.au

## Person of concern - parish accountability training

This presentation aims at equipping members of parish accountability committees and parish representatives with the skills and resources to suitably assist a person of concern to engage in parish life safely.

Whilst we use the language "person of concern" to align to protocols and legislation within the Church, it is best to consider language and a focus on "behaviours of concern." Participants are provided with a clear outline of the Person of Concern process; why and how a person is declared a person of concern. Participants are asked to engage and balance situational management and support. Topics covered:

- Roles and responsibilities of the parish accountability committee and representatives and professional standards
- Suitability for roles including conflict of interest and boundaries
- It's a team approach- what support you can expect?
- Identify and reporting behaviours of concern
- Balancing safety, risk and support
- Understanding the safety agreement document and other risk mitigation/ planning strategies
- Situational prevention strategies

*Participants are encouraged to attend Kooyoora's understanding offending behaviours training although not compulsory*

## Understanding offending behaviours

This presentation will take participants through the nature and breadth of offending behaviours with a particular focus on a sexual offending continuum, including sexual deviance and paraphilic disorders, grooming and child exploitation material. Whilst these topics are emotive, this presentation encourages participants to view the issues from various lens; behaviour, context and identity. Topics covered:

- Protective versus risk factors
- Typologies of offending
- Situational crime prevention
- Analysis of information source in conceptualising risk
- What does recovery look like and how can communities support it?
- Reporting obligations

## Understanding and responding to disclosures to sexual assault:

This presentation will take participants through many of the personal and the formal responses that are needed if and when a person shares a disclosure of sexual assault with us. It will speak to confidentiality and its limits, mandatory reporting requirements and organisational protocols and responsibilities etc.

It will explain sexual assault, its prevalence and key issues for our communities, current safety identification, potential impacts of sexual assault, and will also include information on how to safely conduct oneself, with care for the other and self.

And, it will provide you with resources that will support both you and the person. It is important to remember, however, that if the person has decided to share this with you, then there is a good chance that they trust you. An excellent beginning.

https://youtu.be/bvJ5uBlGYgE

## Understanding and responding to bullying:

Bullying is widely recognised as a significant issue. In Australia, organisations and workplaces are required to have a Bullying Policy in place as it is a Workplace Health and Safety issue.

"It is a risk to health and safety because it may affect the mental and physical health of workers. Taking steps to prevent it from occurring and responding quickly if it does is the best way to deal with bullying" (Safe Work Australia, May 2016)

This presentation will define bullying, then look at understanding its nature, causes and consequences. It will identify concrete strategies that can be undertaken to reduce its prevalence, using both proactive and reactive strategies. This will involve introducing a number of agreed and well-implemented anti-bullying policies, preventative action employing social and emotional learning, bystander intervention, peer support and the use of appropriate anti-bullying intervention methods.

https://youtu.be/BjN9rqdNNVA

## Understanding and responding to sexualised behaviours:

This presentation will define the constructs of problematic and abusive sexualised behaviours of concern, reference legislation and the prevalence, and what the most recent research tells us re the underlying meanings of such behaviours of concern (in the case of children). Participants will understand what is age appropriate sexual behaviour for children and young people, and what behaviours present a concern, from mild through to serious. This will also include information on how the use of technology can contribute to sexually concerning behaviours.

Participants will develop a recognition of the importance of how to respond, incorporating the use of grounding strategies and a reflexive self awareness in responding. Individual values and attitudes about sexual behaviours may result in either minimising or over reacting to these. The importance of the initial response of people around the child can significantly impact on the child or young person's ability and willingness to address the behaviours of concern.

## Bystander training:

This training will be delivered by a contract partner of Kooyoora, in collaboration with Kooyoora.

The Bystander approach to prevention and intervention aims to raise awareness of behaviours that may constitute violence (in most environments that we experience), and speaks to the place that we all hold as witnesses to incidents of misconduct and most particularly, violence in its many forms. Participants will learn more of the nuances of violence, and leave the training feeling more equipped to sometimes prevent incidents of violence through both indirect and direct interventions, and, as well, in responding to incidents of violence, drawing from a series of intervention strategies, again both indirect and direct.

Research indicates that "bystanders can be highly effective in raising awareness of (as an example) sexual harassment. They can also intervene to prevent harm and contribute to improving workplace (or other institutional) practices and cultures that reduce the occurrence of e.g. sexual harassment".

https://humanrights.gov.au/our-work/part-4-bystander-interventions-violence-prevention

https://www.youtube.com/watch?v=fW8amMCVAJQ

## Understanding Redress:

An outcome of the Royal Commission into Institutional Responses to Child Sexual Abuse was the establishment of the National Redress Scheme, which started on 1 July 2018 and will run for 10 years.

The purpose of redress is to recognise and acknowledge the impact of child sexual abuse and the harm caused by this abuse. Redress may be provided as tangible recognition of the wrong survivors have suffered and can include access to counselling and psychological services and a direct personal response from responsible institutions.

The National Redress Scheme has been criticised and many organisations have their own established schemes. Kooyoora operates the Kooyoora Independent Redress Scheme. This scheme was designed to be aligned with the recommendations from the Royal Commission into Institutional Responses to Sexual Abuse. This is a more 'relational' option available to people harmed within institutions through sexual or physical abuse.

This Scheme is particularly relevant to redress claims that may end up in civil litigation and provides the opportunity for negotiation and settlement as the first stage of the process, as an option for people. The Kooyoora Redress Manager manages redress matters independently and impartially, in a survivor focused and trauma informed process.

Participants to this workshop will be taken respectfully and carefully through the ins and outs of the redress options and processes, with the processes explained, misunderstandings corrected, practical application of redress processes, and questions answered, either at the workshop or on notice. Resources supplied.

https://www.kooyoora.org.au/wp-content/uploads/2019/03/Factsheet-Protected-Information-for-participating-institutions.pdf

## Prevention of misconduct:

Kooyoora Ltd is committed itself to creating and maintaining an environment that values, amongst other principles, human dignity, mutual respect, fairness, enablement, and integrity. All organisations, if subscribing to the same and similar values, will seek a 'working' environment that supports a constructive and safe code of conduct.

For all, this work will be a 'work in progress', as behaviour and culture are not static. Organisations and institutions are susceptible to not only individual misconduct, but also to structural and systemic vioence.

If you are interested in exploring, contemplating, challenging, and contributing to difference within the context of your environments, then this workshop will be of interest to you. Aims of healthy organisations may include:

- To prevent abuse and exploitation of its members, partners, public communities, and any other persons who may be vulnerable with whom the organisation may have contact
- To enhance the likelihood that every member, consumer, client etc feels valued, respected and safe to report concerns regarding potential incidents of sexual misconduct and other forms of concerning behaviour, without fear of retaliation or negative consequences for his or her safety, career, reputation etc
- To enhance the integrity of the engagement among organisational members, consumers, client etc

## Power and privilege:

"Little attention is given to the ways in which the positioning of the professional worker may embody class, race, gender and sexual privilege... workers need to be aware of how their own power and privilege are maintained or challenged in their encounters with both clients and other staff" (Rossiter 2000 through Pease, R. Practice Reflexions Volume 1, No. 1 – December 2006)

This training is intended to provide discussion, debate and challenge to all participating. A safe and respectful stimulation that encourages all of us to reflect upon our experiences of socialisation and its influence on each of us, and how that is now represented through our positions/ status, our behaviours and conduct, our thinking etc. And, how these place us in relation to 'the other'.

The insights gained will be placed within the context of how power and privilege may contribute to child safety and organisational safety issues and what to consider to mitigate against this in order to create safety for all.

## Understanding trauma principles:

The core trauma-informed principles are set out below. Participants to this training will become familiar with these and leave with an enhanced understanding of trauma and these principles (if not already), as well as with tools and enthusiasm to address the further development of applications of these that are relevant to their situational contexts e.g. school, organisation etc.

- Safety – emotional, psychological, mental and spiritual, as well as physical e.g. is the organisational environment and culture welcoming?
- Trustworthiness – is the organisation sensitive to people's needs?
- Choice – does the organisation provide genuine opportunity for choice?
- Collaboration – does the organisation communicate a sense of 'doing with' rather than 'doing to'?
- Empowerment – is the empowerment of people a key focus? What does this mean and how is it achieved?
- Respect for Diversity – does the organisation respect diversity in all its forms?

## Team Wellbeing

Participants will be provided with a range of information designed to elicit reflection and constructive contribution to improving workplace wellbeing and considering self and others needs. Exploration of the structures and elements that support wellbeing versus what contributes negatively. You will gain an understanding of:

- Wellbeing definitions and domains
- What wellbeing in the workplace can look like?
- What are indicators of burnout, compassion fatigue or vicarious trauma?
- What is a wellbeing partnership?
- What can organisations do to prevent psychological injury and illness in the workplace?
- How to consider specific wellbeing needs?
  – Wellbeing of children and young people
  – Wellbeing of people from diverse backgrounds
  – Wellbeing of people that may have barriers or vulnerabilities

## Emotional Culture Workshop: Child Safety, Safe Organisations (workshop and face to face delivery only)

This workshop is run by an accredited Emotional Culture trainer. Participants will be taken through a systematic process of personal and team discovery that includes:

- Identification of values
- Identification of desired and undesired behaviours
- Mapping the emotional culture into a visual plan
- How to embed emotional culture design into your organisation

The workshop and the above processes will be completed through the lens of child safety and creation of safe organisations, although it can be run broadly as well. Organisations can custom the delivery to leadership or specific groups within their organisation and to broad or specific organisational functions. Examples include:

- Leadership development
- Employee engagement
- Culture, strategy and change
- Stakeholder engagement
- Employee experience strategy
- Recruitment and onboarding
- Communication strategy
- Conflict resolution
- Strategic refresh

## Codesign for child safety (workshop and face to face delivery only)

This interactive workshop is designed to be run with children and young people with the assistance of leaders or people within your organisation. Children and young people from your organisation will become the experts and inventors of solutions for your organisation. The workshop can "codesign" in a range of areas relevant and important to your organisation and the children and young people. There is a built in process of "giving back" to the children and young people for their contribution and time and there is an expectation and commitment from the organisation to follow up outcomes. The workshop will include:

- Setting the scene and understanding the problem, issue or topic
- Mapping the current experience or state
- Creative, thinking and planning opportunity and space
- Reality testing
- Presentation of outcomes

Areas some organisations have found it helpful to codesign:

- Improving child safety (experience of) within organisations
- Planning for children and young people's contribution at events or specific spaces
- Strategic planning
- Questions the organisation is considering
- How change impacts on children and young people and ways to manage this
- Communication with children and young people
- Improving wellbeing
- Codes of conduct development
- Complaints management process

## Respectful relationships

The relationships that we have in our lives impact us in so many ways and it is essential that we seek to have healthy, respectful relationships with other persons. Though, to have healthy, respectful relationships we all need to know what respectful behaviour looks like. And, how other persons might interpret our behaviours. Participants in this workshop will explore in a safe, sometimes funny, sometimes serious, though always a constructive environment, the concept and construct of respectful relationships. We all flourish through respectful relationships. Respectful relationships are important to each of us because they:

- Contribute to our growth, mental and emotional and psychological health, maturity, sense of self-confidence and sense of self
- Promote healthy self-expression and an awareness of ourselves in any given space, plus a conscious awareness of other persons
- Enable each of us to feel accepted, constructive and worthwhile, and free to be ourselves
- Show each of us that 'we matter'
- They enrich us

In this workshop, learn more about what it is, how to be respectful and where to get more support in difficult times.

There will always be differences between us; being respectful means that we accept other persons for who they are, and vice versa. Conflict is a part of life and relationships – we will not always agree with somebody else's decisions or beliefs, but knowing how to respectfully disagree is a skill that we can all learn.

(adapted from kidshelpline)

https://kidshelpline.com.au/