



Staff knowledge, skills and awareness

Child Safe Standard 7



Introduction

Organisations reduce the potential for harm to children and young people when staff and volunteers know what to look for, how to respond, and where to go for help. This Standard is about ensuring staff and volunteers have the knowledge, confidence, and awareness to act when needed, and to create environments where rights, safety, and wellbeing are visible priorities.

Being child safe is not about knowing everything. It is about being open to learning, recognising when something does not feel right, and knowing how to respond in a calm and informed way.



[Click here to learn more about talking to children and young people.](#)

The role of training and awareness

Everyone who works or volunteers in an organisation that provides services for children and young people has a role to play in keeping them safe. That responsibility is easier to uphold when people are equipped with the knowledge, skills, and resources they need to do so. When you understand your role, know what signs to look for, and feel confident to act, you are more likely to respond early and effectively.

Developing capability is not as simple as attending a training opportunity then ticking a box to say it has been done. Effective training and development helps to build shared understanding across a team and strengthens the culture of safety within your organisation. It should be practical, ongoing, and tailored to your context. It also needs to reflect the complexity of children and young people's experiences, including trauma, discrimination, disability, culture, and identity.



Building confidence through learning

Learning does not stop at induction. When staff and volunteers keep building their skills, they help create an organisation that actively protects and empowers the children and young people it serves.

Not every staff member or volunteer will have the same starting point, but child safe organisations support every person to develop their knowledge and skills. When training and supervision are regular, inclusive, and reflective of the realities children and young people face, it helps ensure safer and more responsive practice.

Being equipped also means staff and volunteers recognise their own strengths and limitations. It is okay not to have all the answers. What matters is your willingness to learn, your commitment to keeping children and young people safe, and your ability to speak up and seek help when something doesn't feel right, especially if you are not sure what to do.

It is important to remember that being child safe is not about following a single set of prescriptive actions. Every organisation is different, and staff and volunteers have varied roles and responsibilities. It is therefore important for you to consider actions you can take within your organisation that contribute to *strengthening your understanding and continuously improving in your role*.



What staff and volunteers can do

- Attend child safety and wellbeing training, and refresher courses, when offered.
- Practice talking with children and young people about their rights and what safety means to them.
- Learn the signs that a child or young person may not feel safe, even when they have not said anything directly.
- Reflect on how racism, ableism, gender bias, and exclusion can impact a child or young person's experience of safety.
- Ask questions if you are unsure how to apply child safe principles in your day-to-day work.
- Connect with your supervisor and team and seek feedback on what else you can do to build your child safe knowledge for your role.