



# Facilitator's Guide

**Safe Church Training 2018**

**Uniting Church Synod of Victoria and  
Tasmania**



**THIS IS IMPORTANT INFORMATION  
PLEASE READ FIRST**

# 1. INTRODUCTION

## 1.1 First and foremost – Thank you!

Thanks for your willingness to be a key part of the church's ministry and witness – ensuring we do all within our power to keep children and vulnerable adults safe in God's church.

We know that you are a busy person, so we are providing resources to assist you in the task.

## 1.2 Your role is key

This workshop is for congregational leaders, interested congregational members and appointed leaders.

Your role is to set up the event, lead the conversational components of this workshop, and give feedback to us in Culture of Safety afterwards.

## 1.3 A word about the structure of the training

Because we do not expect facilitators to be trained in trauma and abuse counselling, the training has specifically been designed *not* to encourage disclosure and *not* to traumatise the group by sharing stories of abuse. For this reason, it is important to read or paraphrase the information at point 4 on page 5 to help people take to heart the gravity of the situation.

## 1.4 Something to watch out for – your own self care

Please remember that working on this subject sometimes is upsetting or triggers memories of long-ago abuse.

For some of the participants this session may arouse painful memories. This could apply particularly to the sections on types of abuse and the effects of abuse. While the training session itself is not intended to offer pastoral care, there may be a need for follow up pastoral care and possible referral to a specialist counsellor. The Culture of Safety unit is able to arrange this. If it is a criminal matter, ring the police.

Ring 1300 789 374 and leave a message or email [cultureofsafetycontact@victas.uca.org.au](mailto:cultureofsafetycontact@victas.uca.org.au).

Or contact the Bethel Pastoral Centre, (03) 9859 8700 or email [bethel@victas.uca.org.au](mailto:bethel@victas.uca.org.au)

# 2. Before the training – the resources checklist

## 2.1 Receiving resources

When you registered your session of training, you were sent an access code.

This allows you to open the “facilitator only” information on the Safe Church Training tab of the website. From there you will have access to:

- A sample email marked IMPORTANT INFORMATION FOR PARTICIPANTS
- The Participant's Booklet
- Safe Church Training Attendance record
- Instructions for receiving the PowerPoint presentation

## 2.2 Contacting participants and distributing resources

**Participant's Booklet** - Please note that each Presbytery holds a limited number of copies of the Participant's Booklet. If you wish to use these, please contact your Presbytery office to check if they have any left and make arrangements to get them to your venue.

Alternatively, you may ask people to bring the booklet electronically or to print their own copy. Adjust the directions in the email according to your plan.

- Using the sample email, contact your participants, ensuring they know the date, time and place of the event. The training takes between two and three hours.
- Explain the way in which you will make the Participant's Booklet available. If you are not making copies available, participants will need to bring their own.
- You may want to attach the Participant's Booklet (noting that it is 16 pages long) so that your participants can download and bring their own copy (printed or electronic).
- If you cannot get sufficient copies from your Presbytery, you may wish to print them yourself OR – if all else fails – the Culture of Safety will provide copies and post them to you. **We will require 10 working days to process any requests.**

### CHECK

- ☐ Decision made re Participant's Booklet
- ☐ Email sent

## 2.3 The facilitator's guide

This facilitator's guide is a resource to assist you. You will notice many of the conversations within the presentation offer several options to reinforce the learning. We encourage you to choose the options that best suit your style and your context before leading the training.

Alternatively, you might wish to develop your own exercises but please ensure you understand the Purpose and Aim of each example.

### **Conversation or activity options**

Throughout the PowerPoint presentation there are places where you will need to **pause** the presentation to allow for conversation. These are marked with this icon:



There are numerous conversations of different varieties in this presentation. These are outlined in Section 4. **SLIDES**

### **Remember:**

- You are to facilitate these conversations. The tasks, whilst fairly brief, are designed to assist people to process the content, so are important.
- **Be sure to note any especially important information, marked "Please Note"**
- This material raises complex questions and issues. Every situation where abuse has occurred varies. There are not always definitive conclusions for every exercise, or answers for every "what if..." participants may raise!
- There is a difference between an interesting conversation and a relevant conversation. Ideally, we are aiming for brief RELEVANT AND INTERESTING

conversations because these will lead to everyone gaining something from the experience.

- You will sense when it is time to restart the presentation. Ultimately, the length of this training is up to you.
- If people interrupt too often or want to deal with issues peculiar to one particular context and of little interest to others, you may ask them to talk with you after the session or contact the Culture of Safety unit.
- **If people raise complex questions to which you do not know the answer, or for which there is not time, please ask them to contact the Safe Church Educator, whose contact details are in the Participant's Booklet, the presentation and below. We can send an email reply to the group if you want us to do so and if you supply email addresses.**

**Your fall-back is always to refer issues to the Culture of Safety unit –**  
**[cultureofsafetycontact@victas.uca.org.au](mailto:cultureofsafetycontact@victas.uca.org.au)**

## **2.4 The presentation**

After you have received the PowerPoint presentation (whether by download from the website or on a USB), please **do not** send it the participants. The best learning occurs when the material in the PowerPoint is reinforced through discussion and conversation at the training session.

This is a **PowerPoint presentation with soundtrack** - Please familiarise yourself with this. Download it somewhere familiar to you, perhaps to the desktop of your laptop if that is what you will use. Download the version that is compatible with your equipment and try it in advance of your session. The script of the soundtrack can be found in the notes view of the PowerPoint. If you are worried about your set-up and whether you will have sound it would be good to print those out to take with you or ensure you can read them as the presentation runs.

### **CHECK**

- ☐ Check presentation prior to the event

### 3. The day of the training

#### 3.1 Preparation for the session (suggested)

Prior to the session, please

##### **CHECK**

- ☐ **Check presentation**
- ☐ Ensure that the PowerPoint is loaded into a computer, that it works – including the sound
- ☐ Ensure you have a data projector or large screen TV and all the cables you need
- ☐ Set up the room to be comfortable and welcoming
- ☐ Make arrangements for tea/coffee before the session starts if people are coming from a distance, and again in the middle
- ☐ Test the PowerPoint before people arrive and test the sound levels
- ☐ Have the attendance sheet ready

Importantly, please ask a colleague to provide pastoral care in case any participant becomes distressed during the training and needs to step out of the session.

#### 3.2 At the beginning of the session

- **Introduce** yourself and **welcome** all participants.
- You could begin with an **acknowledgement of country** such as: “*We acknowledge the traditional owners of this land and their elders, past, present and future.*”
- Call attention to the **self-care information** in the back of the Participant’s Booklet, introduce your pastoral care colleague to the group and advise people that if they feel too uncomfortable, they should feel free to step out.
- It is very important to engage people’s emotional commitment to this process. Before offering a prayer (several options are suggested) **please read or paraphrase this statement aloud:**

***READ:*** *These training sessions are a requirement for all in leadership in our church. This is because there is an expectation – from the government, the community and from organisations – that we will do all we can to ensure that children in our care are safe.*

*You will undoubtedly have seen or heard accounts of the terrible and long-lasting effects of child abuse that took place in religious organisations. We **must recognise** that such events have occurred in our own Uniting Church congregations and in our predecessor churches.*

*We know that if our current processes and expectations had been part of **our** church’s practice 40 years ago, there are people who would not have been sexually abused as children. Their stories are sad ones, and we will not be telling them today. But if we can raise awareness and implement practices that ensure that just one child is not abused – we must surely agree that it is worth our time and efforts.*

- **Pray** – with your own prayer, perhaps for growth in participants’ understanding and empathy, for healing of all survivors, and for courage to do the right thing by children and vulnerable adults.

**OR** you may wish to offer some or all of the following prayers used by the Royal Commission in session. When collated into one prayer, it is suggested that each petition be followed by:

Lord, hear us : **Lord, hear our prayer.**

**A prayer for those who experienced abuse**

*Gracious and healing God,*

*We thank you for the many ways that you touch our lives – giving us hope in the midst of despair; comfort and strength to live, when we are at our most vulnerable.*

*Be with all those today who are suffering – living with brokenness and pain. We particularly think of people who were sexually abused as children. May your Spirit be a comforting and healing presence in their lives. May they find peace and nurture within relationships and communities of safety and trust.*

*Open our eyes and give us wisdom to see where we can bring your healing and hope in our relationships, neighbourhoods and communities as your hopeful and compassionate people. Give us courage, insight, power and passion that we might work with you for justice and liberation of all those who are abused and oppressed.*

**A prayer for the perpetrators of abuse**

*God of grace and forgiveness, we pray for those who have been responsible for the sexual abuse of children. By your Spirit, convict them of the wrong they have done and the pain and grief they have inflicted on their victims. Bring them to such a place of sorrow and regret for what they have done that they will repent of their sins, admit their guilt, and seek to live a new life in the strength of your Spirit.*

**A prayer for the church**

*Holy God, through Jesus your Son, in the power of the Spirit, you brought your church into being. Imbue it in these challenging days with a willingness to courageously and honestly face the mistakes of the past. Help us all to confront and confess our failures that we may continue with integrity to speak out for truth and justice in our nation and boldly declare the salvation promised to all who repent and believe in the good news revealed in Jesus your Son. Amen.*

**OR** use this prayer prepared by Rev. Kate Fraser:

*God of all life, you call us into Christian community.*

*Your dream for us is that we will be held there safely,*

*protected from harm, able to grow into the fullness you have created us for.*

*It is with heavy hearts, that we acknowledge the brokenness of humanity.*

*With sorrow we recognise the times when our church has not been a safe place.*

*We hold before you now the trauma, the abandonment, the humiliation, the pain, the loss and disillusionment.*

*You are God with us.*

*Be our consolation.*

*Be for us a new way we pray. Amen*

### **3.3 Community Building (5-10 minutes)**

Depending on the size and composition of your group, decide how group introductions should take place. Options could range from asking people to raise their hands to indicate their role in presbytery or their congregation through to spending time in table groups (or groups of 4-5) sharing where they are from, what they expect or something about themselves that no one in the group would know.

You can use this time to remind people of the purpose of the session and acknowledge that not all expectations for the day may be met.

Ask people to read through the 'Participant outcomes' on page 1 of the participant's booklet. Are there any expectations they find surprising or any other expectations they have come with. Share with the group.

### **3.4 Slide Presentation**

Start the PowerPoint presentation!

The following pages have information about slides where you need to facilitate conversation and activities. You will have chosen these prior to the session.

## 4. SLIDES – Suggestions for use of the PowerPoint presentation

### Slide 6



**Purpose:** To draw the participant's attention to their own understanding of the Keeping Children Safe policy

**Aim:** For participants to locate themselves now (and then at the end of the session) to check any shift in their understanding.

#### **Reflection/Conversation/Activity**

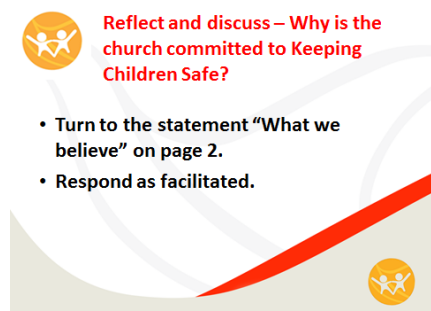
**Option 1:** Pause presentation for **PRIVATE** reflection on the question on the slide. Do not ask for feedback

**Option 2:** After a short period of time for people to reflect on the question, explain you are going to call out the numbers and ask participants to raise their hand to indicate where they are at. Invite participants to look around to get a sense where they are in relation to the group's response.

**Option 3:** After a short of period of time for people to respond to the question, place cards numbering 1 to 10 along a 'line' in the room. Invite participants to move to the same number they decided on from the scale. When these groups are formed, invite participants to say how they concluded they would places themselves there. Make comment about the spread of numbers. Ask each group to make a mental note of how many people they have in their group and their own number.



## **Slide 12**



**Reflect and discuss – Why is the church committed to Keeping Children Safe?**

- Turn to the statement “What we believe” on page 2.
- Respond as facilitated.

**Purpose:** To begin introducing the Keeping Children Safe policy.

**Aim:** For participants to become familiar with the theological imperative for keeping children safe.

### **Reflection/Conversation/Activity**

All options begin by allowing time for the group to read the material.

**Option 1:** After reading, encourage participants to identify some key words or phrases and discuss with their neighbour.

**Option 2:** After reading, encourage participants to identify some key words or phrases. Invite three or four people to call out their word or phrase. Then invite the whole group to indicate if they also had the same or similar phrases. Highlight the spread of opinion.

**Option 3:** After reading, provide large pieces of paper and pens and in small groups invite them to write key words down. Ask participants to identify the statement they felt most strongly about and discuss why with their group. Invite each small group to present their lists back to the group with short explanation of why they felt strongly about one of their comments.

## Slides 21-24



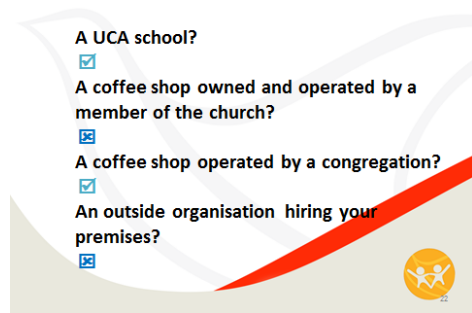
**Reflect and discuss**

Does it apply to ...?

Your congregation? ☒

A faith community linked with the UCA? ☒

A play group operated in the home of a UCA member? ☒ ☐



A UCA school? ☒

A coffee shop owned and operated by a member of the church? ☐

A coffee shop operated by a congregation? ☒

An outside organisation hiring your premises? ☐

**Purpose:** To illustrate the variety of people and groups covered by this policy.

**Aim:** To understand the range of people and entities to whom the KCS policy applies.

### **Reflection/Conversation/Activity**

**Option 1:** These are automatic slides that will just go along, ultimately revealing the tick or cross. Encourage people to call out the answer before the narrator answers.

**Option 2:** Use the final example for discussion: “an outside organisation hiring your premises.”

Pose these questions:

- What actually happens in your church in this scenario? In terms of best practise, what **should** happen?
- Who is responsible for ensuring the hirer has the necessary policies and procedures in place?

**NOTE:** The Synod Legal Services Unit provided a standard letting template for congregational use see CC9 and CC9A

UCA entities should ask outside organisations to have child safety policies in place.

**Option 3:** Complete the option 2 example. It can be extended by assuming a child has been abused. What steps did your group take in option 2 that might have prevented the opportunity for abuse? What steps were taken in option 2 to limit your congregation’s legal liability?

## Slide 27



### CAUTION

People might disclose past abuse or experiences of when they had to engage with the relevant authorities. Try to keep the general conversation on track whilst supporting the person disclosing. Use the designated support person or contact the Culture of Safety Unit.

**Purpose:** To learn about the myths and realities of child abuse.

**Aim:** To highlight the fact that myths often filter how or what we think of as abuse.

**Note:** *You may wish to indicate to the group that the second myth at the top of page 6 in the printed booklets (about mental illness) is followed by an incorrect comment. This has been corrected in the on-line document and in the next print run. Please apologise on our behalf. Obviously an error was made in cutting and pasting from our original source.*

The myth to be included in the new material is:

**Myth: Sexual abuse only happens to children from poor families**

Being poor does not mean a child will be sexually abused, but poverty is a serious risk factor as well as families that are in crises, dysfunctional families and parent/s under stress. These situations create vulnerable children who are more likely to be exposed to abuse.

### Reflection/Conversation/Activity

**All options:** Before you turn to the printed material, invite people to share with those closest to them what they think are some myths about child abuse.

Then invite people to look at the myths and truths printed on pages 5 and 6 of your Participant's Booklet.

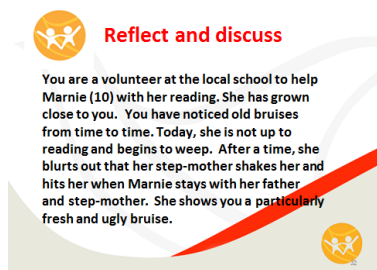
Now proceed with one of the options below.

**Option 1:** Allow time for silent reading. Invite people to stand, find another person and share one myth or truth they found confronting.

**Option 2:** Follow Option 1 and then ask the participants to feed back to the whole group for discussion.

**Option 3:** [Especially appropriate if you will be facilitating multiple sessions]  
Print each of the myths from pages 5 and 6 onto a separate sheet using large print. (Laminate each sheet if desired.) Cut each sheet into about 15 pieces to make a jigsaw. Divide into groups of 3 or 4 people and ask them to assemble their jigsaw and then discuss what is written on it. Ask each group to read their myth to the larger group and share some of the discussion they had.

## Slide 32 – Pause the PowerPoint



**Reflect and discuss**

You are a volunteer at the local school to help Marnie (10) with her reading. She has grown close to you. You have noticed old bruises from time to time. Today, she is not up to reading and begins to weep. After a time, she blurts out that her step-mother shakes her and hits her when Marnie stays with her father and step-mother. She shows you a particularly fresh and ugly bruise.

### CAUTION

People might disclose past abuse or experiences of when they had to engage with the relevant authorities. Try to keep the general conversation on track whilst supporting the person disclosing. Use the designated support person or contact the

**Purpose:** To apply learning.

**Aim:** To develop participant's confidence in identifying and reporting concerns.

### Reflection/Conversation/Activity

**Option 1:** Let the group read the story of Marnie. Encourage them to hold that story in their thoughts.

Then start the slideshow again and move to **Slide 33** about the Law. Pause and ask them to read the material about the law found on pages 7 & 8 of the Participant's Booklet. (See the brief note on next page of this guide)

After a few minutes, start the slideshow again.

At the end of **Slide 38** (How to report abuse, Part B), you will see Marnie again. At this time, stop the slide show and ask people to work in groups to answer these questions:

- What do you say to Marnie?
- What other action should you take?

**Option 2:** Let the group read the story of Marnie on the screen. Leave that slide on the screen. Tell the group that in their Participant's Booklet they have all the materials they need to learn how to respond to Marnie's situation. Refer them to the information on pages 7 & 8 about the **Law, Ethical reporting, Responding to and the back cover - reporting child abuse**. Invite small groups to work through this material together to find the answers to these questions:

- What do you say to Marnie?
- What other action should you take?

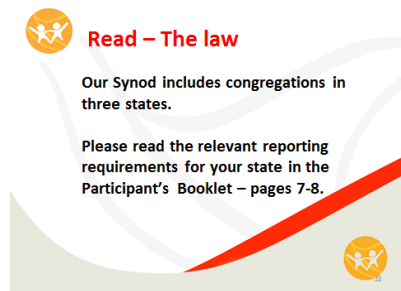
### Conclusion of both Option 1 and Option 2:

Bring the group back together and ask the small groups to share.

Responses should include that they are listening to the child appropriately AND that this situation would need to be reported. A good process would involve talking to the Principal or other appropriate person in the school and asking them to assist with reporting. If after a time you don't hear both these things, please be sure to state that both are needed.

If you use **Option 2**, at the conclusion of the discussion, start the PowerPoint again to recap and ensure that all groups read through all the available material. The Marnie slide will come up again at Slide 39 but if there are no further questions, you do not need to pause - just allow the presentation to move to the next slide.

## Slide 33



**Purpose:** To understand the legislative requirements for their relevant states  
If you have already done the exercise with Marnie (Slide 32 - Option 2), please ensure that people have read the law in the Participant's Booklet.

**Important note:** The Uniting Church is required to comply with the law just as all organisations and people are. Congregations and individuals might take issue with the amount of legal compliance, but the bottom line is that the Uniting Church and all its members and entities must obey the law.

## Slide 40




**Purpose:** To call attention to the important role of the Culture of Safety Contact Person.

### Reflection/Conversation/Activity


Take a minute to ask your neighbour if their congregation has a Culture of Safety Contact Person. If so, do they know who that person is? How has the congregation been informed about who that person is? Is that person just for their congregation or over a number of congregations or over an entire region? If not, who are they going to speak to so one can be appointed?

## Slide 46



**Reflect and Discuss**

- An elderly man has recently left a neighbouring congregation of another denomination and started attending your congregation. He is neatly dressed, polite and courteous. He seems reliable and friendly, so the Church Council considers if he may be appointed as the leader of a singles group.
- The Minister learns that one of the Elders is acting as Power of Attorney for a member in the early stages of Alzheimer's Disease.



### CAUTION

People might disclose past abuse or retell experiences of when they had to engage with the relevant authorities.

You might acknowledge that these examples might raise issues for participants and ask if they do, that participants consider seeking additional support.

If issues do arise they should be referred to the Culture of Safety unit.

**Purpose:** To understand that vulnerability takes different shapes.

**Aim:** For participants to apply thinking about vulnerability to their own context.

### Reflection/Conversation/Activity

Begin by asking participants who might be vulnerable people in their congregations. When a number of kinds of people have been suggested, turn to this scenario.

**Option 1:** Invite people to choose which scenario they wish to discuss. Form groups of three or four with people who have chosen the same scenario.

Ask groups to consider questions such as:

- Who might be the Vulnerable Adults in this scenario?
- What are the issues the situation raises?
- What might be done to protect the Vulnerable Adults you have identified?
- How would the situation change if due diligence (screening, etc.) was followed?
- How does this apply to your context?

**Option 2:** Break group in two groups, one with lay people and the other ministry agents. Assign the second scenario to the ministry agent group.

Ask the ministry agent group:

- What are the ministry implications/ethical issues here?
- If this were a minister instead of an elder, what affects would this have on their pastoral relationship?
- On their Code of Ethics obligations? (Note: this was covered in a previous Code of Ethics session)

Ask the lay group:

- Who are the vulnerable people here?
- What role does the man's appearance and personality play?

### Report Back – both Options

Possible responses you would expect to hear when they report back are:

- Any of the people in these scenarios could be vulnerable.
- Assumptions about who is a suitable leader may need to be challenged.
- Ethics of taking on a power of attorney role may depend on the context.
- Appropriate screening; minimum membership periods before becoming an elder or leader.

If after a time you do not hear these things, please state them.

## **SLIDE 48**

You may like to make an optional stop for a learning activity after this slide.

**You will need to prepare ahead of time (see below).**



**Purpose:** To help people become familiar with the steps to implementing the policy and to have confidence in being able to do so.

### **Reflection/Conversation/Activity**

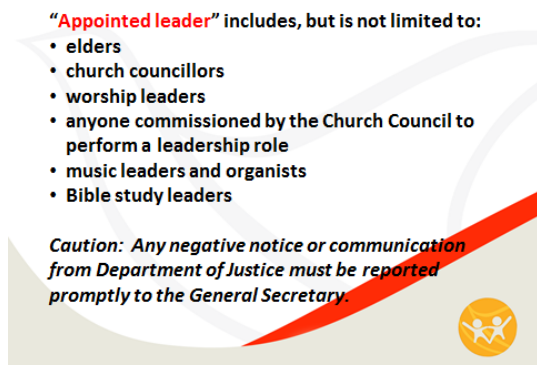
**Preparation:** Print each of the ten steps on page 11 of the Participant's Booklet (without the number) onto a separate piece of paper or onto a card. Produce enough copies of the ten steps so that each group of 5 or 6 people will have a full set.

**Activity:** Divide into groups of 5 or 6 people. Ask each group to sort the steps into the order that a church council might follow in the process of fulfilling the ethical and legal requirements of the Keeping Children Safe Policy. Encourage groups to discuss who might take responsibility for each step and over what timeline.

After the groups have done their work, go on to slides 48 and 49. Give time at the end of slide 49 to see how the participants' work compares with the version in the Participant's Booklet (page 11).

## **SLIDE 53 – CAUTION**


You do not need to pause the PowerPoint here – but you do read the following information ahead of time so that you are prepared in case questions arise.

A graphic for Slide 53 titled "CAUTION". It features a list of roles included under "Appointed leader", a caution statement, and a circular icon with two figures.

**"Appointed leader"** includes, but is not limited to:

- elders
- church councillors
- worship leaders
- anyone commissioned by the Church Council to perform a leadership role
- music leaders and organists
- Bible study leaders

*Caution: Any negative notice or communication from Department of Justice must be reported promptly to the General Secretary.*



**The whole topic of who are Appointed Leaders is a hot button issue. Prepare for push back.**

**Some things to reinforce:**

- Appointed Leaders are defined by the Synod – NOT by the Department of Justice – based on legislation with which the church must comply.
- The Synod Standing Committee is therefore within its rights to define Appointed Leaders as it has.

This applies to congregations currently WITHOUT children as well as to those WITH children.

ALL Appointed Leaders need WWCC/R cards to remain in leadership roles; members do not need cards unless they are Appointed Leaders.

It's okay to acknowledge that there is some level of confusion. You are not expected to resolve the issue here and now. If issues arise – refer them to Culture of Safety unit.


You may wish to consider including questions such as these, tailored for your situation:

- Who here cooks on the Rotary/Lions BBQ?
- Who works for the Red Cross/CFA?
- Who coaches or umpires a sport with children or young people?
- Who works in the school canteen/SRI/reading in the classroom?

These community roles are all likely to need you to have a WWCC/R card. The church is no different. You can register all of these and the church at the same time when you get your card.



## Slides 54/55



**Review – Who needs a WWCC/R under Synod policy?**

- The Church Council chairperson? ☒
- What about the person who opens the church hall for potential hirers? ☒
- A member of the choir? ☒

Slide 54 features a yellow icon of three people in a circle at the top left and bottom right. A red diagonal line runs from the bottom left towards the top right.

### **Reflection/Conversation/Activity**

**Option 1:** These are automatic slides and will just go along, ultimately revealing the tick or cross. Encourage people to call out the answer before the narrator answers.

**Option 2:** Pause the slide show after the second slide. Pose the situation of a person who is not willing to apply for a WWCC/R.

Discuss in small groups

- What might be the reasons a person would resist getting a check?
- What pastoral responses might help a person get through their resistance?

## Slide 60



**Reflect and discuss:**  
How well do you now understand the Keeping Children Safe policy and process?

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.  
Not Somewhat Fairly Quite Extremely  
well well well well well

Slide 60 features a yellow icon of three people in a circle at the top left and bottom right. A red diagonal line runs from the bottom left towards the top right.

**Purpose:** To draw participant's attention to how well they now understand the Keeping Children Safe policy.

**Aim:** For participants to locate themselves **now** compared to the beginning of the session.

### **Reflection/Conversation/Activity**

**Option 1:** Use the same option that you used for slide 6.

**Option 2:** Ask people to position themselves along a continuum that shows where they were at the beginning of the session; ask them to move to where they are now.

## Slide 61



### Reflection/Conversation/Activity

**Everyone:** Encourage people to take a few minutes using the Notes page inside their book to jot down two or three learnings and two or three action points.

## Slide 62 - Thank you



At the conclusion of the presentation

- Please thank everyone for their attendance.
- Make sure they have all signed the attendance sheet.
- You may wish to close with a **short prayer or blessing**.
- Please remind participants of their own self care as they go home.

## 5. After the training:

- Send your attendance record to the Culture of Safety unit. Please send attendance sheet Culture of Safety via the email address below, or post to 130 Little Collins Street, Melbourne 3000.
- Let us know of anything that was raised in the session that might need following up.
- We would welcome any feedback on the presentation or printed material and welcome any suggestions for improvements.

If you need any further assistance please contact the Safe Church Educator:

[cultureofsafetycontact@victas.uca.org.au](mailto:cultureofsafetycontact@victas.uca.org.au)