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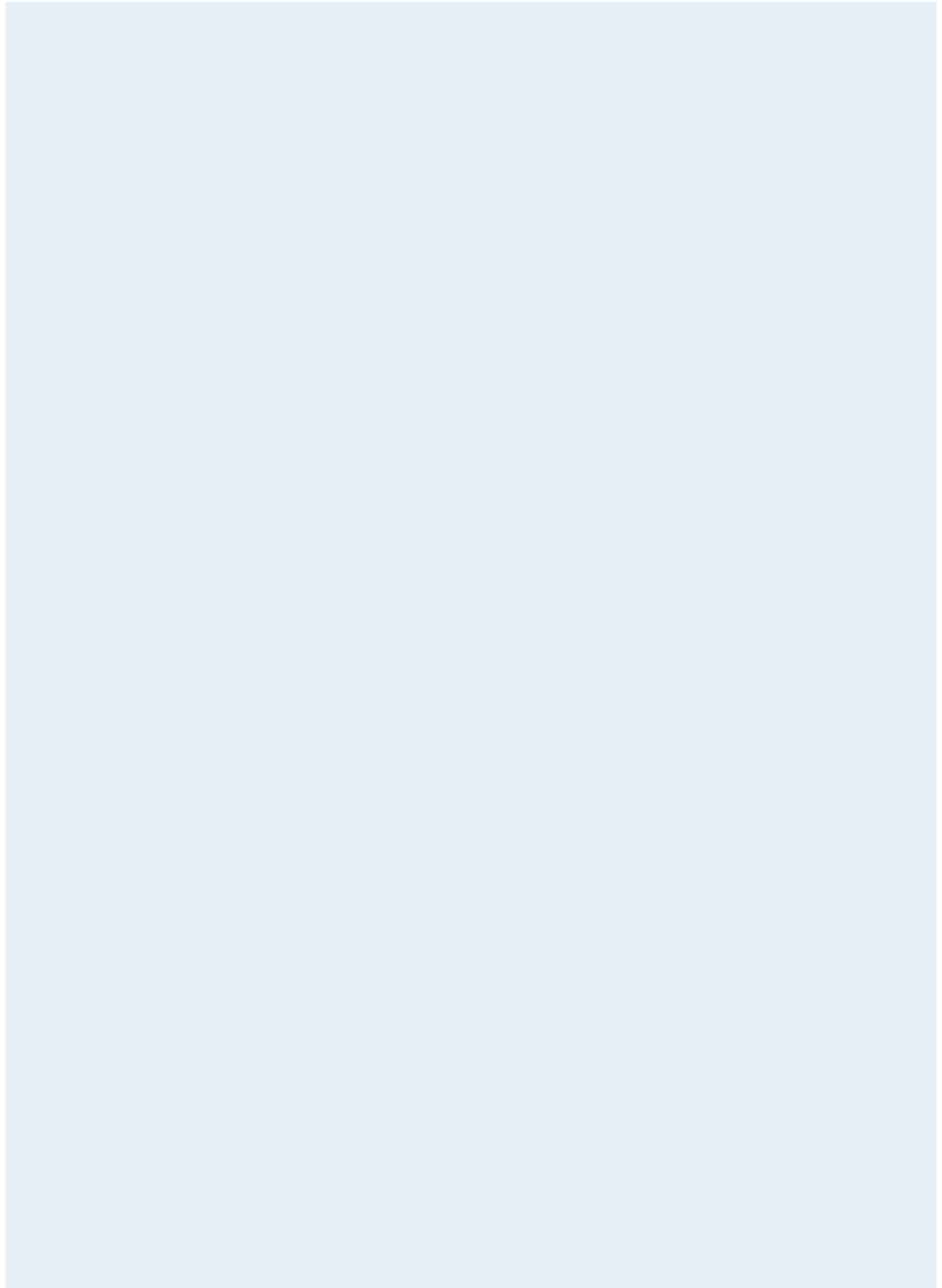
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Unit 2 Creating safer space for all

Which aspects of church life may be difficult for those who have experienced abuse?

Think about the physical space we are in; how we do and don't give permission for people to opt out of aspects of worship; the language we use; where the power lies in different contexts; and more.

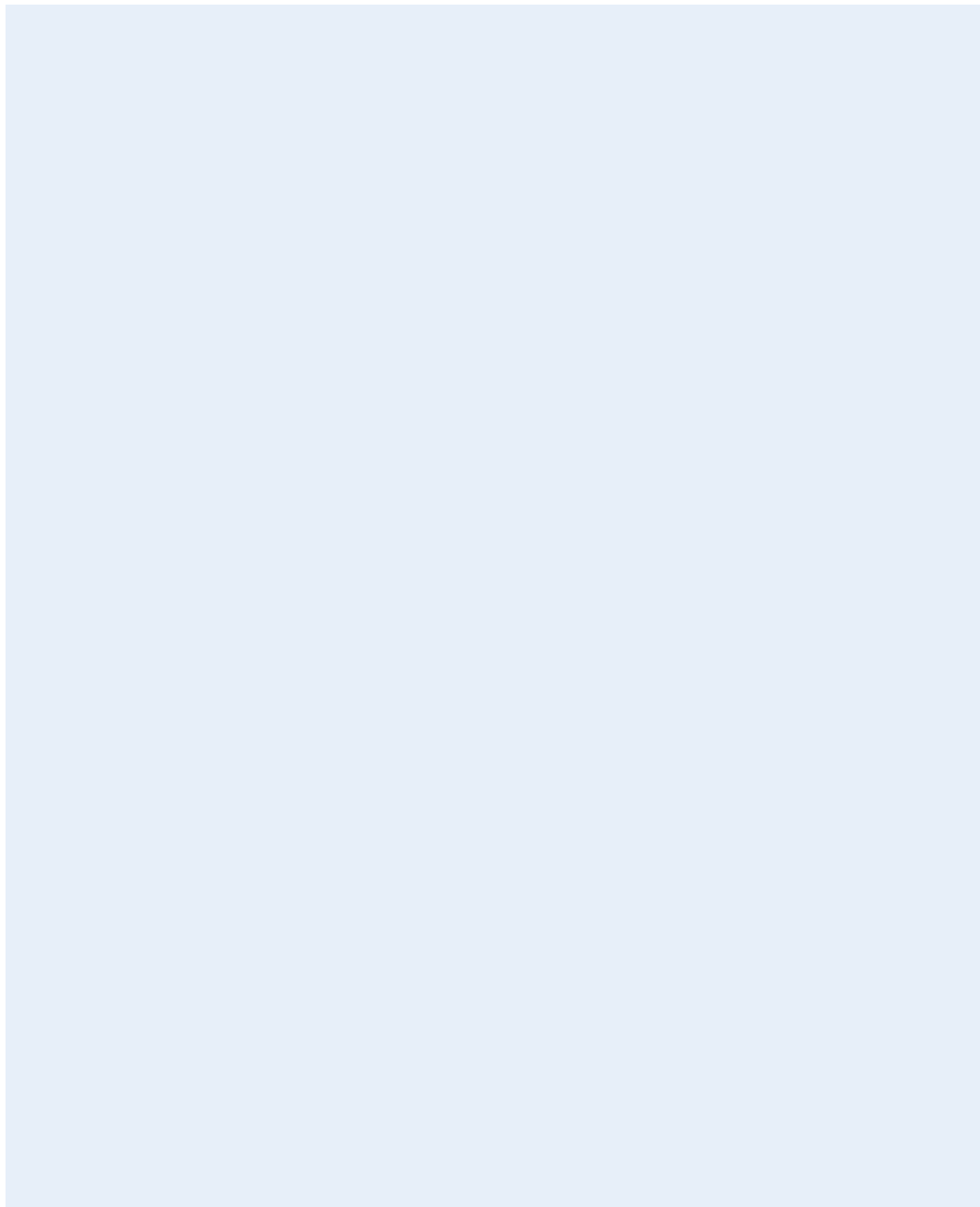


Unit 3 Prevent, protect, promote

Safer recruitment

You are involved in helping to create a new safe, welcoming and inclusive space for people to come together to explore their faith and to worship together. As part of this, you need to recruit volunteers to a number of new roles.

Using the 12 steps to safer recruitment (outlined in the Handbook on p.15) consider how you will recruit these volunteers safely and how you would support them within their roles.



Boundary drift

You have just watched the animation about Maia, the flower arranger.

Can you think of any situations similar to Maia's that have happened or could happen in your church?



What could you do in your role to make others aware of boundary drift?

Creating safer organisations

Marcus Erooga is an independent safeguarding consultant, researcher and trainer.

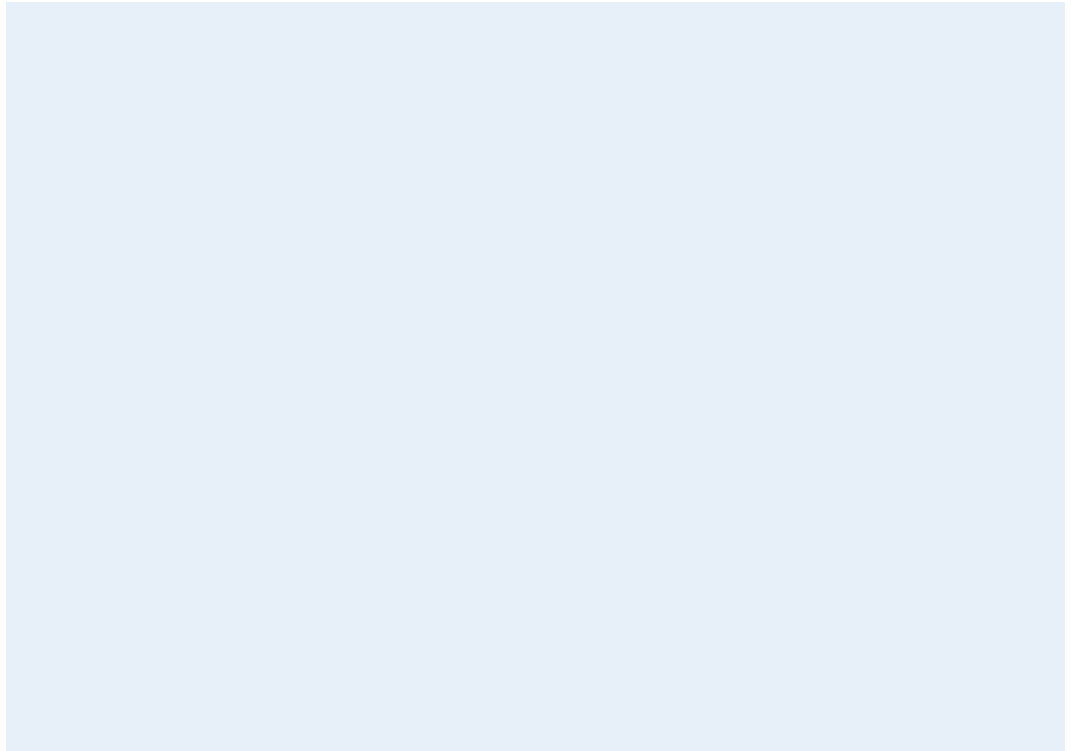
It is important to note that, although Marcus' example refers to secular organisations, the same principles apply to all settings, circumstances and categories of abuse.

What three key things stand out for you in the video?

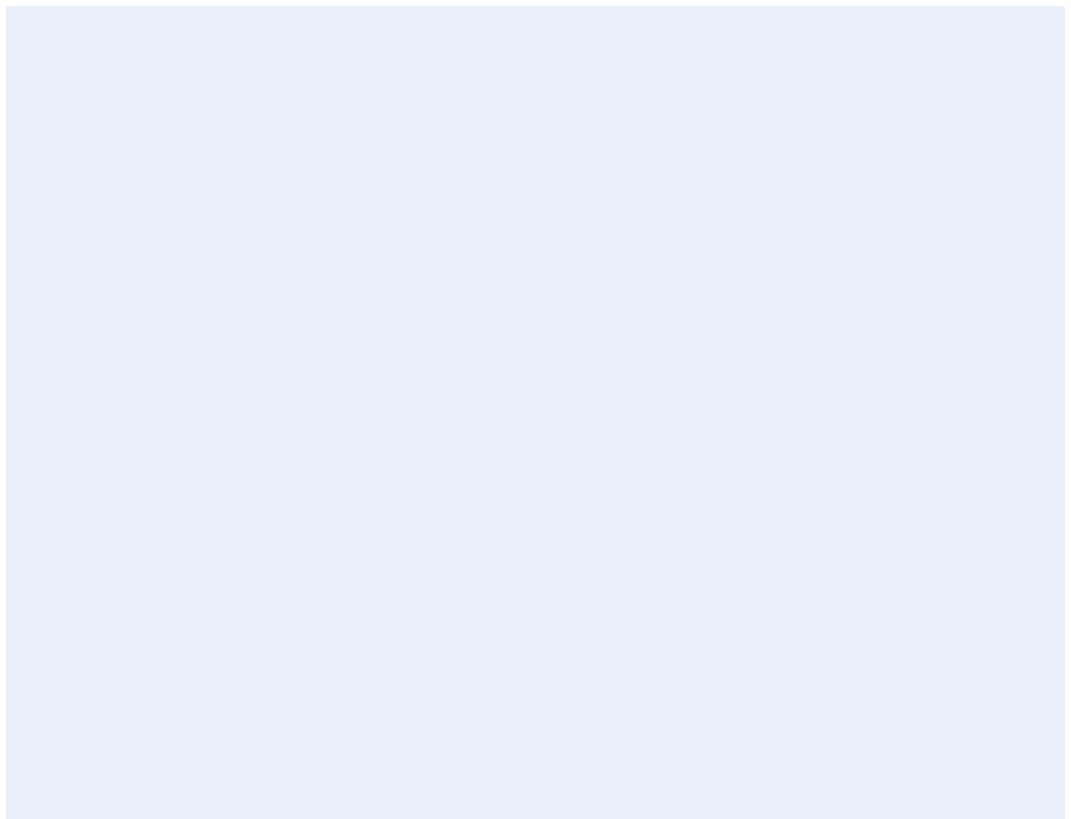
- 1.
- 2.
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If you have seen the video before, how do you feel about it now compared to the first time you saw it? Can you recognise any change in the culture of your church within that time?

What impact does the culture in our churches have on an individual's ability to abuse?

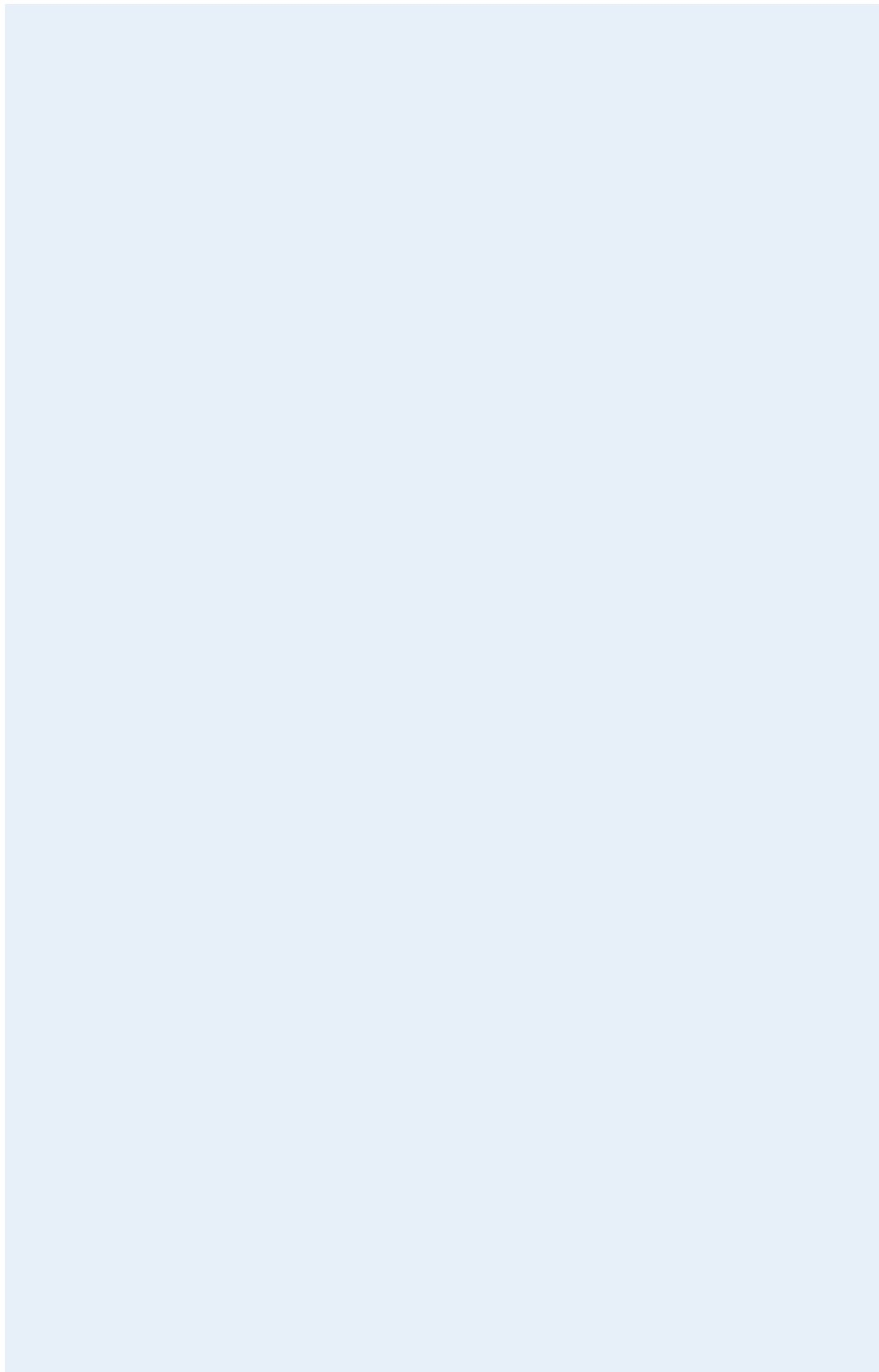


What is the implication for your safeguarding practice?



Good safeguarding practice

Think of a time when an action you took contributed to good safeguarding practice.

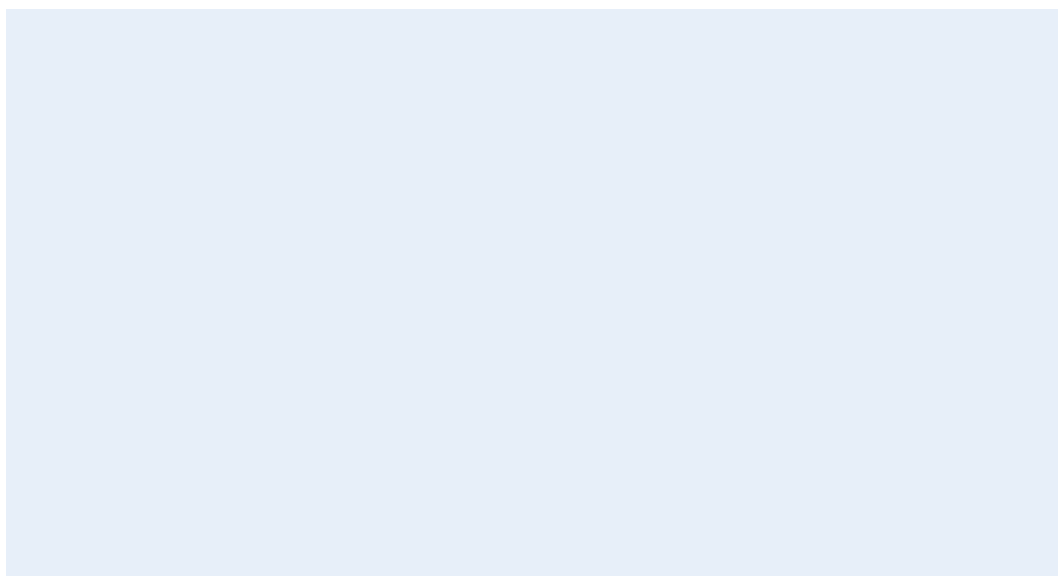


Grooming

You have just watched the video of Oscar and Jasper. Although this scenario involved financial abuse, remember that grooming can be used in many other types of abuse.

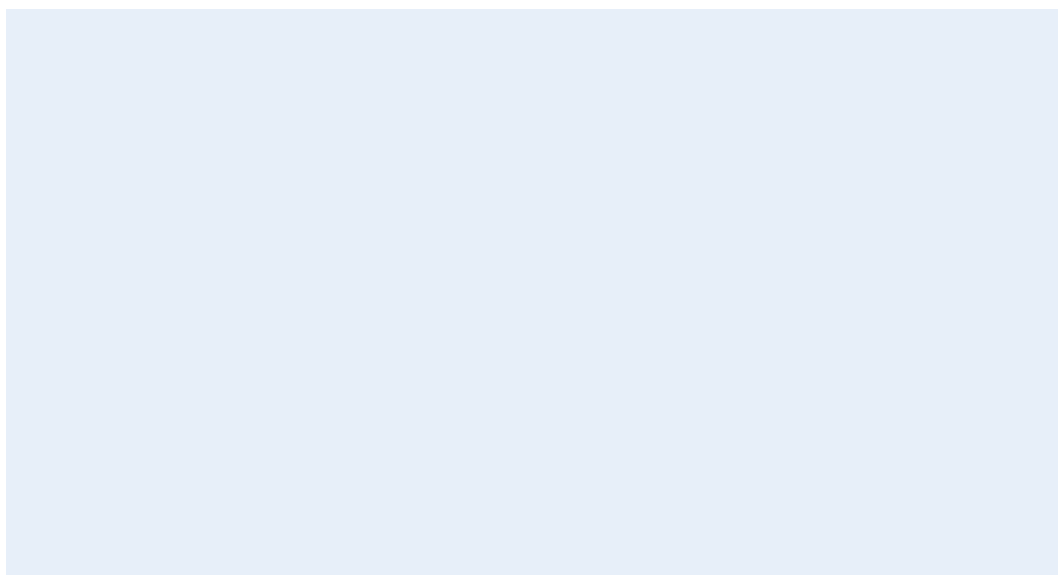
If you are completing this online, you will have opportunity to discuss this further at the Gathered Session.

Who has been groomed within this scenario? Could anything have been done sooner to prevent the abuse occurring?



What might grooming look like in the context of the Church?

Consider different people in different roles who may be groomed.



Unit 4 Record and report

You have listened to the conversation between Claire and the minister about Mrs Leonard. Spend three minutes writing your record of the discussion.

If you are completing this online, please note down any questions you have for the Gathered Session.



Think about: Who? What? Where? When? How?

Listen to the conversation again as Claire shares her concerns, and those of others and consider the questions below:

Did you record all the key points? Yes No

Did you record the names of the different people involved Yes No

Was there anything you didn't record?

Did you record the who; what; where; when; how? Yes No

Was there anything that you recorded as a fact from Claire, but which was actually Claire sharing someone else's opinion?

* For more information see media.samaritans.org/documents/listening-tips-poster.pdf

Unit 5 Putting the learning into practice:

The Revd Alex case study

Remember, respectful uncertainty and defensible decision-making.

Stage 1a

You have received the following information in a phone call:

The Revd Alex from your circuit, has been arrested on suspicion of serious offences against two children who attend Messy Church. The Revd Alex has three children of their own.

How do you feel as you hear this call?

Consider whether you feel this is a serious situation, and if so, why.

Stage 1b

Later, you receive the following text:

Chaos at church this morning!
 🙄 Everyone gossiping about Revd Alex. Released on bail apparently. Most people seem to think this can't be true, the plea must be not guilty and this has gone too far. Wasn't sure what to do about it? 🙄

Thanks for the update. I think we need to have a chat. Are you free after 2pm?

How might gossip be a problem in the church?

What actions might need to be taken?

Stage 2

The police have concluded their investigations and charges have been laid before the court. You then receive the following text from the Revd Alex:

<p>Morning. My case is up in court next month. I just wondered if there was any chance of a character reference. We have known each other ages and this would really help. Thanks 🙏</p>	<p>What are your thoughts about this request?</p>
	<p>Will you do it?</p>

Stage 3

After the trial you receive an email from the District Safeguarding Officer advising you of the outcome.

<p>The Revd Alex has been found guilty</p>	<p>The Revd Alex has been found not guilty</p>
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Consider the implications of the verdict and the possible impact on the church and the wider community.

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Stage 4**Ten years later...**

You are still in the same church, many of the congregation are the same, although ministers have changed. So, everything is fine now, isn't it?

Consider: what might the situation be like now for the children involved in the Revd Alex case, their families and friends?

Consider: what might the situation be like now for the Revd Alex, their family and friends?

Consider: what might the impact be on members of the congregation?

Consider: what might it feel like for a new minister coming into this church community?

Learning log - Impact on my role(s)

Name:		Date undertaken:	
	What have I learned?	What actions do I need to take?	What conversations do I need to have?
Unit 1a Preparing the ground (for those completing the module face-to-face)			
Unit 1 Introductions, devotions and context			
Unit 2 Creating safer space for all			
Unit 3 Prevent, protect, promote			
Unit 4 Record and report			
Unit 5 Putting the learning into practice			

The **Methodist** Church 

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