

2021 Online Edition

# SAFEGUARDING

Creating Safer Space

Trainers' Notes

for the Gathered session



**Advanced Module**

(Online) 2021 Edition

The **Methodist** Church 

## Creating Safer Space - Advanced Module (online) Gathered Session

### Overview of Advanced Training

As an Advanced Module (online) Trainer you will be facilitating one of the elements of the complete online course.

The Advanced Module (online) comprises of a set of resources that contribute towards the participants' learning. It is split into three parts:

- Advanced Module (online) e-learning - this takes approximately 4 to 7 hours and can be completed in smaller sections. Alongside the e-learning participants complete a Workbook which they then take to the Gathered session.
- Handbook – to support learning during Advanced Module and for further study and resources.
- Advanced Module (online) Gathered – a 2 hour facilitated session to consolidate learning from Advanced Module (online) e-learning.

All course delegates are expected to have a basic knowledge of safeguarding, having already undertaken the Foundation Module. The Advanced Module is designed to build on this learning to ensure that delegates are fully equipped to fulfil their safeguarding responsibilities within the Methodist Church. The Advanced Module will help delegates understand what to look out for, how to respond and when to ask for help, to ensure that Methodist Churches are safe places for all.

### Advanced Module Aims and Objectives.

To consolidate and develop your previous safeguarding learning and;

- explore what this means in your designated role of responsibility within the church.
- further equip you with skills and resources to be confident in promoting good practice in the church and community.
- extend your understanding of responding well to different groups within the church community.

### The Advanced Module process.

Participants completing the Advanced Module (online) will register in their District or Region with the local administrator.

The local administrator will liaise with all trainers about a variety of dates and times for Gathered sessions, these will then be advertised. Participants will book a Gathered session and be registered on the e-learning, which they will complete prior to attending the Gathered session. They will receive a pre-session email which will include the Zoom log in details, resources needed and a prompt to bring any questions from the Advanced Module (online) e-learning.

The Gathered session should always be delivered by two trainers with appropriate levels of safeguarding expertise. One of the trainers should be a District Safeguarding Officer. There should also be a named chaplain.

### Role Outlines.

#### *Trainers x 2*

- To facilitate the session material in accordance with the trainer's notes.
- To support the learning of all participants during the session.
- To have a debrief session after the course to review feedback and reflect on learning.

#### *Zoom Co-ordinator*

- To set up breakout rooms, screenshare, broadcast and chat functions.
- To admit everyone and sign them in.
- To share the PowerPoint slides and film clips as needed.

#### *Chaplain*

- To keep a watchful eye on all participants and to notice if anyone is struggling.
- To respond to 'chat' messages requesting pastoral help.
- To receive phone calls from participants during or after the session if they need to talk (You may wish to consider having a designated time directly after the training ends, to enable anyone with pastoral concerns to speak further to the chaplain or trainers).
- To ensure that there is clarity for participants regarding who they can contact for additional pastoral support following the training.

## **Practical aspects of delivering the Advanced Module (online) Gathered.**

It is recommended that the number of participants per session is no less than 6 and no more than 15. This means that when using gallery view on Zoom (on laptop or iPad) everyone participating in the session will be visible. Bookings will be made by the local administrator and names passed on to the trainers.

### **Pre-Course email**

Prior to Advanced Module Gathered an email will be sent to each participant by the local administrator. This will include the following information.

- Log in details for the Zoom training.
- Chaplain's contact phone number.
- A reminder to bring any questions to the session.
- A prompt on what to bring for the Listening to Stories section.

The email will also need to have the following added as attachments:

- Handbook [PDF file]
- Privacy Notice [PDF file]
- Aims and Objectives [PDF file]

### Materials and equipment

The materials you will need to deliver the session include:

- Access to a Zoom license.
- Laptop with webcam and audio facilities.
- A copy of the Workbook.
- Copy of Safeguarding: A quick reference guide for those working with the Methodist Church.
- Advanced Module Handbook.
- Signing in sheet.

### Participant Progress Record

The Participant Progress Record should be completed by the trainer. Initially this will be in liaison with the local administrator to confirm all participants have completed the e-learning. Then as people complete the Gathered session this should be added to the Record. The completed Record should be forwarded to the local administrator after the session.

The Participant Progress Record must be used alongside the Safeguarding Training Privacy Notice as personal data will be used as a record of when individuals are next required to complete Advanced Module. To comply with GDPR (General Data Protection Regulation) the Methodist Church must inform participants of their rights and provide information about how their personal data is held.

### Handbook

The Handbook contains additional information that builds on material covered during Advanced Module e-learning and Gathered session. It also provides participants with some suggested resources for further learning and development, and signposts to helpful organisations.

The local administrator will ensure participants have a copy of the Handbook ahead of the session.

An electronic copy of the Handbook and Workbook is downloadable from the training pages at:

[css-advanced-module-2019-participant-handbook.pdf \(methodist.org.uk\)](https://www.methodist.org.uk/css-advanced-module-2019-participant-handbook.pdf)

## Facilitating the Gathered Session

**The Learning Activities are designed to:**

- develop a deeper understanding of safeguarding issues
- enable the application of models, theories and concepts
- extend knowledge
- promote reflection
- help delegates understand what to look out for, how to respond and when to ask for help, to ensure that Methodist churches are safe places for all.

### On the training day

All trainers should:

- Log on to Zoom 30 minutes early and check all the settings are as required including enabling Joint Hosts and locking the chat feature so that conversation can only happen with the trainers and chaplain.
- At the end of the session stay on until all participants have left. The 2 trainers can then, together, debrief on that session.
- Check they have the necessary screens, for the session, open.
- Create a welcoming atmosphere as participants arrive; welcome each person, make sure the correct names are displayed and encourage conversation.
- Arrange the breakout rooms.

### Breakout rooms

During the session there are four occasions when participants are working in breakout rooms. They will be in the same working group for each of these. As participants arrive (or before the session) one of the trainers or zoom coordinator should arrange the breakout room allocations. Ideally there should be 3 in each room for the Listening to Stories exercise. If this is not possible group people in 2s for the Listening to Stories exercise and then join two groups together to form a larger group for the case study discussions.

### Being a Chaplain on Zoom

While taking part in the e-learning participants have been asked to contact their minister or another person they trust if they need pastoral support. During the Gathered session there should be a named chaplain to provide pastoral support. This chaplain may be 'on screen' all through the session and participants can contact them via chat or on the phone; or they may choose to be 'off screen' but available via telephone. However, the chaplain is available during the session, it is important that they make it clear to participants how long they are available after the session in case people want to contact them then.

### Reflection on (and planning for) resistance.

Sometimes trainers can encounter resistance from within groups undertaking safeguarding training. Resistance in training usually either stems from the need of the participant:

- to exert their strength and control and/or
- to defend their weakness.

In safeguarding training, the reasons may be more complex as the material can be difficult and distressing and the individual may be struggling to deal with discomfort and pain.

However, a few resistant people can really present a barrier to others and can be off putting and difficult for both trainers and participants.

For the Advanced Module (online) Gathered session it may be that participants arrive with questions and anxieties about the material they have encountered in the e-learning. At the start of the session, and in the pre course information, make it clear that any general questions, thoughts and feedback from the e-learning will be explored at the end of the session.

### Forms of resistance and possible ways of dealing with it.

- Questions that are not directly related to the topic but are about procedures and practice in local churches or circuits: The person asking the question should be signposted to the DSO for any further questions.
- Taking issue with one of the case studies: Keep the focus on the learning objectives of the case study rather than getting into debates about the detail.
- Questions that are controversial: Confidently and clearly explain that while this is interesting there will not be time to discuss this as well as covering the material and that you need to keep a focus on the material.
- Competing with you for authority: Aim to value and use the knowledge of the person without alienating the rest of the group.
- Asking difficult questions to which you do not know the answer: Do not pretend to know what you do not. Log these questions and explain that they will be passed on to the DSO and the answers returned to all group members.
- Noting gaps/contradictions in Methodist Church policy: Agree to make a note and feed back to the Methodist Church Safeguarding Team.
- Directly challenging you as the trainer: Try not to get into a one-to-one confrontation with any one participant or take it personally. It may be useful to take a five-minute break or use the co-trainer to take the individual into a breakout room for a one-to-one conversation.
- Not participating in learning activities: If this develops into a pattern, you may need to send a chat message to the person and ask if there is a reason for this.
- Questioning the legal context for safeguarding: The Safeguarding Policy, Procedures and Guidance for the Methodist Church in Britain outlines the legal framework and context for safeguarding, so signpost them to the online document to answer their questions.

### Other issues to consider:

- Try not to view resistance as a personal attack.
- Refer back to the learning agreement when needed.
- Remember that resistance is often due to an underlying problem. You may not be able to resolve the problem, but you can improve the experience for the rest of the group.
- Keep a clear focus on the learning aims and objectives for the whole group.
- Be available for the individual separately, should they wish to share with you their difficulty with taking part in the training.

## Advanced Module (online) Gathered

### Welcome & introductions (3 minutes)

Each member of the training team should introduce themselves and their role. Explain and share the [Learning Agreement slide](#) and emphasise that there will be time for the questions arising from Advanced Module e-learning at the end of the session. If any of these questions are specific around policy and procedures in a particular church or circuit these should be directed to the DSO after the session.

### Participant introductions. (7 minutes)

Participants will be in the same working groups, throughout the session, when there is an activity in breakout rooms. This is now a time for them to get to know the others in their group. Explain that everyone will be sent to their breakout rooms where they can introduce themselves and the role or roles they come to Advanced Module with. This can also be a time to share a little of their experience of the e-learning.

Send everyone to their breakout rooms, bringing them, back after 4 minutes.

### Devotions (4 minutes)

#### **Let us pray:**

Lord of light, we remember that you came into the world to banish the darkness. We hold before you those people whose lives have been overshadowed by abuse. Lord, open our ears to hear the truth, open our eyes to truly see what is happening in front of us, open our minds that we may acknowledge and understand the damage abuse, in all its forms, can do. Open our hearts to find ways to make safe space for all people. Amen.

#### **A reflection**

A reflection on our safeguarding role from the Revd David Gamble's presidential address (2009).

Creating safer spaces: safeguarding; sanctuary; safer to be different; safer to explore; safer all around. Creating safer space. Not just the name of a report or the theme for a presidential address. But it's a task, a role and a challenge for the Church and for each person here today, every single one of us. Creating safer space.

Participants are then encouraged to join together in prayer using the words on the [Devotions slide](#).

*Lord, fill us with your wise spirit that we may be enlightened. Enable us to listen. Lord, fill us with your strong spirit that we may be empowered. Enable us to be humble. Lord, fill us with your loving spirit. Enable us to care. Amen*

### Listening to Stories (26 minutes)

The timings of this section break into Introduction (4 mins), Listening circle (12 mins), Feedback (2 mins) Reflection and questions (8 mins).

### Introduction to Listening (4 minutes)

Explain that listening skills is an important part of the Advanced Module. The need to improve listening skills within the church and listening to understand were raised as priority issues in the Past Cases Review. Listening to the voices of those who have experienced abuse has informed changes to safeguarding training. Listening is a key part of creating safer spaces in the churches we are part of.

Before the Gathered session participants have been asked to think about a one-minute story they are comfortable to share in this exercise. They will have been given a series of story prompts to choose from. These are;

- A pet hate, and why this is so.
- A favourite activity.
- Something I'm proud of.
- A time when I was out of my comfort zone.

The story is simply a vehicle for the learning so there is no pressure to think of a great story.

Begin by showing the [Listening Circle film](#) to illustrate the Listening to Stories activity.

<https://youtu.be/kaKy8GVE15M>

### Listening circle (12 minutes)

Participants will be put into their breakout rooms. Before this happens explain that they will be person A, B and C (there may need to be a group of 2) and each will take a turn to tell their story while the other two people listen. During this exercise participants should not make notes.

Person A is the speaker and shares their one- minute story.

Person B listens (without speaking) and subsequently reflects the story back to the speaker. They are not allowed to ask any questions.

Person C listens (without speaking) and, after Person B has reflected back, Person C can ask questions for clarification purposes.

Person C is also the time-keeper and so will need a watch, phone or other way to keep track of the time.

Once this turn is complete (3 mins), the roles rotate. Person A becomes person B, B becomes C, and person C becomes person A and tells their story.

After this round rotate the roles again.

This exercise should take a total of 10 minutes with 3 minutes for each round of share, reflect and question.

At the end of each block of 3 minutes the zoom coordinator should broadcast to the breakout rooms 'The next person should be beginning their story now'.

After 11 minutes call all the groups back to the main Zoom room.



### Feedback. (2 minutes)

Ask people to respond to the following three questions.

- What was it like being listened to?
- What was it like listening and reflecting back but not being able to ask questions?
- Was it easy to ask questions?

### Reflection and questions (8 minutes)

Draw this section to a close with a discussion around the following points.

1. It may have felt slightly odd, listening without asking questions. When might we be required to do this? (Draw out that this will happen when someone is disclosing abuse)
2. When is it ok to ask questions? Remind and show the group a copy of the **Safeguarding: A quick reference guide for those working with the Methodist Church** and the questions contained in there.
3. Emphasise that ways to listen well include;
  - showing that you take what is being disclosed seriously.
  - staying calm.
  - deciding if the time and place is appropriate.
  - listening with undivided attention.
  - not promising confidentiality.
  - giving reassurance that disclosing is the right thing.
  - talking through the next steps.
  - checking what the person hopes for.
  - considering if it is appropriate and acceptable to take notes.
  - reflecting back what you have heard.
  - making (and then signing) notes of what was said, including date, time, venue and who was present.
  - informing the DSO if appropriate.
  - being prepared to continue to be there for the person.

Some of these points will have been covered in the feedback from the group work.

Close this section by reminding participants of the Safeguarding Policy - Listening piece which they watched in the e-learning and remind them they can return to look at this if needed.

### Grooming in a Church Context (18 minutes)

Remind participants of the Grooming in a Church Context exercise in the e-learning and show the [Case study summary slide](#).

*At the end of a service, Jasper speaks to the preacher enthusing about the care and attention he has received from his pastoral visitor, Annie. Jasper explains that Annie has been helping him with his bills, his shopping, paying his rent and taking his collection to church.*

*The local preacher, Oscar, mentions this to the minister as positive feedback on the pastoral visiting system. At this point the minister reveals that there are concerns about Annie. Jasper's granddaughter has contacted the minister and expressed her worries that Jasper's money had been disappearing.*

Explain that one aspect of manipulation and control is grooming. It particularly relates to sexual abuse but is also relevant to other forms of abuse. The Grooming in a Church Context case study included abuse related to pastoral care and financial abuse.

Send the participants back into their breakout rooms to discuss the following two questions. Make sure that the questions are pasted into the chat before everyone leaves for their rooms.

**What were some of the concerns for you as you watched the film?**

**What other, similar, situations might there be where we need to be alert?**

Allow 8 minutes for the discussion and then bring everyone back to the main room.

As participants come back discuss any issues their conversation raised.

Remind everyone of the particular features of grooming in a church context using the [Grooming in the Church Context](#) slide.

In the church grooming can happen at different levels.

- Individual; befriending, supporting, giving gifts, providing assistance, isolation, threatening, embarrassing.
- Family; building up trust with family members, becoming a family friend, being seen as a helpful person and a good influence.
- The Church community; building acceptance of self, creating a useful role.
- Those in positions of influence; gaining a [position of trust, rationalising the pushing of boundaries, minimalisation and normalisation; persuading those in authority to bend the rules.

Participants may be anxious that many of these behaviours are also a part of normal church life. Emphasise the need this raises for safer recruitment, management and support, everyone knowing the importance of safeguarding and clear lines of communication. Remind everyone of the Marcus Erooga film clip and the learning that perpetrators are less likely to abuse in places or situations which have robust safeguarding procedures in place.

### **Break (10 minutes)**

### **Responding well to those who have experienced abuse (10 minutes)**

During the e-learning participants have thought about the importance of hearing the voice of survivors and the ways this should affect church life. This is a chance to reflect on this learning and to think about the impact it has.

Remind everyone that there are specific aspects of worship and church life about which survivors of sexual abuse have raised awareness, and to which leaders should give careful thought. They may also be relevant for survivors of other types of abuse.

Ask everyone to think of one thing they will consider doing, changing or speaking about in response. Encourage participants to share their key thing either in the chat or on Padlet (or similar). Signpost participants to *How churches can respond well* on pages 14-15 of the Handbook.

### Reverend Smith Case Study (25 minutes)

Remind the participants of the Reverend Smith case study and the show the [Revd Smith summary slide](#). Revd Smith was arrested and tried on suspicion of serious offences against two children who attended the Junior Church. During the e-learning session participants will have thought about the impact of a guilty and not guilty verdict.

Ask the group how they felt walking through the Rev Smith case study?

### Ten years on discussion

Explain that you want them to imagine that they are still in the same church. Its 10 years on and, over the years, the ministers have changed but many of the congregation still remain.

Send the groups into their breakout rooms and explain that during the discussion a couple of extra questions will be broadcast to the rooms.

Ask the groups to begin by discussing how they may feel 10 years on. Everything is fine now, isn't it?

Allow 3 minutes for the groups to chat then broadcast to all rooms the question;

- How are those who were friendly with the families of the 2 children feeling now, 10 years on?

Allow 2 minutes then broadcast to all the rooms;

- How are those who were good friends with Revd Smith feeling now, 10 years on?

Allow 2 more minutes and then broadcast;

- What difference would it make if Revd Smith lived in the local area or had returned to the local area? What difference would it make if Revd Smith's family remained or returned to the area?

Allow 3 minutes' discussion and then bring the groups back to the main room.

### The impact of a serious situation

Spend 5 minutes facilitating a conversation around the responses to the questions. In the feedback draw out;

- that this situation will have a deep and long-lasting impact upon individuals concerned as well as the wider church.
- ongoing independent and separate pastoral support for all individuals concerned and the congregation may still be needed.
- continuing management of any identified safeguarding measures may also be ongoing should Revd Smith have any involvement in the Methodist Church in 10 years' time.

Share the [Grief Stages film](#) with the group. After they have watched this, signpost participants to *Responding Well to Congregations* on pages 23-25 of the Handbook.

<https://youtu.be/NjAu06F1X5k>

### Reflection on learning (15 minutes)

This part of the session allows everyone to look back over the whole learning experience (e-learning and Gathered).

Begin by asking everyone to put any key questions they have into the chat or onto Padlet. If using chat ask them to begin questions with ??? so that they are easy to identify.

As the conversation continues one trainer should look at these questions and draw out key themes for discussion, those that could be asked of the DSO and those that can be answered easily after the session.

Ask everyone to share;

- the key thing you have learned
- one key conversation or action for you

Ensure that everyone is clear where you go to for support with safeguarding concerns and queries?

Look at the key questions in the chat and discuss these together indicating which will need to be passed on to the DSO.

### Closing Devotions (2 minutes)

This prayer was written by survivors in the church. They have welcomed being asked to provide the prayer for the Advanced Module worship.

(A selection of other prayers which the trainer could use are available in the Trainers' Notes for the face-to-face Advanced Module training)

I pray for your Church, Lord.

I pray that you will continue to give it the courage it needs to face the reality of abuse.

I pray that you will strengthen it in its resolve to change.

I pray that it will learn to listen when truth is being spoken to power.

I pray that it will continue to grow in wisdom as it serves in the real world.

Amen

Thank participants for their attendance, provide them with a feedback form to complete and return and explain how and when the certificates will be distributed.