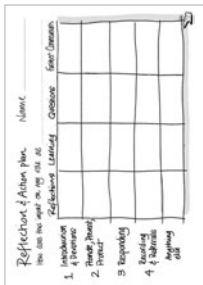


Creating Safer Space

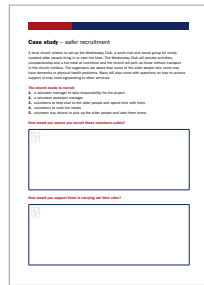
Advanced Module 2019 Edition

Core Learning Handouts

This pack contains the following items (click on the page)



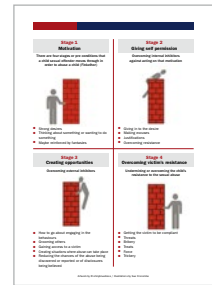
Reflection and action plan (2 pages)



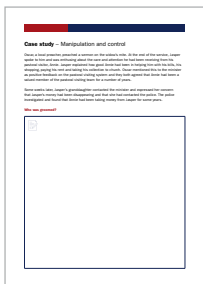
Case study - safer recruitment



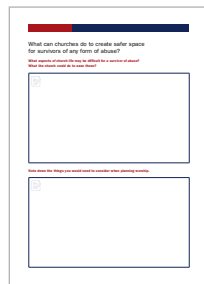
12 steps to safer recruitment cards (3 pages)



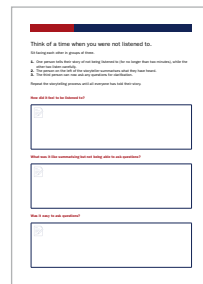
The wall



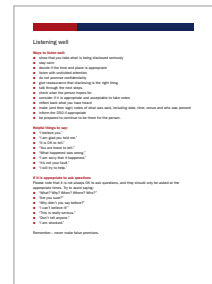
Case study - manipulation and control



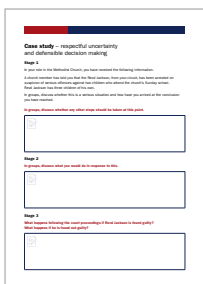
Planning worship



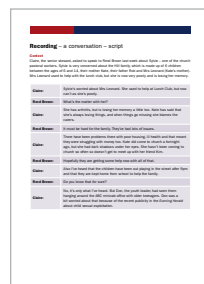
Listening circle



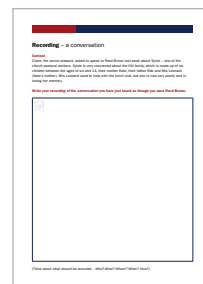
Listening well



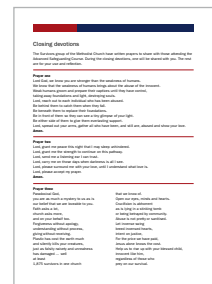
Case study - respectful uncertainty and defensible decision making



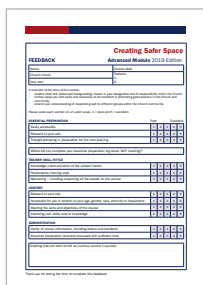
Recording exercise - script



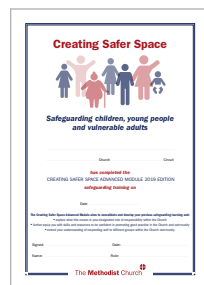
Recording exercise - notes



Closing devotions (2 pages)



Feedback form



Certificate



Question park

Reflection & Action plan

Name _____

How does this impact on my role as

Reflections Learning Questions Further Conversations

	Reflections	Learning	Questions	Further Conversations
1 Introduction & Devotions				
2 Promote, Prevent, Protect				
3 Responding				
4 Recording & Referrals				
Anything else				

My connections

My boundaries

My responsibilities

Case study – safer recruitment

A local church wishes to set up the Wednesday Club, a lunch club and social group for lonely, isolated older people living in or near the town. The Wednesday Club will provide activities, companionship and a hot meal at lunchtime and the church will pick up those without transport in the church minibus. The organisers are aware that some of the older people who come may have dementia or physical health problems. Many will also come with questions on how to access support or may need signposting to other services.

The church needs to recruit:


1. a volunteer manager to take responsibility for the project
2. a volunteer assistant manager
3. volunteers to help chat to the older people and spend time with them
4. volunteers to cook hot meals
5. volunteer bus drivers to pick up the older people and take them home.

How would you ensure you recruit these volunteers safely?




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How would you support them in carrying out their roles?



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Before you begin, ensure that you have an up-to-date recruitment and selection policy that describes the process and roles.

Ensure that you have an up-to-date job description and person specification for the role(s) you wish to recruit to, which have been agreed with the recruiting manager. Where the recruitment is for a volunteer, the job description should be a role outline.

Ensure that your organisation has a safeguarding policy and that a statement about the organisation's commitment to safeguarding is included in all recruitment and selection materials.

Ensure that you have an appropriate advertisement prepared that contains all necessary information about the role, a timetable for recruitment and your commitment to safeguarding.




Ensure that you have compiled a suitable candidate information pack containing all the required information about the organisation, role, recruitment timetable, safeguarding policy/statement, application form and confidential declaration.

Ensure that all appropriate checks have been undertaken on your shortlisted candidates, including references. Confirm identity and relevant certificates of qualifications/course attendance. In addition, check 'right to work in the UK' status when appropriate. Remember that under SO 010, the Methodist Church prohibits the appointment of any person with a criminal conviction or caution for offences against children.

Ensure that each application received is scrutinised in a systematic way by the shortlisting panel in order to agree your shortlist before sending invitations to interview.

Ensure that all shortlisted candidates receive the same letter of invitation to interview, supplying them with all necessary information.



Ensure that a face-to-face interview is conducted for ALL shortlisted candidates based on an objective assessment of the candidate's ability to meet the person specification and job description.

Ensure that you are able to make a confident selection of a preferred candidate based upon their demonstration of suitability for the role.

Ensure that all specific questions designed to gain required information about each candidate's suitability have been asked, including those needed to address any gaps in information supplied in the application form.

Ensure that your preferred candidate is informed in writing that the offer of employment (including volunteer positions) is conditional on receiving satisfactory information from all necessary checks.

Stage 1 Motivation

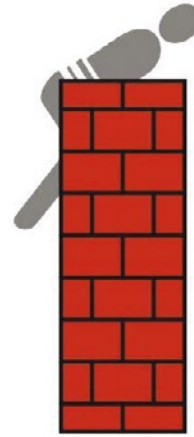
There are four stages or pre conditions that a child sexual offender moves through in order to abuse a child (Finkelhor)



- Strong desires
- Thinking about something or wanting to do something
- Maybe reinforced by fantasies

Stage 2 Giving self permission

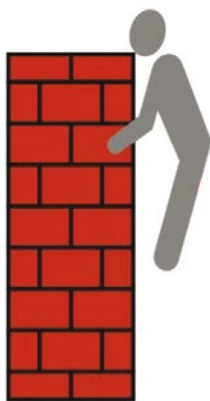
Overcoming internal inhibitors against acting on that motivation



- Giving in to the desire
- Making excuses
- Justifications
- Overcoming resistance

Stage 3 Creating opportunities

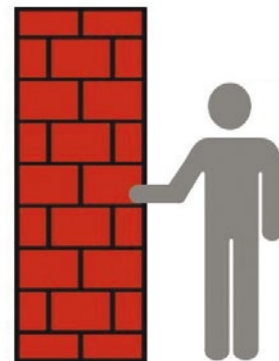
Overcoming external inhibitors



- How to go about engaging in the behaviours
- Grooming others
- Gaining access to a victim
- Creating situations where abuse can take place
- Reducing the chances of the abuse being discovered or reported or of disclosures being believed

Stage 4 Overcoming victim's resistance

Undermining or overcoming the child's resistance to the sexual abuse



- Getting the victim to be compliant
- Threats
- Bribery
- Treats
- Force
- Trickery

Case study – Manipulation and control

Oscar, a local preacher, preached a sermon on the widow's mite. At the end of the service, Jasper spoke to him and was enthusing about the care and attention he had been receiving from his pastoral visitor, Annie. Jasper explained how good Annie had been in helping him with his bills, his shopping, paying his rent and taking his collection to church. Oscar mentioned this to the minister as positive feedback on the pastoral visiting system and they both agreed that Annie had been a valued member of the pastoral visiting team for a number of years.

Some weeks later, Jasper's granddaughter contacted the minister and expressed her concern that Jasper's money had been disappearing and that she had contacted the police. The police investigated and found that Annie had been taking money from Jasper for some years.


Who was groomed?





What can churches do to create safer space for survivors of any form of abuse?

**What aspects of church life may be difficult for a survivor of abuse?
What the church could do to ease these?**




A large empty rectangular box for writing answers to the questions above.

Note down the things you would need to consider when planning worship.



A large empty rectangular box for writing answers to the question above.



Think of a time when you were not listened to.

Sit facing each other in groups of three.

1. One person tells their story of not being listened to (for no longer than two minutes), while the other two listen carefully.
2. The person on the left of the storyteller summarises what they have heard.
3. The third person can now ask any questions for clarification.

Repeat the storytelling process until all everyone has told their story.

How did it feel to be listened to?



What was it like summarising but not being able to ask questions?



Was it easy to ask questions?





Listening well

Ways to listen well:

- show that you take what is being disclosed seriously
- stay calm
- decide if the time and place is appropriate
- listen with undivided attention
- do not promise confidentiality
- give reassurance that disclosing is the right thing
- talk through the next steps
- check what the person hopes for
- consider if it is appropriate and acceptable to take notes
- reflect back what you have heard
- make (and then sign) notes of what was said, including date, time, venue and who was present
- inform the DSO if appropriate
- be prepared to continue to be there for the person.

Helpful things to say:

- “I believe you.”
- “I am glad you told me.”
- “It is OK to tell.”
- “You are brave to tell.”
- “What happened was wrong.”
- “I am sorry that it happened.”
- “It’s not your fault.”
- “I will try to help.”

If it is appropriate to ask questions

Please note that it is not always OK to ask questions, and they should only be asked at the appropriate times. Try to avoid saying:

- “What? Why? When? Where? Who?”
- “Are you sure?”
- “Why didn’t you say before?”
- “I can’t believe it!”
- “This is really serious.”
- “Don’t tell anyone.”
- “I am shocked.”

Remember – never make false promises.

Case study – respectful uncertainty and defensible decision making

Stage 1

In your role in the Methodist Church, you have received the following information.

A church member has told you that the Revd Jackson, from your circuit, has been arrested on suspicion of serious offences against two children who attend the Junior Church. Revd Jackson has three children of his own.


In groups, discuss whether this is a serious situation and how have you arrived at the conclusion you have reached.

In groups, discuss whether any other steps should be taken at this point.




Stage 2

In groups, discuss what you would do in response to this.



Stage 3

**What happens following the court proceedings if Revd Jackson is found guilty?
What happens if he is found not guilty?**



Recording – a conversation – script

Context

Claire, the senior steward, asked to speak to Revd Brown last week about Sylvie – one of the church pastoral workers. Sylvie is very concerned about the Hill family, which is made up of 6 children between the ages of 6 and 14, their mother Kate, their father Rob and Mrs Leonard (Kate's mother). Mrs Leonard used to help with the lunch club, but she is now very poorly and is losing her memory.

Claire:	Sylvie's worried about Mrs Leonard. She used to help at Lunch Club, but now can't as she's poorly.
Revd Brown:	What's the matter with her?
Claire:	She has arthritis, but is losing her memory a little too. Kate has said that she's always losing things, and when things go missing she blames the carers.
Revd Brown:	It must be hard for the family. They've had lots of issues.
Claire:	There have been problems there with poor housing, ill health and that meant they were struggling with money too. Kate did come to church a fortnight ago, but she had dark shadows under her eyes. She hasn't been coming to church so often so doesn't get to meet up with her friend Kim.
Revd Brown:	Hopefully they are getting some help now with all of that.
Claire:	Also I've heard that the children have been out playing in the street after 9pm and that they are kept home from school to help the family.
Revd Brown:	Do you know that for sure?
Claire:	No, it's only what I've heard. But Don, the youth leader, had seen them hanging around the ABC minicab office with older teenagers. Don was a bit worried about that because of the recent publicity in the <i>Evening Herald</i> about child sexual exploitation.

Recording – a conversation

Context

Claire, the senior steward, asked to speak to Revd Brown last week about Sylvie – one of the church pastoral workers. Sylvie is very concerned about the Hill family, which is made up of six children between the ages of six and 14, their mother Kate, their father Rob and Mrs Leonard (Kate's mother). Mrs Leonard used to help with the lunch club, but she is now very poorly and is losing her memory.

Write your recording of the conversation you have just heard as though you were Revd Brown.



(Think about what should be recorded – Who? What? Where? When? How?)



Closing devotions

The Survivors group of the Methodist Church have written prayers to share with those attending the Advanced Safeguarding Course. During the closing devotions, one will be shared with you. The rest are for your use and reflection.

Prayer one

Lord God, we know you are stronger than the weakness of humans.
We know that the weakness of humans brings about the abuse of the innocent.
Weak humans groom and prepare their captives until they have control,
taking away foundations and light, destroying souls.
Lord, reach out to each individual who has been abused.
Be behind them to catch them when they fall.
Be beneath them to replace their foundations.
Be in front of them so they can see a tiny glimpse of your light.
Be either side of them to give them everlasting support.
Lord, spread out your arms, gather all who have been, and still are, abused and show your love.

Amen.

Prayer two

Lord, grant me peace this night that I may sleep unhindered.
Lord, grant me the strength to continue on this pathway.
Lord, send me a listening ear I can trust.
Lord, carry me on those days when darkness is all I see.
Lord, please surround me with your love, until I understand what love is.
Lord, please accept my prayer.

Amen.

Prayer three

Paradoxical God,
you are as much a mystery to us as is
our belief that we are loveable to you.
Faith asks a lot,
church asks more,
and on your behalf too.
Forgiveness without apology,
understanding without process,
giving without receiving.
Plastic has cost the earth much
and silently kills your creatures,
just as falsity naivety and unrealness
has damaged ... well
at least
1,875 survivors in one church

that we know of.
Open our eyes, minds and hearts.
Crucifixion is abhorrent
as is lying in a stinking tomb
or being betrayed by community.
Abuse is not pretty or sanitised.
Let incense swing
breed incensed hearts,
intent on justice,
For the price we have paid,
Jesus alone knows the cost.
Help us to rise up with your blessed child,
innocent like him,
regardless of those who
prey on our survival.



Prayer four

Lord, I'm under the carpet,
too afraid to come out.
For I fear the ugliness of what was done to me
will offend people,
and in their attempt to rationalise it
that they will tell me
that it wasn't real
or that bad,
that it's just my imagination
and that I shouldn't make up stories.
That I'm just 'one of those women'
buying into the Me Too movement
persecuting poor men,
slandering characters unnecessarily.
That no one does that,
only men in raincoats,
never within the church.
That maybe I mistook it,

misunderstood it.
That I'm causing trouble.
That children are resilient
or attention seekers
or that they don't like to think
about such things.
That God has told them only to think
on noble things.
That I should just forgive,
turn my cheek,
use it as testimony.
Look to the future.
Put my hand to your plough.
Live within your grace.
See my own sin first
which nailed you to a wooden cross.
Lord, I live under the carpet.

Prayer five

God of all grace, we confess that we,
your Church,
have failed to protect the vulnerable from harm,
have failed to prevent abuse,
have failed to be our best selves.
Forgive us and call us into new ways.
Give us your strength to renew our commitment
to those who are hurt and damaged.
Make us willing to learn and be transformed
in our understanding of the ongoing legacy of
damage.

Nurture in us a fresh humility about our failure
to listen to the abused and address the sin and
destruction of abuse.
May we, your Church be attentive to and never,
ever be wearied of the narrative of pain of those
who were, and are, abused.

Amen.

Prayer six

I pray for your Church, Lord.
I pray that you will continue to give it the
courage it needs to face the reality of the
toxic legacy of child sexual abuse within its
sphere of influence.
I pray that you will strengthen it in its resolve
to change from a culture of protective silence
around the perpetrators and defamation of the
victims, to a culture which honours truth and
courage and challenges evil-doing.

I pray that it will learn to listen when truth is
being spoken unto power.
I pray that it will continue to grow in wisdom as
it serves in the real world.

Amen.

Creating Safer Space

FEEDBACK

Advanced Module 2019 Edition

Name:	Course date:
Church/circuit	Trainers:
Your role:	1. 2.

A reminder of the aims of the course:

- explore what this (Advanced Safeguarding) 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.

Please score each section on a 5-point scale. 1 = poor and 5 = excellent.

ESSENTIAL PREPARATION

	Poor			Excellent	
Easily accessible	1	2	3	4	5
Relevant to your role	1	2	3	4	5
Thought-provoking in preparation for the core learning	1	2	3	4	5

Where did you complete your essential preparation (eg alone, WLP meeting)?

TRAINER SKILL/STYLE

Knowledge/communication of the subject matter	1	2	3	4	5
Presentation/training style	1	2	3	4	5
Welcoming – including respecting all the people on the course	1	2	3	4	5

CONTENT

Relevant to your role	1	2	3	4	5
Accessible for you in relation to your age, gender, race, ethnicity or impairment	1	2	3	4	5
Meeting the aims and objectives of the course	1	2	3	4	5
Improving your skills and/or knowledge	1	2	3	4	5

ADMINISTRATION

Clarity of course information, including letters and handouts	1	2	3	4	5
Essential preparation received/accessed with sufficient time	1	2	3	4	5

Anything that you want to tell us (continue overleaf if required):

Thank you for taking the time to complete this feedback.

Creating Safer Space



Safeguarding children, young people and vulnerable adults

.....
..... Church Circuit

has completed the
CREATING SAFER SPACE ADVANCED MODULE 2019 EDITION
safeguarding training on

Date

The Creating Safer Space Advanced Module aims 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.

Signed: Date:

Name: Role:



QUESTION

?

PARK