

Creating Safer Space

Foundation Module
2020 Edition (Online)

Trainers' Notes



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Getting ready for the Zoom training session

Who delivers the training?

Ideally, there should be a training team of four people involved in the delivery of the on-line training.

Trainers x 2

- To deliver the course material in accordance with the trainer's notes
- To screenshare and control the PowerPoint presentation and whiteboard
- To have a debrief session after the course to review feedback etc.

Chaplain/ Minister

- It is suggested that your chaplain is introduced to the group and leads the devotions – as they would in a face to face session – therefore, participants are aware that they are there and can contact them if needed
- To be present throughout the duration of the online session
- To keep a watchful eye on all participants and to notice if anyone is struggling
- If so, to phone them to see if they can help
- To receive phone calls from participants during or after the session if they need to talk
- To respond to 'chat' messages requesting pastoral help
- 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
- Ensure that there is clarity for your participants regarding who they can contact for additional pastoral support following the training day

'Zoom' Co-ordinator

- To schedule the meeting and provide the link to all participants along with the PDF file of the Handbook and Workbook and any other papers required
- To admit people to the room as they arrive
- To set the chat function to 'with hosts only'
- To 'mute' and 'unmute' people when they need to participate
- To allocate breakout groups and send people to rooms at the appropriate time
- To bring people back from breakout rooms at the appropriate time
- To monitor the 'chat' facility, collate questions and pass them on to the trainers
- To watch for people's link dropping out and to re-admit them
- To endeavour to solve any technical hitches that arise

It may not be achievable to have four people and the above roles may have to be redistributed amongst those available. However, **the Foundation Module should never be delivered alone.**

Booking for the Training`

It is recommended that the number of participants per session is capped at 20. This means that when using gallery view on Zoom everyone participating in the session will be visible.

People wanting to book on to a session should be asked to provide:

- Name
- Email address [needed to send the training details to]
- Contact phone number – preferably a mobile number [needed in case the Chaplain needs to call them during the training, or there are technical difficulties]
- Role
- Church
- Circuit

Pre Course email

Prior to the course an email needs to be sent to each participant which includes the following information

- Log in details for the Zoom training
- Chaplain's contact phone number

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

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

Materials and equipment

The materials you will need to deliver the session include:

- Creating Safer Space: Foundation online version PowerPoint presentation
- Foundation Module Workbook
- Foundation Module Handbook
- Signing in sheet
- Breakout Room Allocation sheet
- An electronic certificate of attendance for each participant

Trainers will require the following equipment and facilities to deliver the session:

- Laptop with 'Zoom' downloaded
- 'Zoom' licence
- Ensure that your laptop has webcam and audio facilities; you may wish to invest in a microphone headset to ensure clear audio
- Knowledge of how to 'screen share' in Zoom

- Familiarisation with how Zoom displays on the device you are using – you may like to set up a practice session with your team, so you can take a look at the layout and how you can best organise your screen

Learning activities

The learning activities must be included as they are designed to:

- support a range of learning styles
- develop a deeper understanding of safeguarding issues
- enable the application of models, theories and concepts
- extend knowledge
- promote reflection

On the day

The training team should log on early and check that all the 'Zoom' functions are working.

- Ensure that the event is set to enable joint 'hosts'
- The 'Zoom' co-ordinator will admit participants as they arrive, and the trainers and chaplain should create a welcoming atmosphere and engage in general conversation with the participants until the starting time.

Timings are indicative to help you plan the session. It is helpful for the group to have an indication of the programme for the day and the sections that will be covered with approximate timings. You can write these on the 'chat'.

Question Park – via Chat Function

This is a useful tool to help you keep the session moving. If someone has a question about an issue that will be covered later or can't be answered immediately, they can write it on the Chat. This prevents the group becoming 'stuck' on a single issue.

Tell the group that you will follow up on any unanswered questions and get back with the answers, although it might be a little while after the session has taken place.

Handbook and Workbook

The Handbook contains additional information that builds on material covered during the Foundation Module 2020 training course. It also provides participants with some suggested resources for further learning and development, and signposts to some potentially helpful organisations.

The Workbook contains all the handouts for the session, including the case studies and the Learning Log. Participants should write their names on the front, along with their role(s) within the church.

Ideally, participants should have a hard copy of the handbook and workbook ahead of the session. Trainers need to work out the best way for this to happen. You may need to consider asking participants to collect these from a pre-determined location, or delivering them to the participant's address, or posting them.

An electronic copy of the Handbook and workbook is downloadable from the training pages at: <https://www.methodist.org.uk/safeguarding/training/>

Signing-in sheet

A 'signing-in' sheet should be completed by the Zoom co-ordinator as people arrive, and the details of who attended should be passed on to both the Circuit and District Safeguarding Officers after the course.

The signing-in sheet must be used with the Safeguarding Training Privacy Notice. This is because, unlike most training sessions where the data collected is simply used on the day (for fire regulations, certificates etc), the Methodist Church will be keeping the information regarding who attends. The personal data will then be used to keep a record of when individuals are next required to complete another safeguarding training course, and at what level (Foundation Module or Advanced Module) depending on their role(s).

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 and used. The Safeguarding Training Privacy Notice should be emailed to participants in the pre-course email (see above).

Reflection on, and planning for, resistance

We are aware that sometimes trainers have encountered resistance from within groups undertaking safeguarding training. We thought it might be helpful to share some thinking on this as you prepare for the training.

When individuals on a safeguarding course are resistant to what is being said, it usually stems from the need of the participant:

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

In safeguarding training the material can be difficult and distressing and the resistant individual may be struggling to deal with discomfort and pain. Resistance in training, however, can be very off-putting and difficult for both trainers and for the other participants. We hope therefore that these guidelines will help you prepare for and handle any resistance.

Forms of resistance and ways to deal with it

- **Questions that are not directly related to the topic (for example, does a particular role need an enhanced disclosure check?)**
Use the Chat facility.
- **Taking issue with the detail of a case study**
Keep the focus on the learning objectives of the case study and avoid getting into debates about the detail.
- **Questions that are controversial – not directly related to the topic but engender a lot of interest**
Confidently and clearly explain that while this is very interesting there will not be time to discuss it as well as covering the material in the course, and that you need to keep focused on the course.
- **Competing with you for authority**
Try not to get into a competition. Aim to value and use the knowledge of the person without alienating the rest of the group.
- **Asking difficult questions to which you don't know the answer**
Don't pretend to know what you don't. Use the Chat facility. Politely explain that you will check it out.
- **Avoiding the task associated with the case study/activity**
Take the opportunity to reflect on why this may be happening without blaming the individual.
- **Noting gaps/contradictions in Methodist Church policy**
Don't get sucked in – agree to make a note and feed back to Methodist Church Safeguarding.
- **Directly challenging you as the trainer**
Try not to get into a one-to-one confrontation with any one participant or take it personally. Aim to divert the challenge and defuse the situation. It may be useful to take a five-minute break or use the co-trainer to take the individual out 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.

Awareness of resistance

You may suspect resistance because of a 'gut' feeling. You may notice a reluctance to engage, a sense of resentment, difficult communication or avoidance.

Here is a way to deal with it.

- The first time something difficult occurs, accept it in good faith.
- The second time: accept in good faith but note it privately and discuss with your co-trainer if possible.
- The third time: contact the individual. You may have to do this outside the group during the break. This may be by using the chat facility or by phoning the individual.

It can be helpful to:

- name the resistance – point out what seems to be happening in a neutral way without attributing blame or judgement
- remain silent in order to elicit a response.

Once the person has responded, you both can work on whatever the issue is. If the person denies resistance, avoid justifications and move on – noting the response should this be needed in the future.

Other points to keep in mind:

- It is not helpful to view resistance as a personal attack.
- It might be helpful to refer back to the learning agreement.
- Resistance is due to an underlying problem and you are experiencing the manifestation of this. You may not be able to resolve the problem, but you may be able to 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.

Tips for maintaining appropriate boundaries

These tips may be especially helpful when looking at those who have experienced abuse, people who may be a risk to others and different types of abuse.

- Stay professional – this is not the time to share personal stories or allow emotion to cloud your training skills.

- Stay respectful – hold in mind someone you know. Would you think it appropriate for their story to be shared in this way or related in their presence? If not, then don't say it.
- Share on a need-to-know- basis – any group of people at any training course need to know a certain amount of information. They never need to know everything you know! So as you plan and speak, edit – rigorously, professionally and respectfully.
- Keep sexual abuse in context – keep a sense of proportion as far as possible.

Timings

The foundation training is built around two sessions, which take 2hrs 30 minutes to deliver. It is recommended that there is a minimum of a half hour break for delegates to move away from the computer.

Overview of timings

(detailed timings can be found at Appendix II)

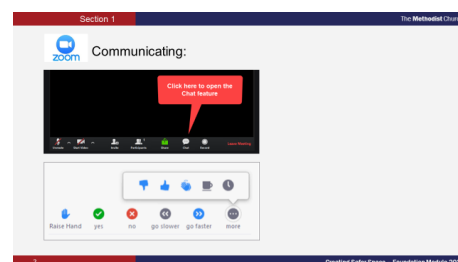
Section	Timing (minutes)
1. Introductions and devotions	24
2. Our church context	34
3. Good practice-	32
Break	
4. 4 Steps to good practice	25
5. Case studies	25
6. Reflection, feedback and close	10

Please Note: The timings have been carefully designed; all slides and training content are mandatory and cannot be removed or changed. This course has been designed to cover all the necessary information in a way that meets the needs of a range of learning styles.

Please Note: No matter how tight time is, all slides and training content are mandatory and cannot be removed or changed. This course has been designed to cover all necessary information in a way that meets the needs of a range of learning styles.

Section 1: Welcome and devotions (slides 1-7, 24 minutes)

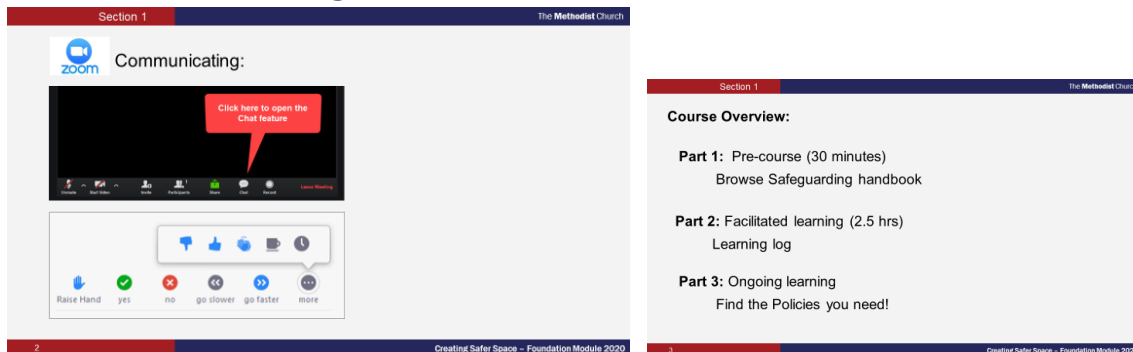
Slide 1: Welcome (1 min)



Display this slide in the background as the group arrive and settle ready for the course to start.

Each trainer should introduce themselves to the participants. If there is a separate chaplain, they should also introduce themselves and explain their role during the session. It is not always possible to have a chaplain, but it is important to ensure that there is an emphasis on care for the participants.

Slide 2: Communicating (4 minutes)



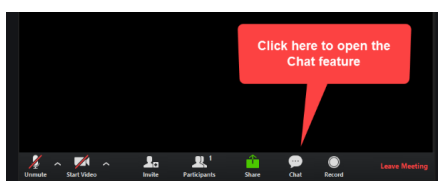
The Communicating slide talks through with the delegates how the session will be run with zoom, and what functions they need to be aware of.

1. Using zoom:



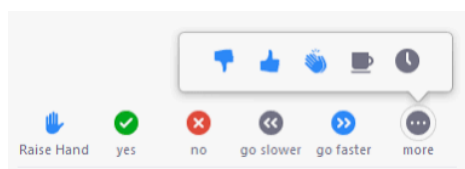
Facilitators explain that we will be using zoom in several ways.

- We will use screen share to show slides and videos.
- We will be using breakout rooms for group discussion.
- We will also use the chat function to contribute to the discussion
- We will use the reactions buttons to respond to a case study.
- Use the 'raised hand' to ask questions



Explain that we will be using the chat function, and how to access this.

If participants have a question, ask them to type it here as one of the facilitators will be monitoring it.



Explain that when we are in 'screen share' it is not possible to see everyone, therefore if you have question, please use the raised hand, and the facilitator will come to you.

It can be very helpful at this point to take off screen sharing mode and have a quick play with the group – ask them to write a quick ‘Hello’ in the chat, and have a go at raising their hand and giving a thumbs up. To make sure delegates are familiar with using the functions on their device.

Slide 3: Course overview (1 minute)

Course Overview:

Part 1: Pre-course (30 minutes)
Browse Safeguarding handbook

Part 2: Facilitated learning (2.5 hrs)
Learning log

Part 3: Ongoing learning
Find the Policies you need!

Looking after each other:

- Respect the feelings, experiences and views of others
- Listen to different views and question in a constructive way
- Respect confidentiality unless it puts others at risk
- Take responsibility for your own learning
- Be aware of the potential impact of the subject on ourselves and others

Explain that the courses is split into three parts.

Part 1: Pre-Course (30 minutes). Delegates were asked to take half an hour to read through the Foundation handbook and bring any questions that they had to today’s session.

Part 2: Online facilitated learning (2.5hrs). This is today’s session, it will run over 3hrs with a 30 minute comfort break. The first session focuses on the church context and good practice. The second session covers the four steps to good practice, looks at case studies and then closes.

During the training, they are asked to think about how each section in the training impacts on their role(s) within the church.

For each section in the training there is opportunity to note:

- What they have learned
- Any conversations or actions they may need to do as a result of what they have noticed/learned
- How this information or experience might impact on their role(s)
- Any other thoughts or ideas.

They will be able to use this as a quick guide to help remind themselves of key learning points after the training has finished.


Part 3: Explain that following the course, participants will be expected to go and look for the policies and procedures that they need to fulfil their roles, return to the course handbook as necessary, and seek advice when dealing with any safeguarding incident.

Slide 4: Looking after each other (1 minute)

Section 1 The Methodist Church

Looking after each other:

- Respect the feelings, experiences and views of others
- Listen to different views and question in a constructive way
- Respect confidentiality unless it puts others at risk
- Take responsibility for your own learning
- Be aware of the potential impact of the subject on ourselves and others



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Section 1 The Methodist Church

Pastoral support:

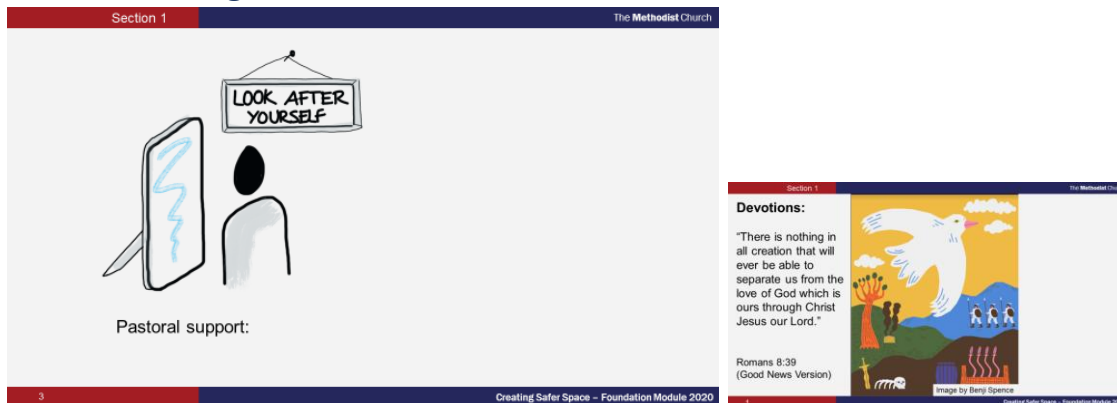


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This sets out an agreement of behaviour that the trainers and participants follow during the session together.

Read through this, and check to see if there is anything else the group members would like to add.

Slide 5: Looking after ourselves (3 minutes)

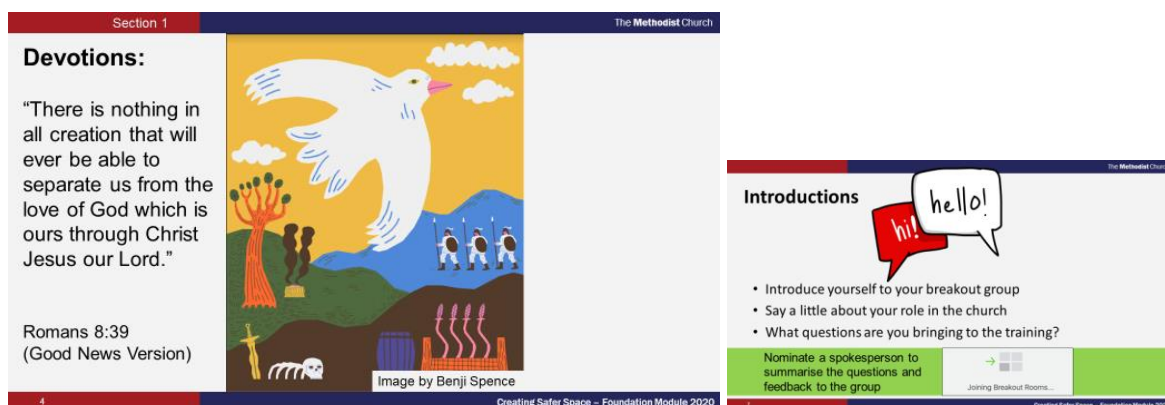


There may be participants on the course who have been abused themselves and find the discussions difficult or feel overwhelmed by the wider safeguarding agenda. This is an opportunity to highlight that:

- These sessions can be difficult for any of us, at any time.
- If you need a break, feel free to turn off the video and audio functions (ideally do not leave the Zoom session as it may be difficult to return).
- If you would like the Chaplain/Pastoral Supporter to contact you, please indicate this.
- If this raises painful issues for you, share this with somebody you trust. Above all, look after yourself!

Please see additional guidance in the set up instructions to ensure appropriate pastoral support.

Slide 6: Opening Devotions (4 min)



The training starts with the group being led in devotion – please read this as set out below:

“There is nothing in all creation that will ever be able to separate us from the love of God which is ours through Christ Jesus our Lord.”

Romans 8:39 (Good News Version)

In Romans 8, Paul sets out the wonderful declaration that nothing can separate us from the love of God. This does not mean that God offers us cheap love, nor does it set aside the requirement for us to respond with love, justice and mercy. Elsewhere, Paul is very clear about what God yearns to see in response from each individual. For people who face difficulties and for whom this world can feel a very unloving, scary place, this passage can be hugely reassuring.

Loving God, help us to remember that all people are made in your image and are worthy of care, love and respect.

When we have ignored the needs of the most vulnerable people, forgive us.

When we have believed the powerful and disregarded the cries of the voiceless, forgive us.

Help us to transform our church into a place of safety

Where we can tell our stories,

Where we can choose to show the scars of wounded bodies, hearts and minds,

Where there is the possibility of healing and a willingness to stand as pain bearers for one another

God who bears all things, help us.

And bless the people. Amen.

[Footnote] Originally from the Survivor’s Prayer Card

Slide 7: Introductions- what do you want to get out of the session (10 min)

Timings: 6 minutes in Breakout room
4 minutes feedback (1 minute per group)

The group members will have received a copy of the Safeguarding Handbook prior to the training session and asked to read through it. The group is now going to take a few minutes to think about any questions that they had looking at the handbook and what they would like to get out of the training.

This is an important opportunity for the group to get to know each other and introduce themselves.

Before sending the groups to their breakout rooms it is important that each group is aware that they need to nominate a spokesperson to provide succinct feedback to the wider group.

Once you have set the activity and popped the delegates into their rooms, copy the text of the task across from the slide into the chat box. This will enable those in the breakout room to refer back to the original questions.

At the end of the allocated time, take structured feedback from the group, noting questions which are likely to be answered within the session, those that may need referring to the DSO and those that may need further research, such as directing individuals to policy.

Remind the group that if they have any other questions as the course progresses to pop them in the Chat, if there is not opportunity to answer the questions at the time, they will be looked at again at the end of the course.

Section 2: Our Church Context (slides 8–20, 34minutes)

Slide 8: What makes the Church unique? (2min)

Section 2 The Methodist Church

Children and Young People

Church leaders, staff and volunteers

Vulnerable Adults

What makes the church unique?

Those who may be a risk to others

Those who have experienced abuse

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Section 2 The Methodist Church

Children and Young People

Good Practice: How we safeguard

- promote a safeguarding culture
- understand and follow policy and procedures
- be vigilant to risk and protect children and young people from harm and promote their welfare
- take action if we are concerned
- make sure church premises are safe
- check we know who to ask for guidance about safeguarding when we are unsure about what to do.

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It is likely that some of the participants will have safeguarding experience from elsewhere in their lives. It may be helpful to establish with a quick show of hands, who has non-church safeguarding experience.

Explain that some of the safeguarding fundamentals are likely to be similar, but that this training is situated in the unique context of the Church, which has unique challenges.

The Church is one place in British society where five different groups of people have a rightful place:

- children and young people
- adults who may be vulnerable
- those who have experienced abuse
- those who may be a risk to others because that have previously perpetrated abuse or because they have the potential to abuse
- church leaders, staff and volunteers.

Highlight that creating a safer space for all is about creating an environment within our church communities where those who are vulnerable are respected, valued, protected and listened to. This is at the core of our faith.

The next set of slides will look in more detail at each of these groups – but at this point the trainer should highlight the demands placed upon the Church as a place where these different groups interact and how their needs must be held in careful balance.

- All these groups are welcome in the Church community but their needs must be carefully balanced.
- On the one hand, we believe people are fundamentally good and that the Church is a safe and trustworthy place, on the other hand we should guard against being naïve and over-trusting within the Church community.
- This balancing act takes constant awareness, sensitivity, prayerfulness and communication, as well as adhering to safeguarding policies and being vigilant for risks.

Slide 9: Children and young people (3 min)

Explain that A child is simply defined as:

“Anyone who has not yet reached their 18th birthday in England and Wales or 16th birthday in Scotland.”

Explain that children are deemed vulnerable and in need of protection because of their age (in contrast to adults who may be vulnerable). In addition, some children may have other vulnerabilities, such as being disabled, being a carer, not having English as their first language, etc.

Highlight that the abuse or neglect of any child or young person, in any form, can have a major long-term effect on all aspects of their health, development and well-being.

Explain that *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (2018)* and the Scottish Government report ‘The Scottish Government National Guidance on Child Protection (2014) is statutory guidance that is updated on a regular basis. It aims to help different agencies (organisations) safeguard and promote the welfare of children. It names faith organisations as needing to have appropriate arrangements in place to safeguard and promote the welfare of children including:

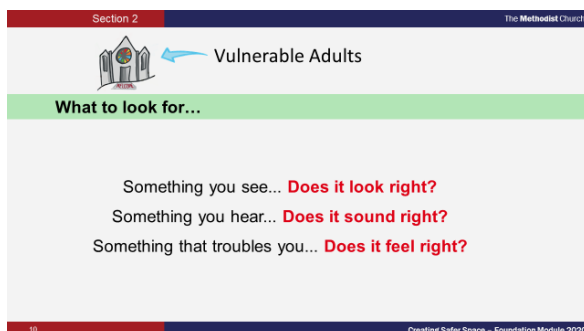
- protecting children from maltreatment
 - preventing impairment of children’s health or development
 - ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best life chances.
- [Footnote] *Working Together to Safeguard Children* (2018)

Explain that the Church has an obligation to work with other agencies and have a clear focus on safeguarding children.

In order to achieve good practice we must:

- promote a safeguarding culture
- be vigilant to risk and protect them from harm and promote their welfare
- take action if we are concerned
- understand and follow policy and procedures
- make sure church premises are safe
- Know who to ask for guidance when we are not sure

Slide 10: Vulnerable adults, what to look for (1 min)



Explain that adult safeguarding is aimed at people with care and support needs who may be in vulnerable circumstances and at risk of abuse or neglect. (UK Government Fact Sheet – Care Act 2014)

The term ‘vulnerable adult’ has been used for some years and has had a number of different definitions. It is now used far less by statutory bodies following legislative changes introduced by the Care Act 2014. Instead local authorities use the term ‘adults at risk of abuse or neglect’, when defining the group of people who are eligible for their services.

The Care Act states that safeguarding duty of care applies to an adult, aged 18 years or over, (Legislation differ’s in Scotland, please seek the advice of the Scotland DSO): who has needs for care and support (whether or not the local

authority is meeting any of those needs); is experiencing, or is at risk of, abuse or neglect as a result of those care and support needs; and is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

While this definition of those who require safeguarding may be considered appropriate when assessing for local authority services, it is less helpful when considering members of church communities. Likewise, the term ‘adults at risk’, may be less appropriate when referring to people within a church context. Therefore the Methodist Church will continue to use the term ‘vulnerable adult’.

In order to bring into focus those for whom the Church should have a particular care, the Methodist Church has adopted the definition used by the Churches’ Child Protection Advisory Service (now called Thirtyone:eight):

Any adult aged 18 or over who, due to disability, mental function, age or illness or traumatic circumstances, may not be able to take care or protect themselves against the risk of significant harm, abuse, bullying, harassment, mistreatment or exploitation.

Although everyone is vulnerable in some way and at certain times, some people by reason of their physical or social circumstances have higher levels of vulnerability than others.

Emphasise that safeguarding adults should be based on the assumption that the individual has the mental capacity and the right to make their own choices in relation to their personal safety and well-being.’

The group are going to now be shown a short video produced by Enfield Council that looks at different types of adult abuse. As you are watching the film, what do you notice that would suggest the adult may be experiencing abuse or exploitation....

Something you see... Does it look right?
Something you hear... Does it sound right?
Something that troubles you... Does it feel right?

Slide 11: Vulnerable adults, Film (8 min)



Introduce the Video. Explain that the video will look at adult abuse, but many of these issues also affect children. Tell them that each type of abuse has a sign post which they need to look out for. Once the film has finished the facilitators will take guided feedback and ask extension questions. Stop screen share. Responses can be posted on Chat or delegates can use the raised hand.

The video will automatically start playing, although it may take a few minutes to load. The video runs for over 8 mins but **you need to stop at 7.23 mins**,. The screen will read:

‘if you are concerned or worried that a crime is being committed or someone is at immediate risk please call the police or emergency services on 999. ‘

Explain that abuse is the violation of an individual’s human and civil rights by another person or persons. It comes from the misuse of power and control that one person has over another. Harm is the result of this mistreatment or abuse.

Abuse may consist of a single act or many repeated acts, and it can occur in any relationship at any time of life. Any, or all types of abuse may be perpetrated as the result of deliberate intent, negligence or ignorance.

- Do they think anything is missing? (eg. Spiritual abuse, domestic slavery, child sexual exploitation)
- Does the age of the abused person make a difference? (for example, if the abuse was of a child instead of an adult)
- Does ethnicity or culture make a difference?

Things to draw out include:

- there can be an overlap of examples and indicators with different types of abuse

- all abuse involves the misuse of power
- there is an emotional abuse aspect to all types of abuse, including the witnessing of abuse
- if a child witnesses (including hearing) domestic abuse, this is considered to be child abuse
- any type of abuse committed within the Church can have a negative impact on someone's faith and relationship with God
- it is not our role to determine which type of abuse it may be or to investigate.

Highlight that there is information about each type of abuse in the Handbook. Signpost them to the back pages of the Handbook, where they can find contact details for relevant organisations.

Explain that participants might recognise abuse by:

- **something they see** – an injury or behaviour consistent with abuse and unlikely to have been caused another way; indications of abuse through artwork, play or posts on social media; first-hand abuse
- **something they hear** – someone discloses to you abuse that they have experienced; abuse is disclosed by someone else who knows the person experiencing abuse; indications of abuse through language and conversation (for example, something that is inappropriate for the person's age or context)
- **something that troubles you** – that feeling that something is not right with a situation.

It is not always easy to recognise abuse or harm. Therefore, it is important to act if you suspect abuse. Emphasise to participants that it is not their role to investigate and get evidence. Say that key questions to ask yourself are:

- **Does it look right?**
- **Does it sound right?**
- **Does it feel right?**

Highlight that everyone has a responsibility for safeguarding and therefore we all need to be noticing and recognising if something isn't quite right – and be curious!

Slide 12: Vulnerable adults, how we safeguard – good practice (3 min)

Section 2 The Methodist Church

 Vulnerable Adults

Good Practice: How we safeguard


- Assume the adult has mental capacity and the right to make their own choices – even ones that we may disagree with
- Ensure they know where to get appropriate help and support if needed
- Follow safeguarding policy and procedures
- Ensure the premises are safe
- Know who to ask for guidance if you are not sure

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Section 2 The Methodist Church

Labels such as 'victim' and 'survivor' may be unhelpful

Those who have experienced abuse



Abuse includes:

- any form of abuse suffered
- abuse suffered as a child or an adult
- one-off or prolonged abuse

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Emphasise that safeguarding adults should be based on the assumption that the individual has the mental capacity and the right to make their own choices in relation to their personal safety and well-being.

An important concept that may be discussed is mental capacity, which relates to a person's ability to make informed decisions. This is a complex area and guidance from your safeguarding officer and DSO should always be taken. Further information on this can be found at:

https://www.scie.org.uk/mca/introduction/mental-capacity-act-2005-at-a-glance?gclid=EAlalQobChMIyvqSprn95QIVx7HtCh0scAQsEAAAYASAAEgLER_D_BwE


(You may have to explain the concept of mental capacity.) This includes upholding their right to follow a course of action that we may consider to be unwise, eccentric or not in their best interests, such as staying in a situation of abuse. It is important that the individual knows where to get appropriate help and support if they should change their mind (see page 45 in the Handbook for a list of useful resources and contacts).

Slide 13: Those who have experienced abuse – definition (2 min)

Section 2 The Methodist Church

Labels such as 'victim' and 'survivor' may be unhelpful

Those who have experienced abuse



Abuse includes:

- any form of abuse suffered
- abuse suffered as a child or an adult
- one-off or prolonged abuse

13 Creating Safer Space – Foundation Module 2020

Section 2 The Methodist Church

 Those who have experienced abuse

Good Practice: How we safeguard

- We ensure the Church is a safe space, where those who wish to disclose abuse can feel supported to do so.
- We create a space where those who have experienced abuse feel welcomed.
- We hold in mind the power and impact that our words and actions can have on those who have experienced abuse.
- We follow safeguarding policy and procedures.
- We ensure the premises are safe.
- We know who to ask for guidance if we are not sure.

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Explain that abuse is a difficult subject, particularly for those who have experienced the pain and suffering that comes with it. Terms such as ‘victim’ and ‘survivor’ don’t always accurately represent the person who has experienced abuse and can, for some, be unhelpful labels.

There are adults and children within the Church who have experienced abuse and are living with the impact it has on their lives. The Church has a responsibility to welcome and support everyone, irrespective of the abuse they have experienced; whether they were a child or an adult; and whether it was prolonged or a one-off attack. Highlight that we are not just talking about those who have experienced sexual abuse, and our duty of care is not limited to those who have experienced church-based abuse.

Slide 14: Safeguarding those who have experienced abuse (3 min)

The image shows two presentation slides side-by-side. Both slides are from 'Section 2' of 'The Methodist Church' and are part of the 'Creating Safer Space - Foundation Module 2020'.

Slide 1 (Left): The title is 'Those who have experienced abuse'. Under the heading 'Good Practice: How we safeguard', there are six bullet points:

- We ensure the Church is a safe space, where those who wish to disclose abuse can feel supported to do so.
- We create a space where those who have experienced abuse feel welcomed.
- We hold in mind the power and impact that our words and actions can have on those who have experienced abuse.
- We follow safeguarding policy and procedures.
- We ensure the premises are safe.
- We know who to ask for guidance if we are not sure.

Slide 2 (Right): The title is 'Those who may be a risk to others'. Under the heading 'Good Practice: How we safeguard', there are five bullet points:

- Safeguarding contracts
- Continued care and vigilance
- Follow safeguarding policy and procedures
- Ensure the premises are safe
- Know who to ask for guidance when you are not sure

The impact of abuse on a person will depend on a person’s personal circumstances, now and at the time of the abuse, as well as the nature of the abuse experienced and the identity of the abuser. For some, the abuse may have a lasting effect for the rest of their life, while for others the experience is different.

It is impossible to look at a room of people and know who has experienced abuse. Even people you feel you know well may have a history that they have not shared. It is important then to be mindful of the language that we use, and the actions that we take so we do not cause unintended harm. An example of this could be talking about people you have experienced abuse as ‘them’, or making comments that show unkind and unhelpful judgement, such as “people like that” or “that sort of thing doesn’t happen here – we are a nice community”. These are words that could make people feel excluded or ‘less’ because of their life experiences.

The Church can provide a place for sharing and healing, and has an invaluable role to play in protecting those who have experienced abuse.

Please note: Trainers need to be careful not to let people start to talk from their personal or their church’s experiences about those who have been abused. If anyone wants to talk about this, direct them to the chaplain. See Tips for maintaining appropriate boundaries on page xx for more information.

Slide 15: Those who may be a risk to others (3 min)

The image shows two presentation slides side-by-side. Both slides have a red header with 'Section 2' and 'The Methodist Church' on the right. The left slide has a church icon and the text 'Those who may be a risk to others'. Below this is a green bar with the heading 'Good Practice: How we safeguard' and a list of five bullet points: 'Safeguarding contracts', 'Continued care and vigilance', 'Follow safeguarding policy and procedures', 'Ensure the premises are safe', and 'Know who to ask for guidance when you are not sure'. The right slide has a church icon with a green arrow pointing to it and the text 'Church leaders, staff and volunteers'. Below this is the text 'The Church values all those who give generously of their time and energy in roles that are both paid and voluntary.' and 'Thank you.' at the bottom.

Those who may be a risk to others include those who are known to have abused and those who have the potential to abuse. These people may have previously been convicted of abuse or they may be under investigation or present a risk in other ways.

All are welcome within the Methodist Church, but that welcome must be extended safely. Here everyone can find the universality of God’s grace, freely offered and without exception. Through God’s grace there are transformational possibilities in personal and relational life for all, beyond what can be expected or predicted.

It may be helpful to have read through the theological reflection activity on page 14 of the Advanced Module 2018 Essential Preparation material before delivering this section of the training. Although there is no time to explore the theological reflection of those who may be a risk to others during this training session, it is a helpful resource to give you some background and understanding of the challenges and tensions of welcoming all safely. You may also wish to have links to the Advanced Module Essential Preparation exercise and the Covenants of Care 2017 Report to

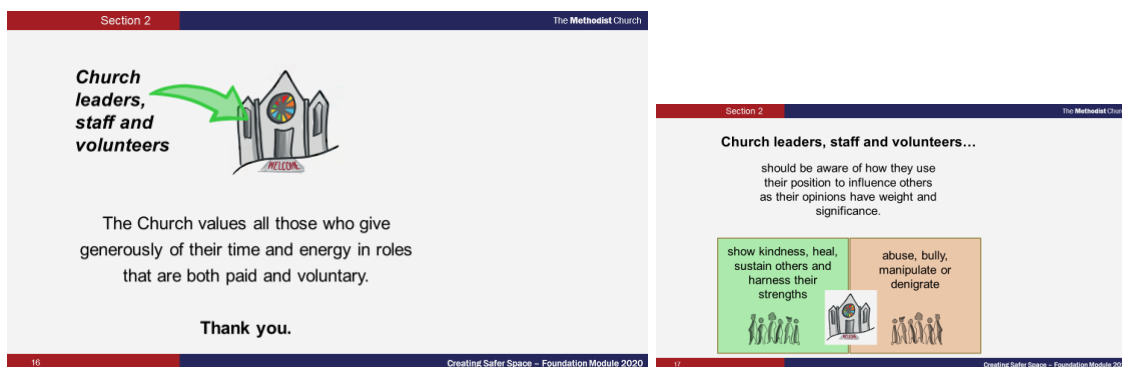
hand for any participant who is interested in exploring this further. Both are available to download from the Methodist Church website.

Those who are identified as potentially posing a risk to others but have a wish to change and participate in worship can be welcomed safely through the use of a safeguarding contract. Those on safeguarding contracts are monitored to ensure that the risk is well managed and they are supported by a small local group in their desire to change and participate in church life.

In contrast, those who intend to abuse or harm others **do not** have a rightful place within the Church. Unfortunately, people’s intentions are not always obvious, and those intent on harm can disguise their intentions and present as people who want to change. We do not always know that people are a risk to others, and it can be hard to recognise them. This is one reason for continued care and vigilance within the Church.

If participants want more information about safeguarding contracts, signpost them to Section 4 of the *Safeguarding Policy, Procedures and Guidance for the Methodist Church in Britain*, or to their district safeguarding officer (DSO).

Slide 16: Church leaders, staff and volunteers (1 min)



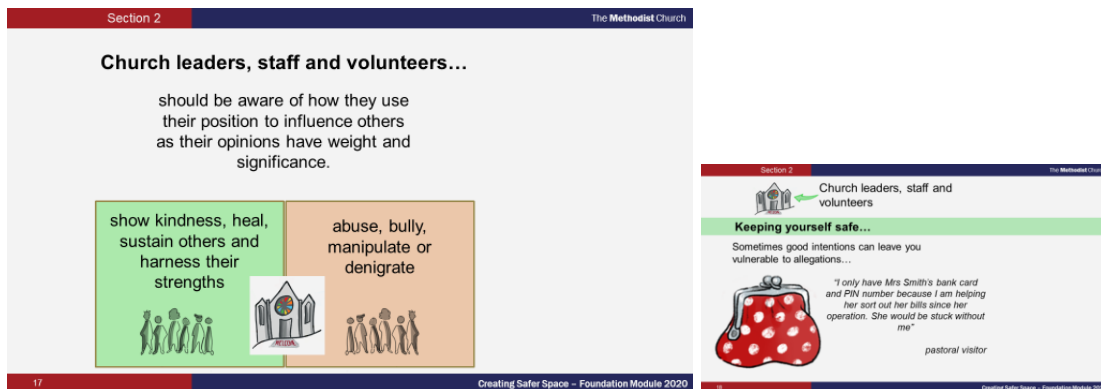
The Church values all those who give generously of their time and energy in roles that are both paid and voluntary.

Church leaders, staff and volunteers need safeguarding because of the roles that they undertake in the Church, both paid and voluntary, which can place them in a

position of vulnerability. The type of roles that can put them in a position of vulnerability include supervising activities and people and providing pastoral care.

As church leaders, staff and volunteers, we must ensure that we take care in the relationships that we build. We need to recognise and acknowledge the likelihood for an imbalance in power of these relationships, and the potential for the people we care for to trust us. We must take care not to abuse that trust.

Slide 17: Church leaders, staff and volunteers – Power (2 min)

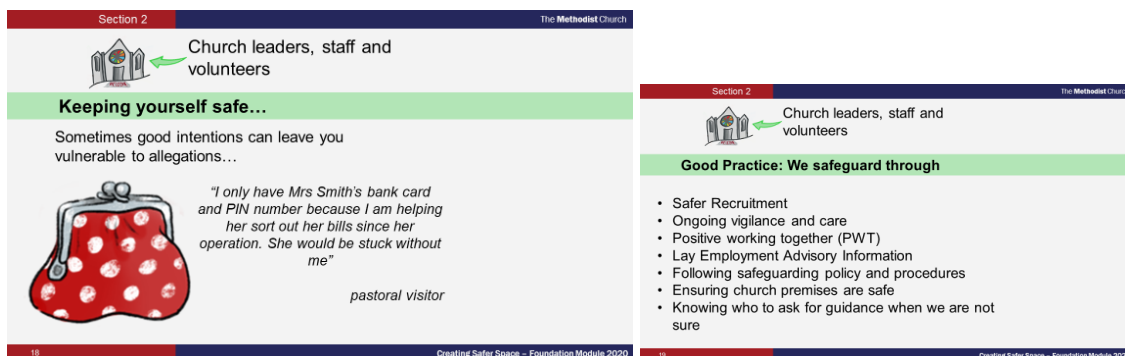


Power is exercised and experienced in many ways.

Church leaders, staff and volunteers should beware of the potential of using their position to influence others as their opinions when proffered have weight and significance.

These roles have differing levels of power and authority over others. This power needs to be used to sustain others and harness their strengths, and not to abuse, bully, manipulate or denigrate.

Slide 18: Church leaders, staff and volunteers: Keeping yourself safe (2 min)



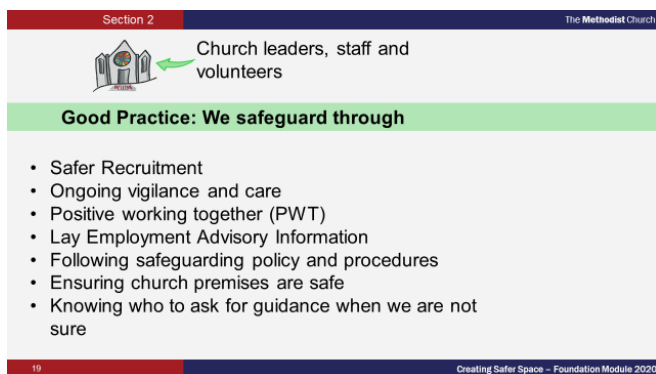
It can be difficult to talk about allegations being made against others in the church community. However if false allegations are made, they can have a devastating impact to the

individual and church community. It is important that you think about how to keep yourself and others safe from false allegations as much as possible – this also leaves little room for those who want to offend to hide.

Steps you can take include:

- 1 – Be aware of the potential risk? Consider what the risks are of having Mrs Smith’s bank card and PIN number, particularly if anyone were to make an allegation of financial abuse.
2. Follow policy guidance, and if you are not sure – ask. for example don’t take money out of a cash point for someone for whom you are a pastoral visitor. If you are concerned that they are vulnerable and at risk, or need additional support, speak to your safeguarding advisor.
3. If something happens, let an appropriate person (minister/safeguarding adviser) know as soon as possible and seek advice.

Slide 19: Safeguarding Church leaders, staff and volunteers (3 min)



Those involved in church leadership and the day-to-day running of the local church, are perceived as people who be trusted, which presents two areas for safeguarding. Firstly, the challenge of hearing disclosures of abuse, and ensuring they respond appropriately. Secondly, the challenge of managing the impact when a church leader, member of staff or volunteer is accused of abuse. The Past Cases Review 2013-2015 has taught us that the Church has not been as safe as it should have been, and the lessons learned underpin all that we do now within safeguarding in the Methodist Church.

Trainers might want to highlight some of the policies and documents produced by the Methodist Church that are relevant to the safeguarding of church leaders, staff and volunteers. There is more detail about all of these in the Handbook:

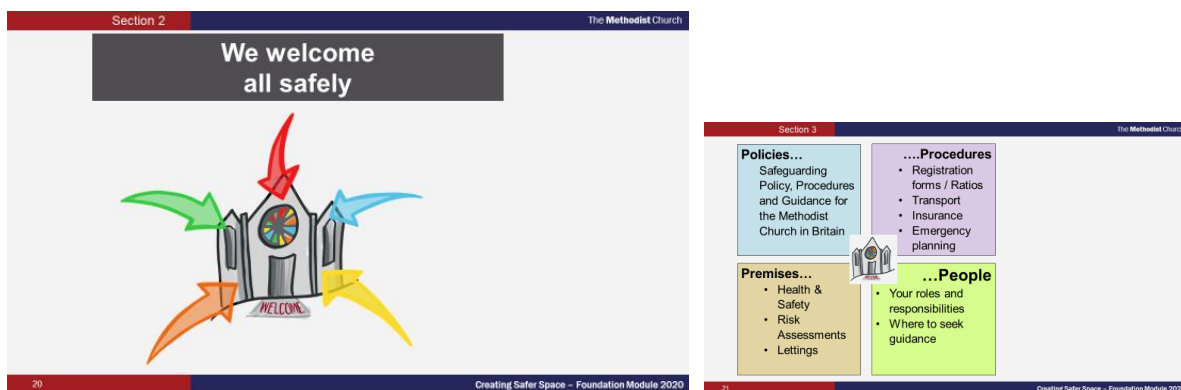
- **Safer Recruitment – for volunteers and paid staff** This practice guidance is intended to support the work of those in the Church who have responsibility

for safely recruiting people who work with children and adults who are vulnerable.

- **Lay Employment Advisory Information** The purpose of this pack is to help churches, circuits and districts in the recruitment and selection of employees and in the early stages of employment. The pack also identifies some of the issues that can arise during the employment relationship and offers advice on these matters.
- **Positive Working Together (PWT)** This focuses on combatting bullying and harassment, which can be a source of conflict in the life of the Methodist Church.

Highlight that these policies are in place in order to best protect and support church leaders, staff and volunteers – they are there to keep you and the wider Church safe.

Slide 20 Our church context recap (2min)



This is an opportunity to remind participants that each group has a rightful place in the Church, and that the various needs must be held in balance.

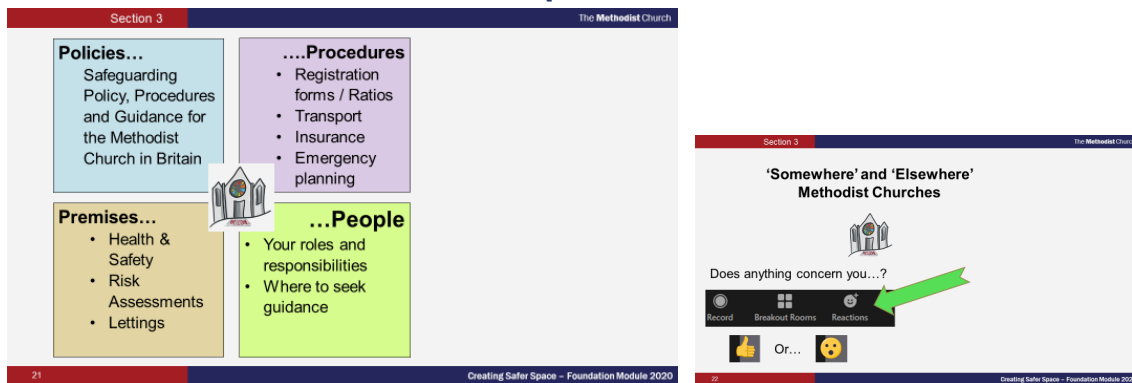
Highlight that people may be in a number of these groups at the same time – adults who may be vulnerable can also be a risk to others; church leaders, staff and volunteers can also be vulnerable and may have experienced abuse.

Remind them that it is at the core of our faith to create safer space within our church communities and make them welcome to all. Our churches should be environments where those who are vulnerable – children and adults – are respected, valued, protected and listened to.

Give participants the opportunity to jot down any notes or reflections on their learning log.

Section 3: Good Practice (Slides 21-23, 32min)

Slide 21: How do we create a safer space for all? (6 min)

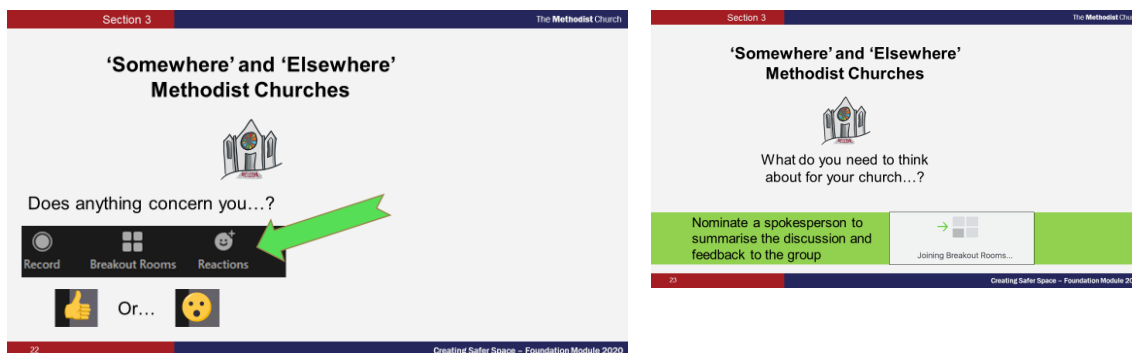


This slide is just a talk through – for delegates to identify their responsibility and identify if there is anything that they need to go away and look up after the training

Relevant information for the delegates is in their handbooks – please direct them there.

Refer the delegates to the ‘safeguarding quick reference guide’

Slide 22: Somewhere’ and ‘Elsewhere’ Methodist Churches (8 min)



This is an interactive activity. The facilitator ensures that all the delegates know how to access the reactions button – then stops screen sharing, so you can see everyone’s faces.

The facilitator then reads through the below transcript of Somewhere and Elsewhere Methodist Church. Participants are asked to use their reaction buttons if they hear something good or something worrying. As you start to get reactions, pause to ask different participants what the good or poor practice might be. Below we have

highlighted in the transcript the key phrases that you will hopefully have a response to.

The object of this exercise is not to spend time exploring each area, but rather to acknowledge the area of practice (further detailed work will be done next in the breakout rooms)– i..e

Volunteers are hard to come by, we can't afford to be choosy, or to offend the ones we've got! - hopefully this will get thumbs down or shocked faces.....

- Generating comments such as:
 - o Safer recruitment
 - o Confidence to challenge concerning behaviours

Somewhere Methodist Church (A)	Issues
<p>A church steward talks through his report on church activity at the synod meeting:</p> <p>“Somewhere Methodist Church has a small but dedicated congregation, and as I always say volunteers are so hard to come by, we can't afford to be choosy, or to offend the ones we've got!” To be honest I am proud of my congregation's efforts...</p> <p>“There's the Browne sisters, Judy and Elaine. They work miracles with the youth club. They just open the hall and the kids come in off the streets, kids whose parents don't even seem to care where they are. I go along when I can, usually about once a month and I was so impressed last time as Judy was held up so Elaine opened up by herself. Some of the kids helped her set up; getting equipment out of the overflowing cupboard – and some of it was really heavy. Judy arrived later looking very frazzled, she had been to pick up some kids from the group who couldn't get there, but they had been very loud in the car!</p> <p>“And we're very 'with it' at Somewhere Methodist Church, our youth leaders are on Facebook, and they tell me they are friends with most of the young people – great news! Not that I really understand what that means, except that the youth leaders are able help the youngsters anytime of the day or even night, and we have some great photos on our noticeboard.</p> <p>“I also want to let you know about some brilliant work we have started doing with the local employment trust, who find work placements for</p>	<p>Safer recruitment Confidence to challenge concerning behaviours</p> <p>Registration – Consent Ratios Lone working practice Safer working practice Health and safety Transporting children</p> <p>Social media policy Safer working practices, Boundaries Photos</p> <p>Safer recruitment</p>

<p>people who are just out of prison. They have matched us with Mrs Williams, who will be helping out with the tea and coffee after church every week. I am sure you will agree an extra pair of hands will be very welcome!</p> <p>“And finally there is Florence – where would we be without the beautiful flowers she arranges in church each week? Florence is so dedicated to our church that when she went to stay with her daughter for a few weeks she arranged for two or three of her neighbours to have the church key and pop in with the flowers. So thoughtful of her.</p> <p>“So as you see things are going well - thanks to everyone’s commitment.”</p>	<p>Lone working Keys</p>
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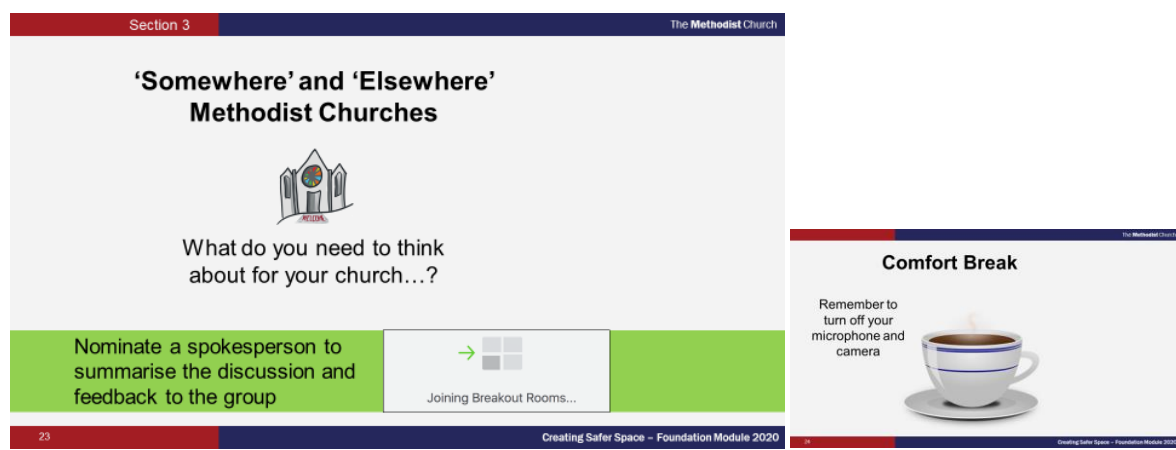
Elsewhere Methodist Church (B)	Issues
<p>A message read out during the service:</p> <p>“Welcome everyone to Elsewhere Methodist Church, It is lovely to see some new faces tonight! We may have a small congregation, but I know we can ‘keep the show on the road’. I am so proud of how everyone pulls together and pitches in.</p> <p>“There’s our community lunch club; we have so many wonderful people come along every week. The social services people bring some of their clients along and some people just turn up so we need to find lots of extra hands! It’s amazing how our people make such hearty homemade food in that tired kitchen of ours - I have no idea how they make such feasts in there!</p> <p>“And love is in the air! Brian and Mary have announced their engagement this week. Brian is our longest service volunteer and he met the woman of his dreams at our humble lunch club! Although Mary did play hard to get at first! She is one of our new visitors with social services. She doesn’t say much, but Brian’s hugs seem to have won the day! I am sure you will extend your warmest wishes to Mary, we are so pleased that they found love. Lovely that.</p> <p>“Then we have a small Sunday school that Mrs White runs almost single-handedly. And if the children ever want a chat, she finds a quiet space for them to talk in confidence - that’s so important these days. In fact, the Sunday school room is ideal for quiet chats as it only has one window which faces onto a brick wall and the door has no window, so no one can interrupt easily. I have no idea how many children have been through Sunday school in Mrs White’s time, a hundred or so I would guess.</p> <p>“Although we have struggled with finances over the past few years that is all a lot easier now we have started letting out the hall. There are quite a few</p>	<p>Safer recruitment Registration Ratios Risk? Additional needs? Health and safety</p> <p>Safer recruitment Boundaries Appropriate relationships Coercion/ control/ power Ratios Building risk assessment Opportunities to offend Registers</p> <p>Health and safety</p>

<p>groups coming in now – dance classes, flower arranging clubs, music groups – the list is endless. And all without creating much extra work. I've taken on managing all this myself and I've kept it really simple. There are no complicated forms; they just give me the money and I record it in the book – job done!</p>	<p>Risk assessments Insurance Policy on lettings</p>
<p>“Now, before I finish, we’ve had this email from the district safeguarding officer, which I promised to read out, telling us what we should do if someone tells us they have been abused in the past. Well, that’s just political correctness gone mad! We don’t have to worry about that sort of thing here, we all know each other so well, I am sure we would know! So the information’s in the back if you want it.”</p>	<p>Supporting those who have experienced abuse</p>
<p>“So as you see things are going well - thanks to everyone’s commitment.”</p>	

Remind the group that following good practice is not about rules and regulations in order to prevent people from doing things, but instead it is about working together to enable everyone to get more out of their church and community life in safe and enjoyable ways.

Highlight that taking steps to promote a more general culture of safeguarding in all our churches is an important outcome from the Past Cases Review. The emphasis here is on developing robust prevention plans and making sure everyone in church roles knows what their roles and responsibilities are in protecting children and adults – together this will go some way to achieving our goal of a culture of safeguarding.

Slide 23: Somewhere’ and ‘Elsewhere’ Methodist Churches (18 min)



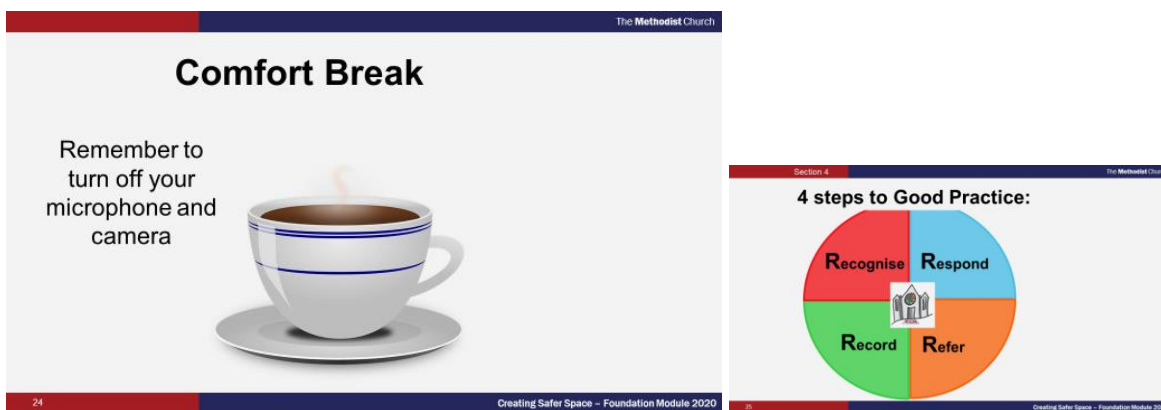
Timings: 10 minutes in Breakout room
8 minutes feeding back (2 minutes per group)

Delegates are then popped back into their breakout rooms and asked to think about the issues identified in the Somewhere/ Elsewhere Methodist Church has brought up with their own Church, and if there is anything that they may need to do following the training.

Encourage delegates to make notes of actions on their learning logs.

When the breakout room closes, the facilitator leads the feedback, keeping to a maximum of 2 minutes per group.

Slide 24: Break



The group now have a short break. It is recommended that this is at least 30 minutes long, to ensure that delegates have an opportunity to stretch, walk around and get themselves a drink.

Before delegates leave, remind them to mute their microphone and turn off their camera whilst away from the computer.

Section 4: Welcome and four steps to good practice (slides 25- 31, 25 minutes)

Slide 25: Four steps to good practice (1 min)



Explain to the group that we are moving on from good practice to focus more specifically on the abuse aspects of safeguarding. Knowledge about this can help us to be clearer about when we need to be concerned over a child or adult who may be vulnerable.

Introduce the Four ‘R’s, which are universal in safeguarding and show us what to do if there are concerns about the safety and welfare of someone.

Recognise the concern

Respond well, acting in an open and transparent way

Record what has been seen, heard or said

Refer to the appropriate people

Highlight that **safeguarding is everyone’s responsibility** – we can’t assume that someone else has got this covered.

Slide 26: Recognise, be curious! (4 min)



- Section 4 The Methodist Church
- R**ecognising barriers to disclosing abuse
- Have tried to tell before, but wasn’t believed
 - Being unable to communicate
 - Being dependent upon the perpetrator
 - Being fearful of the consequences
 - Feeling ashamed / embarrassed / guilty
 - Fear of not being listened to / understood / taken seriously / believed
 - Not recognising their experience is abusive
 - Abuser is well liked and trusted by others
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Explain to the group that whilst there are many similarities between child and adult abuse it is important to understand how they can look and be experienced differently in children.

Children are deemed vulnerable and in need of protection because of their age (in contrast to adults – who may be vulnerable in other ways). Some children may have additional vulnerabilities, such as disability, not having English as their first language, being a young carer, etc. The abuse or neglect of a child or young person, in any form, can have a major long-term effect on all aspects of their health, development and well-being.

Remember: No child or young person can consent to their own abuse – make sure you alert someone if you suspect a child is being harmed.

Abuse may consist of a single act or many repeated acts, and it can occur in any relationship at any time of life. Any, or all types of abuse may be perpetrated as the result of deliberate intent, negligence or ignorance.

Direct the group to page 30 of their handbook, which lists the types of abuse and key indicators. Choose one of the categories, i.e. physical abuse and talk through the indicators listed...

Physical abuse	Includes....	Some key indicators are...
<p>Inflicting pain, physical injury, impairment or suffering.</p>	<ul style="list-style-type: none"> ● hitting, slapping and beating ● shaking, pinching, throwing and pushing ● kicking, biting, burning, drowning and hair pulling ● squeezing, suffocating, poisoning ● inducing illness in a child or vulnerable adult, or fabricating symptoms ● inappropriate use of restraint techniques or other physical sanctions ● isolation or confinement. 	<ul style="list-style-type: none"> ● any injuries not consistent with the explanation given for them ● cuts, lacerations, puncture wounds, open wounds, welts ● bruising and discolouration particularly if there is a lot of bruising of different ages and in places not normally exposed to falls, rough games etc. Also in unusual places (eg. around the mouth), in unusual patterns (eg. symmetrical) or in particular shapes (eg. fingertip bruising or belt marks) ● black eyes, burns, broken bones and skull fractures ● recurring injuries or ones that are in the same place on more than one occasion, and/or are without plausible explanation ● any injury that has not received medical attention or been properly cared for ● poor skin condition or poor skin hygiene ● loss of hair, loss of weight and change of appetite ● repeated or unexplained tummy pains ● flinching at physical contact and/or keeping fully covered, even in hot weather ● appearing frightened or subdued in the presence of a particular person or people.

Slide 27: Recognising barriers to disclosing abuse (4 min)

Section 4 The Methodist Church

Recognising barriers to disclosing abuse

- Have tried to tell before, but wasn't believed
- Being unable to communicate
- Being dependent upon the perpetrator
- Being fearful of the consequences
- Feeling ashamed / embarrassed / guilty
- Fear of not being listened to / understood / taken seriously / believed
- Not recognising their experience is abusive
- Abuser is well liked and trusted by others

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Section 4 The Methodist Church

Respond: what to do

- Listen
- Don't promise confidentiality
- If it's not clear what is being said you can ask open questions to clarify (TED - Tell, Explain, Describe)
- Explain what happens next

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Activity – why individuals don't disclose abuse

Ask participants to consider “what might stop individuals from disclosing?” We want to explore why children and adults don't feel able to disclose. **Use the chat function to write down a few ideas.** After a couple of minutes go through the slide to make sure the important issues are covered. They include:

- not knowing it is wrong
- being unable to communicate
- being dependent upon the perpetrator
- having tried to tell before without success
- being fearful of the consequences
- feeling ashamed/embarrassed /guilty
- fearing they won't be listened to /understood /taken seriously /believed.

Check to see if anyone came up with anything else that wasn't on the list.

Be prepared to bring out examples that might help the group's discussion. For example, domestic abuse cases when a child is abusing the parent and why the parent might not want to disclose that abuse, or someone trapped in modern slavery who doesn't speak English or know where to get help. You may also want to highlight the increased vulnerability of children and adults with disabilities.

Highlight that because there are these barriers that may stop individuals from disclosing, we need to remember our responsibility to recognise and notice things which don't look, sound or feel right.

Please Note: There may be those who have experienced abuse within your training group, so please be sensitive when exploring this question.

Slide 28: Respond: what to do (3 min)

The image contains two screenshots of a presentation slide. The left screenshot shows the title "Respond: what to do" and a list of bullet points: Listen, Don't promise confidentiality, If it's not clear what is being said you can ask open questions to clarify (TED – Tell, Explain, Describe), and Explain what happens next. The right screenshot shows a breakout room activity with the title "Respond: what stops us doing it well?" and four rooms with questions: Room 1: As individuals?, Room 2: As a Church?, Room 3: What might the impact be on the person who has experienced abuse if we do not respond well?, and Room 4: What might the impact be on the wider community if we do not respond well?. Below the rooms is a green box with the instruction "Nominate a spokesperson to summarise the discussion and feedback to the group" and a button labeled "Joining Breakout Rooms...".

If you recognise something that causes you concern, don't ignore it, respond.

How to respond well to a possible safeguarding concern:

- listen
- remain calm
- reassure – they are not to blame and have done the right thing in telling you.

Do not promise confidentiality – tell them this information may need to be shared. If it is an adult, you should ask for their consent to pass on what they have told you. If you are not given consent, and you feel there is a safeguarding risk, explain that you will need to discuss this with the safeguarding lead who will be able to offer advice.

Always seek advice if you have any concerns and don't know what to do.

Ask open questions, for clarification purposes only – do not try to investigate. Use this format: **Tell** me, **Explain** to me, **Describe** for me (TED).

Explain what will happen next – tell them who you are going to tell and give them a timescale.

Keep quiet – once you have passed the details on to the relevant person, you should not tell anyone else about the disclosure. Not even for prayer purposes or to investigate for yourself.

Remind the group that investigating to see if their suspicions are true is not a correct response.

Slide 29: Respond: what stops us doing it well? (8 min)

The image shows two screenshots of a presentation slide. The left screenshot is titled 'Respond: what stops us doing it well?' and lists four room questions: Room 1: As individuals? Room 2: As a Church? Room 3: What might the impact be on the person who has experienced abuse if we do not respond well? Room 4: What might the impact be on the wider community if we do not respond well? Below the questions is a green box with the text 'Nominate a spokesperson to summarise the discussion and feedback to the group' and a 'Joining Breakout Rooms...' button. The right screenshot is titled 'Record: what to do' and features a notepad icon and a line for a signature: '... Whom you referred it on to, Signed and dated'. Both screenshots have a footer that reads 'Creating Safer Space - Foundation Module 2020'.

Timing: 4 minutes in the breakout room
4 minutes feedback (1 minute per group)

Explain that there may be some barriers that get in the way of us reacting well in light of a safeguarding issue, and so we are going to look at what factors might prevent us from responding effectively.

Activity – responding to abuse issues

Split the group as specified. (If this is a separate session, remind participants which group they were in) Ask each group to nominate a spokesperson who will feedback after the activity.

Breakout room 1: As individuals?

Breakout room 2: As a Church?

Breakout room 3: What might the impact be on the person who has experienced abuse if we do not respond well?

Breakout room 4: What might the impact be on the wider community if we do not respond well? (if this group gets stuck, remind them that no church sits in isolation within a community. They are connected to the community through external lettings, ecumenical contacts, their community responsibility and reputation, the wider circuit, etc).

Please note: Information on 'What's stopping us?' is in the Handbook, so you need to ask everyone to close their Handbooks throughout this activity.

Give the groups four minutes for someone to record as many factors as they can think of which are relevant to their question. Then take feedback in the order of the questions, checking that all the important issues are covered.

1. What might stop us as individuals from responding well?

Once the feedback from Group 1 has been taken, ensure that all the important ideas are covered. These are:

- we don't want to hear
- fear we may be wrong
- feelings of anger/distress/guilt
- embarrassment
- doubts about truthfulness
- asked not to tell
- finding another explanation for the behaviour
- not wanting to interfere
- uncertainty about procedures and consequences.

2. What might stop us as a church from responding well?

Once the feedback from Group 2 has been taken, ensure that all the important ideas are covered. These are:

- we don't want to hear
- this doesn't happen in church
- the person/family is well respected
- a desire for it to be kept in the church
- confusion about false allegations
- limits of confidentiality and confession are misunderstood
- not knowing who to consult or where to get help
- the church is about forgiveness and not condemnation.

You may want to pick up on the question of false allegations. Explain that research suggests that the level of false allegations within safeguarding concerns is the same as with the reporting of other crimes; about three per cent. Also highlight that the best way to identify a false allegation is to respond exactly as you would for genuine concerns. This way, inconsistencies, flaws and gaps should quickly become apparent. The worse way to respond is to block the concern, because then no-one's interests are protected.

3. What might the impact be on the person who has experienced abuse be if we don't respond well?

Once the feedback from Group 3 has been taken, ensure that all the important ideas are covered. These include:

- feeling more vulnerable, exposed
- distress, betrayed, angry
- confirming the belief that no one will listen or believe it has happened
- concern that others will be hurt
- making it more difficult to speak out again
- loss/questioning of faith
- loss of a safe space

4. What might the impact be on the wider community if an individual or church doesn't respond well?

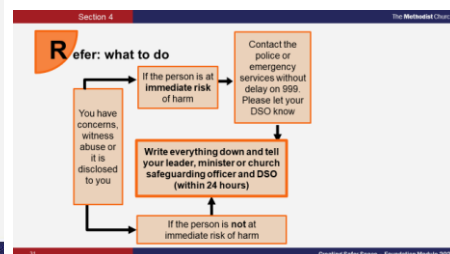
Once the feedback from Group 4 has been taken, quickly use this slide to check that all the important issues are covered. These include:

- reputational damage – to the local church, circuit, the Methodist Church connexionally, Christianity, or to the reputation of the local community
- loss of a safe space
- judgement – extra betrayal/it seems worse when the church gets it wrong
- loss of external bookings and income
- split in the community; taking sides
- anger
- anxiety/pain/distress
- less trust in the church
- bad publicity.

Highlight that we have explored some of the reasons why we as individuals and as a church might not respond well, and the possible impacts of this on the wider community. This should help us to understand the importance of responding well to safeguarding concerns, as the impact can be wide-reaching and last for a long time after the incident has been dealt with.

Give participants the opportunity to jot down any notes or reflections in their learning log.

Slide 30: Record: What to do (4 minutes)

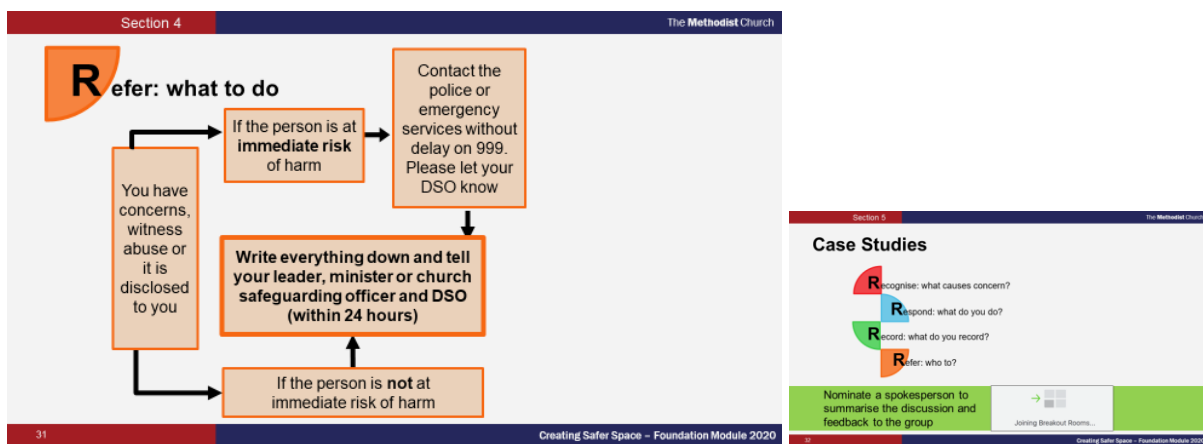


Play the short video: 3 minutes.

Explain the importance of records within safeguarding. They provide a history of what happened, summarise what church workers did, and ensure that when people move on the account is not lost.

Highlight that it is important that all records must be kept in a secure place. Section 5 of the *Safeguarding Policy, Procedure and Guidance for the Methodist Church in Britain* has more information about keeping records and when to share them.

Slide 31: Refer: what to do (1 min)



Explain that referring (sometimes known as reporting) is about sharing your concerns with the appropriate person(s). Highlight that safeguarding is everyone’s responsibility so it is important that everyone is clear with whom they should share their concerns.

Go through the simple flowchart to show the referral process.

Tell participants to consult with their leader, minister or church safeguarding officer within 24 hrs. The only exception is if the person they should consult with is the subject of the concerns. Under no circumstances should they contact or share information disclosed to them with the person who is the subject of allegations.

Remind them of the Safeguarding Quick Reference Guide, which was discussed during the Good Practice section, and that they will need to complete these and keep them accessible. Highlight that they do not have to share their concerns with each of these contact people. If referring to the church safeguarding officer then it becomes that person’s responsibility to share that information with the circuit safeguarding officer or district safeguarding officer.

In an emergency, contact the statutory authorities directly, and then inform their leader, minister or church safeguarding officer without delay.

Remind the participants that when it comes to external referrals (eg. to social services or police), information concerning an adult must only be shared with their consent, and the wishes of those who do not consent to having their information shared should be respected. If they decide to share the information without consent (if they believe the person lacks mental capacity to make such a choice, when there is a risk of harm to others or in order to prevent a crime) make sure that they record their decision and their reasoning. Consent is not necessary when making a referral about a child.

Highlight that this flowchart for referrals can be found on page xx of the Handbook and more detailed flowcharts are found within section 4 of the *Safeguarding Policy, Procedure and guidance for the Methodist Church in Britain*.

You may want to acknowledge the level of anxiety within churches about making contact with professionals such as the police or social services. In some cases, this can extend to not informing church, circuit or district safeguarding officers or not contacting them for advice. You should respect people's anxiety whilst insisting that the right action is taken every time. Emphasise that 'right action' means never acting in isolation and always having support.

Give participants the opportunity to jot down any notes or reflections in their learning log.

Section 5: Case Studies (slide 32, 25 minutes)

Case studies preparation

All the case studies can be found in the Workbook (online) so participants will need to have access to this, by either downloading or printing the Foundation (online) workbook.

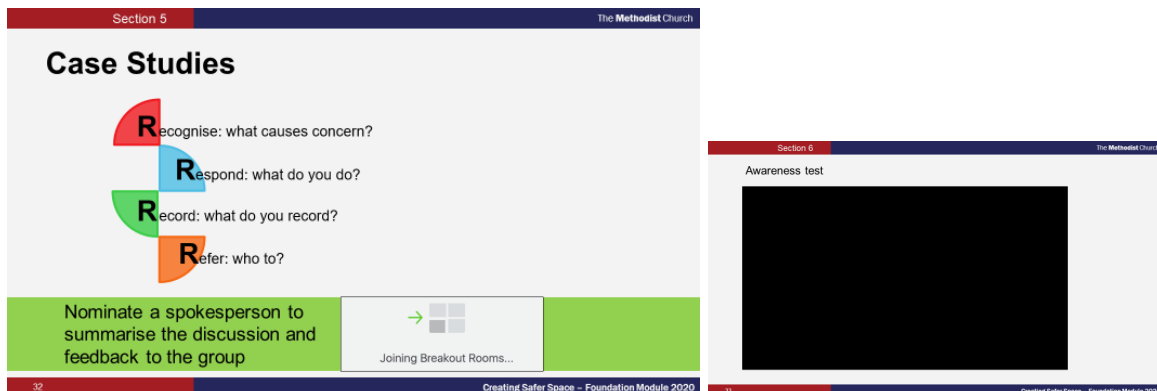
Some trainers have found it helpful to use the case studies as the basis of a simulation (ie walking and talking through the issue). However, we **do not** recommend role-play – to ask a participant to act out someone who may have been abused, adds depth and complications, which could be difficult to manage, especially when using Zoom.

Make sure that you have decided beforehand which case studies the group is going to explore (You will notice that the online workbook has a reduced number of case studies. This is to reduce the requirement on delegates to download/ print material at home). Bear in mind the group that you are training and the roles that they undertake within the church (if you know this) as it may be beneficial to use more relevant case studies for them to work through. For example, a group from a chapel with no children or young people may find it more helpful to have a case study that is set around adults who may be vulnerable. The theme of each case study is shown under the title on the trainer's notes for ease in selecting a suitable one. These themes are not shown on the participant's version of the case study in the Workbook.

Decide how to split the group, although we would suggest groups of no more than five or six people to enable all participants to share their thoughts and ideas. Allocate Breakout Rooms. You may wish to 'visit' each group while they are working through the case study, so you can be confident that they are taking some learning from the task. It can be helpful to have the trainer's notes for the specific case studies (found on the following pages) with you at this point in order to make sure that key points are covered and to guide conversations if they are veering away from the relevant safeguarding issues.

If a group finishes significantly before the end of the allocated time and before the other groups, they can be given another case study to explore, on the understanding that you won't take feedback from the second one.

Slide 32: Case Studies (total 25 min)



Timings: 7 minutes Breakout rooms
 16 minutes feedback (4 minutes per group)

No matter which scenario the groups are working through, they should answer the following questions:

- What do you **RECOGNISE** that causes concern?
- How would you **RESPOND** to your concern?
- What would you **RECORD**?
- To whom would you **REFER** this?

Suggest to participants that when looking at the question of how they would respond, it is important for them to think about their feelings in response to the case study, as well as what they might practically do.

Case studies feedback (16 minutes)

The case study notes on the following pages give you an idea of what might come up in the group discussions, and not what must be said. None of these case studies has a definitive answer and the learning comes through the conversations as well as the application of what has been previously taught. Please do not go through the notes and make sure every single point has been covered, but instead encourage and guide the participants to be confident in Recognising, Responding well, Recording and Referring to the correct people. You may have to challenge some unhelpful thinking, but this should be done in a respectful manner, taking into consideration participants' life experience (including age, gender, ethnicity etc), which may have an impact on their ideas and opinions.

Taking feedback from case studies

This can very quickly eat up a lot of time, and it is easy to get drawn into a repetition of the same conversations and discussions that were held within the groups. To avoid this and to keep to time it is suggested that you check the learning in the following way:

1. Quickly read out the scenario that has been looked at by the first group.
2. Ask one person from the group to feedback what they recognised.
3. If there is another group that has covered the same case study, ask one person from their group how they would respond.
4. Move on to the next case study and quickly read out the scenario.
5. Ask one person from the group that looked at this second case study, what would they record.
6. If there is another group that has covered the same case study, ask one person from their group to whom they would they refer.

This process obviously depends on how many groups you have and how many case studies have been worked through. If there are at least four case studies, then take feedback from a different case study for each of the four questions, then go straight to step 8. If you only have one or two groups, ask a different person to feedback on the different questions in order to make sure that there is a variety of voices in the feedback.

7. Where there are multiple groups covering the same case study, ask if they had any significantly different answers or thinking to the feedback from the other group(s).

8. Ask the group as a whole (or the next group to offer feedback if you have more than 4 case studies) the following two reflective questions:
- What did you learn from the conversation you had as a group?
 - How might this change your future behaviour or practice?

The aim of the feedback is to ensure that the important points are covered and understood, and that participants feel heard.

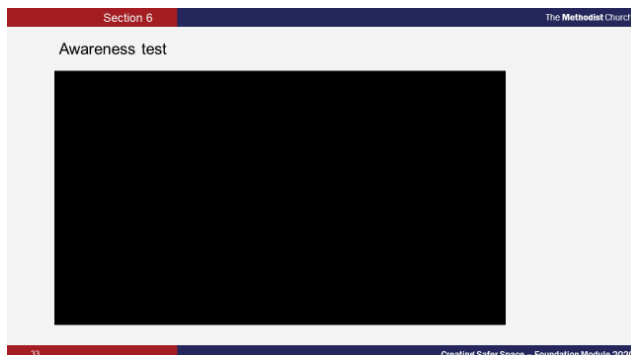
Try to make sure that the following three main points are clearly understood by the end of the case studies activity:

- Safeguarding is everyone's responsibility.
- What is it that I need to know? Clarification of the role(s) and responsibilities within the church context – understanding when to act and when to pass it on to someone else; knowing who is responsible if it isn't you.
- The four 'R's (Recognise, Respond, Record, Refer)

By the end of this section, the group should have applied their previous learning to a specific situation – in particular the application of the four 'R's.

Section 6: Reflection, Evaluation and Close (33-36, 10 minutes)

Slide 33: Awareness test (2 min)



Each participant that you are going to do a quick check in to test the delegates observation skills. Then play the video.

Explain the importance of being alert to signs of abuse, and how easy it is to miss something if you are not looking for it.

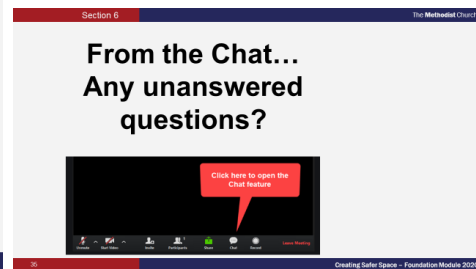
Explain that we all see things in different ways, and need to be vigilant and let others know if we see something that worries us, we can't assume that someone else will do this for us. This may be the case with some information that we have. We can see quite clearly that we need to pass this information on to the emergency services and leader, minister or church safeguarding officer.

Remind the group about the case of Victoria Climbié, and how the organisations involved with Victoria failed to share their knowledge It was a taxi driver who recognised the serious harm that Victoria was in and responded by rushing her to the nearby ambulance station.

Here are some of the key facts:

- Victoria Climbié, a bright young girl, travelled with her great-aunt from the Ivory Coast to the UK, for what her parents believed would be the opportunity for a better life.
- In the 10 months she lived in the UK, Victoria was repeatedly tortured and abused by her great-aunt and the great-aunt's boyfriend.
- During this time Victoria was known to four local authorities (four social services departments and three housing departments), two child protection police teams, two hospitals, an NSPCC centre and a few local churches, all of whom had noted the signs of abuse.
- It was a taxi driver who recognised Victoria was in a serious condition and took her to the nearby ambulance station.
- In February 2000 Victoria died, aged eight years, of hypothermia and malnutrition.
- When she was examined by a pathologist, Victoria was found to have 128 separate injuries to her body. It was the worst case of deliberate harm to a child the pathologist had ever seen.
- An inquiry was set up in 2001 to scrutinise the child protection system and the failings in the Victoria Climbié case.
- The inquiry found that all the agencies and organisations involved in her care had failed to protect Victoria and that on at least 12 occasions, workers could have prevented her death.

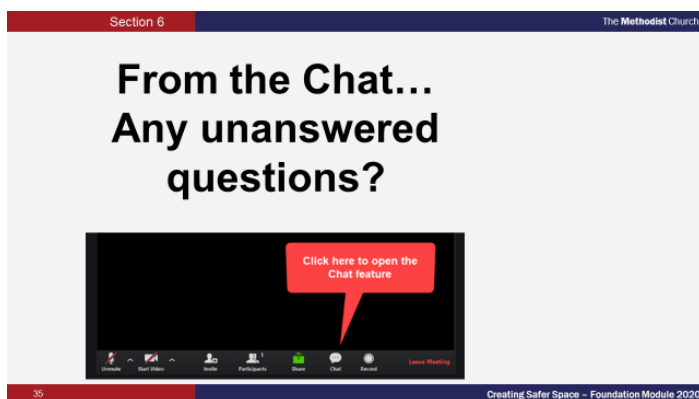
Slide 34: Review (1 min)



The three things that we would like to remember from today's session are:

- safeguarding is everyone's responsibility
- how safeguarding impacts the unique context of the Church, and what I need to know for my specific role(s) and area of responsibility
- The four Rs – Recognise, Respond, Report, Refer.

Slide 35: Any unanswered questions? (Question Park) (2 min)

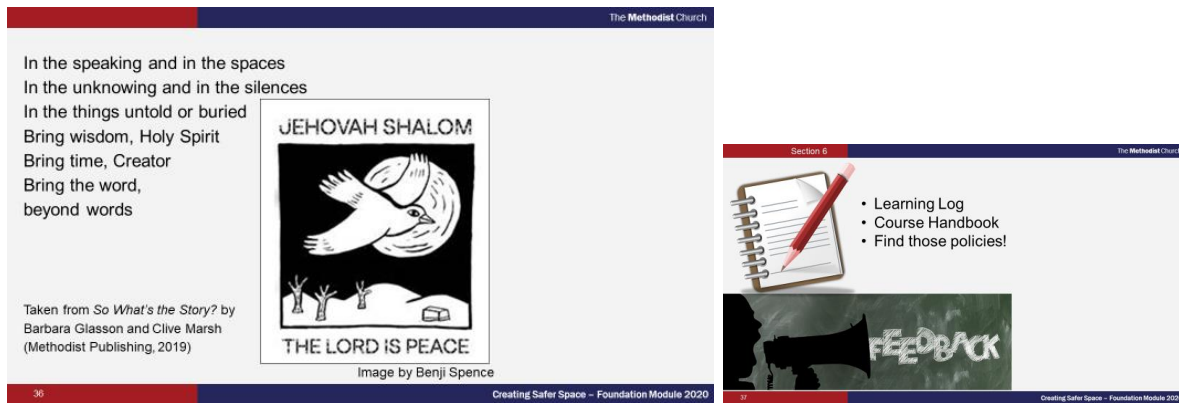


Check if any questions on the Question Park have not been answered and inform people how these will be followed up after today.

Encourage participants to spend some time considering their Learning Log and the impact of the training on them and their areas of responsibility.

Provide everyone with a feedback hyperlink and allow time to complete these.

Slide 36: Closing Devotions (3 min)



You can use one of a number of different prayers which have been specifically written or chosen for this session, or share the Grace together, or perhaps use a prayer or reading of your own.

In the speaking and in the spaces
 In the unknowing and in the silences
 In the things untold or buried
 Bring wisdom, Holy Spirit
 Bring time, Creator
 Bring the word, beyond words

Taken from *So What's the Story?* by Barbara Glasson and Clive Marsh (Methodist Publishing, 2019)

Calm me, O Lord, as You stilled the storm.
 Still me, O Lord, keep me from harm.
 Let all the tumult within me cease.
 Enfold me, Lord, in Your peace.

Father, bless the work that is done, and the work that is to be.
 Father, bless the servant that I am, and the servant that I will be.
 Thou Lord and God of power, shield and sustain me this night.

I will lie down this night with God, and God will lie down with me;
 I will lie down this night with Christ, and Christ will lie down with me;
 I will lie down this night with the Spirit, and the Spirit will lie down with me;
 God and Christ and the Spirit, be lying down with me.

The peace of God
be over me to shelter me,
under me to uphold me,
about me to protect me,
behind me to direct me,
ever with me to save me.

The peace of all peace be mine this night
In the name of the Father, and of the Son, and of the Holy Spirit.
Amen.

The Northumbria Community

God of Justice, we pray for a church where so many have been let down.
A church that has stayed silent in the face of abuse and
a church that has passed by on the other side.

We pray for sincere and committed people who can open their hearts to the silenced,
the betrayed, the frightened and lost
and who more truly reflect your Kingdom of Heaven.

Loving God
Help us this day to find you, to experience your loving attention,
despite all the rejection and pain which has been placed in our way.
Amen.

The Advisory Group – Survivors of abuse

Lord God we thank you that you have brought each one of us to this moment in our
journey of life, we thank you that you make each one of us equal in your world, we thank you
that you value each one of us, love us and care about us and ask us to value each other, and
respect each other.

As we gather Lord to think about those who do not respect others, those who abuse in any
way, without regard for those they prey on, we ask you to open our minds and ears to hear
how we can better safeguard, not just in our places of worship but in all parts of our lives.
Lord guide us, surround us with your love, and give us grace to be aware of each other as we
share in this difficult subject.

Lord we offer this time to you now, and pray that as we learn we may become aware that safeguarding is a way of life and not a tick box, and that these issues are not just things that happen to someone else, but issues that can happen in any situation, with any person at any time.

We offer our prayer through our everlasting, ever loving Lord Jesus Christ, Amen.

The Advisory Group – Survivors of abuse

Every step of the way

Wherever you go
Whatever you do
The paths you take
The decisions you make
The learning you have
The awareness you gain

Just when you think you are alone
And it is all up to you

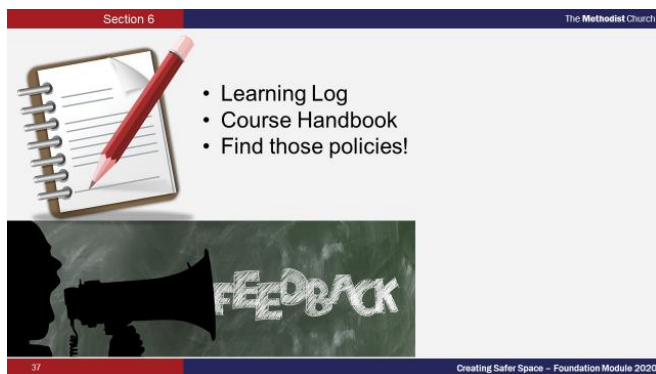
Open your eyes
Prick up your ears
And feel my presence

For I have been there throughout
Whichever way you choose to go
I am there before you

Now
Before
After

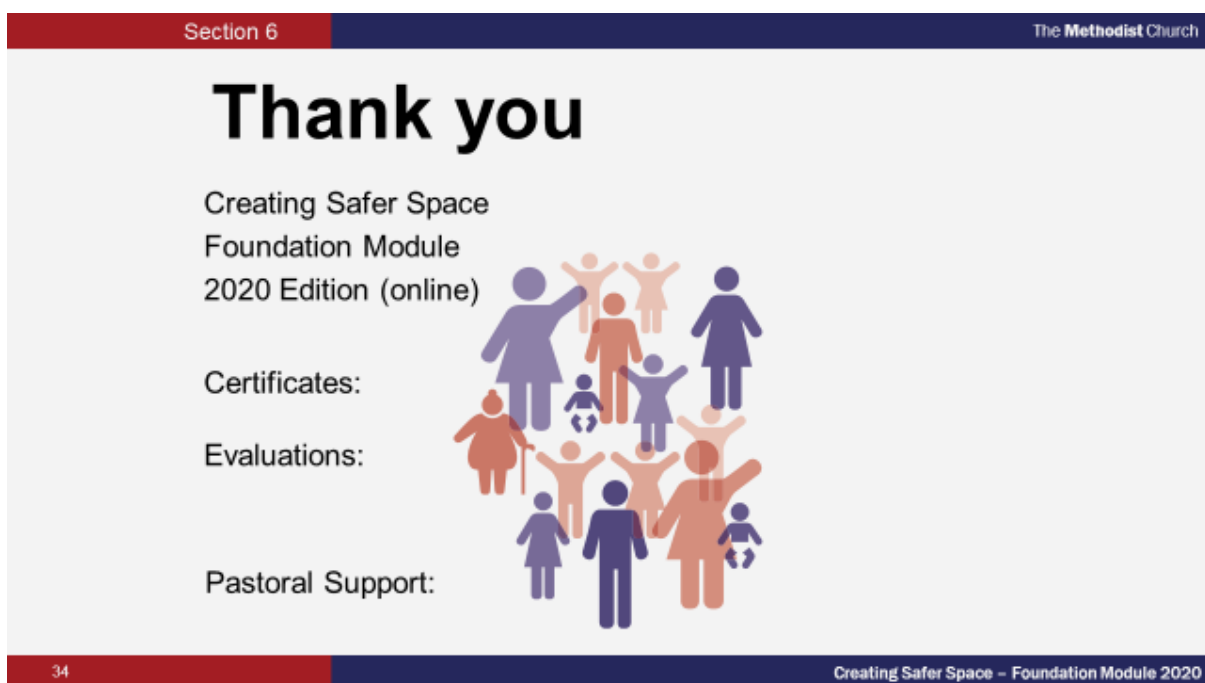
www.inbetweenthewords.co.uk

Slide 37: Administration (1min)



Remind the group to fill in their learning log, revisit the course handbook and find the policies they need.

Slide 38: Closing Slide (1min)



Explain how participants will receive their certificates and who they should contact for pastoral support after the session has ended (this may not be the same person as the Chaplain or the person who has provided support during the training)

[A] CASE STUDIES

1. ANNA

Issues include disclosure of non-recent sexual abuse

You are a pastoral visitor, and pop in to see Anna who hasn't been to church for a few weeks. Anna is very distressed because she has heard that her niece (now eight years old) has gone to stay with her grandparents, Mark and Claire, for a few weeks while her mum is in hospital. Anna is worried for her niece and explains that when she was little Mark sexually abused her. She worries the same will happen to her niece. However she has never told anyone and is scared of what would happen to the family if she did.

What do you **RECOGNISE** that causes concern?

Issues of concern you would hope to hear in feedback:

- Anna's worry, distress and unhappiness
- Anna's experiences of abuse, her fear of what will happen if she speaks out
- The niece is potentially at risk of sexual abuse
- The mother is going into hospital so the niece may be missing her/worried.

How would you **RESPOND** to your concerns?

Feelings might be evoked in the answer to this question - all these are valid feelings and might need to be explored.

Respond to Anna

- Listen to Anna with care, ask open, clarifying questions
- Be clear about the limits of confidentiality
- Be open to hearing what she says
- Ask Anna what she would like to happen
- Agree next steps.

What would you **RECORD**?

Answers you would hope for:

- Date and time of visit
- The content of the discussion during the visit – names of Mark and niece, and any contact details if given
- Any actions taken.

To whom would you **REFER** this?

Answers you would hope for

- The minister/the church safeguarding officer.
- discuss with the DSO about a possible referral to children's social care/police.

Further considerations

A helpful answer would be that course participants would want to support Anna to talk to someone else such as the minister-

Unhelpful answers you might need to explore:

- You may want to explore assumptions about what has or hasn't occurred.
- Any response that sees the group seeking to resolve this issue without the full support of the district safeguarding officer.
- Any response that indicates that they would not seek to be involved.

2. JUNE and SALLY

Issues include domestic abuse, confidentiality and threat of suicide

You are the pastoral visitor for mother and daughter June (aged 85) and Sally (aged 60). They have lived together for the past 60 years as Sally has mild learning difficulties and needs ongoing support. Two months ago, June broke her hip in an incident in the home, and on discharge from hospital was sent to a care home 100 miles away, but close to her other daughter, leaving Sally all alone. You visit Sally who says that she is missing her mum terribly; she hasn't had any contact with her for weeks. She says she is feeling depressed and suicidal. You are very concerned and raise Sally's situation with the minister, who tells you that June's other daughter, Amy has recently been in contact to say that June is frightened of Sally, who has physically abused her for many years. Now June doesn't want Sally to know where she is.

What do you RECOGNISE that causes concern?

Issues of concern you would hope to hear in feedback:

Sally	June
<ul style="list-style-type: none"> • A vulnerable adult with mild learning difficulties who needs ongoing support. • The injury to her mum may have been traumatic. • She may be distressed that she can't see her mum. • She is talking about feeling depressed and suicidal. • She may have been harming her mum. 	<ul style="list-style-type: none"> • Amy has made a clear statement that June has been harmed by Sally. • Has suffered a serious injury and is living away from her community networks. • Has a right to privacy and for her information to be kept confidential. • We recognise that domestic abuse can be hidden, and anyone can be a perpetrator.

How would you **RESPOND** to your concerns?

Feelings might be evoked in the answer to this question - all these are valid feelings and might need to be explored

- Ensure confidentiality – don't share information with Sally.
- Check with Sally that she has the support she needs to live independently – are social services involved?
- Think about pastoral support for Sally to help with the loss of a relationship with her mother.
- Think about where June is, and whether she has or wants support from a local church.
- Consider if there is a need for a risk assessment for lone working with Sally.
- Consider if there are any concerns about Sally's behaviour towards other members of the church – is there a need to consider a safeguarding contract?
- Seek advice from the district safeguarding officer.

What would you **RECORD**?

Answers you would hope for:

- Date, time and place of conversation
- Information shared
- the support has been offered to Sally and to June
- who is involved and who knows what
- the actions that you are going to take to ensure Sally has been offered pastoral support.

To whom would you **REFER** this?

Answers you would hope for:

- After talking with Sally and gaining consent, talk to adult social services to see if she has additional care or support needs that are not being met.
- Ensure the minister and church safeguarding officer know about the situation.
- Seek advice from the district safeguarding officer.

A helpful answer will include needing to work with consent.

Unhelpful answers you might need to explore:

- Sally to be told where June is staying.
- Assumptions to be made about what is and isn't true.
- Confronting Sally with the accusation of abuse.
 - Withdrawing support from Sally because of this new information

3. RITA

Issues include possible Power of Attorney, developing dementia and financial abuse

You are a pastoral visitor and regularly visit Rita, an elderly lady who lives in sheltered accommodation. On one visit she breaks down and tells you that she is very unhappy as her daughter keeps shouting at her, telling her she is stupid. The daughter has changed the address of where the bank sends Rita's statements and now she cannot keep track of her finances any more. You have no reason to suspect that Rita is exaggerating or that she has memory problems given your previous conversations, so you express sympathy and then ask Rita what she would like you to do about it. She asks you not to tell anyone else and that she doesn't want anything to happen. She is scared that if anyone finds out it will jeopardise the relationship she has with her daughter, who is her only close relative.

What do you **RECOGNISE** that causes concern?

Issues of concern you would hope to hear in feedback:

- Possible financial abuse of a vulnerable adult
- Possible emotional abuse – being told she is stupid
- The daughter seems to be taking control
- There is a trusted relationship with the pastoral visitor
- A dilemma about breaching confidentiality and consent to do so
- The financial action by Rita's daughter may indicate her acquiring Power of Attorney – raises a query about mental capacity of Rita
- The possible lack of support from the sheltered housing scheme.

This might be a real concern relating to suspected financial abuse, but it might transpire that there is another explanation, albeit one that Rita is upset about.

See page xx of the Handbook which explore financial abuse.

How would you **RESPOND** to your concerns?

Feelings might be evoked in the answer to this question - all these are valid feelings and might need to be explored.

Response

- Talk to the pastoral coordinator (or equivalent), minister, or church safeguarding officer
- Take the matter seriously without making judgements
- Arrange another visit and take the minister or another pastoral visitor.

What would you **RECORD**?

Answers you would hope for:

- Date and time of the visit
- What Rita has told you, including her request for confidentiality
- Background information about how often you visit and any previous concerns
- Date and time of any subsequent visits
- Who you have consulted
- Any actions taken.

To whom would you REFER this?

Answers you would hope for:

- Pastoral Coordinator (or equivalent)
- The minister
- The Church Safeguarding Officer.

Due to Rita's request for confidentiality, and the assumption that she has the capacity to make this decision, the referral would be anonymous.

Further considerations

- Ensure that someone from the church checks with the warden of the housing scheme to see if they are aware of any recent issues concerning Rita and her family (eg. Power of Attorney being assigned to her daughter)
- Advice may be sought from Adult Social care or a voluntary organisation such as Age UK, without making a referral
- There needs to be an agreement with the minister and/or Church Safeguarding Officer about any waiving of confidentiality in the interests of Rita's welfare.

Unhelpful answers you might need to explore:

- Guaranteeing confidentiality and that it won't be shared
- Contacting Rita's daughter to confront her about the bullying and financial abuse
- Referral to Adult Social Care or the Police at this stage
- Disbelieving Rita on the basis that she is probably confused and there is no doubt a rational explanation for her daughter's behaviour.

4. DESMOND

Issues include financial and online abuse

You have been giving Desmond, a neighbour, a lift to church most weeks for the past few years. One day, as you are driving Desmond home after church, he asks if your electricity is still working. You query why he would ask this, and he explains that he has been dealing

with a very nice woman from the Electricity Board who has told him that there is a problem with the cables on your street. This problem can be sorted with the use of some expensive equipment, which needs to be hired by the residents. Desmond then tells you that he has transferred the necessary £1000 for his property, but he had been made aware that some of his other neighbours weren't able to afford it. He was told they might be embarrassed to discuss it, so he was considering covering their costs too. He admits that he has never met the nice woman from the Electricity Board as she has only been in touch via email. He reassures you that it is not a scam and, as a retired bank manager, he would know if it wasn't all above board.

What do you **RECOGNISE** that causes concern?

Issues of concern you would hope to hear in feedback:

- Possible financial and online abuse – a victim of a scam
- Desmond is not fully aware of what is going on
- Possible grooming by scammer.

Links can be made to pages of the Handbook which explore financial and online abuse.

How would you **RESPOND** to your concerns?

Feelings might be evoked in the answer to this question - all these are valid feelings and might need to be explored.

Response

- Reassure him that he shouldn't pay any more money out for your neighbours, without you looking into it first
- Possibly work with Desmond to look at the details he has on the matter
- Talk to the minister, or Church Safeguarding Officer
- Contact Action Fraud for advice about fraud and cyber crime.

What would you **RECORD**?

Answers you would hope for:

- Date and time of the conversation
- Details of the conversation
- Any details Desmond has of his contact with the Electricity Board
- Any actions taken.

To whom would you **REFER** this?

Answers you would hope for:

- DSO
- The minister
- The Church Safeguarding Officer
- Action Fraud or the police (after speaking to the minister or safeguarding officer first).

Unhelpful answers you might need to explore:

- Telling Desmond that of course it is fraud and he's an idiot not to see that
- Do nothing because Desmond insists he'd know if it was fraud.

5. EDWARD

Issues include possible downloading of indecent images and suitability as local preacher and youth worker

You are a worship leader and are having technical difficulties setting up a presentation. Joy, a church member, offers you her husband's laptop to use, and gets it from the car. Her husband, Edward, is a local preacher and involved with the youth group. When the computer is loaded, you notice that his internet browser is open on a pornography site that concerns you. You quickly close it down, but later that night you start to worry that you should have done something else at the time.

What do you **RECOGNISE** that causes concern?

Issues of concern you would hope to hear in feedback:

- Possible sharing of inappropriate images with the youth group/young people.
- Someone who preaches in the church and helps in the youth club possibly possessing and using indecent images of children/violence/pornography that worries you.
- Potential risk to children and young people in the church.
- The impact on the reputation of the church if this was reported in the media.

There might be a real concern relating to child or violent and abusive pornography, but it might be that finding a legal pornography site concerns, embarrasses or disgusts you. It is important to recognise that we have subjective views of what is right and wrong as well as the legal and safeguarding definitions. For example, would it make a difference if the website you had seen was racist or degrading in another form?

- How would you **RESPOND** to your concerns?

- *Feelings might be evoked in the answer to this question - all these are valid feelings and might need to be explored.*
- Check the Methodist Church Safeguarding Policy.
- Discuss with the minister.
- Seek advice from the district safeguarding officer or Connexional safeguarding team.

What would you **RECORD**?

Answers you would hope for:

- Date, time and place of conversation
- What you saw on the computer, when and the circumstances
- Conversations held with the minister and/or safeguarding officers
- Any actions taken.

To whom would you **REFER** this?

Answers you would hope for:

- The minister
- The district safeguarding officer
- The Connexional Safeguarding Team.

Unhelpful answers you might need to explore:

- Ignore it.
- Tell other people in the congregation what you saw.
- Speak to Edward and ask him what he was looking at.
- Speak to Joy and ask if she knows what websites Edward is looking at.
- Assume that what you have seen is illegal.

6. Doris

Issues include misuse of premises, key holders and policy with external lettings

Doris is on the flower-arranging rota and goes into church most Saturday afternoons to arrange the flowers for the Sunday service. She arrives early one week to find that the doors are unlocked, and all the lights are on despite no one being in the building. She sees there is litter and mess all over the church building, which she assumes must have been left by the local dance school, which holds classes in the hall throughout the morning. Even the sanctuary and vestry have chairs, books and papers out of place. What do you think Doris should do?

What do you RECOGNISE that causes concern?

Issues of concern you would hope to hear in feedback:

- The premises are unlocked – you don't know who could be in the building.
- Misuse of premises – care not taken over the building.

How would you RESPOND to your concerns?

Feelings might be evoked in the answer to this question - all these are valid feelings and might need to be explored.

- Review your lettings policy – is it clear what people should and shouldn't do?
- Identify who has keys.
- Consider your lone working policy – is it safe to go into the building alone?
- Consider who needs to speak with the dance group to discuss what happened.

What would you RECORD?

Answers you would hope for:

- Date and time of incident
- What had been disturbed
- Who you reported it to
- What actions were taken.

To whom would you REFER this?

Answers you would hope for:

- Property steward
- Minister
- Church safeguarding officer.

Unhelpful answers you might need to explore:

- Don't say or do anything.
- Ban the dance club from the church.

7. REBECCA

Issues include domestic abuse (coercive control) including impact on children

Rebecca is a local preacher. She is married to Peter and has two young children. Peter has a high pressure, well-paid banking job that involves travelling away from home a lot.

Consequently, Rebecca carries most of the childcare and homemaking responsibilities, and does not have any paid employment. Her church community is a very important source of support to her. You are Rebecca's pastoral visitor and she confides that she feels like a failure as a wife. This surprises you as the children always seem so well cared for and happy.

Rebecca explains that this is because Peter is really disappointed in how she is running the house, and that she doesn't always manage to do everything the way it should be done, she feels depressed as she says it is all her fault for not doing better. She doesn't think the children know, but there have been lots of rows with raised voices and some smashed crockery. Rebecca shares that she is worried things might get worse.

What do you **RECOGNISE** that causes concern?

Issues of concern you would hope to hear in feedback:

- Domestic abuse which may be escalating
- The impact of the domestic abuse on the children
- Issues of coercion and control.

How would you **RESPOND** to your concerns?

Feelings might be evoked in the answer to this question - all these are valid feelings and might need to be explored.

- Listen to Rebecca with respect and sensitivity
- Remain calm
- Reassure that she has done the right thing in telling you.
- Be non-judgemental.
- Be clear about the risks in the situation, to both Rebecca and the children.

Reflect to Rebecca what you notice about how the children are doing

- Encourage Rebecca to seek support. .

What would you **RECORD**?

Answers you would hope for:

- Time and date of pastoral visit
- What Rebecca said
- My response to Rebecca and any actions taken.

To whom would you **REFER** this?

Answers you would hope for:

- DSO
- The minister
- Church safeguarding officer
- Support Rebecca to talk to someone else such as the minister, safeguarding officer, domestic abuse charity or the police.

Participants might need to think about what they would do if Rebecca said she did not want this going any further. What is your responsibility to Rebecca? What is your responsibility to the children?

Unhelpful answers you might need to explore:

- There is nothing to worry about – all marriages go through difficulties.
- What goes on between husband and wife is not our concern.
- Wanting to investigate further.
- Speaking to Peter about what Rebecca has said.
- Insisting that Rebecca leave Peter.

8. GRACE

Issues include institutional abuse

Grace was an active member of the church for most of her life but now she is 93 and has been resident in a care home for some months due to limited mobility. She is starting to become forgetful and her only son works in the Middle East. You have been Grace's pastoral visitor for several years and still visit her regularly. You are her 'emergency contact' and one day you are informed that she was in hospital overnight following a fall from her chair. You go to the care home to find her with extensive bruising, and you ask what happened. She is distressed and tells you that she fell because she leaned too far out of her chair. It was a hot day and she was very thirsty. She rang her call bell several times for someone to help her reach a glass of water that was just out of reach. No one came and she was desperate. You decide to tackle the officer in charge about the incident. You have to wait 20 minutes to see her. She tells you that they are short staffed. She dismisses Grace's account of events, commenting that Grace often doesn't remember things correctly as she is confused. When you return to say goodbye to Grace, she repeats the same account of her fall. She tells you that the staff in the home are not very kind to her and she wonders what she has done wrong.

What do you **RECOGNISE** that causes concern?

Issues of concern you would hope to hear in feedback:

- Possible institutional abuse
- Grace is distressed and physically hurt
- The Officer in Charge didn't seem to take the matter seriously – the concern is being dismissed
- Possible blurred boundaries – has the church taken on the role of the family members?

Links can be made to pages of the Handbook which explore institutional abuse.

How would you **RESPOND** to your concerns?

Feelings might be evoked in the answer to this question - all these are valid feelings and might need to be explored.

Response

- Listen calmly to Grace with respect and care
- Reassure her that you are taking her seriously
- Ask Grace what she would like to happen
- Talk to the pastoral coordinator (or equivalent), minister, or Church Safeguarding Officer
- Be non-judgemental
- There could be other pastoral visitors or people from church who have visited Grace, or other residents in the care home, and have also noted issues.

What would you **RECORD**?

Answers you would hope for:

- Date and time of the visit
- Details of both conversations with Grace
- Details of the conversation with the Officer in Charge
- Name of the Officer in Charge
- Who you have spoken to about this concern
- Any actions taken.

To whom would you **REFER** this?

Answers you would hope for:

- Pastoral Coordinator (or equivalent)
- The minister
- The Church Safeguarding Officer.

Unhelpful answers you might need to explore:

- Confronting the carers with an accusation of abuse
- Speaking to other residents to investigate if what Grace says is true
- Do nothing because Grace is probably confused or mistaken, and the care home is simply underfunded and short-staffed.

9. JOSH AND BEN

Issues include online grooming

Josh and Ben (both aged 14) are best mates. They are inseparable at youth club and church, and are always seen playing on their phones or tablets. As a steward responsible for the church's audio-visual equipment, you approach Ben one day when he is on his own and ask if he and Josh would be interested in helping out with the AV, as you know they are interested in computers. Ben suddenly looks upset and says that he doesn't know about Josh, as he barely sees him anymore. He then goes on to share how Josh spends all his time with a new online gaming friend, Nick. Josh has now given up all his other hobbies and even stopped going to youth club, which he loved. Neither of the boys have ever met this new gaming friend, but it seems Nick has convinced Josh that Ben has been manipulating and controlling him. Now Josh will no longer speak to or see Ben. Ben is clearly devastated as he doesn't know what to do, and suspects Josh is planning to meet Nick.

What do you **RECOGNISE** that causes concern?

Issues of concern you would hope to hear in feedback:

- Change in behaviour on Josh, noted by Ben
- Ben is upset
- Possible online grooming of Josh
- This is only Ben's account of what is happening
- The relationship between Josh and Ben has changed
- Ben is reporting that Josh is aiming to meet with the unknown online gamer
- The AV steward is not an obvious role in regard to safeguarding, but in this case may be the only person who could have picked this matter up (safeguarding is everyone's responsibility).

Links can be made to pages of the Handbook which explore online abuse.

How would you **RESPOND** to your concerns?

Feelings might be evoked in the answer to this question - all these are valid feelings and might need to be explored.

Response

- Listen calmly to Ben with respect and care
- Reassure him that you are taking what he has said seriously
- Talk to the minister, or Church Safeguarding Officer
- Be non-judgemental
-

What would you **RECORD**?

Answers you would hope for:

- Date and time of the conversation
- What Ben said
- Who you have spoken to about this concern
- Any actions taken.

To whom would you **REFER** this?

Answers you would hope for:

- The minister
- The Church Safeguarding Officer.

Unhelpful answers you might need to explore:

- Speaking to Josh about the situation
- Speaking to John's parents about the suspicion of online abuse / grooming
- Promise Ben that you will sort it out for him
- Investigate further about who this 'Nick' is
- Do nothing because it is probably just the usual teenager behaviour.

10. KYLIE AND ASHER

Issues include neglect

At the Christmas toy service you see one of the stewards asking sisters Kylie and Asher (aged nine and seven) if they have brought any gifts to be donated. They look down and shake their heads before walking off, into the sanctuary. As you walk past, the steward mutters to you about those selfish kids not bringing toys for less fortunate children. He also comments on the lack of effort made in their appearance. He says “I mean, fancy coming to church in some tatty shorts and t-shirts, what are their parents thinking?” You know that Kylie and Asher’s dad drops them off every Sunday and rumour has it that he goes to visit another woman while they are at church

What do you **RECOGNISE** that causes concern?

Issues of concern you would hope to hear in feedback:

- Children inappropriately dressed for the time of year
- Dad just dropping the children off – no supervision while in church
- Possible neglect
- Steward needs safeguarding training
- Concern about behaviour of the steward
- Steward not expressing welcome to all

Links can be made to pages of the Handbook which explore neglect.

How would you **RESPOND** to your concerns?

Feelings might be evoked in the answer to this question - all these are valid feelings and might need to be explored.

Response

- Talk to the children, extend a warm welcome, check that they are happy sitting on their own, or if they would like to join a family.
- Let the children know if there is anything that they the worried about they can talk to someone
- Make sure the church heating is on
- See if there are any suitable clothes or blankets in the church / lost property to offer the children during the service
- Talk to the minister, or Church Safeguarding Officer.

What would you **RECORD**?

Answers you would hope for:

- Date and time of the concern

- Details of the conversation
- Personal observations – if you are including 3rd party information, make sure that this is identified as such.
- Any actions taken.

To whom would you REFER this?

Answers you would hope for:

- The minister
- The Church Safeguarding Officer.

Unhelpful answers you might need to explore:

- Confronting the dad when he comes to pick the children up after church
- Agree with the steward and reinforce their attitude
- Investigate further by going round to Kylie and Asher's house
- Do nothing because it is probably just the children's choice of clothing, which they may now be regretting.

Appendix II

Sections	Content	Slide	Timing	Resources
Section 1: Introduction and devotions (24 min)	welcome	1	1 min	Power Point (PP)
	Communicating	2	4 min	PP and 'Chat'
	Course overview	3	1 min	PP
	Looking after each other	4	1 min	PP
	Pastoral Support	5	3 min	PP
	Opening Devotions	6	4 min	PP
	Introductions – what do you want to get out of the session?	7	10 min	(6 in a room – feedback) Break out room and feedback
Section 2: Our Church Context (34 min)	Unique Church	8	2 min	PP
	Children and Young People	9	3 min	PP
	Vulnerable Adults – does it look right	10	1 min	PP
	Vulnerable Adults video	11	8 min	Film
	Vulnerable adults– good practice	12	3 min	PP
	Survivors/ victims pt. 1	13	2 min	PP
	Survivors/ Victims pt. 2	14	3 min	PP
	Risk to others	15	3 min	PP
	Leaders and vol pt. 1 - thank you	16	1 min	PP
	Leaders and vol pt. 2 – use of power	17	2 min	PP
	Leaders and vol pt. 3 – keep yourself safe	18	2 min	PP
	Leaders and vol pt. 4 – Good practice	19	3 min	PP
	Recap	20	2 min	PP

Trainers Notes

Section 3: Good Practice (32 min)	Policy, Procedure, premises, people	21	6 min	PP
	Somewhere and somewhere else Panto	22	8 min	8
	What needs to change in our church	23	18 min	10 mins In breakout room 8 min feedback – (2 min per group)
BREAK				
Section 4: Four steps to good practice (25 minutes)	4 steps	25	1 min	PP
	Recognising - Children	26	4 min	PP / Discussion
	Barriers to disclosing abuse	27	4 min	1 min in 'chat', 3 min discussion
	Respond: what to do	28	3 min	PP
	Respond – what stops us?	29	8 min	4 min Room – 4 min - discussion
	Record	30	4 min	Short film
	Refer	31	1 min	PP
Section 5: Case studies (25 minutes)	Case studies	32	25 min	7 min Breakout room 16 min feedback (4 for each group)
Section 6: Reflection, feedback and close. (10 minutes)	Awareness test	33	2 min	Film
	Review	34	1 min	PP/ Chat
	Unanswered questions?	35	2 min	Chat
	devotions	36	3 min	PP
	Learning log and feedback	37	1 min	PP
	Close	38	1 min	PP