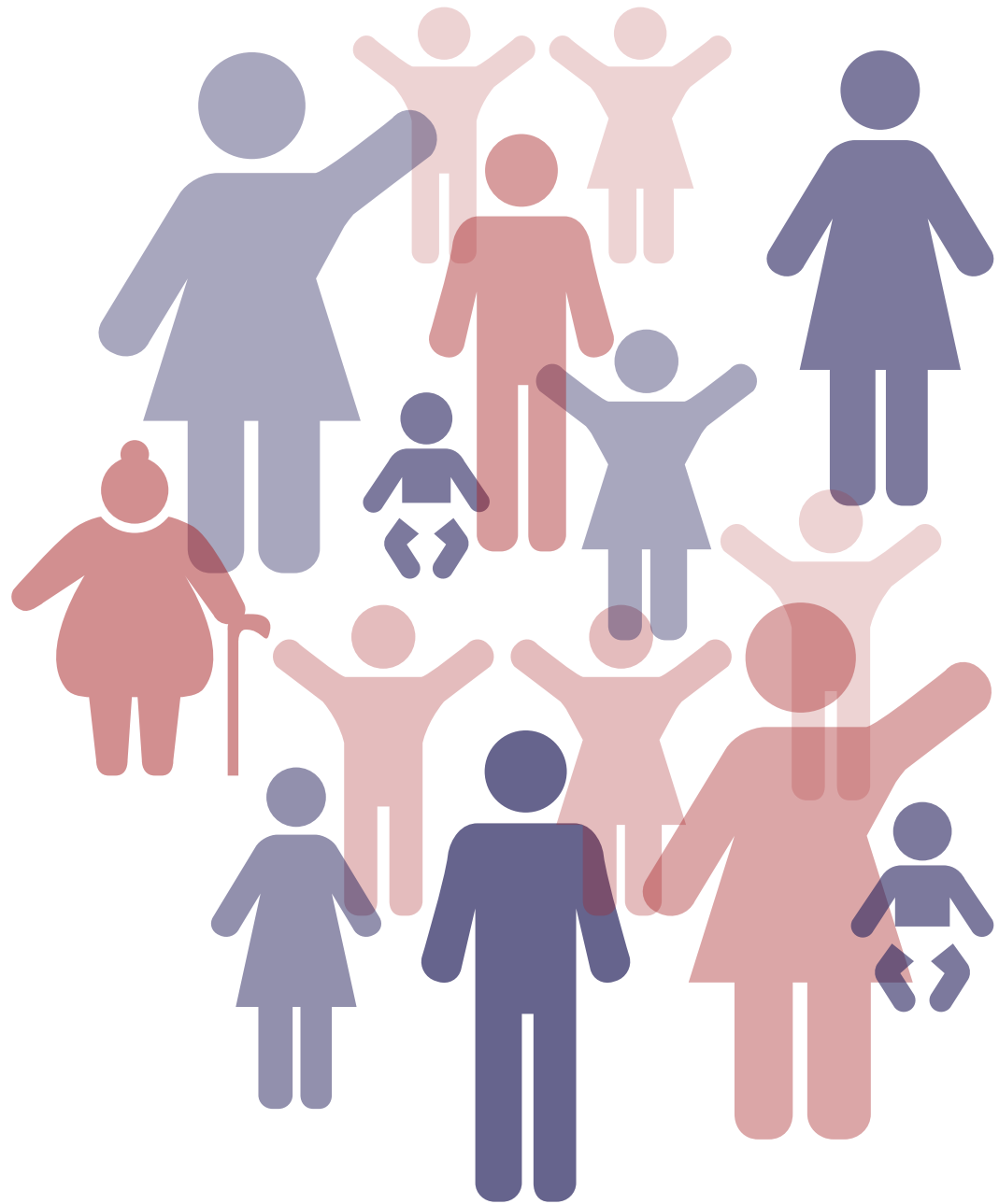


2020 Edition

SAFEGUARDING

Creating Safer Space



Trainers' Notes

Foundation Module
2020 Edition

The **Methodist** Church 



CREATING SAFER SPACE

Foundation Module: Trainers' Notes

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Getting ready for the training session

Who delivers the training?

It is recommended that two trainers deliver the Foundation Module and, wherever possible, it is advisable to have a named chaplain (although this may not always be achievable). **The Foundation Module should never be delivered alone.**

Materials and equipment

The materials you will need to deliver the session include:

- Creating Safer Spaces: Foundation Module PowerPoint presentation
- Foundation Module Workbook (a copy for each participant)
- Foundation Module Handbook (a copy for each participant)
- *Safeguarding: A quick reference guide for those working with the Methodist Church* (a copy for each participant)
- up-to-date copies of the 'Safeguarding Update' handout (from July 2020)
- evaluation form (a copy for each participant)
- signing in sheet
- Safeguarding Training Privacy Notice¹ (a copy for each participant)
- a Bible or a printout of the bible verse used in the Devotions.

Trainers will require the following equipment to deliver the session:

- laptop and projection facilities (you may need an extension lead)
- flip chart paper, stand and pens
- post-it notes
- Question Park
- a jigsaw puzzle – we recommend *The Very Hungry Caterpillar* 24-piece floor puzzle
- welcome signs
- refreshments – tea/coffee etc, depending on local arrangements.

Trainers should ensure that all of the above and all necessary equipment is available on the day: projector, laptop, flipchart paper and stand. It can be helpful to have some spare pens available so participants can take notes and complete the Workbook and feedback forms.

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.

1. Available to download and print from the Foundation Module Trainers section of the Methodist Church website.



On the day

Both trainers should arrive early and check all the equipment.

Here is a checklist to follow.

- Set up the room with a flip chart stand and have paper, pens (use black or blue for visibility) and post-it notes on each table. Some trainers use a resources table. This is empty at the start but gradually builds up with resources as they are used through the training.
- Create a welcoming atmosphere. Put chairs around tables, café style – avoid straight rows if at all possible. Have refreshments ready for when people arrive. You could have flowers on the tables and music playing. Have sweets and water on tables, as well as hot drinks if you have appropriate facilities at the venue.
- If the venue has the facilities, you could set up a quiet room so that those who need to go out have a comfortable, safe space to use.
- Ensure there is someone on the door to welcome people personally as they arrive and help them sign in. They may need to stay there after you have started, to welcome latecomers, help them sign in, and settle them into the group.

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 a flip chart.

Question Park

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 a post-it note and put it on the Question Park. This prevents the group becoming 'stuck' on a single issue. For it to work well, have a big piece of flipchart paper on the wall titled 'Question Park', and make sure that each small table has plenty of post-it notes available, so they can write down questions as they go.

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.

Workbook

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. The 'Safeguarding Update' handout and evaluation forms are not in the Workbook, and will need to be printed and distributed separately.

Handbook

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.



Safeguarding Update

The Safeguarding Update handout for delegates at the end of training gives an overview of some of the safeguarding milestones within the Church. It has some helpful statistics on abuse and the latest information on what is happening in the world of safeguarding. It is regularly updated, so please check on the safeguarding training pages of the Methodist Church website for the latest version.

Signing-in sheet

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. You may wish to email participants the Safeguarding Training Privacy Notice before the session (along with the aims of the course and any confirmation details) or have some copies printed off to hand out on the day.

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 offputting 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

- **Asking questions that are not directly related to the topic (for example, “Does a particular role need an enhanced disclosure check?”)**
Use the Question Park.
- **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 Question Park. 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 take the person on one side 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 resistance.

- 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: speak with the individual. You may have to do this outside the group during a coffee break. Or if there are two trainers, one might be able to ask the individual to leave a small group activity for a quick chat.

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 (slides 16-17), people who may be a risk to others (slides 18-19) and different types of abuse (slide 30).

- 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. The statistics of different types of abuse on the Safeguarding Update should be helpful.

Timings

The sessions take 2.5 hours, although if you are working with a larger group 2.5 hours is unlikely to be sufficient. The 2.5 hours includes refreshments at the beginning and/or end, with just a five-minute comfort break in the middle. If you have a large group, you may find that three hours is a more appropriate amount of time.

It is important to decide which timings work best for you and those you are working with.

Suggested timings for 2.5 hours

(detailed timings can be found at Appendix II)

Section	Timing (minutes)
1. Introductions and devotions	11
2. Our church context	30
3. Good practice	23
Break	5
4. 4 Steps to good practice	42
5. Case studies	30
6. Reflection, evaluation and close	9



Suggested timings for 3 hours

(detailed timings can be found at Appendix III)

Section	Timing (minutes)
1. Introductions and devotions	11
2. Our church context	30
3. Good practice	28
4. 4 Steps to good practice – part 1	31
Break	10
5. 4 Steps to good practice – part 2	17
6. Case studies	44
7. Reflection, evaluation and close	9

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.

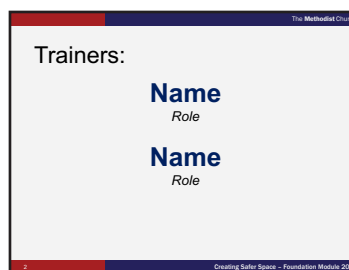
Section 1: Welcome and devotions

(slides 1-9, 11 minutes)

Welcome and housekeeping

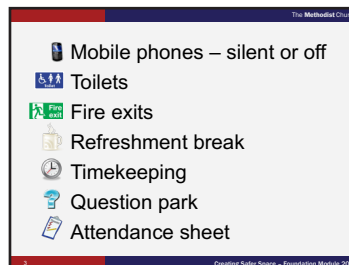
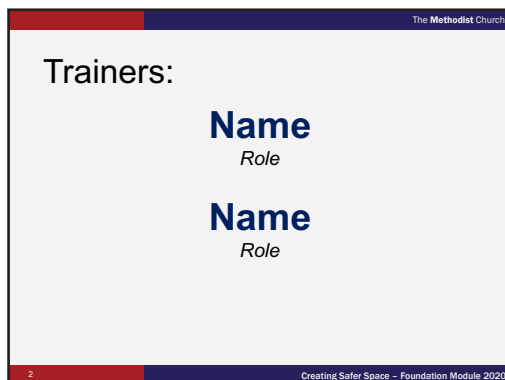
(slides 1-3, 3 minutes)

Slide 1: Welcome



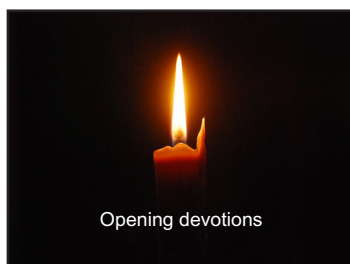
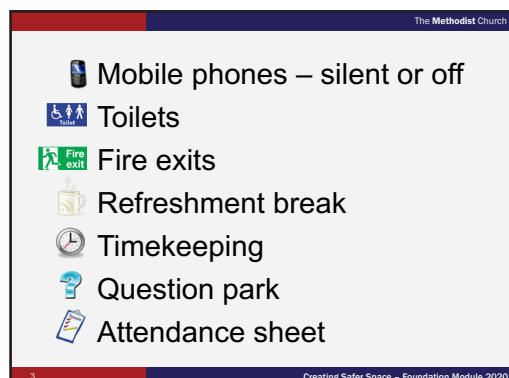
Have this slide on in the background as the group arrive and settle in ready for the course to start.

Slide 2: Introduce Trainers



Each trainer should introduce themselves to the participants. If there is a chaplain, they should also introduce themselves and 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.

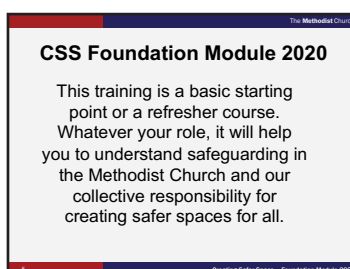
Slide 3: Housekeeping



The housekeeping slide sets out the standard issues. Ensure that you know the specific details for the venue you are using (eg where the fire exits are; is a fire alarm practice expected; the location of the toilets, etc). Highlight the Question Park and make sure that participants know what to do if they have any questions throughout the session.

Devotions (Slide 4, 2 minutes)

Slide 4: Opening Devotions



The training starts with the group being led in devotion – please read it out as set out below².

“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.

2. Originally from the *Survivor's Prayer Card*

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.

CSS Foundation module overview

(slides 5-8, 5 minutes)

Slide 5: Foundation Module Overview

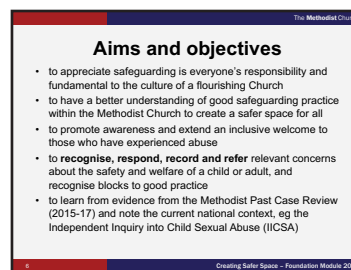


The Method Church

CSS Foundation Module 2020

This training is a basic starting point or a refresher course. Whatever your role, it will help you to understand safeguarding in the Methodist Church and our collective responsibility for creating safer spaces for all.

5 Creating Safer Space - Foundation Module 2020



The Method Church

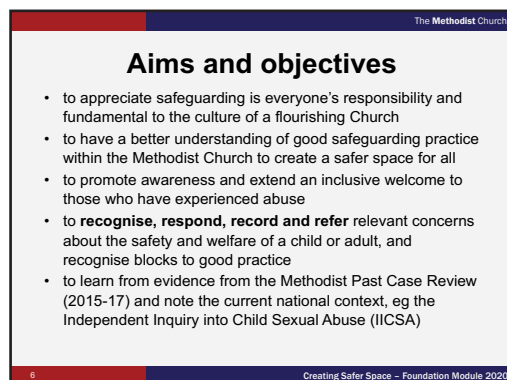
Aims and objectives

- to appreciate safeguarding is everyone's responsibility and fundamental to the culture of a flourishing Church
- to have a better understanding of good safeguarding practice within the Methodist Church to create a safer space for all
- to promote awareness and extend an inclusive welcome to those who have experienced abuse
- to **recognise, respond, record and refer** relevant concerns about the safety and welfare of a child or adult, and recognise blocks to good practice
- to learn from evidence from the Methodist Past Case Review (2015-17) and note the current national context, eg the Independent Inquiry into Child Sexual Abuse (IICSA)

6 Creating Safer Space - Foundation Module 2020

This slide gives an overview of the course. Whatever people's specific role within the Church, the Foundation Module 2020 will serve as a basic starting point to understand safeguarding and our collective responsibility for it. For people with prior learning and experience, it gives clarity about where the Methodist Church stands and how our safeguarding commitments are made real across the Church's work.

Slide 6: Aims of the Foundation Module Training

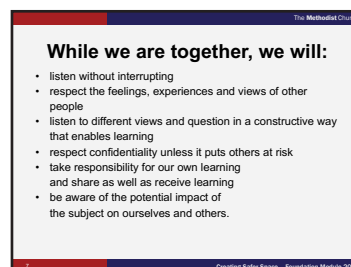


The Method Church

Aims and objectives

- to appreciate safeguarding is everyone's responsibility and fundamental to the culture of a flourishing Church
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- to learn from evidence from the Methodist Past Case Review (2015-17) and note the current national context, eg the Independent Inquiry into Child Sexual Abuse (IICSA)

6 Creating Safer Space - Foundation Module 2020



The Method Church

While we are together, we will:

- listen without interrupting
- respect the feelings, experiences and views of other people
- listen to different views and question in a constructive way that enables learning
- respect confidentiality unless it puts others at risk
- take responsibility for our own learning and share as well as receive learning
- be aware of the potential impact of the subject on ourselves and others.

7 Creating Safer Space - Foundation Module 2020

Slide six sets out aims and objectives. Ideally, the aims of the Foundation Module Training 2020 Edition would have been sent to participants prior to the training session, along with the Safeguarding Update.

The Creating Safer Space Foundation Module 2020 Edition training will help participants to understand basic safeguarding. As well as helping with the specific requirements of their role(s), it will help them to:

- appreciate how safeguarding is everyone’s responsibility and fundamental to the culture of a flourishing Church
- have a better understanding of good safeguarding practice within the Methodist Church and its unique context to create a safer space for all
- promote awareness and extend an inclusive welcome to those who have experienced abuse
- Recognise, Respond, Record and Refer relevant concerns about the safety and welfare of a child or adult and recognise blocks to good practice
- learn from evidence from the Methodist Past Case Review (2015-17) and note the current national context, eg the Independent Inquiry into Child Sexual Abuse (IICSA).

The overall aim is *not* to create safeguarding experts. Rather, the Church is exercising its duty of care to all its members and office holders by creating a safer Church. We develop people’s understanding of, and confidence in, safeguarding processes in the Methodist Church and help them understand their individual place within these processes.

Slide 7: While we are together

The Methodist Church

While we are together, we will:

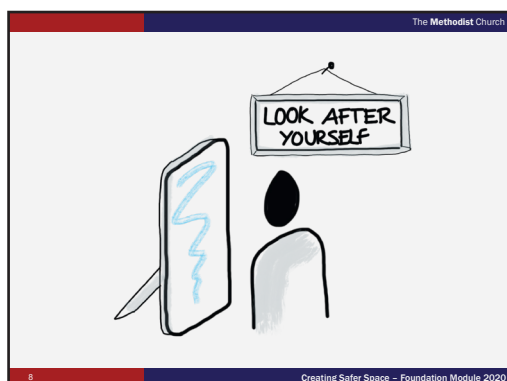
- listen without interrupting
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- respect confidentiality unless it puts others at risk
- take responsibility for our own learning and share as well as receive learning
- be aware of the potential impact of the subject on ourselves and others.

7 Creating Safer Space – Foundation Module 2020



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

Slide 8: Looking after ourselves



The Methodist Church

Creating Safer Space: Foundation Module – 2020 Edition

Name: _____ Date: _____

	What have I learned?	What might I need to say/do?
Our Church Context		
Good Practice		
Recognise		
Respond		
Record & Refer		

8 Creating Safer Space – Foundation Module 2020

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 go outside or use the quiet room
- if you would like someone to come with you, please indicate this
- If this raises painful issues for you, share them with somebody you trust. Above all, look after yourself!

If you are able, set up a quiet room where people can go during the session if they need some space or to talk to someone.

Learning Log

(Slide 9, 1 minute)

Slide 9: Learning log

	What have I learned?	What might I need to say/do?
Our Church Context		
Good Practice		
Recognise		
Respond		
Record & Refer		



Direct participants to the back of their Workbook, which has the Learning Log.

During the training, they are asked to think about how each section in the training impacts on their role(s) in their 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 a quick guide to remind them of key learning points after the training has finished.

Section 2: Our Church Context

(slides 10–24, 25 minutes)

What makes the Church unique?

(slide 10, 2 minutes)

Slide 10: What makes the Church unique?



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 some 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
- vulnerable adults
- 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.

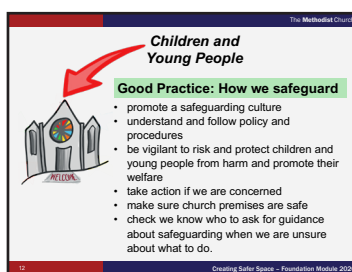
- All these groups are welcome in the Church community but their needs must be carefully balanced.

- 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 people 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.

Children and young people

(slide 11-12, 3 minutes)

Slide 11: Children and young people - definition



A 'child' is officially defined as:

Anyone who has not yet reached their 18th birthday (Scottish guidance varies*)

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.

Slide 12: Safeguarding children and young people



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 National Guidance on Child*

Protection (2014) are statutory guidance that are updated on a regular basis. They aim to help different agencies (organisations) safeguard and promote the welfare of children. They name 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.³

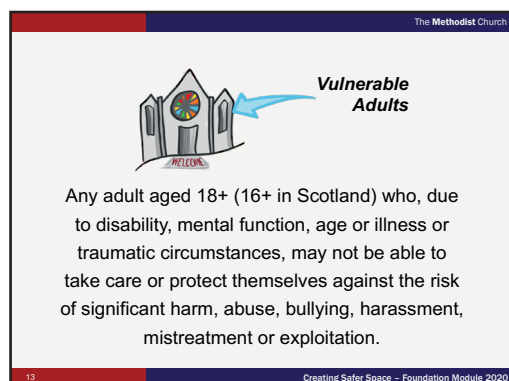
Explain that that the Church has an obligation to work with other agencies and have a clear focus on safeguarding children. In order to achieve good practice we must:

- 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.

Vulnerable Adults

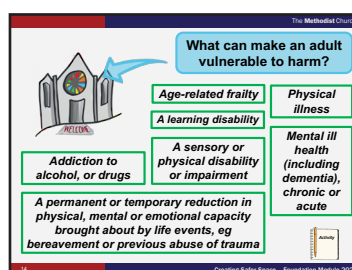
(slides 13 – 15, 8 minutes)

Slide 13: Vulnerable Adults – definition



Vulnerable Adults

Any adult aged 18+ (16+ in Scotland) 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.



What can make an adult vulnerable to harm?

- Age-related frailty
- Physical illness
- A learning disability
- Mental ill health (including dementia), chronic or acute
- A sensory or physical disability or impairment
- Addiction to alcohol, or drugs
- A permanent or temporary reduction in physical, mental or emotional capacity brought about by life events, eg bereavement or previous abuse of trauma

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.

3. Working Together to Safeguard Children (2018)

The Care Act states that safeguarding duty of care applies to an adult, aged 18 years or over, 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. Please note the legal position is slightly different in Scotland – please seek the advice of the Scotland District Safeguarding Officer.

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.”

Slide 14: What can make someone vulnerable to harm or abuse?

The image shows two presentation slides from The Methodist Church. The left slide, titled "What can make an adult vulnerable to harm?", features a church icon and lists several factors in green boxes: "Age-related frailty", "Physical illness", "A learning disability", "A sensory or physical disability or impairment", "Mental ill health (including dementia), chronic or acute", "Addiction to alcohol, or drugs", and "A permanent or temporary reduction in physical, mental or emotional capacity brought about by life events, eg bereavement or previous abuse of trauma". The right slide, titled "Vulnerable Adults", also features a church icon and lists "Good Practice: How we safeguard" with four bullet points: "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", and "Ensure the premises are safe". A fifth bullet point reads "Know who to ask for guidance if we are not sure". Both slides include the text "The Methodist Church" and "Creating Safer Space – Foundation Module 2020" at the bottom.

Please note: Go through the activity before you reveal the answers on the slide.

Activity – What makes someone vulnerable?

Using a flip chart to record the suggestions, ask the participants to name all the situations that might make an adult vulnerable. Participants may also want to jot down any ideas they have in their Workbook. When you think the group has finished, go through the answers on the slide:

- a sensory or physical disability or impairment
- a learning disability
- a physical illness

- mental ill health (including dementia), chronic or acute
- addiction to alcohol or drugs
- age-related frailty
- a permanent or temporary reduction in physical, mental or emotional capacity brought about by life events, for example bereavement or previous abuse or trauma.

Ask the participants if there are any surprises on the list, any that they didn't expect or any that they think are missing. Perhaps give them a moment to reflect on vulnerabilities within their own church congregations and groups, or their own vulnerabilities.

The main points to highlight are:

- vulnerability is often not a permanent state
- vulnerability is not always visible
- a person with apparently visible vulnerabilities may not perceive themselves as such
- anyone can be vulnerable at different stages of life
- vulnerable people may also pose a risk and cause harm.

The **key point** that identifies adults who may be vulnerable is not being able, or not feeling able, to take appropriate action to protect themselves from harm, abuse, bullying and harassment, mistreatment and exploitation. Vulnerable people come to Church expecting it to be a safe place. We all have a responsibility to make sure it is.

Slide 15: Safeguarding vulnerable adults

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 we are not sure

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

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 can be found at: <https://www.scie.org.uk/mca/introduction/mental-capacity-act-2005-at-a-glance>

You may have to explain the concept of mental capacity. It includes upholding someone's 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.

In order to achieve good practice we must:

- assume the adult has mental capacity and the right to make their own choices – even ones that you may disagree with
- ensure the Church is a safe space, where those who wish to disclose abuse can feel safe and supported to do so
- create a space where those who have experienced abuse feel welcomed
- hold in mind the power and impact that our words and actions can have on those who have experienced abuse
- follow safeguarding policy and procedures
- ensure church premises are safe
- know who to ask for guidance when we are not sure.

There is more information about safeguarding adults and mental capacity on page 8 of the Handbook.

Those who have experienced abuse

(slide 16-17, 3 minutes)

Slide 16: Those who have experienced abuse

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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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.

17 Creating Safer Space – Foundation Module 2020

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 17: Safeguarding those who have experienced abuse

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.

17 Creating Safer Space – Foundation Module 2020

The Methodist Church

Those who may be a risk include people who:

- are known to have abused
- demonstrate concerning behaviour
- have previous convictions
- are under investigation.

Those who may be a risk to others

All are welcome in the Methodist Church, but that welcome must be extended safely.

18 Creating Safer Space – Foundation Module 2020

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 who have experienced abuse as ‘them’, or making unkind or judging comments, 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.

Those who may be a risk to others

(slides 18-19; 3 minutes)

Slide 18: Those who may be a risk to others

The Methodist Church

Those who may be a risk include people who:

- are known to have abused
- demonstrate concerning behaviour
- have previous convictions
- are under investigation.

Those who may be a risk to others

All are welcome in the Methodist Church, but that welcome must be extended safely.

18 Creating Safer Space – Foundation Module 2020

The Methodist Church

Those who may be a risk to others

The welcome is for those who want to repent and move on

Good Practice: How we safeguard

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

19 Creating Safer Space – Foundation Module 2020

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 some copies of either the Advanced Module Essential Preparation exercise or 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.

Slide 19: Safeguarding those who may be a risk to others

The Methodist Church

Those who may be a risk to others

The welcome is for those who want to repent and move on

Good Practice: How we safeguard

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

19 Creating Safer Space – Foundation Module 2020

The Methodist Church

Church leaders, staff and volunteers

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

Thank you.

20 Creating Safer Space – Foundation Module 2020

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. 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).

Church leaders, staff and volunteers

(slides 20-23; 8 minutes)

Slide 20: Church leaders, staff and volunteers

The Methodist Church

Church leaders, staff and volunteers

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

Thank you.

20 Creating Safer Space – Foundation Module 2020

The Methodist Church

Church leaders, staff and volunteers... should be aware of how they use their position to influence others as their opinions have weight and significance.

abuse, bully, manipulate or denigrate

Show kindness, heal, sustain others and harness their strengths

21 Creating Safer Space – Foundation Module 2020

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 21: Church leaders, staff and volunteers - Power

The Methodist Church

Church leaders, staff and volunteers... should be aware of how they use their position to influence others as their opinions have weight and significance.

abuse, bully, manipulate or denigrate

Show kindness, heal, sustain others and harness their strengths

21 Creating Safer Space – Foundation Module 2020

The Methodist Church

Church leaders, staff and volunteers

Keeping yourself safe...

Sometimes good intentions can leave you vulnerable to allegations...

"I only have Mrs Smith's bank card and PIN number because I am helping her sort out her bills since her operation. She would be stuck without me - pastoral visitor"

22 Creating Safer Space – Foundation Module 2020

Power is exercised and experienced in many ways. Church leaders, staff and volunteers should be aware of the potential of using their position to influence others as their opinions when proffered have weight and significance.

People in church roles may 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 22: Church leaders, staff and volunteers: Keeping yourself safe



Church leaders, staff and volunteers
Keeping yourself safe...

Sometimes good intentions can leave you vulnerable to allegations...

"I only have Mrs Smith's bank card and PIN number because I am helping her sort out her bills since her operation. She would be stuck without me" pastoral visitor



Church leaders, staff and volunteers

Good Practice: We safeguard through

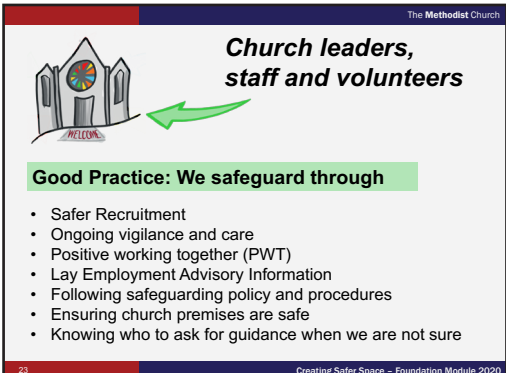
- Safer Recruitment
- Ongoing vigilance and care
- Positive working together (PWT)
- Lay Employment Advisory Information
- Following safeguarding policy and procedures
- Ensuring church premises are safe
- Knowing who to ask for guidance when we are not sure

It can be difficult to talk about allegations being made against others within the church community. If false allegations are made, they can have a devastating impact on 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 policy also leaves little room for those who want to offend to hide.

Steps to take to avoid false allegations.

1. Be aware of the potential risk. In the above example, consider what are the risks of having Mrs Smith's bank card and PIN number, particularly if anyone where to make an allegation of financial abuse.
2. Follow policy guidance, and if you are not sure – ask. Be cautious, for example, if you are a pastoral visitor for someone, don't take money out of a cashpoint on their behalf. 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 someone know as soon as possible and seek advice.


Slide 23: Safeguarding Church leaders, staff and volunteers



Church leaders, staff and volunteers

Good Practice: We safeguard through

- Safer Recruitment
- Ongoing vigilance and care
- Positive working together (PWT)
- Lay Employment Advisory Information
- Following safeguarding policy and procedures
- Ensuring church premises are safe
- Knowing who to ask for guidance when we are not sure



We welcome all safely

Children and Young People
Vulnerable Adults
Church leaders, staff and volunteers
Those who may be a risk to others
Those who have experienced abuse

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 now do 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:

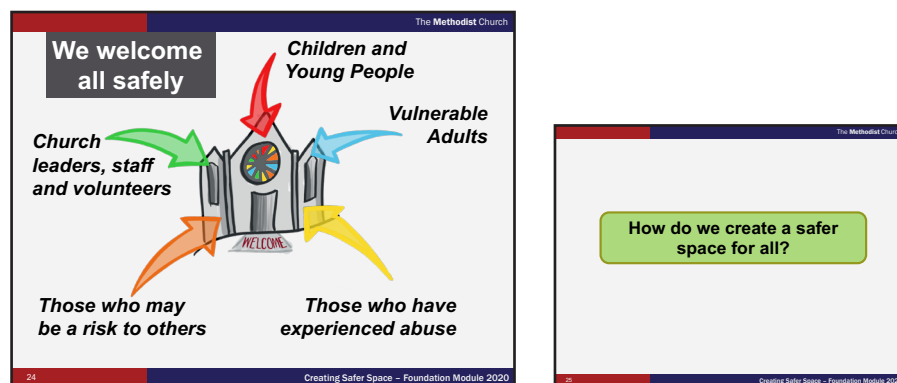
- **Safer Recruitment – for volunteers and paid staff** This practice guidance is intended to support the work of those in the Church who have responsibility for safely recruiting people who work with children and adults who are vulnerable.
- **Lay Employment Advisory Information** The purpose of this 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.

Our church context – we welcome all safely

(Slide 24, 3 minutes)

Slide 24: We welcome all safely



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 in their learning log.

Section 3: Good Practice

(Slides 25 – 27, 23 or 28 minutes⁴)

Slide 25: How do we create a safer space for all?

The slide consists of two parts. On the left is a large green rounded rectangle with the text "How do we create a safer space for all?". On the right is a smaller slide titled "SAFEGUARDING" which is divided into four sections: Policies, Procedures, Premises, and People. Each section contains a list of items and a small icon or image.

Policies...	Procedures...	Premises...	People...
Safeguarding Policy, Procedures and Guidance for the Methodist Church in Britain	<ul style="list-style-type: none"> Registration forms / Ratios Transport Insurance Emergency planning 	<ul style="list-style-type: none"> Health & Safety Risk Assessments Lettings 	<ul style="list-style-type: none"> Your roles and responsibilities Where to seek guidance

Explain that safeguarding is about ensuring the needs of the Church’s children and adults are met and if they are not, responding sensitively and creatively to meet them. It is not always about abuse and harm but can be about day-to-day matters which need attention, and which are affecting the welfare of the child or adult and their feeling of being safe. This aspect of safeguarding is what we refer to as good practice.

Good practice is underpinned by the question “How do we create a safe space?” We do this:

- through developing a culture of safety – creating the sort of organisation we want to be known for
- through the procedures we operate – to remedy the situation when things go wrong and in order to prevent things from going wrong.

Highlight that it is not possible to guard against every eventuality, potential harm or abuse. However, churches can do their best to provide a safe place for everyone by making sure that they follow good practice in every area of church life. To explore this further we will look at four areas of good practice in more detail.

Slide 26: Policy, Procedure, Premises and People

The slide is divided into two main sections. The left section is a table with four rows corresponding to Policies, Procedures, Premises, and People, each with a list of items and a small icon. The right section is a slide titled “'Somewhere' and 'Elsewhere' Methodist Churches” with a church icon and the text “What concerns you?”.

Policies...	Procedures...	Premises...	People...
Safeguarding Policy, Procedures and Guidance for the Methodist Church in Britain	<ul style="list-style-type: none"> Registration forms / Ratios Transport Insurance Emergency planning 	<ul style="list-style-type: none"> Health & Safety Risk Assessments Lettings 	<ul style="list-style-type: none"> Your roles and responsibilities Where to seek guidance

4. Timing depends on whether your session is 2.5 hours or 3 hours.



Policies

Policies provide a framework for safeguarding, and they protect us as well as those we work with. Each church should have a safeguarding policy on public display. This must be reviewed and updated annually, before being adopted by the Church Council. This is a requirement of the Charity Commissioners and Methodist Insurance.

There are model policies, for churches to download and use as a template, on the safeguarding section of the Methodist Church website and they are updated regularly.

Trainers should highlight that whenever there is a question about what to do or how to respond to a situation or challenge, the policies, both local and connexional, are available with many of the answers. You don't have to figure it out on your own, but you can instead go back to the policy – it will be your friend!

Premises

Church premises should be as accessible as possible to everyone, bearing in mind the limitations that the age and design of some buildings may cause. There are a number of areas of good practice associated with premises, including:

- **Health and Safety** Highlight that 'health and safety' does not equate to 'safeguarding'. Safeguarding workers are just one of the groups of people within the Church who have a contribution to make. It is the responsibility of the Church Council to ensure that proper health and safety process are in place.
- **Risk Assessments** While we recognise that it is not possible to avoid all risks when working with vulnerable groups, it is possible to try and minimise those risks. Activity risk assessments should be undertaken before any activity takes place.
- **Lettings** When any church premises are let to an external group or individual (whether or not they pay), a copy of the local church safeguarding policy needs to be given to them. They must sign to say that they have read it and will follow it, and if they have one, you will also need to see a copy of their safeguarding policy and ensure that you are happy with it.
- **Check for hazards** Remind participants that before each activity takes place on the church premises, they should check the rooms and toilets for hazards. Something that might be safe for one group could be a hazard for another. For example, a stack of chairs at the side of the hall might not be a danger for a pensioner's lunch club, but would be hazardous to a toddler group, who might grab and pull the unstable chairs.

Signpost the participants to the Handbook, where there are resources and more detailed information about health and safety, activity risk assessments and lettings.

Procedures

Procedures are important to help ensure that church activities are safe. This is particularly, but not exclusively, relevant to activities involving children and/or adults who may be vulnerable.



Areas of procedure include:

- registration forms /registers of attendance
- consent forms
- ratios of leaders to children
- transport
- insurance
- visits and residential trips
- internet safety
- contingency /emergency planning – having a backup plan if a leader doesn't turn up, or if there is an accident and someone needs to be taken home or to hospital.

Highlight that some of these practicalities are specific to working with children and young people, and some are relevant for everyone they work with. There is a Good Practice Checklist in the Workbook, for participants to see the areas of practice that they may need to consider further with their church.

Please note: It is very common for people to have questions about specific situations within their church at this point. There isn't time to cover these straightaway. Instead remind the group to use the Question Park and to perhaps use the upcoming break to look through the relevant handbook information to see if their question is answered.

People

It is important for safeguarding that everyone knows who does what in their church, with all roles clearly defined. If participants are not sure what their role requires, they should speak to their leader, minister or church safeguarding officer. Remind them that they should all have been through safer recruitment, which is for all roles, not just paid positions.

No matter who you are or what you do within your church, it is your responsibility to be aware of:

- your role and the responsibilities associated with it
- children, young people and adults who may be vulnerable
- policies and procedures and any failures to adhere to them
- potential safeguarding issues within the church premises and practices
- who to ask for help, guidance or support when needed.

Safeguarding is everyone's responsibility.

Hand out the Safeguarding Quick Reference Guide. It is really helpful if you have to hand the contact details of the district safeguarding officer so participants can fill them in straightaway.

Explain that they will need to complete the Safeguarding Quick Reference Guide and keep it accessible – they are not to be just filed away. Encourage them to fill them in ASAP so that the contact details are there for when they might need them.

Highlight that these contacts can be used for advice and support as well as to share a concern. It is important to discuss any concerns they have with someone with responsibility or expertise – they should never feel that they have to cope alone with any questions or concerns.

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

Slide 27: 'Somewhere' and 'Elsewhere' Methodist Churches



The next activity is designed to put into context some of the areas of good practice that have just been covered.

Activity – spotting safeguarding issues

Divide people into two groups and nominate one 'A' and one 'B'.

A's are given – 'Somewhere' Methodist Church (A) to read

B's are given – 'Elsewhere' Methodist Church (B) to read

Please note: This activity has a lot of words and it may be hard for some people to read. In which case you may wish to add some more time to the activity and ask someone from each table to read it aloud.

As they read it through, participants should note any issues within the scenario that cause concern. Once everyone has done this, give them a couple of minutes to share their observations with the rest of the table.

Then read each one, and ask people to raise their hand when they think there is an issue, making sure that every issue has been highlighted. Do this for both A and B.



Somewhere Methodist Church (A)	Issues
A church steward talks through his report on church activity at the synod meeting:	
“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...	Safer recruitment Confidence to challenge concerning behaviours
“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!	Registration – Consent Ratios Lone working practice Safer working practice Health and safety Transporting children
“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.	Social media policy Safer working practices, Boundaries Photos Safer recruitment
“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 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!	Confidentiality, safer recruitment, Possible safeguarding contracts
“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.	Lone working Keys
“So as you see things are going well - thanks to everyone’s commitment.”	



Elsewhere Methodist Church (B)	Issues
A message read out during the service:	
<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>	Safer recruitment
<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>	Registration Ratios Risk? Additional needs? Health and safety
<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>	Safer recruitment Boundaries Appropriate relationships Coercion/ control/ power
<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>	Ratios Building risk assessment Opportunities to offend Registers
<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 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>“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>	Health and safety Risk assessments Insurance Supporting those who have experienced abuse
<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.

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

Comfort Break

(Slide 28; 5 or 10 minutes)

Slide 28: Break

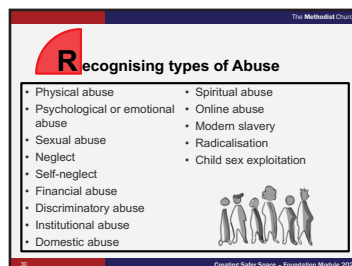


When running a three-hour session it may be beneficial to put the break after slide 31, and allow delegates to carry on with the activity in the break. This will give you a more even split in terms of timing, and allow delegates greater opportunity to move around the room and comment on the sheets they are completing.

Section 4: Four Steps to Good Practice

(slides 29–37; 42 or 48 minutes)

Slide 29: 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 4 '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

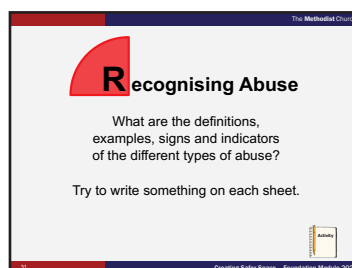
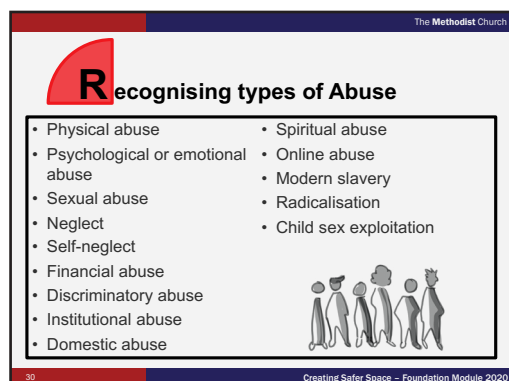
Refer to the appropriate people

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

Recognising

(slides 30-33, 24 or 30 minutes)

Slide 30: Recognising types of abuse



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 someone 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.

Abuse can take many forms. It can be:

- physical
- sexual
- emotional
- neglect (including self-neglect)
- financial (or material)
- spiritual
- discriminatory
- institutional
- domestic
- online
- modern slavery
- exploitive
- radicalisation
- bullying and harassment.

Slide 31: Recognising Abuse - Activity

Recognising Abuse

What are the definitions, examples, signs and indicators of the different types of abuse?

Try to write something on each sheet.

Activity

31 Creating Safer Space - Foundation Module 2020

Recognise, be curious!

Something you see... **Does it look right?**

Something you hear... **Does it sound right?**

Something that troubles you... **Does it feel right?**

32 Creating Safer Space - Foundation Module 2020

Activity – types of abuse

Place flipchart paper and marker pens around the room. On each piece of flipchart paper write a type of abuse as a heading. Don't try to do them all, but perhaps choose those which you think are most relevant to the group. We recommend that you choose no more than six different types of abuse, but please ensure that you always cover **sexual abuse, domestic abuse and financial abuse**.

Ask the participants to write on the flipcharts a definition of the type of abuse and indicators of each type of abuse. Encourage each person to write something on each piece of paper – no matter how little they think they know about that type of abuse. They can write as many different points as they would like but reassure the group that this is not a test.

Please note that due to the use of language, writing and movement around the room, adjustments may need to be made to ensure that the activity is fully accessible by all. Please adjust the activity in response to your group's requirements.

Once everyone has contributed, invite the participants to walk around the room and view the sheets. Then read through what people have written on each of the sheets. There is no need (and no time) for you to read out each sheet and go through the comments.

In light of reading through what everyone has written, ask the group:

- Do you think anything is missing?
- Is there anything you notice?
- Is there anything that surprised you?
- Does the age of the abused person make a difference? (For example, if the abuse was of a child instead of an adult.)
- Does race or culture make a difference?
- What about ethics or a personal moral code?

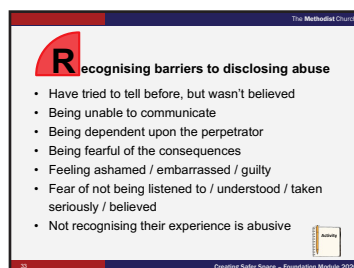
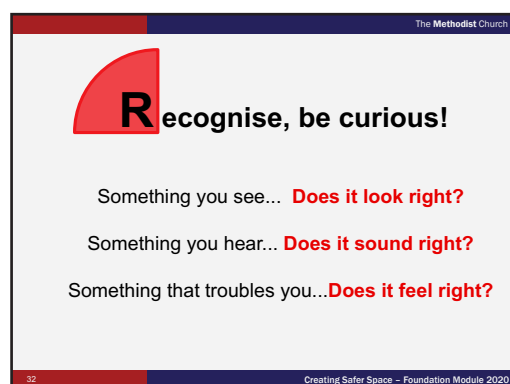
Things to draw out include:

- 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.

Give participants the opportunity to jot down any notes or reflections in their Learning Log.

Slide 32: Recognise – be curious!



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 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 them** – 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 33: Recognising barriers to disclosing abuse

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

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

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. There is space in the Workbook for the participants to write down some thoughts. 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.

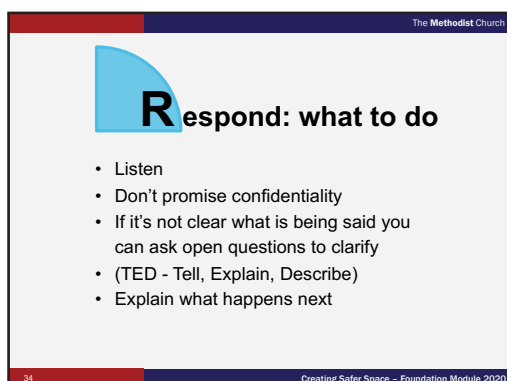
Highlight that because there are these barriers that may stop individuals from disclosing, we need to remember our responsibility to recognise and notice things that don't look, sound or feel right.

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

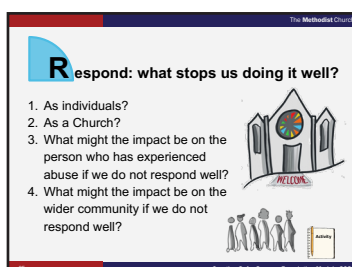
Responding

(slides 34-35, 11 minutes)

Slide 34: Respond: what to do



The slide features a blue header with 'The Methodist Church' logo. The main content is on a light blue background with a large 'R' in a blue circle. The text reads 'Respond: what to do' followed by a bulleted list: 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 footer shows '34' and 'Creating Safer Space - Foundation Module 2020'.



The slide features a blue header with 'The Methodist Church' logo. The main content is on a light blue background with a large 'R' in a blue circle. The text reads 'Respond: what stops us doing it well?' followed by a numbered list: 1. As individuals?, 2. As a Church?, 3. What might the impact be on the person who has experienced abuse if we do not respond well?, and 4. What might the impact be on the wider community if we do not respond well?. There is an illustration of a church building and a group of people. The footer shows '35' and 'Creating Safer Space - Foundation Module 2020'.

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 needs 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 35: Respond: what stops us doing it well?

The slide features a blue header with 'The Methodist Church' logo. The main title is 'Respond: what stops us doing it well?' with a large blue 'R'. Below the title is a list of four questions: 1. As individuals? 2. As a Church? 3. What might the impact be on the person who has experienced abuse if we do not respond well? 4. What might the impact be on the wider community if we do not respond well? To the right of the text is an illustration of a church building with a 'WELCOME' sign and a group of people. At the bottom right, there is an 'Activity' icon. The footer contains '35' and 'Creating Safer Space – Foundation Module 2020'.

The slide features a blue header with 'The Methodist Church' logo. The main title is 'Record: what to do' with a large green 'R'. Below the title is a list of five bullet points: • Who was involved? • What happened? • Where it happened • When it happened • Whom you referred it on to • Signed and dated. The footer contains '36' and 'Creating Safer Space – Foundation Module 2020'.

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 into three – depending on the size of the group, you may want to keep people working in their small table groups, but in order to cover all the questions, please make sure that you have at least three small table groups.

Please note: There is information on ‘What’s stopping us?’ in the Handbook, so make sure that everyone has closed their Handbooks throughout this activity.


Give each group a piece of flipchart paper and one of the four questions. If you only have a small number of people, you can reduce the number of groups, but please ensure that there is at least one group on barriers (1 & 2) and one on impact (3 & 4). Ensure that you talk about the groups missed when reviewing the feedback:

Group 1 – What might stop us as individuals from responding well to abuse issues?

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

Group 3 – What might the impact be on the person who has experienced abuse if we do not respond well?

Group 4 – What might the impact be on the wider community if an individual or church doesn’t 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.)



Give the groups five minutes to record on the flipchart paper 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 worst 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 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, 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.

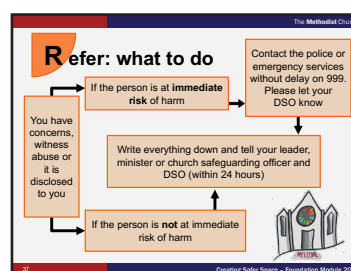
Give participants the opportunity to jot down any notes or reflections in their Learning Log.

Recording (slide 36, 3 minutes)

Slide 36: Record: What to do

Record: what to do

- Who was involved?
- What happened?
- Where it happened
- When it happened
- Whom you referred it on to
- Signed and dated



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.

Record: what to do

- Who was involved – the names of key people, including actual or potential witnesses.
- What happened – record facts not opinions. Use the person’s own words where possible.
- Where it happened – specific location and address.
- When it happened – date and time.
- Whom you referred it on to – what happened next including full names and contact details.
- Sign and date the account – put the full name beside the signature for clarity.

Emphasise that records should be written up as soon as possible after the event. They should be clear and concise and, above all, legible. Remind participants that it is not their role to verify or prove that the information given is true.

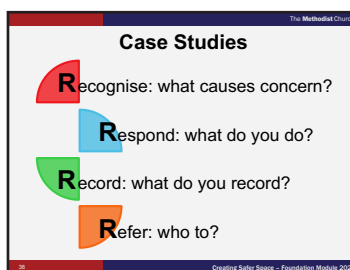
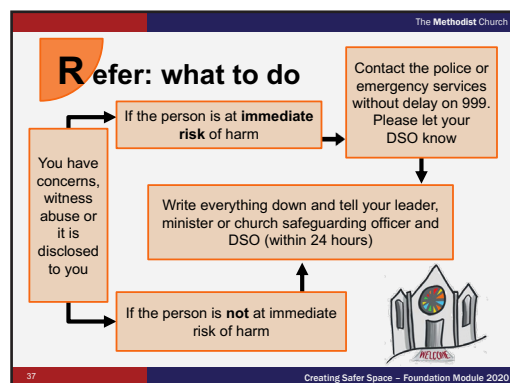
It is common for participants to ask about an official form to record their observations. Explain that at this level we are asking people to record concerns and niggles that they have as well as any disclosures. Not all the information will be known, and experience tells us that people are less likely to record a niggle or a gut feeling if they must then complete a form. The important thing to remember is to write a record of what you have recognised, no matter how small or seemingly inconsequential it may appear.

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.

Referring

(slide 37, 3 minutes)


Slide 37: Refer: what to do



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 one working day. 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 given out 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, they should contact the statutory authorities directly, and then inform their leader, minister or church safeguarding officer without delay.

Remind participants that when it comes to external referrals (eg. referring 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; if there is a risk of harm to others; or 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 in the Handbook and more detailed flowcharts are found within section 4 of the *Safeguarding Policy, Procedures and Guidance for the Methodist Church in Britain*.

Some people within churches may feel anxious 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.



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

(20/27 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 four 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.

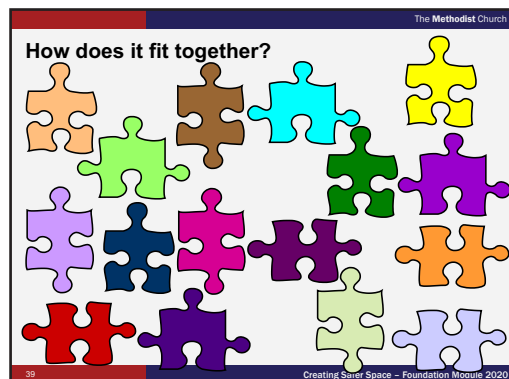
Section 6: Reflection, Evaluation and Close

(slides 39-44, 10 minutes)

Where do I fit in?

(5 minutes)

Slide 39: How does it fit together?



Optional activity - jigsaw

Each participant takes a piece of jigsaw, making sure that you keep a couple of pieces back. By only looking at their piece, ask them what they think their piece is a picture of.

Explain that some participants will have pieces of the jigsaw where it is easy to see what the pieces represent. 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.

Other pieces are not so clear and may niggle us, as we think we know they fit somewhere but are not sure what to do with them right away. Remind participants that it is important to pass on all information to their leader, minister or church safeguarding officer. It is their responsibility to then pass that information on to the circuit, district, connexion and statutory authorities, who will be building up the big picture. The more pieces of the jigsaw that they have, the easier it is for them to see the picture.

Invite the participants to try to complete the jigsaw puzzle as quickly as they can.

When they realise that there are pieces missing, explain that these represent information that is coming from unexpected sources other than known professionals. For example, the general public, volunteers, church members etc.

Remind the group about the case of Victoria Climbié, and how the organisations involved with Victoria failed to share their puzzle pieces. 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, of hypothermia and malnutrition.
- When she was examined by a pathologist, she was found to have 128 separate injuries. 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.

REFLECTION & CLOSE

(5 minutes)

Slide 40: Review

The three things that we would like everyone 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 41: Any unanswered questions? (Question Park)

Creating Safer Space: Foundation Module – 2020 Edition		Name:	Date:
	What have I learned?	What might I need to say/do?	
Our Church Context			
Good Practice			
Recognise			
Respond			
Record & Refer			

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

Slide 42: Learning Log

The Methodist Church

Using your **Learning Log**, spend some time considering the impact of the training on your areas of responsibility

Creating Safer Space: Foundation Module – 2020 Edition
 Name: _____ Date: _____

	What have I learned?	What might I need to say/do?
Our Church Context		
Good Practice		
Recognise		
Respond		
Record & Refer		

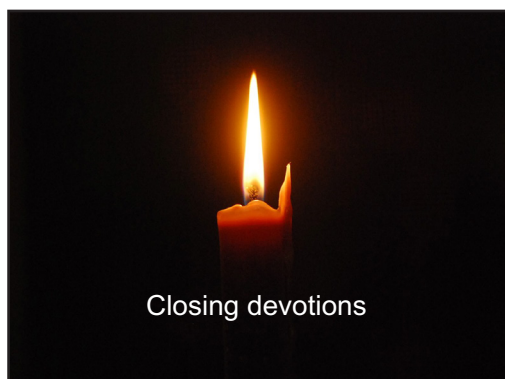
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Encourage participants to spend some time considering their Learning Log and the impact of the training on them and their areas of responsibility.

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

Slide 43: Closing Devotions



The Methodist Church

Creating Safer Space Foundation Module: 2020 Edition


Please collect your certificate of attendance.
 Please place your feedback form in the tray by the door.
Thank you for giving up your time to undertake this training.

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You can use one of a number of different prayers that 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 words⁵

5. Prayer by Barbara Glasson. From Barbara Glasson and Clive Marsh, *So What's the Story?* (Darton, Longman & Todd, 2019), p.70



*If this Compline is being used in a group setting the *notation indicates a change of reader; words in bold are said all together; words in bold italic are said by each person in turn; and + indicates where you might make the sign of the cross.*

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.**

Amen⁶.

6. Taken from the Felgild Compline from Northumbria Community's *Celtic Daily Prayer* published by Collins.

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

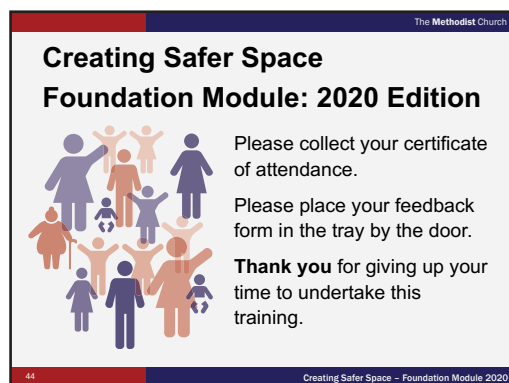
For I have been there throughout
Whichever way you choose to go
I am there before you

Now
Before
After⁷

Prayer of the Survivors' Group of the Methodist Church

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

Slide 44: Closing Slide



The slide features a header with 'The Methodist Church' logo. The main title is 'Creating Safer Space Foundation Module: 2020 Edition'. Below the title is an illustration of diverse people of various ages and ethnicities. To the right of the illustration, the text reads: 'Please collect your certificate of attendance.', 'Please place your feedback form in the tray by the door.', and 'Thank you for giving up your time to undertake this training.' The slide number '44' is in the bottom left corner, and the footer 'Creating Safer Space - Foundation Module 2020' is in the bottom right corner.

7. www.inbetweenthewords.co.uk

Appendix I – 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 District Safeguarding Officer 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. Tasha

Issues include boundaries, confidentiality and possible disclosure of abuse

You are a youth club worker. One day Gabrielle, a youth club volunteer talks to you with concerns about Tasha (aged 14), who attends youth club regularly. Gabrielle tells you that Tasha has been messaging her at all hours of the day and night, mostly talking about how unhappy she is at home. Tasha has hinted there is something she needs to say about her stepfather that she does not want anyone to know because it is too embarrassing, so she would like to text it. She wants Gabrielle to promise not to tell anyone else about it. Gabrielle asks you what she should do?

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

Issues of concern you would hope to hear in feedback:

- Concern about Gabrielle having contact with Tasha outside the youth club – issues of boundaries.
- Concern about Tasha - her unhappiness, being secretive. She's worried about something she is too embarrassed to talk about. Is there any pressure being put on Tasha to keep silent? What is the impact of spending so much time in contact with Gabrielle?

There might be a serious concern relating to abuse/criminal offence, but it might transpire that it is an issue that does not pose a risk to Tasha. However, Gabrielle's blurring of boundaries complicates the situation by confusing how Tasha sees Gabrielle, and may leave her vulnerable to allegations.

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 to Tasha	Response to Gabrielle
<ul style="list-style-type: none">● Listen to Tasha with care.● Be clear about the limits of confidentiality.● Don't ask leading questions● Don't jump to conclusions.● Don't be judgemental● Use respectful uncertainty.● Consider communication methods other than talking, such as writing or drawing.	<ul style="list-style-type: none">● Listen to Gabrielle with care.● Be clear about the limits of confidentiality.● Discuss boundaries within her role at youth group● Discuss the church's social media policy● Agree the next steps.

What would you **RECORD**?

Answers you would hope for:

- Date, time and place of conversation
- The content of the messages what Tasha said and what Gabrielle said.
- The names of those who know about the messages.
- That you had a discussion with Gabrielle around boundaries and social media policy and her response.
- Any actions taken.

To whom would you **REFER** this?

Answers you would hope for:

- The youth club leader.
- The minister.
- The Church Safeguarding Officer.

A helpful answer would be that course participants would want to support Tasha to talk to someone else such as the minister/youth club leader or to help her make a positive decision to share her messages.

Unhelpful answers you might need to explore:

- Encouraging Gabrielle to continue a relationship with Tasha outside the youth club – including ongoing social media contact.
- A response that colludes with secretive behaviours.
- Going to the police or social services without discussing with the safeguarding lead.
- Talking to Tasha's stepfather.
- Making assumptions about what has or hasn't occurred.

3. 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, close to her other daughter. It left 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. ● June has suffered a serious injury and is living away from her community networks. ● She 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 is 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.

4. 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.

5. James

Issues include welcoming those who might be a risk and Monitoring and Support Groups

James is due to be released from prison after serving a sentence for indecently assaulting his teenage daughter. In prison he became an active Christian. The prison chaplain contacts your minister to see whether James can hope to find a welcome at your church, and what arrangements need to be put in place. You are a steward and parent of two teenage children, and the minister shares this information with you when he asks you to become a member of a special group to monitor and support James because of your position of trust within the church.

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

Issues of concern you would hope to hear in feedback:

- Potential risk to children in the church.
- The Handbook explores ‘those who may be a risk to others’.

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.
- Ensure policy was followed.
- Speak to the minister about your concerns.
- Check that the minister has contacted the District Safeguarding Officer.
- Seek advice from the District Safeguarding Officer or Connexional Safeguarding Team.

You might respond by agreeing to be on the Monitoring and Support Group in order to make sure that James is behaving, or by not wanting anything to do with James.

What would you **RECORD**?

Answers you would hope for:

- Date, time and place of conversation, any actions taken.

To whom would you **REFER** this?

Answers you would hope for:

- District Safeguarding Officer and Connexional Safeguarding Team.

Unhelpful answers you might need to explore:

- This church couldn't manage this situation.
- He is a Christian and therefore is now OK to be in church and around young people.

6. 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 bears 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:

- 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.
- People wanting to investigate further.
- Wanting to speak to Peter about what Rebecca has said.
- Insisting that Rebecca leave Peter.

7. 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.

8. Dawn

Issues include grooming and policy of ratios for overnight trip

You are a youth worker at your church and have organised a weekend away at a self-catering cottage in the country for members of the youth group. It's a small mixed group with eight young people and another leader. On the way to the cottage in the minibus, Dawn, aged 15, tells you that her new boyfriend, who has an expensive new car, did not want her to come on this weekend, but that she has been looking forward to it and spending some time with her mates. Dawn tells you, light-heartedly, that he's a bit older than her and that he was worried that she might get too friendly with a boy her own age in the group. Later that first night you see her withdraw from the group campfire and study her new, latest model phone intently for a few minutes. When she comes back, she looks pale and says she feels ill and needs to go home.

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

Issues of concern you would hope to hear in feedback:

- Identifying a connection between a new, older boyfriend, a new state-of-the-art mobile phone and light-hearted feelings suddenly changing to fear and anxiety.
- A child who may be being groomed.
- A possible threat to her in some way, which could put her emotional/sexual health at risk.
- Practical arrangements for getting Dawn home with seven other young people and only one other leader, and maintaining safeguarding policies and practices.

This might be a real concern relating to suspected grooming activity, but it might transpire that there is another explanation that does not pose a risk to Dawn.

There is an issue with the number of leaders for eight young people. What would happen if you needed to take Dawn home or another young person to hospital? Two adults to eight teenagers is an acceptable ratio for church activities on-site but not on a residential weekend some distance from home.

The Well Learning Hub on the Methodist Church website has good resources on organising residential stays.

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.

Feelings

- Concern, shock, anger, frustration, disgust.
- Fear of what Dawn might tell you and what you may have to do next.
- Disbelief at what you are hearing and thinking.
- Concern about the impact on the others in the youth group.
- Participants might be worried about their own children.


Response

- Listen to Dawn with respect and sensitivity.
- Remain calm.
- Be non-judgemental.
- Ask open, non-leading questions.
- Maintain respectful uncertainty.
- Provide as much immediate reassurance as you are able.
- Be clear about the limits of confidentiality.
- Encourage Dawn to stay for the weekend.
- Phone her parents or other emergency contact to come and collect her if she continues to want to go home.

Your attitudes and response may change after talking to Dawn.

What would you **RECORD**?

Answers you would hope for:

- 
- Date, time and place of conversation.
 - What Dawn has told you.
 - What you said you would do next.
 - A factual account of her behaviour and reactions.
 - What she said in terms of wanting to go home.
 - Any actions taken.

To whom would you **REFER** this?

Answers you would hope for:

- The minister.
- The Church Safeguarding Officer (who should pass this concern on and seek advice from the District Safeguarding Officer given the nature of the concern)
- The police if you suspected that Dawn was under any immediate threat of violence, and preferably after consultation with the minister, Church Safeguarding Officer and DSO.

Further considerations

- If you continue to think there it is a grooming issue, carefully think about how far you are able to involve Dawn's parents directly at this initial stage, ensuring that her feelings about the matter are taken into consideration.
- Dawn is probably unlikely to disclose the whole story at this point as relationships between those who are groomed and groomers are often complex.

Unhelpful answers you might need to explore:

- Contacting her parents immediately to discuss the concern of grooming, without assessing the situation.
- Contacting the police directly at this stage (unless an immediate threat is identified).
- Trying to speak to the boyfriend directly to make him understand how his behaviour is impacting Dawn.

9. 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. 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.

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 information 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.

10 Abdul

Issues include spiritual abuse, sexual abuse and abuse of power

It is well known that the Revd Franks has a close friendship with the Khan family: mother, father and 16-year-old son Abdul. He even lived with the family for a few months when he was unwell and depressed. He went back to live at the manse but continued to have regular contact with the Khan household. You are a church steward and youth club leader. Mrs Khan spoke to you after church this morning and said she is worried about her son, Abdul. He has changed over the last few months, from being happy and outgoing to becoming nervous and jumpy. You agree that Abdul seems different, in fact he rarely attends youth club now. Then Mrs Khan breaks down and cries. She tells you that Abdul hasn't been the same since the Revd Franks started coming around every evening to give Abdul 'coaching' sessions. He won't allow a family member to be present at the sessions, but Mrs Khan tells you that she overheard the Revd Franks telling Abdul that he [the Revd Franks] is God's anointed one and that once someone died because they didn't do what he told them. Mrs Khan is very concerned.

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

Issues of concern you would hope to hear in feedback:

- A concerned parent raising the matter about a child.
- Good practice – the Revd Franks should not be alone with a child.
- Blurred boundaries – in what capacity is the Revd Franks at the house?
- Possible spiritual or sexual abuse.
- Grooming of the Abdul and his family.
- The change of behaviour in Abdul.
- The Revd Franks exercising an inappropriate degree of control and coercion.

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 Mrs Khan's concerns.
- Talk to the Circuit Superintendent or Chair of the District (if the Revd Franks is the Superintendent).
- Talk to the District Safeguarding Officer.
- Reassure Mrs Khan that you are taking the matter seriously.
- Be non-judgemental.

What would you **RECORD**?

Answers you would hope for:

- Date and time of the conversation.
- Details of the conversation.
- Who you have spoken to.
- Any actions taken.

To whom would you **REFER** this?

Answers you would hope for:

- The Circuit Superintendent minister or Chair of District.
- The District Safeguarding Officer.


Unhelpful answers you might need to explore:

- Speaking to Abdul directly to ask about his relationship with Rev Franks at this stage.
- Speaking to the Revd Franks to ask him about his relationship with Abdul.
- Investigating the Revd Franks' previous appointments to find out more about him and his behaviour.
- Doing nothing because the Revd Franks is ordained and so must know what he is doing.

11. Grace

Issues include institutional abuse

Grace was an active member of the church but now, aged 93, 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?

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.
- Check if there are 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.
- Name of the officer in charge and details of the conversation,
- 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.

12. 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).

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 Josh'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.

13. 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 sending kids 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.

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 are 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 third-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 his 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.

14. 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.

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:

- 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.

15. Kim

Issues include modern slavery

You are a door steward and part of the welcoming team at your church. One day a young woman, Kim, arrives for the first time. You welcome her and ask her to stay for coffee after the service, so that you can introduce her to some other church people. In broken English she timidly explains that she cannot stay as she must get back to work at the local nail bar after the service. As the service



starts and you check outside for latecomers before taking your seat, you notice a man, whom you have never seen before, waiting on the edge of the church car park. As soon as the service is finished Kim jumps up and hurries out of the church before you can speak to her. As you look out of the doors to see if you can catch her to say goodbye, you see her walking away accompanied by the man.

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

Issues of concern you would hope to hear in feedback:

- Nail bars can be a key area of modern slavery.
- Kim hurries away.
- She is vulnerable because English is not her first language.
- Possible distress and anxiety.

It might be helpful for participants to think about whether there are places around their church where this might be happening.

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 minister, or Church Safeguarding Officer.
- Make sure the other door stewards know to look out for and welcome Kim in future.
- Possibly find the nail bar Kim works at and go and get your nails done.
- Contact the Modern Slavery Helpline for advice about Kim.

What would you **RECORD**?


Answers you would hope for:

- Date and time of the interaction.
- Details of the conversation and your observations – keep it factual and don't jump to conclusions.
- Any actions taken.

To whom would you **REFER** this?

Answers you would hope for:

- The minister
- The Church Safeguarding Officer.
- Modern Slavery Helpline or similar (after speaking to the minister or safeguarding officer first).



Unhelpful answers you might need to explore:

- Telling the other door stewards that Kim is clearly a victim of modern slavery.
- Confronting the large, muscular man the next time Kim comes to church.
- Do nothing because it is too scary to think that something like modern slavery happens in this neighbourhood.

Appendix II – Detailed 2.5 hour timings

		Section	Slides	Number of minutes	Activity
Section 1: Welcome and Devotions	10.00	Welcome and housekeeping	1-3	3	
	10.03	Devotions	4	2	
	10.05	Foundation module overview ● While we are together ● Looking after yourself	5-8	5	
	10.10	Learning Log	9	1	
Section 2: Our Church Context	10.11	What makes the Church unique?	10	2	
	10.13	Children and young people	11-12	3	
	10.16	Adults who may be vulnerable	13-15	8	Slide 14 – flipchart activity
	10.24	Those who have experienced abuse	16- 17	3	
	10.27	Those who may be a risk to others	18-19	3	
	10.30	Church leaders, staff and volunteers	20-23	8	
	10.33	We welcome all safely	24	3	
Section 3: Good Practice	10.36	How do we create a safer space for all – Policy, Procedure, Premises and People	25-26	8	
	10.44	Somewhere and Elsewhere Methodist Church	27	15	Slide 27 – group work and guided feedback
	10.59	Comfort break	28	5	
Section 4: 4 steps to good practice	11.04	Four steps to good practice	29	1	
	11.05	Recognise	30-33	24	Slide 31 – definitions Slide 33 - barriers
	11.29	Respond	34-35	11	Slide 35 - what stops us responding well – and what happens if we don't?
	11.40	Record	36	3	
	11.43	Refer	37	3	
Section 5: Case Studies	11.46	Case Studies	38	30	Slide 38 – group work and structured feedback. Preparation beforehand essential to identify relevant case studies for the group.
Section 6: Close	12.21	Where do I fit in?	39-40	3	Slide 39 – Puzzle
	12.24	Review – Question Park – Learning Log	41-42	3	
	12.27	Closing devotions	43	3	

Appendix III = Detailed timings for 3hr session

		Section	Slides	Number of minutes	Activity
Section 1: Welcome and Devotions	10.00	Welcome and housekeeping	1-3	3	
	10.03	Devotions	4	2	
	10.05	Foundation module overview ● While we are together ● Looking after yourself	5-8	5	
	10.10	Learning Log	9	1	
Section 2: Our Church Context	10.11	What makes the Church unique?	10	2	
	10.13	Children and young people	11-12	3	
	10.16	Adults who may be vulnerable	13-15	8	Slide 14 –flipchart activity
	10.24	Those who have experienced abuse	16- 17	3	
	10.27	Those who may be a risk to others	18-19	3	
	10.30	Church leaders, staff and volunteers	20-23	8	
	10.33	We welcome all safely	24	3	
Section 3: Good Practice	10.36	How do we create a safer space for all – Policy, Procedure, Premises and People	25-26	8	
	10.44	Somewhere and Elsewhere Methodist Church	27	20	Slide 27 – group work and guided feedback
Section 4: 4 steps to good practice	11.04	Four steps to good practice	29	1	
	11.05	Recognise	30-33	30	Slide 31– definitions Slide 33 - barriers
	11.35	Comfort break	28	10	
	11.45	Respond	34-35	11	Slide 35- what stops us responding well and what happens if we don't?
	11.56	Record	36	3	
	11.59	Refer	37	3	
Section 5: Case Studies	12.02	Case Studies	38	44	Slide 38 – Group work and structured feedback. Preparation beforehand essential to identify relevant case studies for the group.
Section 6: Close	12.51	Where do I fit in?	39-40	3	Slide 39 – Puzzle
	12.54	Review – Question Park – Learning Log	41-42	3	
	12.57	Closing devotions	43	3	

