

Welcome to The Advanced Module.

The Advanced Module is designed to ensure that you are fully equipped to fulfil your safeguarding responsibilities within the Methodist Church. It will help you understand what to look out for, how to respond and when to ask for help, to ensure that Methodist Churches are safe places for all.

The Advanced Module (online) is an interactive course where case studies, film clips, questions and discussions will be used to enhance your learning. The Module is in three parts:

- 1. Advanced Module e-learning**, an independent learning experience, you can complete at your own pace in advance of the Gathered session.
- 2. Advanced Module Gathered**, a 2 hour facilitated session, for up to 15 participants, which will consolidate and continue your earlier learning. This will be led by one of the District Advanced Module Trainers and the District Safeguarding Officer. A chaplain will also be present.
- 3. Advanced Module Handbook**, this will support your learning during Advanced Module (online) and be a reference point for further study and resources.

Work Book

The Work Book is for you to use during the e-learning and to bring to the Gathered session as a reference and for further notes. At the end of each Unit, the Work Book will prompt you to note any questions you may have for the Gathered Session.

Theology X Login Username:

Password:

Unit One: Welcome and Theological Perspectives

Let us pray.

Lord of Light, we remember that you came into the world to banish the darkness.

We hold before you those people whose lives have been overshadowed by abuse.

Lord, open our ears to hear the truth.

Open our eyes to truly see what is happening in front of us.

Open our minds that we may acknowledge and understand the damage abuse in all its forms can do.

Open our hearts, to find ways to make safe space for all people.

Amen.

In a moment of quiet, let's open our hearts and minds to all that we need to learn and discover together.

Let us prepare to concentrate completely on the learning we're about to undertake.

by Vivian Almond, local preacher and member of the Methodist survivors reference group.

“Creating safer spaces, a place of sanctuary, a safe place to be different, safe to explore, safe in its entirety. Creating a safer space is not just a name of a report, or the theme for a presidential address. But it's a task, a role and a challenge for the church, and for each person, every single one of us, we need to create safer space.” Reverend David Gamble in his Presidential Speech 2009

Abuse is a misuse of power.

Abuse is the powerful preying on the vulnerable.

Abuse is the destruction of precious life.

Abuse is the catalyst for years of suffering.

Abuse is the demoralisation of one human being by another.

Abuse is an act of violence.

Abuse is the theft of confidence.

Abuse happens every day.

Every walk of life.

Status, race, age, gender are no protection from an abuser to the abused.

Abuse, knows no boundaries.

Thinking about your role in the Methodist Church

Good safeguarding practice

●● First of all, identify the elements of good safeguarding practice in relation to this case study:

Pete is the new partner of toddler group leader, Sandy. He started to come along at the beginning and end of the sessions to help with setting up and tidying away the equipment. The minister asked that he apply to be a volunteer, and as a consequence he completed a DBS application. The DBS disclosure revealed concerning information about his previous behaviour.

Reflecting on this case study, make a note of

1. examples of good safeguarding practice illustrated in this scenario
2. areas for improvement or further development of good safeguarding practice

In terms of your own safeguarding practice within the Methodist Church context, take a few minutes to consider one of the following and record your reflections:

Think of a time when the action you took within the Church community contributed to positive safeguarding practice.

OR

Ask someone in a leadership role in your Church how their actions have contributed to the promotion of good safeguarding practice within the Church.

Theological Perspectives: What's the problem?

Once you have completed the quiz online, reflect on these questions:

Which of these facts is most surprising to you?

Why do you think this is the case?

Theological Reflection

Read and reflect upon one or two of the following themes - text provided online:

All are welcome

The nature of forgiveness

Can people change?

Holding office in the Church

Justice for all

What are your views about what you've read? Is it helpful or does it raise further questions, dilemmas?

Record any key points and questions to refer to in the Gathered session.

Unit Two: Safer Recruitment

The Wednesday Club

How would you ensure you recruit these volunteers safely?

How would you support them in carrying out their role?

Boundary Drift

Have you noticed any situations similar to Maia's happening in your local church?



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

Unit 2: Do you have any questions for the Gathered Session?

Unit Three: Manipulation and Control

Recognising Grooming: What Can Grooming Look Like?

After watching the short film about grooming and sexual abuse, identify where individuals have used manipulation and control.

What did you notice about how they did this?

Creating Safer Organisations

Marcus Erooga is an independent Safeguarding Consultant, Researcher and Trainer.

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

Watch the video, and spend a few minutes considering:
Which aspects of this video particularly stood out for you?

How we understand risk – as individuals and in the Church context?

How the culture in our churches can have an impact upon an individual's ability to abuse?

How the information Marcus highlights might impact upon your safeguarding practice

Unit 3: Note any questions you have for the Gathered Session.

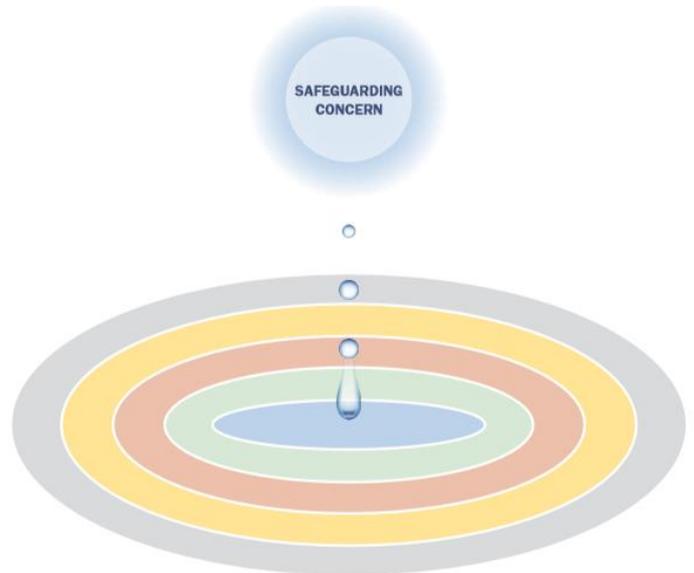
Unit Four: Responding well to those who have experienced abuse

Responding Well

Many individuals are affected when a safeguarding concern arises, some more directly and painfully than others.

When an incident or accusation of abuse takes place, the effects of it can be felt throughout the community that surrounds it.

Using the ripple diagram above, with the water droplet representing a safeguarding concern, try and **identify those whom you think would or could be affected in the ripples.**



Consider the role that the church has in responding to the people you have identified:

-
-
-
-
-

Unit Four: Responding well to those who have experienced abuse

Lord's prayer

How could you, and others, make The Lord's Prayer more inclusive in your church?

The Peace

How can you make sharing the Peace more inclusive?

What could your church do?

Having worked through this unit how might what you have learned impact on how you carry out your role?

Unit 4: Note any questions you have for the Gathered Session.

Unit Five: Responding well to those that may be a risk

Case Study Phone Call How do you feel as you hear this call?

Serious Situation? Is this a serious situation? Why?

The Problem of Gossip

What would you tell the DSO after receiving this text message? Why can gossip be a particular problem in church?

Chaos at church this morning!
🤔 Everyone gossiping about Revd Smith. He's been released on bail. Most people seem to think he's not guilty and this has gone too far. Wasn't sure what to do about it? 🙄

Delivered

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



What next?

What actions might you need to take?

Unit Five: Responding well to those who may be a risk

Working well with your DSO

DSO – District Safeguarding Officer

Contact details for your DSO

Name:

Phone number:

Email:

Working Well

Think of three things that you might need to work on with the DSO.

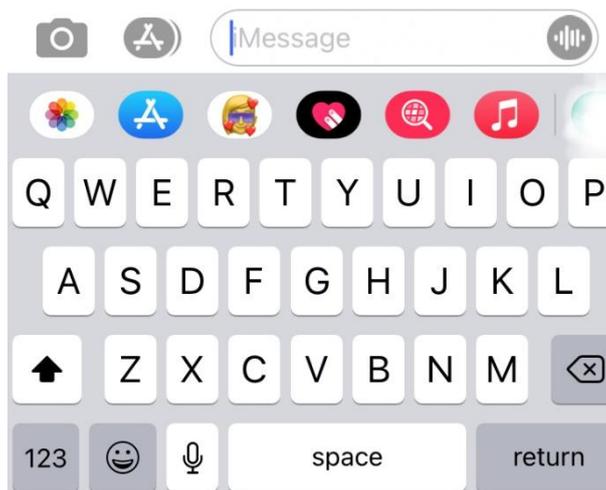
1

2

3

Case Study: Revd Smith

Morning. My case is up in court next month. I just wondered if there was any chance of a character reference. We have known each other ages and this would really help. Thanks 🙏



Request for a reference for court

How would you respond to this request from Revd Smith?

Next Steps after a guilty or not guilty verdict

What needs to be done now that Rev Smith has been found guilty?

What needs to be done now that Rev Smith has been found not guilty?

Email

From: a.dso@methodist.org
To: j.doe@gmail.com
Date: 13th October

Good afternoon. I wanted to let you know that Revd. Smith's trial has now ended and the verdict has been given. He has been found guilty.

Obviously this is going to have a huge impact on the church and circuit. I wonder if we could schedule a time for a conversation soon.

Before we meet would it be possible for you to think through any questions or concerns you have from the church's perspective.

Many Thanks.

A DSO

The Methodist Church

DSO Safeguarding Officer for A District.
01234 56789 | a.dso@methodist.org

This email has been sent by the District Safeguarding Officer for A District. This email and any attachments may contain privileged, confidential or sensitive information and is intended solely for the person or organisation to whom it is addressed. If you are not the addressee please do not copy, print, store or forward this email or any attachments. Please notify the sender immediately and then permanently delete. Any email replies may be recorded.

For the Methodist Church Privacy Notice please visit www.tmcp.org.uk/about/data-protection/managing-trustees-privacy-notice

Unit 5: Note any questions you have for the Gathered Session.

Unit Six: Record and Refer

Case Study: Mrs Leonard

Who? What? Where? When? How?

Listen to the conversation and then spend 3 minutes writing your record of the discussion

Did you miss anything? Now watch the conversation again as Claire shares her concerns, and those of others, about Mrs Leonard.

1. Did you record all the key points?
2. Did you record the names of the different people involved?
3. Was there anything you didn't record?
4. Did you record the Who; What; Where; When; How?
5. Was there anything you recorded as a fact from Claire that was actually Claire sharing an opinion from someone else?

Unit 6: Note any questions you have for the Gathered Session.

Well done, you've reached the end of the e-learning study units; you will shortly be joining others in a face-to-face Gathered session to consolidate and continue your learning.

Before you leave this part of the training, please spend some time considering your Work Book and checking your notes.

- Have you noted your questions for the Gathered session?
- Did you notice any gaps in your previous understanding of safeguarding?
- What will be the impact of this training on you and your area of responsibility?
- Did anything surprise you?
- Do you need to contact the pastoral supporter before moving on to the next session?