

2019 Edition

Core Learning Training Notes

SAFEGUARDING

Creating Safer Space



Advanced Module
2019 Edition

The **Methodist** Church 



CREATING SAFER SPACE

Advanced Module: Core Learning Training Notes

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CORE LEARNING PREPARATION NOTES

Health warning

The core learning session contains content some participants may find distressing. It is essential to make participants aware at the outset of the session that this training may raise painful issues for them, and that support will be available throughout the day.

Overview of Advanced Training

All course delegates are expected to have a basic knowledge of safeguarding, having already undertaken either the Foundation Module or Foundation Module Refresher (2016 Edition). The Advanced Module is designed to build on this learning to ensure that delegates are fully equipped to fulfil their safeguarding responsibilities within the Methodist Church. The Advanced course will help delegates understand what to look out for, how to respond and when to ask for help, to ensure that Methodist Churches are safe places for all.

The Advanced Module has been formulated as a set of resources that contribute towards participants' learning. It is split into three parts:

- Essential preparation (1 hour 30 minutes) – completed prior to the formal taught session, and brought along to the core learning.
- Core learning session (minimum 4 hours taught) – formal taught session.
- Handbook (for further study and resources, including handouts that will be required throughout the core learning session).

In light of the above, included within the information that is circulated before the event, participants should be reminded to bring with them:

- any notes following the completion of the essential preparation
- a copy of their Foundation Module Handbook.

Supporting those who have not completed the essential preparation

All delegates should be sufficiently encouraged to complete the essential preparation prior to attending the taught session, as this will enhance their learning experience. However, failure to complete the essential preparation does not prevent them from participating in the taught session. This course has been designed to ensure that the key learning points from the essential preparation are reiterated throughout the core learning session.

If trainers do become aware of participants not having completed the essential preparation, they should redirect them to the materials and advise them to complete these following the core learning session.

PRACTICAL ASPECTS OF DELIVERING THE CORE LEARNING SESSION

Materials and equipment

The core learning session should always be delivered by a minimum of two trainers with appropriate levels of safeguarding expertise. In addition, and wherever possible, it is also advisable to have a named chaplain.

Some sections have an option of more than one version of an activity. Trainers are encouraged to consider the audience prior to the training session and decide upon which versions of the activities are most suitable for those who will be attending.

The materials required for the delivery of the session are:

- The PowerPoint presentation.
- The Delegate Handbook for each participant.
- Copies of the reflection and action plan – printed double-sided on A3 paper, if possible (one for each participant).
- Enough copies of the handouts for each participant, including feedback forms.
- Sets of the '12 steps to safer recruitment' cards, if this exercise is being used.
- A bar of chocolate if using the 'chocolate' exercise.
- One of each of the cuddly toys in the 'responding to survivors' exercise. Alternatively pictures of these are available on a PowerPoint slide.
- Copies of *Safeguarding: A quick reference guide for those working with the Methodist Church*.
- Two copies of the script for the 'recording conversations' exercise.

Trainers will require the following equipment to deliver the session:

- projection facilities
- sound facilities, including speakers for films and microphones for facilitators
- pens
- paper
- flip chart
- question park – sticky notes.

In light of the materials required to deliver this training, trainers will need to ensure that all necessary equipment will be available on the day: projector, laptop, sound system/facilities (or portable speakers), flip chart paper and stand. It can be helpful to have some spare pens available so participants can take notes and for completion of the feedback forms.

Learning activities

The learning activities are designed to:

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

Top tips for the training day

Both trainers should:

- Arrive early.
- Check all the equipment.
- Set up the room with a flip chart stand and have paper, pens (use black or blue for visibility) and sticky notes on each table. Some trainers use a resources table, empty at the start but gradually built up with the resources as they are used through the training.
- Create a welcoming atmosphere. Try to have seats around tables, café style – avoid straight rows if at all possible. Have refreshments ready for when people arrive. Maybe have flowers on the tables and music playing. Have sweets and water on tables as well as hot drinks available, if appropriate for 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 ensure they sign in. They may need to stay there after you have started to ensure that latecomers are welcomed, sign in and are integrated into the group.

Timings are indicative to help you plan the session (example schedule in Appendix II). It is helpful for the group to have an indication of the programme for the day and the sections which will be covered with approximate timings. This can be written on a flip chart. (Example timetable in Appendix I.)

Reflection on (and planning for) resistance

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

Resistance in training usually either stems from the need of the participant:

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

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

However a few resistant people can really present a barrier to others benefitting from the learning experience.

Resistance in training can be very off putting and difficult for both trainers and for other participants. We hope, therefore, that these guidelines will be useful in supporting you to prepare constructively for, and then handle, any resistance.

Forms of resistance and possible ways of dealing with it

- **Questions that are not directly related to the topic (eg 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 rather than 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 this as well as covering the material and that you need to keep a focus on the material.
- **Competing with you for authority:** Try not to get into the dynamic of competition. Aim to value and use the knowledge of the person without alienating the rest of the group.
- **Asking difficult questions to which you do not know the answer:** Do not pretend to know what you do not. 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 an individual.
- **Noting gaps/contradictions in Methodist Church policy:** Do not get sucked in – agree to make a note and feed back to the Methodist Church Safeguarding Team.
- **Direct challenges to you as the trainer:** Try not to get into a one-to-one confrontation with any one participant. Try not to 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 there is a pattern of this, you may need to take the person on one side and ask if there is a reason for this.

Awareness of resistance

You may suspect resistance because of a gut feeling arising from noticing a reluctance to engage, a sense of resentment, difficult communication or avoidance. Here is a way of checking this out.

- 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: deal with it with the individual.

Dealing with the individual may need to be outside the group during a coffee break. 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, the trainer and the person can work on the issue
- if the person denies resistance, avoid justifications and move on – noting the response, should this be needed in the future.

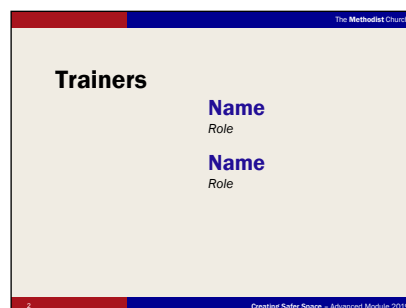
Other issues to consider:

- It is not helpful to view resistance as a personal attack.
- It might be helpful to refer back to the learning agreement.
- Remember the 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.

SECTION 1: Introductions and devotions – Slides 1-13

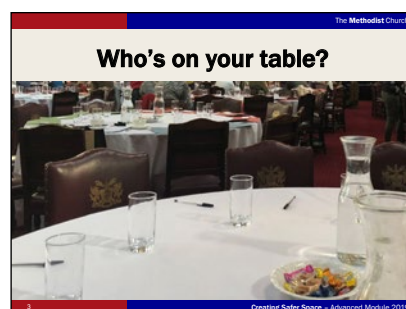
This section should take 20 minutes. All slides are mandatory and cannot be removed. They have been designed to meet the needs of a range of learning styles.

Slide 1: Welcome and title slide (1 min)



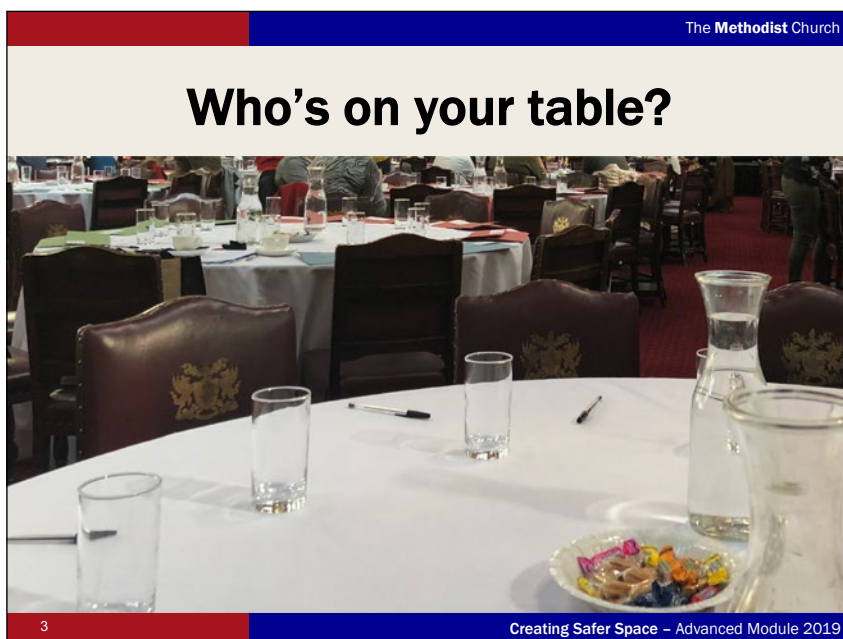
On in background as delegates arrive.

Slide 2: Introduce trainers (1 min)



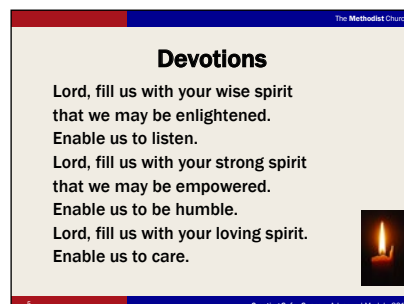
The trainers introduce themselves and roles.

Slide 3: Who's on your table? (2 min)



Encourage participants to introduce themselves to others on their table, finding out their role in the Church and what safeguarding experience they have.

Slide 4: Devotions



The devotions are to be read out as written below. Depending on the theological background of the trainers it can be helpful to request support from a Presbyter, Local Preacher or Chaplain who may be attending the training session.

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 are about to undertake.

Reading – Matthew 4:1-11 (temptation)

Jesus is Tested in the Wilderness

Then Jesus was led up by the Spirit into the wilderness to be tempted by the devil. He fasted for forty days and forty nights, and afterwards he was famished. The tempter came and said to him, 'If you are the Son of God, command these stones to become loaves of bread.'

But he answered, 'It is written:

“One does not live on bread alone, but by every word that comes from the mouth of God.”'

Then the devil took him to the holy city and had placed him on the pinnacle of the temple, saying to him, 'If you are the Son of God, throw yourself down; for it is written:

“He will command his angels concerning you,
and on their hands they will bear you up,
so that you will not dash your foot against a stone.”'

Jesus answered him, 'Again it is written, “Do not put the Lord your God to the test.”'

Again, the devil took him to a very high mountain and showed him all the kingdoms of the world and their splendour; and he said to him, 'All these I will give you, if you will fall down and worship me.'

Jesus said to him, 'Away with you, Satan! For it is written:

“Worship the Lord your God, and serve only him.”'

Then the devil left him, and suddenly angels came and waited on him.¹

Two reflections

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

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

¹ Scripture quotations are from New Revised Standard Version Bible: Anglicised Edition, copyright © 1989, 1995 National Council of the Churches of Christ in the United States of America. Used by permission. All rights reserved.

The second reflection is a reminder of what abuse is and does.

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

Slide 5: Devotions (3 min)

The slide features a dark blue header with 'The Methodist Church' logo. The main content is on a light grey background with the title 'Devotions' in bold black text. Below the title are five lines of prayer text: 'Lord, fill us with your wise spirit that we may be enlightened. Enable us to listen.', 'Lord, fill us with your strong spirit that we may be empowered. Enable us to be humble.', and 'Lord, fill us with your loving spirit. Enable us to care.'. A small image of a lit candle is positioned to the right of the text. The footer contains the number '5' and the text 'Creating Safer Space – Advanced Module 2019'.

This graphic shows a lit candle inside a dark circular frame. The word 'Devotions' is written in white text at the bottom of the circle. The slide has a dark blue header with 'The Methodist Church' logo and a footer with the number '5' and the text 'Creating Safer Space – Advanced Module 2019'.

Delegates are then asked to join together in prayer.

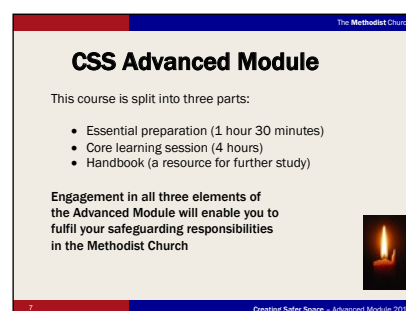
Responsive prayer

We share together in saying:

Lord, fill us with your wise spirit that we may be enlightened. Enable us to listen.

Lord, fill us with your strong spirit that we may be empowered. Enable us to be humble.

Lord, fill us with your loving spirit. Enable us to care.

Slide 6: Devotions (3 min)**Slide 6: Prayer/devotions****Read the devotion:**

Creator God, in love you created us in your own image and taught that all people should to be treated equally and with dignity. You call your Church to be a safe place, where people can grow to know more of your gift of grace, love and everlasting peace. We strive to honour this through the roles you call us to and the authority you lay upon us.

We keep this candle in the corner of the screen as a sign of our commitment to the task ahead. Lord, be our guiding light as we journey through this core learning material. Surround us with your love as we seek to learn from difficult situations. Give us grace to be aware of each other. We ask this through our everlasting, ever-loving Lord Jesus Christ. Amen.

Devotions written by Vivien Almond, local preacher and member of the Connexional Survivors Reference Group.

Slide 7: Aims and Objectives (3 min)


The Methodist Church

CSS Advanced Module

This course is split into three parts:

- Essential preparation (1 hour 30 minutes)
- Core learning session (4 hours)
- Handbook (a resource for further study)

Engagement in all three elements of the Advanced Module will enable you to fulfil your safeguarding responsibilities in the Methodist Church




7 Creating Safer Space – Advanced Module 2019

The Methodist Church

Aims and objectives

To consolidate and develop your previous safeguarding learning and:

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



8 Creating Safer Space – Advanced Module 2019

Slide 7: The Advanced Module overview

The Advanced Module builds on the work done in the Foundation Module. So it is important that participants have attended this (and the Refresher Module, if relevant) prior to attending the Advanced Module.

This course is split into three parts:

- Essential preparation (1 hour 30 minutes)
- Core learning session (4 hours minimum – can be extended if required)
- Handbook (a resource for further study).


Slide 8: Aims and Objectives (3 min)

The Methodist Church

Aims and objectives

To consolidate and develop your previous safeguarding learning and:

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




8 Creating Safer Space – Advanced Module 2019

The Methodist Church

Housekeeping

- Mobile phones – silent or off
- Toilets
- Fire exits
- Attendance sheet
- Refreshment break
- Timekeeping
- Question park



9 Creating Safer Space – Advanced Module 2019

The aim of the Advanced Module is to consolidate and develop your previous safeguarding learning and:

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

Engagement in all three elements of the Advanced Module will enable participants to meet these aims and objectives.

These will be demonstrated by:








- appreciating the Methodist Church's theological understanding of safeguarding
- learning from the Methodist church's ongoing witness to improved safeguarding practice and lessons from the Past Cases Review, new research and evidence-based practice
- having a clear focus on listening well
- understanding how abusers operate within a church context ('grooming' behaviour)
- hearing and responding to those who have been hurt or abused
- taking appropriate action to share relevant information or concerns within the boundaries of your role with circuit, district and connexional teams and statutory authorities
- identifying and understanding the reactions of groups and individuals who are impacted by safeguarding incidents or concerns
- monitoring and supporting those who may be a risk to others and have expressed a commitment to change
- understanding effective recording
- applying today's learning to your role and future steps you will take.


Please note: the objectives are not displayed on a slide. Participants should be directed to page 4 of the handbook to see how the aims will be demonstrated.

Slide 9: Housekeeping (3 min)

The Methodist Church

Housekeeping

-  Mobile phones – silent or off
-  Toilets
-  Fire exits
-  Attendance sheet
-  Refreshment break
-  Timekeeping
-  Question park




9 Creating Safer Space – Advanced Module 2019

The Methodist Church

While we are together

- 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.




10 Creating Safer Space – Advanced Module 2019

Slide 10: While we are together

The Methodist Church

While we are together

- 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.



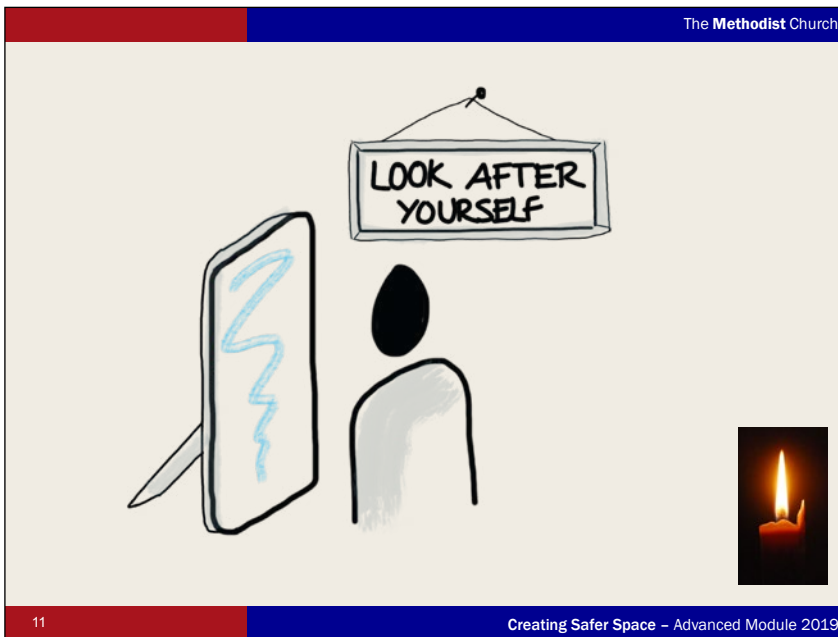
10 Creating Safer Space – Advanced Module 2019

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11 Creating Safer Space – Advanced Module 2019

An agreement of behaviour that the trainers and participants follow during the session together.

Slide 11: Looking after ourselves

Reflection & Action plan		Name _____	
How does this impact on my role as _____			
	Reflections	Learning	Questions
1	Introduction & Devotions		
2	Plan, Prevent, Protect		
3	Responding		
4	Recording & Referrals		
	Anything else		

There will be participants who have close experience of abuse; who find the discussions difficult; or who 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
- feel free to go outside or use the quiet room if you need a break
- please indicate if you would like someone to come with you
- if this raises painful issues for you, share this with somebody you trust. 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.

Slide 12: Reflection and action plan

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Reflection & Action plan Name _____

How does this impact on my role as _____

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


12 Creating Safer Space – Advanced Module 2019

The Methodist Church

Table conversations

What was your pre-learn experience like?

Do you have any questions?
If so, write them on a sticky note and add them to the question park.



13 Creating Safer Space – Advanced Module 2019

Each participant should have a copy of the reflection and action plan. Quickly take them through this, explaining that this is a place to take notes.

Ask participants to think about how each section in the training impacts on their roles, whatever those may be. For each section, there are opportunities to note any:

- reflections
- things you have learned
- questions you may have (they may also choose to add these to the question park if appropriate)
- conversations (or other actions) you may need to have beyond today as a result of what you have noticed/learned.

On the reverse, you will find space to note:

- your responsibilities in relation to safeguarding
- your boundaries, thoughts about where your role begins and ends and others start
- your connections (ie who you need to connect with to carry out your role effectively).

These notes might also help participants with feedback at the end of the day.


Slide 13: Table conversations

The Methodist Church

Table conversations

What was your pre-learn experience like?

Do you have any questions?
If so, write them on a sticky note and add them to the question park.



13 Creating Safer Space – Advanced Module 2019

The Methodist Church

Promote safeguarding

Safeguarding is everyone's responsibility.
We all need to work towards a culture where safeguarding is routine and valued.
Think of an example of when you have promoted a culture of safeguarding...



14 Creating Safer Space – Advanced Module 2019

Spend five minutes in small groups talking about people's experience of the essential preparation training material and any reflections they may have.

Create a question park on a flip chart or use the one provided in the Training Handouts pack, and explain its purpose to the group. If anyone asks a question you cannot answer (or if people are getting stuck with a dilemma), you will put a sticky note on the question park and inform the whole group of the answer or advice at a later date.

If people have questions from the essential preparation session, these can also go on the question park. Any questions not answered during the session can be addressed at a later date.

Encourage those who have not completed the essential preparation to engage with the material after today. It is full of helpful information that is not all covered in the group session. Remind those who have completed the essential preparation that it is available for them to revisit, especially the theological reflection activity.

Please note: Facilitators need to be familiar with the essential preparation material.

SECTION 2: Promote, Prevent, Protect – Slides 14-32

This section is planned for 70 minutes. All slides are mandatory and cannot be removed. They have been designed to meet the needs of a range of learning styles.

Slide 14: Promote safeguarding

The Methodist Church

Promote safeguarding

Safeguarding is everyone's responsibility.
We all need to work towards a culture where safeguarding is routine and valued.
Think of an example of when you have promoted a culture of safeguarding...




14 Creating Safer Space – Advanced Module 2019

The Methodist Church

Prevention: policies

Safeguarding Policy, Procedures and Guidance for the Methodist Church

- Children and young people
- Adults
- Domestic abuse
- Model safeguarding policies
- Practice guidance for DBS/Scottish PVG checks (as part of Safer Recruitment) 2015
- Safeguarding records – Joint practice guidance for the CoE and the Methodist Church



15 Creating Safer Space – Advanced Module 2019

Ask participants to think of an example of when they have promoted a culture of safeguarding in their particular role in church life.


Slide 15: Prevention: policies

The Methodist Church

Prevention: policies

Safeguarding Policy, Procedures and Guidance for the Methodist Church

- Children and young people
- Adults
- Domestic abuse
- Model safeguarding policies
- Practice guidance for DBS/Scottish PVG checks (as part of Safer Recruitment) 2015
- Safeguarding records – Joint practice guidance for the CofE and the Methodist Church




15 Creating Safer Space – Advanced Module 2019

The Methodist Church

Prevention: your role

- Knowing who to go to with concerns
- Knowing people who may be a risk to others; passing on concerns to DSO
- Awareness of diversity issues
- Implementing safer recruitment
- Ensuring clear job/role descriptions
- Avoiding boundary drift
- Setting up and monitoring Safeguarding Contract groups



16 Creating Safer Space – Advanced Module 2019

This is an opportunity to highlight some of the safeguarding policies and work the Methodist Church has been involved in. It is also a chance to signpost participants to the **Safeguarding Policy, Procedures and Guidance for the Methodist Church** and the link in their handbook to this and other support material.


This document can be found on the Safeguarding pages of the Methodist Church website:
www.methodist.org.uk/safeguardingpolicy

Slide 16: Prevention: your role

The Methodist Church

Prevention: your role

- Knowing who to go to with concerns
- Knowing people who may be a risk to others; passing on concerns to DSO
- Awareness of diversity issues
- Implementing safer recruitment
- Ensuring clear job/role descriptions
- Avoiding boundary drift
- Setting up and monitoring Safeguarding Contract groups




16 Creating Safer Space – Advanced Module 2019

The Methodist Church

Safer recruitment – Case Study

- How would you ensure you safely recruit these volunteers?
- How would you support them in carrying out their role?



Option 1: Safer Recruitment

17 Creating Safer Space – Advanced Module 2019


The 'Your role' slide is a chance to highlight some of the ways people may be involved in creating safer space in their churches. Remember that you have the back page of the reflection and action plan to jot down any notes on roles and responsibilities.

Slide 17: Safer recruitment – case study (option 1)

The Methodist Church

Safer recruitment – Case Study

- How would you ensure you safely recruit these volunteers?
- How would you support them in carrying out their role?




Option 1: Safer Recruitment

17 Creating Safer Space – Advanced Module 2019

The Methodist Church

12 Steps to Safer Recruitment

- In table groups sort through all 12 cards.
- Place them in the correct order.



Option 2: Safer Recruitment

18 Creating Safer Space – Advanced Module 2019

To explore safer recruitment, there are two possible activities: a case study or an opportunity to explore the 12 steps to safer recruitment.

The safer recruitment case study can be found in the Training Handouts pack.

Case study (option 1)

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

The church needs to recruit:

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

How would you ensure you recruit these volunteers safely?

How would you support them in carrying out their role?

As the conversation takes place and in feedback, draw out some of the points below:


- all volunteer roles need a role description (like a job description)
- application forms
- two references
- bear confidentiality in mind (where documents should be kept in hard copy or on computer)
- interview/informal chat (eg how they would cope if certain unexpected/difficult situations arise in the course of their volunteering, etc)
- enhanced Disclosure and Barring Service (DBS) checks with Adult Barred lists should be taken up for anyone who may be assisting, prompting or supervising eating and drinking due to age, illness or disability or anyone supervising/managing those who do the same
- enhanced DBS check without Adult Barred lists should be done for those offering assistance, advice, guidance or transportation to someone who requires assistance because of age, illness or disability
- supervision and support should be offered to all volunteers
- safeguarding training (Foundation level for all, managers would need Advanced level)
- thorough risk assessments should be carried out for the Wednesday Club (considering all possible hazards, eg what if someone is taken ill, what if someone is confused and wishes to go home early, what if someone behaves in a challenging manner, etc)
- training for all volunteers as relevant (manual handling, health and safety, food hygiene)
- feedback – volunteers should have chance to give feedback on the process
- signpost participants to the safeguarding policy, procedures and guidance for the Methodist Church, which can be found by following the link in the handouts.

Slide 18: 12 steps to safer recruitment (option 2)

The Methodist Church

12 Steps to Safer Recruitment

- In table groups sort through all 12 cards.
- Place them in the correct order.



Option 2: Safer Recruitment


18 Creating Safer Space – Advanced Module 2019

The Methodist Church

Management and support

Provide appropriate management and support to ensure workers:

- have the skills, knowledge values and attitudes to carry out their role
- are fully supported
- have an opportunity to reflect on their practice and concerns.



19 Creating Safer Space – Advanced Module 2019

12 steps to safer recruitment (option 2)

The 12 safer recruitment cards can be found in the Training Handouts pack.

Divide the participants into small groups and provide each with a set of the 12 cards, which have been mixed up. Ask them to place these in what they feel is the correct order. Allow time for discussion about each step and about the possibility of the order changing.

Twelve steps to safer recruitment for employees and volunteers (from Recruiting Safely 2010).**Step 1**

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

Step 6

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

Step 7

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

Step 8

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

Step 9

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

Step 10

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

Step 11

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

Step 12

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

Please note: At the end of both activities, remind people that if there are blemished disclosures they can seek guidance from their District Safeguarding Officer (DSO) and check out the information in the handbook.


Slide 19: Management and support

The Methodist Church

Management and support

Provide appropriate management and support to ensure workers:

- have the skills, knowledge values and attitudes to carry out their role
- are fully supported
- have an opportunity to reflect on their practice and concerns.




19 Creating Safer Space – Advanced Module 2019

The Methodist Church

Boundary drift

When people drift from their original role outline.

- Enthusiasm
- Work that they are not trained for
- Changes may lead to a DBS being needed
- Any changes to responsibilities should be discussed and noted



20 Creating Safer Space – Advanced Module 2019

Safely recruit and support all those with any responsibility related to children and adults within the Church, whether employed or volunteer. Signpost them to the appropriate training. Provide appropriate management and support to ensure workers:

- know what is expected of them
- have the skills, knowledge, values and attitudes to carry out their role
- are fully supported
- have an opportunity to reflect on their practice and concerns.

Further information on management and support can be found in the Methodist Church Lay Employment Advisory Pack, available to download from the Methodist Church website.

www.methodist.org.uk/layemployment


Slide 20: Boundary drift

The Methodist Church

Boundary drift

When people drift from their original role outline.

- Enthusiasm
- Work that they are not trained for
- Changes may lead to a DBS being needed
- Any changes to responsibilities should be discussed and noted



20 Creating Safer Space – Advanced Module 2019


The Methodist Church

Safer organisations

Once you have:

- ✓ Recruited safely
- ✓ Undertaken the relevant DBS checks
- ✓ Taken up references
- ✓ Provided a role description
- ✓ Regularly supervise the worker

.... What could possibly go wrong?



21 Creating Safer Space – Advanced Module 2019

Emphasise that boundary drift occurs when someone starts to take on tasks and responsibilities beyond those in their role description. The individual concerned may be very useful in other areas and seek them out. However, this can lead to people being in roles for which they were not recruited and may bring them into greater contact with vulnerable groups. Any such change in job role should be formally noted and recorded and any necessary checks undertaken.

Slide 21: Safer organisations


The Methodist Church

Safer organisations

Once you have:


- ✓ Recruited safely
- ✓ Undertaken the relevant DBS checks
- ✓ Taken up references
- ✓ Provided a role description
- ✓ Regularly supervise the worker

.... What could possibly go wrong?



21 Creating Safer Space – Advanced Module 2019

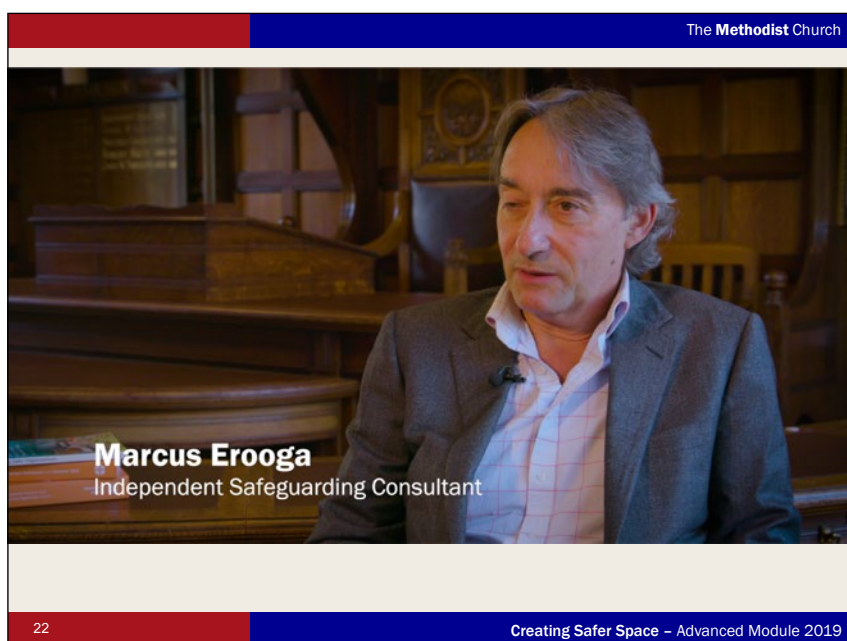
The Methodist Church



Marcus Erooga
Independent Safeguarding Consultant

22 Creating Safer Space – Advanced Module 2019

Once you have recruited safely, undertaken relevant DBS checks, taken up references, provided a role description and regularly supervise the worker, what could possibly go wrong?

Slide 22: Marcus Erooga film

The Methodist Church

Reflections on the film

- Did anything surprise you?
- Did anything particularly stand out for you?
- How do we understand risk? – as individuals and churches
- How does the culture in our churches have an impact upon an individual's ability to abuse?
- How might this impact upon your safeguarding practice?

23

Creating Safer Space – Advanced Module 2019

Marcus Erooga is an independent safeguarding consultant who works with organisations to maximise their safeguarding practice and to minimise the possibility of children being harmed in their setting. There is more information about Marcus on page 8 of the Handbook.

The video clip shows Marcus talking about the research he and his colleagues undertook into individuals who had sexually abused children whilst working as volunteers or employees in various organisations. vimeo.com/238025466/65703c831d

Notes for trainers

Before showing the video, you might wish to note that it is commonly assumed that all sex offenders join an organisation with the intention of gaining access to children in order to sexually abuse them. Whilst this is undoubtedly true in relation to some offenders (preferential offenders), it is not always the case.

Slide 23: Reflections on the film

The Methodist Church

Reflections on the film

- Did anything surprise you?
- Did anything particularly stand out for you?
- How do we understand risk? – as individuals and churches
- How does the culture in our churches have an impact upon an individual’s ability to abuse?
- How might this impact upon your safeguarding practice?


23 Creating Safer Space – Advanced Module 2019

The Methodist Church

Protect: recognising

Your role:

- knowing what to be concerned about
- being observant
- listening well
- recognising patterns of behaviour
- joining up different pieces of information

and... 

34 Creating Safer Space – Advanced Module 2019

TASK

Watch the video, then split into groups of two or three and spend ten minutes considering:

- whether anything surprised you
- whether anything particularly stood out for you
- how we understand risk – as individuals and as churches
- how the culture in our churches can have an impact upon an individual’s ability to abuse
- how this might impact upon your safeguarding practice.

Notes for trainers

A key theme to bring out from the video clip is that the culture in an organisation can deter/prevent abuse from occurring. It is hoped that in taking brief feedback, some of the following points might be brought out:

- The content of the video applies equally to the Church as it does the statutory sector.
- Those who join organisations with the primary intention to abuse, or those whose offending behaviour might relate to situational factors, may be deterred from perpetrating abuse because of the wider culture of an organisation.
- On its own, focus upon deterring or preventing sex offenders from joining organisations is not sufficient to appropriately safeguard vulnerable people.
- Clear awareness of our duty of care towards vulnerable individuals and an ingrained understanding that safeguarding is everyone’s responsibility contributes towards a preventative culture.
- Developing ‘safer’ spaces for people to make disclosures is important to encourage the reporting of abuse.
- Our own understanding of our responsibility to recognise, respond, record and refer is equally important to our culture.
- Robust policies, procedures, practice and guidance are vital to our safeguarding framework.

In addition to providing appropriate barriers such as selection and vetting processes, it is essential that these processes are continually managed so that the possibility of inappropriate or abusive behaviour is minimised.

References

M Erooga, D Allnock and P Telford, *Towards safer organisations II: Using the perspectives of convicted sex offenders to inform organisational safeguarding of children*, (London, NSPCC, 2012)

M Erooga, (ed), *Creating safer organisations: Practical steps to prevent the abuse of children by those working with them*, (London, Wiley-Blackwell, 2012)

K Kaufman and M Erooga, *Risk profiles for institutional child sexual abuse: A literature review*, (Sydney, Royal Commission into Institutional Responses to Child Sexual Abuse, 2016)

Slide 24: Protect: recognising


The **Methodist** Church

Protect: recognising

Your role:

- knowing what to be concerned about
- being observant
- listening well
- recognising patterns of behaviour
- joining up different pieces of information


and...



24 Creating Safer Space – Advanced Module 2019

The **Methodist** Church

5 minute Comfort Break



25 Creating Safer Space – Advanced Module 2019

The 'Your role' slides are a chance to highlight some of the ways people have the responsibility to recognise potential safeguarding concerns.

Remember that you have the back page of the reflection and action plan to jot down any notes on roles and responsibilities.

Slide 25: (Optional) Comfort Break


The **Methodist** Church

5 minute Comfort Break




25 Creating Safer Space – Advanced Module 2019

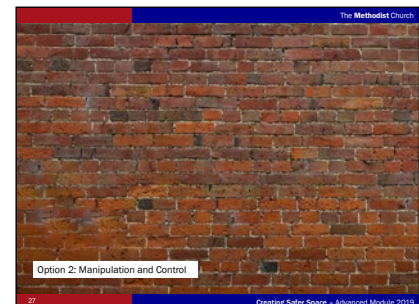
The **Methodist** Church



Option 1: Manipulation and Control



26 Creating Safer Space – Advanced Module 2019

Slide 26: Manipulation and control (option 1)

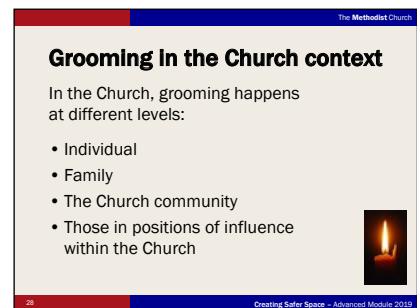
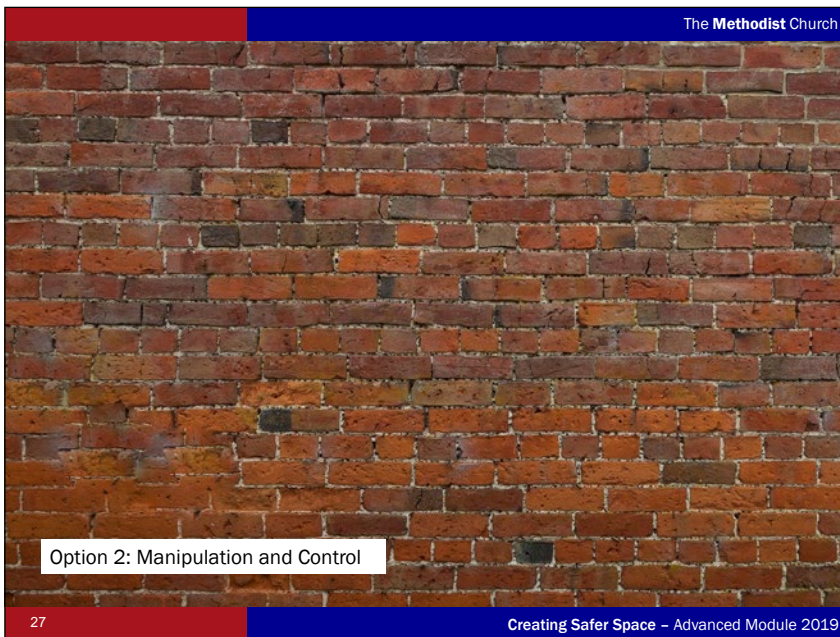
Please note: If participants have previously attended Leadership Module training, you may want to choose option 2: the ‘wall’ as the main activity and remind them of the ‘chocolate’ activity.

This activity will help the group understand the different stages of manipulation and control.

The trainer needs four upright chairs in a line facing the group and a bar of chocolate.

1. Ask for a volunteer who likes chocolate. The following stages can be moved through very quickly; the points are easy to grasp and do not need labouring.
2. Sit the volunteer on seat 1. This seat is about temptation (motivation). Why do you want to taste chocolate? Discuss with them the pleasure of eating chocolate; the taste, the texture, the treat. Stress that before any action happens there needs to be something to tempt/motivate.
3. Ask the volunteer to move to seat 2. This is about strategies to overcome conscience (overcoming internal inhibitions). Explain that even though you may want to do something (eat chocolate) you know it is not good for you, so you need to persuade yourself it is a good idea. Ask them to think of what they might do to persuade themselves that they can have some chocolate. Encourage the group to help with ideas (eg “Had a hard day? You deserve it”, “No one else will treat you”, “You didn’t have lunch”, “No one will know”, “Just the one”, “The diet starts tomorrow” or “You’ll do extra exercise tomorrow”).
4. Move the volunteer to seat 3. This seat is avoiding other people’s controls (overcoming external barriers).
Explain that the group knows this is bad for them and will discourage them from eating the chocolate if at all possible. How might they evade this group pressure/vigilance? Again, encourage the group to join in (Eat in the car? Dispose of the wrapper? Have a secret stash? Share it with a friend?).
5. Explain that there is no point in moving to seat 4, which is about overcoming victim resistance, as not many chocolate bars have a resistance to being eaten. Hand over the chocolate as a reward to the volunteer.

Slide 27: Manipulation and control (option 2)



Look at the ‘wall’ handout together and explore how the individual looking to offend climbs over the wall in various stages in order to offend. The handout can be found in the Training Handouts pack.

Both the ‘wall’ and ‘chocolate’ activities connect to a longer explanation of manipulation and control, using Finkelhor’s model. More information about Finkelhor’s model can be found on pages 10-11 of the Handbook.


Slide 28: Grooming in the Church Context

The Methodist Church

Grooming in the Church context

In the Church, grooming happens at different levels:

- Individual
- Family
- The Church community
- Those in positions of influence within the Church




28 Creating Safer Space – Advanced Module 2019

The Methodist Church

Case Study:

Who was groomed?



29 Creating Safer Space – Advanced Module 2019

One aspect of manipulation and control is grooming. This is a word used to describe how people who want to abuse children, young people and adults get close to them, and often to their families, and gain their trust. It particularly relates to sexual abuse, although it is also relevant to other forms of abuse.

In the Church, grooming and manipulation happen at different levels.

Individual: befriending; supporting; giving gifts; providing assistance; isolating; threatening; embarrassing.

Family: building up trust with family members; becoming a family friend; being seen as a helpful person and a good influence.

The church community: building acceptance of self; creating a useful role.

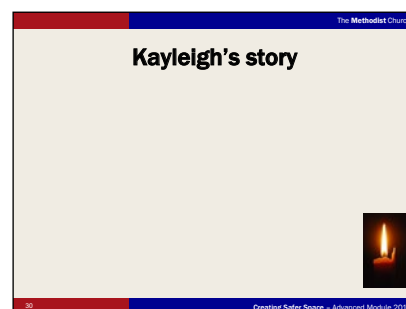
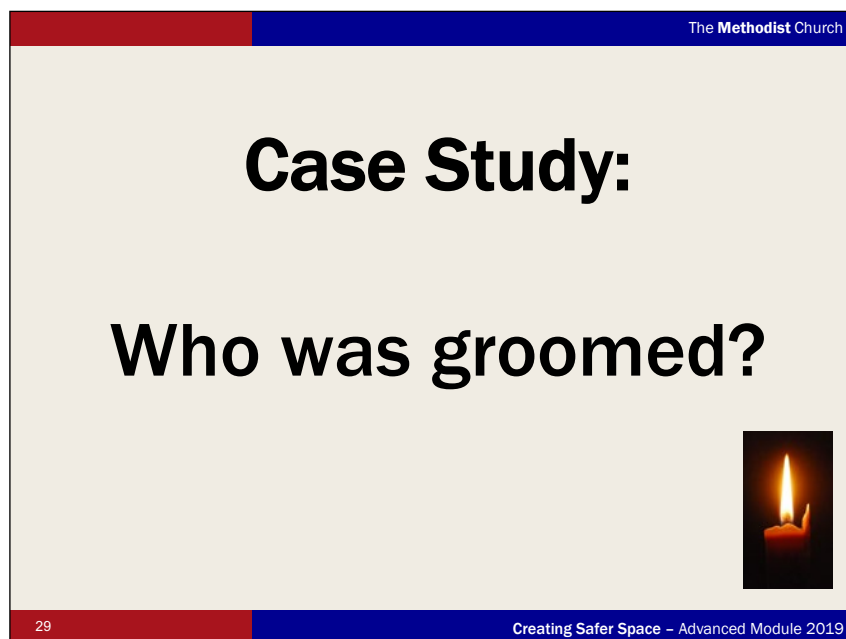
Those in positions of influence within the church: rationalising the pushing of boundaries; minimisation and normalisation of behaviour; persuading those in authority to bend the rules.

Participants may be anxious as many of the behaviours listed here are also part of normal church life. Ways of reducing the risk of manipulation taking place could include being alert to:

1. possible signs of motivation
2. the presence of disinhibitors (eg alcohol misuse; inappropriate boundaries)
3. external inhibitors (clear job roles; safe working practices; adherence to clear boundaries)
4. inappropriate relationships, ensuring opportunities do not exist
5. tentative or full disclosures – it is crucial for preventing further abuse of this victim, and/or abuse of further victims.

Explore the next case study together as a whole group.

Slide 29: Case study: Who was groomed?



Case study

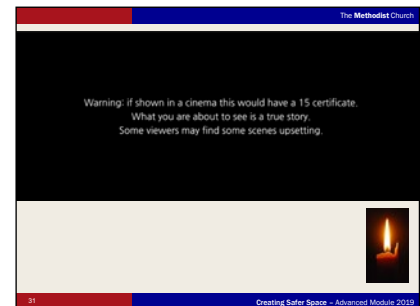
Oscar, a local preacher, preached a sermon on the widow's mite. At the end of the service, Jasper spoke to him and was enthusing about the care and attention he had been receiving from his pastoral visitor, Annie. Jasper explained how good Annie had been in helping him with his bills, his shopping, paying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

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

Who was groomed?

Emphasise that whilst Finklehor's model focuses upon sexual abuse of children, grooming is equally relevant to other forms of abuse involving both children and adults.

Draw out that some extended family, church leaders and colleagues were groomed as well as Jasper. Refer back to the information on grooming in a church context on the previous slide.

Slide 30: Kayleigh's story

At this point you will watch a short but very powerful film that tells the story of a young girl who was groomed online and via texts. It was produced by Leicestershire Police in 2016.

It is a hard-hitting film which highlights the additional challenges and added complexity we face with online abuse.

Remind participants to look after themselves while watching this story as it may affect them.

This is the story of Kayleigh, a 15-year-old girl, but it is worth emphasising that vulnerable people of all ages can be potential targets for online abusers. You will notice how quick the grooming process was.

Kayleigh Haywood began speaking to Luke Harlow, a man she had never met, on 31 October 2015.

Over the course of 13 days they exchanged 2,643 messages. Harlow told the 15-year-old all the things many teenage girls want to hear. He told her she was beautiful, how much he cared for her and that she was special.

Harlow was grooming Kayleigh, along with two other young girls he had also been speaking to. But it was Kayleigh who finally agreed to his requests to spend the night of Friday 13 November 2015 at his house.

She spent the next day with him too. In the early hours of Sunday 15 November, having been held against her will by Harlow and by his next door neighbour Stephen Beadman, Kayleigh was raped and murdered by Beadman.

Online grooming and the dangers of speaking to people online

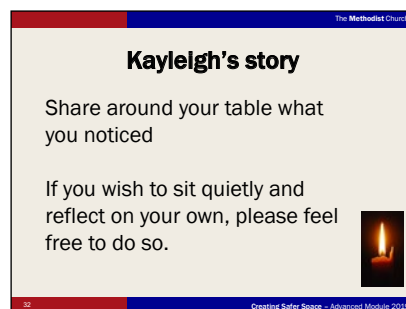
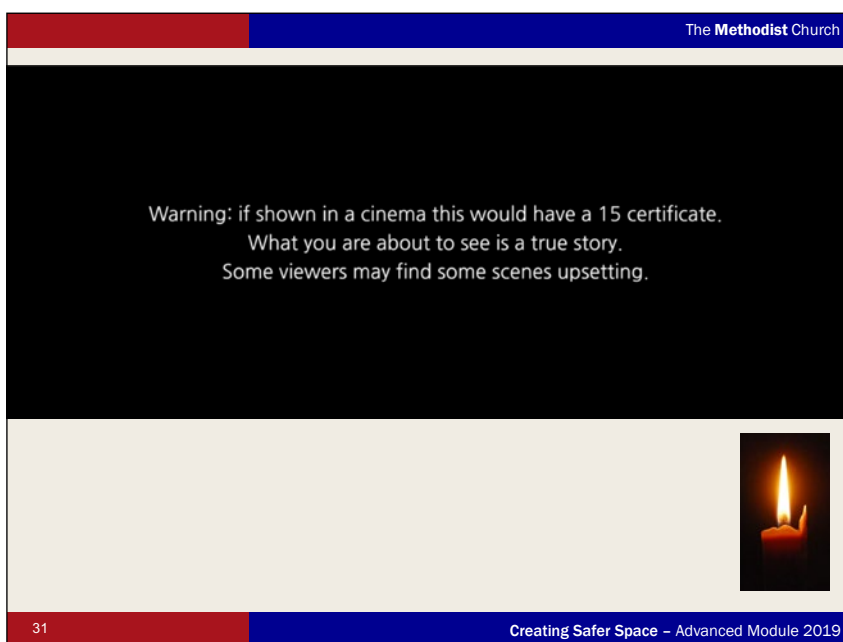
With the support of Kayleigh's family, Leicestershire Police has made a film about aspects of the last two weeks of her life.

Kayleigh's Love Story is as a warning to young people, both girls and boys, about the dangers of speaking to people they do not know online. The film highlights just how quick and easy it can be for children to be groomed online, without them or those around them knowing it is happening. Its purpose is to protect children now and in the future and to stop another family losing a child in this way.

It is vital that **young people understand the importance of staying safe online** and parents can spot the signs that may indicate their child is being groomed. There is further information for parents about online grooming and the **tell-tale signs and behaviours**.

www.leics.police.uk/kayleighslovestory

Slide 31: Kayleigh's film



Show the clip and then ask people to share in small groups what they noticed.

Slide 32: Kayleigh's story

The Methodist Church

Kayleigh's story

Share around your table what you noticed

If you wish to sit quietly and reflect on your own, please feel free to do so.



32 Creating Safer Space – Advanced Module 2019

The Methodist Church

Break



33 Creating Safer Space – Advanced Module 2019

Some people may wish to sit quietly and reflect on their own. If this is the case, ask the others to respect this.

Do not take feedback from this.

Comfort Break

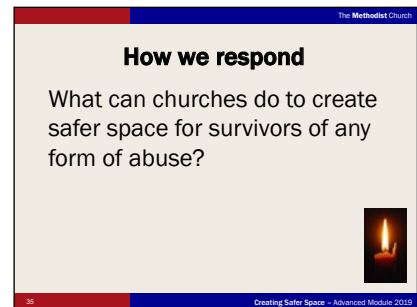
Slide 33: Break



SECTION 3A: Responding – Slides 34-39

This section should take approximately 45 minutes to complete. All slides are mandatory and cannot be removed. They have been designed to meet the needs of a range of learning styles.

Slide 34: Responding well to survivors/victims



Across the Connexion, there are people working hard to listen better to the voices of survivors and to train others to high standards to recognise the needs of survivors.

In the Liverpool District, CASAI (Church Action on Sexual Abuse Issues) is an organisation working alongside female survivors of sexual abuse.

Often when leading workshops, CASAI will use cuddly toys to help people understand the behaviours that can result from experiencing abuse at any age. This is to allay fears, to break down barriers and to counteract an atmosphere of exclusion by instilling compassion and acceptance towards survivors.

Together we will look at some cuddly toys. Remember that this is only an indicator; sexual abuse is personal and the impact is different for every person who experiences it.

Hedgehog – Someone may seem prickly and keep you at a distance. Don't take offence or feel slighted if survivors are not grateful for your efforts for 'all you've done' and they do not or cannot believe you or trust you. Abuse steals so much that only God can heal and through us offer hope.

Turtle – With others it may feel like there is a hard shell. One of the biggest impacts of abuse on a person is that the world has now become a scarier place than it was before it happened.

Patched up bear – While someone may appear patched up and vulnerable, it is important to remember that our role is not to rescue or save someone who has experienced abuse. We must not ignore or reject them either.

Masked bear – CASAI often hears people saying that the abuse has changed them beyond recognition or they wonder what life would have been like without abuse. It is important to be non-judgemental, to be aware of the damage and shame and devastation of abuse for the person affected.

Pooh Bear characters – It may be that someone displays particular traits. They may appear like Eeyore, who displays low mood and depression, or like Tigger, who appears bouncy all the time, or like Winnie-the-Pooh, who definitely eats for comfort. We are part of a very caring community and can accept others, despite their differences.


The best way to offer someone safer space is always to find out what this means to them, then offer them the opportunity to say what makes them feel unsafe, recognising that it might take time for them to know and work out what it is. People often assume that they know what others need or want, or what is safer for them – but what is safe for some can be terrifying for others.

Slide 35: How we respond

The Methodist Church

How we respond

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



35

Creating Safer Space – Advanced Module 2019

The Methodist Church

THE PEACE

THIS IS A TIME DURING THE SERVICE WHICH IS SET ASIDE FOR PEOPLE TO BE NICE TO ONE ANOTHER. DIFFERENT PEOPLE SHARE THE PEACE IN DIFFERENT WAYS:



THE ONE PARTICIPANT THAT IS ASIDE FOR CONTACT IN THE SOUNDING THAT SAYS THIS INDIVIDUAL AND	THE PERSONAL SPACE INVOLVED PARTICIPATE IN HANDSHAKES AND BLESSES	THE DYNAMIC PRACTICE APPROX TO QUEST FOR KNOWLEDGE HAS A GREAT TO NEXT VISION	THE CHURCH REQUIRES CULTURE WILL BE THAT WILL HAVE MINISTRIES OPPORTUNITIES
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Creating Safer Space – Advanced Module 2019

Read the extract from page 14 of the Handbook which explores aspects of worship that may present problems for survivors of abuse.

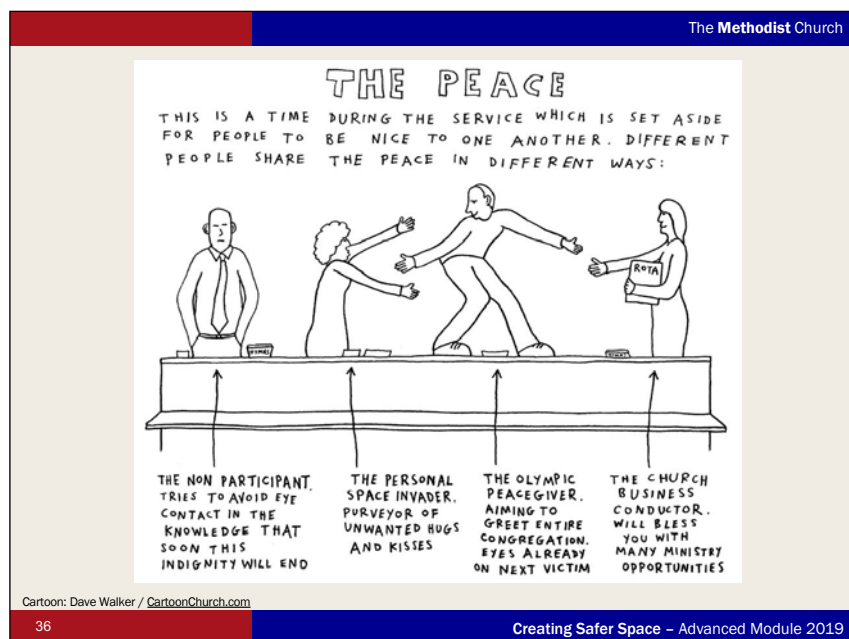
Survivors and worship: What research tells us survivors appreciate from the Church

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

A number of aspects of the regular pattern of worship might present problems to survivors of abuse. Church leaders, not aware of these, might be surprised by a negative reaction to something that appears to them perfectly normal.

- The language used in worship. The same words can trigger bad memories for some and be positive for others. Providing details of service content in advance, either within notice sheets or orders of service, can be helpful preparation for those who might otherwise struggle with something within the worship.
- Often as a child, attributes of the abuser can become associated with the image of God.
- Scripture is interpreted in the light of experience and certain words, actions and/or smells will set off memories for different individuals.
- Some people can find sharing/passing the Peace a threatening experience, particularly if hugging is involved. People should be able to stay quietly seated if this is their preferred option.
- Special services such as Mothering Sunday or Father's Day can be difficult for some people.
- An authoritarian or dogmatic attitude in leading worship or preaching might prove frightening.
- While most visitors appreciate a warm welcome, some who have been abused find certain physical aspects of welcome uncomfortable. Some people are delighted to receive an invitation to sit beside other members of the congregation, while others prefer a more solitary place.

Slide 36: Sharing the Peace



Discuss as a whole group what aspects of church life may be difficult for a survivor of abuse and what the Church could do to ease these.

Ask people individually to note down, in light of the conversation, the things they would need to be considering when planning worship. **The handout for this exercise is in the Training Handouts pack.**

Notes for trainers

Try to draw out some of the following points. These are on page 15 of the Handbook, but avoid letting participants just read them and not come up with their own thoughts and ideas.

- Consider the language used in worship.
- Acknowledge that certain names for God and certain concepts are difficult for some people (eg God the father, God as a loving mother, trust, submitting to God and “It is sinful not to forgive”).
- Acknowledging Mothering Sunday and Father’s Day can be very difficult for some people.
- Bear in mind men and boys can be abused too.
- Be aware of people who have been abused may have triggers that cause flashbacks (eg sights, sounds, smells, etc).
- Do not preach in an authoritarian manner.
- Do not make sweeping statements (eg “The Church is a family of brothers and sisters”, “God is like our loving parent”, “God wants to be in control”).
- Acknowledge that abuse can happen by and to people in church.
- Some people may want to sit by someone else, some may want to sit at the back by the door or at the end of the row so they feel they can ‘escape’.

- Bear in mind some people may not want to share ‘the Peace’ by touching or hugging, or may not want to make eye contact when saying ‘the Grace’. Avoid the kind of thinking that says “it’s just the way we do it here”.
- Do not make these people feel uncomfortable, different or wrong.
- Never make public what financial donations people give. Some people suffer financial abuse and can feel pushed into giving more than they can afford.
- Remember safeguarding is everybody’s responsibility. Make it a way of life, not an add-on or a tick box.

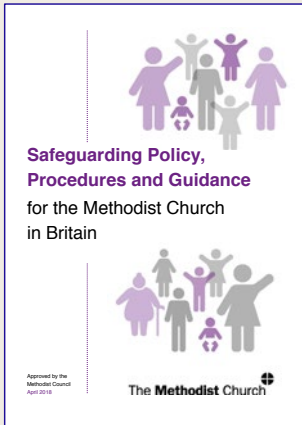

The cartoon ‘the Peace’ is used by kind permission from Dave Walker: CartoonChurch.com.

Slide 37: Responding well to concerns

The Methodist Church

Responding well to concerns


- Safeguarding Policy, Procedures and Guidance for the Methodist Church


37 Creating Safer Space – Advanced Module 2019

The Methodist Church

A listening triangle



- How did it feel to be listened to?
- What was it like summarising but not being able to ask questions?
- Was it easy to ask questions?



38 Creating Safer Space – Advanced Module 2019

Provide everyone with **Safeguarding – A quick reference guide for those working in The Methodist Church**.

Make the distinction between listening to a disclosure of abuse and listening to concerns expressed about others.

Remind people that more information on responding well to those impacted by abuse is found in Section 4 of the **Safeguarding Policy, Procedures and Guidance for the Methodist Church**: www.methodist.org.uk/safeguardingpolicy


Slide 38: A listening triangle

The Methodist Church

A listening triangle



- How did it feel to be listened to?
- What was it like summarising but not being able to ask questions?
- Was it easy to ask questions?




38 Creating Safer Space – Advanced Module 2019

The Methodist Church

Listening feedback

- What does listening well look like?
- What might be helpful things to say or do?
- What might be unhelpful things to say or do?



39 Creating Safer Space – Advanced Module 2019

For this activity, break the group into threes and ask them to work through this task together.

Instructions are available in the Training Handouts pack.

Invite everyone to think of a time when they were not listened to.

Sit facing each other in groups of three.

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

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

Questions to consider once all three people have shared their story:

- How did it feel to be listened to?
- What was it like summarising but not being able to ask questions?
- Was it easy to ask questions?


As you end this activity, remind people of the importance of listening. Listening to understand was one of the reasons the Past Cases Review came about. Listening to the Survivors' Reference Group has informed the new Foundation and Advanced Modules. Listening is a key part of creating safer space in the churches we are part of.

Slide 39: Listening feedback

The Methodist Church

Listening feedback

- What does listening well look like?
- What might be helpful things to say or do?
- What might be unhelpful things to say or do?



39 Creating Safer Space – Advanced Module 2019


The Methodist Church

Respectful uncertainty

The concept of 'respectful uncertainty' comes from the report following the death of Victoria Climbié.

It is:

- critically evaluating information
- keeping an open mind
- dealing with everyone with respect



40 Creating Safer Space – Advanced Module 2019

Using the experience of the previous activity, ask the following questions:

- What does listening well look like?
- What might be helpful things to say or do?
- What might be unhelpful things to say or do?

Write people's answers on the flip chart and then give out the 'Listening Well' handout, which can be found in the Training Handouts pack.

SECTION 3B: Responding – Slides 40-50

This section should take approximately 62 minutes. All slides are mandatory and cannot be removed. They have been designed to meet the needs of a range of learning styles.

Slide 40: Respectful uncertainty


The Methodist Church

Respectful uncertainty

The concept of ‘respectful uncertainty’ comes from the report following the death of Victoria Climbié.

It is:

- critically evaluating information
- keeping an open mind
- dealing with everyone with respect



40 Creating Safer Space – Advanced Module 2019


The Methodist Church

Defensible decision making

Taking decisions that are:

- consistent with policy
- thoroughly thought through
- based on as reliable evidence as possible
- taken forward
- recorded

Remember, deciding to do nothing is a decision.



41 Creating Safer Space – Advanced Module 2019

Participants may have come across these concepts in the Leadership Module. If so, then this is a good opportunity to recap.

Respectful uncertainty suggests an appropriate mind set for listening to concerns about behaviour or justifications for behaviour. The essence of this is that:

- People should always be treated with consideration and respect – however difficult you find them; however much you struggle to acknowledge how they might have behaved.

But:

- People’s accounts can never be taken at face value; however compelling or persuasive they are; however much you want to be able to believe them. You always need to look beneath the surface; keep an open and questioning mind.

Further information on respectful uncertainty and defensible decision making is available on page 18 of the Handbook.

Slide 41: Defensible decision making


The Methodist Church

Defensible decision making

Taking decisions that are:

- consistent with policy
- thoroughly thought through
- based on as reliable evidence as possible
- taken forward
- recorded

Remember, deciding to do nothing is a decision.



41 Creating Safer Space – Advanced Module 2019


The Methodist Church

Case study: stage 1

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

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

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



42 Creating Safer Space – Advanced Module 2019

Defensible decision making means taking decisions that:

- are consistent with policy
- are thoroughly thought through
- are based on as reliable evidence as possible
- take things forward
- have been recorded.

Remember: **deciding to do nothing is a decision.**

These two concepts are explained and then explored using a case example, which unfolds.

Slide 42: Case study (stage 1)


The Methodist Church

Case study: stage 1

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

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

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



42 Creating Safer Space – Advanced Module 2019

The Methodist Church

Case study: stage 2

You have verified the allegation and Revd Jackson has been released on bail. He tells you it is malicious, hurtful and not true.

You now realise that church members are discussing the case, saying that the children making the allegations are known to lie, and that it has all gone too far.

What would you do?

43 Creating Safer Space – Advanced Module 2019

Please note: This case study is available as a handout in the Training Handouts pack.

Stage 1

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

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

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

In the feedback, draw out that a serious situation could relate to a variety of concerns, including:

- A blemished DBS check.
- Information shared by the statutory authorities.
- A recent concern about an individual's behaviour.
- A concern about an individual's behaviour from some years ago.

Also draw out that in determining the level of seriousness, consideration should be given to the following:

- The impact upon any victim(s).
- The likely statutory action/sanction.
- Access that the individual of concern has to vulnerable individuals or groups.
- Likely media interest/reputational damage to the church.

Slide 43: Case study (stage 2)

The Methodist Church

Case study: stage 2

You have verified the allegation and Revd Jackson has been released on bail. He tells you it is malicious, hurtful and not true.

You now realise that church members are discussing the case, saying that the children making the allegations are known to lie, and that it has all gone too far.

What would you do?

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Creating Safer Space – Advanced Module 2019

The Methodist Church


Case study: stage 3

The Crown Prosecution service has brought charges. Revd Jackson pleads not guilty, so a trial is scheduled.

Revd Jackson has asked you for a character reference – what do you do?

What should the response be if he is found guilty or not guilty?

How will this response change over the next 10 years?



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Creating Safer Space – Advanced Module 2019

The validity of the information has been verified and Revd Jackson has been released on bail. In church on Sunday, you realise that lots of people are gossiping about the situation. Some are saying that the children making the allegations are very naughty and have been known to tell lies, so they do not know why anyone believes what they are saying.

Explore what you would do immediately in response to this.

Points to draw out in the conversation:

- Notification to the DSO.
- Notification to the local authority designated officer (LADO), who will want to know what immediate arrangements for safety are being put in place.
- Suspension of Revd Jackson as a without prejudice act pending the conclusion of the police investigation and any subsequent Methodist Church procedures. This should be done in cooperation with the LADO/police, and as the suspension relates to a minister this will need to be carried out by the Chair of District. The Connexional Complaints Officer should also be notified about the situation.
- The management of the case must be quite separate from anyone involved in pastoral support. Provision of separate and independent pastoral support will need to be identified for the victim/survivor, their close friends/family, Revd Jackson, Revd Jackson's family and the church congregation.
- Discussion with the Media Office will need to take place. In addition to preparing any media statement, the Media Office should also be involved in careful consideration about any appropriate information sharing within the church/circuit. The LADO and the police should also be consulted in relation to this.
- The LADO may advise that a referral should be made to children's services if there are children in Revd Jackson's home. This will not be a one-off decision and will need regular re-visiting.

- Consideration will need to be given to appropriate interim safeguarding measures, such as an interim Safeguarding Contract, particularly should Revd Jackson wish to attend worship whilst the police investigation continues. Revd Jackson would not be permitted to attend worship at the same church where the victims attend.
- Notification to Methodist Insurance as soon as possible, because the allegations relate to Revd Jackson's role within the church.
- Recognition that the church will need to notify the Charity Commission in the annual return as the allegations relate to Revd Jackson's role within the church.
- Consideration may also need to be given to notifying ecumenical colleagues or those in other organisations; take advice from the LADO.

Slide 44: Case study (stage 3)

The Methodist Church


Case study: stage 3

The Crown Prosecution service has brought charges. Revd Jackson pleads not guilty, so a trial is scheduled.

Revd Jackson has asked you for a character reference – what do you do?

What should the response be if he is found guilty or not guilty?

How will this response change over the next 10 years?



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Creating Safer Space – Advanced Module 2019

The Methodist Church

Responding well to those who may be a risk

Your role:

- identifying the pastoral needs of all concerned
- working with Safeguarding Contracts (previously Covenants of Care)
- using 'respectful uncertainty'
- being alert to 'disguised compliance'.



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Creating Safer Space – Advanced Module 2019

The Crown Prosecution Service has brought charges. Revd Jackson pleads not guilty and a trial is scheduled to take place at the Crown Court.

You have been asked to supply a character reference for the court hearing. What should you do?

In the feedback draw out:

- No reference should be provided by anyone for court proceedings without careful consideration. This means discussion with either the Assistant Secretary of the Methodist Conference, the Connexional Director of Safeguarding, the Chair of District and District Safeguarding Officer.
- Remember respectful uncertainty.

Explore what the response should be at the conclusion of the trial if Revd Jackson is found guilty or not guilty

In the feedback draw out:

- If Revd Jackson is found guilty, this may result in either a custodial or non-custodial sentence.
- If Revd Jackson is found not guilty, then there will be no conviction.
- Recognition is needed that this is not simply a matter of concluding any criminal court proceedings. Whatever the outcome, there will still need to be an assessment of risk within the Methodist Church. It is important to note that the criminal burden of proof is 'beyond all reasonable doubt', whereas the church has to operate to the civil burden of proof – 'on a balance of probabilities'. This can cause confusion if the police take no action, or there is a not guilty finding, as the church will still need to take action.
- A risk assessment will need to be undertaken. The risk assessment process explores possible risk at the civil standard of proof. This means that considerations are made "on the

balance of probabilities”. There is a clear legal expectation that churches operate on this standard of proof.

“It must be clearly understood that the decision of the police not to pursue an investigation, or not to investigate at all, or of the CPS not to prosecute, does not relieve the Diocese of the duty to assess, on the civil standard of proof, any potential risk...and to act appropriately.”

Baroness Butler-Sloss (retired senior judge) in her May 2011 report into matters in the Chichester Diocese of the Church of England, following a high-profile child abuse case.

Explore what the response might need to be in 10 years’ time if Revd Jackson is found guilty or not guilty.

In the feedback draw out:

- The emphasis that this type of situation will have a deep and long-lasting impact upon the individuals concerned as well as the wider church.
- Ongoing independent and separate pastoral support for all individuals concerned and the congregation may still be needed.
- Continuing management of any identified safeguarding measures may also be ongoing, should Revd Jackson have any involvement in the Methodist Church in 10 years’ time.
- It may also be helpful to provide a grief stages reminder (found on pages 23-25 of the Handbook), forgiveness and healing for the whole congregation.


Slide 45: Responding well to those who may be a risk

The Methodist Church

Responding well to those who may be a risk

Your role:


- identifying the pastoral needs of all concerned
- working with Safeguarding Contracts (previously Covenants of Care)
- using ‘respectful uncertainty’
- being alert to ‘disguised compliance’.



45 Creating Safer Space – Advanced Module 2019

The Methodist Church

Disguised compliance



46 Creating Safer Space – Advanced Module 2019

This slide is a chance to highlight some of the ways people have the responsibility to respond well to those who may pose a risk. Not everyone is expected to respond in all the ways listed, so this is a good time to highlight the importance of people knowing their roles, responsibilities and boundaries.

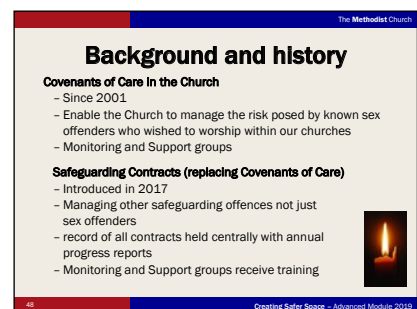
Remember that there is the back page of the reflection and action plan to jot down any notes on roles and responsibilities.

Slide 46: Disguised compliance



Holding slide to provide the trainer time to introduce the disguised compliance film.

Slide 47: Disguised compliance



Disguised compliance is behaviour which gives the appearance or impression of cooperation to avoid raising suspicion, to mask abuse and to allay concerns. This animation explores some of the pointers to be aware of in order to recognise disguised compliance.

Further guidance on disguised compliance can be found on page 22 of the Handbook.

Slide 48: Background and history

The Methodist Church


Background and history

Covenants of Care in the Church

- Since 2001
- Enable the Church to manage the risk posed by known sex offenders who wished to worship within our churches
- Monitoring and Support groups

Safeguarding Contracts (replacing Covenants of Care)

- Introduced in 2017
- Managing other safeguarding offences not just sex offenders
- record of all contracts held centrally with annual progress reports
- Monitoring and Support groups receive training




48 Creating Safer Space – Advanced Module 2019

The Methodist Church

Theological understanding

- All are welcome
- The nature of forgiveness
- Can people change?
- Holding office in the Church
- Justice for all



49 Creating Safer Space – Advanced Module 2019

Background and history to Covenants of Care in the Church

These have been in existence since 2001 and were originally introduced to enable the Church to manage the risk posed by known sex offenders who wished to continue to worship within one of our churches. Monitoring and Support Groups are required to keep their DSO informed of progress.

Safeguarding Contracts

In 2017, the Church reviewed its operation and found that increasingly the model of providing a care package of monitoring and support around an offender had proved a useful approach to managing not just sex offenders but also other safeguarding offences, and their use had grown. (Other safeguarding offences may include fraud, domestic abuse and problems with alcohol or drugs.)

New arrangements were introduced to keep a central record of all contracts and receive annual progress reports. Monitoring and Support Groups will now receive training and can apply to have a new risk assessment of subjects after three years if they feel there has been significant change in the subject's behaviour.

The main changes which have arisen from the 2017 review are:
formalised risk assessment procedures

- Safeguarding Contracts
- central record keeping
- annual progress reports
- provision to review arrangements and recognise change
- training and support to Monitoring and Support Groups.

Slide 49: Theological understanding

The Methodist Church

Theological understanding

- All are welcome
- The nature of forgiveness
- Can people change?
- Holding office in the Church
- Justice for all



49 Creating Safer Space – Advanced Module 2019


The Methodist Church

Risk assessments

These can be at district or connexional level

District – eg led by the DSO following a blemished disclosure

Connexional – eg in response to a safeguarding concern identified by the DSO or where an allegation of abuse has been brought to the attention of the Church via a statutory agency



50 Creating Safer Space – Advanced Module 2019

Participants will have spent some time looking at theological reflection in relation to safeguarding in the essential preparation section. This slide shows the theological themes around the topics of safeguarding contracts, which were part of a report to the 2017 Methodist Conference. A full copy of the report can be found at www.methodist.org.uk/media/1086/counc-mc17-41-covenants-of-care-april-2017.pdf

- All are welcome
- The nature of forgiveness
- Can people change?
- Holding office in the Church
- Justice for all

This is also a good time to remind people to explore the Essential Preparation material, highlighting that even if that have already done it, they can revisit the theological reflection exercise.

Slide 50: Risk assessments


The Methodist Church

Risk assessments

These can be at district or connexional level

District – eg led by the DSO following a blemished disclosure

Connexional – eg in response to a safeguarding concern identified by the DSO or where an allegation of abuse has been brought to the attention of the Church via a statutory agency



50 Creating Safer Space – Advanced Module 2019

The Methodist Church

Why do we need safeguarding records in the Church context?



51 Creating Safer Space – Advanced Module 2019

This next section provides participants with information on how risk assessments of individuals are carried out in a Methodist Church context.

These can be at district or connexional level:

- district (eg led by the DSO following a blemished disclosure)
- connexional (eg in response to a safeguarding concern identified by the DSO or where an allegation of abuse has been brought to the attention of the Church via a statutory agency).

There is more information about the connexional risk assessment process on page 21 of the Handbook. Remind people that that while it is the responsibility of all to be aware of and assessing the potential risks within the context of church life, safeguarding risk assessments should not be done without consultation with your DSO or the Connexional Safeguarding Team.

SECTION 4: Recording and referral – Slides 51-53

This section should take approximately 28 minutes. All slides are mandatory and cannot be removed. They have been designed to meet the needs of a range of learning styles.

Slide 51: Safeguarding Records

The Methodist Church

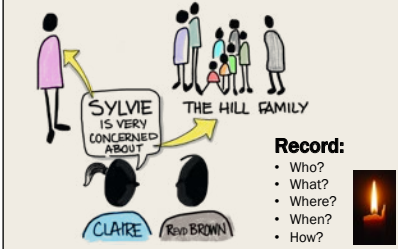
Why do we need safeguarding records in the Church context?



51

Creating Safer Space – Advanced Module 2019

The Methodist Church



Record:

- Who?
- What?
- Where?
- When?
- How?

52

Creating Safer Space – Advanced Module 2019

The Past Cases Review highlighted that in only 57% of the 1,885 cases identified were any records held in relation to safeguarding concerns. Record keeping was highlighted as a key learning theme from the report *Courage, Cost and Hope* (2015), which recognised that while practice has improved, recording keeping is still not consistent enough.

In the church context, safeguarding records are needed in order to:

- ensure what happened (and when) is recorded
- provide a history of events so patterns can be identified
- record and justify the advice and action(s) of anyone involved in safeguarding
- promote accountability
- provide a basis of evidence for future safeguarding activity
- allow for continuity when there is a personnel change.

Slide 52: Recording

Ask for two volunteers to read out the script as Claire and Revd Brown.

At the end of the reading, ask the group to record the conversation as though they were Revd Brown. The images on the PowerPoint presentation will act as a guide to all the characters involved in this.

The script and the recording notes handout can be found in the Training Handouts pack.

A conversation – context

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

A conversation – script

- Claire: Sylvie is worried about Mrs Leonard. She used to help at Lunch Club but now can’t as she’s poorly.
- Revd Brown: What’s the matter with her?
- Claire: She has arthritis, but is losing her memory a little too. Kate has said that she’s always losing things, and when things go missing she blames the carers.
- Revd Brown: It must be hard for the family. They’ve had lots of issues.
- Claire: There have been problems there with poor housing, ill health and that meant they were struggling with money too. Kate did come to church a fortnight ago, but she had

dark shadows under her eyes. She hasn't been coming to church so often so doesn't get to meet up with her friend Kim.

Revd Brown: Hopefully they are getting some help now with all of that.

Claire: Also I've heard that the children have been out playing in the street after 9pm and that they are kept home from school to help the family.

Revd Brown: Do you know that for sure?

Claire: No, it's only what I've heard. But Don, the youth leader, had seen them hanging around the ABC minicab office with older teenagers. Don was a bit worried about that because of the recent publicity in the *Evening Herald* about child sexual exploitation.

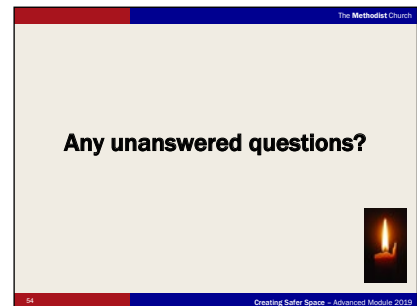
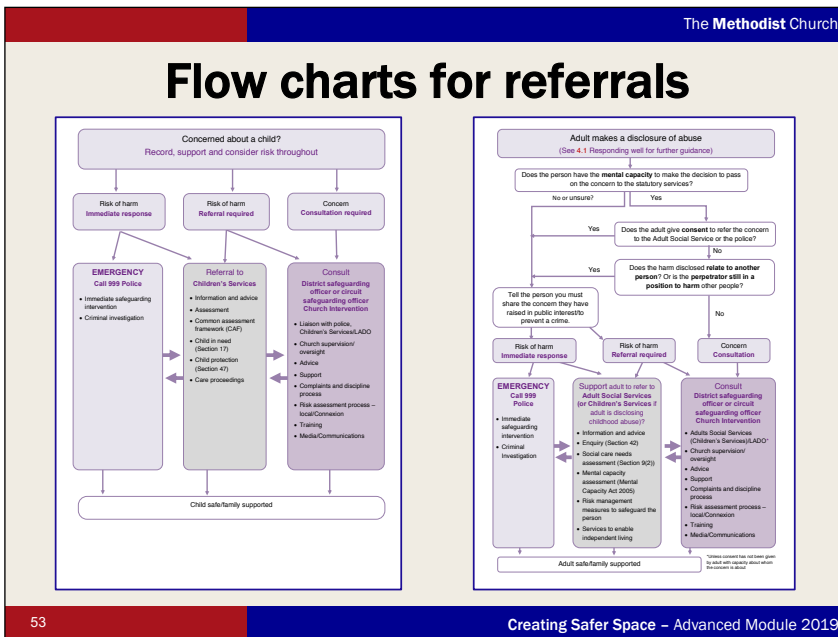
As people write their recordings, encourage them to think about what should be recorded.

Who? What? Where? When? How?

You will also need to reiterate the distinction between someone making a disclosure and hearing others talk of concerns about a third party.

Cover why we record and why we need to record by referring to page 26 of the Handbook.

Slide 53: Flow charts for referrals



There are many situations whereby a member of the church may have concerns, or be made aware of concerns, regarding a child or adult. The person noticing or being informed of concerns must consult with the minister, safeguarding church or circuit safeguarding officer and DSO within one working day.

At this point, highlight that when acting in an emergency situation, it may be necessary to ring the police or appropriate authorities and then contact the DSO later.

The only exception to informing the minister, church, circuit or DSO is if one of them is the subject of the concerns. If that is the case, then they will be excluded. At no time should the person who is the subject of the allegations be informed. Contact should only be made after discussion and agreement with the statutory authorities. Further action will be decided in discussion and agreement with the statutory agencies.

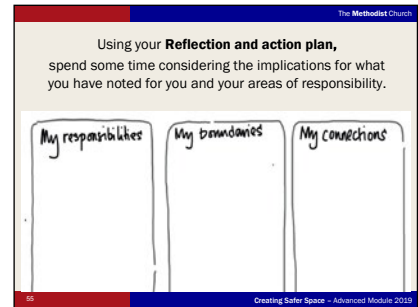
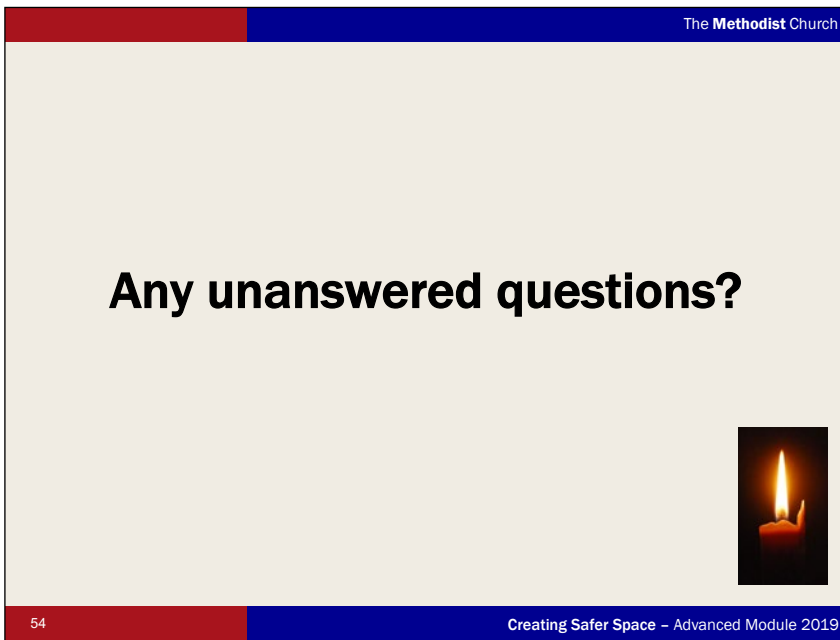
Look together at the flow chart for 'concerns about a child' on the slide, emphasising that at all times the DSO will be guiding you through this.

Remind them that both flowcharts (for children and adults) can be found on pages 30-31 in the Handbook and in Section 4 of the Safeguarding policy, procedures and guidance for the Methodist Church.

SECTION 5: Reflection and close – Slides 54-56

This section should take approximately 10 minutes to complete.

Slide 54: Any unanswered questions?



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

This section should take approximately ten minutes. All slides are mandatory and cannot be removed. They have been designed to meet the needs of a range of learning styles.

Slide 55: Using your reflection and action plan

The Methodist Church

Using your **Reflection and action plan**, spend some time considering the implications for what you have noted for you and your areas of responsibility.

My responsibilities	My boundaries	My connections

55 Creating Safer Space – Advanced Module 2019

The Methodist Church

Closing devotions

56 Creating Safer Space – Advanced Module 2019

Encourage participants to spend some time considering their reflection and action plan and the impact of today on them and their areas of responsibility. Provide everyone with a feedback form and allow time to complete these. They can be found in the Training Handouts pack.

Slide 56: Closing devotions

These prayers were written by survivors in the church. They have welcomed being asked to provide the prayer for the Advanced Module worship. However, it is hard to just choose one. They have provided a selection of prayers which the trainer could use, choosing whichever they feel most appropriate at the end of the day in their devotions section. Copies of all the prayers are in the delegates' handouts.

Prayer one

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

Prayer two

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

Prayer three

Paradoxical God,
you are as much a mystery to us as is
our belief that we are loveable to you.
Faith asks a lot,
church asks more,
and on your behalf too.
Forgiveness without apology,
understanding without process,
giving without receiving.
Plastic has cost the earth much
and silently kills your creatures,
just as falsity naivety and unrealness
has damaged ... well
at least
1,875 survivors in one church
that we know of.
Open our eyes, minds and hearts.
Crucifixion is abhorrent
as is lying in a stinking tomb
or being betrayed by community.
Abuse is not pretty or sanitised.
Let incense swing
breed incensed hearts,
intent on justice,
for the price we have paid,
Jesus alone knows the cost.
Help us to rise up with your blessed child,
innocent like him,
regardless of those who
prey on our survival.

Prayer four

Lord, I'm under the carpet,
too afraid to come out.
For I fear the ugliness of what was done to me
will offend people,
and in their attempt to rationalise it
that they will tell me
that it wasn't real
or that bad,
that it's just my imagination
and that I shouldn't make up stories.
That I'm just 'one of those women'
buying into the Me Too movement
persecuting poor men,
slandering characters unnecessarily.
That no one does that,
only men in raincoats,
never within the church.
That maybe I mistook it,
misunderstood it.
That I'm causing trouble
That children are resilient
or attention seekers
or that they don't like to think
about such things.
That God has told them only to think
on noble things.
That I should just forgive,
turn my cheek,
use it as testimony.
Look to the future.
Put my hand to your plough.
Live within your grace.
See my own sin first
which nailed you to a wooden cross.
Lord, I live under the carpet.

Prayer five

God of all grace, we confess that we, your Church,
have failed to protect the vulnerable from harm,
have failed to prevent abuse,
have failed to be our best selves.

Forgive us and call us into new ways.

Give us your strength to renew our commitment to those who are hurt and damaged.

Make us willing to learn and be transformed in our understanding of the ongoing legacy of damage
Nurture in us a fresh humility about our failure to listen to the abused and address the sin and
destruction of abuse.

May we, your Church be attentive to and never, ever be wearied of the narrative of pain of those who
were, and are, abused.

Amen.

Prayer six

I pray for your Church, Lord.

I pray that you will continue to give it the courage it needs to face the reality of the toxic legacy
of child sexual abuse within its sphere of influence.

I pray that you will strengthen it in its resolve to change from a culture of protective silence around
the perpetrators and defamation of the victims, to a culture which honours truth and courage and
challenges evil-doing.

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

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

Amen.

APPENDIX I: Example timetable for delegates

Section	Content	Timing:
Section 1: Introductions and devotions	Welcome, intro and housekeeping	9.00-9.20
	Devotions	
	Table conversations, reflection and action plan	
	CSS course, aims and objectives, while we are together, look after yourself	
Section 2: Promote, Prevent, Protect	Promote and Prevent	9.20-10.30
	Safer recruitment, management and support, boundary drift	
	Safer organisations and protect, your role	
	Manipulation and control	
	Grooming	
Comfort break		10.30-10.40
Section 3: Responding well 92 min	Survivors/victims	10.40-12.12
	Safe space in worship	
	Responding well to concerns	
	Listening circle and listening well	
	Respectful uncertainty and defensible decision making	
	Serious situations, responding well and safeguarding contacts	
	Theology, disguised compliance and risk assessments	
Section 4: Recording and referral 28 min	Recording	12.12-12.40
	Referral and any questions	
Section 5: Reflection and close 10 min	Reflection and action plan	12.40-12.50
	Closing devotions	

APPENDIX II: Example timetable for facilitators

Section	Content	Slides	Timing	Resources
Section 1: Introductions and devotions 20 min	Welcome, introductions, who's on your table?	1-3	4 min	Post it notes
	Devotions	4-6	5 min	Bible
	Course information, aims and objectives, housekeeping, looking after yourself	7-11	4 min	
	Reflection and action plan, table conversations	12-13	7 min	A3 Reflection and action plan
Section 2: Promote, Prevent, Protect 70 min (73 min with optional comfort break)	Promote and Prevent	14-16	8 min	
	Safer recruitment, management and support, boundary drift	17 or 18 - 20	15 min	Case study or recruitment cards
	Safer organisations and protect, your role	21-24	22 min	Video and sound
	Very short optional break	25	3 min	
	Manipulation and control	26 or 27	10 min	Chocolate/ chairs
	Grooming in the Church and Kayleigh's story	28-32	15 min	Video and sound
Comfort break Length of time at discretion of trainers, it is not included in the delivery schedule		33		Coffee/tea
Section 3: Responding well 97 min	Survivors/victims	34	10 min	Cuddly toys
	Safe space in worship	35-36	10 min	
	Responding well to concerns	37	10 min	
	Listening circle and listening well	38-39	20 min	Timers
	Respectful uncertainty and defensible decision making – including staged case study	40-44	23 min	
	Serious situations, responding well and safeguarding contacts	45-46	15 min	
	Theology and risk assessments	47-50	10 min	Video and sound

Appendix II: Example timetable for facilitators

Section 4: Recording and referrals 28 min	Recording	51-52	15 min	
	Referral and any questions	53-54	13 min	
Section 5: Reflection and close 10 min	Reflection and action plan	55	7 min	
	Closing devotions	56	3 min	

Design and production: Methodist Publishing, on behalf of the Methodist Church in Britain.

Registered charity no. 1132208

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