All Nations

Safeguarding Training

Delegate Handbook

8th March 2025

Outline of the training

Welcome & housekeeping

Introducing EFGA's safeguarding training

Module 1: What is abuse?

Module 2: What is Safeguarding?

Module 3: Creating a safe culture

Break

Module 4: Reporting & Responding

Module 5: Confidentiality

Module 6: Understanding today's environment

Questions, Quiz and Prayer time

Delegate notes

Welcome to our Safeguarding training tool. Whether this is your first time, or you have participated in safeguarding training many times in the past we pray that you will find the session informative. You have been invited to participate in this training because you work with children or vulnerable adults or supervise those that do. It is important to remember that safeguarding is everybody's responsibility and we cannot ever be confident that abuse 'cannot occur' being aware of the sign and symptoms of abuse is one thing, knowing how to respond to them is another.

This is your booklet, feel free to make notes, highlight or just read. It is also a resource for you to refer to in the future, so please keep it safe. There will be opportunities to ask questions and comment throughout the training, but you may wish to write your questions down as you think of them.

Before we begin

Before the session begins, spend some time thinking about the following questions:

- Why you are here?

- What you will learn?

- What impact am I looking for this training to have on me/those I work with?

Be aware—look after yourself and respect others.

Safeguarding training can be a difficult or emotional time for some of those attending. Within any group of people there are likely to be survivors of abuse or their relatives. Training of this type can lead to people experiencing difficult emotions as a result of their past experiences. It may be that you personally feel affected by some of this, or it may be others in the group. Please ensure you look after yourself—taking time out if necessary or talking to someone in your church pastoral or leadership team. Please also be respectful of others in the group—you don't know their 'story

Processing your data - At the end of this session the attendance list will be returned to Elim International Centre where the safe- guarding team will retain the record of your attendance in line with GDPR retention guidelines and then destroy by shredding.

Introducing EFG's safeguarding Training

Aims of the training

- For all present to know the policies and procedures for safe working (with children and adults at risk) in an Elim church and associated ministries.
- To understand the processes for ensuring children and adults at risk are properly safeguarded.
- To be able to respond to, and report, a disclosure made effectively and to support those involved in the disclosure process.

Background to church safeguarding & associated theology

Why safeguarding in the church?

The church is one of the few places where all are welcome, including:

- Children and young people
- Adults at risk
- Survivors of abuse
- Those who have been convicted of abuse or pose a risk of harm or abuse.

Children: Sunday school, toddler groups, youth groups, crèche, uniformed groups, sports groups, Street Pastors.

Adults: Pastoral care, lunch clubs, food banks, money advice, counselling, Street Pastors, community outreach.

Theology of safeguarding:

Proverbs 3:18 "Speak up for those who cannot speak for themselves; ensure justice for those being crushed."

James 1v27 "Religion that God our father accepts as pure and faultless is this: to look after orphans and widows in their distress and to keep oneself from being polluted by the world."

Matthew 18v6 "If anyone causes one of these little ones—those who believe in me—to stumble, it would be better for them to have a large millstone hung round their neck and be drowned in the depths of the sea."

The Independent Inquiry in Child Sexual Abuse (IICSA)

The IICSA was investigating whether public bodies and other non-state institutions in England and Wales have taken seriously their responsibility to protect children from sexual abuse. There were 13 investigations being conducted, including into religious denominations and other groups.

As part of the investigation into the C of E dioceses there has been 14 days of public hearings, 41 core participants and 57,795 pages of evidence. Although the evidence gathering part of the inquiry has now concluded, the final report is yet to be published. It is likely that there will be some changes that will be recommended following the publication of the final report.

What does this mean for us?

It is important that we have robust procedures for recruitment, checking, training and supervising those who are working with children and adults at risk. We want to ensure that those who come into our churches and connected activities are protected, to the best of our ability. We will be judged on our actions and the ways in which our own policies and procedures have been followed.

Notes:

Module 1: What is abuse?

Introduction to the module:

Before you can really discuss safeguarding, you need to be aware of what it is that you are safeguarding against in order to protect a congregation and those that may be at risk of harm. In this module you will be looking at the definitions of abuse as well as signs and symptoms to be aware of. There are several additional pages of reference materials for this module that can be found in Appendix 1 and 2 (at the back of this booklet).

Notes:

Module 2: What is Safeguarding?

Introduction to the module:

This is a short module to raise awareness of the responsibilities of safeguarding and to establish some clear boundaries as well as dispelling some myths. Additional information for this module can be found in Appendix 4.

Notes:

Module 3: Creating a culture

Introduction to the module

'Creating a culture' is to highlight the ways in which Elim churches are safe spaces for children, adults at risk, workers and the congregation and community as a whole. In this module we will explore some of the barriers vulnerable people face when sharing their stories; how we, as a church group, can lower those barriers and how we can create an environment that is safe for those attending. As well as looking at the barriers vulnerable people face, this module will also cover the safer recruitment process, safer working practices & policies and awareness of some topics that may be covered in church, children's or youth groups that may lead to disclosures being made.

Our safeguarding policy can be found on the website and we have two additional documents in the appendices (Limitless Kids safeguarding reminders and our Code of Conduct).

Notes:
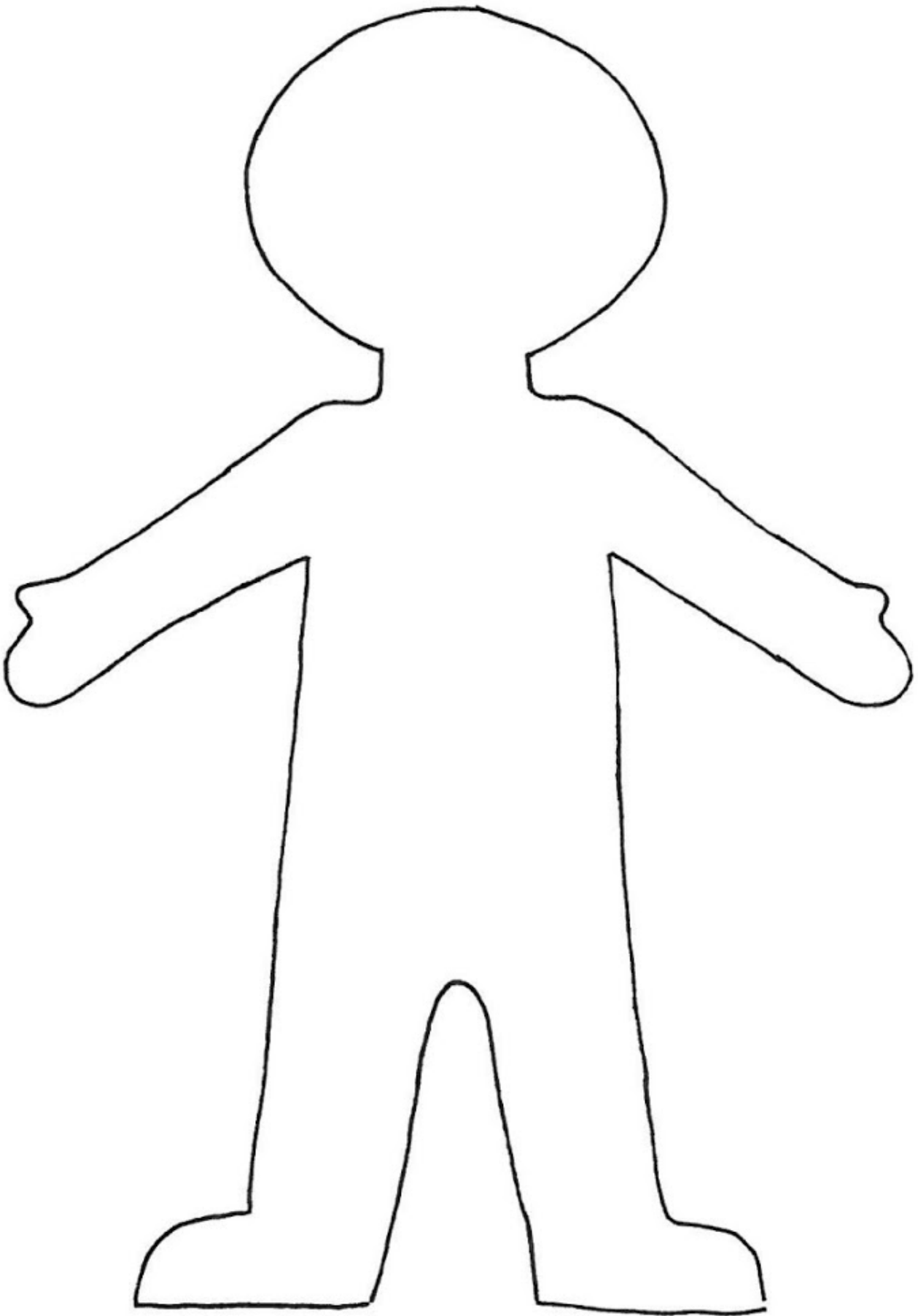
Whistle Blowing

Whistle blowing has both a legal definition and an 'understanding ' in life. Legally, whistle blowing is connect- ed to the **Public interest disclosure act 1998** and provides employees & workers (including volunteers) a route to raise concerns about wrong-doing or malpractice within the running of the charity without fear of victimisation, detrimental treatment or dismissal. It also covers certain areas such as

- A criminal offence
- A breach of legal obligation
- A miscarriage of justice
- The health or safety of any individual has been endangered
- Damage to the environment
- The deliberate concealment of information relating to any of the above.

If you want to find out more about this, please see our video on whistle blowing on ElimNet.

Within safeguarding, especially in a voluntary organisation like Elim, whistle blowing is often more of an informal process to ensure that situations, allegations & concerns are dealt with. Later in this training we will look at reporting & responding to allegations and concerns but, what if you don't feel the concerns have been listened to or acted upon?

Your church safeguarding coordinator and church leader are always the first people who concerns should be raised to, they will help and support you. They will probably not be able to tell you what action has been taken or when but should be able to offer you reassurances that something is happening and, you may see the result of those actions— for example a worker no longer volunteering in an activity.

If you don't feel reassured then there are a number of steps you can take:

- Your church website should contain a link to Elim's national safeguarding referral form (if it doesn't you can find it on the Elim website: www.elim.org.uk/safeguarding). This form is submitted directly to the national safeguarding team who act on all information received and work closely with statutory bodies across the UK.
- Your Local Authority may have a safeguarding advice line—you should be able to find the information on their website, in England they are often referred to as MASH teams (multi-agency safeguarding hub)
- Thirtyone:eight (formally CCPAS) have a safeguarding helpline open to anyone who has safeguarding concerns. They will listen and advise you on the next steps their number is: 0303 003 11 11

<u>Safer working practices</u>

Safeguarding policy
- Every church should be using the Elim safeguarding policy
- Reflects the nature of the work of your church
- Regularly shared, reviewed and updated when necessary
- Easily accessible to all
- The policy should be signed by the minister and endorsed by all.

Adult: Child Ratios (based on Elim's guidance available on ElimNet)
- Minimum of 2 people (usually within sight and hearing, always within sight or hearing)
- Children under the age of 2: 1:3
- Children aged 2: 1:4
- Children aged 4-8: 1:6
- Children aged 9-12: No fewer than 1:8
- Children aged 13-18: 1:10

Photography - *Remember images of people count as 'personal data' so aspects of both safeguarding and data protection/GDPR apply here.* Consider:
- What is the purpose of the photographs being taken?
- What devices are being used to take photographs?
- How are the photos being stored?
- How long are they stored for?
- Where are the photos displayed/shared?
- Do you have permission to take/store/display the photos?
- Are workers aware of people who have not got permission for their photos to be taken/stored/shared?

Risk Assessments - *These can be for activities, rooms, trips/visits, people.* Consider:
A consistent format
- Separating the person responsible for the creation of a risk assessment from the person responsible for the management/oversight of risk assessments
- Assessing the likelihood of risk & the severity of harm
- How often the risk assessment is reviewed and by whom
- How risk assessments are shared, stored and monitored

Supervision & support for workers - *What does supervision look like in your church?* Consider:
- A comprehensive safer recruitment process
- Job descriptions and person specifications
- Application form & interview
- References & other suitability checks (e.g. DBS)
- A proper induction programme
- What does it cover?
- Informal 'check-ins'
- Regular reminders of where you can go to for additional support.

- Regular, structured training sessions to cover all aspects of the work being covered. Who is involved in supervising paid & volunteer workers?

Mobile Phones - *This needs to include consideration of the mobile phones of both workers and young people.* Consider:
- What happens to mobile phones during sessions?
- How are they stored securely?
- How do you contact parents/carers in emergencies?

Transportation - Consider:
- Arrangements for week-to-week transport (e.g. giving lifts to and from sessions
- Arrangements for trips and visits
- Insurance
- Maintenance and safety of vehicles.

Computers and other internet enabled devices - Consider:

- Who has access to the devices?
- What safeguards are in place to protect users from accessing harmful and/or illegal content?
- How is use supervised?

Social Media - Consider:

- Do you have 'official' church/activity social media accounts?
- Who has access?
- Who is responsible for updates etc?
- How is 'safe use' monitored?
- What are the guidelines for behaviour of users and administrators?
- What guidelines are there for workers and children/young people interacting on personal social media accounts?

Physical Contact - Consider:

- What is appropriate?
- How do you ensure the needs of children and young people are met—e.g. personal care?

Health and Safety - Consider:

- Who is responsible for the various aspects of health and safety?
- How is this monitored?
- How are health and safety issues reported and fixed?

Module 4: Reporting and responding

Introduction:

This module is about how you manage a disclosure that is made to you, or that you receive from another per- son. In certain circumstances there is a legal requirement to report allegations and disclosures made. It is important that you familiarise yourself with your church's policies and procedures. There is a copy of the safeguarding reporting form at the back of this manual.

The 5 Rs........

Recognise: Signs and symptoms, and possible changes in behaviour

Respond: Remember it takes courage to come forward and share, remain calm and be receptive, listen with- out interruption, be aware of non-verbal messages, make it clear you are taking them seriously, tell them what you can do to help and what may happen next. Document what was said and who was present.

Reassure: Reassure them that they were right to share, don't promise confidentiality, listen and reflect back what you have been told.

Record: write down what they have said (exact words), your response and the context of the conversation. Keep all notes securely and keep original written notes even if you then type them up. Sign and date them. **Report:** report all concerns to the Church Safeguarding coordinator, do not tell anyone else, do **not** investigate!
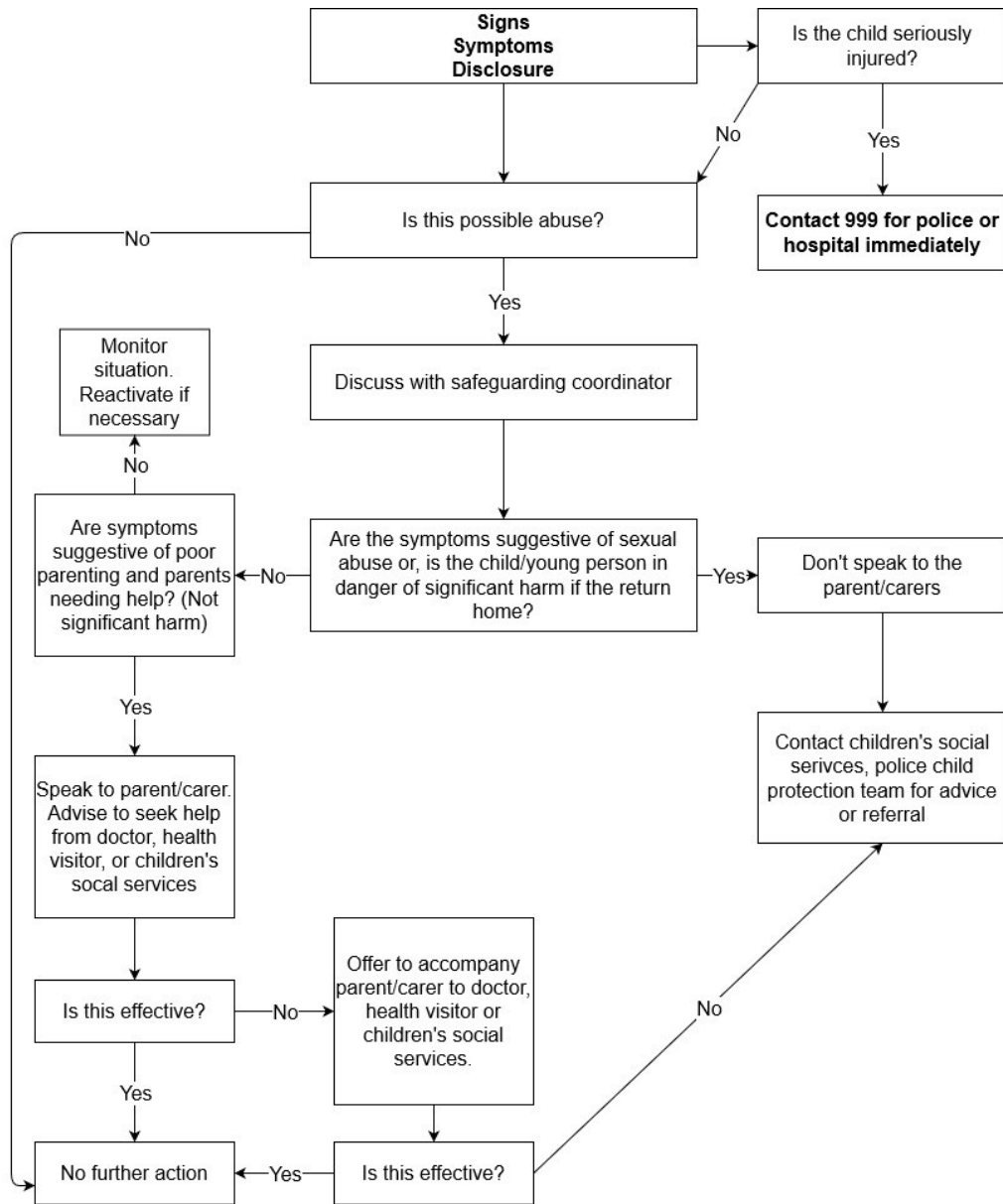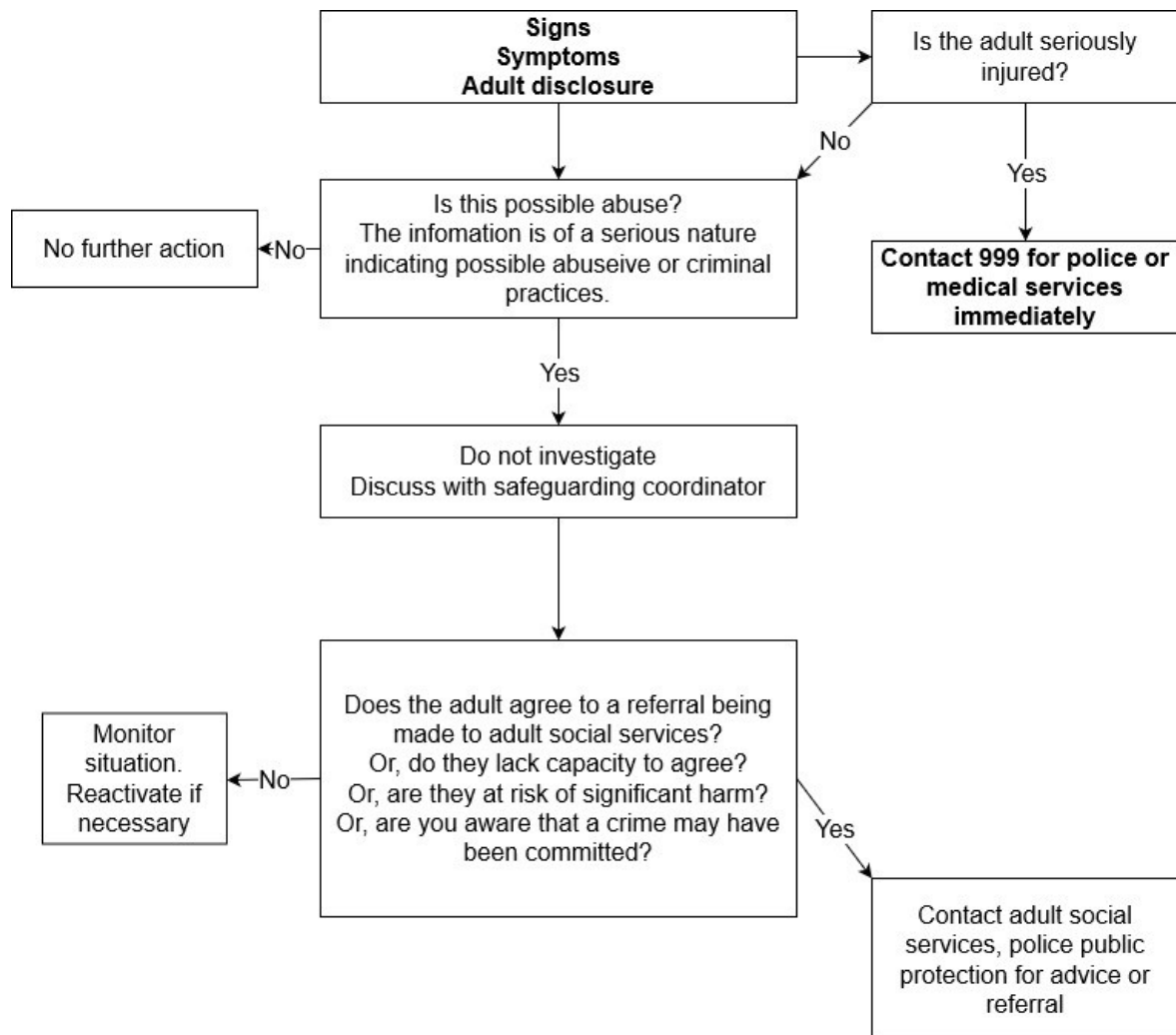
Notes:

Activity - leave this space free

Reporting procedures safeguarding coordinator and how to escalate. (Children)

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                    ┌─────────────────┐              ┌──────────────────────┐
                    │      Signs       │─────────────→│ Is the child seriously│
                    │    Symptoms      │              │      injured?         │
                    │   Disclosure     │              └──────────────────────┘
                    └─────────────────┘                  │              │
                            │              No            No            Yes
                            │                             │              │
                            ↓                             ↓              ↓
          ┌─────────────────────────────────┐   ┌──────────────────────────┐
   No ←───│      Is this possible abuse?     │   │  Contact 999 for police  │
   │      └─────────────────────────────────┘   │  or hospital immediately │
   │                      │                      └──────────────────────────┘
   │                     Yes
   │                      ↓
┌──────────┐   ┌─────────────────────────────────┐
│ Monitor  │   │  Discuss with safeguarding      │
│situation.│   │        coordinator              │
│Reactivate│   └─────────────────────────────────┘
│   if     │                  │
│necessary │                  ↓
└──────────┘
   ↑ No
┌─────────────────┐      ┌─────────────────────────────┐        ┌──────────────────┐
│ Are symptoms    │      │ Are the symptoms suggestive │  Yes   │ Don't speak to   │
│ suggestive of   │←─No──│ of sexual abuse or, is the  │───→    │ the parent/carers│
│ poor parenting  │      │ child/young person in danger│        └──────────────────┘
│ and parents     │      │ of significant harm if the  │                │
│ needing help?   │      │ return home?                │                ↓
│ (Not significant│      └─────────────────────────────┘        ┌──────────────────┐
│  harm)          │                                             │ Contact children's│
└─────────────────┘                                             │ social serivces,  │
   │ Yes                                                         │ police child      │
   ↓                                                             │ protection team   │
┌─────────────────┐                                             │ for advice or     │
│ Speak to parent/│                                             │ referral          │
│ carer. Advise to│                                             └──────────────────┘
│ seek help from  │                                                      ↑
│ doctor, health  │                                                      │ No
│ visitor, or     │                                                      │
│ children's socal│      ┌──────────────────┐                           │
│ services        │      │ Offer to accompany│                          │
└─────────────────┘      │ parent/carer to   │                          │
   │                     │ doctor, health    │                          │
   ↓                     │ visitor or        │                          │
┌─────────────────┐ No   │ children's social │                          │
│ Is this         │──→   │ services.         │                          │
│ effective?      │      └──────────────────┘                           │
└─────────────────┘               │                                     │
   │ Yes                          ↓                                     │
   ↓                     ┌──────────────────┐                           │
┌─────────────────┐ Yes  │ Is this effective?│──────────────────────────┘
│ No further      │←─────│                   │
│ action          │      └──────────────────┘
└─────────────────┘
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Notes:

Reporting procedures safeguarding coordinator and how to escalate. (Adults)

Signs Symptoms Adult disclosure	→	Is the adult seriously injured?

No

Yes

Is this possible abuse? The infomation is of a serious nature indicating possible abuseive or criminal practices.	←No	No further action

Contact 999 for police or medical services immediately

Yes

Do not investigate
Discuss with safeguarding coordinator

Monitor situation. Reactivate if necessary	←No	Does the adult agree to a referral being made to adult social services? Or, do they lack capacity to agree? Or, are they at risk of significant harm? Or, are you aware that a crime may have been committed?

Yes

Contact adult social services, police public protection for advice or referral

Notes:

Module 5: Confidentiality, record keeping and GDPR

Introduction:

The introduction of the GDPR legislation has had huge implications on the way organisations collect, store and process information held about people. It has also led to greater awareness of data protection and confidentiality amongst the general public. This module is about how to ensure you maintain the requirements of the Data Protection Act and GDPR.

DBS Certificates	
Copies/photos of ID	
Attendance registers	
Disclosure of abuse records from 7 years ago	
Permission slips	
Medical forms	
Training records	
Disclosure of current abuse	
The handwritten copy of the notes you made during a disclosure or immediately afterwards (and then typed up)	

Notes:

Module 6: Understanding today's environment

Introduction:

The world is a rapidly changing place and with each new generation of children and young people, society changes. This module seeks to help us understand the challenges children, young people, adults at risk and workers face and helps us to establish a risk assessment approach to keep everyone safe.

Within the church context it is important to consider what actions you are taking as worker with children, young people or adults at risk and what is in your capacity as a member of the congregation and as a friend of the parents or carers of those you work with.

Notes

Appendix 1: Statutory Definitions of Abuse (Children)

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, another child or children.

Child protection legislation throughout the UK is based on the United Nations Convention on the Rights of the Child. Each nation within the UK has incorporated the convention within its legislation and guidance.

The definitions of abuse below operate in England based on the government guidance 'Working Together to Safe- guard Children: a guide to inter-agency working to safeguard and promote the welfare of children' (H M Government July 2018).

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical Abuse: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or. otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worth- less or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in nor- mal social interaction. It may also involve seeing or hearing the ill-treatment of another individual. It could involve serious bullying (including cyber bullying), frequently causing children to feel frightened or in danger, as well as the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse: whether or not the child is aware of what is happening or not involves forcing or enticing a child or young person to take part in sexual activities. It does not necessarily involve a high level of violence. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can other children.

Neglect: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of ma- ternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment) protect a child from physical and emotional harm or danger ensure adequate supervision (including the use of inadequate care-givers) ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Sexual Exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person un- der the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Extremism: Extremism goes beyond terrorism and includes people who target the vulnerable, including the young, by seeking to sow division between communities on the basis of race, faith or denomination. Justify dis- crimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual

respect and tolerance of different faiths and beliefs also regard calls for the death of members of our armed forces as extremist.

Signs and Symptoms of Abuse (Children)

The following signs could be indicators that abuse has taken place but should be considered in context of the child's whole life.

Physical

- Injuries not consistent with the explanation given for them
- Injuries that occur in places not normally exposed to falls, or usual children's activities
- Injuries that have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises on babies, bites, burns, fractures which do not have an accidental explanation
- Cuts/scratches/substance abuse (can be indicators of self-harm)

Sexual

- Any allegations made concerning sexual abuse
- Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour
- Age-inappropriate sexual activity through words, play or drawing
- A child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders, such as anorexia and bulimia

Emotional

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging
- Depression, aggression or extreme anxiety
- Nervousness or frozen watchfulness
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention-seeking behaviour
- Persistent tiredness

- Running away, stealing or lying

Neglect

- Under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses Inadequate care

Appendix 2: Statutory Definitions of Abuse (Adults)

Safeguarding Adults is defined in the Care Act 2014 - Chapter 14 Safeguarding and the Care and Support Statutory Guidance Issued under the Care Act 2014 (June 2014).*The legislation is relevant across England and Wales but on occasions applies only to local authorities in England.*

The Safeguarding duties apply to an adult who: has need for care and support (whether or not the local authority is meeting any of those needs) and; is experiencing, or at risk of, abuse or neglect; and as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

Physical abuse: including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.

Domestic violence: including psychological, physical, sexual, financial, emotional abuse; so called 'honour' based violence.

Sexual abuse: including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.

Psychological abuse: including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.

Financial or material abuse: including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Modern slavery: encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

Discriminatory abuse: including forms of harassment, slurs or similar treatment because of race, gender and gen- der identity, age, disability, sexual orientation or religion.

Organisational abuse: including neglect and poor care practice within an institution or specific care setting such as a hospital or care home or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

Neglect and acts of omission: including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

Self-neglect: this covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. Incidents of abuse may be one-off or multiple and affect one person or more.

Signs of Possible Abuse (Adults)

Physical abuse

- History of unexplained falls, fractures, bruises, burns or minor injuries
- Signs of under or over use of medication and/or medical problems left unattended
- Any injuries not consistent with the explanation given for them
- Bruising and discolouration - particularly if there is a lot of bruising of different ages and in places not normally exposed to falls, rough games etc.
- Recurring injuries without plausible explanation
- Loss of hair, loss of weight and change of appetite
- Person flinches at physical contact and/or keeps fully covered, even in hot weather
- Person appears frightened or subdued in the presence of a particular person or people

Domestic violence

- Unexplained injuries or 'excuses' for marks or scars
- Controlling and/or threatening relationship including psychological, physical, sexual, financial, emotional abuse, so called 'honour' based violence and Female Genital Mutilation.

Sexual abuse

- Pregnancy in a woman who lacks mental capacity or is unable to consent to sexual intercourse
- Unexplained change in behaviour or sexually explicit behaviour
- Torn, stained or bloody underwear and/or unusual difficulty in walking or sitting
- Infections or sexually transmitted diseases
- Full or partial disclosures or hints of sexual abuse
- Self-harming
- Emotional distress
- Mood changes
- Disturbed sleep patterns

Psychological abuse

- Alteration in psychological state e.g. withdrawn, agitated, anxious or tearful
- Intimidated or subdued in the presence of a carer
- Fearful, flinching or frightened of making choices or expressing wishes
- Unexplained paranoia
- Changes in mood, attitude and behaviour, excessive fear or anxiety
- Changes in sleep pattern or persistent tiredness
- Loss of appetite
- Helplessness or passivity
- Confusion or disorientation
- Implausible stories and attention seeking behaviour
- Low self esteem

Financial or material abuse

- Disparity between assets and living conditions
- Unexplained withdrawals from accounts or disappearance of financial documents or loss of money
- Sudden inability to pay bills or getting into debt
- Carers or professionals fail to account for expenses incurred on a person's behalf
- Recent changes of deeds or title to property
- Missing personal belongings
- Inappropriate granting and/or use of Power of Attorney

Modern slavery

- Physical appearance: unkempt, inappropriate clothing, malnourished
- Movement monitored, rarely alone, travel early or late at night to facilitate working hours
- Few personal possessions or identity documents
- Fear of seeking help or trusting people

Discriminatory abuse

- Inappropriate remarks, comments or lack of respect
- Poor quality or avoidance of care
- Low self-esteem
- Withdrawn
- Anger
- Person puts themselves down in terms of their gender or sexuality
- Abuse may be observed in conversations or reports by the person of how they perceive themselves

Institutional Abuse

- Low self-esteem
- Withdrawn
- Anger
- Person puts themselves down in terms of their gender or sexuality
- Abuse may be observed in conversations or reports by the person of how they perceive themselves
- No confidence in complaints procedures for staff or service users
- Neglectful or poor professional practice

Neglect and acts of omission

- Deteriorating despite apparent care
- Poor home conditions, clothing or care and support
- Lack of medication or medical intervention

Self-neglect

- Hoarding inside or outside a property
- Neglecting personal hygiene or medical needs
- Person looking unkempt or dirty and has poor personal hygiene
- Person is malnourished, has sudden or continuous weight loss, is dehydrated, is constantly hungry, stealing or gorging on food
- Person is dressed inappropriately for the weather conditions Dirt, urine or faecal smells in a person's environment
- Home environment does not meet basic needs (for example, no heating or lighting)

Appendix 3: Additional resources to support your understanding of the history of Safeguarding policies and practice

Theology of Safeguarding

'The Gospel, Sexual Abuse & the Church' A theological resource for the local church.

https://www.churchofengland.org/sites/default/files/2017-10/theologicalresourcefaocweb.pdf

'Forgiveness and Reconciliation in the Aftermath of abuse'

https://www.chpublishing.co.uk/books/9780715111321/forgiveness-and-reconciliation-in-the-aftermath-of- abuse

These documents have been produced by the Church of England. The first is a free, downloadable document. The second is available to purchase.

Legislation & Government Guidance

There have been a significant changes in legislation and practice following a number of high profile cases. You may be interested to read further around these cases and the changes made as a result.

1973—Maria Colwell,
1984—Jasmine Beckford
1989—Children Act
1997- police Act
1998—Human Rights
Act 2000—Victoria Climbe
2000—No Secrets
2002—Jessica Wells & Holly Chapman
2003—Every Child Matters
2004—Children Act
2006—Safeguarding Vulnerable Groups Act
2007—Peter Connelly (Baby 'P')
 2009—Conviction of Vanessa George
2012—Child Sexual Exploitation convictions—Rochdale

2014—The Care Act & accompanying guidance

2014—Independent Inquiry into Child Sexual Exploitation in Rotherham (1997 - 2013) - The 'Jay' Inquiry

2015—Working Together to Safeguard Children
(Updated 2018) 2015—The Domestic Abuse Disclosure
Scheme (Clare's law) 2015—Conviction of Bishop Peter
Ball
2017—Conviction of Revd. David Fletcher

Appendix 4 : Further resources to support safeguarding in a local church

1) ElimNet—https://www.elim.org.uk/Group/Group.aspx?ID=125621

2) NSPCC—https://www.nspcc.org.uk/

3) 31:8—(formaly CCPAS) https://thirtyoneeight.org/

4) Church safeguarding consultancy—https://www.churchsafeguarding.com/

5) DBS—https://dbscheckonline.org.uk/

6) Disclosure Scotland—https://www.mygov.scot/disclosure-types/

7) Access NI—https://www.nidirect.gov.uk/

Appendix 5 : Answers & explanations from the yes/no quiz in this module.

1) All abusers are male NO
Data is not easy to come by, and does vary by study (depending on country, sample size and targeted audience) but does indicate that around 20% of abusers are female. Certain categories of abuse do seem to have a higher % of female perpetrators, but, again, data is hard to come by. The main message is, to ensure that all delegates are aware that females, as well as males, can perpetrate abuse.

2) Only adults abuse children NO
In 2018 the NSPCC (Childline) reported a 29% jump in young people contacting their helpline concerned about 'peer on peer abuse.' In 2017/18 the charity held 3,878 counselling sessions with a 'peer on peer abuse' component (NSPCC/Childline #listentoyourselfie campaign).

3) It is illegal to change a child's nappy in front of other children. NO
Whilst it is not illegal, you need to consider the dignity of the child and balance this with the need to protect children from abuse and workers from accusations of abuse. Have a clear policy on personal care (not just nappy changing, but what happens when a child has an accident) and ensure that all workers understand this and know the policies and procedures. If workers engage in 'personal care' even on one occasion they must have a 'barred list check' as part of the DBS procedure. In many churches, a decision has been made that parents are called to attend to a child's personal care needs—for example asking parents to come and change a child's nappy during a crèche or Sunday school session. As well as the implications for safeguarding, you also need to consider the implications on ratios & supervision levels if workers are carrying out personal care of a child.

4) It is okay to drive a young person home from youth club in your car. DEPENDS
This is another example of where policies, processes and risk assessments are needed to ensure both young people and workers are safe from harm. What is your church's policy? Have the parents given consent? This is a discussion to have amongst church leadership teams and devise a safe and workable policy.

5) It is never okay to be in a room with a young person on their own. DEPENDS
Workers who have been properly vetted and trained are legally able to be in a room alone with a child, but consider if this is best practice or not. The age of the children and activity will determine the appropriateness of being alone in a room with a single child or young person. Having doors open or closed will make a difference as will where in the building
a room is. Can you be easily seen through windows in the rooms? In childcare, workers are required to 'usually be within sight and hearing' and 'always within sight or hearing.' Consider how you are protecting both young people and workers if they are regularly carrying out 'lone working' with children or young people. Regularly review your policies and risk assessments.

6) It is best to wait until absolutely certain with evidence before reporting possible abuse. NO
Any concern about a child or vulnerable adults safety should be shared following your policies and procedures. It is not our responsibility to investigate or judge, therefore all concerns should be shared. Many local authorities have a guidance and helpline that can be used to seek advice if you or your safeguarding coordinator are unsure of the next steps. Sometimes the concerns you have are part of bigger picture.

7) It is okay to make friends with a child's parent and visit their home. DEPENDS
As a church, a relational organisation we encourage building relationships. In the course of your own church life you may build (or already have) personal relationships with the parents/carers of those you work with. As a church have a clear policy on areas such as this. For example, one church clearly states in their worker guidelines that social arrangements are private arrangements between families and not an 'official' activity of the church. Think about how you can protect both children and workers—this is where regular supervision and training is important.

8) It is okay to give small gifts; money, toys, cards, letters to a child/young adult. DEPENDS
This question is alluding to 'grooming'. "Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them." (www.nspcc.org.uk) If you wish to send a letter or gifts to a child (e.g. if they are unwell) or in a mentoring relationship you want to give a young person a Bible, study material or similar inform your safeguarding coordinator and make contact with the parents/carers rather than directly with the child or young person. It is not okay to do this secretively or outside of the structures of the activity you work within - the group or activity giving a small gift to children at Christmas is fine, a worker giving a gift to a single child is not. Consider how to ensure the safety of all in your policies and procedures.

9) It is appropriate for young people to make jokes about a leader. DEPENDS
Youth leaders need to ensure that there is a distinction between them and the young people as they hold a position of authority and responsibility. However, it is also important that leaders are relatable to the young people that they are working with. Along with basic relationship building skills such as listening, talking and observing, humour is widely considered key to developing and maintaining good relationships. It is vital that boundaries are in place so that the humour remains respectful and on appropriate topics. Should humour become inappropriate leaders need to clarify those boundaries promptly.

10) Safeguarding is everybody's responsibility. YES
All, from the newest member to the most experienced member of your church organisation or activity, are responsible for ensuring our children, young people and vulnerable adults are safe. The anti-terrorism slogan of 'See it, say it, sort it' can apply equally to safeguarding—if you see (or hear or feel) something that does not sit
comfortably with you, share your concerns following your churches policies and procedures. If you are still not satisfied then there are a number of 'whistle blowing' organisations you can approach—this includes your local authority and the NSPCC.

Appendix 6 : All Nations Code of Behaviour for working with young people

All church workers (paid and voluntary) who wish to work with children and young people should:

- Treat all children and young people with dignity and respect, in attitude, language and actions.
- Use age-appropriate language and consider their tone of voice and body language.
- Learn to control and discipline children and young people without physical punishment (using physical discipline and punishment is illegal for children and youth workers).
- Avoid, wherever possible, being left alone with a child or young person. When such a situation is necessary or inevitable, it is essential that the child and leader are visible to others (e.g. A door should be left open). Best practice would be to move to a space populated with other leaders.
- Obtain additional adult help (if needed) in situations where a worker is alone with a child (e.g. Small Sunday school classes).
- If known in advance, seek a parent's permission if a child or young person is to be seen on his or her own. Another adult must be nearby, and the child or young person must know this.
- Only counsel or mentor children and young people of the same sex (i.e., male to male, female to female). Where this is not possible, then another adult (preferably of the same sex as the child or young person) shall be present during the interaction.
- Ensure that when they need to see a child or young person off the church premises outside of normal activities, they always do so in a public place, as well as letting their team leader or Church Office staff know.
- Consider how many workers should be involved with the group, and whether they have adequate male and/or female workers to safely run the group.
- Respect (at all times) the privacy of children, avoiding questionable activity such as rough or sexually provocative games and comments.
- Ensure that another adult is informed if a worker needs to take a child to the toilet. The level of personal care (e.g., toileting) must be appropriate and related to the age of the child, whilst also accepting that some children have special needs.
- Speak to parents of children under 2 years old who aren't toilet trained. The expectation is that a parent/guardian attends to them, rather than the worker.

All church workers with children and young people should not:

- Be sexually suggestive about or to a child or young person, even in fun.

- Touch a child or young person inappropriately or obtrusively.
- Play rough physical or sexually provocative games.
- Invade a child or young person's privacy whilst washing or toileting.
- Entertain excessive attention seeking from a child or young person towards themselves, that is overtly physical or sexual in nature.
- Scapegoat, ridicule or reject a child or young person.
- Show favouri\tism to any one child or young person, or certain group of children or young people.
- Allow unknown adults access to children (visitors should always be accompanied by a known person).
- Allow unknown adults to give children or young people lifts
- Give lifts to children or young people on their own. If this is unavoidable, ask the child or young person to sit in the back of the vehicle.
- Invite a child or young person to their home, and certainly not alone.
- Leave a child alone outside the church without adult supervision. Always ensure a known person will collect the child.

Limitless kids - safeguarding reminders.

Ofsted recommended ratios:

2-3 years one adult to four children

4-8 years one adult to six children

9-12 years one adult to eight children

Based on current numbers there should be at least 2 adults in all groups (2-4s, 5-7s and 8-11s). All adults should be DBS checked. In exceptional circumstances Debbie may ask a parent to step in and support a group.

Children must not leave the group room unless accompanied by an adult. If accessing the toilet, the adult should wait outside. In the case of Limitless 2-4s if a child cannot use the toilet by themselves a parent should be called.

With Limitless 2-4s and 5-7s children must be collected by their parents at the end of the session.

Limitless 8-11s may leave the session by themselves if the service is finished. If the service is still going but the group session has finished then either the children must remain upstairs until the end of the service or adults must accompany them downstairs to stay in the reception lobby or return to their parents.

If you have any issues with behaviour during the session or a child leaves the room without permission, please inform Debbie ASAP or Claire in the absence of Debbie.

If you have any safeguarding concerns during the session, please contact Debbie ASAP

EFGA - Safeguarding Concerns Form

Incident/concern reported by: _____   Date:_____

Date of incident/concern: _____   Time of incident/concern:_____

Location of incident/concern: _____

Name(s) and age(s) of individuals involved: _____

_____

FACTUAL description of incident/concern: (Including what was said and by whom)

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Action taken and by whom:

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Signed by staff reporting: _____   Date: _____

Signed by DSO/Deputy: _____   Date: _____