

**Are you a
'Safeguarding' Church?**



Twelve activities for
PCCs and Parish Groups

Canterbury Diocese

This booklet contains twelve activities which are designed to help PPCs and parishes consider their responsibilities in regards to safeguarding. Work as a group to complete the activities. After completing each one, think carefully about what your next steps should be as a church to ensure you're compliant with the Diocesan Safeguarding Guidelines.

Each activity relates to a different area of safeguarding concern and to a specific part of the Diocesan Safeguarding Guidelines. As you complete the activities you should use your guidelines to check your answers.

The activities take between 5-10minutes each to complete, so to do all 12 we recommend you take a 90 minute meeting.

- Activity 1—Culture of Vigilance—Guidelines section 1.5
- Activity 2—Safe Recruitment—Guidelines section 11.6
- Activity 3—Key tasks of the PCC —Guidelines section 5.15 (Annexe C)
- Activity 4—Categories of Abuse —Guidelines section 6.3-6.17
- Activity 5—Role of Safeguarding Coordinators —Guidelines section 5.3 and (Annexe B)
- Activity 6—Parish Responsibilities —Guidelines section 2, 5 and Annexe A
- Activity 7—Inclusive Environment —Guidelines section 13.1
- Activity 8—Responding to Disclosures/ Allegations —Guidelines Annexe E
- Activity 9—Safe Working Environments —Guidelines section 12
- Activity 10—Recording —Guidelines section 7.16
- Activity 11—Responding —Guidelines section 7
- Activity 12—Sharing Difficulties

ACTIVITY 1

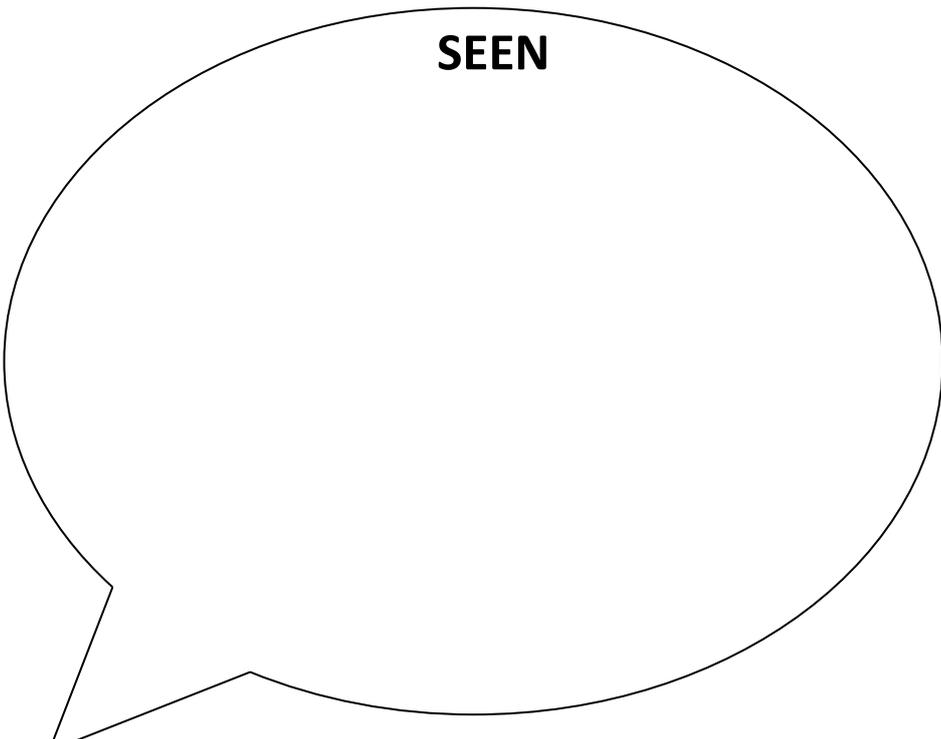
CULTURE OF VIGILANCE

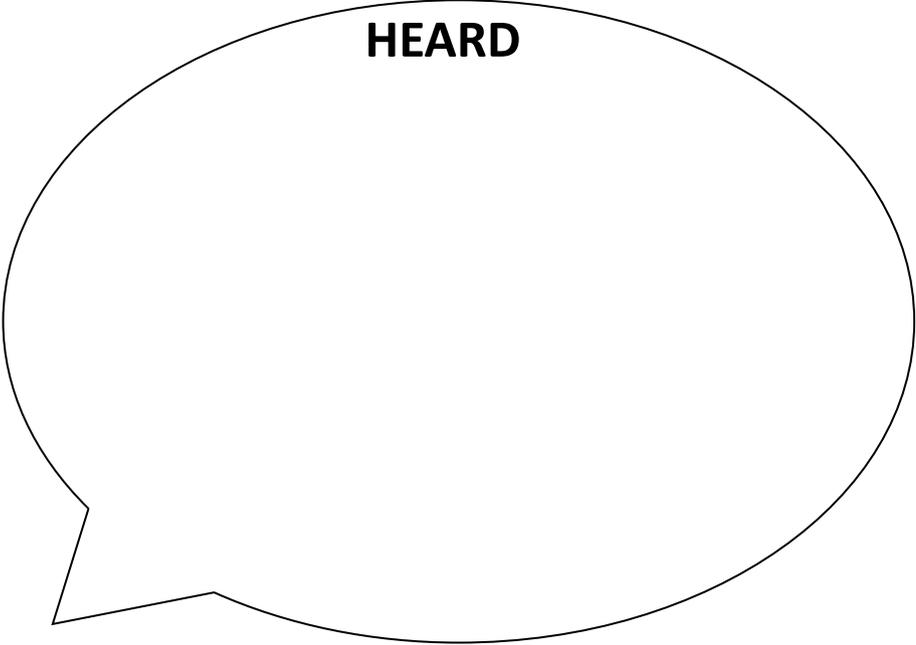
SECTION 1.5 IN THE SAFEGUARDING GUIDELINES

What would a culture of vigilance look like in your parish? What words come to mind?

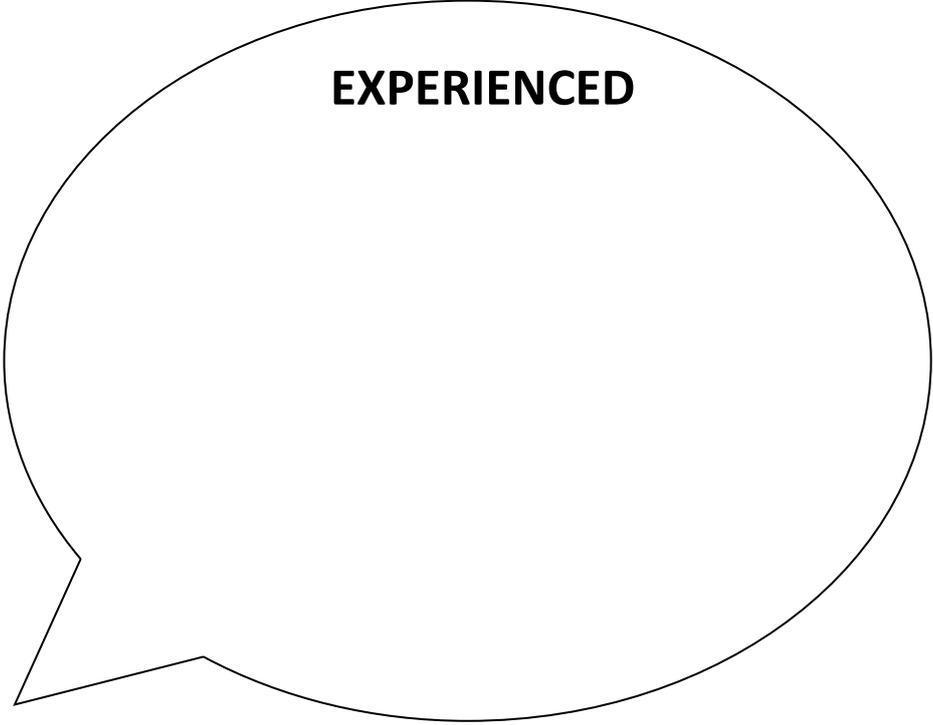
Write in the different speech bubbles below and on the other side of this page to describe what could be seen, heard and experienced to demonstrate this culture.

SEEN

A large, empty speech bubble outline is positioned below the text. It has a rounded top and a pointed tail at the bottom left. The word "SEEN" is printed in bold, black, uppercase letters at the top center of the bubble.



HEARD



EXPERIENCED

ACTIVITY 2

SAFE RECRUITMENT

SECTION 11.6 IN THE SAFEGUARDING GUIDELINES

Identify the groups of children, young people and vulnerable adults that you engage with and minister to on behalf of your parish. Write them in the lists overleaf. We have given you some examples to start you off.

Use this list to help you identify what is needed for these groups with regard to different aspects of safe recruitment; recruitment, supervision and support of paid staff and volunteers.

CHILDREN	YOUNG PEOPLE	VULNERABLE ADULTS
E.G. Parents and Toddlers	E.G. All Stars Group for 11-14 year olds	E.G. Bereavement group
How are the leaders and helpers of these groups recruited?		
Is DBS part of the recruitment process?		
What supervision and support is in place?		
What might you need to do next?		

ACTIVITY 3

KEY TASKS OF THE PCC

SECTION 5.15 IN THE SAFEGUARDING GUIDELINES (ANNEXE C)

Look at the Key tasks of the PCC listed here from the diocesan guidelines. Next to each one, draw a sad face for “No we don’t do that”, a smiley face for “Yes we have completed that task” and a question mark for “I’m not sure / I need to check with others.”

Reflect on your answers.
What’s your next step?

- Adopt annually a Parish Safeguarding Policy Statement.
- Display the Parish Safeguarding Policy.
- Review annually the implementation of this policy and of the Diocesan Safeguarding Guidelines.
- Appoint Parish Safeguarding Coordinator(s) and advise Diocesan House of any change.
- Display the Childline and Family Lives telephone numbers.

Continued over leaf.

- Keep a record of all activities in which children and vulnerable adults are involved.
- Ensure that a record is kept of all unaccompanied children and vulnerable adults attending parish activities.
- Ensure that all those working with children and vulnerable adults are appropriately recruited, trained and supported under Safer Recruitment Guidelines.
- Ensure that all those working with children and vulnerable adults have a DBS Disclosure subject to role, which is renewed every 5 years
- Ensure that those who may pose a threat to children and vulnerable adults are effectively managed and monitored, always taking advice from the Diocesan Safeguarding Adviser.
- Ensure that appropriate Health and Safety procedures are in place.
- Notify the parish insurers of any serious safeguarding incident involving a parish worker, paid or unpaid.
- Carry out an audit of premises in which activities involving children and vulnerable adults take place to assess safety and suitability.
- Ensure that good records are kept of safeguarding concerns/ unusual circumstances and that they are stored securely.

ACTIVITY 4

CATEGORIES OF ABUSE

SECTION 6.3-6.17 IN THE SAFEGUARDING GUIDELINES

Can you identify and describe the 12 categories of abuse described in the guidelines? List them below. You can check your answers over the page. Refer to the guidelines for more information.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

1. Discriminatory abuse
2. Neglect or acts of omission
3. Financial or material abuse
4. Psychological abuse including emotional abuse
5. Sexual abuse
6. Physical abuse
7. Spiritual Abuse
8. Sexual Exploitation
9. Human Trafficking
- 10.e-Abuse
- 11.Domestic abuse
- 12.Institutional abuse.

ACTIVITY 5

ROLE OF THE SAFEGUARDING COORDINATOR

SECTION 5.3 (& ANNEXE B) IN THE SAFEGUARDING GUIDELINES

Fill in the missing words of the Parish Safeguarding Coordinator job description. Check your answers in the guidelines.

The key tasks of the Parish Safeguarding Coordinator are to:

1. Have an _____ of all parish activities involving _____ and _____ and keep a _____ of these activities.
2. Be _____ with Diocesan safeguarding guidance and ensure that _____ of activities are fully _____ of, and are _____ this guidance.
3. Liaise with the _____ over safeguarding issues.
4. Keep in touch with the leaders of all _____ and offer them _____ and _____ over safeguarding matters.
5. Liaise as necessary with the _____ Safeguarding Advisers and other Diocesan _____
6. _____ training offered by the Diocese for _____

Continued overleaf.

7. _____ with safeguarding _____ in the parish as appropriate.

8. Attend the PCC at least _____ to ensure safeguarding issues are _____ and that the PCC _____ the annual Parish Safeguarding Policy Statement.

9. Ensure that the Parish Safeguarding _____ Statement is _____ in the Church.

10. Keep good _____ of any safeguarding _____ that may arise and ensure that _____ do the same.

11. Promote _____ in places of worship and within parish activities.

12. Keep the church leadership _____ of good safeguarding practice

ACTIVITY 6

PARISH RESPONSIBILITIES

SECTIONS 2, 5 & ANNEXE A OF GUIDELINES

Identify the responsibilities of your parish in relation to safeguarding using your knowledge of Section 5 of the guidelines, your Parish Safeguarding Policy Statement (which is adopted annually) and the principles of the House of Bishops' Safeguarding Policy Statement.

Write them in the boxes over the page (we have given you one to start you off). Use the guidelines to check your answers (pages 7, 12, 13, and 36).

ACTIVITY 7

INCLUSIVE ENVIRONMENT

SECTION 13:1 IN THE SAFEGUARDING GUIDELINES

Use the symbols over the page to think about how inclusive your parish is.

What other groups are there which may have special needs you could do more to meet?

What might you need to do differently to ensure accessibility and inclusivity?



ACTIVITY 8
RESPONDING TO DISCLOSURES
AND ALLEGATIONS

ANNEXE E IN THE SAFEGUARDING GUIDELINES

The table over the page references the lists of Dos and Don'ts in the guidelines which outlines what you should or shouldn't do if someone makes a disclosure or allegation to you.

Look at the list of Don'ts on the sheet and write down what you should do instead.

DON'T	WHAT SHOULD YOU DO INSTEAD?
Ask leading questions – e.g.: “was it your Grandad who bruised you?”	
Investigate yourself	
Speak to the person against whom the allegation is made	
Draw your own conclusions	
Promise confidentiality	
Keep it to yourself	

ACTIVITY 9

SAFE WORKING ENVIRONMENT

SECTION 12 IN THE SAFEGUARDING GUIDELINES

Over the page, write down what you need to have and what you need to do as a parish to ensure you are covered with regard to health and safety in relation to people, forms, incidents, on and off site, etc. Use the hints below to help you.

Once you've done this, and checked your answers against section 12, ask each other: what more needs to be done to ensure best safe practice?



To be compliant with health and safety best practice, we should:

ACTIVITY 10

RECORDING

SECTION 7: 16 IN THE SAFEGUARDING GUIDELINES

There are seven essential things to record from a disclosure/ allegation listed over the page. First, fill out the missing letters in the key words.

Secondly, choose which example under each best reflects an accurate recording of a disclosure.

W _ _ was involved?

1. Jane Smith, Mary Jones and Paul Smith—disclosed to James Pierce, one of the Youth Group leaders
2. Jane, her friend and her brother—plus James

W _ _ _ happened?

1. Mary punched Paul in the face who turned and hit Jane on her left shoulder.
2. I think Paul was provoked after he was called a liar so that's why he hit Jane.

W _ _ _ _ it happened?

1. At home
2. In Jane Smith's bedroom at 2 The Street, Anyplace, UK.

W _ _ _ it happened?

1. Friday 6th November at 7.50pm
2. Last week

W _ _ it happened?

1. The youngsters were over-excited
2. The parents were out and the children were unsupervised

W _ _ _ was it referred to

1. The youth club staff found out.
2. Disclosed to James Pierce on Monday 9th November at 8.15pm. James referred to Parish Safeguarding Coordinator, Shelley Brooks immediately, who referred it to Elaine Rose.

H _ _ it happened

1. Mary and Jane were playing in the bedroom and Paul disturbed them, when he wouldn't leave Mary punched him in the face.
2. The children argued and fought.

ACTIVITY 11

RESPONDING

SECTION 7 OF SAFEGUARDING GUIDELINES

- Is this abuse?
- Are you concerned?
- What do you do next?

One by one read out the scenarios that are listed over the page. Individually, without conferring, decide how concerned you would be. Score each scenario 0-10 with 0 being no concern and 10 being very concerned. Each person should make a note of their own scores.

At the end compare scores. What are the implications when group members have different scores?

Remember—there are no wrong or right answers with this.

	Range of scorings across the group?
A 24 year-old young man with learning difficulties comes to church with a black eye, he says "Dad hit me with a rake."	
Jenny is 30 and blind. She reads Braille but there is no hymn book for her to use.	
Jack is a man with Alzheimer's, his wife often leaves him while she pops to the church coffee morning. Neighbours keep an eye on him. Once or twice he has been found wandering on the main road while his wife was out.	
An adult male volunteer who does not work, spends time in a luncheon club for the elderly and infirm pensioners. Over a period of time he starts to offer to do their shopping. All of a sudden he appears to have a lot of money which he tells everybody about.	
A 14 year old boy is brought to church by his grandfather each week, he is very withdrawn. You discover he is caring for his mother who is a drug user. He also helps look after his 3 year old sister.	
A young man with learning difficulties, aged 17, comes to church, he still attends the Sunday school with children aged 8-10. He is very large and very affectionate, always wanting to kiss the girls. They don't like this.	
An older youth leader who has been running the group for decades complains that he can't hug the teenagers any more as this is not allowed.	
A middle aged man who uses a wheel chair comes to church once a month. There is a ramp but no wheel chair access to the toilet. He complains because when he comes he has to use a catheter.	

ACTIVITY 12

SHARING DIFFICULTIES

Individually, consider what difficulties do you encounter in your role with regards to safeguarding?

Individually, consider what challenges you perceive your parish faces with regards to safeguarding?

Write your answers down on some post it notes (be careful they do not contain any confidential information). If it is appropriate then share some of them with each other. You could stick them up on a flip chart or wall.

Either ask someone in the group to offer these things to God in prayer, or have a time of open prayer where you bring your own challenges and difficulties to God either out loud or silently.



Diocesan Safeguarding Contacts

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