

**Diocese of Peterborough and**

**Peterborough Cathedral**

**Safeguarding Training Strategy 2022 – 2024**

1. **Introduction**
   1. A healthy Christian community is one which ensures and nurtures the wellbeing of all. Therefore, safeguarding needs to be embedded in all aspects of the life and ministry of the Church, and safeguarding training and development is seen in this context. It is essential that churches understand safeguarding as a theological imperative, rooted in the nature and love of God, committed to giving equal worth to all, practicing reciprocal pastoral care, and treating those who are most vulnerable with respect and dignity.
   2. The National Safeguarding Training and Development practice guidance 2021 sets out the framework for safeguarding training to ensure that all Church officers[[1]](#footnote-1) are trained in aspects of safeguarding relevant to their role. This is to enable all Church Officers to develop and maintain the necessary knowledge, attitude and skills to safeguard and protect children, young people and vulnerable adults as outlined in the ‘Promoting a Safer Church’ House of Bishops policy statement (2017). The practice guidance applies to all Church officers.

1.3 Under section 5 of the Safeguarding and Clergy Discipline Measure 2016, all authorised clergy, Bishops, Archdeacons, Licensed Readers and Lay Workers, Churchwardens and PCCs **must have ‘due regard’** to safeguarding guidance issued by the House of Bishops (this will include both policy and practice guidance)[[2]](#footnote-2). Failure by clergy to comply with the duty imposed by the 2016 Measure may result in disciplinary action.

1.4 The House of Bishops guidance requires dioceses to offer consistent training in safeguarding for clergy, and other diocesan officers, including all those who hold the Bishop’s license. Although there is no statutory requirement for this training, there is an expectation in Government guidance that all staff, volunteers and office-holders know what to do should safeguarding situations arise. There may also be issues of insurance and vicarious liability should training opportunities not have been made available to parishes by the diocese, together with robust encouragement to access it. The costs for this training are fully covered by the diocese for diocesan officers, volunteers and members of congregations in the diocese.

1.5 The current strategy agreed by the Diocesan Safeguarding Management Group on 11th December 2019 will continue to be implemented until December 2021.

1.6 This strategy outlines how the 2022 Framework will be implemented in The Church of England Diocese of Peterborough from January 2022 to December 2024.

**2.** **Organisational Cultural Change**

2.1 The National Safeguarding Team (NST) is committed to leading a paradigm[[3]](#footnote-3) shift in the Church’s approach to safeguarding. The ‘Vision’ is that safeguarding, rather than being on the periphery, becomes part of the DNA of the Church, its mission and its theology. The Diocese of Peterborough supports this ‘Vision’.

2.2 Over recent years in secular practice, there has been a major shift in the approach to training. There has been a realisation that learning opportunities should focus on people’s beliefs and values and not just ensure that processes are understood. People’s behaviors’ flow from their beliefs and values, therefore it is necessary to engage people at a deeper level. The Vision emphases the ideas of ‘transformative learning journeys’ which will impact on people’s beliefs and values, and through that, their behaviours. This involves a blending of methodologies, with an emphasis on self-reflexivity and facilitated dialogue and moves away from just being a focus on process. It is a blended approach.

2.3 Training will be focused on building healthy communities with a culture of safety and prevention, in which the wellbeing of all is ensured and nurtured. The National Safeguarding Training Modules reflect the national requirements across all dioceses for ensuring healthy safeguarding practice, responding well to victims and survivors of abuse in the church context. They emphasise the need to work in co-operation with the Diocesan Safeguarding Advisor (DSA) and with statutory agencies in all safeguarding matters.

2.4 The Diocese of Peterborough recognises that:

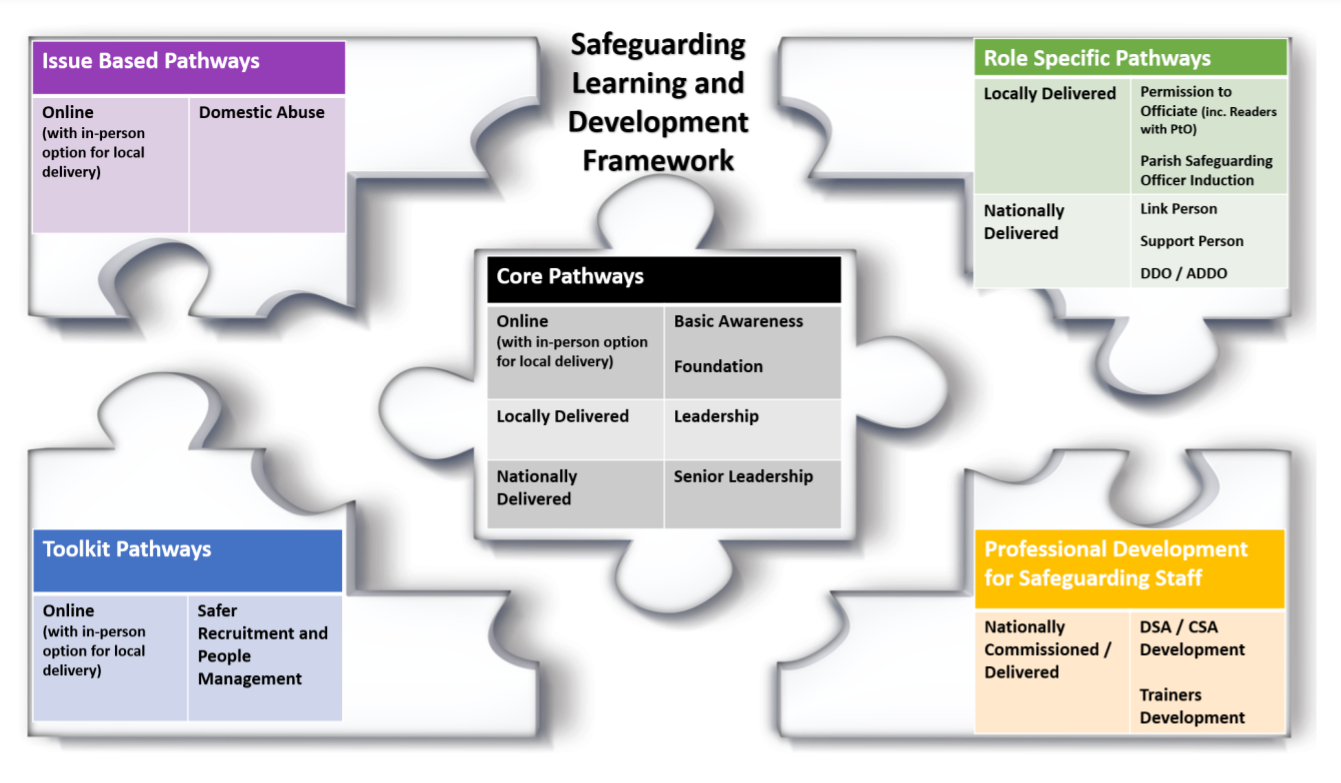
* + The vulnerabilities, resilience and competence of those participating in training need to be taken into account. Some workers within the church and Cathedral are volunteers with no previous safeguarding experience, and it is likely that during training delivery some participants will have experienced abuse themselves either directly or indirectly. No-one should be unduly distressed or undermined by church training.
  + Participants therefore need the opportunity to explore with the trainer and one another the particular and complex challenges which they face in their work with children and adults who may be vulnerable. Training also provides a valuable opportunity to develop a trusted working relationship between the DSA team and parish / cathedral officers. Core church safeguarding training is available on-line and face to face, processes need to be put in place so that a response can be made to any immediate need.
  + Participants in training are also likely to need some opportunity to reflect on the relationship between safeguarding issues and their faith. The Church is called to lead the way in the development of pastoral services to those affected by abuse and trauma, working alongside other agencies as a team. We can enable confidence in the church’s ability to safeguard if we accept our historic failings and openly work to address risk.
  + This strategy follows the requirements of the Church of England’s practice guidance ‘Safeguarding Training and Development’ with which all dioceses, cathedrals and theological education institutions are asked to comply. At Diocesan level the strategy will be evaluated, reviewed and adjusted annually in response to new legislation, policies and guidance as advised by the national safeguarding team, and feedback from the previous year. Any learning will be shared with the NST Learning and Development Manager.

**3.** **National Safeguarding and Development Framework**

3.1 The National Safeguarding Learning and Development Framework contains 14 modules which can be grouped into four categories – Core, Role Specific, Issue Based and Toolkits. Promoting healthy Christian cultures, will therefore, be a golden thread running through all safeguarding pathways.

3.2 The Core modules are those which build safeguarding learning dependent on a person’s level of responsibility for safeguarding and are mandatory for Church Officers.

3.3 The remainder of the modules are designed to offer specific learning opportunities for those holding particular roles. This assists in providing information, knowledge and access to toolkits for certain areas such as: domestic abuse; safer recruitment; managing risk and management of people. Below provides detail of the 14 safeguarding training modules.



1. **The Diocese of Peterborough and Peterborough Cathedral Safeguarding Training Arrangements**

4.1 Safeguarding training will be delivered by experienced and skilled trainers, who understand the statutory requirements of safeguarding children and adults, and how these are provided in the church context.

4.2 Considering the church context, all training needs to:

* focus on developing healthy safeguarding practice and integrate safeguarding training relating to work with children, young people and adults to broaden knowledge within our church communities
* equip participants to:
  + **recognise** what might be a safeguarding concern and the signs and symptoms of abuse
  + **respond** well to victims/survivors of abuse and other affected persons as well as those who are the subject of concerns or allegations of abuse and other affected persons
  + **record** safeguarding information appropriately, and
  + **refer** safeguarding concerns on; knowing who they can and should contact, without overloading them with information relevant only to safeguarding professionals

4.3 The annual training programme is set by the DSA, in consultation with the Diocesan Safeguarding Advisory Panel (DSAP) and the Diocesan Bishop. The programme sets out how the Diocese and Cathedral intend to implement the above considerations and principles, commencing early 2022.

4.4 The Diocesan Safeguarding Learning and Development Officer, DSA and Assistant DSA will have principle responsibility for delivery of the programme. Trainers will also include clergy, and parish/cathedral volunteers. Training will be provided for all volunteers recruited for that purpose. Volunteers will be able to claim travelling expenses at diocesan rates.

4.5 No accreditation is given against the core safeguarding training modules for prior learning. This is due to church core safeguarding training modules situating safeguarding practice within the unique context of the church and providing participants with the opportunity to relate their learning to their faith.

4.6 The following tables outline the training modules that are available as part of the Diocesan Training Strategy for 2022 - 2024. Attendance at courses must be booked in advance. Online modules can be accessed online through The Church of England Safeguarding Training Portal at <https://www.safeguardingtraining.cofeportal.org/>. The Leadership Pathway can be accessed by emailing Sharon Welbourne [Sharon.Welbourne@peterborough-diocese.org.uk](mailto:Sharon.Welbourne@peterborough-diocese.org.uk). Training dates can be found on the Diocese of Peterborough Website under Safeguarding Training.

4.7 It is recognised that some participants will have needs which will need to be understood and responded to appropriately and creatively. Please see table below.

**Possible Needs of Participants in Learning Pathways**

|  |  |
| --- | --- |
| **Needs of Participants** | **Possible response** |
| Participants may have experienced abuse or trauma themselves and be at risk of the learning pathway triggering them. | Ensure that participants are aware that they are engaging in safeguarding learning and therefore there is a possibility that those who are victims/survivors may be triggered.  Ensure that there is opportunity for participants to raise issues with facilitators before, during or after sessions.  At the start of virtual sessions explain that it is possible for participants to turn off their video, mute themselves or withdraw if they need to.  Ensure that any group of more than six people (for both virtual or in-person delivery) is facilitated by two-people.  Offer an alternative way to access the learning, e.g. 1:1, rather than in a group context. |
| Visual or hearing impairments | Where training is completed online, the format of the material is such that all written content is also available audibly at the click of a button. Transcripts of audio files are also available.  Large print versions of materials can be produced.  For the pre-work elements of the learning pathways, it is possible for participants to record their responses in audio format and submit them in this way. They could also have a supporter who records their responses for them.  In-person training of more than six participants must be delivered by two people. Participants may also wish to bring along a supporter or require a signer who can assist them during the training to engage in the materials. |
| Lack of access to computers or other equipment | The Basic Awareness and Foundation pathways are available in both online and in-person training formats.  Arrange for participants to attend an agreed office or location to access computer equipment.  It is also possible for participants to complete pre-work in audio format, by hand and submit them by post.  Learning sessions could be completed on a one-to-one basis via telephone. |
| Literacy or other learning needs | For the pre-work elements of the learning pathways, it is possible for participants to record their responses in audio format and submit them in this way. If available to them, participants could use dictation software to enable them to say their responses to questions and have software write this for them – this functionality is available using the ‘dictate’ function in Microsoft Word for example. They could also have a supporter who records their responses for them.  In-person training of more than six participants must be delivered by two people as explained in section 2.4 in order that appropriate support can be offered.  Participants may also wish to bring along a supporter who can assist them during the training to engage in the materials, this should be arranged in advance of attendance at safeguarding training.  Trainers could produce material on different colour backgrounds or provide overlay laminates for people with dyslexia. |
| English is not a participant’s first language | Materials could be translated into an alternative language.  A supporter/translator could be provided either in-person or via telephone system.  Consideration could be given to running sessions for those who speak specific languages, if appropriate or if demand warrants it. |

1. **Details of the Training Pathways and how training will be delivered**

**Core Pathways**

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| --- | --- | --- | --- | --- |
| **Module** | **Learning Aims** | **Objectives** | **Who for** | **Delivered by** |
| Basic Awareness  (Previously called C0) | Develop a basic awareness of safeguarding in the context of the Church and Christian pastoral care | Be able to:   * Describe the scope of safeguarding in the church context * Recognise safeguarding concerns * Respond well to safeguarding information, including knowing who to inform or refer concerns to * Know how to make a record of safeguarding information, knowing what to include, and the boundaries of confidentiality | All Church Officers | On-line or:  Face to face by a volunteer trainer arranged with the DSA administrator |
| Foundation Training  (Previously called C1) | Situate safeguarding in the context of the Church  Equip participants with the knowledge and skills in knowing what, when and how to report concerns | Be able to:   * State the current legislation, policy and practice guidance for safeguarding * Describe their own role and responsibilities in relation to safeguarding * Respond to safeguarding information knowing who to inform, how to refer and the boundaries of confidentiality * Work safely in their role, knowing the appropriate boundaries of relationships * Explain why safeguarding matters | Those who hold the Bishop’s license  Those who have safeguarding leadership responsibilities or responsibility for leading activities involving children, young people and/or vulnerable adults.  Churchwardens  PCC members  Members of DSAP | On-line or:  Face to face by a volunteer trainer arranged with the DSA administrator |
| Leadership Training  (Previously called C2) | Equip parish officers to embed healthy parish safeguarding practice  To explore the roles and personal vulnerabilities of parish officers in implementing parish safeguarding procedures and responding to serious situations | Be able to   * Connect the Church’s mission and theological foundations and what good leadership behavior looks like in a safeguarding context. * Evaluate aspects of their own leadership practice and identify changes required which they will then take forward with confidence. * Analyse what healthy Christian communities look like, how healthy communities keep people safe, and their role as leaders in shaping Christian communities that are healthy and safe. * Reflect on the impact that abuse and trauma have on individuals’ lives, relationships and interaction in a community setting. * Integrate their own faith, beliefs and values with those underpinning good safeguarding behaviours. | Those who hold the Bishop’s license  All Readers and licensed Lay Ministers  Safeguarding officers/Leads in all church bodies  Churchwardens in vacancy | Facilitated by Safeguarding Learning and Development Officer, Diocesan Safeguarding Advisor, Assistant Diocesan Safeguarding Advisor and a member of the Clergy. |
| Safeguarding Training for Senior Leaders  (Previously called C4) | Equip the Bishop / Dean / Principle and their senior leadership team to embed healthy safeguarding practice  Explore the roles and personal vulnerabilities of senior diocesan leaders in implementing diocesan safeguarding procedures and responding to serious situations | The content of this module changes every three years with new learning objectives being identified for each iteration | Bishop, Dean, Principle, Senior Leadership Team,  Those who have a key role in safeguarding policy, strategy and practice | National Safeguarding Team |

**Toolkit and Issue Based Pathways**

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| **Module and Aims** | **Objectives** | **Required**  **(Essential)** | **Recommended**  **(Best practice)** |
| Safer Recruitment  (Previously called S1)  Develop understanding of why safer recruitment is important in the context of developing a culture of safeguarding in the Church  Explain how to safely recruit staff and volunteers in line with Church of England policy and guidance | Be able to:   * explain the importance of safely identifying and recruiting staff and volunteers in developing a culture of safeguarding; * be able to recognise the relevant legislation and guidance associated with safer recruitment; * be able to identify safer recruitment practices; * be able to assess the suitability of candidates; * be able to process and manage applications for Disclosure and Barring Service checks including risk assessing blemished checks; * Be aware of the process for checking the safety of candidates who have been overseas | Those with responsibility for administering DBS  Those with recruitment responsibilities (for example designated members of PCCs or members of staff who regularly sit on interview panels) including Bishops Advisors and DDOs  Senior staff where they are involved in recruitment  Safeguarding Officers | Anyone involved in the recruitment of Church officers, paid and unpaid, ordained and lay |
| Responding to Domestic Abuse  (Previously called S3)  Examine issues relating to domestic abuse, especially for vulnerable groups and children in the context of adult abuse, and how the Church can respond well to this  Examine issues relating to domestic abuse, especially for vulnerable groups and children and how the Church can respond well | Be able to:   * Explain what domestic abuse is and identify who is at risk; * Describe the physical and psychological effects of domestic violence and abuse; * Describe the behaviours displayed by an abusive person; * Explain the impact of domestic violence and abuse on children, young people and vulnerable adults and when and how to refer concerns * Be aware of best practice in supporting those experiencing domestic abuse | Anyone holding the Bishop’s licence, commission, authorisation or PtO  Spiritual Directors  Bishops Visitors  Pastoral Visitors  Safeguarding Officers  Members of PCC | Senior staff teams  Churchwardens Leaders of children/adult’s activities  Youth Workers  Others as relevant to role |

**Role Specific Pathway**

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| **Module and Aims** | **Objectives** | **Required**  **(essential)** | **Required**  **(Best Practice)** |
| **Parish Safeguarding Officer Induction**  Understand role, responsibilities of the PSO. | * Be able to: * Understand role, responsibilities and working relationships of the PSO. * Identify a variety of approaches to raising awareness and improving safeguarding practice. * Evaluate safeguarding information reported by members of the church or community and determining an appropriate response. * Create a development plan for local ministry to support development of safeguarding practice in their context. | Persons taking on the role of Parish Safeguarding Officer. | Existing Parish Safeguarding Officers |

**NB:** There is a PtO module within the Learning and Development Framework, however the Diocese is asking those who have PtO to complete the Leadership Pathway.

1. **Delivery of the Diocese and Cathedral Safeguarding Training**

6.1 For the Diocese and the Cathedral, the proposed method for church officers and volunteers to receive their relevant training will be through: on-line training; face-to-face training by volunteers or face-to face training by the DSA team. This will now be explained in more detail.

6.2 Volunteers who do not have a safeguarding leadership role and are not licensed by the Bishop will need to complete Basic or Foundation training, depending on their role. These modules can be completed in three ways:

* 1. By logging onto the Church of England training portal and completing the on-line training module. At the conclusion, a certificate of completion will be emailed, which is to be shown to the Parish Safeguarding Officer (PSO), Cathedral Safeguarding Officer (CSO) or clergy.
  2. By someone who has completed the on-line training logging onto the Church of England portal, with a group, and complete the training together. Details of: who attended the training, and the role and parish they are from, are to be sent to the DSA administrator, so that Diocesan and Cathedral training records can be updated. Certificates will be provided either prior to the training or after completion of the training.
  3. A parish or cathedral volunteer can provide face-to-face Basic or Foundation training. This can be arranged by contacting the DSA administrator to arrange for a safeguarding volunteer trainer to provide the training to a group. Details of: who attended the training, and the role and parish they are from, are to be sent to the DSA administrator, so that Diocesan and Cathedral training records can be updated. Certificates will be provided either prior to the training or after completion of the training
  4. The Leadership Pathway is for all who hold the Bishop’s license or have a Safeguarding Officer role or a Church Warden where a Church is in vacancy. This module will be conducted virtually for the first 6 months of 2022, it is hoped that some face-to-face training will take place when it is safe to do so. The training will be delivered by the Safeguarding Learning and Development Officer, the DSA, Assistant DSA and a member of the Clergy.
  5. Sufficient training dates will be set for each year for the Leadership Pathway. As the training comprises of 2 sessions per module the DSA team will be responsible for delivering each session each being 90 minutes’ duration.
  6. Each session will comprise of a minimum 6 participants. The principles of the model require depth of engagement, reflection and dialogue, as well as a trusting space so that participants together can develop safeguarding wisdom and meaning. As a result, smaller numbers are necessary.

**Please see table below for an explanation of how the Leadership Pathway Training Module will be configured**.

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| **Timings** | **Facilitator** | **Work Required by Participants** |
| Pre-Course Work | The workbook is usually sent out when your place on a course is confirmed. The workbook contains the Zoom link for your course. | * 4 x questions to reflect on before the course in order to participate. A date is given for each course. * Some pre-course reading is recommended in the workbook. |
| |  | | --- | | 1 week before session 1 | | Workbook submitted with pre-course work complete | * Workbooks are read in advance to help shape the session and identify themes to pick up. |
|  | Zoom Session 1: 90 minutes  Discussion around the 4 questions | Follow up   * Read Psalm 91 and write a short reflection on how this informs your safeguarding leadership beliefs, values and behaviours. * Read Promoting a Safer Church. * Read and prepare for the case study, reading relevant and identified sections of safeguarding policy documents. |
| 2 week gap | Zoom Session 2: 90 minutes  Discussion around Psalm 91 facilitated by a member of the clergy from a safeguarding leadership aspect.  Working through the case study. | Follow up   * Identify 3 main lessons you have learned from this training. * Identify 3 changes you want to make because of this training. * Watch BBC Exposed: The Church’s Darkest Secret within 4 weeks via the Safeguarding Training Portal. (2 x 60 minutes) * 4-6 weeks after Zoom 2 complete a reflection on your learning from the course. |
| 4-6 week’s after zoom session 2 | Completed workbooks submitted to facilitator. | Follow up by facilitator   * Facilitator reads submitted workbooks and signs the course off as complete. * Some participants are selected for follow up conversations. |
| Estimated date given for each course | Issue certificates and update training record. | The timescales to issue certificates will vary depending on a range of factors, including the numbers on a course, the number of courses in progress and workload. Where possible a course sign off will happen together for all participants. |

**Please see table below for estimated numbers of officers who will be trained in the Leadership Pathway**.

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| --- | --- | --- | --- |
| **Leadership Pathway** |  |  |  |
| **Required Attendees** | **2022**  **Renewals and Estimated new to Role** | **2023**  **Renewals and Estimated new to Role** | **2024**  **Renewals and Estimated new to Role** |
| **All clergy holding Bishop’s licence** | 59 | 69 | 92 |
| **PtO** | 41 | 117 | 118 |
| **Readers and Lay Ministers** | 90 | 105 | 140 |
| **Parish Safeguarding Officers** | 124 | 124 | 124 |
| **Church Wardens** | 17 | 17 | 17 |
| **TOTAL** | **331** | **416** | **491** |

6.6 In addition to the Core and Issue Based Pathway the guidance recognises that a Role Specific pathway is needed. In respect of the ‘Parish Safeguarding Officers (PSO) Induction’ a 2 hour virtual drop-in session is available to all PSO’s on the first Monday of every month. In addition, 2, 2 hour PSO forums are arranged per year to address any learning and safeguarding issues that have presented themselves over the year. Outside speakers will attend to widen knowledge in respect to specific areas of safeguarding that requires a deeper level of understanding.

**7. Review Process for the Diocesan Learning and Development Officer**

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| --- | --- | --- |
| **WHAT IS WORKING WELL?** | **WHAT ARE WE WORRIED ABOUT?** | **WHAT DO WE NEED TO DO?** |
| The move of Leadership Safeguarding Pathway to virtual sessions has been very successful with positive feedback received.  Despite Lockdown being in place over 74 sessions have taken place.  The content and delivery of the Leadership Pathway has been successful in supporting reflection on the interweaving of theological and safeguarding beliefs, values and behaviour.  All training for 2022 is set up to be in line with the ‘fidelity’ of the model laid out in the Church of England Safeguarding Learning and Development Framework.  All facilitators have extensive experience of safeguarding and are qualified to undertake the role.  Volunteer facilitators have been recruited to lead Basic and Foundation Training for those who are unable to take part in the on-line course.  All efforts will be made to ensure that the training is inclusive to all.  A safeguarding newsletter is regularly sent to the Officers to advise them of any new training being made available.  The new Leadership Training is now set up for 2022. Dates of the sessions and paperwork have been updated for the new model.  Within the new model, an innovative step of involving members of the clergy facilitating a reflective piece has been added.  In respect of PSO support and induction. A virtual safeguarding drop-in is taking place for 2 hours every first Monday of the month. The take up of this event has been good.  Two PSO Forums have been organised involving an outside speaker.  Support is offered to participants who have been affected by content of the training by the DSA team. | That the amount of training that officers are required to undertake will be overwhelming and will deter people from taking up the roles.  That Officers will not be able to set aside the time to undertake the training.  That Officers will not see the relevance of safeguarding training for them (we are a small Parish etc.) and therefore disengage.  That the new ‘fidelity’ model will not be as successful as the previous model in ensuring that people are aware of safeguarding processes.  That the material for the face-to-face Basic and Foundation Training is overly lengthy for the participants to engage in.  That the material in the Raising Awareness of Domestic Abuse (on-line version), is too in-depth for some participants.  That some individuals may not be able to access the training material and modules effectively.  That the impact of the content of the training with cause distress to both participants and facilitators. | There is a need for a change of culture and attitudes within some Parishes towards safeguarding training. This needs to come from the PCC, PSO and Incumbent.  All efforts need to be made to ensure that attending training is a positive experience. From booking to completing post-course work.  Trainer the Trainer events will need to be completed with volunteers to ensure quality and fidelity to the model.  A review of all aspects of the training will take place at Easter to ensure that the training is fit for purpose and is meeting its desired aims.  All efforts must be made to ensure that all materials and pathways are accessible to all.  That pastoral support is offered to both participants and facilitators whom have been affected by the content of the training. |

1. *A ‘Church officer’ is anyone appointed/elected by or on behalf of the Church to a post or role, whether they are ordained or lay, paid or unpaid.* [↑](#footnote-ref-1)
2. *A duty to have ‘due regard’ to guidance means that the person under the duty is not free to disregard it but is required to follow it unless there are cogent reasons for not doing so. (‘Cogent’ for this purpose means clear, logical and convincing).* [↑](#footnote-ref-2)
3. *A pattern or model.* [↑](#footnote-ref-3)