

# Safeguarding for Coordinators and Designated Leads



Creating safer places. Together.

## Activity 1 - Group Discussion



- Using the chat function, share some of the challenges you have experienced in your role as a safeguarding coordinator/lead. If you are new to the role, share something that perhaps that perhaps worries you.

Note key words and phrases to share with the wider group.

**Write your own notes here:**

## Activity 2 - The Potential Vulnerabilities within Organisations

- Complete the safeguarding task chart below for your organisation.
- Consider whether there are any gaps in your organisation's safeguarding arrangements?

### Organisational responsibility Checklist:

#### How robust is your organisations safeguarding arrangements?

Safeguarding Responsibilities	YES	NO
Do you have one trustee or senior manager who takes on the safeguarding lead. They should ensure that there is a designated safeguarding officer within that charity/organisation?		
Do you have a safeguarding policy statement explaining how the charity protects children from harm?		
Do you have a safeguarding policy statement outlining how adults are protected from harm and abuse?		
Do you have clear safeguarding processes which give guidance on how to respond appropriately should abuse be identified and how to respond rapidly, effectively and in a confidential manner?		
Do you feel confident that trustees, senior leaders, staff and volunteers are aware of what abuse is and how to identify it?		
Do you have a clear system of reporting concerns as soon as abuse is identified or suspected?		
Does your organisation have a clear safer recruitment process which is robust and includes interview processes, references, obtaining the appropriate level of DBS criminal record checks on staff, volunteers and trustees (depending on their contact and access to children, and adults at risk of harm)?		
Do you have clear practice guidelines for workers in how to engage in their work safely including their behaviour and conduct with children and adults at risk of harm?		
Do you feel confident in being able to make a report about a serious incident to the appropriate agencies e.g. charity commission, LADO, Police, Social Services, DBS?		
Do senior leaders and staff including trustees have access to regular safeguarding training sufficient to their roles and responsibilities?		
Do you regularly monitor and evaluate the safeguarding arrangements in your organisation at least annually, taking action to remedy any deficiencies and report findings to the trustees or senior leaders?		

## Activity 3 – Key Competencies

In groups, discuss the statements in the table below. Identify the key competencies required to be a safeguarding lead, but watch out for the 3 red herrings!

Competency	Yes	No
Ensure the organisation's safeguarding policy is accessible to all and implemented.		
Have a professional background in a relevant public service i.e. Social work, education, police or health.		
Create a culture of listening to children and adults at risk of harm, taking account of their wishes and feelings and acting in their best interest always.		
Confident in liaising with statutory authorities in order to report all cases of suspected abuse when it meets the threshold.		
Skilled in delivering safeguarding training to all volunteers and paid staff in the church/organisation.		
Be able to keep detailed records, storing them confidentially within the parameters of the organisations privacy policy and GDPR guidance.		
Liaise with pastoral leads, senior leaders and/or trustees to inform and update them of serious safeguarding issues.		
Prepared to work independently and autonomously.		
Act as a source of support, advice and expertise to senior leaders, staff and volunteers on matters of safeguarding.		
Work closely with the lead recruiter to ensure safer recruitment practices are consistent.		

Write your own notes here:

## Activity 4 - Attitudes and Values

Complete the attitude and values exercise and decide to what extent you think the situation is OK or NOT OK

Mark your opinion by ticking the relevant box.

1 = Not OK 2 = Not sure 3 = Maybe 4 = OK

STATEMENT	1	2	3	4
1. A church trainee youth leader (19) is taking a 16-year-old member of the youth group to the cinema.				
2. It's acceptable to expect an adult believed to have dementia to give tithes/money to the church as this is a biblical principle.				
3. It's okay to provide sexually active 'unchurched' young people who attend a church' open community youth club with condoms.				
4. Sex offenders, who have served their time, should be welcome to attend services of family worship.				
5. It's okay to take photographs during church services and group activities and post the pictures on social media.				
6. It's ok for children of secondary school age to be out late at night in the summer months without their parents knowing their whereabouts.				

What additional issues, concerns or moral dilemmas do these statements raise?

Write your own notes here:

## Promoting the safeguarding role

There are many activities you can use to raise the profile of safeguarding and your role within your organisation. Consider who you need to raise the profile to, how are their needs different?

The table below details different activities you can use to promote your role. If you think of any additional ideas write them onto the table.

<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Training appropriate to the level of their role</li> <li>• Safer recruitment practices</li> <li>• Code of conduct</li> <li>• Ongoing discussion of safeguarding (formally and informally)</li> <li>• Access to up to date policy and practice</li> <li>• Worker’s pocket guides</li> <li>• Clearly identified staff member, e.g. lanyard, badge, branded t-shirt</li> <li>•</li> <li>•</li> </ul>	<p><b>Volunteers</b></p> <ul style="list-style-type: none"> <li>• Training appropriate to the level of their role</li> <li>• Safer recruitment practices</li> <li>• Code of Conduct</li> <li>• Ongoing discussion of safeguarding</li> <li>• Access to up to date policy and practice</li> <li>• Worker’s pocket guides</li> <li>• Clearly identified volunteer, e.g. lanyard, badge, branded t-shirt</li> <li>•</li> <li>•</li> </ul>
<p><b>Members</b></p> <ul style="list-style-type: none"> <li>• Safeguarding posters at appropriate locations in building</li> <li>• Clear signage highlighting restricted parts of building, e.g, “these toilets are for children only, other toilets are located on the first floor”</li> <li>• Equipping and informing through teaching and training</li> <li>• Use of Safeguarding Sunday resources</li> <li>• Safeguarding information leaflet as part of registration/membership process</li> <li>•</li> <li>•</li> </ul>	<p><b>Visitors</b></p> <ul style="list-style-type: none"> <li>• Safeguarding posters at appropriate locations in the building</li> <li>• Clear signage highlighting restricted parts of building, e.g, “these toilets are for children only, other toilets are located on the first floor”</li> <li>• Safeguarding information leaflet for included in visitor information pack</li> <li>•</li> <li>•</li> </ul>

## Activity 5 - Case Scenario (part one)

### Receiving a safeguarding concern

Read or listen to the case scenarios

- Plan your course of action, outlining the various steps you might take.
- Explore whether you might need more information and how you might go about getting this.

Use the chat function to share your thoughts/answers.

**Write your own notes here:**

## Case Scenario A

**It's midweek and you receive an email from one of your kids workers:**

Re: Noah (age 3) and Jack (age 5) Angel.

I have been monitoring Noah and Jack for several weeks now. I've become increasingly concerned about their behaviour and I've noticed they smell of urine and their clothes do not look like they are being washed.

I'm also concerned that they are not eating enough food at home as they have been caught behind the counter stealing biscuits before break time. I am aware that Jack has recently started school but when I spoke to him on Sunday he said he hasn't been to school for a, 'long time'.

I wasn't sure what a 'long time' meant as at one point he said weeks and then he said days. Their parents are going through a divorce and in fact, I think their father left the family home some months ago. When mum (Gina) came to collect the children after the service, I tried to engage in conversation and I asked how Jack was settling into school. She burst into tears and admitted that she hasn't been taking Jack to school because she is so tired all the time from the anti-depressants that her doctor has recently prescribed. She said the pills are making her sleep most of the day and she just can't seem to pull herself together. I'd really like some advice about what if any support I can offer or whether you think this is a safeguarding concern.



## Case Scenario B

**You are attending a staff team meeting, at the end of the meeting your youth worker asks to speak with you in private:**

Brad is mentoring a young person called Kevin. Brad shares that he has been finding it difficult to engage with Kevin, however last week he really opened-up about his home life.

Kevin told Brad that he hates living at home because ever since his mum went into hospital, his dad and his older brothers just ignore him. Kevin describes himself as a bit of a geek and says he likes to work hard at school. He said his family aren't interested in what he's doing but he hopes to go to university when he leaves school. Kevin shared that his Science teacher has been asking him to stay behind at the end of the school day to help him with his lesson plans and to set things up for the next day. Kevin says his teacher has told him that he's sure to get into Oxford or Cambridge one day.

Brad shared that he felt uneasy when Kevin talked about his teacher and when Brad tried to find out how often he was staying behind at school, Kevin initially said every day but quickly retracted and said one or two nights a week. Should I be worried about this?

## Case Scenario C

**It's 9.30pm on a Friday. You have a missed call and you receive a voicemail message asking you to call the youth leader Neville urgently. You call Neville and the conversation is:**

Hi, it's Neville. I've got a bit of a situation here at the youth club. I was just locking up and a parent of one of our lads just pulled up and asked to speak to me. She's a bit upset but I've managed to calm her down. Her son is sitting in the car, but I feel that I need some advice so that I can reassure her but I'm not exactly sure what to do. She has told me that on the way home, her son told her that one of the older lads has been showing him naked pictures of himself on his phone, it seems that this happened this evening in the toilets. She said that at first she thought maybe the boys were just messing about as they do at that age, but she became alarmed when her son told her that the boy asked her son if he could take a picture of him with his trousers down and declared that he has taken pictures of other boys when they have come into the toilet, saying it's just a game. The mother wants to call the police, but she doesn't know the name of the other boy concerned because her son is now refusing to give her a name because he doesn't want to get anyone into trouble. I'd be grateful for your advice, what shall I do?

## Case Scenario D

**You are in a meeting with other leaders from your church who head up various ministries. The Head of Pastoral Care speaks to you after the meeting seeking your advice. He tells you the following:**

He said a member of the team has been visiting a young woman called Julie. She lives alone but has Care and Support needs as she is diagnosed with moderate learning difficulties although she can live independently. The team member has expressed concern for Julie's welfare after Julie told her that the neighbour from across the road touched her bottom. Apparently, the neighbour has been popping in to see Julie 2 or 3 times a week and has recently offered to cut the lawn and do odd jobs around the house. It seems that the other day, when the neighbour was cutting the grass, Julie went out to offer him a cup of tea but found him in the shed reading a magazine; he invited her in and showed her the pictures he was looking at. Julie said they were pictures of naked women which she didn't like at all, but her neighbour just laughed it off and made a joke about her looking like one of the women. When he left he touched her bottom and said he'd be back later in the week.

## Activity 6 - The role and responsibilities of the different statutory agencies.

**Children's Social Care/Social Services** - these are the local social work departments that deal with children and families. These departments may have different name according to where about they are located in the country.

**Adult Social Care/Adult Social Services** - these are local social work departments that are responsible for assessing need and investigating concerns where a person is aged over 18.

**Local Safeguarding Partnership/ Single Point of Access (SPA)** - these were established following the Children Act 2004 and originally known as Local Safeguarding Children's Board. They play an important role in ensuring that everyone works together. They have a duty to find out what children's activities are taking place in their area, this includes voluntary and church activities.

**Adult Safeguarding Board (ASB)** - these operate in a similar way to Local Safeguarding Partnerships but they are focused on adults at risk of harm.

**Police** – They are concerned with safeguarding matters if there is a criminal aspect to the concern (whereby an investigation may lead to prosecution.)

**Multi Agency Safeguarding Hubs (MASH)** - these are teams made up of highly skilled professionals from different agencies including social work, police, health and education. The team usually provide an early triage and multi-agency assessment of safeguarding concerns in respect of both children and adults.

**Local Authority Designated Officer (LADO)** - they are responsible for managing and overseeing concerns, allegations and offences relating to staff and volunteers in any organisation across a local authority area. They are usually your first point of contact if you need to contact Social services.

**Child & Adolescent Mental Health Service (CAMHS)** - CAMHS are the NHS services that assesses and treat young people with emotional, behavioural or mental health difficulties.

- How familiar/unfamiliar are you with each of these agencies?
- Have you any worries/concerns about knowing when you should contact them?

## Activity 7 -Early help and pastoral care

Where a decision is made that a referral to the statutory authorities is not necessary or the threshold for statutory intervention is not met:

- What support can a church or organisation put in place to monitor and maintain contact with children, adults and their families/carers?
- Write down the various activities and services below.

Write your own notes here:

## Activity 8 – Case Scenario (part two)

### Managing Allegations Against a Worker.

Read or listen to part two of the case scenario you studied earlier

- Consider what action you need to take, who you might need to inform and whether action is required immediately?
- What measures might you need to put in place during any investigation period?

Write your own notes here:

## Case Scenario A

**Following further discussions with Gina she agreed to receive pastoral care and support twice weekly.**

Things began to improve at home, Jack was going to school every day and Gina was responding to the friendship of the pastoral visitors until out of the blue, her husband returned to the family home. Her husband (Ben) was an Elder of the church before he left but claimed that he needed time to 'find himself in God again' citing this as the reason why he left. It appears that Ben is expecting everything to get back to normal now that he is back, but his presence has made Gina go back on the anti-depressants. The pastoral workers have reported that they have observed Ben to be quite dismissive of Gina and that at times he has also been quite controlling in his actions towards her, so much so that the pastoral worker will no longer visit alone. The church leaders are so pleased to have Ben back and they have offered him his previous position back.

## Case Scenario B

**A few weeks later, you ask Brad for a specific update on his mentoring sessions with Kevin.**

Brad shares with you that, his unease about Kevin's teacher turned out to be justified in that he has been suspended for sexually assaulting several boys in different year groups across the school. It has hit the local press just that morning and the teacher has been named as Lucas Day. The name sounds familiar to you and you suddenly realise that Lucas has applied to volunteer and at the summer youth camp which is happening in 2 weeks.



## Case Scenario C

**You advised Neville that he had done the right thing by contacting you that evening but since you did not know the name of the other boy you felt there was little you could do.**

You advised Neville to tell the mother that this is advice and offer support as soon as you get more information. The boy's mother did not report the matter to the police immediately but a week later she did, after talking to her son more and discovering that the other boy was one of the new young volunteers aged 19. The volunteer has grown up in the church and his family are well known as they run a home group. The volunteer has been arrested and questioned by police but when they checked his mobile device they could not find any evidence of photos, but they did seize his computer which contained hundreds of sexual images of school aged children both boys and girls.

## Case Scenario D

## **You have agreed to go and visit Julie with the Head of Pastoral Care.**

After talking it through some more, Julie agreed to a referral being made to adult social care as she no longer feels safe in her home because Thomas had started to visit her daily. It got to a point where Thomas would not leave Julie alone and he has now started to attend church on a Sunday even though it is clear that Julie is uncomfortable with this. The leaders of the church are managing it a low-key manner ensuring that Thomas does not sit near Julie and someone is on the lookout before and after the service to offer Julie support if Thomas gets too close to her. Thomas is now being investigated by the police for similar complaints of sexual harassment made by other local residents. However, Thomas is adamant that he is a changed man. He has apologised to Julie and says he is enjoying going to church and wants to continue to attend the weekly service.

## Activity 9 - The impact of abuse

Think about each of the people represented in your case study and how abuse impacts on them.

- What feelings and emotions might be present for all involved?
- How might these emotions prevent you from taking action or managing the situation well?

**Write your own notes here:**

**If there's one thing I've learnt.....**



**Write your own notes here:**