

Transcript for Assessing and Managing Risks Posed by Offenders and Others Webinar

[Introduction]

Hello, and welcome to our 'Assessing and Managing Risks Posed by Offenders and Others' Webinar. This webinar is two and a half hours long and we'll have a five-minute break around halfway through the session. You should have received a link to the PDF of the slides and the handbook for this course. There are accessible formats available, so please let the host or the co-host know if you would like those. Ideally, we would like your webcams enabled, but we ask that you keep microphones muted unless you are participating in a discussion or asking a question. We do this because we want to minimise the distractions that background noise could create for people, but we also want to be able to see that everyone is here and engaged. We understand there might be occasions when you would prefer to have

the webcam off. For example, if you're having problems with your internet speed, or you've got children who need your attention.

Just to say that information shared can be of a sensitive nature, and some of the content is not appropriate for children, so if children are in the room, please consider using headphones and angling your screen away. Also, if you're happy to share any of your own experiences, please bear in mind confidentiality. We ask that you anonymise any examples, experiences or stories that you share.

It is important to keep yourselves emotionally safe during the training and if you need to take a breather from the webinar, that's okay and you can rejoin whenever you feel able to. It might be good to think about somebody you could reach out to if uncomfortable feelings or memories come to the surface. You might need to find support for yourself, or it might be that you're concerned about someone else or another situation after the session. If that's the case, please do contact our help-centre as soon as you can because the trainer is not equipped to give specific advice on the webinar platform.

The chat facility can be used throughout for questions and for participation in activities. The co-host might answer the question, signpost you to further sources, or hold on to that question for the next pause and share it with the host. If a question is not answered, or a question is about a very specific issue, again please do contact our safeguarding help-centre.

Thank you for choosing Thirtyone:eight for your training today. Our aim is to equip, empower and encourage you in your safeguarding responsibilities. As we start, we want to recognise the time, care and commitment you're investing in your church, charity or organisation by attending this training and in everything that you do, thank you. I hope that the message you get today is that you never have to do safeguarding alone. As we begin, I just want to tell you about our help centre; you may want to pop the email address and contact number into your phone now if it's not already there. The help centre is there to support you with any questions regarding safeguarding. It might be queries about policy, or you might have a live situation which you'd

value talking over with us and getting advice. The helpline operates from 7am till midnight, seven days a week, 365 days a year- nine to five Monday to Friday for those regular questions about policies, guidance and process and the out of hours service for any more immediate concerns. Everyone here today will have a different motivation for engaging with safeguarding. For us at Thirtyone:eight it comes from our passionate belief that safeguarding is close to God's heart. Our name comes from a verse in the Bible, Proverbs 31:8 that says, speak out on behalf of the voiceless and for the rights of all who are vulnerable. When we take care of the vulnerable, we are fulfilling God's call. If you're part of another faith group, you may well recognise this call from your own sacred scripts. Or you might be part of a charity that has care and dignity for the vulnerable at its heart. Whatever your motivation, we want to equip you.

This course will consist of four modules of differing lengths. In module one we're going to explore risk by considering the various safeguarding risks that people may pose in our communities, whether that's a charity

or church or another faith community. In module two, we will consider how we assess risk and we will seek to understand how perpetrators of abuse may think and what actions to be aware of. In module three, we'll look at managing and reviewing risk. We want to feel confident in our ability to reduce risk, to monitor an ongoing situation and offer support. And this will include developing and monitoring 'offender contracts' or 'covenants of care'. In module four, we'll think about how we develop safer cultures. We want to feel equipped to manage risk well in our open, welcoming communities. The course will explore managing all types of safeguarding risk posed by individuals. But you'll notice at the beginning a particular focus on child sexual abuse; this is an example against which to develop good practice across the board.

[Module One - Understanding Risk]

Let's start off with module one. In this module, we'll look at the interplay between our safeguarding values, our theology, our aims as a charity and the legal requirements about safer recruitment and keeping people safe. We'll think through the importance of understanding different

types of risk. We'll also consider a theoretical approach to understanding the mind of somebody who might commit sexual offences. It's called Finkelhor's Model, you may already have heard of this.

So, first of all, are charities and churches and faith communities, safe spaces? How might our communities be vulnerable? There's a unique difference between the environments in which we find ourselves and more controlled environments like schools or hospitals, where people who are vulnerable might be. The vast majority of our communities will have an 'open door policy', where all are welcome. Newcomers are celebrated and actively encouraged to get involved with the life of the community from the outset. This might be through joining a small group, or taking part in some other area of service, like children's work or pastoral care, befriending or youth work. There might be social action projects or outreach projects, such as food banks, all of which need volunteers. And the people who come to be involved in this can come from all walks of life, including those who might have an offending background. And so we want to be able to manage this

unique context well, maintaining that welcome, but also having an awareness of potential risk and fulfilling our duty to keep people safe. For those of you who come from a faith background, you might find some tensions between managing risk and the tenets of your faith. It's important to acknowledge these tensions and the differences of opinion that people might hold, not just ourselves, but people in our communities as well. I wonder if you can name and reflect on some of those now?

Recognising risk doesn't negate our theological understanding, or the perspective of grace, forgiveness and repentance, or the belief that people can change. However, we do have organisational duties and responsibilities to manage risk and ensure that all people are safe. Safer recruitment is one key way that we do this. Safer recruitment provides a robust framework with clear policies and procedures designed to prevent those who seek to harm vulnerable people from gaining access to them. Charity Regulator guidance also states that we must take reasonable steps to protect from harm people who come into contact with our charity.

Another element that informs our thinking is the lessons learned from past case reviews. This could include things like IICSA, the Independent Inquiry into Child Sexual Abuse. The final report, published in 2022, spoke of the failings of many organisations to adequately protect the vulnerable, the abuse and harm that occurred as a result and the devastating impact on victims and survivors. Other reviews of organisations where things have gone wrong show similar findings.

So, we're going to have a look at the exercise in your handbook now, around recognising risk. I'm going to ask you to consider what safeguarding risks people might present in your context. You could think about those who come through the doors to be part of your community, worship with you or use your service and the people who volunteer and work alongside you.

Here is an example: A new family joins your community. They declare early on that they are known to social services and, following a welcome visit from some members of your team, it becomes apparent that the children have been subjected to a child protection plan and

monitoring after the husband was investigated by the police for downloading and viewing indecent images of children. For this situation, what risks might be present for that family, and for the rest of the community, through what you know there? I'll give you a moment to think that through, and then we can share some answers.

Let's consider some potential risks that might be posed by people, remembering that we are particularly thinking about the risks posed by individuals, rather than other factors such as health and safety, in this session.

We might have somebody who has got known convictions. Sometimes people join our communities and they are transparent about their offending history or they are referred by an offender manager or other agency. They declare their convictions, and they might have some conditions or restrictions on what they can or cannot do.

Sometimes, we might not know about the convictions that somebody has. This is a harder situation to manage because we don't know what conditions are in place or what risks might be posed.

There might have been allegations or concerns made about particular individual or family.

There might be unacceptable behaviours that are being displayed by somebody and we have to think through how we can safeguard them and the rest of the community in that situation.

It could be that there is lone working as part of the life of our community. In that case, we need to understand the risks for staff and volunteers in buildings or on home visits and we need to have policies and guidance to help us with that.

Sadly, bullying and harassment is not something that churches and other faith groups or charities are immune from. We can find this in our communities, and we need to take steps to address it.

Somebody might have been affected by abuse that happened to them many years ago and we need to be sensitive to that situation, understanding that it can have ongoing effects on someone. We need to understand the boundaries of confidentiality and supporting that person well.

We need to recognise that children and young people can be a source of risk to themselves and others. There are many different reasons why behaviour can be challenging. Managing risk could take the form of understanding more about a child's medical condition or recognising indicators of abuse, but we have a duty to protect them and to protect the other children and young people around them too.

Online engagement and accountability is another area that needs careful consideration in terms of managing risk. Can anyone give an example of how you have addressed this in your context?

We've got to think about vulnerability in all its forms. There are many challenges faced by adults, whether that be a mental health crisis, domestic abuse, self-harm, addiction or any other aspect of life. We need to educate ourselves around these things so that we can be aware of them, identify any risks and know where to signpost for help and support.

Now we're going to think about those who might pose a serious risk to others. We know that some types of crime, harm and abuse are more likely to be repeated, and sexual offences fall into this category. So

we'll consider that for a moment now. The law uses the term 'sexual offender' or 'sex offender' to describe someone who has committed sexual offences against either children or adults. We have the 'Sex Offenders Register', for example. Some organisations prefer the term 'person who has committed sexual offences' or 'person who was sexually offended', to focus on the action rather than giving someone an identity. Sexual offences include rape, indecent assault, and indecent exposure, exposing children to pornography, and encouraging children to perform sexual acts on themselves, other children or the offender. This can include online offences. It may also include looking at images of children who are unclothed or being abused, these are called 'indecent images of children'. We never use the term 'child pornography'; it's 'indecent images of children' or 'abusive images of children' because it's important to separate it from adult pornography, which in the main is legal in the UK. Children can't consent to be part of indecent images, it's always abuse. We need to highlight these things and explore these difficult subjects because we

know that those who have committed sexual offences have a high rate of reoffending.

[Finkelhor's Model]

The slide you can see now is an illustration of Finkelhor's Model or 'Finkelhor's Preconditions'. David Finkelhor is an American sociologist known for his research into child sexual abuse and related topics.

Finkelhor's Model identifies four preconditions for somebody to abuse a child.

The first one is motivation; the abuser develops a motivation to abuse a child. There are three elements involved in a person developing the motivation to sexually abuse children: sexual arousal to inappropriate stimuli (in this instance, children); emotional congruence with children (where the adult gets their emotional needs met more easily by a child than by an adult); difficulty in relating to adults as emotional equals (they may have casual friendships with colleagues and peers, but they typically will not have any meaningful relationships with another adult).

The adult may have a sense of narcissism and enjoy the sense of

power and control they have over children. Often colleagues will use words such as 'charismatic' or 'having a fantastic rapport' to describe the adult. Their behaviour may seem immature or they may behave more like a peer towards children rather than as an adult.

The second precondition is to overcome internal inhibitors. Many people who commit sexual offences feel guilty about thinking about children in sexual ways. They know that society regards this desire as wrong and that it generates strong feelings. The offender will convince themselves that what they are doing is not harmful, even though it is illegal, and that somehow society is wrong. They may believe that they are teaching the children about sex or that the child is too young to remember, or that it was the child who initiated the sexual contact, they will have a well-developed set of beliefs, which are resistant to change. Factors such as stress, alcohol or drugs may weaken internal inhibitions, but none of them cause a desire to abuse children, the predisposition has to be present in the first place.

The next precondition is overcoming external inhibitors; we can think of this as grooming the adults around a child. This is the step where we

need to have heightened awareness, and where we may be able to take action to prevent harm. Once an offender has overcome their conscience, they then need to manipulate others who might otherwise protect the child or report the abuse. In an organisational setting, they are very good at presenting an image that results in people relying on them and perceiving them to be safe and responsible adults. They also rely on ignorance, silence, secrecy and embarrassment in others in order to remain unchallenged and undetected. They work hard to build a personality which makes it difficult for colleagues or parents to entertain suspicions or challenge their behaviour. In institutional settings, they will often manipulate the boundaries of acceptable behaviour over time. What is considered inappropriate behaviour by an outsider is seen as normal behaviour for that individual.

Next step is overcoming the child's resistance and this is what we more typically think of as grooming. The offender must overcome the resistance of the victim and ensure the child will not report the abuse. They will rarely use violence or threats. They are in positions of trust, they often target children who they perceive as vulnerable, or create a

situation to make them vulnerable. For example, they may take a child somewhere they are not supposed to be or let them partake in behaviours they're not usually allowed to engage with, therefore the child is already inhibited from telling anyone. The child will often be given extra attention, favours and bribes, they're made to feel special. Conversations and physical contact are likely to stray from the norm in small increments, and the child may also be manipulated into silence. This is really hard for us to consider but an increased awareness can equip us to manage the risk more effectively.

One public example of where we can see some of Finkelhor's preconditions being met is in the case of Jimmy Savile. Jimmy Savile had a public role and was admired and supported by many respected figures and institutions, so he was considered beyond reproach. He had status, a powerful personality and the accepted narrative about him was overwhelmingly positive. He was in a position of trust and was granted unrestricted access to people with vulnerabilities. There was also a fear of reporting because he was so well known and well liked that people didn't feel able to speak out about what they'd experienced.

He was also likely to have had a clean criminal record check. This is why our safer recruitment process needs to be robust and involve more than just reliance on a criminal records check. There needs to be extra steps to ensure that somebody is safe and suitable to work in the position we're giving them, such as a clear role profile, interview, references, other background checks and ongoing support and supervision.

This is a quote by somebody who committed sexual offences. “I consider church people easy to fool, they have a trust that comes from being Christians. They tend to be better folks all around and seem to want to believe in the good that exists in people.” That’s a difficult quote to contemplate, isn't it? We want our churches, our faith groups and our charities to be places where people feel welcome and where we can see the good in everyone. But these things aren't in opposition to robust safeguarding; we don't have to choose between them.

Providing safe spaces is an important part of being welcoming. When we have strong procedures to protect the vulnerable, we can be freed to see the good in every person. At Thirtyone:eight, we want to equip

society with the knowledge and skills to create safer environments for children and adults at risk. We want to empower everyone to respond appropriately to those who are vulnerable or have experienced abuse. And we want to encourage society to stand against oppression and exploitation by informing legislation and striving to reach the standards in safeguarding practice, we want to help protect vulnerable people together.

[Module Two]

Let's move into module two. In this module we will explore how to assess various risks posed by individuals through the use of scenarios and risk assessments. We'll also consider gathering and sharing information and understanding transferable risk.

In your handbook, you will find a risk assessment template. This is a useful tool to record any decision making and articulate our concerns and actions. It is particularly useful when we have a complex, live situation that may involve people we know, and we are experiencing challenging emotions. It should always be reviewed and adapted; it is a

living document. It shows accountability and can help increase objectivity. You can see it includes prompts to record answers to questions like: What are the concerns? Who is at risk? Can this risk be managed in the setup that we've got? Is this a high-level risk or a low level one? Who is responsible for any actions we are taking? Is there a timescale for these actions?

You are going to have an opportunity now to use that risk assessment template by inputting information from our scenarios. In your groups, you're going to read and discuss part one of the scenario and complete the risk assessment with the information you know at this stage. There is some information that we just don't know, and this is deliberate, to reflect what you will experience in your communities. The key questions to discuss are what is the current risk in this situation and what action is needed?

[Michael Part One]

Our first scenario is about Michael. This is our situation: You have recruited Michael as a volunteer trainee worker. You have found him to

be reliable and excellent with young people in the area. Six months after his recruitment, he comes to you and says that he's struggling with pornography and finds himself looking at it on a regular basis. What action should you take now? What have you put in that risk assessment? We can also consider whether we should remove Michael from his role.

In terms of identifying the risks here, we know that it isn't illegal to view pornography, if the material he's viewing is legal and not abuse images. We need to ask him about the sites that he's viewing so that we can ensure that what he's viewing is legal. We need to consider the terms of his contract if he's employed, including a volunteer contract. Is there anything that he's signed that he is breaching? We want to have an open conversation to see if this is a personal issue or if it's affecting his work. Does he want support or signposting to help overcome his addiction? Who would be best placed to offer this? We want to support him and to provide a mentor, someone he can be accountable to, and who he can talk to without judgment. We would also consider having accountability software, so that he's not able to view unsuitable

material while he's at work. If nothing else worrying or illegal comes up from that conversation, we wouldn't need to remove Michael from the role at this point. He's come to us openly and transparently wanting help, so it's just a case of supporting and putting accountability measures in place.

[Philippa Part One]

Okay, our second scenario is about Philippa: Philippa is 56 years old, and she's a paid care worker. She has just started to work as a volunteer at the local outreach project visiting those who are vulnerable and struggle to leave their homes. You hear a rumour that she doesn't always provide a receipt when doing the shopping, and often outstays her welcome.

So, in assessing any risk around Philippa, we've got to remember that this is currently a rumour. There's not a substantive complaint, we've just overheard something, and we need to distinguish rumour from fact. In the meantime, we're going to check if a safer recruitment process was followed and review our procedures around this outreach

project. We'll also check with the safeguarding lead that there haven't been any previous complaints or concerns about Philippa. We need to check the role profile associated with the outreach project. Should Philippa be shopping at all? If she's overstepping her role, then that's a conversation we need to have with her. If there isn't a role profile, we need to give clarity straightaway. We should establish whether she works with somebody else, many organisations specify that this kind of visiting should be done in pairs. Is this a requirement and again, has she been overreaching?

[Alex Part One]

Our next scenario is about Alex: Alex is 14 years old, and he attends a youth club on a Thursday evening. He's always up to mischief, and you hear from staff that he's been telling crude jokes and making sexual remarks. One of the parents has complained about the comments made to her child.

In terms of risk assessment here, the current information we have indicates a low-level concern - that there have been some

inappropriate remarks. Alex is known for being 'cheeky', but that is a subjective thing, so we want to find out a little more. Have there been any previous concerns? We need to check that. In terms of actions to take, we're going to speak with the mother who made the complaint and document her concerns. We also want to speak with the youth leaders to identify any concerns or undisclosed issues. We might want to work with the youth group around respect and kindness towards each other. And depending on the outcomes of the above conversations and our role (we would need the advice of the safeguarding lead if this is not us), we might speak to Alex's parents to advise them of the concerns as well.

[John Part One]

Our final scenario is around John: You hold a summer barbecue and, after the event, a woman contacts you and says that she wants to tell you about one of the men at the event. She alleges that John came up to her whilst they were getting food at the buffet and deliberately touched her breasts. She's upset and unsure what action to take.

For our risk assessment here, there is a serious allegation being made; its sexual assault. We are also mindful that John holds a responsible role in the church. We recognise that John is not aware of the allegation or able to respond at this time.

In terms of our actions, we're going to encourage the woman to report the matter to the police and we can offer to support her to do this. We would also explain to her that we need to make a third-party report anyway. We must pass this on now and let the people with the expertise and the remit for it do the investigation. We're not going to approach John at this point, or make others aware of the allegation (apart from the safeguarding lead if this is not our role). We're going to make some clear and careful notes around the conversation with the woman and the police.

[Gathering and Sharing Information]

Whenever we're gathering and sharing information, we want to gain the consent of the person who's come to us wherever possible.

Consent will be different if it's a child, a young person or an adult. With

children and young people, we have a child protection duty towards them, so they aren't able to withhold consent for us passing on safeguarding concerns. With all children and adults, we have a duty to pass on safeguarding information to statutory services (like police or the ambulance service), with or without consent, when a crime has been, or may be, committed or if there is an immediate risk to life.

Outside of these circumstances, we need to identify whether this person is an adult at risk of harm. If so, we've got a safeguarding duty towards them, but consent and capacity to make decisions are still factors to consider. Generally, adults have got the right not to seek help or have their information shared if they don't want to.

In all circumstances, we are only going to share information on a need-to-know basis. We want to maintain confidentiality and avoid gossip or involving people unnecessarily. The risks to the individual concerned and others must also be considered, and any decisions documented. If you're not sure what to do, it's always possible to obtain advice without sharing the details of the person concerned. You could phone or email the Thirtyone:eight help-centre or speak to a safeguarding lead in your

area without sharing the individual's name in the first place. If you're dealing with a situation that has gathered press interest, it's really important to seek advice about how to deal with that. Your organisation will likely have a procedure involving having a single point of contact and ensuring nothing we share with the press violates somebody's rights, jeopardises a police investigation or causes reputational damage to your organisation.

[Module Three]

I hope you had a good break. We're going to start the second part of our training with module three. In this module, we're going to consider managing and reviewing risk. We'll do this by going back into our scenarios and seeing what happens as we get more information to add to our risk assessments. We're going to think through putting in place 'offender contracts' or 'written agreements' to manage risks posed by people in our communities. We will also discuss how to work well in partnership.

Okay, so we're going to return to our handbooks, and look at the second part of the scenarios we discussed earlier. Consider the additional information and update your risk assessments.

[Michael Part Two]

This is the second part of Michael's situation: It has now come to light that Michael has been attempting to bypass the accountability software that you put in place, and he's been accessing pornography on your organisation's devices, including the phone line, and on his own phone. Your office is shared with a high school, though largely in an adjacent building. This is shared by other professionals such as the school nurse. Michael has told you that he hasn't accessed any inappropriate material involving children.

So, what do we need to add to the risk assessment? Well, now we know that there's been a breach of the IT policy using your organisation's devices inappropriately. We don't know what the material accessed on these devices is. And we know that the office space is shared with other agencies.

In terms of actions, we're going to suspend Michael from his role while an investigation takes place. We're going to contact the relevant safeguarding lead for the shared workspace and consider organising an examination of the computers. We'll also consider internal disciplinary procedures. Again, this is a stage to get advice. We know what Michael has told us, but we also know that he's broken some trust and that his viewing of pornography is now coming into the work that he's doing and the space that he's sharing. Therefore, there might be a higher risk to the community.

[Philippa Part Two]

In part two for Philippa, it says: You decide to contact all those who are recipients of the befriending service and you hear some minor grumbles that Philippa doesn't always give them their change when she does the shopping. One person said that she borrowed five pounds and hadn't returned it. Most of the people visited are elderly and aren't concerned about the small amount of money.

So, in terms of what we're adding to our risk assessment, we've got allegations of theft from vulnerable people now, and there's more than one complainant. In terms of our actions, we've got to notify the police of these allegations. We also need to inform the police of her employment in a care agency. We're going to initiate support for anybody affected here; this could be the people who are receiving the befriending service, and other volunteers and staff who might have come to know about this and be worried. We're going to notify our trustees and the insurance provider for our organisation because there might be some liability. There could be a request made to be involved in multi-agency meetings. This is something that we might need to report to the Charity Regulators as well. We should get advice on a press response if this comes into the public domain. We are also going to make sure that Philippa has got appropriate support.

[Alex Part Two]

Okay, this is part two for Alex: You speak to the parent who made the original complaint and she said she was shocked to find that Alex has

been sending her son explicit indecent images of himself and some other boys. The mother is understandably upset but unsure what to do as her son is only 11 years old.

Our risk assessment needs to be updated as this is a serious event allegation of sharing indecent images of a child. We're going to encourage the mother to report to the police, but we will be making a third-party report as well. We're not going to contact Alex or his parents without advice from the police first. Those are our immediate actions.

Then, at a slightly later stage, we will want to provide support for Alex and his parents. We will work with the Local Authority Designated Officer (LADO), or equivalent in your area, and potentially the schools of both boys. There might be external risk assessments that need to be done that we are asked to feed into. Consider support for youth group members and leaders. We also need to notify our trustees and the Charity Regulator.

[John Part Two]

So finally, again, we're going to look at John: The matter was reported to the police and John admitted touching the breast of the woman concerned. He was given a police caution for sexual assault. John says to you that he's very sorry and he's unsure what happened. He would like to meet with the woman concerned and apologise. He's keen to return to church and put this difficult period behind him.

Our risk assessment needs to be updated with the information that John has got a conviction for sexual assault. The person who he assaulted still attends the church. John also wishes to attend the church. So, we've got a situation now where a survivor and a perpetrator wish to attend the same place. In terms of our actions, we want to talk to the woman concerned here, what does she want to happen? What will make her feel safe and what would make her feel unsafe? It's highly unlikely that a meeting between her and John would be appropriate and she certainly shouldn't be encouraged to participate in something that would make her feel unsafe or uncomfortable in order to accommodate his desire to apologise. The

power dynamics of such a situation would be cause for concern and there's opportunity for John to manipulate the meeting, the people there to support the encounter and the woman herself. If John is going to continue to attend this church, there will need to be a contract or written agreement put in place. If he ends up going elsewhere, we need to get advice on what information we are able to share with the safeguarding lead of the receiving church. The trustees need to be notified of a safeguarding incident and the Charity Regulators should be notified as well.

[Safeguarding Agreement / Contract]

We're now going to think about how we would establish a safeguarding contract. The contract is a set of conditions that someone whose behaviour might pose risk agrees to in order to be able to safely attend your group. A frank and open discussion should take place with the person concerned and efforts made to sustain open communications throughout the negotiation process and beyond.

When we know that someone's behaviour might pose risk, it's necessary to establish clear boundaries for both the protection of those who might be vulnerable, and to lessen the possibility of the individual being wrongly suspected or accused. Leaders in your organisation should liaise with the probation service or police and other relevant professionals to draw up an appropriate contract and maintain close links with these professionals while the contract is in place. There may be occasions when a contract is in place but there aren't any external agencies involved. Your safeguarding lead should use the risk assessment to consider whether they need to notify any external agencies or statutory services. We want to be open with the person concerned about all of the aspects of the process, so they know what we're doing and what to expect. Once we've got all of the relevant information, we will prepare the contract and a representative from your organisation and the individual will sign it.

Once a contract is established, we need to treat it as a live document and ongoing process. This means we are going to enforce the contract; the person to whom it applies and those supporting them

need to ensure the terms are maintained. We're not going to allow the conditions that have been agreed to be ignored or manipulated. This can be challenging when someone is saying the right things, we are building a relationship and we don't see anything of concern in their behaviour. The agreement has to be adhered to, whatever we perceive and whatever they might say. We need to ensure that the people involved and monitoring and supporting the contract are clear about the terms, their role in the process and what to do if any breaches occur. We also want to provide close support and pastoral care for the individual.

Safeguarding contracts also need to be reviewed regularly and updated if any new information comes to light. If the contract is breached, we mustn't be afraid to ban the individual from the church or organisation. We would also communicate with any other professionals or organisations that need to know, for example, the police or probation service and potentially other local churches or organisations, however, we would take careful advice before sharing information outside of the relevant statutory agencies.

The use of safeguarding contracts requires a clear policy about when a contract is necessary, who should be involved in the process and principles for supporting and monitoring. There will also be a procedure, setting out all the necessary steps and timescales and a mechanism for undertaking risk assessments. We then need practice guidelines for implementing a core group, setting up a contract / agreement, and supporting and monitoring the individual and the contract. As we recognised earlier, implementing and monitoring a contract requires us to liaise with other people, both inside and outside our organisation, and we need to be clear about information sharing expectations and limitations around this. Advice on all aspects of establishing, monitoring and supporting a safeguarding contract is available from Thirtyone:eight. You might have a regional lead for your denomination or umbrella organisation who you need to work alongside for the duration of the contract as well. There's further information about this in the appendices in your handbook. Appendix One is around behavioral risk assessment guidance, and Appendix Two is a sample contract for faith or community involvement.

[Working in Partnership]

We're often going to be working in partnership when we're managing risk. Working together to reduce risk doesn't only apply within your own organisation, you might find yourself working in partnership with statutory authorities too. You might be invited to attend local authority or multi-agency meetings. You may need to liaise with the probation service or the police. It could also be with those working in health care, social care, or education. You might be part of core group or attend monitoring meetings, and therefore working within the accountability structures of your umbrella organisation or denomination. Information sharing and partnership working is key to managing risk and supporting a safeguarding contract so if you are unsure of the requirements of your role, seek clarification.

[Module Four]

Okay, our final module is about developing safer cultures. To explore this, we're going to identify the key features of a safer culture, consider

the need for ongoing awareness and vigilance and we'll think through next steps and an action plan.

Here's a question for us to discuss: In your context, what would a healthy, safer safeguarding culture look like? Some examples might be: that everyone feels safe to raise concerns, even low-level ones, as they know that their input will be welcomed. That everyone respects, values and nurtures each person. That safeguarding is promoted and valued. That confidentiality is maintained unless specific reasons to share information exist. That everyone is clear on their role and the expectations surrounding it.

In terms of awareness and vigilance, we need to communicate the message, and make it really clear, that safeguarding is everyone's responsibility. We need to have transparent and robust safer recruitment policies and procedures. There needs to be a culture of safeguarding that's visible. Have you got those key things like the posters on the walls, ensuring your safeguarding lead is known and easily identifiable and contactable? Is there a safeguarding page or links on your website? How do we communicate about safeguarding

with all the different groups who attend our activities? You might like to sign up to the Thirtyone:eight Safer Places Pledge. And if you are a church, you might consider Safeguarding Sunday. It can be a really powerful tool for linking the work of safeguarding to our faith.

[If things still aren't right]

So, what do we do when things still aren't right? If an individual breaches the agreement, we need to establish reasons for the breach record and, if necessary, increase the conditions of the agreement. We might also need to liaise with the police if they're breaking any bail or licence conditions, for example. If an individual moves away and starts attending another place, we would want to notify the relevant church or organisation but we need to get advice before sharing confidential information. If an individual refuses to sign the agreement, they can't attend our activities. If somebody re-offends then we need to notify the police or probation service. Throughout this process, we're going to be liaising with our safeguarding lead or coordinator all the time.

[Review]

As we come to the end of our learning journey, let's just review some key points. Firstly, we want to recognise that dealing with these issues is complicated and challenging. We encourage you to always seek advice and ensure that you remain objective by running through your ideas with somebody else. It's really important to debrief and review during and after an event. Record all safeguarding concerns, however small. Document decision making processes, complete risk assessments and keep them up to date so we can get clarity on the situation. It is essential to retain information and keep it in a secure location.

Consider all the people involved in any of these situations. When there's lots of complexity, we mustn't lose sight of the person who's been most affected - the victim or survivor of abuse. We also want to care for the alleged perpetrator, as a human and an individual, who will also need support. What is the impact on the wider community around the situation? Is there support we can put in place for others in the organisation? And finally, don't forget yourself! Our own wellbeing is

important and we are able to take better care of others if we care for ourselves too.

So, we've come to the end of our training, I'd encourage you to make a note of any key things that you've learned from the training, particularly if there's an action that you want to take put in place as a result of anything you have heard. We'd really love your feedback. We're looking to improve our courses all the time and your feedback is such a valuable part of this. Thank you very much for your participation and we wish you all the best in your safeguarding journey.