

Advanced Training – WEBINAR

Thank you for joining us:

Safeguarding for Coordinators
and Designated Leads

Part one

 **thirtyone:eight**
Creating safer places Together

Before we start



2.5 hours with a
short break



Copy of slides available
after the session



Webcam and
microphones



Sensitive and
confidential



Chat facility



Get support




Introductions





Our Mission


Equip


Empower


Encourage

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eight




0303 003 1111
Helpline
Option 2

thirtyone:
eight

Our biblical mandate

‘Speak out on behalf of the voiceless, and for the rights of all who are vulnerable.’

Proverbs 31:8 (CEB)



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Core course content and learning objectives

Part 1

Module 1

The complex challenges of the safeguarding task

Module 2

Roles and Responsibilities

Part 2

Module 3

Managing thresholds, expectations and referring on

Module 4

Managing allegations against staff and volunteers

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Course Context

- Operation Yewtree 2012
- IICSA 2014
- Charity Commission Guidance
- #MeToo Campaign
- COVID-19

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Legislation and Guidance


- Working Together to Safeguard Children 2018
- Safeguarding Vulnerable Groups Act 2006
- Children Act 1989 and 2004
- Care Act 2014
- The Sexual Offences Act 2003
- Mental Capacity Act 2005

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The Charity Commission Alert


- In December 2017, the Charity Commission issued a clear alert to **ALL** Charities.
- A reminder to charities that trustees are accountable and responsible for putting things right.
- Trustees therefore assure themselves that their safeguarding practices are robust.



The Charity Commission Alert

It is specifically advising trustees to:


- review their charity's safeguarding governance and management arrangements and performance
- contact the charity commission for serious safeguarding incidents, complaints or allegations where it relates to the work or workers/volunteers within the charity



Safeguarding in Charitable Organisations

"The public rightly expects charities to be safe and trusted environments where people are protected from harm, including the charity's own staff and volunteers. So all charities need to be alert to the importance of safeguarding those who come into contact with them. What that means in practice will of course depend on the nature and circumstances of a charity's work."


Harvey Grenville, Head of I.E
Charity Commission, December 2017



Module 1:

The complex challenges
of the safeguarding task


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In this module we will explore:

- Safeguarding through the lens of a coordinator/lead
- The strengths and vulnerabilities of your organisation
- Ten safeguarding essentials

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Safeguarding's Guiding Principle

Safeguarding is everyone's responsibility – whatever
our role or status in society but...



...many simply see it as something to pass on to
someone else!

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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 some of the things that perhaps worry you.




A Complex and Challenging Task

- Often a high level of trust and responsibility
- Accountable to a board of Trustees, Eldership or Senior Management Team.
- Responsible for ensuring appropriate policies exist and are upheld.
- Holding or having access to relevant background information or pieces of the jigsaw.



A Complex and Challenging Task

- Making decisions about thresholds.
- Line management responsibilities for others on the 'frontline'.
- Wearing multiple hats at any given time.
- The requirement to keep abreast of current legislation and guidance.



A Complex and Challenging Task

- Managing your own limitations.
- The unknown or lack of feedback from statutory agencies.
- Providing support at different levels and managing overlaps with pastoral care.
- Working with those who may pose a risk.



Helpline Themes

- Policy advice – 30%
- Reporting to statutory authorities – 20%
- Offenders attending church – 20%
- Allegations against a worker – 15%



Sharing the Load

- Remember the thirtyone: eight Helpline is there to help and support you.
- Consider setting up a local/regional forum to share good practice.
- Check out what support and recourses are available within your denomination/network.



Activity 2- The potential vulnerabilities within organisations

• Complete the safeguarding task chart for your organisation.

• Consider whether there are any gaps in your organisation's safeguarding arrangements?

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1. POLICY AND PROCEDURES

• Policy is a key document.

• Reviewed annually.

• Accessibility

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2. TRAINING AND AWARENESS

• Competent and confident workforce.

• Training needs analysis?


• Different levels of training.

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3. SAFER RECRUITMENT

- Formal safer recruitment policy.
- Much more than DBS checking.




4. MANAGEMENT OF WORKERS

- Managing, supervising and supporting.
- Codes of conduct.
- Accountability and transparency.



5. WORKING SAFELY

- Operate and promote good working practice.
- Sound awareness of how to minimise risk to others and themselves.
- Up to date practice guidance.




6. COMMUNICATING SAFELY

- Knowing how to communicate effectively
- Organisations should have appropriate IT policies and Acceptable User Agreements (AUPs) if necessary.




7. RESPONDING TO CONCERNS

- Ensure that all workers know how to recognise and respond to the signs and indicators of abuse.
- Should know how and where to report a concern.



8. PASTORAL CARE

- Pastoral care and support is available to all those affected by abuse.
- Workers should be aware of their own limitations.
- Pastoral care teams should work within clearly defined boundaries.



9. WORKING WITH THOSE WHO MAY POSE A RISK

- Organisations should know how to identify, assess and manage risk.
- Safeguarding leads should know how to implement, monitor and review offender contracts/covenants of care.
- Organisations should feel confident in liaising with statutory agencies.



10. WORKING IN PARTNERSHIP

- Organisations that work in partnership with a wider network either cross culturally or in an international context must ensure that their policies and procedures reflect clear lines of accountability and decision making processes, within the context of local and legal parameters of any particular setting.



Questions?



Coffee break



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Stretch your legs...

5:00

thirtyone:
eight 

Module 2:
Roles and
responsibilities

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In this module we will explore:

- The safeguarding coordinator/lead role profile
- Safeguarding recording and retention
- Attitudes and values



Activity 3 Key Competencies

In groups, identify the key competencies required to be a safeguarding lead – watch out for the red herrings!



Use the table on page 4 of the workbook to complete this activity.



Role profile – key competencies

- ✓ Ensure the organisation's safeguarding policy is accessible to all and implemented.
- ✓ 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.



Role profile – key competencies

- ✓ 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.
- ✓ 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.



Not essential ...

- Have a professional background in a relevant public service i.e. Social work, education, police or health
- Skilled in delivering safeguarding training to all volunteers and paid staff in the church/organisation
- Prepared to work independently and autonomously



Recording and retention

- All safeguarding concerns should be kept indefinitely and securely.
- Should signpost to any written records or case files.
- Useful for monitoring patterns and recurring concerns.
- May be needed by statutory agencies e.g. LADO, police, Charity Commission.
- Ensures trustees have an overview of safeguarding issues and incidents that are ongoing.
- GDPR & SARs



Decision Making

- An effective safeguarding lead must be able to make sound decisions which are evidence based **and** in the best interest of the child or adult about whom there is a concern.
- Professional judgement is a key element of the role.
- Our own attitudes and values play an essential part in this.

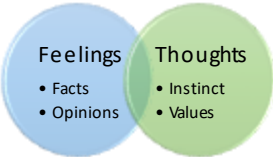


Activity 4 – Attitudes and Values

- Complete the attitude and values exercise and decide to what extent you think the situation is OKAY or NOTOKAY?
- You may also wish to consider any moral dilemmas, additional issues or concerns.



Attitudes and Values



Questions?



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



Advanced Training – WEBINAR

Thank you for joining us, we look forward to seeing you for session two



Advanced Training – WEBINAR

Welcome back:

**Safeguarding for Coordinators
and Designated Leads**

Part two



Creating safer places. Together.

Before we start



2.5 hours with a short break



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Get support



**Core course content
and learning objectives**

Day 1


Module 1
The complex challenges of the safeguarding task

Module 2
Roles and Responsibilities

Day 2

Module 3
Managing thresholds, expectations and referring on

Module 4
Managing allegations against staff and volunteers



Module 3:

Managing thresholds,
expectations and
referring on

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In this module we will explore:

- Effective and accountable decision making.
- The role, responsibilities and relationships between the different statutory agencies.
- The importance of pastoral support and/or early help.

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Activity 5 -Case Scenario (part 1)**Receiv ing 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.

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Case Scenario A

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

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 youthworker 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 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.



The role and responsibilities of statutory agencies.

- Children's Social Care/Social Services
- Adult Social Care/Adult Social Services
- Local Safeguarding Partnership/ Single Point of Access (SPA)
- Adult Safeguarding Board (ASB)
- Police
- Multi Agency Safeguarding Hubs (MASH)
- Local Authority Designated Officer (LADO)
- Child & Adolescent Mental Health Service (CAMHS)



Activity 6 - The role and responsibilities of statutory agencies.



- 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 the threshold for statutory intervention is not met but there is clearly a wellbeing need:

- 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.

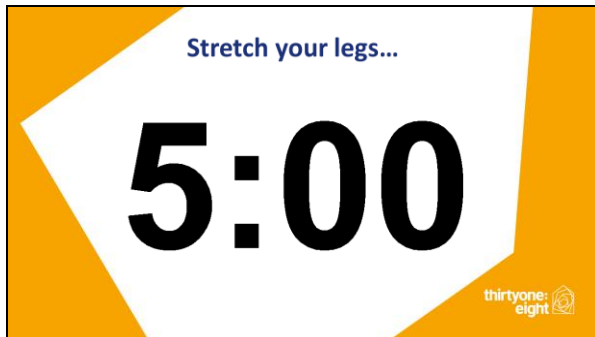
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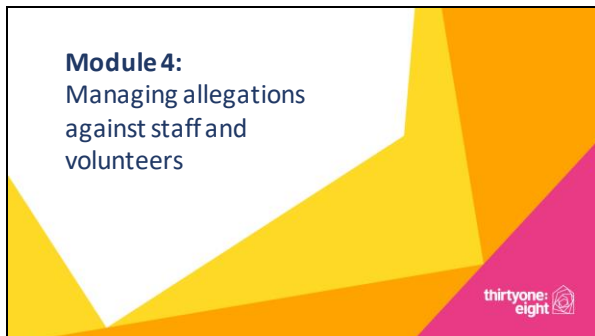
Review, Reflections and questions?

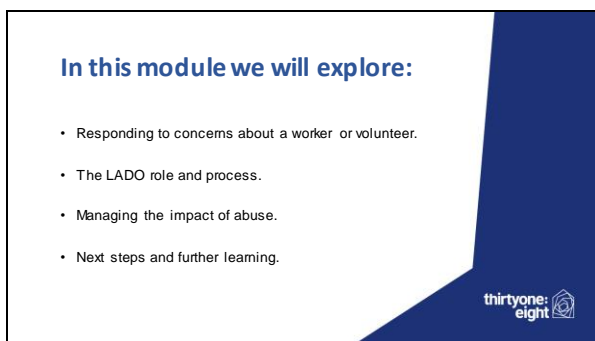
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Coffee break

thirtyone:
eight







Case Scenario (part two)

Managing allegations against a worker.



Read or listen to part 2 of the case scenarios

- 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?

Use the chat function to share your thoughts/answers.



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.



The LADO role

- To provide advice and guidance where there is a concern about someone who may have or is likely to harm a child.
- Initiate initial enquiries and liaise with other agencies involved i.e. police, education, health etc.
- The LADO has the overall responsibility to chair allegation management meetings and monitor the progress of such.



The LADO process: Stage 1

Threshold Consideration -

The adult has ...

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.



The LADO process: Stage 2 -4

- **Stage 2** – Multi-agency Strategy discussion or meeting where necessary
- **Stage 3** – Investigation – may involve interviewing child or adult, parents/carers, other workers etc.
- **Stage 4** – Review – may involve a further meeting or follow-up discussion with recommended further action and decisions.

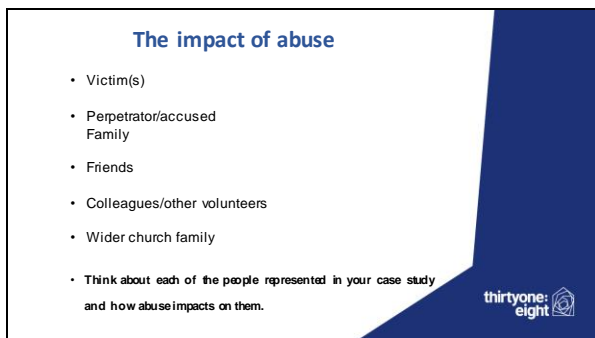


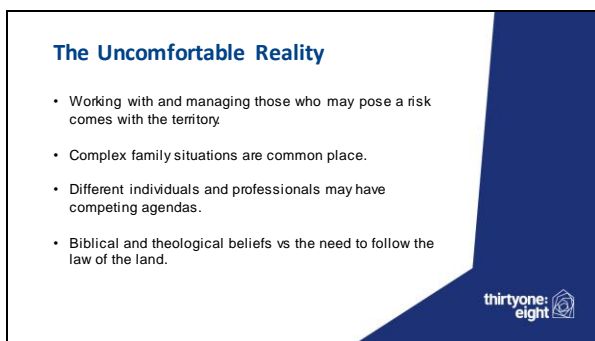
The LADO process: Stage 5

- **Substantiated:** There is sufficient, identifiable evidence to prove the allegation.
- **Unsubstantiated:** There is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Malicious:** There is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.
- **Unfounded:** There is no evidence or proper basis which supports the allegation being made.
- **False:** There is sufficient evidence to disprove the allegation. For education only (Keeping Children Safe in Education 2020).









Supporting Workers and Volunteers

- Appropriate and relevant training.
- Culture of teamwork and transparency.
- Forum for workers and volunteers to talk, debrief and review their role.
- Have a clear process in place to enable those on the frontline to reflect, particularly following a disclosure or serious safeguarding incident.
- Get support for yourself.



Review

- Understand the complex challenges of the safeguarding task as a coordinator/lead.
- Have clarity about the roles and responsibilities of a safeguarding coordinator/lead.
- Feel equipped to manage thresholds, expectations and understand the process for monitoring or referring on.
- Feel confident about managing allegations against staff and volunteers.



Questions?



Further Learning

- Assessing and Managing Risk (Advanced)
- Safer Recruitment (Advanced)
- Safeguarding for Trustees (Advanced)
- DBS and Eligibility Workshop (members only)
- Pastoral Care and Supporting Survivors (Specialist)
- Domestic Abuse – In Churches Too (Specialist)
- Spiritual Abuse Training (Specialist)



We offer a complete safeguarding solution

- DBS Service
- Training
- Policy and Guidance
- Consultancy
- 24 hour helpline



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



