

Transcript for Managing Allegations and Perpetrators Webinar

[Welcome]

Hello and welcome to our Managing Allegations and Perpetrators webinar. This webinar is two and a half hours long and we'll have two five-minute breaks within that time. You should have received a link to the PDF of the slides and the handbook for this course, you will need those throughout the discussion so please have them ready. 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, please do contact our safeguarding help-centre by email or phone.

Thank you for choosing Thirtyone:eight for your training today. Our motivation is to equip, empower and encourage you in your safeguarding responsibilities. As we start, we just 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 I mentioned already, we have a help-centre; you may want to pop contact details into your phone now if you don't already have them to hand. 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, or 9am to 5pm Monday to Friday for those regular questions about policies, guidance and processes, 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.

[Introduction]

We hope by the end of this course, you will be able to understand and apply the principles of maintaining safer spaces for everyone, whenever you're working with either someone that's known or suspected of acting in abusive ways. This course intends to cover a range of situations from allegations to managing a known offender. It's only by balancing these two things, the 'open door for all' and 'appropriate boundaries', that we can create safer spaces for everyone. Within your organisations, you already probably have this concept of clearly communication appropriate boundaries that people should observe, usually this is found in our safeguarding policy and codes of conduct. It is also there in more implicit ways in our culture. Everyone needs boundaries. However, some people need tailored boundaries to participate safely in the activities we run.

In this training we will look at the additional boundaries needed to keep people safe, and support individuals when we know about or suspect a person may act in abusive ways. Some people will naturally be focusing on keeping the wider group and the reputation of the organisation safe, but others will have a focus on

supporting known or suspected perpetrators. As you'll see through this webinar, these things are not actually opposite in how we practically achieve those aims. We hope this course will help equip you with the tools needed to achieve both.

In order to do this effectively, we need to give some context to what we mean by Managing Allegations and Perpetrators, defining these terms will just give us a baseline from which to work. The first word we're going to look at is **managing**. In safeguarding terms, these are the practical tasks that we do to either prevent harm and abuse or to manage the risks posed by people who have acted or are suspected of acting in abusive ways. And some of these practical tasks may feel familiar, for example, your safer recruitment, your safeguarding policies, your code of conduct, etc. But some of these tasks will need to be specific to an individual, and without them, we couldn't safely give the individual access to our projects. This webinar is going to be focusing on these individual focused tasks.

Secondly, **allegations**. An allegation occurs when someone has been accused of acting in a harmful way. At the allegation stage, the accusation has not been substantiated but there are still managing tasks to undertake. For example, recording and reporting information, collaborating with others to facilitate an investigation, supporting all involved, and taking other actions to prevent harm and reduce risk. Recording and reporting will not be covered in detail in this

training, as these more general safeguarding actions are addressed fully in other courses.

Next let's consider the word **perpetrators**. Some people may be uncomfortable with the word 'perpetrator', it feels like a label, and we would always prefer to label behaviours rather than a person. However, we have used the term 'perpetrators' in this course for two main reasons. Firstly, for clarity and secondly because taking responsibility for harm caused is such crucial step in enabling safe interactions. By 'perpetrator' we mean anyone who has engaged in abusive behaviours, whether or not they have a criminal conviction, although until the point of conviction they should be referred to as 'alleged perpetrator'. We may also use the term 'suspected perpetrator' if a situation is at the allegation stage.

How would you define abusive behaviours? Can you give me some examples in the chat?

Possible answers could be any criminal acts such as fraud, criminal damage, stealing, use of weapons, etc. It could be physical acts such as punching someone, or nipping or hitting. Sometimes identifying physical abuse is easier because we see evidence of it in a bruise or injury. Another type of abusive behaviour is emotional abuse, such as how someone is being spoken to by another person. It could be the tone of their voice, or their words being

threatening. They might be using derogatory language, humiliating others, coercive control, manipulation in a relationship, using words that cause people to feel unwanted, as well as bullying face to face or online abuse. You might have thought about sexual abuse which includes any unwanted touch of a sexual or intimate nature, inappropriate sexual language, it could also be a breach of the code of conduct in relation to touch. Finally, you might have considered abusive behaviours as simply anything individuals do that have a harmful impact on those around them. Within organisations, our safeguarding aims to limit the harmful impacts to protect others, as well as to offer support to the perpetrator if they are willing. Again, this course is concerned with both the boundaries for and the support of those who have or are suspected of perpetrating abuse. It's important to note that we're labeling the behaviours, not the person. This course was once called managing offenders, but real life isn't as clear cut as innocent or guilty, and in this course, we'll talk about managing people whose behaviour, or suspected behaviour, would legally be considered abusive, regardless of its status.

The following definition from Guidance on Developing and Implementing Multi-agency Policies and Procedures to Protect Vulnerable Adults from Abuse is a simple summary for the kinds of behaviours we're looking to prevent: Physical, verbal or psychological acts that violate an individual human civil rights. Some abuse constitutes a criminal offense.

The reality is that even those who pose a real threat of harm will still engage in normal, everyday activities and interactions. Not all of their behaviours will be harmful. The five components of managing allegations and perpetrators that we will unpack here are so important, because what we can see will never be an accurate way to identify if or to what level someone poses a risk. For those of us here whose role is to specifically support ex-offenders, we similarly need to be very realistic about the harm their actions may have caused. Without this honest reflection, it's impossible for us to put in place the boundaries and support they need to have the opportunity to thrive.

With that shared base of understanding we're going to turn to the 5 main components of managing allegations and perpetrators.

[Module 1: Concern]

In this first module we're going to look at the concern. How did you first become aware of suspected abusive behaviours? Your situation may be that you are supporting a known offender. You might be attending this webinar because something happened in your church or community group, an allegation or suspicion, and you're hoping to get ideas as to how to manage the situation. Maybe you've never come across this before, but you're hoping to be a supportive place, maybe for ex-offenders who want to attend and want to do well.

Whatever your reason is for being here, how we become aware of abusive behaviours is still very important as it will influence how we manage them and who will be the best person to support us in the situation. So how might you become aware of abusive behaviours? Please put into the chat your ideas.

Examples could include through the safer recruitment process for a new volunteer or new staff member, it may be that the criminal records check came back blemished, that you received a verbal disclosure from the perpetrator, or a verbal disclosure from the victim survivor. It could be local information, from rumour, the local papers or even a vigilante group on social media. Your denomination might have informed you if this person has moved churches to your church, local authorities have been in touch with you because you hold the role of safeguarding lead. As a Safeguarding Lead you may become aware of someone being non-compliant with the guidelines set regarding policy, it could be that you see someone displaying behaviours that will put others, themselves and the church at risk of accusations of abuse.

If you've attended other safeguarding training, you'll be familiar with the question 'who can abuse?', and of course the answer is anyone: Anyone's behaviour could be abusive. Both men and women can be perpetrators, people who you have known for a long time, people who you trust and respect. It's particularly important to respond to the allegation or knowledge if it's someone who formally

holds a position of trust within your organisation, or is trusted on a more relational level.

If you receive an allegation that someone in your organisation has acted in an abusive way, either during your activities or outside them, follow the process laid out in your policy for recording and reporting concerns. Record the who, what, where and when of the situation, using the exact words of the person who has brought you the allegation wherever possible. Pass the record to your safeguarding lead as soon as possible, certainly within 24 hours, call 999 immediately if it is an emergency or 101 if it's a crime that needs to be reported straight away.

If you are the safeguarding lead, store the information securely and report to statutory agencies as appropriate. Their response and advice may also determine some of your next steps. You may also need to report to the charity regulator for your nation or to the barred lists held by either DBS or Disclosure Scotland.

Receiving an allegation about someone in your community is difficult. You can find yourself doubting your decisions and actions and you might be concerned about how it will affect relationships in your community. If the allegation you've received implicates a leader or someone well known in the community, then you

need to consider both the relational and power elements at play. It can be particularly difficult to address someone's behaviour when we have a personal relationship with them or if they have authority over us, such as a trustee or an elder. If you feel like this limits or impacts your ability to respond, or you'd like some clarity on what information you can and should share, then please do reach out for help from our helpline. It will also be important to think through how to manage any conflicts of interest that may arise. For example, someone in a role that would usually mean they are included in the safeguarding process may be related or otherwise closely connected to the alleged perpetrator. We will look later in the course at deciding who might be suitable to take on the various roles involved in safeguarding a situation like this.

When you receive an allegation, it is not your role to decide whether it is founded. The managing tasks that you will undertake are neutral and everyone involved should be supported and protected. It is important that the person named in the allegation is offered pastoral support throughout any subsequent investigation. The person in this support role should not be the same person who is supporting the alleged victim-survivor.

As you can see from the wheel the abusive behaviour can be one of many different types of status. This wheel is simply an illustration to give you a sense of the different legal standing the behaviour has and, often, practical ways to need

to respond based on that. We have listed some of these in the handbook with their implications or additional actions that you might need to work through. We encourage you to take a look at those.

It is important to be aware that there could be other legal stipulations within these main statuses. For example: If we were to take involve who is 'out on bail' in our activities but they have not yet been officially charged with an offence, there would need to still be management of this person and in addition to this they could also have a legal order placed on them. For example, a non-molestation order can mean they cannot have access to the named victim, their children or the places they live/work. These court orders are legally binding court orders, and a breach of these can result in a fast appearance in front of the judge!

Another example is when someone receives a police caution. This is given instead of a court appearance, but there will have to be a confession of guilt to the charges that were put to them by the police for this to be the outcome. It will initially show up on any enhanced criminal record checks and if no other incidents similar to this happen, it can come off their record after 5 years for an adult, or after 2.5 years for a juvenile who is usually someone aged between 10 and 17-years-old.

For a moment, let us consider sexual offenses. There are 30,000 known sex offenders who have self-disclosed involvement with a church. That number is roughly equivalent to the total number of churches in the UK. It's not known how many known sex offenders are involved with community or charitable groups. In reality, the number of perpetrators of sexual abuse is likely much, much higher. One academic estimates that in the UK, the real number is around two to three million. If we add in other types of abusive behaviours, such as physical violence, we begin to get a picture of to how likely it is our faith communities and voluntary groups will be interacting with individuals who pose a risk of harm to others. The key takeaway for us is that even without a conviction, people can and do act in abusive ways, and we have a responsibility to safeguard everyone in our care. So, whether it is someone recently released from prison or an early-stage allegation, we need to manage the situation well.

Any offenders that pose a serious risk of harm to the public, or in other words, those who have committed offences that are particularly violent or of a sexual nature, upon their release they will be managed by the Multi-Agency Public Protection Arrangements (MAPPA) in England, Wales and Scotland or Public Protection Arrangements Northern Ireland (PPANI) in Northern Ireland.

If someone is being managed under these arrangements within the community, then the responsibility for overseeing the individual's reintegration in the

community might be shared across several agencies. If there is only a criminal element, it would be managed by local police, but if there's also a child protection element, then Social Services would also be involved.

People released under these conditions will have different categories of risk allocated to them while in custody and this will inform how they're managed in the community. You can find more information on this in your handbooks, in the nation specific sections.

While we need to be aware of the risk an individual might pose and manage that risk well, we also need to be mindful that there are lots of roles that offenders can hold within our churches or charities. A history of offending is not – and should not – be a barrier to appointing people to both paid and unpaid positions. In fact, all UK nations are seeking to increase ex-offenders' life opportunities. We'll mention later why these can be an incredibly positive factor. But, like all recruitment processes, it must be done safely. Your organisation may have a policy for the recruitment of ex-offenders, if not, this is worth considering since it is a useful document to have.

If you know an individual has a history of abusive behaviour, the laws around non-discrimination of ex-offenders can add helpful considerations to your risk assessment when you're decide what roles they can safely hold. For example,

it's unlikely that you will give the role of treasurer of your charity to someone who has conviction of embezzlement, but there are fewer obvious risks to them driving a mini-bus or assisting with serving hot drinks.

At the time of becoming aware of the concern, you need to follow some standard safeguarding processes. The first one is record keeping. The more complicated the situation is, the more important this is. It is also important to note who knows what and give as much information as you can about the behaviour that's of concern and the context. The second standard safeguarding principle to follow is that of maintaining confidentiality - only those with the need to know should be told. Remember, in an ideal world, we're working to build a system that safely allows the individual to be a true and long-term part of our community. A third principle to follow is to report to/liaise with statutory bodies. They may have initiated contact with you, or you may need to make a report to them. Statutory agencies include probation services, social services, police and barred lists of the criminal record checks bodies such as DBS, ANI and PVG under Disclosure Scotland. The last one is to identify key people internally. In this early stage, it's also worth working out what involvement you might need from others in-house such as the pastoral support team, you might need someone in leadership, such as an elder or a deacon to be informed and involved early on. Take a moment to consider whether a support team needs to be in place for the perpetrator while

they are on your premises. Typically, one trustee will have some of the detail and be kept updated as things progress to help ensure the correct support is in place. Importantly, not everyone needs to know everything. If the individual has not been convicted, and it's something that you know can be dealt with in-house then this could be something that could be dealt with by the safeguarding lead along with another person from the safeguarding team, for example, if a volunteer did not follow the code of conduct. If the situation becomes more serious or difficult to manage, you will need to involve others. If the person is a staff member or holds an unpaid position, you should involve the safeguarding trustee, too. Where a person holds a conviction, then this will be managed within your organisation, and by outside agencies. We will give more detail on this throughout the training, but the key takeaway is that the higher the risk, the more specialist support is needed. You should never deal with situations like this alone.

This brings us to our first break. I will see you back here in five minutes.

[Break]

Welcome back, everyone.

[Module 2: Collaboration]

We're now onto module two which looks at collaboration, which explores who else will be part of including and managing someone who displays, or is suspected of, abusive behaviour. You may have heard it said that safeguarding is everyone's responsibility and that you never have to do safeguarding alone. Not only is this true when managing allegations and perpetrators, but it's an essential part of doing this safely and well.

The management and reintegration of those who do or who are suspected of posing a risk of harm to others is a professional and specialised field. This training equips you with the basic tools that you need to respond well, but two and a half hours of training isn't enough to navigate the complexity and diversity of abusive behaviours, neither do you have the authority or position to do so. That said, you don't need to be a safeguarding professional in your role of managing allegations or abusive behaviours. Instead, it's important to know who to involve and when. Throughout this module, we'll be outlining the thresholds for statutory agencies and what their role is and their specialisms. Finally, we will explore what your role and responsibility is at this stage.

[Non-Statutory Agencies]

Non-statutory services will also be a helpful point of connection. These may be national or regional organisations who offer support to you remotely, or they may be local to you and able to provide in-person support and services. The services you access will depend on the situation. We have put some suggested agencies and services in your handbook to help you start compiling a local support directory.

Some charities will specialise in supporting a wide range of people, such as Prison Fellowship. They support prisoners and well as their families and ex-offenders. Other organisations will be more specific and cater to victims, or behaviours with certain legal statuses. As with all safeguarding, do find out about, and make the most of, the services that exist. This sharing of responsibility can help us stay emotionally healthy long-term.

These organisations often also offer support for the perpetrator, or alleged perpetrator. It's helpful to think through, depending on the situation, who else may need to be involved to help the individual integrate into your organisation well? If the person was recently released from prison, do they need help accessing benefits? Foodbank? Where the status of the abusive behaviour is

more ambiguous, will the individual benefit from engaging in a program like 'Fight the New Drug', or 'Stop it Now', or AA?

We also want to support the support team – those who are coming alongside the person whose behaviour we're concerned about. It is important to access the support and guidance you need as a faith/community group as you manage those with abusive behaviours. Many reach out to Thirtyone:eight for specific advice, you can source additional training on managing secondary trauma, or a range of other services. Again, we've listed some of these in the handbook but do see what's available in your local area as well.

Lastly and most importantly is the area of victim support. In situations where the victim and family are still part of your faith or community group, this may be the most significant of the non-statutory services you involve. The most appropriate and helpful may be counselling services, domestic abuse charities or mediation, but this should never be sought without the consent and willingness of the victim. Your role in representing them should be one of advocacy, not enforcing things that you feel are helpful. It must be their choice.

We are going to use the following scenario to explore how other organisations can be helpful:

The local Probation Office has called you and they have someone they're working with who would like to attend your church. There are risks associated with this person, and they've told you that there will need to be a risk assessment done and a behaviour contract in place in order for him to attend. They tell you that his crime was of a violent nature and that he also is on the sex offenders register, and they want to know if your church is willing and able to accommodate this person's attendance, and can they meet with you to discuss this further. The person in question has given them permission to call you on their behalf and is willing to engage in any process needed.

At this point, the details are sparse, and we don't even know the individual's name yet, but in the initial stages of these conversation or emails you won't get a lot of information until you've confirmed with probation that you're willing and capable of engaging in this process with them. So, what are your initial thoughts/concerns? What further information do you need? Who else in your church/organisation might need to be made aware?

In these circumstances, the governance structure of your organisation (trustees or church leaders, for example) should be involved in considering the situation. The safeguarding lead should not agree without first consulting the decision makers in the organisation. That means there should be collaboration internally,

and in fact, this might be the most important collaboration of the process, as the outcome of that will dictate what happens next.

If the scenario happened within your organisation and keeping confidentiality in mind, consider the specifics of what you would do next.

You might have thought about whether you can accommodate the perpetrator at the church at all. This is a valid and essential consideration. If you feel you can accommodate the request, what will the restrictions be? For example, you may feel that he can only attend Sunday morning services if that's the only time where you've got enough people available to support him. You need to realistically consider your organisation's capacity and the resources you have available to you internally as well as identifying what additional supports there are from voluntary agencies in the area.

Who would hold the role of supporting the perpetrator? This could be a pastoral care role and can also be a practical role that helps outwork and enforce the behaviour contract.

You might have thought about sharing some information with the church around the areas of risk to protect others in the church, if so, this would have to be done very carefully, be as minimal as possible and with advice from the probation officer since we also need to consider the individual's need to be protected from

potential 'vigilante justice'. Finally, you might have discussed how you would manage the media if it happened to become public knowledge that he was attending the church.

It's also helpful to think ahead of time what questions would need to be asked at the probation meeting. Who would pose these questions at the meeting? Going forward, you need to decide who will manage the behaviour contract, making sure that there's really clear roles in place and competent people assigned to them.

Moving on, we need to consider what further information you feel you need to make an informed decision about allowing this individual to be part of your church. You might have identified areas such as: What level of risk does this person pose to the community? Who has been identified as most at risk – are there certain age groups or other demographics you should be aware of? It's also important to find out what support probation and other statutory agencies might be able to offer to your organisation going forward, and equally, what their expectations are from us in terms of reporting concerns or sending updates. Another key piece of information for us to know about is around what the conditions of his license might be and what our responsibility is if he breeches the contract. Knowing who we pass information on to and how quickly they expect to receive that information is important to know. There will also be a

timeframe for the perpetrator's probation, so it can be helpful to get that information and set a review date for the behavior contract to sync up with this, unless beeches occur before then or new information comes to light.

Some bigger picture considerations here will also be helpful to build a realistic behaviour contract and support plan, but some of this detail might come at a later stage. What other support is in place for them? Does the perpetrator have family and children, and are they allowed contact with them, if so, is this something for the church to encourage?

As we mentioned earlier, the key people – which is usually the safeguarding lead and whoever has governing responsibilities within the organisation – need to discuss if they can they accommodate this person coming to the church at all.

The above questions and considerations are needed to make an informed decision on that, rather than an emotional one.

Our scenario is a good example of what engaging with statutory agencies might look like, and the important role they can play in supporting you. We're going to look at a few of those agencies in a bit more detail now.

As with this situation, one of the main agencies responsible for reintegrating known offenders into society is the Probation Service. They are a statutory criminal justice service that supervises offenders serving community sentences

or released into the community from prison. They are also based within prisons and prepare reports (among other things) for various government bodies. They are the link between the prison to the community for the offenders. The role of the community-based probation officer is to manage the individual and ensure they are complying with the conditions of their license. In Scotland and Northern Ireland, probation workers are Social Worker trained, while in England and Wales they also have a level of social work-related classroom hours. It's usually through probation services that the offender can complete courses such as victim impact, parenting support, domestic abuse awareness and drug and alcohol courses, depending on the resources available at specific locations.

When it comes to collaborating with statutory agencies, it can be helpful to have some do's and don'ts. What should or can we do? Do reach out to these agencies – they will have a wide variety resources and local knowledge. Within the various social work teams, there's departments that can help such as the those who work specifically with families, adult social workers, health visitors, etc. Similarly, national police services have departments that specialise in certain areas, such as neighbourhood policy or community officers as well as departments that deal with drugs or safeguarding offences. In our hypothetical situation with Sam, the Public Protection Branch (PPB) in Northern Ireland would oversee his case. It's jointly operated by the police, probation, prisons, social

services and other government and voluntary organisations. In all of the 4-UK nations, the individual in our scenario may also be placed on the sex offenders register and required to abide under the restrictions placed on him— this is managed by the local police force.

Some things that we don't want to do include: Don't expect details, a small amount of information may be given in the initial stages by the statutory agencies until such time as the church/charity commits to engaging in the process and confirming what role they may play. Even at this level of safeguarding, all information is shared on a need-to-know basis. Similarly, we don't want to take too narrow a view – take time to step back and think about the whole situation. Are there children involved, i.e., the individuals' children? If so, then children's services may also need to be involved. Or is there a partner at risk of further harm? It's important we share any wider knowledge we may hold of the situation with other relevant agencies.

And then lastly we need to consider government, lawmakers and professional bodies since laws guidance and policy changes often, in our interactions with statutory agencies it's worth asking if there's been recent changes

So, with collaboration in mind, what is your role and responsibility?

Be thoughtful. Ask questions about the risks others feel the individual poses. Don't be afraid to ask probation officers for their opinion as well as, as we mentioned before, sources of support and accountability that they might be aware of. Find out whether the victims have any reasonable objection to the individual's integration into your faith or community group, because although we want to be places of welcome, we also want to do it thoughtfully, so be prepared to ask questions.

Be open. The Independent Inquiry on Child Sexual Abuse (IICSA) report noted that in some faith communities, there's a desire to only manage things internally. A quote from that report states that there's, "a sense that... strict adherence to procedure is not essential in all cases, since the community has the capacity to resolve its challenges together informally". When dealing with abusive behaviours, we need to acknowledge that we're not the experts and be open to the input and authority of police and other statutory agencies, and be prepared to follow their guidance as well.

And lastly, Be honest. What capacity do you actually have? What isn't familiar, what can't you manage? Be open and reflective enough to be able to admit that the request to manage this individual isn't reasonable if you don't have the resources to manage it. Of course, the abusive situation you find yourself dealing with may look very different to our case scenario, but at this stage of

collaboration, you still need to go through these steps to see who you should be collaborating with, who will need to be involved early on to keep everyone as safe as possible and to hopefully make the individual's involvement a viable option long term. The simple reality is that most faith and community groups don't have the expertise or the capacity to achieve this alone, which is actually good news. You don't have to do this alone. This is why you're at the training, to identify the parameters of your role and understand where others continue to hold responsibility.

[Module 3: Contract]

As we move into module three, we're going to have a think about contracts – or how we practically manage the involvement of people who have been accused of, or are known to have acted in abusive ways. Having completed the stages of understanding the concern, and collaborating with others, hopefully you've got a better understanding of the situation. This allows us to start thinking about how we practically integrate this person safely into our organisations. The key points we'll cover in this module are the risk assessments, and the written agreements, which are often known as behaviour contracts. If you're part of a denomination or umbrella organisation, there will likely be a clear process for this which you must follow. The core elements of the firstly completing a risk assessment, followed by a written agreements is fairly universal, but specifics processes do differ, so

always make sure that you seek advice from any governing structure for your church or your charity and making sure that you follow any guidance they have before attempting to do this yourself.

Before looking at how we complete a risk assessment, let's look at our wider organisational culture to give some context. Two important components of a healthy safeguarding culture are to communicate and listen well, and that still is true in every area of safeguarding, including the management and inclusion of those who may have, or who have behaved in abusive ways. Because of that, the views of the individual whose behaviours cause you concern should be central to this process. Every reasonable effort should be made to involve them and capture their voice, particularly at this stage of agreeing what their interaction with your organisation should look like going forward. We encourage you to listen to their hopes and their preferences, make notes using their own words and include them where appropriate, but being mindful that at the end goal is to safeguard the community and the individual. Depending on the status of the abusive behaviour, you may be required to include police, probation and/or other services at this stage. If probation services initially contacted you about receiving an offender, they may even initiate and oversee the writing of the behavioural contract for you. So, let's unpack this concept of a risk assessment. We can understand it as serving a similar function to that of getting a survey done before

buying a house. Doing a risk assessment is a valuable information gathering exercise, since if you can't clearly identify where the risk lies, it is exceptionally difficult to put the right protective measures in place. The areas highlighted in the risk assessment should form the basis of an intervention plan.

[The key elements of risk assessments]

A behavioural risk assessment will come in many different forms, and your umbrella organisation or denomination may have one that they would like you to use. We've included a sample of completed risk assessment form, and templates in your handbook if you want to use or look at those for ideas. The type of risk assessment form you use depends on a few factors, your personal preference, the type of behaviour, the status of the actual behaviour, and the specific role or involvement the individual hopes to have within your organisation. That said, most versions include the following four elements. Firstly, the concerns (allegations) or the behaviours we consider to be abusive. We discussed this at length in module one, but you should write a summary of this onto the risk behaviour assessment form. The second element is noting the possible risks. Often this includes considering whether there is the possibility of the individual developing a relationship with vulnerable people with the intention of exploiting that relationship. We should be especially alert to the risk of grooming as well. Thirdly, we need to identify who could be at risk – this requires including those

that are known to be a greater risk of abuse in general, for example, single mums, people with disabilities, etc. and who the individual behaviour or suspected behaviour is thought to have harmed in the past. If the [alleged] abusive behaviour happened within your context, also consider whether the perpetrator could be at risk of vigilantism or revenge. Fourthly, we should note down how these identified risks could be managed, if indeed, you think they are manageable for your organisation. It can be tempting to only write basic details on this for the sake of simplicity, but we would encourage you to include a fair amount of detail. This is particularly important in situations where the original participants move on and the new safeguarding lead or the equivalent will need to see the specifics that have informed your decisions to see if they're still applicable in the circumstances. Some organisations find that after completing the risk assessment, you feel you don't have the capacity to manage the situation well, then you need to say so, and you need to let the individual find a community who can manage and support them well. This is very much for everyone's benefit, and shouldn't be seen as a failure.

We now have a couple of scenarios for you to choose from, we have Sam and Annie. I will read them out before you go into your breakout rooms. If there is a certain one that you would like to do, please message the cohost with your request.

The first scenario is about Sam, the perpetrator whom the earlier phone call scenario was about.

A local probation officer called you asking if you might be willing to support an ex-offender. Your church has considered this and feels that they could offer support and agree to attend a meeting to discuss this further. Having met with Sam and his probation officer you learn the following additional information: Sam was convicted for rape and murder 20 years ago of his ex-girlfriend. He is not in a relationship currently. He served 16 years in prison, and it was through the prison chaplaincy that he became a Christian, he is on the sex offender's register for life and has very specific conditions that he must adhere to. The ones thought relevant for the church to know were: Not to be alone with any females, any relationships with opposite sex had to be declared, breach of behaviour contract reported, to be escorted while on church premises or at church events, no alcohol or drugs.

He is also required to check in with probation and the local mental health services as well as complete some courses with probation on anger management, drugs and alcohol and a domestic abuse programme.

Our second scenario is Annie. This is the first part for her, we will revisit her later in the training.

You have taken up the post of safeguarding lead in your charity six months ago, you are aware of the importance of the safer recruitment process so are retrospectively doing criminal record checks for all volunteers. Annie has not previously been checked, and you cannot find any records relating to her volunteering role in the charity. Annie is in her early 70's and loves children. She helps out with the weekly parents and tots' group. The project lead tells you that Annie "has been doing this for years, for as long as I can remember!", that; "She is a wee treasure; we would be lost without her!" Annie wants to talk to you before you do the check. She discloses through the self-declaration form that several decades ago she sexually abused 2 teenage boys and she thinks they might have gone to the police at the time. She was never charged or convicted and thinks 'the past should stay in the past' and that she's not the same person now.

Using your risk assessment template, we would like you to consider what areas you need to note down for either Annie or Sam. We will give you some time in your breakout rooms to discuss this and share ideas.

Welcome back, everyone. In Sam's scenario, some of the key points you might have noted under the first section of 'What are the abusive behaviours/concerns?' will likely have included violent behaviour, sexually

abusive against a person with whom he had a close relationship and/or domestic abuse.

Our concerns could include anger issues, drug and alcohol issues, mental health issues, the fact he has been in prison for 16 years and his transition back into a 'normal' life, and whether he has additional support outside of the church. These concerns and needs could affect Sam long-term outcomes and his ability to stick to the boundaries and restrictions he has.

Our second area on the possible risks should include those both for Sam and those in our organisation, for example lone females, children and young people, adults at risk.

Thirdly, we think about what the risk might be. For groups within our organisation, it's the risk of experiencing physical or sexual abuse from Sam. For Sam, the risk could be isolation, possible confrontation when or if people find out about his conviction and his desire to have a purpose or role.

We would then need to consider whether or not the risk could be managed, the answer to that is very specific to the organisation but would revolve around whether there is capacity within the church and if they are willing to make this commitment. They would need to source pastoral support for Sam, a 'support team' to help implement the contract in church and possibly signposting to other

local resources e.g. local mental health charities, help to get a job, housing support, etc.

Let's look at the details you may have noted down for Annie, just a note to think about before we discuss this. We don't always receive the concern at a time when the appropriate next step is the risk assessment. Often, when concerns come to you, we'll be required to follow other safeguarding processes of recording, reporting, etc. In this task, we're focusing on risk assessment but it's important to set the scene first. Before a risk assessment and written agreement can be put into place for Annie, several other things will need to happen first. She will need to be stepped down from her volunteering role, and this would be a neutral step, and it carries no judgment. It's simply a pause while the safeguarding processes are followed in this case. And like any safeguarding concern, this self-disclosure will need to be recorded, ideally within an hour of receiving it. You will need to report this crime to the police, and you may need to report this to the barring service disclosure or Scotland PVG list as well depending on where you're based. With that in mind, and assuming that Annie is allowed to and wishes to continue volunteering, our risk assessment must be conducted.

What would the abusive behaviours or the concerns be? You may have noted sexual abuse of children, and it was a self-disclosure, so she is aware that she's done something wrong.

For 'who is at risk', we would consider children to be. For what the possible risks are, we would need to look at her role within the charity since risks are posed to any children under her care, for example, through intimate care for young children, and that the children's parents might not know about Annie's past.

Can the risks be managed and how? Again, this depends on the capacity of the organisation, but the risks here could be managed through supervised contact, so that Annie is never left alone with children. There could be a behaviour contract put in place for her with pastoral support for Annie, and very clear boundaries and consequences for breach of her contract as well.

[The key elements of written contract/behaviour contracts]

Because churches and charities work with a range of situations, the format a written contract takes and the name it has will vary, but they also usually contain four distinct areas.

A written agreement is a document that clearly spells out the expectations for behaviour; clarity around what activities the person may take part in and attend, and where they are/aren't allowed to physically be; the support they will be

offered; and the consequences for non-compliance – this will be explored more in the modules 4 and 5.

Each area should be clear and measurable; not something that's 'open to interpretation' and it should be reviewed regularly. What's considered 'regularly' is decided by how long the agreement has been in place and whether the individual has complied with it to date. In the short term, this should be reviewed weekly or fortnightly, in the mid-term, it would be reviewed monthly and long-term we would review it every six to twelve months.

An individual should only move to the next level of review when there is confidence that the written agreement or contract is working for everyone, and everyone (including the support group) is consistently upholding what's been agreed. It should also be reviewed if something changes – for example, a change in their legal status if their court date comes up or similar, a change in relationship status or an instance of non-compliance.

For some people, this documented approach can feel aloof or unpastoral towards the individual, but remember that it's our desire to integrate people well into our groups and we can only do this when the boundaries are safe and appropriate for everyone. Placing an individual who may pose a risk into a situation that is stressful or triggering to them is harmful to everyone.

With those principles in mind, let's briefly consider one or two points that might form part of Sam or Annie's written agreements. For Sam, it may include elements mentioned in the extract here:

- 1) I will never allow myself to be in a situation where I am alone with females, particularly those who are unaware of my convictions.

- 2) I accept that "x" and "y" will sit with me during activities (e.g. religious meetings, social gatherings) and accompany me when I need to use other facilities. They will know I am a sex offender/I pose a risk to others.

- 3) I understand that if I do not keep to these conditions, I may be barred from attending activities. In such circumstances the leadership may choose to inform the statutory agencies (e.g. police, probation, Adult Services, Children's Social Services), and any other relevant organisations, as well as members of the faith community or organisation.

Annie's written contracts may contain similar ideas to those outlined in the following extract:

I agree to not toilet any children in my care but to inform either a parent or other member of staff or the need.

I will not socialise outside of my volunteering hours with any families that I have met through the charity I volunteer with.

I understand that if I do not follow my contract the consequences will be (*clear consequences should be included here*).

Before we consider specifically the consequences of non-compliance or a lack of engagement, I want to touch briefly on the tension in working with those who have behaved in abusive ways. Our efforts to support, reintegrate or rehabilitate those who have, or are suspected of, acting in abusive ways cannot take priority over our duty to protect others. As mentioned at the beginning of this module, healthy cultures are ones that communicate and listen well, and we certainly want to include the voice of the individual whose engagement with our organisation is going to be limited by this contract of behaviour. That said, the primary goal of this contract is to keep others safe, secondary to that is the support and wellbeing of the individual. The preferences of the individual may simply not be a safe option for the other people in our organisation. If that's the case, we prioritise our duty of care to others.

As several people within your organisation need to be involved in the situation, we do want to highlight that confidentiality is not the same thing as secrecy. A very small group of trusted people should be asked to act as mentors. These

people will have specific and written roles to support the individual's involvement in the organisation. For example, in Sam's situation, what happens when he needs to go to the bathroom? Will the mentor wait outside? What behaviours or concerns will the mentor note down or pass on? What about activities in other locations? It's not appropriate for everyone to hold all of the details, but this doesn't mean we keep secrets.

Two rules of thumb are that, 1) People are told information on a 'need to know' basis. The support group might need to know that there's concerns about the individual's interaction with women so they can pass on any observations related to this. They don't necessarily need to know the details of the original concern/offence. 2) One person, usually the Safeguarding Lead, should hold all of the pieces of information as well as the written records. This means that they have the ability to piece things together and refer things on when necessary.

That brings us to our second break I will see you in 5 mins.

[Break]

Welcome back from your break.

[Module 4: Consequences]

We're moving onto our fourth module which is about consequences. We use consequences as a source of further action when the contract that you have devised is not enough to ensure the individual is safely integrated into your organisation. This highlights the fact that managing allegations and perpetrators isn't a one-off process, it's an ongoing process, and we will need to keep things under review and respond as needed. Typically, we would expect to deal with non-compliance through enforcing pre-agreed consequences. The pre-agreed element is important, as it means that these have been put in ahead of time and are clearly stated in the written agreement. We can't expect people to stay within the boundaries if they're unclear what those boundaries are and what the consequences will be for stepping outside of those boundaries.

Good communication, as we know, is vital to any process of managing and maintaining a written agreement or behaviour contract. What do you do if they don't follow it as it's been agreed – how do you challenge this?

It's important that at the time of writing the agreement, that consequences have been discussed at length and are built into the contract and then agreed by all the parties involved, so that if it comes to light that it has to be enforced, everyone will be on the same page. Looking at this practically – you've just

learned that the person involved has become non-compliant, they've broken the contract in some way, and it needs to be challenged. What's next? Firstly, we want to specify how the person has breached the agreement. It cannot be a vague statement, but it needs to be factual and detailed. For example, on Friday at the worship event, you went to the toilets on your own without informing Alex, who was part of your support team for that night. Your contract clearly states toilet visits will be under the knowledge of a support team member and will be noted down for our safeguarding lead.

This clearly details what the breach was, why you're concerned and what the agreement was initially. It can also lead to you inviting the individual to share if there was a reason for this, although it's important that the conditions are enforced in all circumstances. Those seeking to perpetuate abuse will sense whenever a boundary has become a bit lax, and will then start to push those boundaries. It's also important to note that everyone who's involved in the process needs to abide by the same boundaries. Many of us as children would carefully choose which parent to approach when we want something based on which was more likely to agree with our request. Sometimes perpetrators will act in a similar way and even attempt to play one person off another. In these instances, the contract agreed becomes the method of discipline. You've already

discussed the consequences, now it needs to be reinforced and followed through with.

Obviously, consequences will be different for those who've got convictions than for those whose behaviours hold a different legal status, for example an allegation or a self-disclosure the police haven't followed up with, but the individual needs to realise that they will always be accountable for their behaviours in the past and how this will go on to shape the consequences in their future. It could be that, due to their behaviour, they'll never be considered a safe person to be around children or young people, or they not able to take volunteer with people who are deemed vulnerable or at risk, and any work that they do undertake may need to be closely monitored. Remember, safeguarding isn't something we do alone, and while the consequences might be internal, there may need to be further involvement of the statutory agencies. In some cases, this involvement may be serious and immediate, for example, they may be returned to prison, or they could be starting a prison sentence if they had been initially given a suspended sentence. There's some information on sentencing and what they mean in your handbooks, so that might be a helpful thing for you to refer to. Implementing the consequences should not be done by just one person, but part of an agreed plan discussed beforehand with the person in question and under the support of others. It may involve stepping someone down from a role without

prejudice for a period of time while an investigation is being carried out, either internally or by the police or the charity regulator. It could be that someone is removed totally from a role as a result of non-compliance. We enforce consequences as we team since it can be incredibly difficult as safeguarding lead to navigate this and any resulting blame, hostility and conflict, so by de-personalising the action, the responsibility is shared. If conflict does occur, there's some thoughts on dealing with this well in your handbook.

Let us look again at Sam and Annie with some additional information on their situation. The questions that we would like you to think about are: What are your concerns, who do you need to inform, and what consequences do you think there should be in this situation?

Sam has been regularly attending church, and he has been compliant with the behaviour contract that has been put in place in the initial days of his attendance, but it's been three weeks since Sam has attended the services at your church, and he has not responded to any of the pastoral care messages that have been sent to him. It's been reported to you that Sam has been seen on several occasions at another local church with a woman, and they have been seen holding hands. This information has come from a trusted source, we've got no reason to question the information that we've got.

Annie has decided that she would like to continue to volunteer with your charity. A risk assessment has been done, and a behaviour contract has been discussed with Annie, and she can no longer pop in to see people that she has met through the charity. Annie has reluctantly agreed to this and signed the contract. You get chatting to Vicky, who attends the parent and tots' group, and she tells you what a help Annie has been and how glad she is that she's back. Vicky shares that she was really struggling to manage with having a newborn baby and a three-year-old toddler, and she couldn't get out to do her shopping sometimes, and with a teenage boy to feed as well, she was always running out of food. She tells you that when she was talking to Annie about this, one day, Annie offered to pop into the shops and drop around any shopping she needed. And when you ask, you find out that this has actually been going on for a few weeks. And when asked about this, Annie thinks that you're overreacting and says that it was just for a wee while until Vicky get on her feet, and that there was no harm done.

I wondered what concerns you may have had around those situations. You may have discussed the specific ways that Sam has breached the behaviour contract, or that he appears to be avoiding responding to the pastoral care as being a red flag. Non-attendance at church, is not an issue in and of itself but we should be curious as to what has caused the change in his regular behaviours. Clearly there's a risk to the other church and the woman that he's been seen with. We

don't know if she or the other church know about his past and the nature of those crimes or how serious they were. Since Sam has a conviction, probation need to be informed urgently and there's a clear breach in the agreement in relation to the relationship with a female. And it's important to note that the risk assessment and behaviour contract is only relevant for your individual church and couldn't simply be transferred to the new one. It may be that probation services will approach the other church to investigate and let them know the circumstances around Sam and to see if they are aware of this situation.

What consequences there could be would depend on the agreement made with Sam and probation when he first started attending. For serious crimes, breaking contact should be noted as a breach. The major consequence that Sam would likely face is return to prison, because legally, he has breached his requirements for his license out in the community, plus the fact that it could have huge consequences to the other church, it could have consequences to the woman he was saying to his family and to others know and care for Sam as well. It could also result in extra charges depending on the details.

I wonder what jumped out at you for Annie and what issues you identified as a group? We would again want to make some detailed notes on how we believe the contract has been breached. She initially agreed with the fact that she couldn't pop in to see people anymore, which she has disregarded. You might

need to inform the charity regulator for your nation, your trustees, and maybe the team leader that Annie volunteers under as well. In terms of consequences, even though people may not understand why you're stepping Annie down since very few people will know the details of the situation, this is an important thing to do. You should also be prepared to be open to questions, but confident in your decision even when you're unable to explain your reasons fully to a wider group.

The heart behind all of our safeguarding efforts is to protect those who have been harmed and amplify their voices. The following quote is from a survivor, and this was from the IICSA report who simply states: "The abuse was an exercise of power over someone who had none". Because of the inherent power imbalance between perpetrators and victims, we need to be resolute in following safeguarding best practice, even when that's an unpopular choice.

In summarising your role and responsibility in enforcing consequences, we encourage you to be consistent. Managing allegations and perpetrators isn't a one-off event. Those efforts need to be maintained for as long as the individual is involved with your organisation, or the allegation is proven to be unfounded, but there needs to be that consistent information sharing with all those involved.

Good communication is very essential at every stage of this process. Be prepared to follow through and enforce the consequences. Very few people enjoy dealing with conflict, but the perpetrator needs to take responsibility for their own

actions and our faith and community groups have a duty of care to those that we are serving. We simply can't ignore deteriorating behaviour in individuals we hold concerns about if we're serious about keeping those under our care safe.

[Module 5: Care and Community]

That brings us to our final module which is about care and community. Think back to the start of our training where we identified the goal of managing abusive behaviours as allow an individual to safely participate in our organisation long time. To achieve this goal, we need to make sure there's strong protective factors in place.

Over the years, several studies have been done on the topic of abusive behaviours and associated topics such as what causes people to offend, what prevents it from happening in the first place and how we can prevent the reoccurrence of it. The findings vary a bit, depending on the type of abusive behaviour, the content and the person, and some of the key ideas that have been changed or expanded over time. However, they share one thing in common. The various models all support the idea of community or social integration as a protective factor. Protective factors can be defined as: 'characteristics associated with a decreased probability that a particular outcome will happen for an individual and mitigates the effects of stress generally.' You may have noticed

that we've mentioned support groups throughout. These are a small group of people who are tasked with supporting the individual and building community for them, and the individual may even identify some suitable people to be part of this group as well. Think for a moment, in your context, can you think of individuals who might be a good fit for this support role if you had Annie or Sam attending your church or community group?

It's good to think about these things beforehand, and also that support group will be vital in supporting not only the perpetrator but also helping you to keep other people around them safe. The model of support through a community is increasingly a formal part of supporting individuals, who have or may have exhibited abusive behaviours, and several programs are based around this idea. We're sharing them here as they may be a helpful resource for you, or you may want to apply the principles that you learn from them yourself.

Circles UK operates across England and Wales, and they train volunteers on how to promote accountability, and they also will support those who have acted in abusive ways. There're loads of resources on their website, which is in your handbook. The Good Lives Model takes a fairly similar approach to that of Circles UK. It's a strength-based approach to offender rehabilitation, with community and relationship being key concepts of this model. Recycling Lives partners with agencies across all sectors, and they help prisons, businesses and

charities to create lasting change as well. And then, finally, but not by any means the least is a charity called Unlock. They provide a comprehensive range of information on how to interact with those with criminal records, and building community to support people through challenging times. And there are excellent resources on their website as well.

So regardless of whether you engage with one of the specialist organisations or not, the concept here is important. Support and community are vital parts of managing abusive behaviours and are integral to the long-term success of the actual individual.

Once we have an idea who the small support group should be, we need to put support in for them also. We need to be aware that our own life experiences, thoughts, beliefs and opinions can influence how we manage or respond to a situation. This is true for everyone, including those who support those individuals who have, or are suspected of, behaving in abusive ways. Your support team could find themselves second guessing the severity of abusive behaviours and/or are reluctant to enforce the agreed boundaries that have been put in place. They may question the decisions made and the actions they have been asked to carry out. Checking in and offering support to them is a vital part of successfully outworking of a behaviour contract, so that issues can be addressed quickly and

ambiguities don't prevent us managing the situation in a way that keeps everyone safer.

One final consideration is that you may ultimately reach the decision that you're not the appropriate place to support the individual. And if that is the case, and it's important for everyone's sake, that you are able to say so. If the concern came to you from probation services, let them know that you've reached this decision so they can be aware and look for alternative faith or community groups. While we want to do what we can to support people and create safer places, we also have to be honest about our capacity and limitations. We also may need to say no when the victim or the family are already part of your organisation. Maybe your physical location is the limit factor if you're unable to keep 'at risk' individuals separate from the individual, you may lack capacity when it comes to the people need to support the individual, and finally, if there's been a breakdown of the agreement, these are all reasonable reasons why the situation might have become unmanageable. In all of these cases, it's ok to be honest about the situation.

That brings us almost to the end of our training, and I suspect that it's also left you with quite a list of things to consider. But we also want to leave you with a note of encouragement. As we close, consider you have in place that is already a win. What ways are you already well placed to receive individuals who have or

are suspected of acting in abusive ways? It could be that you've got good links with your statutory services or community groups. Perhaps it's that you've already got a good safeguarding foundation in place, such as the safer recruitment processes, training, codes of conduct, etc. You may have a welcoming environment, or something completely different. Whatever it is, remember to recognise both successes and the challenges. In doing so, we're more likely to have a balanced and healthy view of the work we're involved in.

[Thank you and feedback]

So, as we end, consider what you have learned, one thing that maybe you've taken away from today's training. Do write it down and share it with your organisation as well. And as always, your feedback is important to us. It shapes our future webinars and helps us learn from you.