

SAFEGUARDING

Creating Safer Space

Foundation Module 2024 Edition

Handbook

and Workbook



Contents

Foreword	2
Introduction	3
Overview	4
Aims of the Foundation Module	4
Safeguarding in Different Church Contexts	6
Types of abuse (summary)	10
Links to related training	12
Good Practice in Safeguarding	14
How do we create a safer space for all?	14
The four 'P's of good practice	14
The Four 'R's of Good Safeguarding	18
Recognise	18
Respond	21
Record	23
Refer	24
Creating a Healthy Safeguarding Culture	26
The importance of information sharing	26
Appendix 1 Past Cases Review and Apology	29
Appendix 2 Safeguarding Resources and National Organisations	32
Appendix 3 Key Definitions and Issues in Safeguarding	39
Appendix 4 Types of Abuse	41
Appendix 5 The A-Z of Important Methodist Procedures and Processes	51
Appendix 6 Safeguarding Across Different Jurisdictions	60
Workbook	63
Unit 1 Learning Log	64
Unit 2 The Story of Pip	65
Unit 3 Recognise and respond	66
Unit 4 Good Practice	68
Unit 5 Case Studies	70
Postcard	74

Foreword

Thank you for engaging in safeguarding training through Creating Safer Space. I hope that you will find this course not only equips you for particular forms of service in the Church, but also enriches your discipleship, helping you to reflect on how our churches and activities can be the safer spaces that we are called to make them.

The Methodist Church is committed through its Evangelism and Growth strategy (2020) to being an inclusive, justice-seeking, evangelistic and growing Church. Safeguarding is not an optional (or even a non-optional) extra: it is central to the strategy. We cannot be truly inclusive if children and vulnerable adults are not safe in our buildings and activities. We cannot claim to be seeking justice if we allow the injustice of abuse to be perpetrated or if we do not hear the voice of the survivor. We cannot be evangelistic if the good news we have to tell is undermined by dangerous behaviour or our inability to address harm committed in the past. If our churches are not as safe as they can be, we will not grow nor will we deserve to grow.

I hope that you find this programme rewarding and that it supports you in the ministry to which you are called. Both that ministry and this training are part of our development as a Church, as we seek to become what God has called us to be.

The Revd Dr Jonathan Hustler
The Secretary of the Conference
January 2024

Introduction

A warm welcome to the Methodist Church's Safeguarding Foundation training module. Whatever your role within the Church, this training will serve as a basic starting point to help you understand safeguarding and our collective responsibility for it. Whether you are new to this subject area or you bring prior learning and experience, it clarifies specific arrangements in the Church and key principles about how our safeguarding commitments are made real across all the Church's work. This training will provide you with a comprehensive introduction to safeguarding and your responsibility. The training programme has been fully updated and modified in order to take account of changes since this was last produced.

Our understanding of the scope of safeguarding work and concerns continues to develop as an area for us all to consider. It is hard to think of many areas of our church work and witness that are not affected, in some way, by safeguarding considerations. At its most basic, safeguarding is about how we chose to treat each other and the rules and understanding for how we wish to live with one another. The Christian church has clear ideas about this based on gospel values which drive our desire to offer a safe welcome to all. This requires us to promote good practice and prevent abuse from occurring in our church communities in any form. This training is designed to help equip you to do that. It aims to encourage an active commitment to exploring together how ideas and standards in this area continually develop as new challenges and expectations emerge.

As we make progress in building a safe and healing culture, we want to welcome you aboard this ongoing journey. We thank you for the time and commitment you have demonstrated in taking on your church role(s). We look forward to working with you.

Tim Carter
Director of Safeguarding
January 2024

Overview

This handbook is an integral element of the Foundation Module, containing additional information and resources to support your learning following the taught material. It provides you with an accessible tool to help resolve any queries or questions you may have.

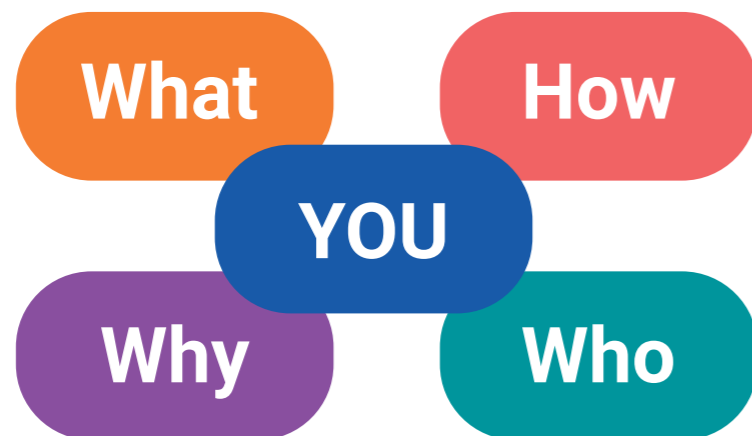
The Workbook, beginning on page 63, corresponds with the taught material and enables you to record your thoughts and comments. In this section you will also find your Learning Log, page 64. This is a place to record aspects of your learning and identify the actions you plan to take or conversations you may need to have back in your church community.

Aims of the Foundation Module

Whatever your role within church life, this module will help you understand our collective responsibility for creating safer spaces for all. If you are completing this as a refresher, the core learning and Handbook will enable you to identify new aspects of learning and good practice.

After this training you will know:

- **what** to do if you identify a safeguarding concern
- **how** you should respond to the concern
- **why** you need to respond
- **who** you need to share your concern with
- that safeguarding is everybody's responsibility – including **yours**.



And you will be able to:

- consider the implications within different church contexts
- recognise what may get in the way of churches doing safeguarding well.

All this will develop your understanding of, and confidence in, the Methodist Church's safeguarding processes and your place within them, contributing to safer church communities.

The Foundation and Advanced Modules are informed by the learning from a range of reviews and inquiries. This includes the Methodist Church Past Cases Review (*Courage, Cost and Hope*¹) which resulted in a full and unreserved apology to survivors and victims of abuse (see below) given on 28 May 2015 by the then Secretary of the Methodist Conference and General Secretary, the Revd Dr Martyn Atkins.

"On behalf of the Methodist Church in Britain I want to express an unreserved apology for the failure of its current and earlier processes fully to protect children, young people and adults from physical and sexual abuse inflicted by some ministers in Full Connexion and members of the Methodist Church. That abuse has been inflicted by some Methodists on children, young people and adults is and will remain a deep source of grief and shame to the Church.

"We have not always listened properly to those abused or cared for them, and this is deeply regrettable. In respect of these things we have, as a Christian Church, clearly failed to live in ways that glorify God and honour Christ.

"I am certain that the Methodist Conference will want to resolve to do all in its power to improve its systems to protect children, young people and adults from abuse within the life of the Church and on Church premises, and to review them diligently on a regular basis."

For more information and the key themes from the Past Cases Review, please see Appendix 1: Past Cases Review and Apology.

¹ methodist.org.uk/PastCasesReview

Safeguarding in Different Church Contexts

The Church's many and diverse communities are unique places where all are welcomed. This welcome can bring together very different groups of people, who may not normally spend time together.



These groups include:

Children and young people	<p>A child is defined as anyone who has not yet reached their 18th birthday, or 16th birthday in Scotland.</p> <p><i>"The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection."</i></p> <p>Working Together to Safeguard Children (2023)</p>
Adults who may be vulnerable	<p>Any adult aged 18 or over who, due to disability, mental function, age or illness or traumatic circumstances, may not be able to take care or protect themselves against the risk of significant harm, abuse, bullying, harassment, mistreatment or exploitation.²</p>

² The Methodist Church has adopted this definition used by Thirtyone:Eight.

People who have experienced abuse	<p>Abuse may consist of a single act or many repeated acts, and it can occur in any relationship at any time of life. Any, or all types of abuse may be the result of deliberate intent, negligence or ignorance.</p> <p>Abuse is an incredibly sensitive subject, particularly for those who have experienced the pain and suffering that comes with it. Terms such as 'victim' and 'survivor' don't always accurately represent the person who has experienced abuse and can, for some, be unhelpful labels.</p>
People who may pose a risk to others	<p>This includes people who are known to have abused and people who present a risk in other ways. They may have previously been convicted of abuse or may be under investigation.</p>
Church leaders, staff and volunteers	<p>Church leaders, staff and volunteers can also be vulnerable and may fall into one or more of the other categories at any time in their lives.</p> <p>Roles within church life come with a perception of power and authority to others within the church and in the local community. Power must be used responsibly, wisely and lovingly. If used incorrectly, it could cause harm.</p> <p>The roles undertaken may also place leaders, staff and volunteers in a position of vulnerability, possibly by exposing them to criticism or unfounded allegations.</p>

Pioneering, LEPs and other contexts

Increasingly, a range of new Christian communities are developing, reaching out to and engaging with those not part of an existing church. These communities may look very different from a traditional church and will vary in their approach and contexts: methodist.org.uk/NPNP. In all these communities the principles and practices of the Methodist Church safeguarding policy must be followed at all times.

Local Ecumenical Partnerships (LEPs) will determine at the outset which denomination's safeguarding policy they will follow. Safeguarding training, the church safeguarding policy and all aspects of church life relating to safeguarding will then be determined by the safeguarding policy of the denomination chosen.

Whatever our context, the range of people in our church communities presents unique opportunities to support those who may be vulnerable and a responsibility to welcome everyone. There will be adults and children suffering from the effects of abuse and it is important that we do not cause further distress, even inadvertently.

It must be remembered that the church community can also create conditions where abuse may happen. We have a duty to ensure that all who hold relevant roles are aware, engaged and receive quality safeguarding training to support a proactive safeguarding culture and to make our spaces safer.

To aid our understanding, some key terms are defined in the table opposite.

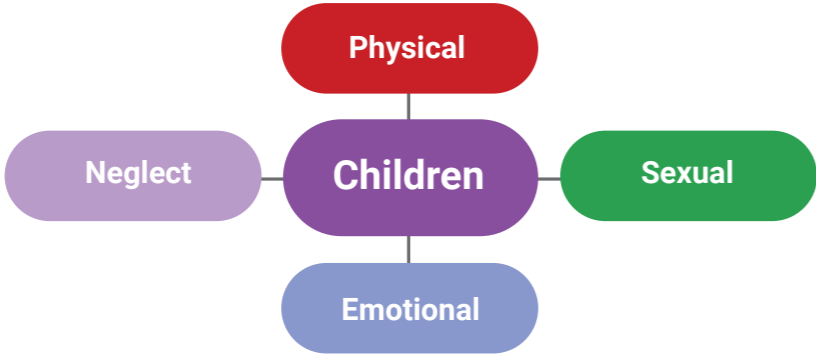
Abuse	Abuse is the violation of an individual's human and civil rights by another person or persons. It comes from the misuse of power and control that someone has over another. Harm is the result of this mistreatment or abuse.
Vulnerability	Someone is described as vulnerable if they need special care, support, or protection because of age, disability, risk of abuse or neglect.
Childhood vulnerability	<p>Although there is no commonly used definition, a child can be vulnerable to risks and poor outcomes due to individual characteristics, the impact of action or inaction by other people and their physical and social environment.</p> <p>Traumatic events and adverse circumstances occurring in childhood are associated with long-term impact into adulthood. However, this does not mean that every child experiencing trauma and adversity will experience poorer outcomes.</p>
Adult vulnerability	<p>Adult vulnerability can be influenced by many factors, including experiences of vulnerability in childhood. They may have fewer protective factors available, such as a supportive family or a stable household income.</p> <p>The Care Act 2014 is clear that abuse of adults links to circumstances rather than the characteristics of the people experiencing harm. Thus, labelling groups of people as fundamentally 'vulnerable' may be disempowering.³</p>
Protective and risk factors	<p>A protective factor is something that decreases the potential harmful effect of a risk factor.</p> <p>Risk factors can increase the likelihood that a person may become vulnerable. However they may be a contributing factor and not necessarily a direct cause. Risk factors are not determinative and not everyone who is identified as at risk becomes vulnerable.</p>

³ safeguardingmatters.co.uk/2020/09/updated-definition-of-regulated-activity-for-adults-2

Types of abuse

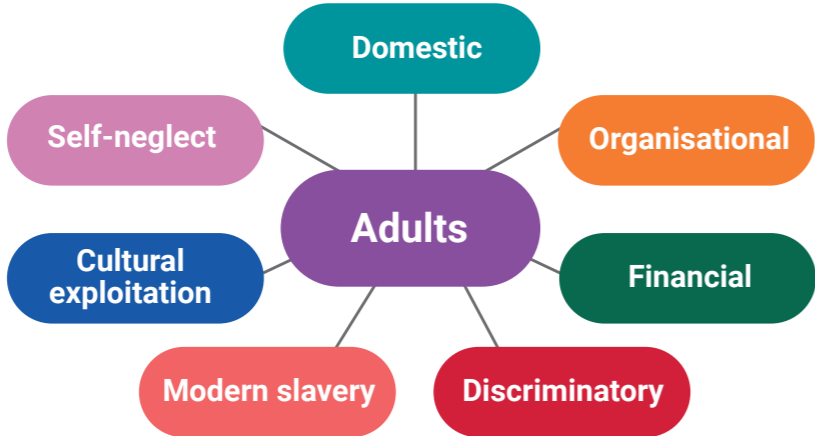
There are four categories of abuse recognised for children. These are:

- neglect
- physical abuse
- sexual abuse
- emotional/psychological abuse – although its own category, it will also be a factor in all types of abuse.



For adults, the four previous categories apply, plus another seven. These are:

- domestic abuse
- self-neglect
- organisational/institutional abuse
- financial/material abuse
- discriminatory abuse
- cultural exploitation
- modern slavery.



These categories also incorporate a range of other forms of abuse, for example:

Domestic abuse and violence

- includes offences such as:
- stalking and harassment
 - economic abuse
 - controlling or coercive behaviour
 - psychological harm caused by gaslighting, ghosting etc.

Cultural exploitation

- includes abuses such as:
- female genital mutilation
 - forced marriage
 - honour-based abuse
 - radicalisation.

Modern slavery

- includes abuses such as:
- human trafficking/slavery
 - labour exploitation
 - forced compulsory labour
 - debt bondage
 - domestic servitude
 - sexual exploitation.

Discriminatory abuse

- includes abuse based on:
- sexual orientation
 - race
 - religion
 - disability
 - gender reassignment
- and then there are other forms of hate crime, such as those relating to alternative subcultures.

Others

- sexual abuse and exploitation
- online abuses including
 - grooming
 - sexting
 - revenge porn
 - trolling
 - cyberstalking
 - online bullying.

And not to forget: Spiritual abuse

- includes abuse based on:
- manipulation and exploitation
 - enforced accountability
 - censorship of decision-making
 - misuse of Scripture or the pulpit to control behaviour.

For more information about types of abuse and indicators, please see Appendix 4: Types of Abuse.

Links to related training

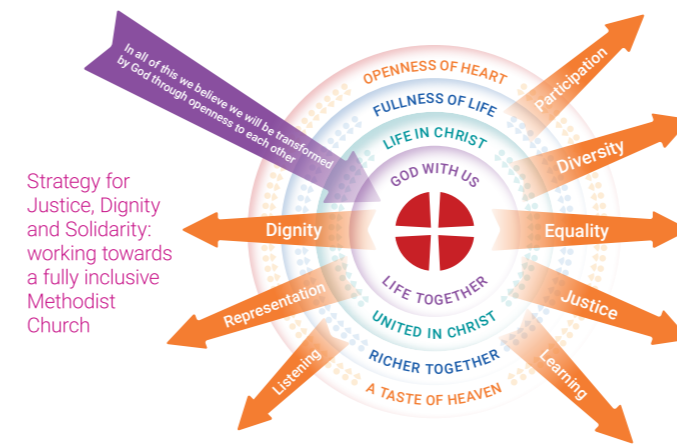
Safeguarding children and adults who may be vulnerable is everyone’s responsibility. However, in culturally diverse Britain, we can find ourselves presented with situations where issues of culture and safeguarding collide.

Although it is important to be sensitive to the culture of an individual, we need to recognise that we must effectively safeguard all who are vulnerable or who may be at risk. This can be a difficult balance and a challenge for us all when actions may be justified or condoned based on traditional family practices, cultural expectations or judgement when something differs from our own values and attitudes. It is important that we are alert to the potential of our own unconscious biases.

To consider this further you should engage with the relevant Methodist training, as listed opposite, if you haven’t already done so.

Training for good practice in safeguarding

methodist.org.uk/Mandatory-EDI-Training	Information about accessing EDI and unconscious bias training, including details of which training is mandatory for leaders in the church.
methodist.org.uk/UnconsciousBiasTraining	The introductory version of the unconscious bias training which is designed for church councils, circuit meetings, circuit invitation committees and other groups to discuss together.
methodist.org.uk/EDI-Toolkit	<p>The EDI Toolkit builds on the mandatory training and provides Methodists with a resource to develop their learning and lead on Justice, Dignity and Solidarity within their areas of responsibility.</p> <p>This means we aim:</p> <ul style="list-style-type: none"> • to celebrate the rich diversity of people within our church communities • to remove all discrimination and to treat all people justly and with dignity • for a profound change in the culture, practices and attitudes our church communities so that we are all able to be full participants within them. <p>There are several introductory and main modules. Module 1.2, Theological Underpinning, is crucial to understanding the Toolkit as a whole.</p>



Good practice in safeguarding

How do we create a safer space for all?

Safeguarding is about ensuring that the welfare needs of all those within the church community are met and, where they are not, responding sensitively and appropriately. It is not just about abuse and harm, but also our responses to any issues which are affecting well-being and safety. This aspect of safeguarding is what we refer to as 'good practice'.



The four 'Ps' of good practice



Our safeguarding and other policies and procedures are an important part of keeping people safe and ensuring that we know what to do in given circumstances. They must be supported by good governance and include health and safety, financial management and safe recruitment.



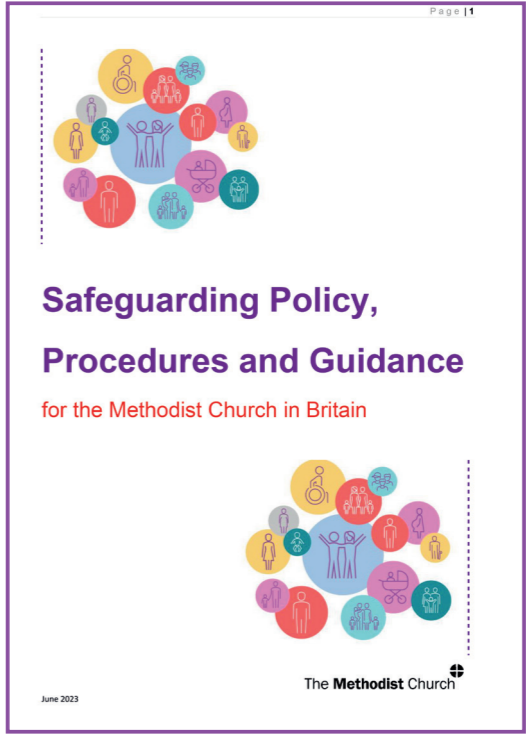
The principles within our policies and procedures must be followed whatever our church context or setting, whether we meet on church premises, off site or elsewhere. This way we can address the underlying causes which increase risk rather than just the effects.

We know that our most vital resources are our people; everyone who works so tirelessly to keep our church communities growing and developing in mission and ministry.

*Safeguarding Policy, Procedures and Guidance for the Methodist Church in Britain*⁴ is just one of the documents that sets out the policy, procedures and guidance relating to safeguarding within the Methodist Church.

The provisions outlined are informed by current legislation and accepted good practice from within the Church, statutory agencies and other community organisations with safeguarding responsibilities.

For further information, please see Appendix 3: Key Definitions and Issues in Safeguarding.



⁴ *Safeguarding Policy, Procedures and Guidance for the Methodist Church in Britain*, June 2023, can be found at methodist.org.uk/SafeguardingPolicy

The requirement for the Church to have a robust safeguarding policy is laid down in the legislation below:

<p>Children Act 2004:⁵ Section 11</p>	<p>This places duties on a range of organisations, agencies and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.</p>
<p>Working Together to Safeguard Children 2023:⁶ Sections concerning voluntary, charity, social enterprise, faith-based organisations and private sectors</p>	<p>Like other organisations and agencies who work with children, these bodies should have appropriate arrangements in place to safeguard and protect children from harm. Many will also be subject to charity law.</p> <hr/> <p>Every voluntary, charity, social enterprise, faith-based organisation and private sector organisation or agency should have policies in place to safeguard and protect children from harm. These should be followed, and systems should be in place to ensure compliance in this.</p> <hr/> <p>All practitioners working in these organisations and agencies who are working with children and their families are subject to the same safeguarding responsibilities, whether paid or a volunteer.</p>
<p>Care Act 2014:⁷ Sections 42 to 46</p>	<p>Although local authorities hold the main legal duty to safeguard adults, anyone who works with adults at risk and has concerns must pass these onto the local authority.</p> <hr/> <p>The local authority then has responsibility to make enquiries.</p>

Please note, some of the definitions, legislation and contact details vary across different jurisdictions. Please see Appendix 6: Safeguarding Across Different Jurisdictions for more details.

Charity trustees

The responsibility for implementing safeguarding procedures lies with the relevant charity trustee body: the Church Council for a local church and Circuit Meeting for the circuit. Charity trustees are responsible for ensuring that those benefiting from, or working with, their charity are not harmed in any way through contact with it. The Charity Commission for England and Wales provides guidance on charity compliance that should be followed.⁸

The Charity Commission expects that:

- Safeguarding should be a governance priority for all charities.** (Red box)
- Trustees should take steps to ensure no one who comes into contact with their charity suffers distress or harm, as well as safeguarding children and adults at risk.** (Teal box)
- Trustees should ensure their charity provides a safe environment and protects staff, volunteers and anyone who comes into contact with it from abuse or maltreatment of any kind.** (Blue box)

The Charity Commission has produced detailed safeguarding guidance that sets out the specific responsibilities for voluntary organisations. It is good practice even if your organisation is not a charity, because these are standards the public will expect. It can be found at: [gov.uk/guidance/safeguarding-for-charities-and-trustees](https://www.gov.uk/guidance/safeguarding-for-charities-and-trustees)

⁵ [legislation.gov.uk/ukpga/2004/31/contents](https://www.legislation.gov.uk/ukpga/2004/31/contents)
⁶ [gov.uk/government/publications/working-together-to-safeguard-children-2](https://www.gov.uk/government/publications/working-together-to-safeguard-children-2)
⁷ [legislation.gov.uk/ukpga/2014/23/contents](https://www.legislation.gov.uk/ukpga/2014/23/contents)
⁸ [gov.uk/government/publications/strategy-for-dealing-with-safeguarding-issues-in-charities](https://www.gov.uk/government/publications/strategy-for-dealing-with-safeguarding-issues-in-charities)

The Four 'R's in Good Safeguarding

Whatever the context or setting of our different church communities there are a number of areas of good practice that need to be considered.

Good practice as defined by the four 'R's is universal in safeguarding and enables everyone to create safer spaces in church and community life.



1 RECOGNISE

Abuse is the violation of an individual's human and civil rights by another person or persons. It is the misuse of power and control that someone has over another. Harm is the result of this mistreatment or abuse.

Abuse may consist of a single act or many repeated acts. It can occur in any relationship at any time of life. Any or all types of abuse may be perpetrated as the result of deliberate intent, negligence or ignorance.

Who abuses? Abuse may be perpetrated by any individual or a group, such as:	Where does abuse take place? Abuse can take place in any setting, such as:
<ul style="list-style-type: none"> • a parent • a partner, child, sibling or other relative • a family friend or neighbour • a paid or volunteer carer • teachers, youth workers, and others (whether paid or volunteers) • institutions • an employer • someone from within the Church • a child or vulnerable adult. 	<ul style="list-style-type: none"> • at home • in supported housing • at someone else's home • within a nursing home, hospital, residential care or day care • at school or in the workplace • in a car or other vehicle • online • in church.

Things to remember:

- Different types of abuse can occur at the same time and overlap.
- All abuse involves the misuse of power.
- All types of abuse affect the person's emotional well-being, including witnessing abuse.
- If a child witnesses (including hearing) domestic abuse, this is considered child abuse.
- Any type of abuse committed within the Church can have a negative impact on the person's faith and relationship with God.
- It is not our role to determine which type of abuse it may be or to investigate.

Appendix 1: Past Cases Review and Apology, theme 1, highlights that "Abuse and risk are still not always recognised". Some of the key indicators of each of these forms of abuse are shown in Appendix 4: Types of Abuse. Appendix 2: Safeguarding Resources contains contact details for some relevant organisations.

How to recognise and report abuse

You might recognise abuse through:

- **Something you see.** You may see abuse first hand. Or you may see an injury or behaviour consistent with abuse, which is unlikely to have been caused another way. You may see indications of abuse through artwork, play or posts on social media.
- **Something you hear.** Someone may disclose to you abuse that they have experienced. Or someone else who knows the person experiencing abuse may tell you about it. You may also hear indications of abuse (eg language and conversation that is inappropriate for the context or the child's age).
- **Something that troubles you.** You may have a feeling that something is not right with a situation.

It is not always easy to recognise abuse or harm. Therefore, it is important to act if you suspect abuse – don't wait until you are absolutely sure or have solid proof. It is not your role to investigate and get evidence. Key questions to ask yourself are:

- Does it look right?
- Does it sound right?
- Does it feel right?

Everyone has a responsibility for safeguarding and therefore we all need to notice and recognise if something isn't quite right – trust your instincts.

What might stop individuals from disclosing?

Many individuals choose to keep their experiences of both current and past abuse hidden. There may be a number of reasons that they find it hard to disclose, including:

- not knowing it is wrong
- being unable to communicate
- being dependent upon the perpetrator
- being unsuccessful in previous attempts to talk about it
- being fearful of the consequences
- feeling ashamed, embarrassed or guilty
- fearing they won't be listened to, understood, taken seriously or believed
- believing that nothing will change
- believing the abuse is temporary and will stop
- feeling responsible for the abuse
- not wanting to burden others

- not knowing who to talk to
- not having been asked about it
- fearing they will get themselves or others into trouble
- the stigma of involvement with statutory authorities (police, children's or adult services).

2

RESPOND

Children and young people do not often directly disclose that they have been or are being abused. Adults too may be reticent about direct disclosures of abuse. You are more likely to pick up on abuse through your observations of changes in behaviour or physical appearance, or because of something another person has told you.

What do you do?

If you recognise something that causes you concern, don't ignore it; respond. These are ways to respond well to a possible safeguarding concern:

- Listen without interrupting.
- Remain calm – be aware of your non-verbal communication.
- Offer reassurance – tell the person that they are not to blame and have done the right thing in telling you.
- Do not promise confidentiality – tell the person that this information needs to be shared. If it is an adult, ask for their consent to pass on what they have told you. Always seek advice if you have any concerns and don't know what to do.
- Do not ask an individual who is talking freely about what has happened to stop.
- Ask open questions – **'Tell me', 'Explain to me', 'Describe for me' (TED)**. Do not ask closed or leading questions and don't try to investigate.
- Avoid making comments or judgements.
- Explain to them what will happen next – tell them who you are going to tell and give them a timescale.
- Keep quiet – once you have passed the details on to the relevant person, you should not tell anyone else about the disclosure, not even for prayer purposes or to investigate for yourself. Investigating to see if your suspicions are true is not a correct response.

What stops us responding well?

There may be some barriers that get in the way of us reacting well to a safeguarding issue. These include:

- not wanting to hear, or finding it too hard to hear about the abuse
- fearing we may be wrong
- feelings of anger, distress, or guilt
- embarrassment
- having doubts about the truthfulness of the child or adult
- being asked not to tell
- looking for another explanation for the behaviour
- not wanting to interfere
- unresolved feelings
- uncertainty about procedures and consequences.

What might stop a church from responding well?

Reasons include:

- not wanting to hear, or finding it too hard to hear about the abuse
- thinking this kind of thing doesn't happen in church
- believing the person or family concerned are too well respected
- a desire for the issue to be dealt with privately within the church
- confusion about false allegations
- poor understanding of the limits of confidentiality and confession
- not knowing who to consult or where to get help
- failing to recognise what's going on and/or its significance
- not seeking or taking advice
- thinking the Church is about forgiveness and not condemnation.

People may be worried about false allegations of abuse. Research suggests that the level of false allegations to do with safeguarding concerns is the same as with the reporting of other crimes: about three per cent. The best way to identify a false allegation is to follow exactly the procedure for genuine concerns. This way, inconsistencies, flaws and gaps should quickly become apparent. The worst way to respond is to block the concern, because then no-one's interests are protected.

Impact on the wider community

When an individual or church does not respond well to an allegation of abuse, it will obviously have an impact on the individuals involved, as well as those immediately around them. However, as no church sits in isolation, it is also likely that there will be an impact on the wider community. This may include:

- anger, anxiety, pain, distress
- loss of a safe space for members of the community
- loss of trust of people within the wider community
- disagreements as people choose which version of events to believe
- reputational damage – to the local church, circuit, the wider Connexion of the Methodist Church and Christianity in general
- impact on church finances if external bookings and lettings are affected
- judgement by the wider community – as places of moral authority, people feel more betrayed when a church does not respond well to abuse
- bad publicity

We need to understand the importance of responding well to safeguarding concerns, as the impact can be wide-reaching and last for a long time after the incident has been dealt with.

3

RECORD

Safeguarding records provide a history of what happened. They summarise what church workers did and they ensure that when people move on, the account is not lost.

What do you do?

You need to record the following:

- who was involved – the names of key people, including actual or potential witnesses
- what happened – facts not opinions. Use the person's own words where possible
- where it happened – specific location and address
- when it happened – date and time
- to whom it was referred – including full names and contact details.

Make sure the record is signed and dated. Records should be written up as soon as possible after the event. They should be clear, concise and above all, legible. Use the individual's own words and avoid jargon. Notes should be relevant and factual, without opinions and judgements. It is not your role to verify or prove that the information given is true.

The important thing to remember is to write a record of what you have recognised, no matter how small or seemingly inconsequential it may appear. All records must be kept in a secure place. Section 5 of the *Safeguarding Policy, Procedures and Guidance for the Methodist Church in Britain* has information about keeping records (including GDPR – General Data Protection Regulation) and when to share them. For more information about GDPR, please visit tmcp.org.uk

4 REFER

What is referring?

Referring (sometimes known as reporting) is about sharing your concerns with the appropriate person(s). As safeguarding is everyone's responsibility, it is important that everyone is clear to whom they should speak to share their concerns.

What do you do?

The simple flowchart opposite shows the referral process. For more detailed flowcharts of referral, (one for making referrals about children and one for adults), see Section 4 of the *Safeguarding Policy, Procedures and Guidance for the Methodist Church in Britain*.

Consult with your leader, minister or church safeguarding officer within one working day. The only exception is if they are the subject of the concerns. Under no circumstances should you contact or share information disclosed to you with the person who is the subject of allegations.

A copy of the *Safeguarding Quick Reference Guide*⁹ should be completed and kept accessible. You do not have to share your concerns with each of these contact people. If you are referring to the church safeguarding officer then it becomes their responsibility to share that information with the circuit safeguarding officer or district safeguarding officer.

In an emergency, contact the statutory authorities directly and then inform your leader, minister or church safeguarding officer without delay.

When it comes to referring to external bodies, such as social services or the police, information concerning an abused adult must only be shared with their consent. If the person does not consent to having their information shared, their wishes should be respected. If you decide to share the information without consent (if you believe the person lacks mental capacity to make such a choice; when there is a risk of harm to others; or in order to prevent a crime) make sure you record your decision and your reasoning. Consent is not necessary when making a referral about a child (see Section 4 of *Safeguarding Policy, Procedures and Guidance for the Methodist Church in Britain*).

The referral process



⁹ You should receive a copy of the *Safeguarding Quick Reference Guide* as part of the taught learning of the Module. Additional copies can be ordered from methodistpublishing.org.uk

Creating a Healthy Safeguarding Culture

Creating environments in which everyone is safe and can flourish is fundamental to our purpose as God’s people.

Although it is not possible to remove all potential for risk or harm, we must all do our best to provide a safe place for everyone by following good practice in every area of church life.

The image below describes the characteristics of a healthy Christian culture, based on Oakley and Humphreys.¹⁰ They suggest that culture is created by individual behaviour rather than behaviour being influenced by culture.



The importance of information sharing

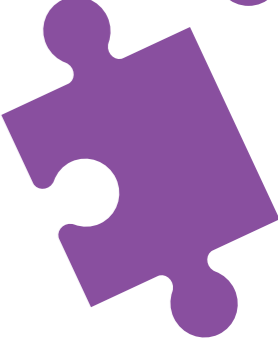
Safeguarding is everyone’s responsibility, but understanding what information and concerns we need to pass on can be difficult. To better understand, a jigsaw puzzle metaphor can be helpful.



You may only hold one piece of information, one jigsaw piece, about a safeguarding issue and have no idea what it represents or how important it may be. But you know it fits somewhere!

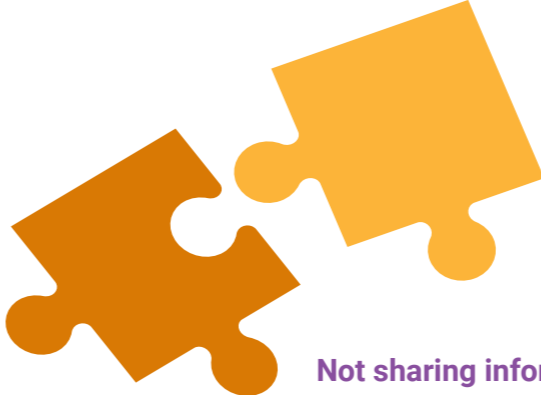
¹⁰ Oakley, L and Humphreys, J, *Escaping the maze of spiritual abuse: creating healthy Christian cultures*, London: SPCK, 2019

- You might have a certain piece of information that you think is important and you can see how it may fit in the whole puzzle, but you don’t yet have enough pieces to be sure.
- You may have a tiny piece of information about the situation that feels insignificant, but could be important.



Remember that it is not your responsibility to investigate and find out more, but instead to pass on all your jigsaw pieces – all the information you have – to your leader, minister or church safeguarding officer.

You don’t know how many other pieces they may also be holding!



Eventually someone may have enough pieces of the jigsaw to make sense of the whole picture and be able to see clearly what needs to happen next.

The more pieces of the jigsaw there are, the easier it is to see the full picture.

Not sharing information

One of the common issues raised across a number of serious case reviews, be they relating to children, adults or domestic homicides, is that a number of different agencies may hold pieces of the same puzzle, but that no one holds them all nor seeks to bring them all together.

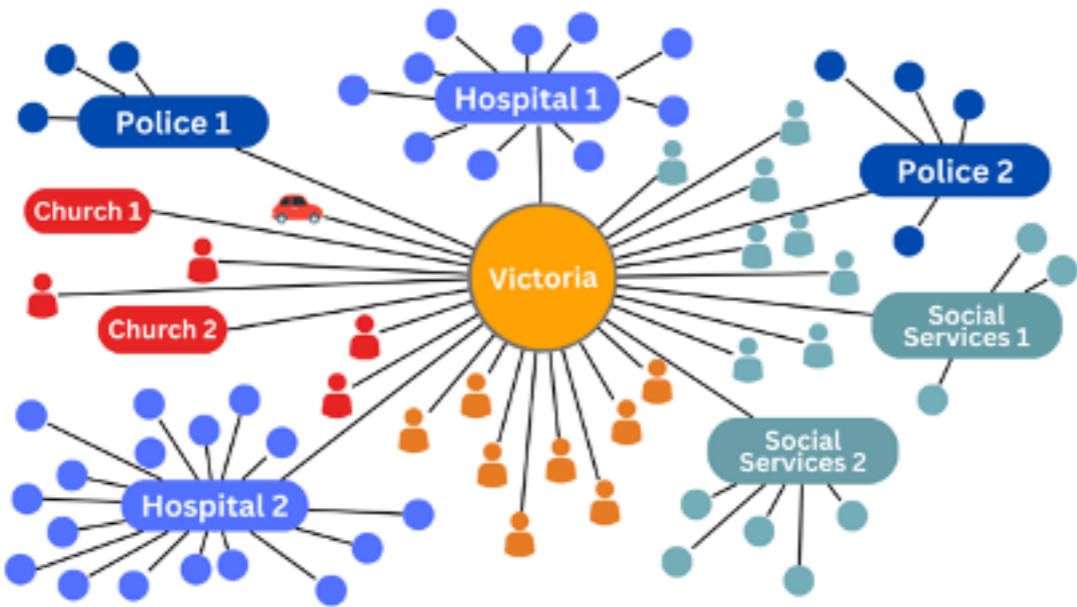
Problems with information sharing have been raised by every national child protection review and inquiry from the inquiry into the death of Maria Colwell in 1973, to the death of Victoria Climbié (02/11/91 – 25/02/00) and more recently the deaths of Arthur Labinjo-Hughes (04/01/14 – 17/06/20) and Star Hobson (21/05/19 – 22/09/20).

Victoria Climbié travelled with her great-aunt from the Ivory Coast to the UK, for what her parents believed would be a better life. In the 10 months she lived in the UK, Victoria was repeatedly tortured and abused by her great-aunt and the great-aunt’s boyfriend.

During this time Victoria was known to four local authorities (four social services departments and three housing departments), two child protection police teams, two hospitals, an NSPCC centre and a few local churches, all of whom had noted the signs of abuse. It was a taxi driver who recognised Victoria was in a serious condition and took her to the nearby ambulance station. In February 2000, Victoria died, aged eight years, of hypothermia and malnutrition.

When her body was examined by the pathologist, Victoria was found to have had 128 separate injuries. It was the worst case of deliberate harm to a child the pathologist had ever seen.

An inquiry was set up in 2001 to scrutinise the Child Protection System and the failings in the Victoria Climbié case. It found that all the agencies and organisations involved in her care had failed to protect her and that on at least 12 occasions workers could have prevented her death.



The image above shows all those agencies who had some contact with Victoria and her family. They each held some pieces of the jigsaw, but no-one acted to put the picture of this little girl's life together.

This shocking example illustrates why sharing information with the relevant people is so important. It could save lives.

¹¹ Child Protection in England, *National review into the murders of Arthur Labinjo Hughes and Star Hobson*, 2022, p. 93. Found at: assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1078488/ALH_SH_National_Review_26-5-22.pdf

Appendix 1

Past Cases Review and Apology

"On behalf of the Methodist Church in Britain I want to express an unreserved apology for the failure of its current and earlier processes fully to protect children, young people and adults from physical and sexual abuse inflicted by some ministers in Full Connexion and members of the Methodist Church. That abuse has been inflicted by some Methodists on children, young people and adults is and will remain a deep source of grief and shame to the Church.

"We have not always listened properly to those abused or cared for them, and this is deeply regrettable. In respect of these things we have, as a Christian Church, clearly failed to live in ways that glorify God and honour Christ.

"I am certain that the Methodist Conference will want to resolve to do all in its power to improve its systems to protect children, young people and adults from abuse within the life of the Church and on Church premises, and to review them diligently on a regular basis."

Revd Dr Martyn Atkins, Secretary of the Methodist Conference and General Secretary, 2015

In 2010, the Methodist Conference agreed to review past child and adult protection cases from the previous 50 years. This took place between 2013 and 2015 and the results were published in *Courage, Cost and Hope: The Report on the Past Cases Review 2013–2015*. The report can be found at: methodist.org.uk/PastCasesReview

Some numbers from the Past Cases Review (PCR)

- There were 2,566 responses reporting a safeguarding concern, relating to 1,885 perpetrators or alleged perpetrators. These included 20 ministers since the 1950s, who had abused their power, highlighting a strong concern about Church culture.
- The Methodist Safeguarding Team referred 25 per cent of the 503 cases analysed on to the statutory agencies.
- As a result of the PCR, 21 formal risk assessments were commissioned, resulting in 12 Covenants of Care and six other safeguarding measures.

Ten themes

Key findings from the review of past cases identified ten themes, which overlap and interconnect in many ways. These are:

Theme 1	Abuse and risk are still not always recognised.
Theme 2	Abuse has a huge and ongoing impact on those who have been harmed.
Theme 3	Abuse which has occurred in the Church setting is particularly distressing and a devastating breach of trust.
Theme 4	It is necessary to improve the listening skills of people in the Church.
Theme 5	People in the Church are still not responding well to serious situations.
Theme 6	People find it difficult to put 'respectful uncertainty' into practice.
Theme 7	Responding well to a church congregation in difficult safeguarding situations continues to be a challenge.
Theme 8	Practice has improved but record-keeping is still not consistent enough.
Theme 9	Effective working with other agencies still requires development.
Theme 10	There has been, and remains, insufficient understanding of the significance of safeguarding concerns among those who hold leadership roles in the Methodist Church.

Learning from the PCR

The PCR findings added to our knowledge and have challenged us to continue learning and developing our safeguarding practice. In particular, the PCR identified:

- Leaders and ministers do not always understand the nature of safeguarding.
- The Church does not always recognise abuse of power and vulnerability issues.
- People think safeguarding is all about DBS checks and ticking boxes.
- There is anxiety about dealing with statutory authorities.
- There is a lack of reflective space.

Following publication of the PCR, there were numerous additional cases. This included responses from people who had left the Church and were not aware of the PCR. Several cases of bullying and harassment were reported.

Making churches safe remains a challenge for us all.

Appendix 2

Safeguarding Resources and National Organisations

For quick access to all resources, visit methodist.org.uk/safeguarding/training/foundation-module-2024-edition-participants and use the links in the online handbook.

Methodist Church resources

<i>Safeguarding Policy, Procedures and Guidance for the Methodist Church</i>	methodist.org.uk/SafeguardingPolicy
<i>Courage, Cost and Hope: The Past Cases Review of the Methodist Church, 2015</i>	methodist.org.uk/PastCasesReview
<i>Positive Working Together – Guidelines for situations of bullying and harassment</i>	methodist.org.uk/PWT
<i>Safeguarding training</i>	methodist.org.uk/Safeguarding/Training
<i>Contact your District Safeguarding Officer (DSO)</i>	methodist.org.uk/Safeguarding/Contacts
<i>The Well Learning Hub Resources and support for those working within children, youth and family ministry</i>	methodist.org.uk/TheWell
<i>Guidelines for organising events for children and young people</i>	methodist.org.uk/OrganisingEvents
<i>Social media guidelines</i>	methodist.org.uk/CYFSocialMediaGuidelines methodist.org.uk/Digital/SocialMedia

<i>Survivors' resources</i>	methodist.org.uk/Safeguarding/Support-for-survivors
<i>Positive Working Together – Guidelines for situations of bullying and harassment</i>	methodist.org.uk/PWT
<i>Domestic abuse resources</i>	methodist.org.uk/Safeguarding/DomesticAbuse
<i>DBS/PVG checks Due Diligence Checking Ltd (DDC)</i>	Tel: 0845 644 3298 or 0116 260 3055 Email: contact@ddc.uk.net
<i>The registered body that processes all DBS/PVG applications for the Methodist Church</i>	

Organisations offering support and advice: Children

Action For Children actionforchildren.org.uk	Action for Children is a leading children's charity running more than 500 projects. It works with children and young people affected by poverty, disability and abuse.
AFRUCA afruca.org Tel: 020 7704 2261	AFRUCA: Africans Unite Against Child Abuse works in UK Black and ethnic communities. It aims to protect and safeguard children from abuse, modern slavery and exploitation and tackle cultural and religious practices that harm children.
Barnardo's barnardos.org.uk	Barnardo's works to protect, support and nurture the UK's most vulnerable children by helping families. It supports care leavers, those looking to gain workplace skills, LGBTQ+ young people, those at risk of homelessness, and children and young people who have been abused. It manages fostering and adoption services.

<p>CEOP ceop.police.uk/ safety-centre</p>	<p>Child Exploitation and Online Protection (CEOP) helps to keep children and young people safe from sexual abuse and grooming online. It offers guidance, advice and accepts direct reporting with links to a range of information about keeping children of all ages safer from online child sexual abuse.</p>
<p>Childline childline.org.uk Tel: 0800 1111</p>	<p>A free and confidential 24-hour service where children and young people up to the age of 19 years old can talk to trained counsellors about anything that concerns them. The website also provides further information (eg about bullying, feelings, sex).</p>
<p>NSPCC nspcc.org.uk Advice line for parents/ adults: 0808 800 5000</p>	<p>The NSPCC website has many useful resources, including research studies and fact sheets.</p>
<p>Family Lives Tel: 0808 800 2222</p>	<p>Family Lives (formerly Parentline Plus) is a resource for parents, volunteers and workers providing a range of services, including 'Positive Boundaries' which focuses on sexual bullying, peer-on-peer sexual exploitation and developing positive gender relationships.</p>
<p>Lucy Faithfull Foundation lucyfaithfull.org.uk</p>	<p>Lucy Faithfull Foundation is a UK-wide child protection charity dedicated solely to preventing child sexual abuse. It provides services for organisations, professionals and the public including risk assessments and intervention; expert training; specialist consultancy, and public education.</p>
<p>Stop It Now! stopitnow.org.uk Confidential helpline: 0808 1000 900</p>	<p>Stop It Now! is the Lucy Faithfull child sexual abuse prevention campaign and confidential helpline for any adult concerned about sexual abuse. This helpline will engage with perpetrators of abuse, making it a very important resource.</p>

<p>Parents Protect parentsprotect.co.uk Confidential helpline: 0808 1000 900</p>	<p>Parents Protect helps parents and carers protect children from sexual abuse and exploitation. It has resources to help a family draw up a safety plan and offers confidential helpline support.</p>
---	--

Organisations offering support and advice: Vulnerable adults

<p>Hourglass wearehourglass.org Helpline: 0808 808 8141</p>	<p>Hourglass (formerly Action on Elder Abuse) has a mission to end the harm, abuse and exploitation of older people in the UK.</p>
<p>Age UK ageuk.org.uk Free 24-hour advice line: 0800 678 1602</p>	<p>Age UK's website has many useful resources including research studies and fact sheets, as well as information on protecting yourself or others from abuse.</p>
<p>Mencap mencap.org.uk Helpline: 0808 808 1111</p>	<p>Mencap Learning Disability Helpline provides advice and information on all issues relevant to people with learning disabilities and their families in England, Wales and Northern Ireland.</p>
<p>Respond respond.org.uk Tel: 020 7383 0700</p>	<p>Respond is a national charity supporting children and adults with learning disabilities who have experienced abuse or trauma. Respond provides therapeutic support as well as practical advice and information. Its helpline is for people with learning disabilities themselves, as well as family, carers and professionals supporting them.</p>
<p>The National Autistic Society autism.org.uk Tel: 0808 800 1050</p>	<p>The National Autistic Society is a leading UK charity for people with autism and their families. It provides information, support and campaigns for a better world for people with autism.</p>
<p>Sibs sibs.org.uk</p>	<p>Sibs provides information and support to people growing up with – or who have grown up with – a sibling with any disability, long term chronic illness or life limiting condition.</p>

<p>The Challenging Behaviour Foundation challengingbehaviour.org.uk Tel: 0300 666 0126</p>	<p>The Challenging Behaviour Foundation provides telephone and email support from a family support worker on challenging behaviour associated with severe learning disabilities and related issues.</p>
<p>The Association for Real Change arcuk.org.uk England: 01246 555 043 Northern Ireland: 028 9038 0960 Scotland: 0131 663 4444</p>	<p>The Association for Real Change (ARC) is a national charity supporting providers of learning disability and autism services. It also supports people with a learning disability, autism, or other additional support needs, and their families.</p>

Organisations offering support and advice: Domestic abuse and violence

<p>Women's Aid womensaid.org.uk 24/7 free helpline: 0808 2000</p>	<p>Women's Aid works to improve society's response to domestic abuse to ensure that every survivor gets the support they need, whoever and whenever they ask for help.</p>
<p>Restored restored-uk.org Tel: 020 3906 3930</p>	<p>Restored offers a safe space for Christian survivors of domestic abuse. Their mission is to speak up about the realities of violence against women and girls, and to equip the Churches. It does this to stand against domestic abuse and support survivors. They offer a guide for churches to address domestic abuse.</p>
<p>Respect respect.uk.net Helpline for male victims: 0808 8010 327 Helpline for perpetrators: 0800 802 4040</p>	<p>Respect is the charity that leads on the development of safe, effective work with perpetrators, male victims, and young people using violence in their close relationships.</p>

Organisations offering support and advice: Survivors of abuse

<p>MACSAS macsas.org.uk Helpline: 08088 01 03 40</p>	<p>Minister and Clergy Sexual Abuse Survivors (MACSAS) supports women and men who have been sexually abused, as children or adults, by ministers, clergy or others under the guise of the Church, whether they have remained within their Christian communities or have chosen to leave.</p>
<p>NAPAC napac.org.uk Helpline: 0808 801 0331</p>	<p>National Association of People Abused in Childhood (NAPAC) offers support to adult survivors of all types of childhood abuse, including physical, sexual and emotional abuse and neglect.</p>
<p>One in Four oneinfour.org.uk 020 8697 2112</p>	<p>One in Four specialises in supporting people who have experienced sexual violence and abuse, particularly survivors of child sexual abuse and trauma through counselling, advocacy and through the judicial system.</p>

Organisations offering support and advice: Mental health

<p>Mind mind.org.uk Infoline: 0300 123 3393</p>	<p>Mind offers information and support for anyone living with or supporting someone with a mental health problem.</p>
<p>Mental Health mentalhealth.org.uk</p>	<p>Mental Health Foundation offers online support and links including information, research, online communities, smartphone apps, online self-help programmes and online therapy.</p>
<p>The Campaign Against Living Miserably thecalmzone.net Helpline: 0800 58 58 58</p>	<p>The Campaign Against Living Miserably (CALM) is leading a movement against suicide by offering website advice and a free, confidential helpline about a whole range of concerns, such as anxiety, relationship concerns, health worries, money worries or suicidal thoughts.</p>

<p>Place2Be place2be.org.uk Tel: 020 7923 5500</p>	<p>Place2Be offers support and training for parents and schools in managing children’s mental health.</p>
--	---

Organisations offering other support and advice

<p>Samaritans samaritans.org Tel: 116 123</p>	<p>Samaritans are there to talk to, no matter how small the issue may feel. They will listen, won’t judge or say what to do. They offer a confidential service covering a range of areas and are not just for those who are feeling suicidal.</p>
<p>Unseen unseenuk.org Helpline: 08000 121 700</p>	<p>Unseen provides safe houses and support in the community for survivors of trafficking and modern slavery. It also runs the modern slavery and exploitation helpline and work with individuals, communities, business, governments, other charities and statutory agencies to stamp out slavery for good.</p>

Appendix 3

Key Definitions and Issues in Safeguarding

Please note that some of the definitions, legislation and contact details vary across different jurisdictions. Please see Appendix 6 for more details.

Child	<p>In England and Wales, a child is anyone who has not yet reached their eighteenth birthday (with the exception of some 16–17-year-olds in particular contexts). In Scotland, this is anyone who has not yet reached their sixteenth birthday.</p> <p>The fact that a child (in England and Wales) has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection (<i>Working Together to Safeguard Children, 2023</i>).</p>
Child protection	<p>Activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (<i>Working Together to Safeguard Children, 2023</i>).</p>
Harm and significant harm	<p>Harm means ill-treatment or impairment of health and development.</p> <p>Significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child. It is based on comparing the child’s health and development to that which could be reasonably expected of a child of a similar age (<i>Children Act, 1989 and 2004; Adoption and Children Act, 2002</i>).</p>

Manipulation and control	A phrase used to describe how people who want to harm children, young people and vulnerable adults get close to them (and often to their families) and gain their trust. The process involves creating relationships built upon trust or dependency, in order to gain access to the vulnerable person for the purposes of perpetrating harm. This can take place over long periods of time, even years. The phrase ‘manipulation and control’ is most commonly used in the context of sexual abuse, sexual exploitation or trafficking of children and young people. Nevertheless, grooming is also relevant to harm perpetrated against vulnerable adults, such as financial abuse.
Risk	The probability of something happening and the potential harm it could cause. The more likely an event, and the greater the damage caused by it happening, the greater the overall risk.
Safeguarding	Denotes measures to protect the health, well-being and human rights of individuals, which allow children and adults to live free from abuse, harm and neglect (<i>Safeguarding people</i> , Care Quality Commission, 2014).
Safeguarding children	The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully (<i>Safeguarding Children</i> , Ofsted, 2011).
Vulnerable adults	<p>In England and Wales, a ‘vulnerable adult’ is defined as an individual over the age of 18 who is not able to protect themselves from significant harm or exploitation due to a substantial functional, mental or physical impairment. This includes elderly adults and those with cognitive impairments. Being vulnerable does not necessarily mean that an adult lacks competency.</p> <p>In Scotland, ‘adults at risk’ are defined as those aged 16 and over who are unable to safeguard their own well-being, property, rights or other interests; are at risk of harm; and, because they are affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than adults who are not so affected (<i>Adult Support and Protection (Scotland) Act</i>, 2007)</p>

Appendix 4

Types of Abuse

Please note that some of the definitions, legislation and contact details vary across different jurisdictions. Please see Appendix 6 for more details.

Abuse using social media (children and adults)	Online abuse includes any type of abuse that happens on the internet. This includes abuse on social media or online gaming platforms, via smart mobile phones or tablets, and on any other platforms and devices.
Adults	Includes communications that seek to intimidate, control, manipulate, put down, falsely discredit or humiliate the recipient. It may also include threatening a person’s earnings, employment, reputation or safety, and sexting.
Children	Children may experience cyber-bullying, grooming, sexual abuse, sexual exploitation or emotional abuse online. Even if there is no physical contact, abuse can still take place – whether that is by someone a child knows or by a stranger who may have attempted to befriend them virtually.

<p>Adultification</p>	<p>Adultification bias is a form of racial prejudice where children of minority groups, typically Black children, are treated by adults as being more mature than they actually are. Actions that would be deemed normal for child development are more likely to be treated as opportunities for discipline when committed by these children and they are more likely to be seen as having malicious intentions.</p> <p>This can impact upon child protection and safeguarding practices, resulting in rights being diminished and notions of vulnerability being displaced by notions of responsibility and culpability.</p>
<p>Adverse childhood experiences (ACEs)</p>	<p>The term ‘adverse childhood experiences’ refers to traumatic events that occur in childhood or adolescence. ACEs can be a single event or occur repeatedly over a period of time. This can create prolonged threats to the safety and well-being of a child and their physical, sexual, emotional, psychological and mental health.</p> <p>Examples of ACEs include physical, sexual and emotional abuse; neglect; living with someone who is dependent on alcohol and/or drugs; witnessing domestic abuse; living with someone with serious mental illness; losing a parent through divorce, death or abandonment.</p> <p>Experiencing ACEs can have a detrimental effect on the future physical and mental health of a child and become a barrier to a healthy adult life. Research shows that it increases the risk of mental ill-health, violence in adult relationships and post-traumatic stress.</p>

<p>Coercive control</p>	<p>Coercive control is a pattern of behaviour that creates an unequal power dynamic and enables someone to exert power over another person through fear and control. It can happen in any type of relationship and is not limited to domestic abuse. Coercive behaviours can include threats and insults; exerting financial control; isolating the other person or using sexual coercion.</p>
<p>Criminal exploitation</p>	<p>Criminal exploitation often, but not exclusively, involves adult gang members taking advantage of an imbalance of power. A child or vulnerable adult is coerced, controlled, manipulated or deceived into criminal activity such as drug-related crime. It is often associated with county lines. The victim may have been groomed into criminality. Therefore they may appear to have given consent to be involved but can still be the victim of exploitation. Criminal exploitation does not always take place in person and can occur through the use of technology. Criminal exploitation of children also includes children who are engaged in forced labour or forced to commit theft.</p>
<p>County lines</p>	<p>County lines is a term used to describe gangs and organised criminal networks involved in supplying illegal drugs to suburbs, market towns and coastal areas, using dedicated mobile phone lines or other forms of ‘deal line’. They are likely to exploit children and vulnerable adults to move and store drugs and money.</p>
<p>Discriminatory abuse</p>	<p>Discriminatory abuse occurs when values, beliefs or culture result in the misuse of power that denies opportunities to some individuals or groups based on the nine protected characteristics listed in the Equality Act 2010.</p> <p>See equalityhumanrights.com for a list of protected characteristics.</p>

<p>Domestic abuse</p>	<p>Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This includes, but is not limited to, sexual, psychological, physical, financial and emotional abuse; 'honour'-based violence; female genital mutilation (FGM); and forced marriage.</p> <p>It is important to be clear that domestic abuse can affect anyone regardless of sexuality, gender or age.</p>
<p>Controlling behaviour</p>	<p>Controlling behaviour overpowers the victim by taking away their access to support and resources (often their own). It results in a lack of independence and an over-regulation of their day-to-day lives.</p> <p>This often erodes their capacity to make any decisions in respect of themselves. Coercion refers to deliberate acts of assault and threatening behaviour that humiliates and intimidates the victim into agreeing to things they do not wish to engage or comply with.</p>

<p>Emotional abuse</p>	<p>Adult</p>	<p>Emotional abuse results from behaviour that has a harmful effect on an adult's emotional health or development. This can include: scolding or treating them like a child; making a person feel ashamed of involuntary behaviour; blaming someone for attitudes, actions or events beyond their control; use of silence, humiliation, bullying, harassment and verbal abuse to intimidate; controlling behaviour or efforts to create overdependence; lack of privacy or dignity; deprivation of social contact; threats to withdraw help and support; denial of cultural and spiritual needs; denial of choice or failing to respond to emotional needs.</p>
	<p>Child</p>	<p>The persistent emotional maltreatment of a child to cause severe and persistent adverse effects on their emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate.</p> <p>It may feature age or developmentally inappropriate expectations being imposed on children. This includes interactions that are beyond a child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve the child seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying); causing children frequently to feel frightened or in danger; or the exploitation or corruption of children (<i>Working Together to Safeguard Children, 2023</i>).</p>

Female genital mutilation (FGM)	Female genital mutilation is a procedure where the female genitals are deliberately cut, injured or changed, without any medical reason. FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts.
Financial abuse	The denial of an individual's access to money, property, possessions, valuables or inheritance, or the improper use of funds by omission, exploitation or extortion through threats. This includes misuse, embezzlement or theft, or misappropriation of a person's money, property, possessions or benefits. Also, refusing a person access to their own money, property or possessions, failing to account properly for money, property or possessions or applying pressure in connection to wills, property and inheritance, or applying duress to a person in order to secure a loan (<i>Care and Support Statutory Guidance, issued by the Department of Health under the Care Act, 2014</i>).
'Honour'-based violence	Violence committed to protect or defend the perceived 'honour' of a family or community. It is often committed with a degree of collusion from members of the family or community.
Institutional abuse	This includes neglect and poor practice within an institution or specific care setting, such as a hospital or care home, or in relation to care provided in one's own home. This may range from one-off incidents to ongoing ill-treatment. It can occur through neglect or poor professional practice or be a result of the structure, policies, processes and practices within an organisation (<i>Care and Support Statutory Guidance, issued by the Department of Health under the Care Act, 2014</i>).

Modern slavery		A social and economic relationship in which a person is controlled through violence or the threat of violence, is paid nothing and is economically exploited (Kevin Bales, <i>Slavery Today</i> , Groundwork Books, 2008).
Neglect	Adult	The repeated withholding of adequate care which results in the adult's basic needs not being met. It can be intentional or unintentional and includes acts of omission. This may include denial of educational, social, religious, cultural or recreational needs, lack of adequate heating, lighting, food or fluids. It also includes the inappropriate use of medication, or lack of attention to hygiene, toenails and fingernails or teeth.
	Adult self-neglect	Self-neglect refers to omitting to care for one's personal hygiene, health or environment. For example: <ul style="list-style-type: none"> • not meeting basic needs, including personal hygiene and appropriate clothing. • neglecting to seek help for medical matters. • not attending to living conditions such as letting rubbish accumulate in the garden, or dirt to accumulate in the house. • hoarding items or animals. <p>Action to address neglect in adulthood must be balanced with an individual's wish to make decisions for themselves (Liberty Protection Safeguards, Mental Capacity Act, 2019).</p>
	Child	Child neglect is the ongoing failure to meet a child's basic needs. Neglect can be intentional or inadvertent. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children in danger and can also have long term effects on their physical and mental wellbeing. Neglect can be sorted into four categories: educational, emotional, medical and physical.

Physical abuse	Adult	Physical abuse is the non-accidental infliction of physical force, which results in pain, injury or impairment. This may include assault, hitting, slapping, pushing, misuse of medication, restraint and inappropriate physical sanctions (<i>Care and Support Statutory Guidance</i> , issued by the Department of Health under the Care Act, 2014, updated 2022).
	Child	This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (<i>Working Together to Safeguard Children</i> , 2023).

Sexual abuse	Adult	Sexual abuse may involve offensive or inappropriate language (including sexual innuendo and sexual teasing), inappropriate looking, inflicting pornography on an individual, inappropriate touching, masturbation in public, indecent exposure, coercion into an activity, rape or sexual assault, photography, online and social media abuse. The involvement of an adult with care and support needs in sexual activities or relationships without informed or valid consent is abuse.
	Child	This involves forcing or enticing a child to take part in sexual activities whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. This may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse (<i>Working Together to Safeguard Children</i> , 2023).
	Child sexual exploitation (CSE)	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, either in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity is consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Spiritual abuse		This is coercion and control of one individual by another in a spiritual context. The target experiences spiritual abuse as a deeply personal attack. This may include manipulation and exploitation; enforced accountability; censorship of decision-making; requirements for secrecy and silence; pressure to conform; misuse of Scripture or the pulpit to control behaviour; requirement of obedience to the abuser; the suggestion that the abuser has a 'divine' position; and isolation from others, especially those external to the abusive context (Lisa Oakley and Kathryn Kinmond, <i>Journal of Adult Protection</i> , 2014).
Trafficking	Adult	This is the recruitment, transportation, transfer, harbouring or receipt of persons. It uses force or other forms of coercion, abduction, fraud, deception, the abuse of power or a position of vulnerability, or giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. (<i>The Palermo Protocol, Article 3, 2000</i>).
	Child	The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in human beings" (<i>Council of Europe, ratified by the UK Government in 2008</i>).
Unlawful marriage		A marriage in which one or both of the parties involved are married without their consent. This includes when someone is forced to marry against their will. It is also when an adult is unable to give consent to be married, for example due to being intoxicated, or not being competent to give consent to marriage.

Appendix 5

The A-Z of Important Methodist Procedures and Processes

Acceptable Use Policy for Guest Wi-Fi	methodist.org.uk/ConsentForms
Archives & Records Guidance	methodist.org.uk/ArchivesGuidance
Confidentiality	<ul style="list-style-type: none"> • Things people share should be treated in confidence. • Do not assume that a person's friends or family know any details. • Confidentiality is just as important with children as with adults. • Do not share information without express permission, even in open prayer or intercessions. • If you know someone in more than one context, remember to keep the boundaries. • If you believe someone to be at risk, disclose the information only to the relevant authorities. • The limits of confidentiality should be set by open and agreed policy rather than assumption. <p>For further information see section 7 Confidentiality in <i>Safeguarding Policy, Procedures and Guidance for the Methodist Church in Britain</i></p>

Consent	Consent must be: <ul style="list-style-type: none"> • specific • freely given • unambiguous • time limited • able to be withdrawn 	
	Grounds for sharing information without consent	<ul style="list-style-type: none"> • where it is legally required eg because the law or a court order directs it • where there is an overriding and specific public interest in disclosure eg where the sharing is necessary for safeguarding purposes • disclosure outweighs the public interest in maintaining confidentiality • the disclosure is proportionate i.e. no more than necessary
	Consent for use of images	See section 6.8.2 in <i>Safeguarding Policy, Procedures and Guidance for the Methodist Church in Britain</i>
Consent forms for use of photography and video	methodist.org.uk/ConsentForms	

Data protection/ GDPR	<ul style="list-style-type: none"> • The General Data Protection Regulation (GDPR) and Data Protection Act 2018 enables organisations to collect personal information provided it is required for a specific purpose and disposed of when no longer needed or relevant. • Information can be shared lawfully within the limitations of the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). • However, there should be a local agreement or protocol in place setting out the processes and principles for sharing information between organisations. • Churches, circuits and districts hold a variety of personal data relating to members, employees and others. For further information see: 	
	Information Sharing: GDPR & Data Protection Act 2018	safelives.org.uk/node/762
	Information and guidance on Data Protection in the Methodist Church	tmcp.org.uk/about/data-protection
	Procedures for the management of safeguarding information	Appendix 4, <i>Safeguarding Policy, Procedures and Guidance for the Methodist Church in Britain</i>
Equality, Diversity and Inclusion	methodist.org.uk/LayEmployment/EDI methodist.org.uk/Inclusive-Church	
Financial integrity	<p>This covers how we handle money, which includes petty cash, invoices, donations, etc. There should be clear and transparent systems in place to prevent the possibility of financial irregularities occurring within the church context. Any allegations of financial discrepancies may be based on misunderstanding or confusion, therefore adhering to clear processes will help to protect church workers.</p>	

Going out	For information on residential stays and day trips with children and young people (much of which is also relevant to working with adults), see methodist.org.uk/TheWell
Guidelines on touch	<p>Church groups and activities should provide a warm, nurturing environment for children, young people and adults, whilst avoiding any inappropriate behaviour, or the risk of allegations being made. All physical contact should be an appropriate response to the needs of the child or adult, rather than the caregiver.</p> <ul style="list-style-type: none"> • Touch should always occur in public. Giving someone a hug in the context of a group is very different from a hug behind closed doors. • Be sensitive to the individual’s reaction to touch. If someone is not happy with physical contact, respect this and find another way of conveying your concern for them. • Touch with children should be age-appropriate and initiated by the child. • As far as possible be aware of the individual’s culture and the meaning that touch has to them. • Workers should be able to monitor each other’s behaviour with regard to touch and physical contact. They should feel safe and confident to check out issues, discuss any concerns and to constructively challenge anything that could be misunderstood or misconstrued.

Health and Safety	This is not the same as safeguarding. It is the responsibility of the Church Council to ensure that proper health and safety procedures are in place. Health and safety should be managed as part of all activities. For more information and advice, see Section 6 of <i>Safeguarding Policy, Procedures and Guidance for the Methodist Church in Britain</i> or visit the methodistinsurance.co.uk and search for ‘Keeping people safe: health and safety toolkit’.	
	Accident and incident book	An accident book should be maintained and easily accessible in all places where activities take place with children or those who may be vulnerable.
	Check for hazards	Before each activity takes place on church premises, you should check the rooms and toilets for hazards. An example of this is a stack of chairs commonly found at the side of the hall. It may not seem a hazard to a group using the hall for a pensioner’s lunch club, but it would be hazardous to a toddler group, with fearless toddlers potentially grabbing and pulling the unstable chairs.
	First Aid	Churches should have first aid kits available. The contents of these should be checked and refilled regularly. There should also be first aid training for staff and volunteers and a list of first aiders prominently displayed.
	Food hygiene	If food is regularly prepared on church premises, the facilities will need to be checked by the local council environmental health officer and a food handling and hygiene certificate must be acquired.

Insurance	For information, see methodistinsurance.co.uk
Lettings	<p>Those hiring church premises are required to ensure that children and adults who may be vulnerable are protected at all times, by taking all reasonable steps to prevent injury, illness, loss or damage. They must carry full liability insurance for this.</p> <p>When any church premises are let to an external group or individual (whether or not they pay), they need to have a copy of the local church safeguarding policy. They must sign to say that they have read it and will follow it. If they have one, you will also need to see a copy of their safeguarding policy and ensure that you are happy with it. It is the council’s responsibility to ensure that all lettings are annually reviewed.</p> <p>For more information on lettings, see tmcp.org.uk</p> <p>For more information on liability insurance (including Charity Shield – insurance for charities, not-for-profit organisations and community groups) see methodistinsurance.co.uk</p>
Organising events	methodist.org.uk/OrganisingEvents

Photography guidelines	<p>Mobile phones and other devices with cameras make it easy to take pictures and immediately upload them to the internet. For guidance on taking photos, getting permission of the subjects and use of the photos, see Section 6 of <i>Safeguarding Policy, Procedures and Guidance for the Methodist Church in Britain</i>. methodist.org.uk/ConsentForms</p>										
Ratios of leaders to children	<p>It is recommended to have at least two adults present when working with or supervising children and young people. The following adult-to-child ratios are recommended as the minimum to help keep children safe:</p> <table border="1"> <tr> <td>children aged 0-2 years</td> <td>one adult to three children</td> </tr> <tr> <td>children aged 2-3 years</td> <td>one adult to four children</td> </tr> <tr> <td>children aged 4-8 years</td> <td>one adult to six children</td> </tr> <tr> <td>children aged 9-12 years</td> <td>one adult to eight children</td> </tr> <tr> <td>young people aged 13-18 years</td> <td>one adult to ten young people</td> </tr> </table> <p>There should be at least two adults present, even with smaller groups. If there are young people helping to supervise younger children, only those aged 18 or over should be included as adults when calculating adult-to-child ratios.</p> <p>learning.nspcc.org.uk/research-resources/briefings/recommended-adult-child-ratios-working-with-children</p>	children aged 0-2 years	one adult to three children	children aged 2-3 years	one adult to four children	children aged 4-8 years	one adult to six children	children aged 9-12 years	one adult to eight children	young people aged 13-18 years	one adult to ten young people
children aged 0-2 years	one adult to three children										
children aged 2-3 years	one adult to four children										
children aged 4-8 years	one adult to six children										
children aged 9-12 years	one adult to eight children										
young people aged 13-18 years	one adult to ten young people										
Registration forms/Register of attendance	Where the church is running a dedicated service for children or vulnerable adults, best practice requires that all activities should have a registration form and a register.										

<p>Risk assessments</p>	<p>While we recognise that it is not possible to avoid all risks when working with vulnerable groups, it is possible to minimise them. This can be achieved through careful planning and by providing a written record of how you thought about the issues and the actions you took. Activity risk assessments should be undertaken before any activity takes place and kept securely in case they need to be seen at a later date (eg as a result of an accident taking place). These are not onerous and can be broken down into four easy steps:</p> <ol style="list-style-type: none"> 1. Identify the risks and hazards 2. Assess the risks (likelihood and impact) 3. Decide on precautions and actions 4. Regularly monitor and assess <p>More information, advice and guidance on risk assessments, including downloadable risk assessment template forms, can be found at methodistinsurance.co.uk</p>		
	<table border="1"> <tr> <td data-bbox="608 997 854 1444"> <p>Disabilities awareness and accessibility</p> </td> <td data-bbox="854 997 1359 1444"> <p>Church buildings should be as accessible as possible to all people, recognising the limitations that the age and design of some buildings may cause. Any restrictions to access, visibility, audibility, toilet facilities, lighting or heating should be addressed and where necessary aids and adaptations should be put in place.</p> </td> </tr> </table>	<p>Disabilities awareness and accessibility</p>	<p>Church buildings should be as accessible as possible to all people, recognising the limitations that the age and design of some buildings may cause. Any restrictions to access, visibility, audibility, toilet facilities, lighting or heating should be addressed and where necessary aids and adaptations should be put in place.</p>
<p>Disabilities awareness and accessibility</p>	<p>Church buildings should be as accessible as possible to all people, recognising the limitations that the age and design of some buildings may cause. Any restrictions to access, visibility, audibility, toilet facilities, lighting or heating should be addressed and where necessary aids and adaptations should be put in place.</p>		
<p>Social media guidance</p>	<p>methodist.org.uk/TheWell/Policy methodist.org.uk/Digital/SocialMedia</p>		

<p>Transportation</p>	<p>Including the safety of passengers, transporting children and adults and using private cars and minibuses</p>	<p>See Section 6 of <i>Safeguarding Policy, Procedures and Guidance for the Methodist Church in Britain</i>, particularly 6.7 Activity risk assessments, 2.1.1 Children not collected from an activity and Appendix 6a Model Church Safeguarding Policy.</p>
------------------------------	--	--

Appendix 6

Safeguarding Across Different Jurisdictions

This training applies to the Methodist Church in Britain which covers a number of different jurisdictions. Please see below for links on how different legislation applies, depending on where you live. (Please note that the countries are listed alphabetically.)

England

Working Together to Safeguard Children 2023

A guide to multi-agency working to help, protect and promote the welfare of children

[gov.uk/government/publications/working-together-to-safeguard-children-2](https://www.gov.uk/government/publications/working-together-to-safeguard-children-2)

Safeguarding and protecting people for charities and trustees (England and Wales)

What to do to protect people who come into contact with your charity through its work from abuse or mistreatment of any kind

[gov.uk/guidance/safeguarding-duties-for-charity-trustees](https://www.gov.uk/guidance/safeguarding-duties-for-charity-trustees)

Gibraltar

HM Government of Gibraltar – Information about policy, statutory services and contact details

- Children's Services [gibraltar.gov.gi/health/care-agency/child-protection-team](https://www.gibraltar.gov.gi/health/care-agency/child-protection-team)
- Adult Services [gibraltar.gov.gi/health/care-agency/adult-services](https://www.gibraltar.gov.gi/health/care-agency/adult-services)

Guernsey

The website of the States of Guernsey – Information about policy, statutory services and contact details

- Children's Services [gov.gg/seyt-safeguarding](https://www.gov.gg/seyt-safeguarding)
- Adult Services [gov.gg/Adult-Safeguarding](https://www.gov.gg/Adult-Safeguarding)

Isle of Man

Isle of Man Safeguarding Board provide information about service provision and contact details

- Children's Services [gov.im/categories/caring-and-support/children-and-families](https://www.gov.im/categories/caring-and-support/children-and-families)
- Adult Services [gov.im/categories/caring-and-support/adult-social-care](https://www.gov.im/categories/caring-and-support/adult-social-care)
- Emergency contacts [gov.im/categories/caring-and-support/care-services](https://www.gov.im/categories/caring-and-support/care-services)

Safer Together: Guidance on safeguarding children and vulnerable adults in the Isle of Man (March 2019) which contains details of legislation and statutory responsibilities [gov.im/media/1364680/iom-safeguarding-together.pdf](https://www.gov.im/media/1364680/iom-safeguarding-together.pdf)

Jersey

- Children's Services [safeguarding.je/safeguarding-children](https://www.safeguarding.je/safeguarding-children)
- Adult Services [safeguarding.je/safeguarding-adults](https://www.safeguarding.je/safeguarding-adults)

Malta

Safeguarding Policy 2023 [culture.gov.mt/publications/safeguarding-policy-2023](https://www.culture.gov.mt/publications/safeguarding-policy-2023)

Children's Policy Framework 2024–2030 [socialsecurity.gov.mt/wp-content/uploads/2023/11/Childrens-Policy-Framework-2024-2030_EN.pdf](https://www.socialsecurity.gov.mt/wp-content/uploads/2023/11/Childrens-Policy-Framework-2024-2030_EN.pdf)

Scotland

National Guidance for Child Protection in Scotland 2021 – updated 2023 [gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/documents](https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/documents)

Scottish Government legislation on adult support and protection [gov.scot/policies/social-care/adult-support-and-protection](https://www.gov.scot/policies/social-care/adult-support-and-protection)

Wales

Safeguarding guidance

Links to Codes of practice for working with children and adults [safeguarding.wales/en](https://www.safeguarding.wales/en)

National safeguarding training, learning and development standards (October 2023)

[socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-standards](https://www.socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-standards)

National safeguarding training, learning and development framework (December 2023)

[socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework](https://www.socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework)

SAFEGUARDING

Creating Safer Space

Foundation Module 2024 Edition

Workbook

Pages designed to support your learning, whether completing the Foundation Module 2024 as a taught course or online.



Unit 1 Learning Log

Creating Safer Space:
Foundation Module 2024

Location of training	Date	
	What have I learned?	What might I need to say/do?
Our Church context		
Good Practice		
Recognise		
Respond		
Record and Refer		

Unit 2 The Story of Pip

Introducing Pip's story

Read through the scenario below. Note down any issues that stand out to you. We will return to this scenario during the training.



This is Pip.

Pip is a volunteer for their local church.

Pip likes to drive and so offers this as a gift to the church community. Pip collects some of the older people from the community and drives them to the church lunch club, supports the town's Street Pastors by driving when needed and helps the Circuit Pioneer by providing lifts as they don't drive.

One of the people in their church community has given Pip the nickname "The Jesus Taxi". Pip is very proud of this nickname.

Pip has hidden vulnerabilities that most people in the church community do not know.

As we move through this session together we will discover more about Pip and the safeguarding challenges and issues related to their role.



Unit 3 Recognise and Respond

Read Pip’s story again, and then think about your own context.

In what ways may Pip be vulnerable?

Who else may be vulnerable in the story?

Getting you thinking

What are the possible vulnerabilities for your role(s) within the church?

How could you be vulnerable?

Getting you thinking Continued

How could others be vulnerable too?

Identifying barriers

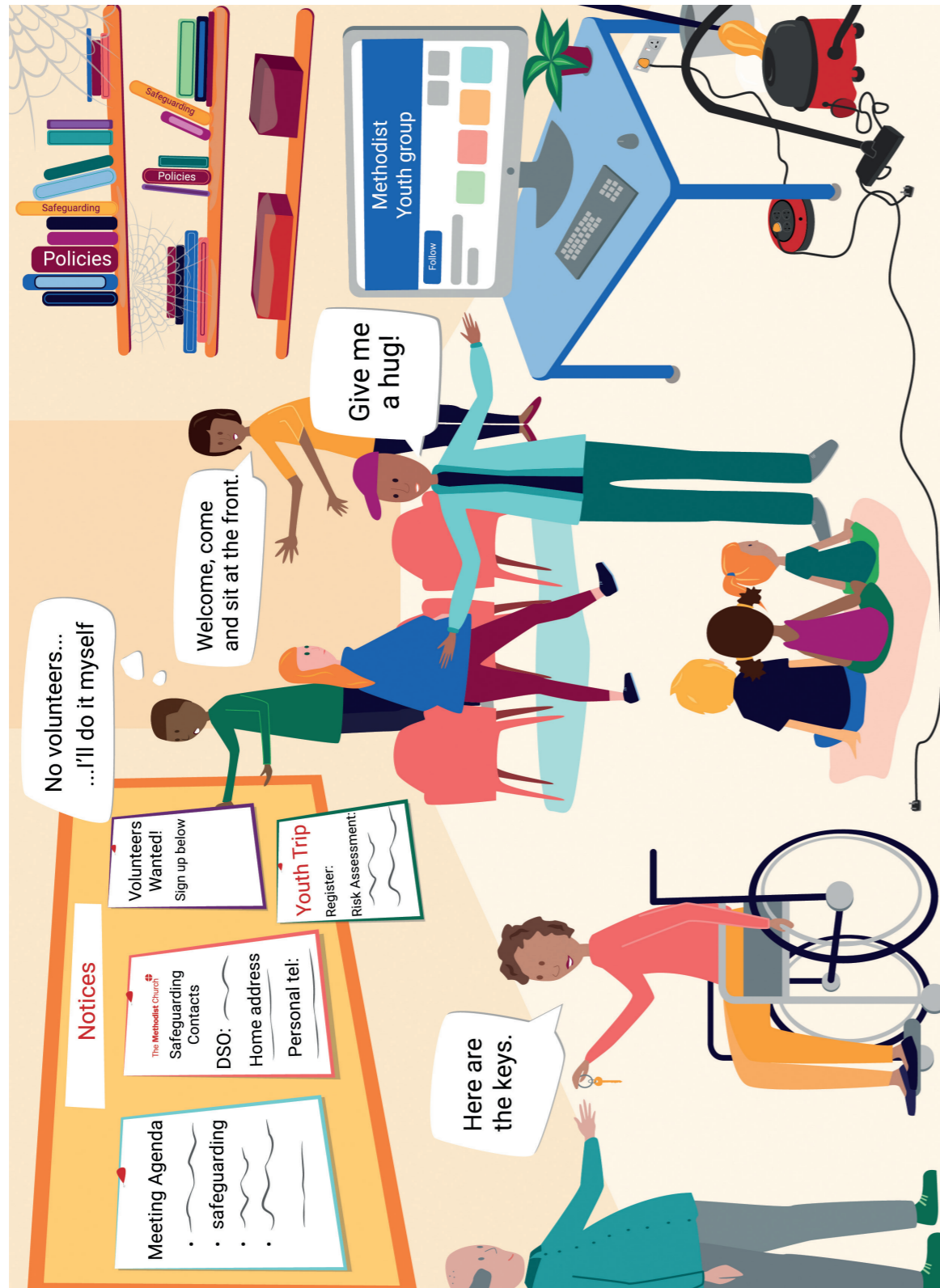
What might hinder implementing a good safeguarding culture in Pip’s story?

Getting you thinking

What practical and personal issues may be barriers to responding well and creating a good safeguarding culture in your role(s)?

Unit 4 Good Practice

Look at this image. This is a visual representation of any Methodist community. On the image are 10 areas relating to safeguarding that are either correct (✓), incorrect (✗) or where there is more to be explored (?). Mark the 10 areas. There will be a chance to discuss why these are wrong, right or uncertain.



Good practice Continued Pip



Read through the events that happen to Pip listed below and note down any issues that stand out to you.

<p>1. Pip receives a call from someone asking Pip to pick them up in their car. Pip doesn't know the person. They have been given Pip's number as someone who gives lifts on behalf of the church.</p>	
<p>2. Pip is trying to help an older person get out of the car to attend the church lunch club. The person seems to be struggling a bit. Pip seems to handle them quite roughly whilst helping them out of the car, in a way that makes you feel uncomfortable.</p>	
<p>3. Someone is behaving erratically at a church event, though they have not done anything specifically unsafe. Pip was due to give them a lift home. Pip doesn't feel comfortable and refuses to give them a lift home. The person is left without a safe way to get home.</p>	
<p>4. You are having a conversation with Pip and realise you know very little about their background. You also smell alcohol on Pip's breath. You know Pip was driving earlier today.</p>	

Unit 5 Case Studies

Your training session will consider a number of case studies, at least one will be from the list below. Your trainer may share a different case study if it is more relevant to your context.

1. OLIVIA

You are a youth worker. One day Louise, one of the volunteers, talks to you about concerns regarding Olivia (14 years), who has cerebral palsy and attends a youth group regularly. Louise tells you that Olivia has been messaging her at all hours of the day and night mostly talking about how unhappy she is at home. Olivia has hinted there is something she needs to say about her stepfather that she does not want anyone to know because it is too embarrassing, so she would like to text it. She wants Louise to promise not to tell anyone else about it. Louise asks you what she should do.

2. RYAN and DAVID

Ryan and David (both 14) are best mates and are inseparable when at youth club and church, and are always seen playing on their phones or tablets. You, a steward responsible for the church's audio-visual equipment, approach David one day when he is on his own and ask if he and Ryan would be interested in helping out with the AV as you know they are interested in computers. David suddenly looks upset and says that he doesn't know about Ryan, as he barely sees him anymore. He then goes on to share how Ryan spends all his time with a new online gaming friend, Nick, and he's now given up all his other hobbies. He's even stopped going to youth club, which he loved. Neither of the boys have ever met this new gaming friend, but it seems he's managed to convince Ryan that David is manipulating and controlling him and so Ryan will no longer speak to or see David. David is clearly devastated as he doesn't know what to do, and suspects Ryan is planning to meet Nick.

3. WENDY

You are a pastoral visitor and regularly visit Wendy, a 94-year-old lady who lives in sheltered accommodation. On one visit she breaks down and tells you that she is very unhappy as her daughter keeps shouting at her, telling her she is stupid, and that she has changed the address of where the bank sends Wendy's statements so that she cannot keep track of her finances any more. You have no reason to suspect that Wendy is exaggerating or that her memory is confused given your previous conversations, so you express sympathy and then ask Wendy what she would like you to do about it. She asks you not to tell anyone else and that she doesn't want anything to happen as she is scared that if anyone finds out it will jeopardise the relationship she has with her daughter, her only close relative.

4. BENITA

Benita is on the flower arranging rota and goes into church most Saturday afternoons to get the flowers ready for the Sunday service. She arrives early one week and finds that the doors are unlocked, and all the lights are on despite no one being in the building. She sees that there is litter and mess all over the church building, which she assumes must have been left by the local dance school, which holds classes in the hall throughout the morning. Even the sanctuary and vestry have chairs, books and papers out of place. What do you think Benita should do?

5. AMARA and TERRY

Amara and Terry have been living together for 20 years. They have two children – Sky, 15, and Bri, 12. Terry is an accountant for a local solicitors, enjoys the outdoors and has been treasurer for the local Methodist church for six years. Amara has built her own successful business and has won local awards. Amara has been a member of the local Methodist church since her daughter was baptised, and is friends with other mums. The mums connect most weeks for walks and for weekends away. Amara would like to join in more, but often tells her friends that she can't as she is running the business and is busy with the children.

The last time that Amara met with the mums from church for a coffee and walk, she opened up a bit about life at home. Terry is putting pressure on her to give up the business, saying that the reason Sky is in hospital with an eating disorder is because she hasn't been there for her. Terry says that her business has lost its edge under her leadership. He tells her that she is suffering from poor mental health – and the family do not need that right now. Terry always expects her home at a certain time, and is angry if she is late or if meals are not prepared and ready. Terry pays all the bills and Amara's income goes into a joint account. Terry always knows when she spends money and questions her about it.

One of the mums, Vicki, spoke to you – her pastoral visitor – concerned for Amara. Amara never seems to be relaxed when they meet up, and is always checking her phone. Over the last few years Vicki has noticed that Amara seems less connected with their group, and less confident in her herself. Amara says that there is no spare money for weekends away, and she needs to be home for Bri and needs time to visit Sky. Vicki knows that Terry goes away for weekends with their friends, and seems to have a social life. When Vicki dropped Amara home last time they met, Terry came out of the house and told her that Amara's mental health is not good – and that they should stop putting pressure on her to go out.

6. FEMI

Femi is a pioneer, based in a local circuit, and hosts Bread and Table, a space for people to gather, eat together, talk and listen and find support. The group meets each Wednesday at 4.30pm in the local community hall. People gather from the local estate and neighbouring streets. Some have lived in the area for many years, others are new, for some English is a second language, some come as families, some come via the local Social Prescriber and there are a wide range of ages.

As the numbers have grown Femi has created a small team from other churches in the town. She is keen that the community own the group and so encourages them to take a lead too.

Femi has noticed that Arthur, an older member of the community, is spending more and more time helping in the kitchen and staying later. One of the women in the group has mentioned to Femi they think Arthur may have been in prison before he moved to the area. One day Femi arrives at the hall to find Arthur already in the kitchen, an hour before anyone else is due. He begins telling her he is feeling lonely and asks if she could come round to his home to visit. Femi doesn't agree to this but Arthur continues to arrive early and be the last to leave. Femi is unsure who to talk to about this so she mentions it to you, one of the volunteer helpers.

Postcard

Some learning I'm going to be putting into action in the next 3 months

Name: _____

Date: _____

CSS Foundation Module

The **Methodist** Church 

Please fill in the postcard above and put a date in your diary for three months' time in order to revisit the actions you were going to take.

**Have you done this?
Has it made a difference?**

The **Methodist** Church 
methodist.org.uk

If you would like to request this resource in an alternative format, please contact us to discuss your needs at publishing@methodistchurch.org.uk

The Methodist Church. Registered charity no. 1132208. © Trustees for Methodist Church Purposes 2024. SFGFHB24