

**Safeguarding Leadership Pathway**

**Participant Workbook**

Name:

Role:

Church/Cathedral Name:

**1. Introduction**

Welcome to the workbook which accompanies the Safeguarding Leadership Pathway for those in leadership in church settings. It builds on the Basic Awareness and Foundation modules, available online at the [Church of England’s learning portal](https://safeguardingtraining.cofeportal.org/). **If you have not yet completed those two courses, please do so now** as they provide the foundation for the learning you will undertake here.

This Learning Pathway provides a chance to reflect on your own understanding of safeguarding in a church setting. Rather than focusing on simply providing you with information or ‘step-by-step’ guides, this module encourages you to reflect on the foundations and priorities of good safeguarding in your church setting and how you can contribute to its development.

**2. Learning Outcomes of this pathway**

This pathway is intended to be transformational. Once people have completed it, the aim is that they are in some way different from the people they were who started it. The aim is that participants reflect deeply on their own values and beliefs and integrate these with the values and beliefs underpinning good safeguarding behaviour. The idea is that good safeguarding behaviour can then flow from an inner motivation, rather than be experienced as an external process to be followed under duress.

By the end of this pathway, you will:

* + Connect the Church’s mission and theological foundations with what good leadership behaviour looks like in a safeguarding context.
	+ Evaluate aspects of their own leadership practice and identify changes required which they then take forward with confidence.
	+ Analyse what healthy Christian communities look like, how healthy communities keep people safe, and their role as leaders in shaping Christian communities that are healthy and safe.
	+ Reflect on the impact that abuse and trauma have on individuals’ lives, relationships, and interaction in a community setting.
	+ Integrate their own faith, beliefs, and values with those underpinning good safeguarding behaviours.

**3. Structure of this pathway**

* There are several components to this pathway. In part this is because the use of technology means that it is not possible to have over-long training sessions. But it is also the recognition that participants are on a learning journey in respect of safeguarding which we would want them to continue after their involvement in this specific pathway.
* **The focus of the first session** is the exploration of what effective leadership behaviour looks like in respect of safeguarding and connecting this an understanding of how the culture of a Christian community protects people.
* The people joining this pathway are all leaders, though their roles will be varied, they all have responsibility for shaping the culture within their church context. Therefore, we need to explore with them ideas such as the values and beliefs they need to have, and how will these be demonstrated in their behaviours. These issues will be explored in the first session through facilitated dialogue around four questions. The session will be preceded by participants considering the same questions through personal reflection and brief recording of that reflection in their workbooks. It could also be supported through the recommended reading (please find relevant links to further reading on page 15).
* **The focus of the second session** is exploring how to respond effectively to safeguarding concerns. But the aim is to get beyond consideration of process. Rather, it aims to help people reflect on how the theology and beliefs of their faith harmonise with the beliefs and values underpinning good safeguarding practice.

**Session 1**

**Preparation for the Session by participants**

1. You will find that you get most out of Session 1 if you take time for some personal reflection first. Session 1 is based around the four questions below.
2. Please take time to consider these questions as carefully and honestly as possible. The purpose of these questions is not for you to produce the ‘right’ answer, but to reflect on your own views, experiences, and values so that you come to the discussion in Session 1 prepared.
3. Record some notes to enable you to respond and make contributions to the first session.
4. This personal reflection can also be informed by your reading of the ***recommended*** key texts listed on page 15. This is not a requirement as not everyone will have the time to do this reading – but some will.
5. Please do not feel under pressure to give the ‘right’ answer, but please *do* take this opportunity to reflect deeply and to answer as honestly as possible!
6. **Read the Parish Safeguarding Handbook.**

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| **Question 1****What do you think of when you hear the word “safeguarding”?** |

The purpose of this question is to help participants to develop a holistic understanding of what we mean by “safeguarding”.

Please record some notes to enable you to respond and make contributions to the first session.

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| **Question 2****Think about your own church / cathedral situation.** **What evidence would your church / cathedral point to, to demonstrate that it understands what “good safeguarding culture and arrangements” look like?** |

The purpose of this question is to explore what the characteristics of a “safe” church / cathedral are. This is more than how well people respond to allegations. It is about **prevention**, the church needing to become a safe place for those at risk of harm and ensuring it is not a place where potential abusers feel they can hide and prey on the vulnerable.

Please respond below

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| **Question 3.** **What are the attributes (e.g., values, beliefs, behaviours) of a “good” and effective safeguarding leader, and why do you think this?** |

The purpose of this question is to explore what values, beliefs and behaviours participants should be demonstrating as effective leaders in respect of safeguarding.

Please respond below

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| **Question 4****What is your understanding of the impact of abuse in a church context on victims and survivors? How does this understanding shape your leadership values, beliefs, and behaviour in respect of safeguarding?** |

The purpose of this question is to make sure participants fully understand (emotionally and intellectually) the impact of church-based abuse and can use this to shape their own leadership behaviours.

Please respond below

**Session 2**

**Preparation for the Session 2**

Participants are asked to do three tasks in advance of Session 2. **You do not need to submit this work** but please complete it to participate during the session:

**1. Please Read Psalm 40 or Psalm 91 and write a short reflection on how this informs your safeguarding leadership beliefs, values and behaviours.**

**2**. Please read **“Promoting a Safer Church”** - House of Bishops Policy statement2017 found here:

[**https://www.churchofengland.org/sites/default/files/2019-05/PromotingSaferChurchWeb.pdf**](https://www.churchofengland.org/sites/default/files/2019-05/PromotingSaferChurchWeb.pdf)

**3**. Please read the case study (appendix 1) before you attend the session and write down your answers. Session 2 will focus on the case study extensively.

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| **The Psalms:** Psalm 91 **1**You who live in the shelter of the Most High,    who abide in the shadow of the Almighty,[[a](https://www.biblegateway.com/passage/?search=Psalm%2091&version=NRSV#fen-NRSV-15397a)]**2**will say to the Lord, “My refuge and my fortress;    my God, in whom I trust.”**3**For he will deliver you from the snare of the fowler    and from the deadly pestilence;**4**he will cover you with his pinions,    and under his wings you will find refuge;    his faithfulness is a shield and buckler.**5**You will not fear the terror of the night,    or the arrow that flies by day,**6**or the pestilence that stalks in darkness,    or the destruction that wastes at noonday.**7**A thousand may fall at your side,    ten thousand at your right hand,    but it will not come near you.**8**You will only look with your eyes    and see the punishment of the wicked.**9**Because you have made the Lord your refuge,[[b](https://www.biblegateway.com/passage/?search=Psalm%2091&version=NRSV#fen-NRSV-15405b)]    the Most High your dwelling place,**10**no evil shall befall you,    no scourge come near your tent.**11**For he will command his angels concerning you    to guard you in all your ways.**12**On their hands they will bear you up,    so that you will not dash your foot against a stone.**13**You will tread on the lion and the adder,    the young lion and the serpent you will trample under foot.**14**Those who love me, I will deliver;    I will protect those who know my name.**15**When they call to me, I will answer them;    I will be with them in trouble,    I will rescue them and honour them.**16**With long life I will satisfy them,    and show them my salvation. |
| Psalm 40: **1**I waited patiently for the Lord;    he inclined to me and heard my cry.**2**He drew me up from the desolate pit,[[a](https://www.biblegateway.com/passage/?search=Psalm+40&version=NRSV#fen-NRSV-14528a)]    out of the miry bog,and set my feet upon a rock,    making my steps secure.**3**He put a new song in my mouth,    a song of praise to our God.Many will see and fear,    and put their trust in the Lord.**4**Happy are those who make    the Lord their trust,who do not turn to the proud,    to those who go astray after false gods.**5**You have multiplied, O Lord my God,    your wondrous deeds and your thoughts toward us;    none can compare with you.Were I to proclaim and tell of them,    they would be more than can be counted.**6**Sacrifice and offering you do not desire,    but you have given me an open ear.[[b](https://www.biblegateway.com/passage/?search=Psalm+40&version=NRSV#fen-NRSV-14532b)]Burnt offering and sin offering    you have not required.**7**Then I said, “Here I am;    in the scroll of the book it is written of me.[[c](https://www.biblegateway.com/passage/?search=Psalm+40&version=NRSV#fen-NRSV-14533c)]**8**I delight to do your will, O my God;    your law is within my heart.”**9**I have told the glad news of deliverance    in the great congregation;see, I have not restrained my lips,    as you know, O Lord.**10**I have not hidden your saving help within my heart,    I have spoken of your faithfulness and your salvation;I have not concealed your steadfast love and your faithfulness    from the great congregation.**11**Do not, O Lord, withhold    your mercy from me;let your steadfast love and your faithfulness    keep me safe forever.**12**For evils have encompassed me    without number;my iniquities have overtaken me,    until I cannot see;they are more than the hairs of my head,    and my heart fails me.**13**Be pleased, O Lord, to deliver me;    O Lord, make haste to help me.**14**Let all those be put to shame and confusion    who seek to snatch away my life;let those be turned back and brought to dishonour    who desire my hurt.**15**Let those be appalled because of their shame    who say to me, “Aha, Aha!”**16**But may all who seek you    rejoice and be glad in you;may those who love your salvation    say continually, “Great is the Lord!”**17**As for me, I am poor and needy,    but the Lord takes thought for me.You are my help and my deliverer;    do not delay, O my God. |

The rest of session 2 focuses on the case study exercise.

**Case Study – Kathy, Peter, and John** (see appendix 1)

**As a final exercise, you are asked to note in your workbook at the end of session two:**

* three main lessons you have learned from this training.
* three main changes you want to make in their church because of this training.

These factors are to assist you in the evaluation tasks which are detailed below.

**Consolidation and Evaluation**

The history and experience of evaluation in “safeguarding training” – across all sectors, not just the Church - is that it tends to focus on the immediate self-reported capturing of people’s experience of the session itself. The limitation of this is that we just do not know if such training is having any impact – do people just “attend” the training event, tick that box, and carry on as before?

The evaluation that really matters is whether the “learning experience” has affected someone’s beliefs, values and understanding at a deep level so that there is a change in the person’s behaviours. They now do things not because they must do something, but because they really want to exhibit those behaviours. This is called “second order” change – when people do things because there is an inner motivation.

So, if this “learning experience” has been effective, a participant will, in some respects, be a different person from the one that started the experience.

The purpose of evaluation, then, is to try to find out if any difference has indeed been achieved.

At the beginning of the workbook, we set out the learning outcomes the programme is designed to deliver, and they are repeated here.

By the end of this pathway participants will:

* + Connect the Church’s mission and theological foundations with what good leadership behaviour looks like in a safeguarding context.
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	+ Analyse what healthy Christian communities look like, how healthy communities keep people safe, and their role as leaders in shaping Christian communities that are healthy and safe.
	+ Reflect on the impact that abuse and trauma have on individuals’ lives, relationships, and interaction in a community setting.
	+ Integrate their own faith, beliefs, and values with those underpinning good safeguarding behaviours.

**The evaluation tasks.**

If this learning programme has been successful, there will be evidence of the above behaviours which **others** will be able to see. The evaluation tasks are:

1. Immediately after the session, an evaluation form will be given to you for completion; this can be left on your chair or handed to a trainer. If the training is delivered via ‘Zoom’ the evaluation will be emailed to you.

2. Within four weeks of the second Zoom session, watch the BBC documentary: *Exposed: The Church’s Darkest Secret.*

This documentary tells the story of the individuals who brought Bishop Peter Ball to justice; and the cover-up that went to the highest levels of the Church of England. The two-part documentary is emotionally moving and therefore must come with a health-warning as we are aware that for some it will be very difficult to watch and indeed for those who are themselves survivors may be too difficult.

It may be that you would be more comfortable watching with someone else alongside you for support or that additional support may be needed before, during or after watching the documentary.

For those for whom watching the documentary would be too difficult, please complete some of the recommended reading as listed on page 24 instead.

We would like to assure you that there is support available for you from your Diocesan Safeguarding Adviser or from Safe Spaces.

The documentary can be accessed at:

[Course: BBC2 Documentary (cofeportal.org)](https://safeguardingtraining.cofeportal.org/course/view.php?id=34) The enrolment key is: Leadership+

1. Four to six weeks after the second Zoom session, revisit. Please do this by referring to the three main lessons you have learned from this training and the three main changes you identified that you wanted to make in your church and consider how you have applied the learning from this course to your setting.

Your reflection should consider whether you have been able to make any of the changes you identified.

After completing the course, a certificate will be sent to you via email.

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**Further information/resources and websites.**

**The Church of England’s safeguarding policies and where to find them.**

<https://www.churchofengland.org/safeguarding/promoting-safer-church/policy-practice-guidance>

**Key relevant texts**

Oakley & Humphries (2019) Escaping the Maze of Spiritual Abuse. Creating Healthy Christian Cultures. SPCK Publishing. <https://spckpublishing.co.uk/escaping-the-maze-of-spiritual-abuse>

Fife, Janet and Gilo (2019), Letters to a Broken Church. Ekklesia.

Harper and Wilson (2019) To Heal and Not to Hurt: A fresh approach to safeguarding in Church, Darton, Longman and Todd

Merchant (2020), Broken by Fear, Anchored in Hope: Faithfulness in an age of anxiety. SPCK Publishing. <https://spckpublishing.co.uk/broken-by-fear-anchored-in-hope>

Frankl, (2004) Man's Search for Meaning: The classic tribute to hope from the Holocaust, Rider.

**The Independent Inquiry into Child Sexual Abuse, Report on The Anglican Church -** [The Anglican Church: Safeguarding in the Church of England and the Church in Wales (iicsa.org.uk)](https://www.iicsa.org.uk/key-documents/22519/view/anglican-church-investigation-report-6-october-2020.pdf)

**The SCIE overview report** - [SCIE Final overview report of the independent diocesan safeguarding audits and additional work on improving responses to survivors of abuse.pdf (churchofengland.org)](https://www.churchofengland.org/sites/default/files/2019-04/SCIE%20Final%20overview%20report%20of%20the%20independent%20diocesan%20safeguarding%20audits%20and%20additional%20work%20on%20improving%20responses%20to%20survivors%20of%20abuse.pdf)

**Websites**

[**www.nspcc.org.uk**](http://www.nspcc.org.uk)(national Society for the prevention of cruelty to children)

[**www.womensaid.org.uk**](http://www.womensaid.org.uk/)(Female domestic abuse charity)

[**www.restoredrelationships.org**](http://www.restoredrelationships.org/)(Christian domestic abuse charity)

[**www.mankind.org.uk**](http://www.mankind.org.uk/)(Male domestic abuse charity)

[**www.stopitnow.org.uk**](http://www.stopitnow.org.uk/)(child safeguarding organization)

[**www.scie.org.uk**](http://www.scie.org.uk/)(Social Care Institute for Excellence)

[**www.ceop.police.uk**](http://www.ceop.police.uk/)(child exploitation and online protection command)

[**www.elderabuse.org.uk**](http://www.elderabuse.org.uk)(adult safeguarding charity)

[**www.ageuk.org.uk**](http://www.ageuk.org.uk)(adult safeguarding charity)

[**www.barnardos.org.uk**](http://www.barnardos.org.uk)(child protection charity)

[**www.theclewerinitiative.org**](http://www.theclewerinitiative.org)(modern slavery charity)

[**www.modernslavery.co.uk**](http://www.modernslavery.co.uk)(modern slavery charity)

**[www.macsas.org.uk](http://www.macsas.org.uk)** (survivor advocacy charity)

**Helplines for further support**

* Safe Spaces –

Safe Spaces is for anyone who feels they have experienced church related abuse of any form in England or Wales. Safe Spaces comprises a team of trained support advocates who have undergone specialist training in supporting survivors of sexual violence and who have received additional specific training in how the churches respond to abuse cases, the way in which faith and church-related settings have been used to carry out abuse, and the issues affecting people who have had or still have, a relationship with the church. You can contact the Safe Spaces team by:-

**Tel: 0300 303 1056 (answerphone available outside of opening times)**

**Email:****safespaces@victimsupport.org.uk**

A live chat service is also available through the Safe Spaces website - [Safe Spaces England and wales – Safe Spaces England and wales](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.safespacesenglandandwales.org.uk%2F%3Futm_source%3DSafeguarding%2520newsletter%26utm_campaign%3D57504bfe24-EMAIL_CAMPAIGN_2019_10_08_10_43_COPY_01%26utm_medium%3Demail%26utm_term%3D0_7fd532e97d-57504bfe24-249142853%26mc_cid%3D57504bfe24%26mc_eid%3Dc4f094113c&data=04%7C01%7CLisa.Clarke%40churchofengland.org%7Cf04612de456a41d4e4e408d89533fc6d%7C95e2463b3ab047b49ac1587c77ee84f0%7C0%7C0%7C637423397804696399%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=6njALewtkIuIGWNew5XKepnuvjWNooWJsaz6UbMJTPg%3D&reserved=0)

The Safe Spaces team are available through their helpline and live chat service on:

**Monday, Tuesday, Wednesday, Friday, Saturday: 10am-6pm** and **Thursday: 12pm-8pm**

* **NSPCC** - For adults concerned about a child **0808 800 5000**
* **ChildLine** - For children and young people on **0800 1111**
* Action on **Elder Abuse** helpline **0808 808 8141**
* 24-hour National **Domestic Violence** Helpline **0808 2000 247**
* **NAPAC** – Offer support and advice to adult survivors of childhood abuse **0808 801 0331**
* **Stop It Now** – preventing child sexual abuse **0808 1000 900**
* **Cruse** – bereavement helpline **0808 808 1677**

**Appendix 1**

**Case Study – Kathy, Peter and John**

Kathy and her son (John) (aged 5 years) live in the home of Peter, who is Kathy’s partner. John’s birth father does not have any contact with him or his mother. Kathy and her son are regular attenders at your church but Peter does not attend Church.

Kathy has older children from previous relationships who no longer live with her and are cared for by her parents, who live in the North of England. Kathy has experienced periods of depression and you also have concerns from some of the things that Kathy has told you that Peter may be involved in the drug community.

Kathy has informed you that her son has disclosed to her that Peter has touched his private parts and hurt his bottom. She has told you that she has already reported this to the local Police who arranged for John to be seen by a paediatrician and who have arrested Peter. She has told you that she and John are leaving Peter and going to live with her parents – who live in another part of the country.

**Questions**

1. What action(s) should you take in response to this information?
2. Who is vulnerable in this scenario and why?
3. In what ways can you help support Kathy and John at this time?
4. How do you think that the DSA will respond to this information?

**Case Study continued………**

Kathy and John are now living with her parents. Kathy maintains contact with you and shares her frustration that the Police are taking a long time to investigate the allegations made by her son and that he has currently not been charged. She tells you that she is planning to come back to Kent to get some of her belongings that you kindly agreed to store for her at the Church. She asks if she can stay overnight at the vicarage?

**Questions**

1. Is it appropriate for you to offer Kathy to stay at the Vicarage?
2. Would your answer be any different if she came with her son?

One of your Church volunteers (Dawn) informs you that she knows Peter (he is a family friend) and that he has expressed an interest in attending Church with her. Dawn tells you that Peter is having a difficult time at present and is very anxious about the Police investigation. She says she knows Peter and does not believe that the allegation made against him is true. You notice that Peter attends the next Sunday service with Dawn.

**Questions**

1. How do you think you should respond to this information?

**Case Study continued………**

You contact the DSA for advice. The DSA informs you that they will need to liaise with the Police to establish the nature of their involvement with Peter, and that if it is confirmed that Peter is under investigation subject to an allegation of child sexual abuse, a safeguarding contract will need to be put in place. In the meantime the DSA advises you to remain vigilant and make a note of any issues of concern that arise.

A short while later the DSA confirms that the Police are currently investigating an allegation against Peter and that a safeguarding contract will need to be put in place. You have also heard rumours that Peter has an inappropriate (sexual) interest in Dawn – which might be motivating him to attend church with her. Dawn is also a parent of young children.

**Questions**

1. What steps do you need to take in order to ensure that a safeguarding contract is put in place?
2. How should you respond to the concerns you have heard about Peter and his interest in Dawn?

**Case Study continued………**

The DSA informs you that the Police have now charged Peter and that he is due to attend Court at the end of next month. The Police are in agreement that it would not be appropriate for Peter to be attending any family services at Church and the contract will need to be changed to reflect this. Peter is informed about this and is very unhappy and says that he is innocent and will come to whatever service he wants to.

**Questions**

1. How would you respond to this?
2. Is it appropriate for you to inform Kathy of this news?

You receive an email from Kathy who tells you that she has heard that at the magistrate’s court case Peter does not offer a plea and that the case has been referred to the Crown Court. Kathy’s email suggests that she is frustrated but it also raises concerns about her current state of mental health. You are aware from what she has told you previously that she is attending a local church in the area where her parents live.

Questions

1. How should you respond to the information that Kathy has told you?

**Case Study continued………**

A few weeks later you receive an email from Peter who informs you that the Police have dropped all charges against him and the court case has been stopped. You inform the DSA who seeks information from the Police but they are unwilling to share any further information without first having Peter’s consent – which Peter refuses to give. Kathy emails you shortly after this and confirms that the Police have visited her and informed her that the court case has been closed. She tells you this is because Peter’s solicitors provided evidence from an independent expert that raised doubt about the original paediatrician’s diagnosis. Kathy is very angry about this.

**Questions**

1. What are your feelings to this news?
2. Should the Safeguarding contract remain in place?
3. From a safeguarding perspective does Peter still present a potential risk? If so, what would need to be established to eliminate this concern?

Kathy sends you an angry email after finding out that Peter has been attending your church. She accuses you of taking Peter’s side in this and sharing information she has given you with him (which you have not done).

**Questions**

1. How should you respond back to Kathy?
2. What else should you do in response to this email?

**Case Study continued………**

Kathy emails you again a few weeks later – she is much calmer and has told you that she is now back in touch with Peter and they are talking about getting back together again. She now believes Peter’s account of what happened and that the allegation made by her son against Peter was a total misunderstanding.

Questions

1. What should you do in response to this information?
2. Who is vulnerable here, and who should be put at the centre of our concerns?