

*June 2023*

# Participant Handbook

# Safeguarding Leadership



# 1. Introduction

The national Safeguarding Learning and Development Framework sets out the vision for safeguarding learning to ensure that all Church officers<sup>1</sup> develop skills and knowledge in safeguarding to an appropriate level.

As a Church we recognise the importance leaders play in creating and maintaining a safe environment for all, in whatever way they support the work of the Church. We are committed to enabling leaders to develop and maintain the necessary knowledge, attitude, behaviours, and skills to safeguard and protect children, young people, and vulnerable adults.

This pathway supports our Church vision. It is essential that we understand safeguarding as a theological imperative, rooted in the nature and love of God, and outworking in basic commitments to giving equal worth to all.

The Church has committed to developing a set of National Safeguarding Standards as part of a quality assurance framework. The quality assurance framework currently under development will be a mechanism for:

- Asking and answering the question: How well are we doing this and what is the difference / outcome being achieved?
- Analysing the answers to this question to gain learning and deepen organisational safeguarding understanding and expertise.
- Using that learned expertise to drive systematic change and continuous improvement in both the quality and impact of the activity, and to increase our knowledge and understanding of the evolving nature of Church-based abuse.

This learning pathway has been built around these National Safeguarding Standards<sup>2</sup>:

- 1** Church bodies have in place a planned range of measures which together are effective in **preventing** abuse in their context.
- 2** Church bodies have the safe and healthy **culture**, effective **leadership**, resourcing, and scrutiny arrangements necessary to deliver high quality safeguarding practices and outcomes.
- 3** Risk assessments, Safeguarding Agreements and associated processes are of a high standard and result in positive outcomes. The assessment and management of risk is underpinned by effective partnership working.
- 4** Victims and survivors experience the timelines and quality of Church bodies' responses to disclosures, and their subsequent support, as positively helping the healing process and meeting their needs.
- 5** All those engaged in safeguarding related activity in Church bodies receive the type and level of learning, professional development, support, and supervision necessary to respond to safeguarding situations, victims and survivors, and respondents, effectively

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<sup>1</sup> A 'Church officer' is anyone appointed/elected by or on behalf of the Church to a post or role, whether they are ordained or lay, paid or unpaid.

<sup>2</sup> The exact wording of the Church's safeguarding standards is still draft, awaiting approval by the National Safeguarding Steering Group in May 2023, but the five standard areas will be the same.

## 2. Learning Outcomes of the Leadership 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 at the start. 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 participants will:

- Understand how safeguarding concerns and abuse can be prevented within their context.
- Understand how healthy culture, and safe and effective leadership, shape Christian communities that are healthy, safe, and have the capacity to deliver high quality safeguarding practices.
- Recognise when risk assessment and management processes are required, understanding when, why and how they must be utilised.
- Understand more of the impact that abuse and trauma have on individuals' lives, relationships, and interactions in a community setting, leading to better responses to victims and survivors.
- Evaluate their learning and translate this into an individual plan of action that will improve their safeguarding practice and responses.

### 3. Structure of the Leadership Pathway

This pathway aims to encourage a process of reflective learning involving individual tasks and groupwork.

The pathway consists of two sessions with an evaluation task to be undertaken after session two.

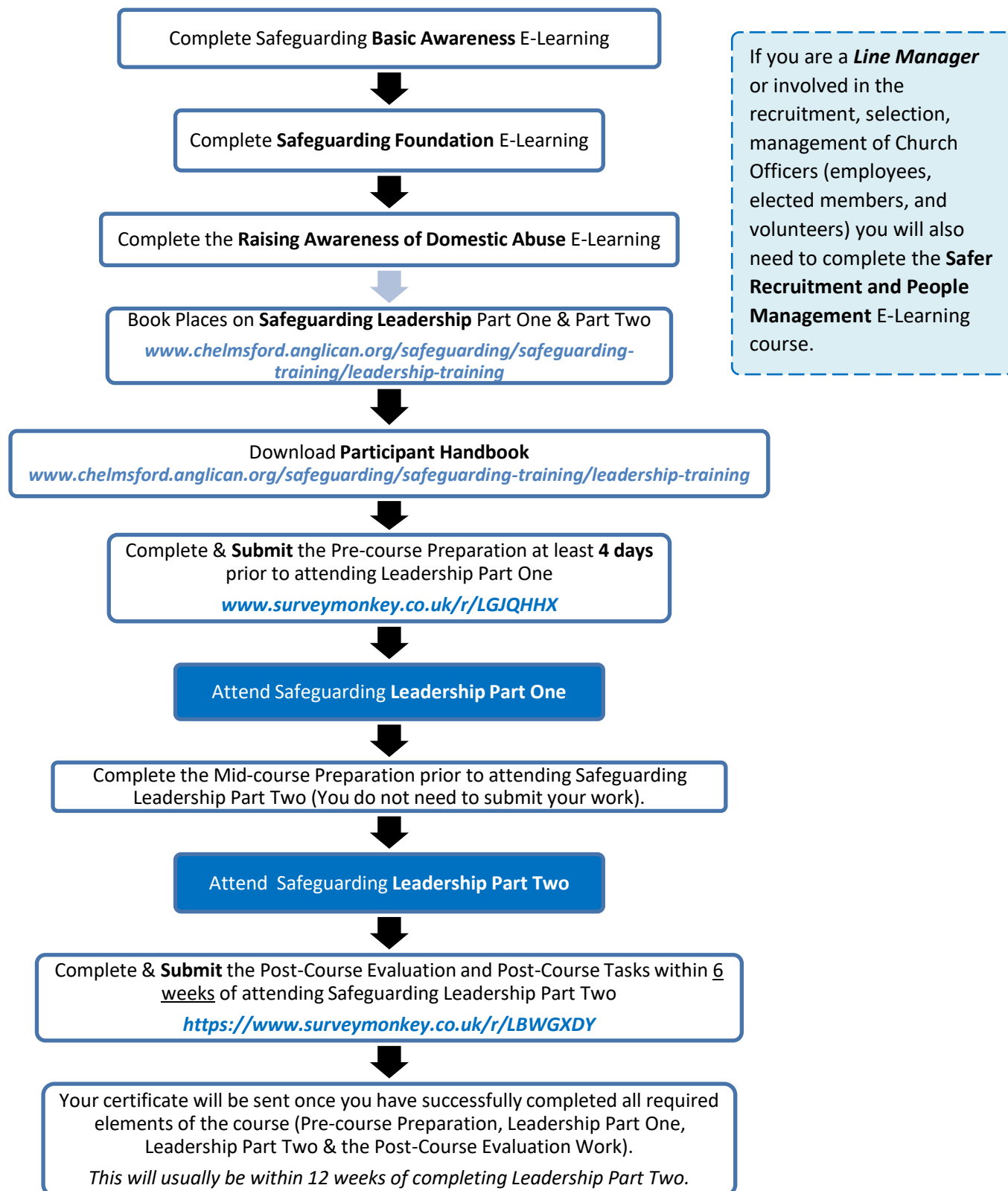
This Pathway reflects our National Safeguarding Standards creating dedicated space to explore our culture, values, belief, and responses to safeguarding within our Church.

- **The focus of the first session** is on standards one and two – *prevention, and culture, leadership, and capacity*. Creating environments in which everyone is safe and can flourish is fundamental to our purpose as God’s Church. Building safer, healthier cultures is all about modelling attitudes and behaviours to those around us to achieve this purpose. To effectively create safer places, we must be prepared to look at our cultures – do they support this mission and vision? How do we know that we are both safe and healthy?
- **The focus of the second session** is on standards three and four – *recognising, assessing, and managing risk, and victims and survivors*. In exploring how to respond effectively to safeguarding concerns and the people involved within them the aim is to get beyond mere consideration of process. This session builds upon discussions around the importance of healthy culture, leadership, and capacity as the foundation of good safeguarding practices and the role that they play in prevention.
- The focus of the evaluation task is on standard five – *learning, supervision, and support*.

The pathway is one course with two sessions, each with pre-work to be completed before them. There is an evaluation task to be completed after the final session. All elements of the pathway must be completed for you to be issued with your certificate of completion.

## 4. Leadership Pathway Flowchart

Prior to each session there is preparation work to be completed, the **flow-chart** below summarises the pathway and the pre-work required. You are invited to undertake the tasks at your convenience however please ensure these are completed prior to the session for which they are required.



## Session One

Session one focuses on the standards **prevention, and culture, leadership, and capacity**. This session will draw on reflections from your preparation work and your own experiences of healthy cultures. The session places focus upon creating environments in which everyone is safe and can flourish citing this as fundamental to our purpose as God's Church.

### Preparation for the Session

1. Reflect on each of six aspects depicted below and note down areas of strength and areas for development under each topic:



2. Complete a written reflection in response to each of the questions below.

There is no absolute word count or structure to these reflections however **150-250** words per question is a useful guide.

- a. If your Church epitomised a healthy culture, what would you see, hear, feel, and experience as a member?
- b. How could your church, its culture, and the way it is experienced contribute to the prevention of safeguarding issues?

**You will need to submit your answers to questions 2a and 2b using the following Survey Monkey Link**

**<https://www.surveymonkey.co.uk/r/LGJQHXX> at least four days prior to attending Session One.**

3. Read the resources on the Social Graces (available on the Diocesan Website) or if you prefer, you can watch a 32-minute video presentation available on the Safeguarding Training Portal:

<https://safeguardingtraining.cofeportal.org/course/view.php?id=436>

When exploring these resources, you might want to consider the following questions:

- What factors from a person's own life experiences, history and characteristics could impact on their beliefs, values, and emotions?
- How does this impact the way we respond?
- How does this impact how we are perceived?

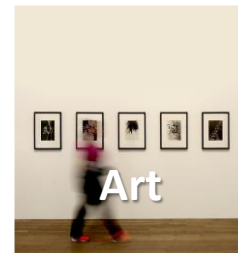
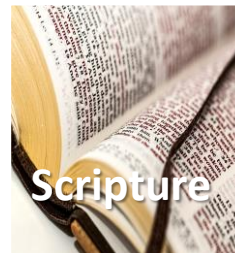
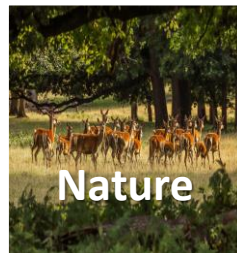
There is no need to submit your handbook with your completed answers however you must ensure that you have submitted your answers via Survey Monkey at least two days prior to Session One, so that the facilitators can prepare for the discussion that forms the basis of the session. If you do not submit your answers within the time frame stated or if your answers indicate that no real thought and reflection has taken place, we will ask you to review your submission before inviting you to join the rest of the pathway.

## Session Two

Session 2 focuses on the standards of **recognising, assessing, and managing risk and victims and survivors**. It draws upon the discussions from session one around healthy culture, leadership and capacity using a scenario that emphasises how safeguarding concerns can be prevented from escalating.

### Preparation for the Session

Please complete the following tasks – you do not need to submit your work prior to attending Session Two.



1. **Identify:** What has influenced your values and beliefs with regards to safeguarding?

Please identify a place, art, scripture, or something from nature that reflects what has influenced your individual connection with safeguarding and underpins your values and beliefs regarding safeguarding. We ask that you come prepared to this session being able to share what's influenced you and explore how this has informed your responses, values, and beliefs regarding safeguarding.

2. **Reflect** on recognising, assessing, and managing risk.

**How confident are you in recognising and managing risk on a scale of 0 – 10 (where 0 is not at all confident and 10 is extremely confident). What supports your score?**



## 5. 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:

- Understand how safeguarding concerns and abuse can be prevented within their context.
- Understand how healthy culture and safe and effective leadership shape Christian communities that are healthy, safe, and have the capacity to deliver high quality safeguarding practices.
- Recognise when risk assessment and management processes are required, understanding when, why and how they must be utilised.
- Understand more of the impact that abuse and trauma have on individuals’ lives, relationships, and interactions in a community setting, leading to better responses to victims and survivors.
- Evaluate their learning and translate this into an individual plan of action that will improve their safeguarding practice and responses.

## Evaluation Task

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

### Self-reflection and Action Plan

1. What difference have I noticed in myself in my approach to safeguarding? (e.g., knowledge, attitude, language, importance/integration within my work)
2. What opportunity do I have or could use, to create a healthy church community?
3. What would it look like for me to demonstrate behaviours that give equal value to all?
4. Develop a 4–6-month action plan with 3 to 4 objectives which will allow you to implement new and observable leadership behaviours which deliver concrete safeguarding outcomes and demonstrate that safeguarding is increasingly intuitive and at the heart of everything you do.

When developing this action plan consider how you would demonstrate the learning gained to:

- Reflect on how safeguarding concerns and abuse can be prevented within their context.
- Consider how healthy culture and safe and effective leadership shape Christian communities that are healthy, safe, and have the capacity to deliver high quality safeguarding practices.
- Recognise when risk assessment and management processes are required, understanding when, why and how they must be utilised.
- Understand more of the impact that abuse and trauma have on individuals' lives, relationships, and interactions in a community setting, leading to better responses to victims and survivors.
- Evaluate their learning and translate this into an individual plan of action that will improve their safeguarding practice and responses.

When creating your action plan think “SMART” – Specific, Measurable, Achievable, Relevant and Timebound<sup>3</sup>.

<b>Objective</b>	<b>Task/s</b>	<b>Success Criteria</b>	<b>Timescale</b>
<b>What would you like to achieve/ implement</b>	<b>What do you need to do</b>	<b>What will it look like if you achieve your objective</b>	<b>When would you like to achieve this</b>

**You will need to submit your answers using the following Survey Monkey Link <https://www.surveymonkey.co.uk/r/LBWGXDY> within 6 weeks of your completion of Leadership Session Two.**

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<sup>3</sup> [https://en.wikipedia.org/wiki/SMART\\_criteria](https://en.wikipedia.org/wiki/SMART_criteria)

## 6. Resources

### Further Reading

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

Atkinson (2014), **Struggling to Forgive: Moving on From Trauma,** Monarch Books

Atkinson (2006), **Breaking the Chains of Abuse: A Practical Guide,** Lion Books

Gardiner (2021), **Sex, Power, Control: Responding to Abuse in the Institutional Church,** [www.lutterworth.com](http://www.lutterworth.com)

Honeysett (2022), **Powerful Leaders: When Church Leadership Goes Wrong and How to Prevent It,** [www.thegoodbook.co.uk](http://www.thegoodbook.co.uk)

**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 \(iicsa.org.uk\)](http://www.iicsa.org.uk)

**The National Report on Past Cases Review 2**  
[Past Cases Review 2 - National Report.pdf \(churchofengland.org\)](http://www.churchofengland.org)

**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 \(churchofengland.org\)](http://www.churchofengland.org)

**The Church of England's safeguarding policies**  
<https://www.churchofengland.org/safeguarding/promoting-safer-church/policy-practice-guidance>

**Code of Safer Working Practice**  
<https://www.churchofengland.org/sites/default/files/2021-07/Code%20of%20Safer%20Working%20Practice%2002.07.2021.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.wearehourglass.org](http://www.wearehourglass.org) (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)

## Support Helplines

- **Safe Spaces** – **0300 303 1056** – free independent support service for those who have experienced abuse in the Church of England
- **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**