



Panel Diogelu Cydenwadol
Interdenominational Safeguarding Panel

CREATING A SAFER CHURCH FOR ALL

**Safeguarding Training
Session Notes
and
information booklet**

THANK YOU FOR ATTENDING THIS TRAINING

We hope you will find the session interesting and helpful as you work or volunteer with children or vulnerable adults in your local church.

Safeguarding is a very broad topic and it's impossible to cover everything in detail in a short course. We will look at the main safeguarding topics today but will also be signposting you to more information.

Our training seeks to comply with the National Safeguarding Training Standards for Wales. We recommend that all vulnerable groups workers and volunteers complete the short 45 minute online [Group A e-learning course](#) as soon as possible after commencing their role as well as this level 1 or 2 Safeguarding Panel course. More information at <https://panel.cymru/en/training>

We have prepared this booklet so that you have a resource to read, keep and refer to in the future. It contains extracts from the [Safeguarding Vulnerable Groups Handbook](#) and useful contact numbers and sources of further support. Please also make time to read the **HANDBOOK** which is your guide to the safeguarding policy and procedures of the: Union of Welsh Independents, Baptist Union of Wales and the Presbyterian Church of Wales. There should be a hard copy in your church but you can also find it on the panel or your denominational website. The handbook was updated in 2022 and includes some new appendices with lots of useful information, so make sure you have had a look at these.

The following topics are usually covered in a training session

1. **Our safeguarding vulnerable groups policy** (the Handbook).
2. Our responsibility to **create a safe environment**: Some good practice principles when working with vulnerable groups and the necessary steps to take when **recruiting** volunteers /workers
3. **Signs and symptoms of abuse and neglect** of children and vulnerable adults and **how to respond to any concerns**.

The session is only the beginning. Every time you see this pencil symbol there are questions/ activities for you to work through in your local church that will help you to consider your own safeguarding practice in more detail.



For more information or to find relevant forms - follow the links throughout this document to the panel website or external websites

GET IN TOUCH:

to arrange training or for safeguarding advice and support



PHONE: 01745 817584 / 07957510346 For DBS matters call : 01745 817584

Email: post@panel.cymru or visit our website: panel.cymru

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IN THIS BOOKLET YOU WILL FIND:

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WHAT DO YOU THINK? SOME MYTHS ABOUT ABUSE...		True 	False 
1.	Abuse is usually carried out by someone known to the victim		
2.	The most common type of abuse is PHYSICAL		
3.	If a vulnerable adult does not tell someone about the abuse taking place, it cannot be serious		
4.	Children often lie about abuse		
5.	If social services become involved, children are usually removed from their homes		

NOTES

WHAT IS SAFEGUARDING?

Safeguarding is the term that describes the function of protecting adults and children and ensuring that the appropriate steps are taken if abuse, harm or neglect is suspected or disclosed. It also involves identifying those at risk and implementing measures to prevent vulnerable people from being harmed.

The Social Services and Wellbeing (Wales) Act 2014 states that “*Safeguarding is PREVENTATIVE as well as PROTECTIVE. There is no requirement for abuse or neglect to have occurred before deciding to take action. You need to consider who may be at risk and act to keep them safe.*”

The Charity Commission tells us that: “*Safeguarding should be a key governance priority for every charity*” which makes it clear that safeguarding should be a central and essential part of any responsible organisation’s governance and practice.

As churches, we have an additional motivation to safeguard and protect the vulnerable. We are seeking to reflect the character and commands of Jesus, and want to do this to the best of our ability and operate in a safe and caring manner within our communities.

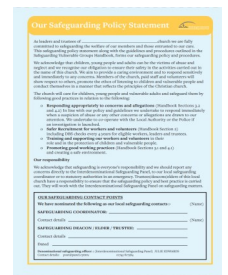
SAFEGUARDING POLICY STATEMENT

It is the policy of the Presbyterian Church of Wales, the Union of Welsh Independents and the Baptist Union of Wales to safeguard the welfare of children, young people and vulnerable adults by protecting them from neglect, physical, sexual and emotional harm.

As churches, we are fully committed to safeguarding the wellbeing of our members and those entrusted to our care. Members of the church, paid staff and volunteers will at all times conduct themselves in a way that reflects the principles of the Christian church. They will show respect for and understanding of human rights, promoting an ethos of listening and ensuring the safety of all especially children and vulnerable adults.

The church will care for children and young people, and vulnerable adults and safeguard them by following good practices in relation to the following:

- ⇒ Respond appropriately to concerns and allegations
- ⇒ Safer recruitment of workers and volunteers
- ⇒ Promote good working practices
- ⇒ Train and support our workers in their role and in the protection of vulnerable groups



See the [individual church safeguarding policy statement](#) which is available in the 2022 version of the handbook. Click the picture or visit our website. <https://panel.cymru/en/policies-and-information>

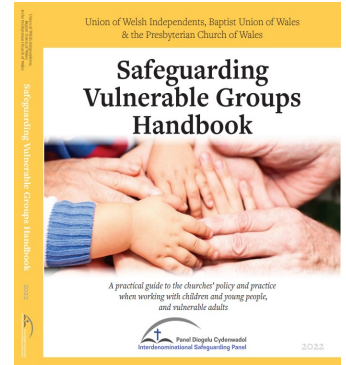
ACTIVITY: Safeguarding policy compliance check

1. Has the church appointed a safeguarding coordinator? (See the individual church safeguarding policy statement document for more details) There is a new section on the Panel website with information and resources and details about training for safeguarding coordinators <https://panel.cymru/en/local-church-safeguarding-coordinator>
2. Is the individual policy statement displayed in the church?
3. Has the church carried out a safer church self assessment? (See page 20 in this booklet or appendix 10 in the handbook.)
4. Are all church trustees aware of their safeguarding responsibilities? Have they read appendix 7 in the 2022 handbook? https://panel.cymru/images/appendix_7_trustees_2022.pdf

OUR SAFEGUARDING POLICY AND PROCEDURES

Since 2014 [The Safeguarding Vulnerable Groups Handbook](#) has formed the adopted safeguarding policy and procedures for your church in relation to children and vulnerable adults. We produced some important updates in 2022.

Each church should have a copy of the handbook. You can follow the link below to access the online version <https://panel.cymru/en/safeguarding-vulnerable>



The procedures and guidelines included in the handbook should be freely available to all workers, leaders and members within the church.

The handbook includes:

1. **Your statement of purpose and safeguarding policy statement ([section 1](#))**
2. **Safer recruitment procedures (including DBS checks) ([section 2](#))**
3. **Working with children and young people ([section 3.1](#)) and how to respond to concerns ([section 3.2](#))**
4. **Working with vulnerable adults ([section 4.1](#)) and how to respond to concerns ([Section 4.2](#))**
5. **Pastoral care ([section 5](#))**
6. **Appendices ([section 6](#))** containing important information to help you to put the policy into practice. This includes a **code of conduct** for volunteers (appendix 2a), an information sheet for **trustees** (appendix 7), info on using and sharing **images of children** (appendix 8) and a safer church **self assessment checklist** (appendix 10)
7. **Forms ([section 7](#))**

WHO IS VULNERABLE OR AT RISK OF HARM?

A vulnerable person is likely to depend on others for protection and support.

As well as the term “VULNERABLE” you will also hear the terms ‘AT RISK OF HARM’, often shortened to ADULTS OR CHILDREN AT RISK.

All children are vulnerable to some extent and need the care and protection of adults. The Social Services and Well-being(Wales) Act states that “A child at risk” is a child who: is experiencing or is at risk of abuse, neglect or other kinds of harm and has needs for care and support (whether or not the authority is meeting any of those needs).

See page 16 for the definition of an adult at risk.

A key part in our safeguarding role is to learn to identify who is at risk. We need to be aware that abuse, harm and neglect can occur anywhere– even in our community.

SAFER RECRUITMENT AND SELECTION

It's important to ensure that workers and volunteers are appointed, trained, supported and supervised following safer recruitment guidelines and principles. Go to section 2 of the handbook or the panel website for details about this process and to access the forms noted below. <https://panel.cymru/en/recruiting-volunteers>

Ask everyone who works with vulnerable groups to sign the code of conduct ([appendix 2a](#) in the 2022 handbook)

These are the elements of our safer recruitment process:

1. Volunteers Form or Application Form
2. Self –Declaration Form
3. Discussion or interview
4. Disclosure and Barring Service Check (DBS)
5. Obtain two independent references
6. Training - visit the training page of our website for details <https://panel.cymru/en/training>

DISCLOSURE AND BARRING SERVICE CHECKS (DBS)

The DBS check is an important part of recruiting volunteers and workers safely. A check should be repeated every 4 years.



You can now do a DBS check either electronically or using a paper form. (You will still need to meet a panel verifier to show id documents if you follow the online route)

Go to part 2 of the handbook or the panel website for more information about the DBS process and a summary of eligibility. <https://panel.cymru/en/dba>

WHO NEEDS TO DO A DBS CHECK?

The following people are eligible to do a DBS check. According to our policy, all those who are eligible should do a check.

- Those in regulated activity **must** do a DBS enhanced check with a barring list check. (See page 13 of the handbook for a full definition).
- Those working with children and vulnerable people in non-regulated activity **are eligible** to do a DBS without a barring list check if they meet the pre 2012 criteria. This includes most activity with children and frequent activity with those who are vulnerable adults.
- Charity trustees are **eligible** to do a DBS check **if there is regular organised activity with vulnerable groups in the church** even if they do not work directly with vulnerable people.

ACTIVITY: SAFER RECRUITMENT AND DBS checks/ Are you up to date? Are you doing

everything possible to ensure that your workers/volunteers are suitable and safe? Look at section 2 of the handbook or the checklists and flowcharts in the DBS section of the website. The safeguarding co-ordinators training session looks in more detail at this <https://panel.cymru/en/dba>

Contact the panel office for forms and information.



GOOD PRACTICE PRINCIPLES

Following good practice principles is a key element of our safeguarding practices when working with vulnerable groups. It helps us to create a safe environment, can prevent accidents and help to avoid things going wrong in the first place.

Although much good practice seems to be "common sense" it is important that we all work towards the same high and consistent standards in our work with vulnerable groups. We should ensure that everyone understands and applies these principles. It is very important to share expectations and responsibilities of their role with new workers and volunteers.

SOME GOOD PRACTICE PRINCIPLES

See sections 3 and 4 in the handbook

Ensure that . . .

- ✓ Everyone understands local guidelines and procedures;
- ✓ You listen to people and treat them with dignity and respect;
- ✓ An ethos of transparency and openness is promoted;
- ✓ Activities are carefully planned, including risk assessments;
- ✓ All are able to ask for help or advice;
- ✓ Workers are always mindful of their own and each others safety;
- ✓ Workers are careful and wise regarding touch, electronic communications and photos.

Activity : Good practice principles

Look at the good practice principles in this booklet or in the handbook (page 9 for children or page 10 for adults)



In the box below make a note of anything that you feel is particularly important, that surprises you or you haven't considered previously.

(This is to get you thinking and talking about safeguarding in your local context.)

Activity : Promoting Good practice and effective communications



Look at appendix 2 in the handbook :Guidelines and safeworking practices and think about your local activities and practice.

https://panel.cymru/images/appendix_2_guidelines_and_safe_working_practices.pdf

How would you adapt the document to reflect your local activities? Discuss your answers with your colleagues. Do you need to adapt or change anything.

Consider producing a hard copy of this document to share with workers,parents and carers.

WORKING WITH CHILDREN AND YOUNG PEOPLE

Consider the following general guidelines in your work with children and young people

- Don't behave or talk in a way that could be misinterpreted.
- Make sure you have written informed consent from parents/carers
- Get written informed consent before taking or using photos / videos of children(appendix 8)
- Be careful when listening to young people sharing their concerns and don't promise to keep secrets
- Always be aware of your own safety
- Be open, transparent and accountable as a team
- Be wise regarding touch and electronic communications
- Make sure you know how to respond if you have a concern or if something is disclosed to you.
- Ask if you are unsure about anything—don't just struggle on.

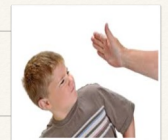
Touch



- ❖ Touch is an essential part of everyday life and a way of communicating affection, warmth and reassurance.
- ❖ Be open and transparent as a team. Team members should be free to help each other by constructively challenging behaviour which could be misunderstood or misconstrued.
- ❖ Touch should be age-appropriate and initiated by the child or young person.
- ❖ Respect different boundaries- ask don't assume
- ❖ Not behind closed doors.

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Discipline



- ❖ Get to know the children – find out what works with them.
- ❖ Create “ground rules” with them
- ❖ **NEVER EVER SMACK A CHILD** or discipline them physically.
- ❖ Agree guidelines as workers and always be consistent.
- ❖ Make sure you have enough helpers
- ❖ Don't struggle on: ask for help

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NSPCC- Recommended ratios

Minimum ratios to help keep children safe:

- ❖ 0 – 2 years: 1 adult to 3 children.
- ❖ 2 – 3 years: 1 adult to 4 children.
- ❖ 4 – 8 years: 1 adult to 6 children.
- ❖ 9 – 12 years: 1 adult to 8 children.
- ❖ 13 – 18 years: 1 adult to 10 children.

These ratios should increase according to need; e.g. to offer appropriate support to a child with additional needs.

A MINIMUM OF TWO SAFELY RECRUITED ADULTS SHOULD BE PRESENT IN ALL ACTIVITIES – including online or virtual

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E-Safety



- ❖ Assist children and their families to remain safe on-line by making them aware of some of the dangers as well as sources of support. e.g. www.net-ware.org.uk/ www.thinkuknow.co.uk/
- ❖ Always follow age guidelines for platforms and games.
- ❖ Make sure you have clear guidelines and policies for communicating electronically with young people, using social media and virtual platform.
- ❖ When working with children online apply all usual safeguarding principles
- ❖ Access specialised training and information <https://learning.nspcc.org.uk/training/online-safety>

panel.cymru//en/on-line-safety

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Activity: Clear guidelines to protect children and volunteers

Look at section 3.1 and 3.3 of the handbook. Do you have clear guidelines that all volunteers know and understand for communicating electronically with children and young people and taking photos? Do you have up to date consent forms? Has everyone who works with children signed the code of conduct ([appendix 2a](#) in the 2022 handbook)?



WORKING WITH VULNERABLE ADULTS

Consider the following general guidelines in your work with vulnerable adults / adults at risk (see definition on page 16)

- 1) Listen carefully and find out what the individual's wishes are.
- 2) Ensure that everyone has the opportunity to take part or not as they wish. Never force anyone to take part in an activity. Ensure that the choices offered to individuals are fully understood by them.
- 3) Don't take things for granted. For example, ask if someone is happy for you to use his/her first name.
- 4) Use positive and appropriate language, and seek advice when the person with whom you are dealing has specific communication needs.
- 5) Respect the individual's independence. Do not encourage the person to become dependent on you.
- 6) Always treat an individual with dignity and respect their privacy particularly when helping with their personal care
- 7) When visiting people, remember to knock on the door before entering the building or room.
- 8) Be aware of the length of visits.
- 9) When visiting hospitals or care homes always inform a member of staff that you are there.
- 10) Touch is an essential part of everyday life and a way of communicating affection, warmth and reassurance. However always consider how appropriate physical contact is, whether instigated by you or the other person. We all have different boundaries and these should be respected. Holding a hand or offering a hug is often a good way to comfort, but ask first rather than assume.
- 11) When dealing with an individual's financial affairs, it is vital that you do so with honesty, sincerity and transparency
- 12) Do not partake in pastoral care which is beyond your responsibility and competence
- 13) Never dismiss any concerns or worries you may have about someone's safety. Seek advice or refer the situation straight away.
- 14) As well as being mindful of the safety of the vulnerable person, also be mindful of your own safety and protect yourself from allegations. Behaviour should be open, transparent and accountable
- 15) Generally do not accept material or financial gifts. If it would upset or offend someone if you were to refuse the gift, make sure that you inform an elder/ deacon or leader as soon as possible. This will avoid any accusation or confusion later.
- 16) Be wise if visiting others on your own.
- 17) Avoid visiting vulnerable people at night except in emergencies

See also section 4 in the Handbook

Activity: Clear guidelines to protect both vulnerable adults and volunteers

Look at the list above and section 4.1 of the Handbook. Have all your volunteers read and understood these guidelines?



Consider creating some local guidelines from the above list that you can share with all new and existing pastoral visitors and volunteers working with adults. Has everyone who works with vulnerable groups to sign the code of conduct([appendix 2a](#) in the 2022 handbook)?

GOOD PRACTICE CHECKLIST



Have you considered the following in your work?

Do you need to adapt or develop your local guidelines or practice?

*Items marked * are mainly relevant for children's work*

Safe locations

- Carry out a **RISK ASSESSMENT** to identify any potential risks and hazards. They are a useful tool to consider any particular circumstances or situations - not just the building. Make sure you share the risk assessment with the team. The step-by-step guide on the next page is based on form 10 in the handbook.
- Do you have a **FIRST AID** kit and someone with first aid training?
- If you are serving food are you following **FOOD HYGIENE** guidelines?
- Do you have appropriate insurance?

Documents – Are you using the following forms

panel.cymru/en/useful-forms (Section 7 in the handbook)

- CONSENT AND INFORMATION FORM** *(forms 5, 6 and 7). You must obtain written permission from parents/carers. Use the information to get to know the children and look after them effectively - Are there any additional needs? Medication?
- Consent to take and use **PHOTOGRAPHS** (form 8 and appendix 8).
https://panel.cymru/images/Section_6_appendices_handbook_22.pdf
- ACCIDENT RECORDS** (form 9).
- Have you followed data protection guidelines? Have you stored these forms confidentially?

Staff / volunteers

- Make sure your helpers have been **safely recruited** and have a valid **DBS** for their role? (see section 2 of the handbook).
- Contact the panel office if you need to complete a DBS or for information or advice.
- Does everyone understand their role and responsibilities? Have your volunteers read and signed the **code of conduct**. (Appendix 2a in the handbook).
- Make sure you have enough helpers. **NSPCC * RATIOS FOR VOLUNTEERS** working with children are noted on page 24 of the handbook or page 9 in this booklet. It is always better to have too many staff rather than not enough.

Arrangements at the start and finish of a session *

- Do you have a register to sign the children in and out?
- Do you know who has the parents permission to collect the children?
- Do some of the children have permission to go home alone?

Emergency Arrangements

- Phone Signal
- Accident forms
- Does everyone know what to do if they are concerned about a person

A risk assessment is a useful way of thinking through the risks and potential problems that may occur in any activity. It helps you to come up with solutions, shows that you have planned carefully and helps you to take steps necessary to keep everyone safe.

It is also a good way to share important information with the team to ensure that all are following best practice and working in a safe and accountable manner.

The steps below are based on risk assessment **form 10 in the handbook** which you can use as a checklist to think through risks, problems and come up with solutions or steps to lessen the risk to an acceptable level.

STEP 1 – DESCRIBE THE ACTIVITY, EVENT, LOCATION OR SITUATION TO BE ASSESSED

Risk assessments are not only about buildings! In fact a risk assessment is a good way to carefully think through many of your church activities. We will go through the process with some typical church activities:

E.g. luncheon club for vulnerable adults, a Sunday school trip or homework club

STEP 2 – WHAT ARE THE RISKS ASSOCIATED WITH THE ACTIVITY OR LOCATION?

'Risk' is the chance, high or low, that someone will be harmed by an activity event or hazard.

Which activities take place at your premises and which groups use them (e.g. youth club, toddler group)? The risks may vary for different groups of people.

A 'HAZARD' is anything that can cause harm (e.g. slipping/tripping hazards, cables, flooring) Check them by walking around the building and look for hazards that could cause harm or affect a number of people. Remember it's not all about fixtures and fittings.

E.g. the risk could be something such as a vulnerable adult having an allergic reaction to food or drink during the luncheon club or a child going missing during the trip or a child accessing inappropriate online material during a homework club.

STEP 3 – EVALUATE THE RISKS AND DECIDE WHETHER IT IS A HIGH LOW OR MEDIUM RISK

How likely is it that each risk or hazard you have identified could cause harm? How severe would the consequences be? You can use this matrix to help quantify the risk and prioritise the action that needs to be taken:

Assess the likelihood of incidence/injury occurring: 1 = Improbable, 2 = Possible, 3 = Likely, 4 = Very Likely, 5 = certain

Assess the severity of the consequences as follows: 1 = Trivial (e.g. grazing, soreness), 2 = Minor (small cuts, bruising), 3 = Severe (broken bones), 4 = Major, 5 = Fatal.

Now multiply the likelihood of the risk occurring with the severity of the consequence and note your total.

A TOTAL OF 1-4 IS LOW RISK, 5-7 IS MODERATE AND 8+ HIGH RISK.

This will help you to measure the risk and to prioritise the necessary steps.

STEP 4 - WHO IS AT RISK? Children, vulnerable adults, members of staff, church members, members of the public etc.

STEP 5 – NOTE DOWN THE MEASURES THAT YOU ARE PUTTING IN PLACE TO CONTROL THE RISK Control measures could include things like ensuring enough trained staff to supervise children, having a trained first aider, it could be ensuring that there is a completed consent form for each child giving medical and photograph consent or it could be taping down a loose cable.

Back to the earlier examples. How could you reduce the risk or avoid the hazards? Here are some possible control measures:

The lunch club members – use a simple form to ask if they have any allergies so that you can avoid anything that would pose a danger.

The Sunday school trip – ensure that there are sufficient ratio of volunteers to children to ensure adequate supervision.

The homework club – ensure there are controls on internet access, adequate supervision and some safe internet use education.

STEP 6 -ARE THE CONTROL MEASURES ADEQUATE?

Do you need any further measures or actions to reduce the risk to an acceptable level or are there further actions needed to put the measures into practice? NOW sign and date your assessment and share it with all relevant parties.

STEP 7 REVIEW YOUR ASSESSMENT AND REVISE IT WHEN NECESSARY

It is good practice to review your assessment to ensure that precautions are still working effectively, so set a date for review and keep to it – this should be at least annually. Remember if you have new equipment or change the way you work then you will need to go through the process again: identifying hazards, assessing risk and taking action. Add these findings to your original record to ensure that it stays up to date.

CATEGORIES OF ABUSE AND POSSIBLE SIGNS IN CHILDREN

Type	Definition	Possible signs
<p>PHYSICAL ABUSE</p>	<p>Physical abuse can mean striking, shaking, throwing, poisoning, scalding with fire or water, drowning, choking or other form of causing physical injury to a child. It can also happen when a parent or carer pretends that a child is displaying certain symptoms, or intentionally causes a child to become ill. This is often described by using terms such as ‘imaginary illness by proxy’ or ‘Munchausen Syndrome by proxy’.</p>	<ul style="list-style-type: none"> • Injuries not consistent with the explanation given for them. • Injuries in places on the body not normally exposed to falls, rough games, etc. • Injuries that have not received medical attention. • Reluctance to change for, or participate in games or swimming. • Repeated urinary infections or unexplained tummy pains. • Bruises on babies, bites, burns, fractures, etc. which do not have an accidental explanation. • Cuts/scratches/substance abuse*
<p>SEXUAL ABUSE</p>	<p>Sexual abuse means forcing or encouraging a child or young person to participate in sexual activity, whether the child is aware of what is happening or otherwise. This can involve touching the child, including penetration or activity which does not involve penetration. This can include non contact activities involving children in the production of pornography, encouraging them to watch pornography or sexual activity, or prompting them to behave in an inappropriate sexual manner.</p>	<ul style="list-style-type: none"> • Any allegations made concerning sexual abuse. • Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour. • Age-inappropriate sexual activity through words, play or drawing. • Child who is sexually provocative or seductive with adults. • Inappropriate bed-sharing arrangements at home. • Severe sleep disturbances with fears, phobias, vivid dreams or nightmares • Eating disorders – anorexia, bulimia*

EMOTIONAL ABUSE

This involves abusing a child emotionally on a regular basis, causing the child’s emotional development to be seriously and permanently affected.

It can include telling a child that he is useless, that no one loves him, that he is deficient in certain ways, or that his only use in life is to satisfy the needs of others.

It can mean having unreasonable expectations of a child in light of his age and development.

It can mean causing a child to be afraid or to think that he is in danger, or using/corrupting a child.

Every case of abusing a child involves some degree of emotional abuse, but it can also ‘stand alone’.

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging.
- Depression, aggression, extreme anxiety, nervousness, obsessions or phobias.
- Sudden under-achievement or lack of concentration.
- Inappropriate relationships with peers and/or adults.
- Attention-seeking behaviour.
- Persistent tiredness.
- Running away/stealing/lying.

NEGLECT

This means constantly failing to satisfy the basic physical and psychological needs of a child which is likely to seriously affect the child’s health or development. It can involve a parent or carer failing to provide adequate food, clothing or accommodation, failing to protect a child from harm or physical danger, or failing to facilitate access to adequate medical care or treatment.

It can also include neglecting the basic emotional needs of a child, or failing to respond to those needs.

- Undernourishment, failure to grow, constant hunger, stealing or gorging food.
- Untreated illnesses.
- Inadequate care.
- Regularly being inappropriately dressed for the weather.

* These may also indicate the possibility that a child or young person is self-harming. Approximately 20,000 are treated in accident and emergency departments in the UK each year.

Type	Definition	Possible signs
PHYSICAL ABUSE	An action or a failure to act, including striking, kicking, intentional injury or scalding/burning, lack of nutrition, lack of personal care. Misuse of medication, or refusing to administer medication or inappropriate use of medication to restrict an individual. Restricting sleep. Forcing an individual to work in dangerous circumstances.	<ul style="list-style-type: none"> • A history of unexplained injuries. • Bruises, especially those which are out of sight or of a particular shape. • Pressure injuries. • Hypothermia. • Dehydration. • Poor personal cleanliness. • Being extremely tired. • Incorrect medical records.
SEXUAL ABUSE	Any sexual act to which the individual has not consented. Denying an individual the right to express his/her sexuality, or refusing to meet that person's needs within socially acceptable boundaries.	<ul style="list-style-type: none"> • Physical symptoms – bleeding, bruising or infection. Stomach pains. • Behaviour which is not understood by a vulnerable adult • A change in behaviour. • More extraverted or introverted than usual • Self-harm;
PSYCHOLOGICAL ABUSE	Threats, bullying, harassing, belittling, denying one's human rights, denying one's right to privacy. Denying dignity and respect, not including the individual when making decisions, being over-protective, denying the right to take risks, shaming, racism, excluding or confining someone. Inappropriate use of faith/religion. Verbal abuses, making someone feel worthless.	<ul style="list-style-type: none"> • Restless, anxious or quiet when with a carer. • Complaining of being belittled. • Depression. • Being afraid of making decisions. • A change in eating or sleeping habits. • Tearful, feeling that the world is coming to an end. • The carer talking inappropriately or belittling.
FINANCIAL OR MATERIAL ABUSE	Theft, fraud, pressurising someone to change his/her will, improper use of state benefits.	<ul style="list-style-type: none"> • Unexplained failure to pay bills. Withdrawing money from an account without reason. • Inconsistency in terms of assets and living conditions. • Reluctance to receive help. • Items disappearing, e.g. jewellery, personal effects. • Carer showing excessive interest in a vulnerable adult's finances and assets.
NEGLECT	Lack of care, including preventing or restricting access to healthcare. Failure to care for someone, including medical care. Failure to undertake a risk assessment. Failure to administer medication. Failings in terms of nutrition, heating and personal care.	<ul style="list-style-type: none"> • Poor personal cleanliness. • Depression and loneliness. • Poor nutrition, pressure bruises, lack of medication or too much being administered. • Unusually unkempt. • Lack of basic care. • Intentionally placing the individual at risk. • Lack of adequate heating.

INSTITUTIONAL ABUSE (Handbook Page 47 or 53)

A lack of appropriate care and support stemming from poor practice across the entire care provision. Institutional abuse thrives when the wishes and aspirations of the individual are sacrificed to maintain the day to day running of the service or organisation.

When care providers utilise unduly strict arrangements, practices, policies and procedures, it can effect negatively on the individual's right to respect, independence, dignity and choice.

Possible indicators of institutional abuse

- Insufficient training and supervision of staff .
- Poor management which undermines joint-working, and stifles new ideas and developments.
- Lack of flexibility, e.g. enforcing strict times for going to bed or to the toilet.
- Lack of clothing and personal effects.
- Failing to motivate individuals to participate in activities, and lack of choice.
- Not allowing the individual to express ideas regarding the decor of the establishment.
- Lack of choice with menus, and poor menu planning.
- Improper use of medical technology.
- Abuse of power and control.
- Treating those who need care and support with a lack of respect and dignity.
- Failing to acknowledge a person's individuality in terms of dress, beliefs, faith/ religion, nutrition and culture.

See [appendix 9](#) in the Handbook for additional definitions and types of abuse.

See also Wales Safeguarding Procedures <https://safeguarding.wales>

A VULNERABLE ADULT / ADULT AT RISK is defined as **Someone over 18**

- **Is experiencing or is at risk of abuse or neglect**
- **Has needs for care and support (whether or not the authority is meeting any of those needs).**
- **As a result of those needs is unable to protect themselves against the abuse or neglect or the risk of it.**

Social Services and Wellbeing Act 2014 (section 26 (1)

Initial Response to a Concern or Allegation

If there is concern that a child, young person or vulnerable adult may have been abused, or an allegation of abuse has been made, it is important the person receiving this information does the following:

1) Make notes as soon as possible:

- ⇒ Write down exactly what has been said, when s/he said it, what was said in reply and a description of any activity. Keep it factual and do not express your opinion. Your notes could be used at a later date in a court of law (There is a form you can use - Form 11 in sec 7 of the Handbook also available online (panel.cymru) Keep all handwritten notes, even if subsequently typed up.
- ⇒ Describe any injury: its size and a drawing of its location and shape on the child's body.
- ⇒ If you have a church safeguarding co-ordinator pass these notes on to them to assist them should the matter need to be referred to Children's Social Services or the Police. Otherwise see 2) below or go straight to Social Services. Any referral should be confirmed in writing within 48 hours and you should expect an acknowledgement of your written referral within one working day of receiving it.

2) Seek advice:

Talk to your church safeguarding coordinator for advice¹ or contact the Panel Safeguarding Officer (01745 817584) or the General Secretary of your denomination for advice. Thirtyone:eight (03030031111); NSPCC (0808 80005000) and Hourglass– previously Action for Elder Abuse (08088088141) can also offer independent advice.

3) In urgent cases:

- ⇒ If there are concerns that someone may have been deliberately hurt, is at risk of 'significant harm' or is afraid to return home, contact your local Social Services department or the police straight away. Do not tell the parents/carers in such circumstances.
- ⇒ If urgent medical attention is needed, an ambulance should be called or they should be taken to hospital.

4) DO NOT: Investigate any circumstances, assertions or disclosures yourself. It is not your role or that of the church to decide whether or not abuse has taken place.

Your responsibility is to report the matter to the appropriate person.

5) Concerns about possible poor parenting or neglect (Children)

If the concerns for a child centre around poor parenting, it may be appropriate to speak to the parent/carer. You could offer practical domestic help and suggest, for example, a chat with the health visitor, doctor or Children's Social Services.

If a parent/carer is unwilling or frightened to seek help, then offer to accompany them. If they still fail to acknowledge the need for action, it is possible to informally discuss the situation with Children's Social Services without divulging their personal details (such as names and addresses) unless, of course, social services instruct you otherwise.

¹THE SAFEGUARDING COORDINATOR SHOULD REPORT ALL INCIDENTS TO THE PANEL OFFICE

How to respond if someone discloses abuse to you

DO

- √ Be patient, and sympathetic.
- √ Listen carefully, but do not question the person about what has happened or press them to disclose further information.
- √ Show acceptance of what they say by reflecting back words or short phrases they have used.
- √ Reassure them that they are doing the right thing by disclosing the information to you, and that you are treating the information seriously.
- √ If you think they are in serious danger, contact the police or social services immediately.
- √ If possible, let the person know what you intend doing, with whom you will share the information and why, in simple terms – what will happen next.
- √ Make detailed notes as soon as possible after the disclosure and date and sign them. Keep it factual and do not express your opinion. Your report/ notes could be used at a later date in a court of law.

DO NOT:

- X Promise to keep secret any kind of abuse which is drawn to your attention. For example do not say “This will never happen to you again” or “I won’t mention it to anyone else”.
- X Express shock or disbelief.
- X Do not discuss the matter with the individual who is accused or suspected of committing the abuse. In no circumstances should you investigate any circumstances, assertions or disclosures.

**IT IS NOT YOUR ROLE OR THAT OF THE CHURCH
TO DECIDE WHETHER OR NOT ABUSE HAS TAKEN PLACE.
YOUR RESPONSIBILITY IS TO REPORT THE MATTER TO
THE APPROPRIATE PERSON**

**IF IN DOUBT ASK FOR ADVICE.
Do not assume that someone else
will take the necessary action**

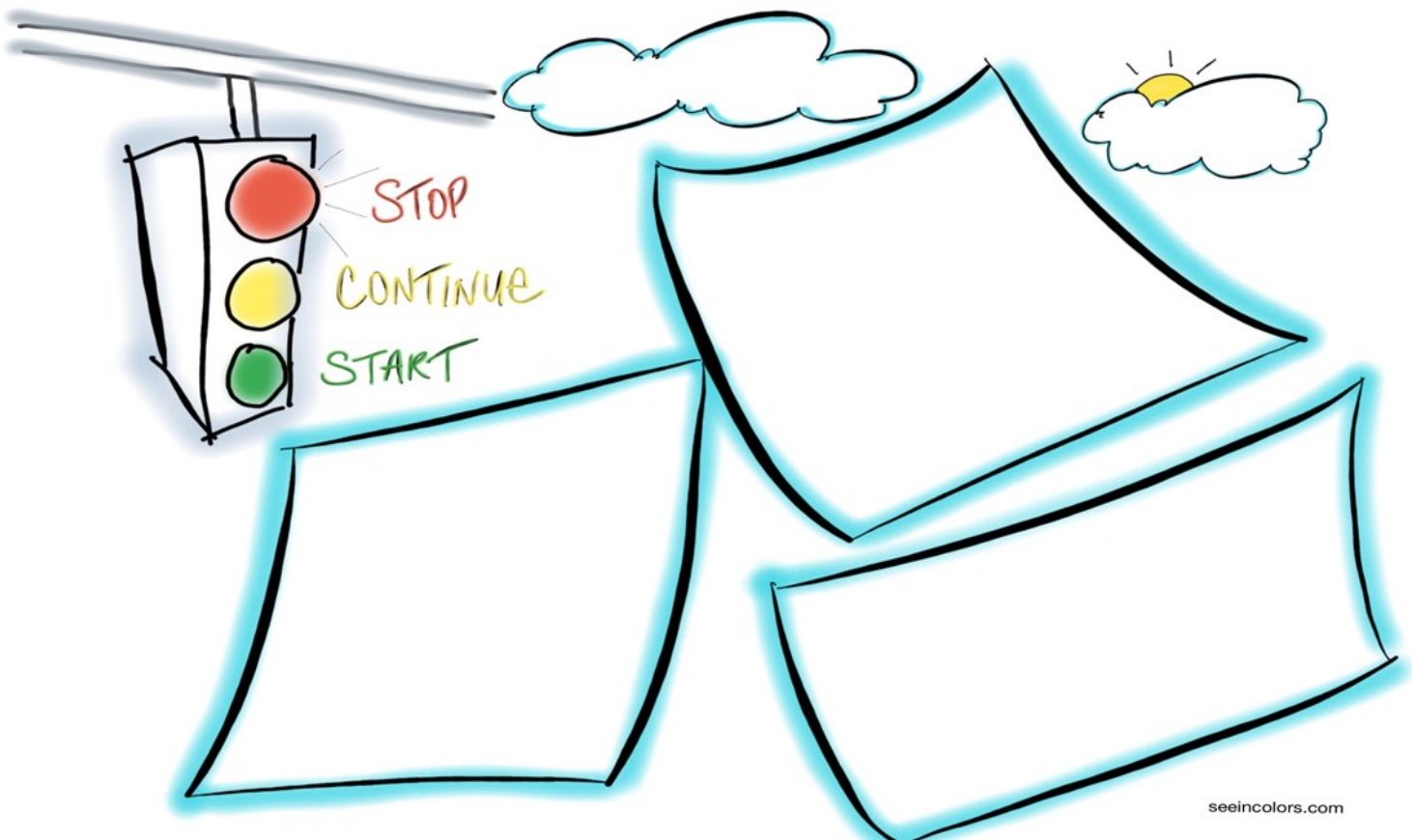
WHAT NEXT...?

The training session is over – but safeguarding carries on...

1. Have you worked through the questions and activities marked in this booklet? (You can do this as an individual or a group activity).
2. Test your knowledge by considering the following questions and scenarios. (You can do this as an individual or a group activity).
 - a. During the Children's Club a boy falls and hurts his leg badly. How would you deal with this? Do you have processes in place to deal with this?
 - b. New people want to volunteer as Sunday school teachers. What needs to happen before they can start work?
 - c. You notice that an elderly woman you are visiting in a care home is unkempt and unclean. She is also quite withdrawn which is different to her usual demeanour. What would you do?
3. How well is your church safeguarding vulnerable groups?

The Safer Church - self assessment checklist on page 20 will help you to consider this.

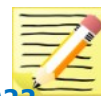
When you've done the assessment , make a note of what you need to STOP CONTINUE OR START doing locally to make your church safer.



Church leaders obviously have a significant role in safeguarding but even if you are not leading an activity-please remember that :

SAFEGUARDING IS EVERYBODY'S BUSINESS

THE SAFER CHURCH - self assessment checklist¹



You can find this checklist at Appendix 10 in the Safeguarding vulnerable groups handbook 2022

based on the interactive safeguarding checklist from the Ann Craft Trust: used with permission <https://www.anncrafttrust.org/checklist-overview/>

Safeguarding

1. Is everyone aware of your church's safeguarding policiesⁱ and procedures and where to find them?
2. Do you consider that your church understands what safeguarding isⁱⁱ?

Prevention

3. Do you have a Safeguarding coordinatorⁱⁱⁱ?
4. Are your Trustees/leaders aware of their safeguarding responsibility^{iv}?
5. Do you follow safer recruitment guidelines when finding and employing volunteers and staff including DBS checks^v?
6. Are you confident that leaders, staff and volunteers in your church are aware of their safeguarding role and responsibility? Have they attended appropriate training including refresher training^{vi}?
7. Are they aware that safeguarding is preventative and proactive? Have you considered who may be at risk in your church and taken steps to keep them safe?

Recognising Reporting and recording

8. Are you confident that your staff and volunteers would recognise and respond appropriately to suspicions, allegations or disclosures of abuse and neglect? Do they recognise that abuse "could happen here"?
9. Are you confident that staff /volunteers would raise poor practice issues as well as more serious abuse?
10. Where concerns have been recognised or reported, can you show that your organisation has reacted promptly and appropriately?
11. Have all safeguarding matters been reported to the Panel Safeguarding Officer?
12. Are your trustees aware of their responsibilities to report relevant safeguarding matters to the Charities Commission?^{iv}

Review

13. Do you regularly review your safeguarding arrangements? (at least annually or after any concerns or incidents).
14. Do you ensure that lessons are learned and communicated following concerns and incidents?
15. If you have any safeguarding risk assessments or contracts of agreed behaviour in place – are these reviewed as agreed or annually?

Take action

16. Make a list of any actions that are necessary following your assessment and include target dates to review progress.
17. Contact the Panel Safeguarding Officer if you would like to discuss the results of your assessment and for advice and support on any safeguarding matter.

Notes

i. The Safeguarding Vulnerable Groups Handbook <https://panel.cymru/en/safeguarding-vulnerable>

ii Have you displayed the individual church policy and considered arranging a [Safeguarding Sunday](#) service?

iii See page 3 of the Individual church safeguarding policy statement for more details of Safeguarding roles [Policies \(panel.cymru\)](#)

iv see appendix 7 in the 2022 update to the [Handbook](#)

v See more information in Section 2 of the Handbook or on our website [Safer Recruitment \(panel.cymru\)](#)

vi See the [training page](#) on our website

APPENDIX 1: sources of help, information and support

EMERGENCY HELPLINES see also: <https://panel.cymru/en/emergency-contact-numbers>

Your local **SOCIAL SERVICES**

Find local numbers on your local council website or directory.

Note your local numbers here:

Children's social services:

Adult social services:

Out of hours team:

POLICE

Emergency calls 999

General calls 101

NSPCC www.nspcc.org.uk

For advice and support if you are worried about a child or to report a concern.

0808 800 5000

Email: help@nspcc.org.uk

www.nspcc.org.uk/keeping-children-safe/

CHILDLINE free 24/7 confidential helpline, chat, email and website

0800 1111 <https://www.childline.org.uk/>

HOURLASS

(formerly Action on Elder Abuse)

Confidential helpline 0808 808 8141

www.wearehourglass.cymru/wales

SOURCES OF SUPPORT OR INFORMATION

INTERDENOMINATIONAL SAFEGUARDING PANEL

We are here to support and advise the "3 denominations" on all safeguarding matters: Training, policy, advice, facilitating DBS checks and dealing with safeguarding concerns and allegations.

<https://panel.cymru>

post@panel.cymru

Unit 1, Vale Parc, Colomendy Industrial Estate, Denbigh, LL16 5TA

01745 817584 / 07957 510346 (not 24 hour)

THIRTY ONE: EIGHT (formerly CCPAS)

An independent Christian charity providing professional advice support training and resources in all areas of safeguarding vulnerable groups and for those affected by abuse.

<https://thirtyoneeight.org>

PO Box 133, Swanley, Kent. BR8 7UQ

0303 003 1111

info@thirtyoneeight.org

KIDSCAPE

UK charity established specifically to prevent bullying. Support, advice and training. Helpline for parents concerned about bullying.

<https://www.kidscape.org.uk/>

8-10 South Street Epsom Surrey KT18 7PF

Email: parentsupport@kidscape.org.uk

Helpline 0207823 5430

CARE INSPECTORATE WALES (CIW)

On receiving a concern or complaint about a provider CIW look to see whether they are providing a safe service or are failing to meet the requirements and conditions of their registration. They can carry out an inspection or ensure that the aspect causing concern is checked at the next scheduled inspection.

CIW is not a complaints agency, and cannot deal with complaints linked to individual circumstances.

Telephone: 0300 7900 126

Email: CIW@gov.wales

Fax: 0872 437 7301

<https://www.careinspectorate.wales>

ONLINE SAFETY	
CEOP Child Exploitation & Online Protection Centre Report inappropriate online behaviour and get help and information	http://www.ceop.police.uk/safety-centre
CEOP EDUCATION from the National Crime Agency: working to protect children and young people from online child sexual abuse both online	https://www.thinkuknow.co.uk/
CHILDNET UK-based charity who empower children, young people, and those who support them in their online lives	https://www.childnet.com/
SUPPORT FOR VICTIMS AND SURVIVORS	
The Survivors Trust is an umbrella agency for over 135 specialist voluntary sector agencies providing a range of counselling, therapeutic and support services working with women, men and children who are victims/survivors of rape, sexual violence and childhood sexual abuse.	www.thesurvivorstrust.org/ Unit 2, Eastlands Court Business Centre, St Peter's Road, Rugby, Warwickshire. CV21 3QP Tel: 01788 550554 Email: info@thesurvivorstrust.org
MACSAS (Ministry and Clergy Sexual Abuse Survivors) support group for people from Christian backgrounds who have been sexually abused by ministers or clergy, as children or as adults. They support survivors who have remained within their Christian communities or have left	http://www.macsas.org.uk/ part time helpline: 0808 801 0340
NAPAC – National Association for People Abused in Childhood Campaigns and offers support.	Resources website: https://napac.org.uk/ Freephone information line: 0800 085 3330
SUPPORT AND TREATMENT FOR OFFENDERS (see also 5.4)	
The Lucy Faithfull Foundation (LFF) UK-wide child protection charity dedicated to reducing the risk of children being sexually abused. They work with entire families that have been affected by sexual abuse including: adult male and female sexual abusers; young people with inappropriate sexual behaviours; victims of abuse and other family members.	For information regarding referrals, training or consultancy www.lucyfaithfull.org.uk/about.html Email: contact@lucyfaithfull.org 2 Birch House, Harris Business Park Hanbury Road, Stoke Prior, Bromsgrove B60 4DJ Tel: 01527 591922 Fax: 01527 591924
Stop it Now! Confidential helpline for people concerned about any aspect of child sexual abuse. For families and friends, people working in the field of child sexual abuse and offenders or individuals concerned about their own thoughts/ behaviour	https://www.stopitnow.org.uk/ 0808 1000 900 help@stopitnow.org.uk
DOMESTIC ABUSE HELPLINES	
LIVE FEAR FREE: 24 Hour advice and support call / text / live chat or email free of charge	0808 8010 800 Text: 07860077333 Email: info@livefearfreehelpline.wales https://gov.wales/live-fear-free/domestic-abuse-wales
UK 24-HOUR NATIONAL DOMESTIC ABUSE HELPLINE	0808 2000 247 www.nationaldahelpline.org.uk

NOTES

WHAT TO DO IF YOU HEAR, SEE OR SUSPECT SOMETHING

If you HEAR, SEE or SUSPECT that a
CHILD, YOUNG PERSON or VULNERABLE ADULT
has suffered, or is at risk of
ABUSE, NEGLECT or HARM



MAKE A CAREFUL NOTE
of what you have been told
or what you have seen or suspect



If someone is in IMMEDIATE DANGER:
contact the police, ambulance or
social services duty team without delay



**FOR ALL OTHER CONCERNS
SEEK ADVICE**



PANEL SAFEGUARDING OFFICER: 07957510346
For out of office hours advice call the
THIRTYONE:EIGHT HELPLINE: 0303 003 1111



Or visit our website for more sources of support
<https://panel.cymru/en/advice-and-support>

Advice

IF IN DOUBT — CALL TO GET ADVICE
Don't assume that someone else will take action
or it's not serious enough to take action.

It's not up to you or the church to decide if abuse has taken place



**In all cases let the Interdenominational Safeguarding Panel
office know about the situation and action you have taken**