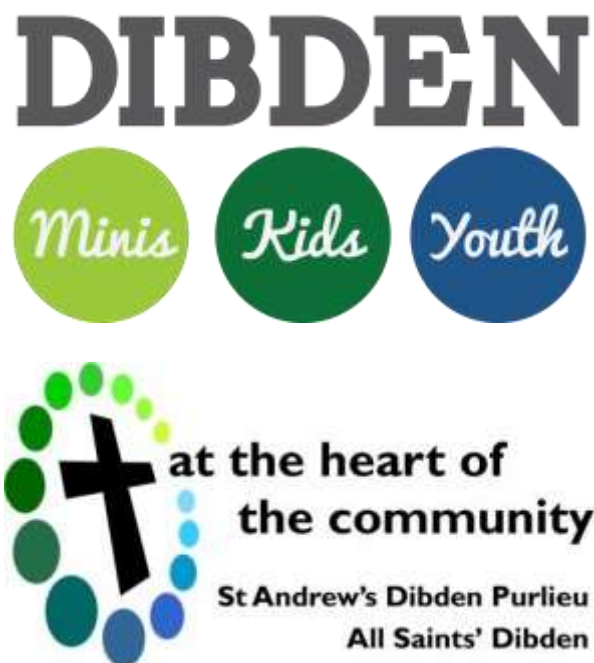


**All Saints', Dibden and St. Andrew's, Dibden Purlieu:  
Dibden Minis, Dibden Kids and Dibden Youth  
Safeguarding Policy & Procedures**



Jesus said, 'Let the little children come to me, and do not hinder them, for the Kingdom of Heaven belongs to such as these.'

*(Matthew 19:14)*

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# I. Foreword

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Within this document you will find the full and complete current All Saints', Dibden and St. Andrew's, Dibden Purlieu, policies for working with children and young people. It is vital that as a group leader you read this document carefully and return the signed declaration to the Parish Office where it will be held on file.

A hard copy of the full policies can also be found in the following places:

- The Parish Office
- The Chair Store

If you have any questions regarding this document, please contact your Children's and Youth Leadership Team representative (Mentoring Coordinator, Scramblers Leader etc.)

Many thanks,

PCC  
Children's and Families Worker

## 2. Definitions

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Dibden Minis, Dibden Kids and Dibden Youth Safeguarding Policies includes the following definitions:

**Child / Children:** Anyone who has not yet reached their 18th birthday is a child. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.

**Safeguarding:** This is defined for the purposes of this guidance as:

- Protecting children from maltreatment;
- Preventing impairment of children's health, safety or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

**Child Protection:** This is part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Abuse:** This is a form of maltreatment of a child. It should be noted that the underpinning principles of safeguarding requirements also apply to vulnerable adults but this document addresses issues relating to Children.

Somebody may abuse a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

### 3. Safeguarding Policy of All Saints', Dibden and St. Andrew's, Dibden Purlieu

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Within All Saints', Dibden and St. Andrew's, Dibden Purlieu, a significant amount of our work is amongst children and young people. The church has a general responsibility to protect them from abuse and to act appropriately if we become aware of abuse, actual or suspected. We must also be responsible in the way we select, train and support our workers with children and young people. We are committed to:

1. The nurturing and protection of all children and young people with whom we come into contact.
2. Valuing, listening and respecting children and young people.
3. Recognising we have a responsibility to do whatever we can to prevent the abuse of children and young people and to report any abuse, suspected or discovered.
4. Making every effort to ensure that all workers with children and young people from All Saints', Dibden and St. Andrew's, Dibden Purlieu are carefully selected, effectively trained and supported in their work.
5. Ensuring all workers with children and young people are familiar with and undertake to adhere to the church's Safeguarding Policy.
6. Maintaining good links with the statutory childcare authorities.

The Safeguarding Officer will have established a link with the Diocesan Safeguarding Advisor and a member of the local Social Services for both general and specific advice on safeguarding. The All Saints', Dibden and St. Andrew's, Dibden Purlieu Child Safeguarding Policy and its appendices apply to all activities in, or connected with, the church involving young people under the age of 18.

The Law and guidance cited is that for England and Wales. The Church of England and All Saints', Dibden and St. Andrew's, Dibden Purlieu, in all aspects of its life, is committed to and will champion the safeguarding of children and young people, both in society as a whole and in its own community. It fully accepts, endorses and will implement the principle first enshrined in the Children Act 1989: **the welfare of the child should be paramount.**

All Saints', Dibden and St. Andrew's, Dibden Purlieu will foster and encourage best practice within its community by setting standards for working with children and young people and by supporting parents in the care of their children. It will work with statutory bodies, voluntary agencies and other faith communities to promote the safety and well-being of children. It is committed to acting promptly whenever a concern is raised about a child or young person or about the behaviour of an adult or someone under the age of eighteen in a position of trust, and will work with the appropriate statutory bodies when an investigation into child abuse is necessary. It is also committed to the support of those who have been

abused and to listening to the voices of survivors who can help the Church learn lessons from the past.

**We are committed to:**

- **the care, nurture of, and respectful pastoral ministry with, all children;**
- **the safeguarding and protection of all children;**
- **the establishment of safe, caring communities which provide a loving environment where there is a culture of informed vigilance regarding the dangers of abuse.**

The safeguarding and protection of children and young people is **everyone's responsibility**, not just parents or those who have formal responsibilities for children. Procedures and formal processes alone, though essential, will not protect children and young people. The community, including all its members, needs to be aware of the dangers and be prepared to report concerns and take action if necessary.

The child's welfare is the paramount consideration in matters of private or public law affecting children and young people, which come before the family courts. The Church accepts and extends this principle to all areas of its work with children and young people. Where conflicts of interest arise between the welfare of children and young people and that of adults, it is the welfare of children and young people that will be given priority.

**We will carefully select and offer training as necessary to all those with any responsibility for children and young people within the Church in line with safer recruitment principles, including the use of DBS disclosures.**

Vetting procedures and safer recruitment guidance are set out in detail in the companion guidance document *Safeguarding Guidance for Safer Recruitment*.

The suitability of an applicant or nominated volunteer for work with children and young people should not be solely dependent upon vetting checks and DBS disclosures. Someone whose DBS disclosure is clear may still be unsuitable; similarly, a DBS disclosure which is not 'clear' may not necessarily preclude the respective individual. In such circumstances, a judgement and decision should be taken by appropriate individuals and which may include a Risk Assessment being completed and implemented. In any case, all measures must be taken in conjunction with the other safer recruitment processes which must always also be used. It is the policy of the Church that:

- ⇒ all those who regularly work with children or young people, including those who work on a rota, should have a satisfactory Enhanced DBS Disclosure;
- ⇒ those who work only occasionally will be asked to have a satisfactory Enhanced DBS Disclosure if they fulfil a supervisor role;
- ⇒ those who manage or supervise people who work with other vulnerable groups will also be required to have a satisfactory Enhanced DBS Disclosure.

**We will respond without delay to every complaint made which suggests that an adult or child may have been harmed, co-operating with the police and local**

### **authority in any investigation.**

The Church accepts that, through its workers, it is responsible for children or young people who are entrusted to churches by their parents or carers: in the church building, on church property and other premises being used, and during church activities. Responsibility extends to travel between places when the church organises it. However, a church is not responsible for private arrangements made by parents.

The term 'complaint' can cover an allegation, disclosure or statement; something seen or something heard. The complaint need not be made in writing but, once received, it must be recorded and acted upon.

### **We will seek to offer informed pastoral care to anyone who has experienced abuse, developing, with him or her, an appropriate ministry.**

The Church does not investigate allegations of abuse or neglect of children or young people itself but refers them to the appropriate statutory agencies. The Church may need to make preliminary enquiries to establish the accuracy of information being passed to the statutory body.

If a child or young person comes to notice as having experienced abuse in the past, church officers will notify the appropriate authorities to ensure that the matter is on record.

Support will be offered to adult survivors of child abuse, who will also be encouraged to make a statement to the police if they have not done so before. (Please see the associated document '*Responding Well*' by the Diocese of Winchester for guidance on working with survivors.)

### **We will seek to challenge any abuse of power, especially by anyone in a position of trust.**

We are aware that those in positions of trust and responsibility, in the Church as elsewhere, may be subject to temptation to abuse their power and exploit or harm others. We seek to take action to deal with any abuse.

### **We will seek to offer pastoral care and support, including supervision and referral to proper authorities, of any member of our church community known to have offended against a child or young person.**

If a member of a church community comes to notice as having a conviction, caution, reprimand or warning for offences against children or young people, has been barred from working with children or young people or is considered to present a risk of harm to children or young people, we will seek to draw up a written agreement, where it is safe to do so. The agreement will contain safeguards as explained in detail later on. Breach of this agreement, or other concerns, may lead to a referral to the statutory agencies.

### **In all these principles we will follow legislation, guidance and recognised good practice.**

This will involve, in particular, openness among those with a legitimate need to know, confidentiality for those not directly involved, and the sharing of information with the statutory authorities.

## 4. Good Practice for Children's and Youth Work

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### 1. Introduction

All volunteers and helpers are encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are good practice requirements that enable us to create a positive culture and climate within each project or activity within All Saints', Dibden and St. Andrew's, Dibden Purlieu.

### 2. Good Practice with Children and Young People

- a) Treat all children and young people with respect and dignity.
- b) Be aware of your language, tone of voice and body language in relation to the young person.
- c) Be aware of the dangers of showing or appearing to show favouritism.
- d) Not engage in inappropriate 'rough and tumble' play, physically intimidating, sexually suggestive or provocative games.
- e) Not invade the privacy of a child or young person.
- f) Not make sexually suggestive comments about or to a young person, even in fun.
- g) Touch should be ageappropriate and initiated by the child / young person, not by the leader / helper. It must be appropriate, related to the child's needs and always in public.
- h) Always be inclusive and affirming. Do not become involved in any scapegoating, ridiculing or rejecting of a child or young person. Any such behaviour should be challenged by a leader or helper.
- i) Physical punishment is always and totally forbidden; the correct form of discipline is outlined in the Disciplinary Procedure.
- j) Avoid responding to, or letting a child / young person involve you, in their attention-seeking behaviour, particularly if it is overtly sexual in nature.
- k) Do not invite a child / young person to the church, or to your home, alone except as outlined in the Working Alone Procedure.
- l) Under normal circumstances there should be a minimum of 2 adults per activity with additional adults to ensure the following ratios:

Onsite:

0-2yrs = 1:3

2-3yrs = 1:4

3-8yrs = 1:8  
8-13yrs = 2:20  
13+ = 2:20

Offsite

0-2yrs = 1:3  
2-3yrs = 1:4  
3-8yrs = 1:6  
8-13yrs = 2:15  
13+ = 2:20

- m) Consider the gender balance to leaders and children/young people, particularly when planning an overnight activity.

### **3. Good Practice with fellow Leaders / Helpers**

- Endeavour to maintain open, honest and supportive relationships with each other.
- Support and encourage each other to implement good practice.
- Be expected to attend training sessions as required.
- Maintain an honest and accountable relationship with all other leaders, particularly in relation to the good practice of yourself or your team.

### **4. Good Practice for the Children's & Youth Leadership Team (CYLT)**

- Promote an atmosphere of accountability and mutual support with those that are involved in working with children and young people.
- Arrange and provide the appropriate training for those working with children and young people within the church.
- Ensure that those working with children and young people are aware of the guidelines, procedures and policies and monitor their implementation.
- Ensure that all those who are working with children and young people have read the relevant All Saints', Dibden and St. Andrew's, Dibden Purlieu policies and signed an acknowledgement to say that they agree to abide by them.
- Ensure that appropriate meetings e.g. CYLT and group leaders meetings are attended by the relevant people and occur at an appropriate frequency.

## **5. Abuse of Trust**

- Relationships between children / young people and adults take many different forms, but all of them can be described as a 'relationship of trust.' The relationship is not one of equal partners and there is potential for trust to be abused by the staff member, leader or volunteer who is in a position of power over the child or young person.
- It is always wrong for the staff member, leader or volunteer to enter into a sexual relationship with a young person. Whilst young people aged 16 or 17 can legally consent to some types of sexual activity, they may still be emotionally immature. In these circumstances, it does not make any difference whether the sexual relationship is consensual; the imbalance of power makes it an abuse of trust.
- It is not acceptable for the staff member, leader or volunteer to form a romantic relationship with a child or young person with whom they have a relationship of trust. The inappropriate nature of romantic relationships is obvious where the staff member, leader or volunteer is an adult, but less so when they are also a young person.
- However, if such a romantic relationship did occur, there would still be possible confusion of the roles of staff member, leader or volunteer and romantic partner. If such circumstances arose, the Children's and Families Worker (?) should be informed and decide appropriate action in consultation with the Safeguarding Officer and the Diocesan Safeguarding Adviser.

## **6. Conclusion**

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

## 5. Preventing, Recognising and Acting on Abuse and Allegations Procedures

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The safety of children is paramount and to help achieve this aim, it is necessary to put into practice some measures which are designed to protect both the children and those who work with them.

### I. Responding to Suspicions and Allegations of Abuse

All reports concerning abuse must be treated seriously. The person reporting the incident must be treated sensitively and assured that they are respected and that the complaint is being listened to and taken seriously. **Our primary concern is that the victim is kept safe following any disclosure.**

Disclosures may come by a variety of methods:

- By personal observation
- A direct disclosure from a child or young person
- From an adult disclosing abuse which they experienced as a child
- From an adult about a child or young person
- From another child or young person about a child or young person
- From the perpetrator

There are various categories of abuse including physical abuse, emotional abuse, sexual abuse and neglect (See Appendix I for full details.) Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse is more likely to occur in a family or community setting by an adult known to the child, however remotely. Abuse by a stranger is relatively rare.

Under no circumstances should either a member of staff or volunteer carry out their own investigation into the allegation or suspicion of abuse. A church worker or volunteer should listen to what a child or young person is saying but once it is clear that an allegation of abuse is being made they should not enter into further questioning.

The person in receipt of allegations or suspicions of abuse must do the following:

- Concerns **MUST** be reported as soon as possible to the Safeguarding Officer who is nominated by the PCC to act on their behalf in dealing with the allegation or suspicion of abuse or neglect including referring the matter onto statutory authorities (or to the Children and Families' Worker who will pass it straight onto the Safeguarding Officer).
- The Safeguarding Officer will inform the Incumbent (unless they are implicated) and any appropriate staff of any suspicions of abuse or neglect in order to protect the alleged victim(s) or other children from further harm.

- If the Safeguarding Officer or Children and Families' Worker is implicated, the allegation should be reported to the Incumbent who will refer the matter to the Diocesan Safeguarding Adviser.
- If appropriate staff are not available or are implicated in the allegation, the matter should be reported directly to the Diocesan Safeguarding Adviser, [T]: 01962 737317 or to the New Forest (Local Office: Hythe) Children's Services Department [T]: **0300 555 1384**. Suspicions must not be discussed with anyone other than those nominated above. An accurate record of what was said must be written as soon as possible following this and given to the Safeguarding Officer.

Although the PCC hopes that members of the church will follow this procedure it is the right of any individual to make a direct referral to the Diocesan Safeguarding Advisor or Safeguarding Agencies. Such a course of action may be necessary if an individual feels that the Safeguarding Officer and the church leadership have not acted appropriately.

The role of the Safeguarding Officer is to collate and clarify the precise details of the allegation or suspicion and pass this information on to the appropriate Children's Services Department. It is the task of that department, in conjunction with the Police where appropriate, to investigate the matter under section 47 of the Children Act 1989.

## **2. a) Child Protection Following Allegations of Physical Injury or Neglect**

If a child has a physical injury or symptom of neglect, the Safeguarding Officer will:

- Contact the Diocesan Safeguarding Advisor.
- Contact Hampshire Children's Services for advice in cases of deliberate injury if concerned about a child's safety or if a child is afraid to return home. The Safeguarding Officer will not tell parents or carers unless advised to do so having contacted Social Services. The Safeguarding Officer will seek medical help if urgently needed, informing the doctor of any suspicions.

## **2. b) Child Protection Following Allegations of Sexual Abuse**

In the event of an allegation of sexual abuse, the Safeguarding Officer will:

- Contact the Diocesan Safeguarding Advisor.
- Contact the appropriate Children's Services Department directly. The Safeguarding Officer should not speak to the parent or carer or anyone else; That is the decision of the Children's Services Department or the Police.
- *If the abuse is recent (within the last 48 hours) contact the Police [T] 999 directly.*

## **2. c) Child Protection Following Action after referral to Social Services**

All church workers or volunteers who have witnessed abuse or to whom the child has disclosed information about abuse should make a careful written record of what has been observed and the action taken, which should be dated and signed. A copy should be given to

the Safeguarding Officer who will confirm the referral in writing to the Children's Services Department within 48 hours.

It may be helpful to provide a written report on any background to the suspicion or allegation and on the family background in preparation for the possible attendance at a Child Protection Case Conference. It is important to clarify expectations of attendance beforehand; i.e. whether the worker is attending to contribute or as a support to the parents.

## **2. d) Disclosures from Abusers**

It is possible that relevant information may be disclosed in the particular context of confession. In case of this the Incumbent should use the guidance and procedures in *Child Protection: Winchester Diocesan Guidelines and Procedures (2013)* on p. 59 following.

Should disclosure take place outside of formal confession, the conversation is not confidential. The situation should be reported straight to the Diocesan Safeguarding Advisor. The church worker or volunteer should make it clear to the person that, in a pastoral setting, confidentiality is not absolute. The information will be disclosed only to those who need to know but action to protect children will have to be taken. The Diocesan Safeguarding Advisor should be consulted for the most appropriate means of help and support to that individual.

## **3. Protecting Children from Abuse by Workers / Volunteers**

### **a) Appointment Process**

The following procedure should be adhered to when appointing a new volunteer / worker.

1. The candidate will be asked to complete an application form.
2. The candidate will be formally interviewed during which their past experience of contact with children or young people should be explored and documented
3. Once a decision has been made to appoint, the candidate's Criminal Record should be checked. It should be made clear that only relevant offences will be taken into account and that a criminal record in itself is not a bar to being appointed.
4. A person shall not assume responsibilities until the Enhanced DBS Disclosure has been returned from the authorities unless explicitly agreed by the Children's and Families' Worker and the Incumbent.

If you are concerned about any aspect of this process, please seek guidance, in confidence, from the Safeguarding Officer, or the Children's and Families' Worker. (Appendix 3)

The appropriate levels of disclosure are as follows:

- Self-Disclosure; for occasional helpers who are never left alone and/or in charge of children or young people, 'one-off' helpers and helpers under the age of 16.
- Enhanced Disclosure; for positions involving greater contact with children; regularly caring for, or supervising, training or being in sole charge. Most children and youth workers or volunteers will be applying for an Enhanced Disclosure.

It is the responsibility of the Children's and Families' Worker (?) to ensure that volunteers only undertake work within the scope of their Disclosure. Appointments will be made in line with the Church's Equal Opportunities Statement with regards to the Rehabilitation of Offenders Act (See Appendix 4.) DBS clearance must therefore be obtained prior to any volunteer appointment.

All Saints', Dibden and St. Andrew's Dibden Purlieu will not appoint a person to work with children or young people if they have been convicted of any child abuse.

Where people who have committed childrelated offences are involved in the life of the church, they will be supported by the Safeguarding Officer and, where appropriate, they will be subject to a written contract, drawn up by the Diocesan Safeguarding Advisor as per Appendix 4 – Managing Offenders in Church.

#### **4. Volunteer Declaration**

Volunteers will be asked to sign a declaration. This specifically asks the volunteer to sign to say that they have read, understood and agreed to follow all the Safeguarding Policy and Procedures.

All volunteers should attend Safeguarding training within their first year of service, and at least every three years thereafter. The Church will ensure that appropriate training is available.

#### **5. Allegations against a Worker**

Should an allegation or suspicion of abuse by a worker / volunteer be made, this should be reported immediately to the Safeguarding Officer or the Children's and Families' Worker. If the Safeguarding Officer or Children's and Families' Worker is implicated, the allegation should be reported to the Incumbent. They will then refer the matter to the Diocesan Safeguarding Advisor. Together they will make the decision as to whether or not to suspend the worker / volunteer. Throughout this process, the primary concern is the safety and welfare of the child(ren).

Following an allegation, the Incumbent, or his/her nominated representative, should manage the relationship between the alleged abuser and the victim and their families.

Once an investigation has been completed, if the allegations prove to be without foundation, then, following advice from the Diocesan Safeguarding Adviser, there will be further discussions with the worker, the appointed member of the PCC and the Safeguarding Officer about how to proceed.

## **6. Conclusion**

These Safeguarding Procedures will be reviewed on a regular basis and changes made, if required, taking into account recommendations from professional and statutory bodies and changes in legislation.

## 6. Safeguarding Children with Special and Additional Needs (SAN)

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### 1. Introduction

Within the context of this chapter, the expression 'special needs' will include children and young people with physical disabilities, chronic illnesses and those with undefined developmental delays, learning disabilities, sensory impairment, emotional and behavioural difficulties including those with AD/HD, those on the autistic spectrum, degenerative conditions and those whose HIV status is positive etc.

Churches and organisations should be aware that children and young people who have a physical or learning disability can be at greater risk of abuse. They will often require more help with personal care, such as washing, dressing, toileting, feeding, mobility etc., may have limited understanding and behave in a non-age appropriate way. Others experience difficulties in communication because they are blind, or deaf/blind, and are reliant on physical contact for communication. Some may, in addition, have severe learning difficulties. All these factors make it harder to uncover abuse when it is occurring and are relevant when setting boundaries which take into account the needs of these young people

### 2. Good Practice

There is a need for extra vigilance, recognising that a worker may encounter the following difficulties:

- It can be hard to know if a child with a disability has been abused because of communication problems.
- Children may have difficulty in understanding what has been said to them or in expressing themselves, their concerns and/or experiences in ways which others can understand.
- The majority of children may experience difficulty in communicating experiences or fears which they may not fully understand or for which they don't know the appropriate words. This may be even more the case for children with special needs.
- The worker may not possess the appropriate personal communication skills (e.g. specialised spoken and non-verbal communication such as Makaton signs and symbols, British Sign Language etc.). It may be appropriate, if there are concerns, to explore how this expertise may be made available.

There are a number of reasons why a child with a disability is more vulnerable to abuse:

- Children with disabilities / special needs tend to have more physical contact than those without disabilities (i.e. therapists, care workers) and may require higher levels of personal care and are, therefore, more used to people touching them in ways that other children of a similar age would not be.

- The definition of what constitutes abuse is wider for children with disabilities. (This can include force-feeding, financial abuse, over-medication and segregation).
- Attitudes can play a part - the belief that a child or young person with a disability can't be sexually abused because they are seen as asexual.
- Some abusers will target children with disabilities / special needs because of the difficulties with communication they know are present and feel there is less probability of being found out.
- Children with learning disabilities are also at risk as they may be viewed as having less understanding and may be easier to 'manipulate'.

The whole area of sexuality is difficult for children and young people with disabilities / special needs and those who care for them. Most young people feel confusion and uncertainty; for those with disabilities / special needs these may be much greater. In many cases they will go through the same process of awakening sexual feelings as young people without disabilities but will experience a greater level of frustration as they are limited in their opportunities to explore these feelings.

This may again make them more vulnerable to those who may abuse them - we must remember that it is not only adults who sexually abuse children and young people, a high proportion of abuse is carried out by 'older young people'. Within a youth group setting, we need to be vigilant for any indication that an older / another member may be sexually abusing a young person with disabilities / special needs.

In attempting to explore or come to terms with their developing sexuality and sexual feelings and responses, young people with disabilities / special needs may behave in ways which are sexually inappropriate to other children and young people or adults.

Leaders with the explicit agreement of the Children's and Families Worker Children's and Families' Worker may have a pivotal role in empowering those with disabilities by arranging for an appropriate person to teach personal safety skills to those with disabilities, where concerns have been identified. They can encourage a child with a disability to take some control of his/her body (i.e. provide sex education and teaching about feelings; that some parts of our body are private and to differentiate between good and bad touches). This is essential to counter the points above.

### **3. Conclusion**

For more information on specific diagnoses, please talk to the Children's and Families' Worker who can arrange to access this.

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.



# 7. Working Alone Procedures

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## 1. Introduction

Working alone (with other people) relates to situations:

- where a volunteer is on their own and is working with or supervising one or a small number of children or young people
- where a volunteer on their own is meeting, or working alone with another adult (excluding staff).

It occurs onsite and offsite, both within and outside normal working hours. This will include, for example, 1:1 sessions, group activities, trips, home visits, Residential activities etc. However, leadership guidelines and decisions at All Saints', Dibden and St. Andrew's, Dibden Purlieu, can override this guidance (????).

## 2. 1-1's and Mentoring Meetings

When meeting a young person for a 1-1 or mentoring meeting, it is important to ensure that the following are taken into consideration:

### 2.a) Where?

When meeting a young person, it is important to always ask: 'Is it public? Is it appropriate?'  
© Jon Langford.

Therefore, meetings should occur in the following places:

- In a room at St. Andrew's, providing the meeting has been booked and made visible on a public calendar e.g. that of the room bookings diary in the Parish Office.
- In a public meeting place, e.g. coffee shop, public and busy park in the local community.
- Mentors may only visit a young person in their own home if the visit has been pre-arranged and confirmed with both the young person's parent or guardian, and the Children's and Families' Worker. When visiting a young person in their own home, it is important to adhere to the following:
  - ⇒ Ensure that a parent or guardian is present in the home at all times.
  - ⇒ Meet in a public room e.g. the living room; it is not appropriate to visit a young person in their bedroom. Keep a door or window to another room open at all times in order to maximize your visibility.
- It is not appropriate to hold mentorship meetings in your own home, unless permission has been specifically given by the Mentoring Coordinator (?). If this permission is given, the permission of the mentee's parents must then be given.

- It is not appropriate for a mentor to transport their mentee anywhere in their own vehicle, unless they have specifically been asked to do so by the mentee's parents / guardians. It is important, however to ensure before meeting that the young person has an appropriate and safe means of getting home. It is also vital that you have the correct insurance that allows you to drive young people. (See Transport Guidance.)

## **2. b) When?**

The answer to this question very much depends on the age of the mentee, and their own schedule. A sixth former for instance may have 'free periods' when they are able to meet, however other students will be limited to after-school hours. It is important to ensure that students do not truant from school in order to make mentorship meetings.

It is not appropriate to meet with your mentee before 7am or after 10pm; therefore one-to-one meetings must be kept to these timings.

## **3. Group Activities**

During a group activity, it may be necessary for a volunteer to speak alone with a young person. If this situation arises, it is important to safeguard yourself by adhering to the following guidelines:

- If at all possible, stay in the same room as the group activity, but use your discretion to ensure that the young person feels safe and able to talk away from their peers.
- If it is not possible to use the same room as the rest of the group, first inform another leader that you will leave the room with the young person. Ensure that the door is left open and use the corridor or an adjacent room, again ensuring that the door is left open. At all times, try and stay visible to the other leaders and young people.
- If you believe it would be inappropriate for you and the young person to be 'alone' together, ask another leader to accompany you or wait close by. This is particularly necessary if the young person is of a different gender to you or seems distressed.
- It is very tempting to comfort a young person in distress, however when possible you must refrain from using physical touch as a means to comfort. If the young person approaches you for physical comfort (hugs etc.) use your judgment in responding. Do not respond if you are of a different gender to the young person or circumstances would deem it inappropriate (e.g. the young person is wearing a bathing suit, pyjamas etc.)

## **4. Use of Leader's Homes**

It is not appropriate to hold 1-1 or mentorship meetings in your own home, unless permission has been specifically given by the Mentoring Coordinator, or the Children's and

Families Worker. If this permission is given, the permission of the mentee's parents / Guardians must then also be given.

it is permissible to host a group activity, e.g. a cell group,, providing the following are adhered to and permission has been given by the Children's and Families Worker:

- Conduct meetings in a 'family room' such as the living room or dining room; it is not appropriate for young people to enter your own private rooms (bedrooms etc.) at any time.
- Ensure that all potentially dangerous / inappropriate objects are not on show and are out of reach (including kitchen knives, medication and other personal items.)
- If a young person is left alone with you in your home for any reason (their parents are late collecting them etc.) ensure that you stay in a well-lit part of the house, near a window whenever possible. If possible, leave your front door open to maximize visibility.
- If at any point you feel uneasy or uncomfortable with the situation, suggest that you wait together out on the street or in a more public place.

## **5. Visiting Young People at Home**

Volunteers may only visit a young person in their own home if the visit has been pre-arranged and confirmed with both the young person's parent or guardian, and the Children's and Families Worker. When visiting a young person in their own home, it is important to adhere to the following:

Ensure that a parent or guardian is present in the home at all times.

Meet in a public room e.g. the living room; it is not appropriate to visit a young person in their bedroom. Keep a door or window to another room open at all times in order to maximize your visibility.

## **6. Transporting Young People**

It is sometimes necessary to transport or accompany a young person home, particularly if they are walking home alone after a late night event. If you are transporting a young person, you must first seek permission of their parents. If you plan to drive, only do so if you have insurance that covers you to drive a young person (see 'Transport Guidance'). If you feel it is necessary to walk a young person home, you must adhere to the following:

- When possible, find a volunteer of the same gender as the young person. Any leader must then seek permission of the young person's parent to accompany their child home.

- Stick to well lit, public paths; avoiding shortcuts through quiet or dark roads or alleyways.
- Ensure the journey occurs as quickly as possible; do not spend prolonged periods of time talking / chatting outside the young person's house etc. Your aim is to ensure their safe transportation.

## **7. Use of Communication Technology**

Communication technology can be a vital tool to a youth worker for sending reminders, following up prayer requests etc. However, these must, again, be kept to between 7am and 10pm. If you receive messages from young people out of hours, please refrain from replying until the outlined time period unless exceptional circumstances present.

If using technology with young people, you should follow the rules outlined in Appendix 6.

## **8. Confidentiality**

As a general rule, do not promise confidentiality to a child or young person. You must not divulge information that the child or young person has revealed to you in a manner that could be construed as gossip or conversation. It is only acceptable to pass on information when you believe the child or young person to be at risk or presents a risk to others.

This rule must be understood by the child or young person as well as yourself; if they ask you to keep a secret, an example of the correct response is 'I will keep what you tell me to myself unless I believe that you or somebody else may be at risk, for example if the person is being harmed themselves, if they are harming others or if they know a child or young person that is being harmed.' Do not proceed until you are confident that they understand this.

If the child or young person tells you something that you find concerning, make a written note of it, file it in an appropriate and secure place, and contact either the Children's and Families Worker or the Safeguarding Officer, and when appropriate, inform the young person that you are doing this.

## **9. Record Keeping**

When meeting with a child or young person, it is important to keep a record of what was said during the meeting, both for your own safe-guarding and to help you remember, where appropriate, what needs to be discussed from week to week. It is also an excellent way or tracking a young person's progress. An example of a Record Keeping Sheet can be seen as Appendix 7. Additionally, if you have any concerns following any informal conversations or

exchanges with a child or young person, it is prudent to make a record of it and share your concerns with the Safeguarding Officer or Children's and Families Worker.

## **10. Conclusion**

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

# 8. Transport Procedures

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## 1. Introduction

These guidelines apply to all drivers involved in the transportation of children and young people which is organised by or on behalf of All Saints', Dibden and St. Andrew's, Dibden Purlieu. They do not apply to private arrangements for transportation made, for example, between parties with parental responsibility.

A driver must have held a full, valid driving licence for a minimum of three years, and have fully comprehensive insurance. The insured person should make sure that they inform their Insurer that they will be giving lifts to children and young people and that their insurance covers the giving of lifts during church activities (this should NOT affect the premium).

The vehicle must be roadworthy and seat belts must be worn.

Parental consent in relation to transporting children should be obtained in writing on an annual basis.

Journeys should only be undertaken with the prior knowledge of the children's parent and the Children's & Youth Leadership Team.

## 2. Good Practice

- Be aware of instances where it may be unwise for a particular driver to transport a particular child/young person (e.g. where they have had a disagreement or the child has a 'crush' on the driver etc.)
- It is reasonable to expect drivers to spend short periods of time alone with a child, i.e. dropping off the last child. Consideration should be given to dropping off the least vulnerable child last and to plan routes accordingly. The last child to be dropped off should sit in the rear of the car.
- Journeys should be planned to avoid remote locations.
- Drivers should not spend unnecessary time alone in a car with a child.
- If a child wants to talk with a driver about something of significance and has waited until other children have been dropped off, the driver should explain that it isn't convenient to talk there and then but arrange to meet the child/young person at a location where there are other adults around.
- When travelling it is good practice to identify a specific driver to each group for both the outward and return journey. This will avoid the possibility of children being left behind.
- Consideration should also be given to the appropriate gender mix within a car. Do not leave a child alone at collection and drop-off points. Make sure that children are collected by an appropriate adult or that other arrangements have previously been agreed with the parents.

- In the event of an emergency, refer to the Emergency Action Plan (Appendix 8.)

### **3. Car seats and Booster seats**

- All children up to 3 years old must be carried in an appropriate child restraint.
- Rear-facing baby seats must not be used in a seat protected by a front air-bag unless the air-bag has been deactivated manually or automatically.
- Children from aged 3 up to 135cm in height (approximately 4'5") or their 12th birthday, whichever they reach first, must use baby/child seats or booster cushions.
- All passengers aged 13 years or older must wear an adult seat belt if available

### **4. Specific Issues Related to the Use of a Minibus**

In planning an activity for which transport is required, the organiser is strongly urged to check that:

- Where a minibus owned by a church or other organisation is involved, the owner has given full permission for it to be used for the activity concerned, and that the driver or drivers will be covered under the owner's minibus insurance policy.
- Where a minibus is hired, ensure that the hirer's terms and conditions are complied with, and that no drivers other than those advised to the owner are allowed to drive the vehicle. Read the small print of the hire document carefully before agreeing to the hire contract. Check the vehicle over for damage before driving away and note any damage however superficial.
- Ensure that only mini-buses with fitted seat belts (both front and rear) may be used, and all children and adults use the seat belts.
- Ensure that brakes, lights and indicators work properly. Check that there is sufficient fuel and oil and the condition of tyres are satisfactory. Find out what to do in the event of breakdown and consider if a replacement vehicle will be available.

As the driver you are responsible for checking that it is a roadworthy vehicle. If in doubt, do not drive the vehicle.

### **5. Driving Licences**

- Any driver who has an endorsement of 6 points or more on their licence should inform the Children's and Families Worker or the Parish Safeguarding Officer.
- Any driver who has an "unspent" conviction for a drink-driving offence or for Dangerous Driving or Racing on the Highway should not transport children.
- Check your licence to see what category of vehicles you are allowed to drive. There are a series of letters on the licence accompanied by symbols. The following sections refer to the letters alongside the symbol.

- There are a few complex exemptions for those who do not have DI licences (which permit them to drive a minibus). All the following conditions must be met:
  - ⇒ The driver has held a full B licence for a total of at least 3 years
  - ⇒ The driver is aged 21 and over
  - ⇒ The driver receives no payment or other consideration for driving the vehicle other than out-of pocket expenses
  - ⇒ The vehicle weighs no more than 3500 kg
  - ⇒ If aged 70 or over, the driver has passed a medical examination to PCV standards

As the driver, you have a legal duty of care for your passengers. Don't blame the church, the vehicle owner or anyone else for vehicle problems. If you are not happy for any reason – don't drive.

## **6. Coach and Bus Hire**

It is compulsory for passengers aged over 13 years to wear a seat belt if provided when travelling in a bus or coach.

The legislation that requires baby/child seats and booster cushions to be used in cars does not apply to minibuses, buses and coaches - commercial companies do not have to provide this equipment. Whilst booster cushions can normally be used in coaches/buses, it is often hard to fit baby/child seats to coaches/buses depending on whether or not the coach/bus provides a three point seat belt or a lap belt - this must be checked in advance.

## **7. Conclusion**

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

# 9. Mentoring Procedures

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## 1. Introduction

Christian mentoring is ‘a dynamic, intentional relationship of trust in which one person enables another to maximize the grace of God in their life and service.’

### 1. A) Types of Mentorship

Each mentoring relationship is unique, though it will generally fall into one of the following categories:

1. *Role Model*

2. *Lifestyle*

3. *Skills – Arts*

For a full description of each of these, see Appendix 9.

## 2. Matching Mentors to Mentees

The programme coordinator will determine the suitability based on the following criteria:

- Preferences of the mentor, mentee, and/or parent/guardian
- Common interests
- Geographic proximity
- Similar personalities

Matches must be either male adult to male youth or female adult to female youth unless the explicit permission of the Children’s and Families Worker, and the Incumbent has been given.

## 3. Mentorship Meetings

### 3. A) Where?

When meeting your mentee, it is important to always ask: ‘Is it public? Is it appropriate?’ © Jon Langford.

Therefore, mentorship meetings should occur in the following places:

- In a room at St. Andrew’s, providing the meeting has been booked and made visible on a public calendar e.g. that of the room bookings diary in the Parish Office.

- In a public meeting place, e.g. coffee shop, public and busy park in the local community.
- Mentors may only visit a young person in their own home if the visit has been pre-arranged and confirmed with both the young person's parent or guardian, and the Children's and Families Worker. When visiting a young person in their own home, it is important to adhere to the following:
  - Ensure that a parent or guardian is present in the home at all times.
  - Meet in a public room e.g. the living room; it is not appropriate to visit a young person in their bedroom. Keep a door or window to another room open at all times in order to maximize your visibility.
- It is not appropriate to hold mentorship meetings in your own home, unless permission has been specifically given by the Mentoring Coordinator. If this permission is given, the permission of the mentees parents must then be given.
- It is not appropriate for a mentor to transport their mentee anywhere in their own vehicle, unless they have specifically been asked to do so by the mentee's parents / guardians. It is important, however to ensure before meeting that the young person has an appropriate and safe means of getting home. It is also vital that you have the correct insurance that allows you to drive young people. (See Transport Guidance.)

### 3. B) When?

The answer to this question very much depends on the age of the mentee, and their own schedule. A sixth former for instance may have 'free periods' when they are able to meet, however other students will be limited to after school hours. It is important to ensure that students do not truant from school in order to make mentorship meetings.

It is not appropriate to meet with your mentee before 7am or after 10pm; therefore one to one meetings must be kept to these timings.

## **4. Technology**

Communication technology can be a vital tool to a mentor, for sending reminders, following up prayer requests etc. However, these must again, be kept to between 7am and 10pm. If you receive messages from your mentee out of hours, please refrain from replying until the outlined time period unless exceptional circumstances present.

If using technology with your mentee, you should follow the rules outlined in Appendix 6.

## **5. Confidentiality**

As a general rule, do not promise confidentiality to your mentee. You must not divulge information that your mentee has revealed to you in a manner that could be construed as

gossip or conversation. It is only acceptable to pass on information when you believe your mentee to be at risk or presents a risk to others. This rule must be understood by your mentee as well as yourself; if they ask you to keep a secret, an example of the correct response is 'I will keep what you tell me to myself unless I believe that you or somebody else may be at risk.' Do not proceed until you are confident that they understand this.

If your mentee tells you something that you find concerning, make a written note of it, file it in an appropriate and secure place, and contact either the Children's and Families Worker or the Safeguarding Officer and when appropriate, inform the young person that you are doing this.

## **6. Record Keeping**

When meeting with your mentee, it is important to keep a record of what was said during the meeting, both for your own safe-guarding and to help you remember what needs to be discussed from week to week. It is also an excellent way of tracking a young person's progress. An example of a Record Keeping Sheet can be seen as Appendix 7.

## **7. Conclusion**

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

# 10. Peer Group Activity Procedures

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## 1. Introduction

Many people are of the opinion that safeguarding children only applies to younger children. However, the Children Act 1989 and the notes of guidance, make it clear that the protection of children applies to children and young people up to the age of 18. Young people can be victims of abuse. Sadly some are perpetrators.

## 2. Requirements

All youth activities should be overseen by named adults who have been selected in accordance with agreed recruitment procedures. Whilst there may be a valid argument for older youth groups to be led and run by their peers, at least one adult leader must always contribute to any programme reviews and planning. Any activity taking place without adults present should be agreed explicitly with the Incumbent and PCC.

The following points must also be adhered to:

- It is the responsibility of the Children's and Families Worker (?) to ensure that there is at least one person present aged 16 years or older (who has met the criteria in Section 16) for a peer led group to take place.
- No person under the age of 16 should be left with the sole responsibility of caring for, or supervising other children.
- The adult leader must observe the group at least once during the course of the session.
- It is recommended that doors of meeting rooms are left open wherever possible.

## 3. Conclusion

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

## 11. Residential Trip Procedures

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No child under the age of 8 can be taken away on residential activities without its parent or guardian.

### Information to Parents

It is important that parents should have full information before giving consent. This will include:

- Aims and objectives of the trip, event or activity
- Date of the trip and its duration
- Details of venue including arrangements for accommodation and supervision
- Travel arrangements
- Name of group leader and contact numbers
- Information about financial, medical and insurance arrangements

### Parental Consent

Each child or young person under the age of 18 (unless they are over 16 and living away from home or married) must have the written consent of parent or guardian; this gives authority to the person named as responsible for the activity to take the young person away and to act “as a careful parent would” but does not transfer “parental responsibility”.

### Permission for the Event

A detailed description of the event should be presented to the PCC so that permission may be given and the event covered by the parish insurance.

If there are to be any potentially hazardous activities undertaken, this description must include an assessment of the risks involved and ensure adequate insurance cover is in place. Alternatively, a written assurance should be obtained from the activity centre that it has carried out its own risk assessment and has adequate insurance.

Details should be recorded in the PCC minutes.

### Premises

- Insurance, First Aid kit and Fire Precautions should be checked in advance.
- Written confirmation should be obtained of the premises’ Employers’ and Public Liability insurances.
- There must be a qualified first aider on site.

### Transport

See the Transport Guidance

### Accommodation

For all residential trips:

- Boys and girls must have separate sleeping and washing facilities which are private to them. Provision for differing needs including those with a disability or LGBT will be dealt with on an individual case by the Children's and Families' Worker and the Incumbent having sought the advice of the Diocesan Safeguarding Advisor.
- Mixed groups must have adults of both sexes involved.
- Adults should have separate accommodation but in close proximity to the young people.
- Young people under the age of 18 must not be left on their own in a building/centre overnight
- There should be a rota of 'awake adults' during the night – or at least until all the young people have settled down

### **Supervision**

- Ratios of helpers to children and young people should be strictly followed.
- Every trip must be led by at least two adults.
- Parents should be informed beforehand if it is intended to allow groups of young people to go off unsupervised - e.g. for shopping.

### **Support of Helpers**

- All volunteer helpers should be clear about their responsibilities e.g. in charge of the money, First Aider.
- All leaders should know who to go to if they have a concern about a child or young person or have any other worries.

### **Communication**

Details of all children and young people on the trip – including the consent form, medical information and emergency contact details for carers or parents, should be available at all times.

All serious incidents must be reported to the Incumbent.

### **Sleeping on church premises**

The Church sometimes arranges sleep-overs for children or young people on church premises. The following guidance should be followed as far as is reasonably possible:

- Separate sleeping areas should be organised for girls and boys.
- If possible, separate washing and toileting should be provided or different times for washing arranged so that there is some privacy.
- Young people under the age of 18 must not be left alone overnight.
- Depending on the event, it may be necessary to ensure a rota of awake adults during the night or at least until all the youngsters have settled down.

### **Risk of Fire**

- Great care must be taken to ensure the safety of the young people from the risk of fire.
- It must be possible to open all external doors.
- All exit routes should be clearly marked.
- All internal doors should be kept closed at night to prevent the spread of smoke or fire.
- Everyone should know where to assemble and a roll call completed.
- Adults should know where to locate fire fighting equipment and how it is operated. This equipment should only be used if safe to do so.
- Leaders and young people should have a short fire drill and information on arrival.

## **Conclusion**

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

## 12. Young Helpers

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### 1. Introduction

Young leaders are a vital and integral part of the volunteer team. However, as they are under the age of 18 they cannot be given the same responsibilities as that of an adult. They may need extra support, guidance and training which is the responsibility of the group leader.

### 2. Eligibility Criteria

- The young person would normally be in Year 9 (Aged 13-14 years old) or above.
- The young person should be an active member of a Dibden Youth group.
- All young people will be considered individually for suitability based on calling, maturity, attitude, experience etc.

### 3. Appointment

Young leaders can be appointed in one of two ways:

1. They can be identified by their group leader who will follow the process as laid out below providing the young person meets the eligibility criteria.
2. A young person can ask to be considered as a potential young leader. Again, this leader will follow the process as laid out below providing the young person meets the eligibility criteria.

Appointment Procedure: Once identified and considered using the eligibility criteria, all young people will be expected to read the Good Practice Guide for Young Leaders (Appendix 10) In addition, if a young person is aged 16 or over they will need to have had a satisfactory enhanced DBS Disclosure.

### 4. Good Practice

A young leader cannot be counted as an adult in relation to staff / child ratios.

Consideration should be given to the number of activities the young person is involved in as a young leader.

Care and consideration should be taken in relation to adult conversation and behaviours, remembering that the young leader is still a young person.

It is the responsibility of the group leader to ensure that all young leaders are aware of and adhere to policies in relation to working with children.

A young leader must never be solely responsible for children; sufficient adult leaders must always be present in the same room. If a young leader is required to accompany a child to the toilet, for example, they must first tell an adult who has responsibility within the group.

Group leaders should ensure that age appropriate training, support and guidance are offered to all young leaders for example Young Leader Training Scheme.

## **5. Discipline**

Any serious or repetitive concerns in relation to the behaviour, attitude or actions of a young leader should be communicated to the CYLT and Children's and Families' Worker as soon as possible. It is their responsibility to determine what action will be taken in consultation with the group leader.

## **6. Conclusion**

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

## 13. Touch Procedures

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Church sponsored groups and activities should provide a warm, nurturing environment for children and young people while avoiding any inappropriate behaviour or the risk of allegations being made.

We see clearly that Jesus used touch frequently in His ministry – to both young and old alike. Much of Jesus' healing ministry involved touching those in need.

Jesus' touch was never abusive, never using His power or position to manipulate or gain personal gratification at the expense of another. Likewise, in any situation where we touch another we should ensure that the touch does not make them feel uncomfortable or in any way abuse our position or their trust in us.

The guidelines for determining our principles for touch are:

- Keep everything in public. A hug in the context of a group may be acceptable. A hug in Church during The Peace may be acceptable. A hug behind closed doors never is.
- Any touch should be related to and in response to the child's needs and wants, not the worker's.
- Touch should be age-appropriate and initiated by the child rather than the worker. Care needs to be taken to ensure that the child is not allowed / encouraged to initiate or display touch that is inappropriate. (It is no excuse to say the child instigated or wanted inappropriate touch. The leader would still be betraying the relationship of trust and such activity cannot be accepted.)
- Avoid any physical activity that is, or may be construed as, sexual in nature or sexually stimulating to the adult or child.
- Children are entitled to determine the degree of physical contact with another person except in exceptional circumstances, i.e. medical or dental treatment. If a child gives any indication that touch is unwelcome or uncomfortable, the adult must stop immediately.
- Any physical contact or touch which causes physical pain or discomfort to a child or that may have a negative effect on their self-esteem or standing in the group is not acceptable.

**Workers should take responsibility for monitoring one another in the area of touch and physical contact. It is always helpful to have another constructively bring to our attention behaviour which we might not be aware of.**

**Any concerns about abuse should always be reported.**

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

# 14. Discipline Procedures

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## 1. General Principles

- Build healthy relationships with children and be a good role model, setting a good example. You can't expect children to observe ground rules if you break them yourself.
- Take care to give quieter and well-behaved children attention and don't allow some children to take all your time and energy.
- Be consistent in what you say and ensure that other team members know what you have said – this avoids manipulation.
- Look honestly at your programme – if children are bored, they misbehave. Is the programme at fault?

## 2. What Always Constitutes Unacceptable Behaviour

We all have different ideas of what counts as unacceptable behaviour from another person. The following behaviours, however, are never acceptable and should always be challenged and addressed whatever a person's age, ability or mental health:

- Abusive or threatening behaviour
- Violence or risk of violence
- Misuse of drugs or alcohol on premises
- Someone under the influence of drugs or alcohol
- Harassment
- Racist behaviour
- Bullying
- Sexist behaviour
- Any other discriminatory behaviour

## 3. A Consistent Approach to Discipline

*Stage One* – Verbally ask a child to stop the disruptive behaviour, and outline what will happen if they don't.

*Stage Two* – Exclude a child from an activity whilst they remain in the room, send them to sit with another leader or on their own within eye contact and ear shot. After a certain period of time allow them to re-join the activity, again warn them that further poor behaviour will result in Stage Three.

*Stage Three* – Exclude the child from activities for the rest of the session time whilst they remain in the room and tell them you will speak with their parent or carer at the end of the session and request an improvement in behaviour for next time or a suspension or ban may be invoked.

*Stage Four* – If the behaviour is so bad or the child consistently fails to address the issues then a suspension from sessions (1 or 2 weeks) or even a ban can be invoked. This is not

encouraged as we seek to work with all types of children and develop good behaviour patterns. This should only be undertaken in consultation and agreement with the Children's and Families' Worker.

#### **4. Dealing With A Serious Incident**

Sometimes children and young people become angry, upset and disruptive. Occasionally their behaviour may endanger themselves or others. In these circumstances:

- Ask them to stop and follow the stages outlined in Practical Guidelines for Discipline.
- Speak to the child to establish the cause(s) of upset.
- Inform the child that they will be asked to leave if the behaviour continues.
- Warn the child that if they continue to be disruptive, this might result in longer term exclusion from the group.
- The Parent / guardian should be contacted in the presence of the young person and informed of the situation. If situation remains unresolved, contact the Children's and Families' Worker .
- The child should be required to leave or wait for the parent to collect them.
- Consult with the organisational leader regarding possible longer term exclusion / punishment

If a child/young person is harming him/herself, another person or property then other children/young people present should be escorted away from the area where the disruption is occurring. At the same time, and with a second worker present, request the child/young person to STOP. If your request is ignored, you might need to warn the individual that you will consider calling for additional help, (e.g. Police) if they do not stop. If the behaviour does not stop, proceed to phone the Police depending on the severity of the incident.

The workers involved should always record what happened as soon as possible. This should include the following:

- What activity was taking place?
- What might have caused the disruptive behaviour?
- The nature of the child's/young person's disruptive behaviour.
- What you said and how you and others responded.
- A list of others present who witnessed the incident.

This should be signed, dated and given to the Children's and Families Worker.

#### **5. Restraint**

Restraint is where a child or young person is held, moved or prevented from moving against their will, because not to do so would result in injury to themselves or others, or would cause significant damage to property.

Restraint must always be used as a last resort, ie: when all other methods of controlling a situation have been tried and failed. Restraint should never be used as a punishment or to bring about compliance (except where there is a risk of injury). In all cases where restraint is employed, the incident and subsequent actions should be documented and reported, and this should include written and signed accounts of all those involved and key witnesses and, where possible, the child or young person. The parents or carers should be informed the same day.

If a child or young person who regularly attends the group has behavioural difficulties that mean that restraint may be necessary, it is advisable to discuss this with the Children's and Families Worker who will discuss the issue with their parents / carers and agree the most appropriate form of restraint and ask the parents / carers to sign to give their agreement for the leaders to use such restraint as may be necessary.

Where restraint is likely to be required for a particular child or young person, the relevant leaders of that group will be provided with additional training.

## **6. Conclusion**

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

## 15. Prayer Ministry with Children and Young People

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### Introduction

Prayer is and should be an integral part of our lives as Christians and of our fellowship together. Building a healthy attitude towards prayer is one of the greatest gifts we can give a child. We need to have the teaching and the practice going together. If they learn from a very early age to bring all of life's situations, difficulties, worries and joys to God it will become second nature to continue this throughout life. However, we need to be very careful how we teach and model prayer, particularly if we are seeking to introduce children to praying for each other, to various models of prayer ministry or to ministering in the power of the Spirit.

In any work with children and young people there are some basic principles that should always be adhered to. The same should apply in any situation when we are praying with children and young people. This includes:

- Acceptance of them as individuals and of their views and questions
- Respect for them and their wishes
- Non-judgemental listening
- Sensitivity to them, their situations and issues
- Discernment
- Patience

### Praying with children

If any family objects to their child (up to the age of 16 years old) being involved in any or specific examples of prayer, their wishes must be respected. It will be important to explain to a child why you are not willing to pray with them when you may pray for other children. It may be most appropriate to ask the parents to do this or preferably to do it together.

### Guidelines for Prayer

There are some basic principles that are good practice for any time of prayer, but are especially important when praying with children and young people:

- Ensure the child is aware of what is going to happen and that they are happy for this and want to pray with you
- Make sure you are in an open area where you can be seen
- Make sure there are always 2 people (including at least one adult) praying with each child, where at least one of the pair is of the same gender as the child
- Make sure the timing of the prayer doesn't make a child late leaving / getting home unless their parents consent.

### Pattern for Prayer

- Ask the child what they would like prayer for
- Make sure you listen carefully to their reply
- Ask questions for clarification to make sure you have understood
- Don't attempt to interpret what they have said or give advice
- Don't laugh or mock anything they might want prayer for - it might seem trivial to us but be very important to them. Any negative reaction may cause considerable damage to their willingness to bring concerns to God in prayer, or of their understanding of their value to God
- Speak calmly, quietly, don't shout or get excited
- If there is no specific request then simply ask God to bless them

### Practical considerations

- Physical proximity – consider where you put your body in relation to them and their body, do not invade their private space.
- Height – do not stand to pray with a child; either sit or kneel so that you are nearer the same height
- If you usually lay hands on someone when praying for them, think carefully before doing this with a child. Consider:
  - ⇒ Where will you place your hand, and what does this say? Is it controlling, domineering, restraining, inappropriate, etc.
  - ⇒ Always ask the child if they are happy to be touched
  - ⇒ Ensure the child knows they can say 'no' or ask you to remove the contact at any time
- Use simple language, words and concepts that the child will understand and be familiar with
- Keep the prayers short and to the point, praying specifically for what the child has said.

### General Considerations

- Always be alert to what a child may be trying to say. They may use a request for prayer to raise issues that are really concerning them.
- If you believe you have 'a word from God' for a child be very careful how you deal with this. It is most appropriate to go away and pray through this with another leader to be sure before sharing it with a child.
- Be very careful that you do not suggest in any way that a child should cease taking medication or taking advice or support from other agencies they are involved with.
- Do not ever promise total confidentiality. If a child discloses abuse you will have to report it and deal with it.
- If you have any concerns that a young person may need deliverance **always** seek appropriate advice, support and guidance. **Do not** attempt to initiate this ministry on your own and **do not** even suggest it to the child. Use language that focuses on a sin,

temptation or action, rather than the person, e.g. “Lord we ask you to break the chains of this addiction”.

If a child becomes upset or distressed whilst you are praying, stop praying immediately. Ask them what has upset them. It may be something specific, in which case you will need to find ways of dealing with the issues that have arisen, or it might be more general. It may be appropriate to change those who are praying with the child or to change tack with the prayer. If the child remains upset it may be appropriate not to continue praying aloud with the child but to wait with them until they calm down. It will be important to let them know that you are not annoyed or upset and that they haven't done anything wrong.

## **Conclusion**

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

## 16. Welcoming Children and Young People Procedures

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### 1. Introduction

All Saints', Dibden and St. Andrew's, Dibden Purlieu welcomes all children and young people and seeks to include them as valuable members of the church community.

### 2. Welcoming children/young people who attend with their parents/guardian for a weekday activity for the first time

On arrival, Children's & Youth Staff, or in their absence the Parish Administrator, will:

- Greet the child/young person and establish their name & age.
- Ensure the parent knows where and when to collect their child/young person from the activity (if appropriate).
- Introduce the young person to an appropriate group leader.
- Give the parent a copy of the current Parent's Update (?).

The group leader will:

- Ask the parent / carer accompanying the young person to fill out an Annual Consent Form.
- Record their visit in a register.
- Introduce the child/young person to a regular attendee who can introduce them to the group and 'show them the ropes'.

### 3. Welcoming children and young people who attend church on Sunday with their parents

When a child/young person arrives at the Church entrance they will be welcomed by a member of the Welcoming Team. Once the age of the child/young person has been established, they will be introduced to the activity leader for their group. Where available, the parent will be given a copy of the current Parent's Update (?).

### 4. Welcoming children without their parents attending for the first time

Sometimes children/young people with no adult supervision will want to join in with activities at All Saints', Dibden and St. Andrew's, Dibden Purlieu, particularly children's/youth groups both during the week and on a Sunday. This may happen without the knowledge of their parents.

In addition to the above, All Saints', Dibden and St. Andrew's, Dibden Purlieu recommends the following:

For a week day activity, the Group leader should:

Ask if the parent/carer is aware of where they are and what time they are expected home. If this is before the session ends, the child should be encouraged to return home unless permission for them to stay can be obtained from the parent/carer via the telephone. In any event suggest the child seeks the parent/carer's permission to return the following week.

On a Sunday:

If an unaccompanied child/young person arrives at the Church entrance they will be welcomed by a member of the Welcoming Team. Once the age of the child/young person has been established, together with their reason for visiting the church, they will be introduced to the activity leader for their group. A group leader will ask if the parent/carer is aware of where they are and what time they are expected home. If this is before the session ends, the child should be encouraged to return home unless permission for them to stay can be obtained from the parent/carer via telephone. In any event suggest the child seeks the parent/carer's permission to return the following week with a completed consent form.

## **5. Conclusion**

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

# 17. Videos and Photographs of Children

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## 1. Introduction

All Saints', Dibden and St. Andrew's, Dibden Purlieu is mindful that since the introduction of the Data Protection Act in 1998, churches must be very careful if they use photographs, videos and web cams of clearly identifiable people, as the images count as personal data, and therefore the eight principles of the Act apply.

However, the taking and publishing of photographs and videos of children is often enjoyed by children and parents and can bring good publicity.

## 2. Good Practice

For the purposes of good practice:

- Permission (verbal or written) is obtained of any person who will appear in a photograph, video or web cam image before the photograph is taken or footage recorded.
- It must be made clear why that person's image is being used, what you will be using it for, and who might want to look at the pictures.
- If images are being taken at an event attended by large crowds, such as a sports event, this is regarded as a public area and permission from a crowd is not necessary.
- If photographs or recordings of children's/youth groups are made and individual children cannot be easily identified, these can be used sensitively (especially if taken from behind the children, e.g. at the back of a hall), however, photographs or recordings of children still cannot be taken of children from whom we don't have parental consent (?).
- Children and young people under the age of 18 should not be identified by surname or other personal details. These details include e-mail or postal addresses, telephone or fax numbers.
- When using photographs of children and young people, it is preferable to use group pictures.
- The image(s) must be stored securely.

## 3. Images taken by participants

If, at a church-related event, children or young people use cameras or mobile phones to take photos or video of each other, or if parents or carers take photos of children or young people other than their own, they should be advised that these can only be used for

personal use, and should not be displayed in any publicly accessible space, including on internet or social networking sites.

#### **4. Conclusion**

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

## 18. Use of Internet and Communication Technology

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### 1. Use of Communication Technology

Communication technology can be a vital tool to a youth worker for sending reminders, following up prayer requests etc. However, these must be kept to between 7am and 10pm. If you receive messages from young people out of hours, please refrain from replying until the outlined time period unless exceptional circumstances present.

If using technology with young people, you should follow the rules outlined in Appendix 6.

### 2. Social Networking (Facebook, Twitter etc.)

- Do not invite young people to be your friend or follower; it is good practice to let them approach you. This safeguards you as a leader as the 'friendship' was not initiated by you.
- Only use forms of instant messaging eg: Facebook Messenger for practical arrangements such as arranging when and where to meet up for a mentoring session. Do not use instant messaging for giving advice or counselling; it is difficult to interpret tone and meaning through Instant Messaging and can cause confusion for young people.
- Do not use Snapchat to communicate with young people.
- Wherever possible, use the public forums within Social Communication Forms, for example Facebook Wall, Twitter News Feed. This creates an atmosphere of transparency and will safeguard you as a leader.
- Be aware that Facebook is only for young people aged 13 or above. If a child or young person has Facebook but is underage, leaders should not communicate with them in this form.
- Use the privacy settings on your own site carefully. Many leaders choose to make their photos private, for example; be aware of what is visible to others, for example photographs, inappropriate language etc.
- If you see any content or receive any messages that concern you, please take a screenshot or save a hard copy (where appropriate) and inform your group leader, or the Safeguarding Officer as soon as possible.
- Never upload photographs of young people taken through your position as a worker or volunteer to your personal Facebook account. Photos should be sent to Dibden Youth Facebook who will upload appropriate photographs.

### 3. Children & Young People using Computers

Many youth groups now provide computer access during or as part of group activities.

- a) Parental controls or other software should be used to ensure inappropriate material is not accessed, e.g. Netnanny, Cyberpatrol or Surfwatch etc.

- b) All monitors from provided computers should be placed facing into a room where the worker or others can see the display at all times.
- c) Guidelines on basic safety should be made available for under IIs – last names, school, address, e-mail address, phone numbers, passwords etc are private and should not be disclosed. (See Appendix II).
- d) Downloading should only happen with the permission of, and under the supervision of, the leader.

#### **4. Conclusion**

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

# 19. Anti – Bullying Procedures

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## 1. Introduction

Any child or young person can be a victim or an instigator of bullying. Bullying is defined by the Anti-Bullying Alliance as ‘the intentional hurting, either physically or emotionally, of one person by another, where the relationship involves an imbalance of power. It is usually persistent or repetitive; however, one-off attacks can also have a long lasting effect on the victim.’

## 2. Bullying

### 2.A) Types of Bullying

There are two types of bullying: direct and indirect. Direct bullying takes place between the victim and the bully, whereas indirect bullying is often associated with the social rejection of the victim by a wider peer group and is usually more subtle, e.g. spreading rumours or deliberately ignoring the victim.

According to the NSPCC, bullying includes:

- Physical pushing, kicking, hitting, pinching etc.
- Name-calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation and the continual ignoring of individuals
- Racial taunts, graffiti, gestures
- Sexual comments and/or suggestions
- Unwanted physical contact.

### 2. B) Risk Factors Associated with Bullying

All children can be victims or instigators of bullying, regardless of background. Children from ethnic minorities, disabled children, young people who are gay or lesbian, people with learning disabilities or those with learning difficulties are statistically more vulnerable to this form of abuse and may well be targeted.

Children more likely to bully tend to have the following risk factor associations:

- Hyperactivity, impulsive behaviour, early onset of aggression
- Poor parental discipline, conflicts at home, harsh or erratic discipline, low family income
- Low attainment, low commitment, underdeveloped communication skills
- Poverty, presence of alcohol or drugs in the community, neglected neighbourhood.

Appendix 12 shows a list of symptoms associated with bullying. If a young person begins to develop these characteristics or display forms of this behaviour, concerns should be raised.

### **3. Prevention of Bullying**

In order to prevent the occurrence of bullying within Dibden Minis, Dibden Kids and Dibden Youth, three main strategies have been put into place:

#### **3.1 Awareness of Bullying**

- All staff, volunteers and young people will be made aware of the definition of bullying as outlined in Section 2.A
- All staff and volunteers will be aware of the early signs that a young person is being bullied as well as behaviour that can lead to bullying if not prevented from escalating.
- Staff must ensure that, where there is conflict, it is resolved quickly and does not lead to an imbalance of power.

#### **3.2 Staff Modelling**

Staff must act appropriately in order to convey the expectations of behaviour to young people. This includes good conflict management, polite and respectful language as well as clear and effective communication.

#### **3.3 Dialogue and Feedback**

It is vital that all young people have an opportunity to talk to somebody when they feel threatened or at risk of harm. By creating a culture of communication and dialogue, young people will feel comfortable confiding in staff and volunteers when they are scared or anxious.

### **4. Intervention**

There are various levels at which a volunteer or staff member can intervene when there is a conflict or incident that involved bullying behaviour. It is recommended that the low level method of intervention is used after the first incident; however, that more intensive, high level methods are used if the behaviour continues.

#### **4.1 Low Level Intervention Methods**

- Restorative Intervention aims to heal any harm caused by the incident, as well as providing the person who has caused the harm to explain their actions and make amends. This is done through asking a series of questions such as ‘What happened?’ ‘How did you feel?’ ‘How do you feel now?’ ‘What could you have done differently?’ etc.
- Establishing a peer mentorship scheme where a young person is guided and supported by a young person of a slightly older age who has gone through a similar experience.

## **4.2 Mid-Level Intervention Methods**

- Running small group activities, looking at issues such as anger management, assertive behaviour and general social skills depending on the need of the young people. These groups need to be run by suitably experienced leaders and can run from six to eight sessions.
- Circle of Friends; a peer-led social skills intervention. The main focus of the group is to assist the individual young person who is having problems making strong friendships and therefore faces rejection from their peer group. For more detail on how to set up a Circle of Friends Group, speak to the Children's and Families' Worker.

## **4.3 High Level Intensive Intervention Methods**

- In some cases, the young person either exhibiting or receiving bullying behaviour will have more complex social or emotional needs that need to be met. This may cause them to require intensive one-to-one support from either a member of the youth team, or in more severe cases, a member of an external organisation such as the Children and Adolescent Mental Health Services ('CAMHS') or Victim Support. If you feel that this action needs to be taken, please speak to the Children's and Families Worker.
- A formal conference may need to be held with the young people and parents of young people involved, as well as the appropriate youth leaders. Again, if you feel that a young person is either receiving or displaying continued bullying behaviour it is vital to speak to the Children's and Families Worker first and asking them to set up such a conference.

## **5. Recording Incidents**

It is important to keep a record of bullying incidents within Dibden Minis, Dibden Kids and Dibden Youth; Appendix 13 shows a flow chart that helps decide what the appropriate action is when an incident occurs. If an incident occurs, staff members and volunteers should keep an electronic or written report of what happened, what action was taken etc., a copy of which should be given to your the Children's and Families Worker and the Parish Safeguarding Officer.

## **6. Conclusion**

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

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## 20. Cigarettes, Alcohol, Solvents and Illegal Substances

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### 1. Introduction

This sets out some aspects of the legislation regarding tobacco products, alcohol, solvents and drugs as it applies to our work with young people.

### 2. Cigarettes

It is not illegal for a young person of any age to smoke cigarettes in public. However, smoking is illegal in any enclosed public premises and it is illegal to sell tobacco, cigarettes, cigarette papers or any product containing tobacco to anyone under the age of 18 years in the UK.

Leaders do not have the right to confiscate any cigarettes or other tobacco products that young people may have in their possession. Leaders may ask a young person to surrender their cigarettes for the remainder of the session however a young person is not bound to do this. If the young person refuses to surrender their cigarettes they will be asked to leave and their parents will be contacted.

Groups are bound by no smoking policies in buildings that they use and young people should be made aware of these rules.

### 3. Alcohol

Current and future planned legislation prohibits young people under the age of 18 from consuming alcohol in public places and allows Police Officers to confiscate alcohol in the possession of young people under 18 if they are in a public place other than licensed premises. Leaders and helpers do not have the right to confiscate alcohol in a young person's possession. Leaders may ask a young person to surrender their alcohol for the remainder of the session however a young person is not bound to do this. If the young person refuses to surrender their alcohol they will be asked to leave and their parents will be contacted.

If alcohol is provided for a church event, on church premises, but not sold, no licence is needed. Those serving should ask for proof of identity if a person appears to be under 18. There is an exception: where the young person is aged 16 or 17, is accompanied by an adult and is having a table meal, they are allowed to consume wine, beer or cider - but not spirits. (?) However, this can be overruled at a children's and youth event.

Residential maintain a no-alcohol rule for staff and young people for the duration of the trip. All parties agree this in writing when booking in. If young people break the contract, then under the terms and conditions set out, they could be sent home.

#### **4. Solvents**

It is not illegal for a young person of any age to sniff glue or other substances. Leaders and helpers do not have the right to confiscate solvents in a young person's possession. Leaders may ask a young person to surrender their solvents for the remainder of the session however a young person is not bound to do this. If the young person refuses to surrender their solvent they will be asked to leave and their parents will be contacted.

#### **5. Illegal Substances**

As with alcohol and cigarettes, illegal substances are not permitted either on the premises or on an external activity.

The law allows youth workers to confiscate illegal drugs but they must be destroyed immediately (?) or handed to the police as soon as possible; however, they should not put themselves at risk in doing so. It is not a legal requirement to inform the police from whom the substance was taken. A youth worker should not be working alone when confiscating illegal drugs.

When the quantity of drugs found is large (implying 'supply'), the police should be notified.

Small quantities of drugs can be flushed away. The incident must first be logged and should be carried out in the presence of another leader. (?) Disposal should be carried out as soon as practical; otherwise, the leader could themselves be open to charges of possession.

Leaders must take extreme care if disposing of needles. If no sharps bins are available, they should be carefully placed in a safe place, e.g. a drinks can, until proper disposal can be arranged.

#### **6. Parents**

In cases of immediate risk to health, the parents or medical assistance will be contacted. If the leader believes parental contact would exacerbate the situation (e.g. the family home may be an important factor in the young person's drug use) he/she must discuss this situation with the Children's and Families Worker prior to any contact being made.

#### **7. Incident Recording**

An incident log will be maintained and stored securely in the Parish Office. A leader must report any incident to the Children's and Families Worker and record it in the incident log.

## **8. Support and Referral**

Should a child or young person be identified as experiencing problematic drug use, they should be offered support, guidance and relevant referral through the Children's and Families Worker.

## **9. Conclusion**

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

# 21. Self-Injury Procedures

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## 1. Introduction

Self-Injury Guidance & Network Support defines self-harm as:

‘Any deliberate, non-suicidal behaviour that inflicts physical harm on your body and is aimed at relieving emotional distress.’

See Appendix 14 for a full definition and list of self-injury forms

## 2. Signs of Self Injury

There are various forms of self-injury that people of all ages can use in order to inflict harm upon themselves. This includes eating disorders. Self-injury affects people of all ages, ethnicities, religions and social circumstances.

### 2. A) Risk factors

- Risk factors associated with self-injury include but are not limited to:
- Low self esteem
- Perfectionism
- Mental health issues such as depression and anxiety
- Problems at home or school
- Pressures (particularly related to academic achievement or success)
- Physical, emotional or sexual abuse

### 2. B) Physical Signs

- Unexplained cuts, bruises, burns – seen on more than one occasion.
- Wearing long sleeves etc. in warmer weather.
- Wearing multiple bracelets etc. – things that cover wrists.
- Collecting ‘cutting paraphernalia’ – carrying knives around etc.
- Bloodied tissues, towels etc. – particularly if the blood stains appear to be line-shaped.
- Using copious amounts of first aid supplies.
- Rubbing / itching arms and wrists through the sleeves.
- Changes in eating habits or being secretive about eating, and any unusual/sudden weight loss or weight gain.
- Signs they have been pulling out their hair.

### 2. C) Emotional Signs

- Out-of-character behaviour
- Sudden changes in friends, or a withdrawal from a group
- Negativity and low self esteem

- An appearance or increase in risktaking behaviour e.g. drug / alcohol misuse.
- A lack of consistence in emotions; e.g. rapid changes between highs and lows.

### **3. Suspicions and Discovery of Self Injury**

Self-injury is, by its nature, a secretive act and one that the sufferer will usually want to hide. Therefore it is vital that both suspected and confirmed cases of self-injury are dealt with sensitively.

#### **3. A) Advice for all youth workers / volunteers**

If you suspect or have discovered that a young person is self-harming, it is very important that, whatever further action you chose to take, you adhere to the following guidelines:

- No matter the circumstances, the self-harmer is entitled to the same rights as any other person.
- Remain calm and non-judgemental at all times
- Do not make promises regarding confidentiality
- Avoid asking a young person to show you their scars, or describe their self-injury
- Ensure that the young person's wounds have been safely and correctly cleaned or bandaged
- Report the matter to the group leader and inform the young person you are doing this
- Report any suicidal feelings or behaviour as a matter of urgency to the group leader.

#### **3. B) Advice for senior youth leaders / volunteers**

In addition to the guidelines above, it is important that the senior youth leader ensures the following:

- That all first-aiders have sufficient knowledge of self-injury in its various forms – where needed additional training will be provided.
- That young people have access to information regarding self-injury (e.g. in a leaflet / booklet) and know who they can talk to regarding it
- Be clear that there are some forms of self-injury behaviour that will not be tolerated, e.g. self-injuring in front of other young people or threatening to self-injure in order to bargain or manipulate
- The parents should be informed when making a referral for a young person to the GP or CAMHS, and inform the young person you are doing this.

### **4. Conclusion**

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

## 22. Health and Safety Procedures

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### I. Introduction

The buildings at All Saints', Dibden and St. Andrew's, Dibden Purlieu which are used for children and young people are properly maintained. The Maintenance Supervisor or other appropriate person carries out an informal weekly check of the external fabric of the building, all internal fixtures and fittings and equipment used for Health and Safety.

There are adequate toilets and wash hand basins. When food is being prepared, good hygiene procedures are required to be followed. It is a requirement that either:

- a) At least one person present at the activity holds a valid Basic Food Hygiene Certificate or
- b) Has undertaken the All Saints', Dibden and St. Andrew's, Dibden Purlieu Church Food Handling Training.

Provision should be made for an appropriately qualified first-aider to be available together with an adequate first aid kit.

### 2. First Aid Kits and their Contents

All Saints', Dibden and St. Andrew's, Dibden Purlieu has a properly equipped First Aid Kit which is maintained by the Maintenance Supervisor or other appropriate person. First Aid Kits are stored in the Parish Office, in the cleaning cupboard in the Foyer, in the Coffee Shop kitchen, in the main kitchen and in the Rainbow Room; the contents are regularly checked. Identified workers are encouraged to attend appropriate first aid training.

#### **2 a) Administering First Aid to children and young people**

Where First Aid is required, wherever possible, adults should ensure that another adult is aware of the action being taken. Parents and carers should always be informed when first aid has been administered.

If the injury appears to be serious, the emergency services should be called immediately. If First Aid in an emergency needs to be administered by untrained staff, they should act reasonably and do the minimum necessary to preserve life and limit the consequences of injury until qualified assistance is obtained. There is a risk that a leader undertaking First Aid could face an allegation of negligence if an injury worsened but this is a remote risk, provided the leader has acted reasonably in a genuine attempt to assist in an emergency.

Parents or carers should be contacted promptly in the event of an accident to a child or young person. In the case of a slight injury, the parent or carer should be told when the child or young person is collected or informed soon after the activity.

Leaders should have available contact details for the Accident and Emergency Departments of the local hospital and any other out of hours emergency services.

## **2 b) Administering medication**

No medicines should be given without the prior permission of the parents or carers. In circumstances where children or young people need medication regularly, a health care plan (Appendix 15) should be established between the Children's and Families Worker and the parents or carers in order to ensure the safety and protection both of the child or young person and of the adults who are working with them.

Depending upon the age and understanding of the child or young person, they should, where appropriate, be encouraged to self-administer medication or treatment including, for example, any ointment or use of inhalers.

## **3. Infection Prevention and Control**

Good hygiene should always be practised. Powder, disposable latex gloves and an apron should be used when dealing with broken skin, bodily fluids or faeces. These can be found in the Cleaning Cupboard in the Foyer.

## **4. Recording Accidents**

Accident Record sheets can be found in the First Aid Kits and should be duly completed every time there is an accident at All Saints', Dibden and St. Andrew's, Dibden Purlieu. They must then be returned to the Parish Office.

## **5. Risk of Fire and Evacuation**

Great care must be taken to ensure the safety of the young people from the risk of fire.

### **Awareness**

- Make yourself familiar with fire exits, break glass points and extinguishers
- The fire assembly point is marked and can be found in the car park at the front of the building.
- It must be possible to open all external doors.
- All exit routes should be clearly marked.
- Adults should know where to locate firefighting equipment and how it is operated. This equipment should only be used if safe to do so.
- Leaders and young people should have a short fire drill every 6 months.
- All electrical equipment that is used regularly in Dibden Minis, Kids or Youth (regardless

of whether or not it is owned by St. Andrew's or personally owned) should satisfy 'Portable Appliance Testing' ('PAT') requirements, be tested by the Maintenance Supervisor, or other appropriate person, where possible and form part of the P.A.T. Register for regular checking.

### **If you discover a fire:**

- Raise the alarm at the 'break glass' alarm point
- Do not tackle the fire yourself unless it is safe and you are trained to do so
- Evacuate the building

### **Fire Marshall**

If you hear the alarm and you are the Leader in Charge for your children's and/or youth activity, you are the Fire Marshall. If you are not the Fire Marshal, please assist the Fire Marshal as requested to carry out the following:

- Ring the fire brigade: dial 999 (the nearest public telephone is outside 'The Bathroom Academy' on the corner of Beaulieu Road and North Road if the Parish Office is closed)
- Appoint someone to stand outside car park entrance to direct fire brigade.
- Calmly direct people to the nearest emergency exit and out to the Assembly Point.
- Collect the 'register' for the group.
- Evacuate building if no other staff are available to assist
- If not alone, direct other leaders to evacuate areas of the building.
- Close all doors on way out if safe to do so.
- Ensure the building is empty and that all children, young people and leaders are accounted-for.
- Adults should know where to locate firefighting equipment and how it is operated. This equipment should only be used if safe to do so.
- Liaise with fire brigade.

## **6. Risk assessments**

Whilst working with children and young people, it is important to risk assess the environment: to look carefully at what could be dangerous and possibly cause harm to people (this is also known as a hazard) and see how this can be prevented or, at least, minimised. Once the danger has been identified you need to look at what is already in place to prevent anyone coming to harm (e.g. smoke alarms) and also look at what else could be done or put in place (e.g. fire extinguishers).

**A hazard** is anything or anyone that could cause harm e.g. high stacks of chairs, uneven floors, unsafe electrical equipment, blocked fire exits, lack of fire escape signs, missing light bulbs, overfilled cupboards, high shelves, loose carpets, toxic paints, chemicals etc.,

horseplay, unknown workers (paid or volunteers), working in unsupervised situations, lifts in cars, challenging behaviour, smoking and drinking etc.

**A risk** is the chance great or small, that someone will be harmed by the hazard.

For more information on how to do a detailed risk assessment see Appendix 16.

## **7. Conclusion**

This document will be reviewed on a regular basis and changes will be made if required, taking into account recommendations from professionals, statutory bodies and changes in legislation.

## Appendix I: What do when a child wants to talk about abuse

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Take care to consider the following issues, which apply whatever form of abuse is disclosed:

- Reassure them that under no circumstances are they to blame for the abuse—even if they have broken some rules.
- Accept what the child says without passing judgement.
- Look directly at the child or young person.
- Be honest.
- Let them know you will need to tell someone else; don't promise secrecy or even confidentiality.
- Be aware that the child or young person may have been threatened and fear reprisals for having spoken to you.
- Never push for information or question the child. If at any point a child or young person decides not to continue, accept that and let them know that you are ready to listen should they wish to continue at any time.
- Show you take seriously what you are being told.
- Stay calm – even if you find the disclosure shocking. It can be helpful to say the information is distressing as this can be validating.
- Check what the person hopes for.
- Talk through the next steps calmly.
- Reassurance that disclosing is the right thing to do.
- Be dependable, be prepared to continue to be there for the person, be consistent in your relationship.

Consider:

- Is the time and place appropriate?
- Does another person need to be present?

Adapted from *Responding Well to Those Who Have Been Sexually Abused: policy and guidance for the Church of England*, (2011), Church House Publishing.

### **a) Helpful things to say**

- It isn't your fault and you are not to blame at all.
- I take what you are saying very seriously.
- I am pleased that you have told me. Thank you for telling me.
- I am sorry that happened to you.
- I will help you.

### **b) Things not to say**

- Why didn't you say something before?
- I really can't believe it.
- Are you sure this is what happened?

- Why? Where? When? Who? What? How?
- Don't make false promises to the child – like confidentiality, be honest now: any lies will be further abuse and betrayal.
- Never say 'I'm shocked' or 'Make sure you don't tell anyone else.'

**c) What to do after the conversation**

- Make notes about the conversation as soon as possible after the discussion. Record exactly what the child said and when he or she said it. Note the time, date and place of the conversation and the name of any other person present. If the initial note is handwritten, keep it if it is subsequently typed up.
- Records must be kept securely and indefinitely. In many cases, an allegation or subsequent action may not happen for years.
- Write up using the words used by the child. Do not substitute your own words or the anatomically correct terms. If necessary do record what the meaning of certain words is or how they are used at this time and in this place, or any clarification sought or provided.
- What to record:
  - **Who** was involved: the names of key people
  - **What** happened: facts not opinions
  - **Where** it happened
  - **When** it happened: date and time
  - **How** it happened
  - **Why** it happened
  - **Whom** it was referred to
- Consider your own response and seek pastoral support if necessary.

## Appendix 2 : Definitions of Abuse

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The following definitions of child abuse are recommended as criteria throughout England and Wales and referred to in *Working Together to Safeguard Children (2009)* and *Working Together to Safeguard Children (March 2013)*.

### **Physical Abuse**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child who they are looking after. This is commonly described using terms such as 'fictitious illness by proxy' or 'Fabricated or Induced Illness.' See below.

### **Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

### **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur

during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Further Definitions of Abuse**

### **Fabricated or Induced Illness (FII)**

Also known as Munchausen's Syndrome by Proxy

The Oxford Textbook of Psychiatry defines Fabricated or Induced Illness as; "A form of child abuse in which the parents or carers give false accounts of symptoms in their children and may fake signs of illness (to draw attention to themselves.) They seek repeated medical investigations and needless treatment for their children."

The Government issued guidance for professionals working in situations where Fabricated or Induced Illness is suspected in 'Safeguarding children in whom illness is fabricated or induced' (2002.)

### **Significant Harm**

This relates to the degree of harm that triggers statutory action to protect a child. It is based on the child's health or development compared to that which could reasonably be expected of a similar child, e.g. severity of ill treatment, degree and extent of physical harm, duration and frequency of abuse and neglect, pre-meditation.

The Department of Health Guidance suggests that 'significant' means 'considerable, noteworthy or important.'

### **Spiritual Abuse**

Linked with emotional abuse, spiritual abuse could be defined as an abuse of power, often done in the name of God or religion, which involves manipulating or coercing somebody into thinking, saying or doing things without respecting their right to choose for themselves. Some indicators of spiritual abuse may be a leader who is intimidating and imposes his / her will on other people, perhaps threatening dire consequences or the wrath of God if disobeyed. He or she may say that God has revealed certain things to them and so they know what is right; those under their leadership are fearful to challenge or disagree, believing they will lose the leader's (or more seriously, God's) acceptance or approval.

## **Domestic Violence**

The Home Office definition of Domestic Violence is “any violence between current or former partners in an intimate relationship, wherever and whenever violence occurs. The violence may include physical, sexual, emotional or financial abuse.” (Home Office Research Studies. Domestic Violence: Findings from a new British Crime Survey self-completion questionnaire, 1999.)

## **Organised Abuse**

‘Organised or multiple abuse may be defined as abuse involving one or more abusing and a number of related or non-related children or young people. The abusers concerned may be acting in concert to abuse children, sometimes acting in isolation, or maybe using an institutional framework or position of authority to recruit children for abuse.’ (Government Guidelines – ‘Working Together to Safeguard Children, 1999.)

## **Child Prostitution**

Children involved in prostitution and other forms of commercial sexual exploitation should be treated primarily as victims of abuse, and their needs require careful assessment. (Government Guidelines – ‘Working Together to Safeguard Children, 1999 – See also ‘Safeguarding Children involved in prostitution-supplementary guidance to working together to safeguard children.)

## Appendix 3: Recognising Possible Signs of Abuse

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The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

### **Physical Signs of Abuse**

- Any injuries not consistent with the explanation given for them
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Injuries that have not received medical attention
- Neglect – undernourishment, failure to grow, constant hunger, stealing or gorging food, untreated illness, inadequate care.
- Reluctance to change for, or participate in, games or swimming
- Repeated urinary infections or unexplained tummy pains
- Bruises, bites, burns, fractures etc. which do not have an accidental explanation
- Cuts, scratches or substance abuse

### **Emotional Signs of Abuse**

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Depression / aggression, extreme anxiety
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Inappropriate relationships with peers or adults
- Attention-seeking behaviours
- Persistent tiredness
- Running away / stealing / lying

### **Indicators of Possible Neglect**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour
- No social relationships
- Running away

- Compulsive stealing or scavenging

### **Indicators of Possible Sexual Abuse**

- Any allegation made by a child concerning sexual abuse
- Child with excessive pre-occupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
- 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, sometimes with overt or veiled sexual connotations
- Eating disorders i.e. anorexia, bulimia or compulsive eating disorder

**NB – NONE OF THESE SIGNS MEANS THAT ABUSE IS TAKING PLACE OR HAS DONE SO AND ACTION SHOULD NOT BE TAKEN ON THESE ALONE. HOWEVER, THE PRESENCE OF ONE OR MORE OF THE SIGNS OR REPEATED PRESENCE OF THE SIGNS MIGHT RAISE CONCERNS AND SHOULD BE USED AS A PROMPT TO SEEK FURTHER ADVICE.**

### **Race, Culture and Religion**

Crucial to any assessment is a knowledge and sensitivity to racial, cultural and religious aspects. Remember also that differences exist not only between ethnic groups, but also within the same ethnic group and between different neighbourhoods and social classes. Whilst different practices must be taken into account, it is important to remember that all children have basic human rights. Alternative methods of child rearing do not justify abuse.

# Appendix 4: Managing Suspected Abusers and Known Offenders

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## Introduction

The term **‘offender’** applies to those who have a conviction or who have accepted a caution, reprimand or warning for a criminal offence. Acceptance of a caution is an admission of the offence and is, therefore, equivalent to a conviction. The caution will appear on the DBS disclosure certificate.

The term **‘suspected abuser’** is used here to refer to those who have been the subject of allegations which have not been formally substantiated but which appear to be reasonably well founded.

On release from prison or otherwise completing their sentence, convicted sex offenders may seek to join local churches. This may be because they have a genuine desire to worship God and to seek His help in leading a new life. The aim of the Church is to be welcoming and inclusive, but this needs to be tempered by the risk sex offenders pose and the manipulative strategies they use.

We have dual aims:

- to ensure we maintain the highest levels of safeguarding for children, young people and vulnerable adults; and
- to offer welcome and support to those who may be seeking God’s help to change.

To allow us to do this we need to have clear strategies for how we respond to offenders or suspected abusers who are in or who seek to join our Churches.

Should a known offender seek to join a Church, a frank discussion should take place with him or her and open communication maintained. It is essential that clear boundaries are established – both for the protection of children, young people and vulnerable others and to minimise the possibility of the adult being falsely accused of abuse. The following actions should be implemented:

## Convicted offenders against children

Research has indicated that a higher proportion of convicted offenders against children may be found in church congregations than in the population generally.

It is probable that many congregations will have people who have abused children and young people among their worshippers, some of whom will be known. Not all will have committed sexual offences; some will have been guilty of neglect, physical or emotional abuse. They may still present a risk to children and young people. The church’s duty to minister to all imposes a particular responsibility to such people. However, this must not compromise the safety of children and young people.

As well as people with convictions against children, young people and vulnerable adults, there are others whose position in a congregation may need to be carefully and sensitively considered to decide whether they pose a risk to children and young people. This would include people convicted of violent or sexual offences against adults, including: domestic abuse; people involved in drug or alcohol addiction; adults with a mental disorder or special needs which might, in rare cases, result in erratic behaviour or blurring of boundaries. It would also include those who do not have convictions or cautions but where there are sound reasons for considering that they might present a risk to children or young people. In appropriate cases, the approach recommended below for managing sex offenders should be adopted.

The offender should not be allowed to undertake any official role or office in the church which gives him or her status or authority or where a child may deem that person to be trustworthy. Some roles, for example that of churchwarden, are statute-barred to people with convictions of this kind, including offences against the person.

In some cases, offences only come to light after many years. In such situations, great sensitivity will be required. It must, however, be remembered that there may still be a substantial risk to children or young people; therefore, the Diocesan Director of Safeguarding should always be informed of the offences.

If the offender's victim, or in some cases the victim's family, attends the church, it is likely to be necessary to introduce the offender to another congregation. Consideration must also be given to other people who have been abused in the past.

### **Agreements / Contracts**

When it is known that a member of the congregation has sexually abused a child or young person, the Diocesan Director of Safeguarding must be consulted, so that a safe course of action can be agreed in conjunction with the relevant statutory agencies. A written Agreement or Contract will be entered into with the offender which reflects research evidence about the compulsive nature of child sexual abuse.

The Agreement will establish clear boundaries – to protect children, young people and other vulnerable people and will also help lessen the possibility of the offender being falsely accused of abuse. The Diocesan Director of Safeguarding will draw up the Agreement in consultation with colleagues from Police and Probation Services.

It will be made clear to the offender that any breaches or other relevant information will be referred to Police and Probation Services and may result in the offender being asked to join another church.

The Agreement should be reviewed at regular intervals, at least annually, with the Diocesan Director of Safeguarding. A review must take the form of a face-to-face meeting with the offender and at least two members of the group. The meeting should be recorded and the record retained.

An Agreement must remain in place so long as the person is a part of the congregation, whether or not they are on licence or their name appears on the Sex Offenders Register.

### **Blemished DBS Disclosures**

Having a criminal record will not necessarily bar a person from working at All Saints', Dibden, and St. Andrew's, Dibden Purlieu, either in a paid or voluntary position. Such a decision will be made having taken into consideration the nature of the position and the circumstances and background of the offences.

Unless the nature of the position allows for questioning about an applicant's entire criminal record, the applicant will only be asked about 'unspent' convictions as defined in the Rehabilitation of Offenders Act 1974.

It is the policy of the Church of England that all people with blemished DBS checks should undergo a risk assessment from a suitably qualified person via the Diocesan Safeguarding Advisor.

Spent, minor and unrelated offences will not prohibit otherwise suitable people from working with children. While not being complacent about risk, the Church understands that those who have done wrong are often capable of reform.

**NB Not all offenders will be honest about their history and on occasions the behaviour of an individual may cause concern.**

Areas of concern may be:

- Someone who seeks to join the Church but is vague or tells contradictory stories about where they have been in the past and what they have been doing.
- Someone who seeks to become involved in work that would give contact with children or young people but doesn't complete or is not co-operative in completing a DBS check.
- Someone who displays an unhealthy or worrying interest in children or young people – seeking to befriend them or their families, offering to baby-sit, etc.
- Trust your instincts - if you (or others) have serious concerns contact the Diocesan Director of Safeguarding.

### **Managing Offenders During An Interregnum**

All known offenders should be being actively monitored during their involvement with churches. This will be via an agreed Contract. The Incumbent will be a signatory to the Contract. Usually the Associate Minister, Church Wardens, Curate and Children's and Families Worker will also be named contacts.

During an interregnum, the responsibility for monitoring offenders will rest with the Church Wardens.

### **PROCESS**

The Bishop's Chaplain will inform the Diocesan Director of Safeguarding as soon as vacancies are known.

The Diocesan Director of Safeguarding will check whether there is an offender linked in any way to the church.

If there is, the Diocesan Director of Safeguarding will discuss the monitoring of the offender with the Church Wardens.

When a new incumbent is in place, the Diocesan Director of Safeguarding will inform him/her of the situation and amend the Agreement

## Appendix 5: Ministry of Deliverance Procedures

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It is sometimes suggested that a child is possessed by evil spirits and that this may account for behavioural issues in the child or be considered to justify harsh treatment by the parents or carers. Parents may seek the assistance of clergy or other church members. Parish priests and others should consult the bishop and should note that most parish insurance policies do not cover deliverance ministry.

This is an area of ministry where particular caution needs to be exercised, especially when ministering to someone who is in a disturbed state. The House of Bishops' guidelines on both healing and deliverance ministry should be followed and cases referred to the diocesan advisors when necessary; the advisors' special expertise should be used in order to help as effectively as possible those who think they need this ministry.

The House of Bishops' guidelines on the deliverance ministry (1975) state:

*The following factors should be borne in mind:*

- *It should be done in collaboration with the resources of medicine.*
- *It should be done in the context of prayer and sacrament.*
- *It should be done with the minimum of publicity.*
- *It should be done by experienced persons authorised by the diocesan bishop.*
- *It should be followed up by continuing pastoral care.*

The ministry of exorcism and deliverance should only be exercised by priests authorised by the bishop, who normally requires that permission be obtained from him for each specific exercise of such a ministry.

On occasions when exorcism and deliverance are administered, it is for the bishop to determine the nature of the rite and what form of words should be used.

If this ministry is sought in connection with a child or young person, the Diocesan Safeguarding Adviser must be involved and may need to ensure that a referral to the statutory authorities is made.

*Safeguarding Children from Abuse Linked to a Belief in Spirit Possession*, Department for Education and Skills, 2007.

## Appendix 6 – Use of Technology

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When using technology in a one to one capacity, workers should:

- Keep a log of significant instant message or text conversations
- Save instant message or text conversations as text files whenever possible
- Use technology at appropriate hours of the day as set out in the Mentorship Procedures; Dibden Youth state that between 7am and 10pm are acceptable hours of communication.
- Pass on any messages that raise concerns to the Children's and Families Worker.
- Use clear language, avoiding over familiarity (e.g. 'luv, lol') or abbreviations that could be misinterpreted.

*Adapted from CCPAS Child Protection Guidelines 2009.*

# Appendix 7 – Record Keeping

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## Mentoring Notes

Name:	Date:
Location:	
Summary of the session:	Actions:

## Appendix 8 - Emergency Action Plan

### Dibden Youth Emergency Action Plan for Offsite Activities

<b>Ensure safety of group</b>	Delegate the safety of your group to a competent adult. If you have no other leader, seek outside help or an older young person. Move the group to a safe place. Prevent use of mobile phones except to call emergency help.	
<b>Ensure your own safety</b>	Check above, around and below for any hazards	
<b>Attend to Casualty</b>	Casualty to receive first aid consistently from leader(s). Leaders need to take control and prevent crowds forming.	
<b>Arrange further care for casualty</b>	<p>People come first – recovery of any equipment can wait.            Call 999:</p> <ul style="list-style-type: none"> <li>C - Casualty (Conscious? Breathing? Injuries?)</li> <li>H - Hazards (To casualty, group and emergency services, e.g. debris, chemicals, fire, danger)</li> <li>A - Access (Access routes in and out of where you are)</li> <li>L - Location, exact position.</li> <li>E - Emergency services you want.</li> <li>T - Type of incident, extent, buildings, and vehicles.</li> </ul> <p>If hospital care is required, arrange for Consent Form details to be transferred. Inform the ambulance crew of any details you are aware of, name, address, date of birth.            Travel with the casualty if possible.</p>	
<b>Arrange for group to be taken back</b>	Ensure a leader provides care for the group, shelter, food and drink, reassure the group the casualty is in the best hands with emergency services	
<b>Communicate with:</b>	Group Leader	
	Children's and Families Worker	
	Parents of young people involved	Whenever possible, the Group Leader should speak to the parents.
	The press	Consult the PCC first (The Rector is the first point of contact). Prepare a factual and structured statement.

## Appendix 9 – Types of Mentors

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The advantages of Mentoring have been recognized again.. Mentoring is an updated version of one of the oldest and best methods of learning. In times before academic degrees were mandatory for many careers, mentoring was the accepted system for training people for everything from manual skills to professions, such as medicine and law. Today there are several types of mentoring. Three of these which are relevant are role model, lifestyle, and skills-art mentoring. The following outlines and uses examples to express and clarify

### **Role model**

Role models personify who we would like to become. My wife, Mary Alice, had three women in her life who laid out the path she wanted to walk. The first was her high school teacher, Miss Brown, who was stately, dignified—totally ladylike. Mary Alice saw in her what she felt a southern lady should be. Even today Mary Alice will refer to her as the perfect lady.

Next was her Bible teacher, Mrs Keen, who taught a group of young mothers to understand the Scripture. Her cup overflowed with love and grace from the Lord. Mary Alice would say of her, "She is what a Christian should be."

Then there was Miss Gordon—a tiny, immaculate, white-haired woman in her eighties. She was raised in culture and wealth but spent a great deal of her time reaching prisoners. She personified the quiet power of victory. When she passed away, it was a short step from here to heaven.

Mary Alice found in these three women role models who mentored her adult life and vectored her lifestyle. They influenced her not by what they had but by who they were.

Observation and identification are the important elements in role-model mentoring. Often the role model is not conscious of his or her effect on another person. Sometimes there is little personal contact between the two. For example, a role model might be a character from the Bible. Some say, "I'm like Peter," or "I resonate with Paul." In other words, role-model mentoring is largely unintentional on the mentor's part.

### **Lifestyle mentoring**

Another form of mentoring defines the principles of living. I recently heard a young man say, "My grandfather was everything to me. He loved me, and he taught me how to live." What a blessing.

As we look at Scripture for lifestyle mentoring, we immediately think of the relationship between Paul and Timothy. We don't know how much technical skill as a missionary Paul gave Timothy, but we do know Paul was an excellent sponsor. We know he was a father in the faith. He let Timothy observe him at work. Paul promoted him to the churches. In the broad sense, we could call Paul a lifestyle mentor to Timothy.

This type of mentoring is a kind of parenting without the typical parental responsibilities. The real responsibility falls on the young person to absorb and to observe correctly.

The responsibility of the lifestyle mentor is to be open and real and to consistently personify who he is so that the young person receives a clear signal. The mentor must provide a comfortable atmosphere in which the student feels free to ask any question he or she needs answered.

A good mentor never ridicules a question. He may choose not to answer it, but he is careful never to ridicule, for questions are the pump that makes the answers flow.

### **Skills-art mentoring**

Skills-art mentoring is a one-on-one relation between a mentor and mentee for the specific and definable development of a skill or an art.

One of my favourite mentoring stories is of the young pianist who came to Leonard Bernstein and asked to be mentored by him. Bernstein said, "Tell me what you want to do, and I will tell you whether or not you're doing it." Bernstein had a deep understanding of mentoring. The young man initiated the contact, he had a specific request, and he made the request of an authority. Bernstein essentially said to the young man, "You're responsible for your playing and your practice. The one thing you can't do is hear yourself as a great pianist hears you. That I can do and will do for you."

In a church, skills-art mentoring might be used to prepare a young person for a particular ministry either inside or outside the church.

Effective mentoring has no set formula. It's a living relationship and progresses in fits and starts. Even so, identifying which type of mentoring someone expects from you is the beginning of success.

*Adapted from The Pastor's Soul, Vol. 5: Leading with Integrity, © 1999 by the author or Christianity Today International and published by Bethany House.*

## Appendix 10 – Good Practice Guide for Young Leaders

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### **Good Practice with Children**

- a) Treat all children with respect and dignity.
- b) Be aware of your language, tone of voice and body language in relation to the child.
- c) Be aware of the dangers of showing or appearing to show favouritism.
- d) Do not engage in 'rough and tumble' play, physically intimidating, sexually suggestive or provocative games.
- e) Do not invade the privacy of a child
- f) Do not make sexually suggestive comments about or to a child, even in fun.
- g) Touch should be age appropriate, and initiated by the child, not by the leader / helper. It should be related to the child's needs and always in public.
- h) Always be inclusive and affirming. Do not become involved in any scape-goating, ridiculing or rejecting of a child. Any such behaviour should be challenged by a leader or helper.
- i) Physical punishment is always and totally forbidden. It is not your responsibility to discipline a child; you should inform your group leader of any issues.
- j) Avoid responding to, or letting a child involve you in, their attention seeking behaviour, particularly if it is overtly sexual in nature.

### **Good Practice with fellow Leaders / Helpers:**

- a) Endeavour to maintain open, honest and supportive relationships with each other.
- b) Support and encourage each other to implement good practice.
- c) Be expected to attend training sessions as required.
- d) Maintain an honest and accountable relationship with all leaders, particularly in relation to the good practice of yourself or your team.

## Appendix II – Internet Safety

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### **13. Safety on the internet - advice for children / young people**

The following should be discussed with children and young people:

#### **13. a) Personal Information**

- Never tell anyone you meet on the internet your home address, your telephone number or any other identifying information e.g. church name or youth group name, unless your parent/carer gives you permission. Be careful if ever a web site asks you to type in your name and address in order to receive anything.
- Never send anyone your picture, credit card or bank details, or anything else, without first checking with your parent/carer.
- Never give your password to ANYONE! (Even your best friend!)
- Always be yourself and do not pretend to be anyone or anything you are not.
- Always remember if someone makes you an offer that seems too good to be true, it probably is. Be careful if you are offered any gifts while online. They could contain harmful material such as pornography or viruses.
- Never arrange to meet anyone in person without first agreeing it with your parent/carer or children's/youth leader, and get them to come along to the first meeting, which should always be in a public place.

#### **13. b) Chat Rooms**

- Never stay in a chat room or conference if someone says or writes something which makes you feel uncomfortable or worried, and always report your concerns to your parent/carer or children's/youth leader.
- Check that any chat room you enter is regulated and run by a reputable company or organisation which monitors activity.
- Remember that Chat Rooms are 'public places' and that you may not know the true identity of anyone you meet in a chat room.

#### **13. c) Emails**

- Never respond to nasty, suggestive or rude e-mails or postings in Usenet Groups.
- When receiving emails, delete attachments from strangers without opening them: they may contain viruses that can damage your computer. Make sure you know where files are from before you download them. They may also have viruses.
- Never send chain letters via the internet. Chain letters are forbidden on the Internet. Inform your parents/carers who can then notify your ISP if you receive one.

## Appendix 12 – Changes in Behaviour Associated with Being a Victim of Bullying

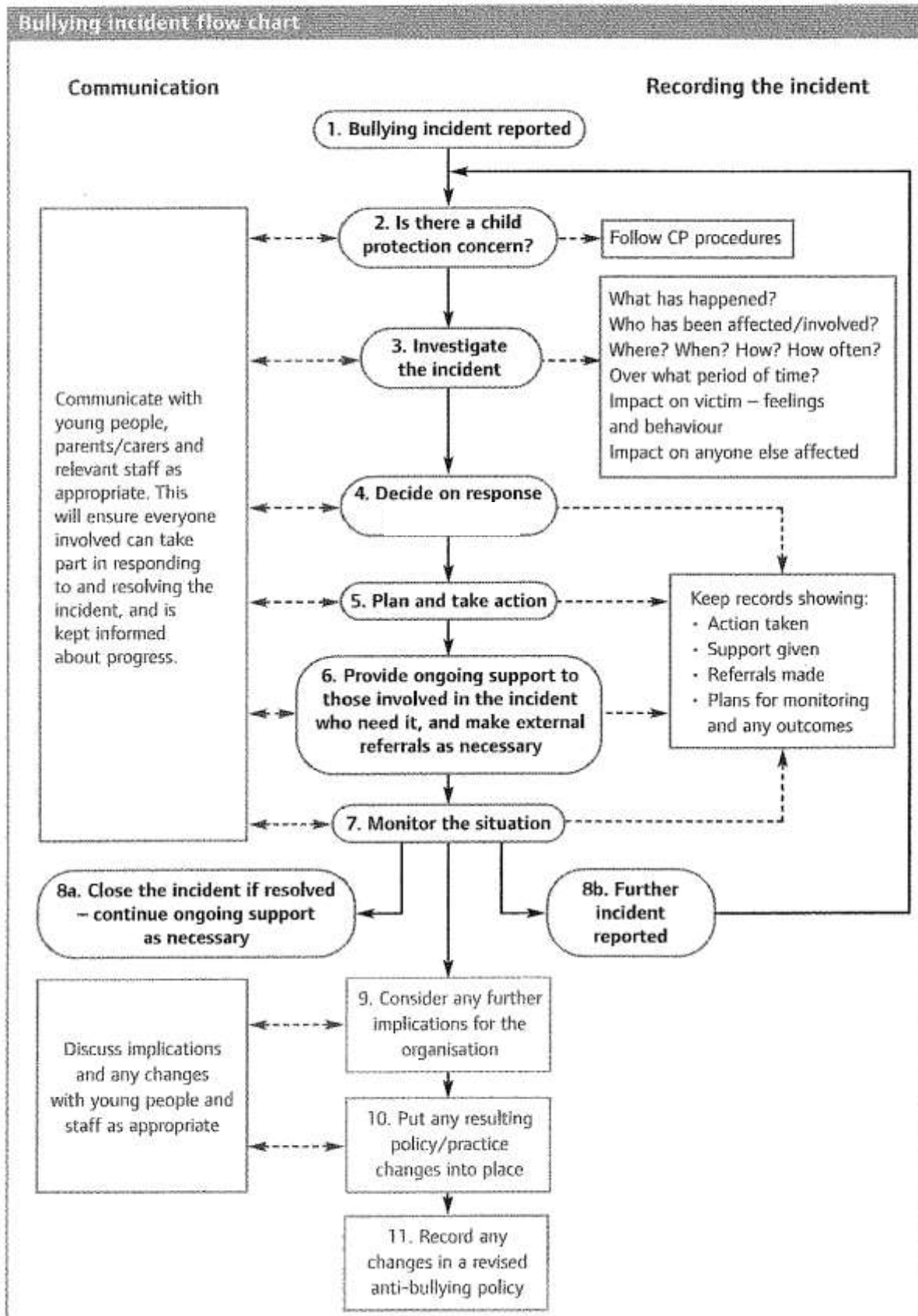
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Children and young people may:

- Lack concentration on school work or begin to perform poorly at school.
- Be intermittently absent from school or activity.
- Be reluctant to walk to or from school or to any place that they may normally go, wanting a lift or adult to come with them.
- Want to change their usual routine.
- Be reluctant to talk about school or activity.
- Not want to leave the house.
- Want to move or change schools.
- Become withdrawn, anxious or lacking in confidence.
- Have a loss or increase in appetite.
- Become aggressive, disruptive or unreasonable.
- Have unexplained cuts, bruises or other injuries.
- Complain of headaches or stomach-aches frequently.
- Start to stammer when they did not do this before.
- Cry themselves to sleep, change their sleeping pattern or have nightmares.
- Start bedwetting.
- Cry or get angry with no clear explanation.
- Attempt or threaten suicide, self-harm or run away.
- Appear dishevelled or have torn clothes on arrival.
- Have possessions that are damaged or 'go missing.'
- Ask for or steal money regularly (to pay bullies.)
- Complain of hunger because dinner money was taken.
- Bully other children or siblings.
- Be afraid to tell you what is wrong.
- Be afraid to use the internet or mobile phone (when previously this was not the case.)
- Be nervous or jumpy when cyber messages are received.
- Become clingy towards parent or carer.
- Have a sudden change in social group and not wish to talk about or play with certain friends.
- Give improbable excuses for any of the above.

# Appendix 13 – Bullying Incident Flow Chart

Based on Lewisham Borough Council’s Guidelines for Working with Young People.



## Appendix 14 – Definition of Self-Injury and Self-Harm

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Self-injury is any deliberate, non-suicidal behaviour that inflicts physical harm on your body and is aimed at relieving emotional distress. Physical pain is often easier to deal with than emotional pain, because it causes 'real' feelings. Injuries can prove to an individual that their emotional pain is real and valid. Self-injurious behaviour may calm or awaken a person. Yet self-injury only provides temporary relief, it does not deal with the underlying issues. Self-injury can become a natural response to the stresses of day to day life and can escalate in frequency and severity.

(FirstSigns.org.uk)

Self-harm happens when someone hurts or harms themselves. They may:

- take too many tablets;
- cut themselves;
- burn their body;
- bang their head;
- throw their body against something hard;
- punch themselves;
- stick things in their body;
- swallow inappropriate objects.

(Royal College of Psychiatrists Website)

## Appendix 15 – Request for Leaders to Administer Medicine

Surname	
Forename (s)	
Date of Birth	___ / ___ / ___      M <input type="checkbox"/> F <input type="checkbox"/>
Group(s)	

Condition or illness	
Name/Type of Medication (as on the container including strength)	
Date dispensed	___ / ___ / ___
Quantity received from parent/carer	
Date medicine provided by parent/carer	___ / ___ / ___
Expiry date	___ / ___ / ___
Dosage (NB Dosage can only be changed on a Doctor's instructions)	
Method e.g. puffer / injection / tablets?	
Frequency e.g. once a day, once a week, as necessary	
Self-Administration	Yes / No
Quantity returned to parent/carer	

Are there any side effects?

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What should the Medical Officer do if the medicines/treatment appears not to be working?

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## Emergency Contact Details

Parents/Guardian's Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Mother's Name: \_\_\_\_\_

Father's Name

\_\_\_\_\_

Work Number: \_\_\_\_\_ Work Number: \_\_\_\_\_

Relationship to child: \_\_\_\_\_

## Agreement of Parents/Carers

I understand that I must deliver the medicine personally to \_\_\_\_\_  
(agreed worker / volunteer) and accept that this is a service, which All Saints', Dibden, and  
St. Andrew's, Dibden Purlieu is not obliged to undertake. I understand that I must notify of  
any changes in writing.

Signature(s) \_\_\_\_\_  
Date

## Agreement of Children's and Families Worker

I agree that \_\_\_\_\_ (name of child) will  
receive \_\_\_\_\_  
(quantity and name of medicine) at the following frequency  
\_\_\_\_\_

This child will be given the medication /supervised whilst he/she takes their medication by  
\_\_\_\_\_ (agreed worker / volunteer). This arrangement will  
continue until \_\_\_\_\_ (either end date of course of medicine or until  
instructed by parents/carers)

Signed \_\_\_\_\_

Date

\_\_\_\_\_

**The original should be retained in the Parish Office and a copy sent to the parent/carer to confirm the agreement to administer medication to the named child or young person.**

# Appendix 16 - Five Steps to Risk Assessment

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There are 5 things you need to do to carry out the risk assessment, they are:

## Step 1 - Identifying hazards/dangers.

- Walk round the building/venue looking out for things or situations that could be reasonably expected to cause harm.
- Ask other people about what they think could cause harm.

## Step 2 - Who might be harmed/vulnerable and how could this happen.

- Young People
- Children
  
- Children with special needs
- Visitors/Parents
- Members of the public
- Staff and Volunteers

## Step 3 - What are the risks? What can be done to remove or reduce them?

- How likely is it that the hazard could cause harm?
- Are there any existing precautions in place? Are they enough?
- What else can be done to reduce the risk, control or remove the hazard/danger?
- Think about how harmful the risk maybe - high, medium or low - both before and after you have taken action to reduce the risk.

## Step 4- Write down your findings and what you need to do.

- The record will show that a proper check has been carried out.
- Each hazard should be recorded, including an assessment of the risk, recorded as either high, medium or low.
- Any action taken should be recorded (next to the hazard), showing the date and the name of the person carrying out the remedial action.
- Once action has been taken, the level of risk that the hazard presents should be low.

## Step 5- Revise and evaluate your risk assessment regularly.

### Risk Assessment Tool

Risk Assessors can either use the quantitative method (numerical) or qualitative (L, M, or H).

**Risk level = severity x likelihood**

		Severity		
		Slight: L (1)	Serious: M(2)	Major: H(3)

<b>Likelihood</b>	Seldom: L(1)	L	L	M
	Occasionally: M(2)	L	M	H
	Frequently: H(3)	M	H	H

Risk level = (1-2) L – Low;

(3-4) M – Medium;

(6-9) H – High

<b>Risk level</b>	<b>Action and Timescale</b>	
Trivial (1)	No action is required to deal with trivial risks, and no documentary records need to be kept (insignificant risk).	<b>LOW</b>
Acceptable (2)	No further preventative action is necessary, but consideration should be given to cost-effective solutions, or improvements that impose minimal or no additional cost burden. Monitoring is required to ensure that the controls are maintained.	
Moderate (3-4)	Efforts should be made to reduce the risk, but the costs of prevention should be carefully measured and limited. Risk reduction measures should normally be implemented within three to six months, depending on the number of people exposed to the hazard.	<b>MEDIUM</b>
Substantial (6)	Work should not be started until the risk has been reduced. Considerable resources may have to be allocated to reduce the risk. Where the risk involves work in progress, the problem should be remedied as quickly as possible and certainly within one to three months.	
	Work should not be started or continued until the risk level has been reduced. Whilst the control measures should be cost-effective, the legal duty to reduce the risk is absolute. This means that if it is not possible to reduce the risk, even with unlimited resources, then the work must not be started or must remain prohibited.	<b>HIGH</b>

## Appendix 17 - Record Keeping, Personal Data & Retention of Records

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This guidance is based on the requirements of the Data Protection Act 1998, which is designed to protect the rights of people concerning information about them, known as personal data. It covers basic factual information and expressions of opinion.

### **What is a record?**

Records include all information held either electronically (including e-mail correspondence) or in paper format, which include 'sensitive personal data' about an individual.

### **What is 'sensitive personal data'?**

The following may be counted as sensitive personal data, but the list is not exhaustive:

- Personal details (home address, phone number, date of birth, health needs etc., including that stored on parish databases, and on registration forms for activities)
- Recruitment information for paid or voluntary worker posts (application forms, references)
- Criminal record details (Confidential Declaration forms, outcomes of DBS Disclosures)
- Employment information for paid and voluntary posts (contracts of employment, voluntary worker agreements, appraisal and supervision notes, details of disciplinary or grievance cases, equal opportunities monitoring information, health details, pay details)
- Photos, video or audio tapes
- Consent forms relating to activities
- Signed agreements with offenders
- All logs of events or incidents, including entries in incident and accident books, and relating to specific allegations or concerns about a child or adult who may be vulnerable.

### **How should sensitive personal data be handled?**

The Act establishes eight Data Protection Principles, summarised as follows:

- Its use is fair and lawful
- It is to be used for specified purposes—individuals should be told in broad terms what you are going to do with the information before you use it, and given the opportunity to opt out of it being so used.
- The information is adequate, relevant and not excessive in relation to how it will be used
- The information is accurate and up-to-date
- It is not kept longer than necessary for the purpose
- Individuals' access rights to information about them is honoured
- Information is kept securely
- Information should not be transferred to any country outside the European Economic

Area (EEA) without adequate data protection being in place.

Type of Record	Retention
Application forms and recruitment information for unsuccessful applicants	1 year
Employment information for paid and voluntary workers	6 years after the person leaves post
Registration Records, Parental Consent Forms for activities no longer running or children who have left	6 months following departure/closure
Confidential Declaration forms and correspondence regarding DBS Disclosures	Indefinitely
Child welfare concerns that have been referred to statutory agencies. Including disclosures from a child or information from a third party, and concerns about a parent/carer.	6 years after the last contact with child unless any of the exemptions apply (see below), or if the church is required to comply with any other statutory requirements
Child welfare concerns that are not necessary to refer to statutory agencies. A record of the concern and the outcome should be made. Examples include: a child who has been bullied, a distressed child where the distress has been found to be unrelated to child abuse.	Destroy 1 year after the child concerned stops attending.
Concerns about people (paid or unpaid) who work with children or young people for example, allegations, convictions, disciplinary action, inappropriate behaviour, breaches of the code of conduct. A record of the behaviour, the action taken and the outcome should all be recorded.	<p>Personnel files and training records, including disciplinary records should be retained for 6 years after employment ceases. However, the records should be retained for a longer period if any of the following apply:</p> <ul style="list-style-type: none"> <li>• A child has, or may have been harmed</li> <li>• The adult possibly committed a criminal offence against or related to a child</li> <li>• The adult behaved towards a child adult in a way that indicates s/he is unsuitable to work with vulnerable groups</li> <li>• In such circumstances records should be retained at least until the adult reaches normal retirement age, or for 10 years if</li> </ul>

	that is longer
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## Appendix 18 - Declaration

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*I have read and understood the following policies and procedures dated March 2014 and I agree that in all my All Saints', Dibden and St. Andrew's, Dibden Purlieu activities I will comply with these.*

1. Foreword
2. Definitions
3. Safeguarding Policy of All Saints', Dibden and St. Andrew's, Dibden Purlieu
4. Good Practice for Children's and Youth Work
5. Preventing, Recognising and Acting on Abuse and Allegations Procedures
6. Safeguarding Children & Young People with Special and Additional Needs
7. Working Alone
8. Transport
9. Mentoring
10. Peer Group Activities
11. Residential Trips
12. Young Helpers
13. Touch
14. Discipline
15. Prayer Ministry with Children and Young People
16. Welcoming Children and Young People
17. Use of Videos and Photographs
18. Use of Internet, Communication Technology & Social Media
19. Anti-Bullying
20. Cigarettes, Alcohol, Solvents and Illegal Substances
21. Self-Harm
22. Health & Safety

Name:

Groups involved with:

Signed:

Date:

*Please print and return completed declaration form to the Parish Office.*