



SAFEGUARDING PRACTICE GUIDANCE

SAFEGUARDING
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1.1 Cathedral Statement

This Cathedral church has an active children's and young persons' ministry. The Dean and Chapter take seriously their responsibility to protect and safeguard the welfare of all children, young people and vulnerable adults entrusted to the Cathedral's care or who use its services or participate in any of its groups. This Guidance outlines the procedures and standards required by the Dean and Chapter.

1.1.1 Cathedral mission

The Chapter recognises the importance of its ministry with children, young people and vulnerable adults and its responsibility to protect and safeguard the welfare of children, young people and vulnerable adults. The welfare of these groups is always paramount.

As part of the Cathedral's mission, the Dean and Chapter are committed to:

- Listening to, relating effectively and valuing children, young people and vulnerable adults and ensuring their protection.
- Ensuring that those who work with children, young people and vulnerable adults are recruited safely, given appropriate support and training.
- Ensuring there is a robust system for dealing with concerns about alleged or suspected abuse.
- Safeguarding the care and nurture of children, young people and vulnerable adults within the Cathedral environment.
- Safely recruiting, supervising and training all the children's/youth workers within the Cathedral.
- Responding without delay to every report or cause for concern that a child, young person or vulnerable adult for whom it is responsible may be or may have been harmed in any way.
- Offering informed pastoral care to any child, young person or vulnerable adult who has suffered abuse.
- Cooperating fully with statutory agencies during any investigation into allegations concerning abuse of a child, young person or vulnerable adult



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To ensure the above is achieved the Dean and Chapter have tasked the Diocesan Director for Safeguarding and Inclusion as the Cathedral Safeguarding Advisor, and they will also work alongside the Director of Learning.

A copy of this Safeguarding Policy is available on the Cathedral web site: www.winchester-cathedral.org.uk along with a copy of the Diocesan Guidelines and procedures on safeguarding, which can be found at www.winchester.anglican.org.

Signed _____ on behalf of The Dean and Chapter

Date 16 February 2015

The Dean and Chapter will ensure this policy will be reviewed annually each March and that it will reflect changes to legislation and best practice on an on-going basis. In addition regular amendments will be issued as required.

This policy was last reviewed by Chapter on 12th April 2018.

The Diocesan Safeguarding Adviser is Jackie Rowlands
01962 737317 (24 hours a day) safeguarding@winchester.anglican.org





CONCERNS?

CALL 01962 737 317



EMAIL SAFEGUARDING@WINCHESTER.ANGLICAN.ORG

If you are concerned that a child or vulnerable adult may be at immediate risk, contact the Police on 999. All concerns, allegations, disclosures must be reported to the Diocesan Safeguarding Adviser immediately.

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1.1 Prayer with Children, Young People and Vulnerable Adults

1.1.1 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, young person or vulnerable adult. 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, young people and vulnerable adults, there are some basics that should always be adhered to. The same should apply in any situation when we are praying with vulnerable adults, children and young people:

- 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/issues
- Discernment
- Patience

1.1.2 Praying with Children, Young People and Vulnerable Adults

When praying with children, young people and vulnerable adults, we must be aware of several considerations, and be aware of the consequences of not giving appropriate thought and consideration to them. We are teaching and helping children, young people and vulnerable adults discover and set in place patterns for prayer that will form the basis of their relationship with God through the coming years. We need to behave in such a way that we can build trust and respect and provide a model and understanding of personal and corporate prayer. We can also provide a model of praying for others that will be positive and helpful.

If prayer is an integral part of our work with children, young people and vulnerable adults, then parents/carers should be made aware of this. For children, young people and vulnerable adults whose families are members of the church family, this will be easier, but it is no less important to ensure that non-church parents and families are aware of this. It is also important that families know what form prayer will take. It may be:

- A prayer to open and close the meeting
- Corporate recitation of prayers like the Lord's Prayer



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- A corporate prayer time led by the leader, with children, young people and/or vulnerable adults joining in the prayer – either reading prayers they have prepared or in open prayer or writing prayers for display
- Leaders praying individually with children, young people and vulnerable adults if they ask for it
- Invitations for prayer ministry
- Children, young people and/or vulnerable adults praying with and for each other.

If any family objects to their child, young person or vulnerable adult being involved in any or specific examples of prayer, their wishes must be respected. It will be important to explain to a child, young person or vulnerable adult why you are not willing to pray with them when you may pray for other children, young people and vulnerable adults. It may be most appropriate to ask the parents to do this or preferably to do it together. This will need sensitive and careful handling.

1.1.3 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, young people and vulnerable adults:

- Ensure they are aware of what is going to happen
- Ensure they are happy for this and want to pray with you
- Ensure you are in an open area where you can be seen and in full view of others at all times
- Ensure there are two people praying with them
- Ensure that one of the pair is of the same gender
- Ensure the timing of the prayer doesn't make them late leaving / getting home
- Ensure that those people who may be alone with children, young people or vulnerable adults are DBS cleared, enhanced plus barred

Pattern for Prayer

- Ask them 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 untold damage to their willingness to bring concerns to God in prayer, or to 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
- Try to focus on the positives and not on the negatives
- Any abuse or suspected abuse mentioned must be reported without exception or delay to the appropriate authorities

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Practical considerations

- All those on the Ministry Team will be subject to DBS check procedures.
- Physical proximity – consider where you put your body in relation to them and their body.
- Height – do not stand to pray with a child, young person or vulnerable adult; either sit or kneel, so that you are nearer the same height
- Leave open space between you and the child, young person or vulnerable adult; do not invade their private space
- If you usually lay hands on someone when praying for them, think carefully before doing this with a child, young person or vulnerable adult. Consider:
 - Where will you place your hand, and what does this say? Is it controlling, domineering, restraining, inappropriate etc!
 - Always ask the child, young person or vulnerable adult, if they are happy to be touched
 - Agree where and how you will touch – eg hand on shoulder
 - Ensure the child, young person or vulnerable adult knows they can say no or ask you to remove the contact at any time
- If you would usually use oil to anoint during prayer, ensure the child, young person or vulnerable adult is aware of this and understands the significance and make sure they are happy. If they have any concerns or reservations, do not go ahead.
- If gifts of the Spirit are used in ministry, be very careful to ensure the child, young person or vulnerable adult understands exactly what is happening and is comfortable with it.
- Use simple language, words and concepts that the child, young person or vulnerable adult will understand and be familiar with
- Keep the prayers short and to the point
- Make sure you pray specifically for what the child, young person or vulnerable adult has said and don't seek to place your own interpretation onto it.
- Remember it is about God and the child, young person or vulnerable adult, not you!
- Remember that in the Bible, prayer and gifts of the Spirit are always used to 'build up and bless' the people of God, never to damage or tear it down. 'It was He who gave some to be apostles, some to be prophets, some to be evangelists and some to be pastors and teachers, to prepare people for works of service, so that the body of Christ may be built up'. (Eph 4.11-12)

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General Considerations

- Always be alert to what a child, young person or vulnerable adult may be trying to say. They may use a request for prayer to raise issues that are really concerning them.
- Do not use a time of prayer as an opportunity to offer advice; children, young people and vulnerable adults are very susceptible and may be especially so if they are distressed.
- Be very careful that you do not suggest in any way that a child, young person or vulnerable adult 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, young person or vulnerable adult discloses abuse, you will have to report it.
- If a child, young person or vulnerable adult wants prayer related to the talk or Bible reading, find out from them specifically what they want or what they have related to in the story.
- If you have any concerns that a child, young person or vulnerable adult 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, young person or vulnerable adult.
- Be very careful how you express things in both the teaching and any subsequent prayer. The borderline between 'emotional abuse' and 'presenting the message fully' can be very thin. Anything that leaves the child, young person or vulnerable adult frightened, confused, worried, is not helpful.

As those working with children, young people and vulnerable adults we need to be aware how Bible stories or sermons may bring to the surface specific issues in a child's life, e.g. bullying, specific fears or worries. If something comes up in this way, it must be dealt with. Of course we should pray with the child, young person or vulnerable adult and seek to offer as much comfort and support as possible, but we must also take action if safeguarding issues are raised.



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If a child, young person or vulnerable adult 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, young person or vulnerable adult or to change tack with the prayer. If the child, young person or vulnerable adult remains upset, it may be appropriate not to continue praying aloud with them 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. If there are no safeguarding issues, it may be appropriate to talk to the child's, young person's, vulnerable adult's parents/carers and explain what has happened.

Some churches are considering 'prayer partner' type activity in support of children and young people and the work with them. Whilst this is excellent, care must be taken in how it is done, suggestions for good practice include:

- Keep it general – relating to activities within the group or issues that may be common to groups of young people – changing school, exams, etc.
- Do not name individual young people or refer to specific situations relating to individual young people.
- Clearly if a situation occurs that is well known in the church community – bereavement, accident etc. it would be appropriate to pray for individual young people by name.
- Do not keep pictures of young people.

1.2 Best practice and guidance when working with Children, Young People and Vulnerable Adults.

- Any meeting with children, young people and/or vulnerable adults should have at least two responsible (it is recommended that this may be a parent, carer or DBS cleared individual) adults to ensure that the child, young person or vulnerable adult are never left unattended.
- Any tuition of a one-to-one basis must be carried out after notifying a parent/carers and/or member of staff of the location, time and duration of the tuition.
- Except in an emergency, no child, young person or vulnerable adult should be left alone with an adult unless both adult and child, young person or vulnerable adult can be easily observed by other adults nearby.

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- There should always be sufficient adults present to ensure that the children, young people and vulnerable adults are properly supervised and are safe. The appropriate figure in a given case will depend upon the age of the children, young people or vulnerable adults and the nature of the activity.
- All children, young people and vulnerable adults must be treated with the respect and dignity befitting their age; watch language, tone of voice, where to look, what to wear and where to put your body.
- Adults must not engage in any of the following:
 - Invading the privacy of the child, young person or vulnerable adult when they are toileting or changing their clothes
 - Rough, physical or sexually provocative games
 - Making sexually suggestive comments about or to a child, young person or vulnerable adult, even in fun
 - Inappropriate and intrusive touching of any kind
 - Any scape-goating, ridiculing or rejecting a child, young person or vulnerable adult
 - Teasing or joking that might be misunderstood or hurtful to the child, young person or vulnerable adult
 - Showing favouritism or special attention to any child, young person or vulnerable adult

Touching:

- Keep everything public. A hug in the context of a group is very different from a hug behind closed doors
- Touch should be instigated by/ related to the child's, young person's or vulnerable adult's needs, not the adult responsible.
- Touch should be age-appropriate and generally initiated by the child, young person or vulnerable adult rather than the adult responsible.
- Avoid any physical activity that is, or may be thought to be, sexually stimulating to the adult responsible or the child, young person or vulnerable adult.
- Children have the right to decide how much physical contact they have with others, except in exceptional circumstances when they need medical attention.
- When giving first aid (or applying sun cream etc.) encourage the child, young person or vulnerable adult to do what they can manage themselves but consider the child's, young person's, vulnerable adult's best interests and give appropriate help where necessary.
- Team members should monitor one another in the area of physical contact.



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Children young people and vulnerable adults' behaviour should be managed without using any physical punishment or language or behaviour that might be interpreted as belittling the child, young person or vulnerable adult.

The behaviour of a child, young person or vulnerable adult should be rejected, not the child, young person or vulnerable adult.

ANY CONCERNS THAT A CHILD, YOUNG PERSON OR VULNERABLE ADULT IS BEING ABUSED MUST NEVER BE IGNORED AND REPORTED TO THE APPROPRIATE AUTHORITIES IMMEDIATELY.

1.2.1 Photographs and Filming of Children, Young People and Vulnerable Adults

Permission to take and/or publish any photographs of children, young people and vulnerable adults in and around the Cathedral must be sought from the parents/carers of those under 16 and, from the young person his/herself if they are aged 16 – 18. It is the responsibility of the photographer to ensure that correct permissions have been obtained from parents/carers or those in loco parentis.

1.2.2 Visits and attendance at services

Chapter has the general duty of care for anyone, regardless of their age, visiting the Cathedral for educational or recreational purposes, or attending or participating in a service. However, children, young people or vulnerable adults visiting or attending a public service or event remain the responsibility of their parents/carers or any adult accompanying them, unless their care is expressly taken on by the Cathedral e.g. the boys' and girls' choirs of the Cathedral. School groups remain the responsibility of the members of school staff accompanying the children, and schools must be notified of this accordingly by the Director of Learning.

1.2.3 Attendance Details

Chapter will require each Cathedral group to keep adequate attendance details to include:

- the name of each child, young person or vulnerable adult attending a session
- the consent form for each child, young person or vulnerable adult details of
- who will collect the child, young person or vulnerable adult and when contact
- details for the child, young person or vulnerable adult.



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1.2.4 Involvement of Parents/Casual Visitors

Chapter will encourage parents and others who have an interest in working with children, young people and vulnerable adults on a regular basis to become involved in Cathedral activities, although they must not be left in sole charge of children, young people or vulnerable adults. If the situation arises where their involvement would require a DBS check, this will be completed accordingly.

1.2.5 Activities away from the Cathedral

Chapter requires that consent form is completed by parents/carers for any off-site activities.

1.2.6 Holiday Activities

Current legislation requires that any activity involving children under the age of eight for more than two hours a day, and which is held more than six times per year, be registered with the Independent Inspection Unit of the Social Services. The Local Authority needs to know the location, the number and ages of children expected, the number of staff and the duration of the activity, this will be the responsibility of the Director of Learning.

1.3 First Aid and Administration of Medicine

1.3.1 Administering First Aid to children, young people and vulnerable adults

Adults working with children, young people and vulnerable adults should be aware of basic first aid techniques. It is strongly recommended that at least one of the leaders in a children's or youth group has attended a recognised First Aid course, such as a one-day Emergency First Aid Training, and received a certificate.

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.



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

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

1.3.2 Administering medication

No medicines should be given without the written prior permission of the parents or carers. In circumstances where children, young people or vulnerable adults need medication regularly, a health care plan should be established as soon as possible, in order to ensure the safety and protection both of the child, young person or vulnerable adult, and of the adults who are working with them. Details of this should be included in the registration form.

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

1.4 How Allegations and Suspicions of Abuse will be Managed

1.4.1 Key Points – Receive, Record, Report, Refer

All reports concerning abuse must be treated seriously. The person reporting the incident must be treated with sensitivity and be assured that they are respected and that their complaint is being listened to and taken seriously. Do not assume anything – if there are any concerns then they must be acted upon.

The person **receiving** the allegation of abuse must keep detailed **records** of the incident and their response. A record must be kept of all conversations – whether in person or on the telephone. Any decisions or actions taken must be recorded with supporting reasons for the response. All records must be dated. All correspondence and other details relating to the allegation must be kept. Any such records may be required by the police to be produced in evidence should the case go to court.

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Allegations can come from a variety of sources and thought needs to be given to how each situation will be handled:

- from/on behalf of a child, young person or vulnerable
- adult from an adult
- from abusers.

The role of the member of staff or volunteer to whom an allegation is made is to **LISTEN, RE-ASSURE** and **RECORD**, not to investigate.

How to respond to a child, young person or vulnerable adult wanting to talk about abuse:

- Above everything else, listen, listen, listen.
- Show acceptance of what the child, young person or vulnerable adult says (however unlikely the story may sound).
- Keep calm.
- Look at the child, young person or vulnerable adult directly.
- Be honest.
- Tell the child, young person or vulnerable adult you will need to let someone else know – don't promise confidentiality.
- Even when a child, young person or vulnerable adult has broken a rule, they are not to blame for the abuse.
- Be aware that the child, young person or vulnerable adult may have been threatened or bribed not to tell.
- Never push for information. If the child, young person or vulnerable adult decides not to tell you after all, then accept that and let them know you are always ready to listen.
- Do not ask questions which could be seen to leading the child, young person or vulnerable adult.
- As soon as possible, write down what has been shared (see "Making Notes").

Do say

- You have done the right thing in telling.
- That must have been really hard.
- I am glad you have told me.
- It's not your fault.
- I will help you.



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Don't say

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises.
- Never make statements such as "I am shocked, don't tell anyone else".

Concluding

- Reassure the child, young person or vulnerable adult that they were right to tell you and show acceptance.
- Let the child, young person or vulnerable adult know what you are going to do next and that you will let them know what happens. (You might have to consider referring to Social Services or the Police to prevent a child, young person or vulnerable adult returning home, if you consider them to be seriously at risk of further abuse).
- Contact the Diocesan Director for Safeguarding and Inclusion or the Cathedral Safeguarding Officer.
- Consider your own feelings and seek pastoral support if needed.

1.4.2 Making Notes

Make notes as soon as possible, preferably within one hour of the child, young person or vulnerable adult talking to you. Write down exactly what the child, young person or vulnerable adult said and when she/he said it, what you said in reply and what was happening immediately beforehand (e.g. a description of the activity). Note if anyone else was present. Record dates and times of these events, and when you made the record. Keep all hand-written notes, even if subsequently typed.

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1.4.3 Reporting Abuse

1.4.3.1 From a Child, Young Person or Vulnerable Adult

If a child, young person or vulnerable adult makes a statement alleging that he/she has been abused or says something which indicates that abuse may have occurred, or you otherwise have grounds to suspect that a child, young person or vulnerable adult may have been abused, that allegation, statement or suspicion must be reported as soon as is reasonably practicable.

All allegations of physical, emotional or sexual abuse must be reported to the Cathedral Safeguarding Advisor or directly to the police.

- If it is considered that a child, young person or vulnerable adult may be in immediate danger, referral must be made immediately to the **police**.
- The Cathedral Safeguarding Officer should follow and adhere to the relevant procedures.

Allegations of abuse such as shouting at a child, young person or vulnerable adult, unkind words etc. must be reported to the Cathedral Safeguarding Officer.

In the case of a child, young person or vulnerable adult requiring immediate medical attention, staff must:

- Refer to the A&E department of the Royal Hampshire County Hospital
- Inform the staff in A&E that the child, young person or vulnerable adult may have been abused. Hospital staff will initiate any safeguarding investigation
- Inform parents/carers that the child, young person or vulnerable adult is receiving medical attention
- Inform the Cathedral Safeguarding Officer
- Keep notes of events
- Maintain confidentiality

1.4.3.2 From parents/carers

If parents/carers report abuse of a child, young person or vulnerable adult staff must ensure that the abuse is reported to the above agencies in paragraph 3.1 by:

- the parents/carers themselves or the member of staff if the
- parents/carers cannot be encouraged to do so themselves.

An allegation must be reported, regardless of the wishes of parents/carers.

1.4.3.3 From adults who have been victims of abuse

Any reports from adult survivors of child abuse must report this to:

- The Cathedral Safeguarding Officer
- The Diocesan Director for Safeguarding and Inclusion

The adult must decide for him/herself if they want to report allegations to the police or social services. If any member of the Cathedral community is made aware of any issue which could lead to a possible risk to children, vulnerable adults or young people they must make this known to the Safeguarding Officer. If there are still risks to children, young people or vulnerable adults from the alleged abuser, the Cathedral Safeguarding Officer should be consulted.

1.4.3.4 From abusers

Admissions of abuse apart from formal confession (see below), from a person who may still harm children, young people or vulnerable adults, must be reported to:

- Social services or the police
- Director for Safeguarding and Inclusion The
- Cathedral Safeguarding Officer.

1.4.3.5 Reporting abuse disclosed during confession

Priests must make it clear whether or not a conversation is taking place in the formal context of a confession. The House of Bishops Consultation Paper 'Protecting All God's Children' (February 2003), suggests '...it is helpful if confessions are normally held at advertised times or otherwise by arrangement.'

This is still an issue under discussion.

If during confession a person discloses abuse, the priest is required to:

- Urge the person making the confession to report the abuse to the agencies concerned if children, young people or vulnerable adults may still be at risk
- Consider withholding absolution if the person concerned is the abuser, until the person has reported the abuse, and offer to support the abuser in reporting it
- If the person is the victim, make it clear that no absolution is not necessary, but discuss alternative ways to healing.



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1.5 Information Communication Technology

1.5.1 Introduction

Child abuse definitions and concepts are now being seen in an Information Communication Technology (ICT) environment. As technology develops, the internet and its range of content services can be accessed through various devices.

The internet has, in particular, become a significant tool in the distribution of indecent photographs/pseudo photographs of children, young people and vulnerable adults. Internet chat rooms, discussion forums and bulletin boards are used as a means of contacting children, young people and vulnerable adults with a view to grooming them for inappropriate or abusive relationships, which may include requests to make and transmit pornographic images of themselves, or to perform sexual acts live in front of a webcam.

Contacts made initially in a chat room are likely to be carried on via e-mail, instant messaging services, mobile phone or text messaging. There is also growing cause for concern about the exposure of children, young people and vulnerable adults to inappropriate material via interactive communication technology - for example adult pornography and/or extreme forms of obscene material. Children, young people and vulnerable adults themselves can engage in text bullying and use mobile phone cameras to capture violent assaults of other children, young people and vulnerable adults for circulation.

Where there is evidence of a child, young person or vulnerable adult using ICT excessively, this may be a cause for concern more generally about the child's, young person's or vulnerable adult's welfare or development, in the sense that it may inhibit the development of real-world relationships or become a factor contributing to obesity.

Recent developments in the use of computers, the internet, mobile phones and digital cameras present new challenges in educating and safeguarding children, young people and vulnerable adults.

1.5.2 Internet-related abuse

Adults may target chat rooms, social networking sites, messaging services, digital cameras, mobile phones and the internet generally in order to groom and abuse children, young people and vulnerable adults. Children, young people and vulnerable adults are particularly vulnerable to abuse by adults who pretend to be children, young people or vulnerable adults of comparable ages in social networking sites and who try to obtain images or engineer meetings. Children, young people and vulnerable adults themselves can also misuse these facilities, sometimes inadvertently and sometimes with malicious intent.



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1.5.3 Definitions of form of harm

The downloading, keeping or distributing of indecent images of children, young people and vulnerable adults are all criminal offences which are widely committed by adults, including by church members. (Taken from *Protecting All God's Children*, 4th Edition, 2010)

1.5.4 Forms of Communication

The following guidance relates to various forms of communication.

1.5.4.1 Email

- When considering using email to communicate with children, young people and vulnerable adults, consent from both the individual and their parent/guardian/carer should be obtained. This is done most simply when an individual registers to join a group, and email consent wording can be added to the general consent that is signed on the form.
- Staff should use a specific and known account to communicate with children young people and vulnerable adults. The addresses of which should be known to the children, young people and vulnerable adults' parents/carers and the staff member's supervisor. It should be possible for the staff member's supervisor to access all messages, both sent and received on this account. Under no circumstances should messages be sent or received on a separate account.
- Children, young people, vulnerable adults and parents/carers should be aware that the supervisor has access to the account, which is most simply done at the same time consent is given. Staff should not give children, young people or vulnerable adults access to any personal email address.
- Clear and unambiguous language should be used. Nuance and tone in email can sometimes be hard to read, and ambiguity, flirtation, crude humour, ridicule or insulting language should never be used, even in jest. Be careful to avoid abbreviations that can be misinterpreted, such as lol (laugh out loud or lots of love) and luv.
- Do not say anything in an email that you would not say face to face to the child, young person or vulnerable adult. Ensure there are clear ground rules about what staff will and will not communicate about. If you find yourself being drawn into areas you are unsure about, stop the communication and tell the child, young person or vulnerable adult this is a no-go area.
- Do not forward chain emails or email petitions to children, young people or vulnerable adults.
- Think very carefully about sending images. It is generally wiser not to do this as it may set an unhelpful precedent. If you do decide to send images, make sure they are appropriate and comply with the Cathedral's photograph and images policy.

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- Make sure any hyperlinks do not lead to inappropriate material.

Ensure you have means of communicating with a child, young person or vulnerable adult who does not have access to email or whose parents/carers do not allow communication this way. Do not allow use of email to exclude any child, young person or vulnerable adult.

Think about adding a standard rider to the bottom of emails:

‘Any views or opinions presented are solely those of the author and do not necessarily represent those of (church or group name) unless otherwise stated.

1.5.4.2 Instant Messenger (MSN, Facebook Messenger etc)

This may include one to one communication (chat) or group conversations (chat rooms).

- All the above guidance for email should be taken into account, particularly consent, the use of unambiguous language and accountability.
- There should be an agreed length of time for a conversation, and a curfew from say 10pm until 7am. If you wouldn't meet a child, young person or vulnerable adult at a given time face-to-face, don't meet in cyberspace either.
- As with face-to-face contact ensure you don't allow any one child, young person or vulnerable adult to 'monopolise' you or spend far longer communicating with one child, young person or vulnerable adult.
- Do not say anything on Messenger that you would not say face-to-face to the child, young person or vulnerable adult. Ensure there are clear ground rules about what staff and volunteers will and will not communicate about. If you find yourself being drawn into areas you are unsure about, stop the communication and tell the child, young person or vulnerable adult this is a no go-area.
- Log all conversations in a text file (there is a setting to do this in MSN), ensuring that it is saved in an appropriate place on your computer. Inform people at the beginning of the conversation that this is going to be saved. Make sure your supervisor knows where the files are saved and that they have access to them. It may be wise to ensure these are backed up onto disc at regular intervals.
- Staff and volunteers should be accountable and report any inappropriate online conversations (a young person being overly friendly, for example) with their line manager or safeguarding officer. As soon as a member of staff or volunteer feels this has happened in a conversation, they should end the session.
- Take extreme care if using video or voice messaging, ensuring that you are in a public place when you do so, and that other people are around and aware of what you are doing and to whom you are talking.
- Encourage children, young people and vulnerable adults to use moderated chat rooms.

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1.5.4.3 Mobile Phones

- It is advisable for employed staff to be supplied with a mobile phone dedicated to work purposes. This allows the phone to be switched off when outside work and enables the member of staff to maintain a good work/life balance. It also allows costs for calls and texts to be accounted for via an itemised bill.
- Consent for communication via mobile phones should be sought from parents/carer, as above.
- As with other forms of communication language should be unambiguous and terms such as 'luv' or 'xx' should not be used at the end of a message or within a signature.
- Do not say anything in a mobile phone call that you would not say face-to-face to the child, young person or vulnerable adult. Ensure there are clear ground rules about what staff or volunteers will and will not communicate about. If you find yourself being drawn into areas you are unsure about, stop the communication and tell the child, young person or vulnerable adult this is a no-go area.
- If supplied with a work phone, workers should not supply their personal number to the children, young people or vulnerable adults with whom they work.
- As with IM conversations, the staff should not use the phone outside reasonable hours, and a curfew should be used from say 10pm until 7am.
- As with face-to-face contact ensure you don't allow any one child, young person or vulnerable adult to 'monopolise' you or spend far longer communicating with one child, young person or vulnerable adult.
- Children, young people and vulnerable adults should be told that the number is for a work phone rather than a personal one.
- Texts or conversations that raise concerns should be saved and passed on to or discussed with the member of staff or volunteer's supervisor.
- Many phones have cameras. All cameras used by staff or volunteers should be covered by a separate policy on photography, including those in a phone. This policy will cover issues including consent, storage of images and their use in publicity and online.

1.5.4.4 Social Networking Sites

- Facebook, Myspace, Bebo and the like raise issues that go beyond those covered in previous sections. All the general guidance surrounding language, curfew and parental consent should be followed.

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- Staff should consider having two profiles – a dedicated one for work which will protect children, young people or vulnerable adults from contacts of the member of staff using their profile to contact them. Staff should take care with privacy settings on personal/non-work profiles.
- Staff should only accept friend requests for this profile from children, young people and vulnerable adults known to them, who they have met offline.
- Communication should be in the public domain where possible (by using group mailings or public wall posts).
- Do not say anything in a networking site that you would not say face-to-face to the child, young person or vulnerable adult. Ensure there are clear ground rules about what staff and volunteers will and will not communicate about. If you find yourself being drawn into areas you are unsure about, stop the communication and tell the child, young person or vulnerable adult this is a no-go area.
- Where groups are set up, they should be closed, and not open to the general public. Staff /volunteers should retain administrative rights and moderate the group, only by sharing those rights with other trusted staff or volunteers.
- Publicity of events taking place at private addresses should only be published in the private area.
- Photographs posted on these sites are subject to all the restrictions of posting any photograph on the internet, and staff and volunteers should comply with their photographic policy at all times.
- Content that raises issues or concerns for the member of staff or volunteer should be saved/printed and shown or discussed with the worker's supervisor.
- It should be noted that Facebook policy denies accounts to children under 13. Therefore youth leaders would be advised not to accept friend requests from under 13's. If the age range of a group encompasses those below the minimum age, the worker should ensure there are other ways to contact those under age or who do not have access to a networking site.
- A Facebook Fan Page allows information to be passed between people. Such pages can be open to everyone, or private just to a specific group.

NB: Not all children, young people and vulnerable adults will have access to the internet or a mobile phone. We must ensure that they are not disadvantaged, made to feel left out or 'mocked' by the rest of the group. The leaders must agree alternative ways of communicating with this group.



GUIDANCE

1.5.5 Computer Access

Many youth groups now provide computer access during or as part of group activities. There should be clear guidelines for how this will be managed.

- If access to the internet is available, parental consent must be obtained prior to use.
- Parental controls or other software should be used to ensure inappropriate material is not access.
- All monitors should be placed facing into a room, where the member of staff or others can see the display at all times.
- Guidelines on basic safety should be made available – last names, school, address, email address, phone numbers, passwords are private and should not be disclosed.
- Photographs should not be sent or received.
- Webcams should not be used or only used under direct supervision. There is a clear procedure for action to be taken if any child, young person or vulnerable adult receives something inappropriate.
- All online shopping is forbidden.
- Downloading should only happen with the permission of and under the supervision of the leader.
- Time limits should be set for the time a child, young person or vulnerable adult spends on the computer.
- If online gaming is allowed, clear guidelines and supervision should be in place.

APPENDIX

Section Two

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APPENDIX

2.1 Types of Abuse

2.1.1 Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child, young person or vulnerable adult. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in, a child, young person or vulnerable adult.

2.1.2 Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child, young person or vulnerable adult such as to cause severe and persistent adverse effects on the child's, young person's or vulnerable adult's emotional development. It may involve conveying to a child, young person or vulnerable adult that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children, young people or vulnerable adults. These may include interactions that are beyond the child's, young person's or vulnerable adult's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child, young person or vulnerable adult participating in normal social interaction. It may involve causing children, young people or vulnerable adults frequently to feel frightened or in danger, or the exploitation or corruption of children, young people or vulnerable adults. Some level of emotional abuse is involved in all types of ill-treatment of a child, young person or vulnerable adult, though it may occur alone.

2.1.3 Sexual Abuse

Sexual abuse involves forcing or enticing a child, young person or vulnerable adult to take part in sexual activities, including prostitution, whether or not the child, young person or vulnerable adult is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or sex) or non-penetrative acts (oral sex). They may include non-contact activities, such as involving children, young people or vulnerable adults in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children, young people or vulnerable adults to behave in sexually inappropriate ways involving children, young people or vulnerable adults in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children, young people or vulnerable adults to behave in sexually inappropriate ways.

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2.1.4 Neglect

Neglect is the persistent failure to meet a child's, young person's or vulnerable adult's basic physical and /or psychological needs, likely to result in the serious impairment of the child's, young person's or vulnerable adult'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 and clothing, shelter, including exclusion from home or abandonment, failing to protect a child, young person or vulnerable adult from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's, young person's or vulnerable adult's basic emotional needs.

2.2 Signs and Symptoms of Abuse

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

2.2.1 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 - under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care, etc
- 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/substance abuse.*

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2.2.2 Indicators of possible sexual abuse

- Any allegations made by a child, young person or vulnerable adult concerning sexual abuse
- Excessive preoccupation 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
- Sexually provocative or seductive behaviour 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 - anorexia, bulimia.*

2.2.3 Emotional Signs of Abuse

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

*These signs may indicate the possibility that a child, young person or vulnerable adult is self-harming, mostly by cutting, burning, self-poisoning. Approximately 20,000 are treated in accident and emergency departments in the UK each year.

SUPPLEMENTARY INFORMATION

Section Three

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SUPPLEMENTARY INFORMATION

3.1 Special Needs

In this context Special Needs is used in the widest terms. It should be taken to include all possible Special Needs – physical disabilities, learning disabilities, emotional and/or behavioural problems, mental health difficulties, etc. There are a huge number of specialist organisations working either generally with special needs and disability or focusing on specific disabilities. It is good practice if a child, young person or vulnerable adult with a special need is involved in a group to find out as much as possible about the special need or disability. These organisations will be able to provide information. The carers and or family will usually be very keen to support you in working with their child, young person or vulnerable adult and may be consulted about concerns or issues.

Children, young people and vulnerable adults who have special needs can be subject to all forms of abuse. In reality children, young people and vulnerable adults with special needs are at greater risk of sexual abuse. We need, therefore, to ensure we take all possible steps to protect these children, young people and vulnerable adults.

The definition of what constitutes abuse is wider for children, young people or vulnerable adults with special needs – (for example it may include force feeding, financial abuse, over medication, segregation, etc.)

There are some areas of difficulty we need to be aware of:

- By virtue of the nature of a number of special needs it can be difficult to determine whether a child, young person or vulnerable adult with special needs has been abused – for example, because of communication difficulties
- Children, young people or vulnerable adults may have difficulty in understanding what has been said to them, or in expressing themselves – their concerns or experiences - in ways that others understand
- The majority of children, young people and vulnerable adults may experience difficulty in communicating experiences or fears which they may not fully understand or for which they don't know the right words. This may be even more the case for children, young people and vulnerable adults with special needs.
- The person communicating with the child, young person or vulnerable adult may not possess the appropriate personal communication skills – appropriate spoken and nonverbal communication or specific forms of communication such as sign language, Makaton, etc. It may be appropriate, if there are concerns, to explore how this expertise may be made available.



SUPPLEMENTARY INFORMATION

There are a number of reasons why children, young people and vulnerable adults with special needs are more vulnerable to abuse:

- Children, young people and vulnerable adults with disabilities/special needs tend to have more physical contact with a range of people than those who do not have disabilities/special needs – therapists, care workers, etc. They may also need and be used to a higher level of personal care and are, therefore, more used to people touching them in ways that other children, young people and vulnerable adults of a similar age would not be
- Attitudes play a key part – if we believe that a child, young person or vulnerable adult with a disability or special need will not be sexually abused because they are seen (or we see them) as asexual, we are being both naïve and at risk of neglecting our duty of care
- Some abusers will target children, young people or vulnerable adults with disabilities/ special needs because of the difficulties they know are present with communication, and feel there is less probability of being found out
- Children, young people and vulnerable adults 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, young people and vulnerable adults with special needs and those who care for them. The confusion and uncertainty felt by young people without special needs may be much greater for those with special needs. 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 special needs.

In attempting to explore or come to terms with their developing sexuality and sexual feelings and responses, young people with special needs may behave in ways that are sexually inappropriate to other children and young people or adults. Church activities are a situation in which this may occur. If we have children and young people with special needs in our groups, we will also need to ensure that we are able to help them deal with these situations constructively, both for themselves and for others in the group.



FORMS

Section Four

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SAFEGUARDING

Photograph Consent Form

Please read and ensure you are fully aware of this document before you sign.

To comply with the UK Data Protection Act, your permission is needed before we are able to use an image or any near likeness of the child named below. No image or likeness will be used without your permission.

If permission is given, you may remove it at any time by contacting the person named at the bottom of this document.

This form must not be signed by a minor. Permission for a minor must come from a parent or legal guardian.

Name of child/young person/vulnerable adult

.....

Date of birth

Home address

.....

Contact telephone number

I give permission as the parent or guardian of the named person above for their likeness to be used for the purposes of Winchester Cathedral's internal and external publications, newsletter, presentations, website, local/national newspaper articles and by the appropriate broadcasting company.

Signed

Print

Date