

SECTION 5

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Facts about abuse

From the mid 1970s onwards the issue of child abuse has received increased public attention, in the light of a number of high profile investigations and public inquiries following deaths of children. Over the years the accepted concept of child abuse has widened to include sexual and emotional abuse, along with the recognised issues of physical abuse and neglect.

The following facts about abuse both that of children and adults at risk are based on research findings and highlight issues relating to the different categories of abuse.

- Most who are abused are abused by those they know and trust
- The reported cases of child abuse are a small proportion of the cruelty, exploitation and neglect to which children in our society are subjected
- There is an increased awareness of abuse of the elderly
- Disabled children/young people and adults are more vulnerable to abuse; they are more dependent on others for intimate care and sometimes less able to tell anyone or escape from abusive situation
- People very seldom make false accusations of abuse, and will often deny the abuse or retract an accusation after they have made it
- Children who talk about the abuse fear the consequences of telling – if things are bad, perhaps they may get worse
- People who are abused can be very good at hiding their unhappiness and distress
- Abuse has serious long-term harmful effects on people. Without help, the effects of abuse can be devastating
- Social care services will only remove children from their home where there is actual, or risk of, significant harm and if the child is in real danger of further abuse

Listening and Believing Children

- **Listening to Children** is important. There is a tendency for children to be disbelieved in the face of adult power and control and it is essential that those working with children should be ready to hear, believe and where necessary act on their confidences. Children often find it difficult to speak of events which have upset them and it is most likely, therefore, that they will unburden themselves to those they already know well and trust.
- All those working with children should be prepared to listen. It is strongly recommended that all those working with children in a Parish should be alerted to the possibility that a child may wish to share a confidence and that they should be prepared to act appropriately.

What are Mistreatment, Abuse and Harm?

Mistreatment

Mistreatment is defined by the "No Secrets" government document as, 'a violation of an individual's human and civil rights by any other person or persons'. In a church context, it could be any misuse of a pastoral or line management relationship, from the most serious to less severe behaviour, which lies at its root.

Abuse

This term covers abuse, bullying and harassment. These categories are not watertight and can overlap and converge on each other, and the seriousness can be difficult to assess. Abuse may also be an act of neglect or omission to act. The consequences for those who are victims of such behaviour must always be taken into account.

Harm

Harm is that which results from mistreatment or abuse.

WHO ABUSES ?

Did you know?

- You can't tell by looking at a person whether they are an abuser – they don't appear different from the rest of society;
- Abusers come from all classes in society, all professions and all races;
- Abuse may sometimes be carried out by strangers but it is much more common that the abuser is known to the person , e.g. parent, sibling, babysitter, carer, relative or friend of the family; or may become known through grooming.
- It is not only adults who abuse children – children may suffer abuse from other children and young people;
- Sometimes people in a position of trust or authority abuse children such as a teacher, youth worker, children's worker or a church worker/leader;
- Sometimes, paedophiles and others who abuse children set out to join organisations (including churches) to obtain access to children and not always directly, they will build relationships with adults first.

It is very important to draw the distinction between sexual abuse and other ways in which people may suffer harm – the reasons for sexual abuse of children are very different from the reasons why people physically abuse or neglect them.

WHERE CAN ABUSE HAPPEN?

Abuse can happen anywhere, including:

- A person's own home
- A friend or relative's home
- A hospital
- A care home
- A day service
- An educational establishment
- A public place

SAFEGUARDING ALLEGATIONS

Working with Suspicions

All allegations or suspicions of abuse should be reported to your Parish Safeguarding Officer, Incumbent or the Diocesan Safeguarding Adviser.

In emergencies, referrals should be made directly to the Police or Children's / Adults Services.

- Don't keep things to yourself
- Don't rely on someone else to take action
- Don't talk to the parents, as this could alert a perpetrator who could silence the child
- At all times the welfare of the child is of primary importance
- Keep information confidential (only those named above should be informed. The child or young person's privacy should be respected)

Allegations against Church Workers/Volunteers

- Don't inform the worker/volunteer of the allegation
- Contact the Diocesan Safeguarding Adviser, Incumbent and your Parish Safeguarding Officer
- In an emergency, and if you are unable to speak to any of the above, talk to the Archdeacon or contact the Police
- Keep information confidential

Concerns about Church Workers (paid or voluntary)

- Where there are concerns or allegations about an adult in a position of trust within the church, you should not inform the person in question, as you might prejudice any police investigations. You should always contact the Parish Safeguarding Officer and/or the Diocesan Safeguarding Adviser immediately.
- Consult the Diocesan Dignity at Work Policy which can be downloaded from the Diocesan website.

How may I become aware of Abuse?

- A child or adult may tell you;
- Someone may tell you that a child or adult has told them or that they strongly believe a child / young person or adult has been or is being abused.
- A person may show signs of physical injury for which there appears to be no satisfactory explanation.
- A child's behaviour may indicate to you it is likely that he or she is being abused;
- Something in the behaviour of one of the workers or in the way a worker relates to a child alerts you or makes you feel uncomfortable in some way
- Your awareness of a suspicion about abuse may come about as a result of something disclosed to you by a third party (parent, friend, co-worker) who suspects or has been told of the abuse.

If you are concerned that someone has been or is at risk of abuse, you have no choice but to act.

What to do if you are told about or suspect abuse

It can take a great deal of courage for someone to talk to another adult about their abuse, because they are 'telling on' someone who is more powerful. People learn to be very good at covering up the abuse and are able to give plausible explanations for what has happened.

If a child talks to you about abuse it is because the child feels able to trust you. The child has spoken to you about an issue that is important. Children have confidence that adults can change things. If a child discloses abuse, remember that this may be the beginning of a legal process, as well as of a process of recovery for the child. Legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way

It is important to reassure a child or adult that it is right to talk about it, and that you will take everything they say seriously.

However you cannot promise confidentiality.

The following guidance should be followed as far as possible:

- Reassure the person that you are taking what is being said to you very seriously.
- Listen and hear
- Give time to the person to say what they want.
- Keep calm
- Look at them directly
- Don't prejudge anything
- Let them know you will need to tell someone else - DO NOT promise confidentiality
- **Reassure** that they have done the right thing in telling

- Whatever the person may have done, they are not to blame for the abuse
- Be aware the person may have been threatened, intimidated or made to promise secrecy
- Never push for more information than is immediately given
- Hear the allegation clearly, make a written note of it afterwards, and follow the procedure in this handbook
- Do not enquire into the details of the abuse.
- Do not ask probing, leading or suggestive questions.
- Do not investigate any allegations.
- Do not make a person repeat the story unnecessarily.
- Do not contact the person they allege as the abuser.
- If you receive third party information do not contact the person alleged to have been abused.

By sharing/ telling you the individual is indicating they want the abuse to stop or they want an abuser to be held to account for past abuse.

Helpful things to say

- "Thank you for telling me this"
- "I will have to share this with someone else who can help"
- "You needn't tell me any more about it, I've understood what you're telling me"
- "I am glad you have told me, it is not your fault, I will help you"

Concluding the conversation

- Reassure the person that they have done the right thing to tell you
- You are taking what has been said very seriously
- You will tell someone who can help, straight away
- They are to try not to worry or feel they've done anything wrong

It is helpful to note if the person has told anyone else. The point of the conversation is to establish the barest account of the allegation. You do not have to believe it or disbelieve it, just note it accurately, and then refer the case onwards correctly.

What to do next:

Under no circumstances should any individual person try to deal with **the problem alone**.

The primary responsibility of the person who first suspects or is told of abuse is to report it and to ensure that their concern is taken seriously.

In the first instance the concern should be to the Parish Safeguarding Officer/ Incumbent / Diocesan Safeguarding Adviser.

Make Notes

- Write an account of the conversation as soon as possible writing down exactly what the person said and what you said in reply and what was happening immediately beforehand (i.e. an activity, etc)
- Date and time the record, and mention anyone else who was present. Don't forget to sign it
- Keep all hand written notes, even if the record is typed up. Such records should be kept in a secure place in case they are needed in the future

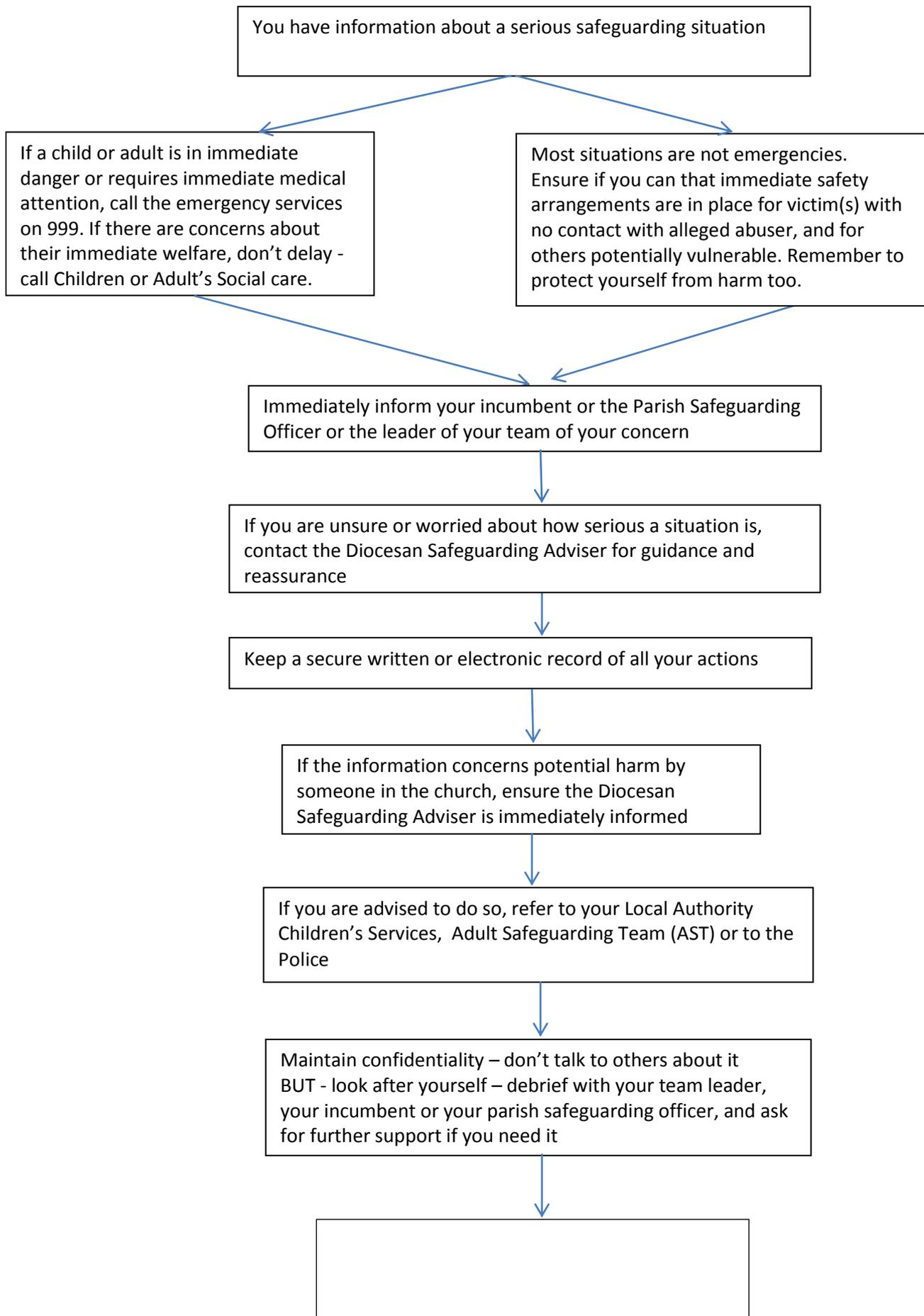
Other Important Issues

- People need to know that they will be listened to and their concerns will be taken seriously, so it is a good idea to display information about help-lines and other support information
- People will talk about their concerns and problems to people they feel they can trust. This will not necessarily be the Parish Safe guarding Officer
- Any member of staff or volunteer who is approached by a child /young person / adult wanting to talk should listen positively and reassure them.
- The way a staff member or volunteer talks to them in such situations may have an effect on the evidence that is put forward if the case goes to court. It is important that staff do not jump to conclusions, ask leading questions, or put words into their mouth

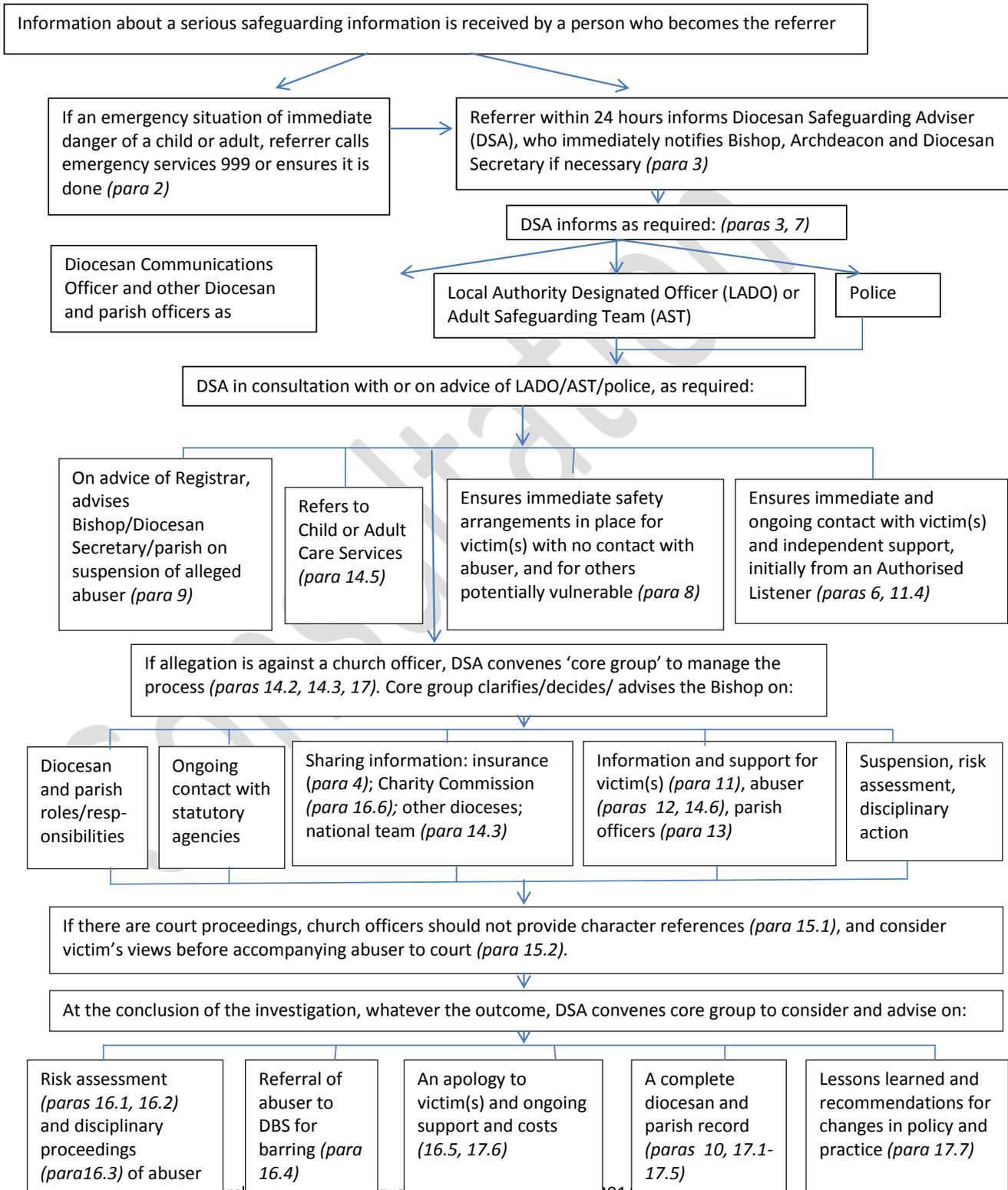
Staff and Volunteers should be aware that:

- It is not your responsibility to investigate suspected cases of abuse.
- You cannot promise a child /young person / adult confidentiality – you must explain that you will need to pass information to other professionals to help keep them or other people safe.

RESPONDING TO SAFEGUARDING SITUATIONS FLOW CHART



RESPONDING TO SERIOUS SITUATIONS FLOW CHART



RESPONDING TO DISCLOSURES OF HISTORIC ABUSE

- Treat 'historic' ie past cases as if they were current
- Keep focused on the survivor's needs
- Listen – and offer an independent listener or agency
- Be honest and open about the process, and where you will need to share information
- Be aware you have a duty to assess any current risk that may be posed.
- Always seek advice from the DSA, who will work out with you the balance of working at the survivor's pace and responding to his or her needs against the need to pass on information if there remains a current risk.

INFORMATION SHARING, CONFIDENTIALITY AND CONSENT

If you are uncertain about whether certain information should be shared or not, or whether the person's consent to share information is required, then in the first instance consult the Diocesan Safeguarding Adviser in confidence.

The guiding principle is:

- transparency among those who need to know
- confidentiality outside this group.

No hard and fast guidance can be given but the following people should normally be considered as having a legitimate need to know:

- Incumbent
- Church wardens
- Parish Safeguarding Officer
- Others with a specific role

The Diocesan Safeguarding Adviser should also be informed.

The PCC will need to approve activities carried out in the church's name and must be informed of situations of possible risk though without naming individuals.

Information sharing

- Explain openly and honestly at the outset what information will or could be shared, and why, and seek agreement – except where doing so could put the child, adult at risk or others at risk of significant harm.
- In the case of a child, the child's safety and welfare must be the overriding consideration when making decisions on whether to share information about them.
- Seek advice when in doubt.
- Ensure information is accurate, up-to-date, necessary for the purpose for which you are sharing it, shared only with those who need to see it, and shared securely.
- Always record the reasons for your decision, whether it is to share or not.

Confidentiality

Confidentiality is only breached where the sharing of confidential information is not authorized by the person who provided it, or by the person to whom it relates. The first option before sharing information should therefore be to seek consent.

There are some circumstances where it is not appropriate to seek consent to share information, for example where to do so would :

- place a child or young person at increased risk of significant harm
- place an adult at risk of serious harm
- prejudice the prevention, detection and prosecution of serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm

Consent must be 'informed'. This means that the person giving consent must be able to understand why information needs to be shared, who will see the information, the purpose to which it will be put and the purpose of sharing it.

It is good practice always to obtain explicit consent, preferably in writing.

Sharing information in the right way

If your decision is to share information, then:

- disclose only that information which is necessary for the purpose
- share the information only with those who need to know
- check that the information is accurate and up-to-date
- share it in a secure way

TYPES OF ABUSE

PHYSICAL

Instances might include hitting, slapping, pushing, kicking, burning or scalding, inappropriate restraint, withholding or misuse of medication, squeezing, biting, suffocating, poisoning, drowning or killing. It could include racially or religiously motivated attacks. A requirement for someone to work in an unsafe environment can be construed as physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in, a child.

Signs include:

- Bruising, especially trunk, upper arm, shoulders, neck or finger tip bruising.
- Burns/scalds, especially cigarette.
- Human bite marks.
- Fractures, especially spinal.
- Swelling and lack of normal use of limbs.
- Serious injury with lack of / inconsistent explanation.
- Untreated injuries.
- Poor skin condition or poor skin hygiene
- Inappropriate use of medication, overdosing or under dosing

Impacts

- Unusually fearful with adults.
- Unnaturally compliant to parents.
- Refusal to discuss injuries/fear of medical help.
- Withdrawal from physical contact.
- Aggression towards others.
- Wears cover up clothing.

EMOTIONAL OR PSYCHOLOGICAL ABUSE

It includes lack of privacy or choice, denial of dignity, deprivation of social contact or deliberate isolation, making someone feel worthless, lack of love or affection, threats, verbal abuse, humiliation, blaming, controlling, pressurizing, coercion, fear, ignoring the person.

The classic description of Emotional Abuse is “*Low Warmth High Criticism*”

CHILDREN

The persistent emotional maltreatment of a child which causes severe and persistent adverse effects on the child’s emotional development. 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 the 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 cause the child to feel frightened or in danger.

ADULTS

Other behaviours which may take place within a working relationship include public or unreasonable criticism, insults and shouting, ignoring a person’s wishes or point of view, setting unreasonable work targets, removing areas of responsibility, undervaluing a person’s efforts.

Harassment may include name calling, victimisation and ostracism, unwanted sexual attention, stalking, compromising invitations or gifts, the display of images that are racially or sexually offensive, the suggestion that sexual favours might further promotion prospects.

Signs include:

- Physical, mental and emotional underdevelopment/.
- Acceptance of punishments, which appear excessive.

- Over reaction to mistakes.
- Continual self-depreciation.
- Sudden speech disorders.
- Fear of new situations.
- Neurotic behaviour (such as rocking, hair twisting, thumb sucking).
- Self-harming
- Fear of parents / carers being contacted.
- Extremes of passivity or aggression.
- Drug/solvent abuse.
- Running away.

Impacts:

- Lack of concentration
- Poor social relationships
- Fearful of adults
- Unusually compliant to adults
- Withdrawal
- Aggression
- Poor trust
- Low self esteem

NEGLECT

Neglectful behaviour is any pattern of activity by another person, which seriously impairs an individual. Neglect can include: failure to intervene in situations where there is danger to a person or to others (particularly when a person lacks the mental capacity to assess risk), not giving personal care, deliberately withholding visual or hearing aids, withholding food, drink, light and clothing, restricting access to medical services, denying social, religious or cultural contacts, denying contact with family, lack of appropriate supervision.

Neglect and Self neglect are now a safeguarding criteria for adults.

Neglect is often insidious, increasing gradually over a period of time.

Physical Signs include:

- Poor personal hygiene.
- Poor state of clothing.
- Emaciation, potbelly, short stature.
- Poor skin tone and hair tone.
- Untreated medical problems.
- Failure to thrive with no medical reason.

Impacts:

- Constant hunger.
- Constant tiredness.
- Frequent lateness/non attendance at school.
- Destructive tendencies.
- Low self esteem.
- Neurotic behaviour.
- No social relationships.
- Running away.
- Compulsive stealing/scavenging.
- Multiple accidents/accidental injuries.

SEXUAL ABUSE

CHILDREN

This 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.

Sexual abuse may be non-contact if the young person is manipulated in to having indecent photographs taken, or indecent images over webcams. The effects on the child/young person can be that they never know who has seen those images. For some children/young people, the first they know that others have seen the images is when the police come to them to inform them that the images have been found. This has profound emotional and psychological impacts.

ADULTS

A sexual act carried out without the informed consent of the other individual is abuse. Such behaviour includes contact and non-contact abuse. The issue of informed consent is a fraught one and would need to be carefully investigated. No one should enter into a sexual relationship with someone for whom they have pastoral responsibility or are in a position of trust.

Non-contact abuse may include sexual remarks and suggestions, introduction to indecent material, indecent exposure. Contact abuse may include rape, indecent assault, being forced to touch another person, sexual intercourse or being pressurized into consenting to sexual acts.

Physical Signs include:

- Damage and soreness to genitalia, anus or mouth
- Sexually transmitted disease
- Unexpected pregnancy especially in very young girls
- Unexplained recurrent urinary tract infections, discharges or abdominal pain

Impacts:

- Sexual knowledge inappropriate for age
- Sexualised behaviour in young children
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Sudden changes in personality and appearance
- Lack of concentration, restlessness
- Socially withdrawn
- Overly compliant behaviour
- Poor trust in significant adults
- Regressive behaviour, onset of wetting (after having been dry) – day or night
- Suicide attempts, self harm, self disgust
- Eating disorders
- Lack of trust

BULLYING AND HARASSMENT

There is no clear boundary between bullying and abuse.

Bullying can mean many different things, including actions which some adults may dismiss as trivial or unimportant. It is estimated that as many as one in four children in primary schools and one in ten children in secondary schools are bullied. Adults and children alike are bullied sometime in their lives, by brothers, sisters, neighbours, work colleagues or peers leaving the person scared, vulnerable and quite alone.

Signs of bullying include:

- **Physical:** pushing, kicking, hitting, pinching and other forms of violence or threats.
- **Verbal:** name-calling, sarcasm, spreads rumours, persistent teasing.
- **Emotional:** excluding (sending to Coventry), tormenting, ridicule, humiliation, coercion.
- **Racist:** racial taunts, graffiti, gestures.
- **Sexual: unwanted** physical contact or abusive comments, homophobic or gender comments

Bullying can happen at school in the playground, in the classroom, on the bus or walking home, in the workplace and even in church.

There are no “natural victims”. Anyone can be subjected to bullying. It may be the case that some children/people are bullied because they are different in some way (they may have a disability, or speak with a different accent, for example) but many other children are bullied for no obvious reason. Often children and young people bully others because the opportunity is there.

Adults often bully each other in the home, workplace, social groups, in P.C.C. meetings and other church activities where there is a dispute over roles and authority.

Impacts:

- Depression;
- Low self-esteem;
- Shyness;
- Poor academic achievement;
- Isolation;
- Threatened or attempted suicide.

A child may indicate by their behaviour that they are being bullied. If a child shows some of the following signs, bullying may be responsible and you might want to ask if someone is bullying or threatening them – **remember no-one deserves to be bullied.**

The following advice is given about bullying at school, but could easily be applied to church activities.

A child may:

- be frightened of walking to and from school;
- change their usual route;
- not want you to go on the school bus;
- beg you to drive them to school;
- be unwilling to go to school (or be 'school phobic');
- feel ill in the mornings begin truanting;
- begin doing poorly in their school work;
- come home regularly with clothes or books destroyed;
- come home starving (bully taking dinner money);
- become withdrawn, start stammering, lack confidence;
- become distressed and anxious, stop eating;
- attempt or threaten suicide;
- cry themselves to sleep, have nightmares;
- have their possessions go missing;
- ask for money or start stealing (to pay the bully);

- continually 'lose' their pocket money;
- refuse to talk about what's wrong;
- have unexplained bruises, cuts, scratches;
- begin to bully other children, siblings;
- become aggressive and unreasonable;
- give improbable excuses for any of the above;

WHO CAN BE A BULLY?

It can be hard to distinguish bullying from other things which happen to children or adults such as:

- Teasing
- Name-calling
- Getting into fights
- Intimidating

Usually we would say that a young person was a bully if they were frightening, upsetting or hurting another young person on a regular basis.

You may find it hard to believe at first because you will probably not see it happen – bullying is usually something which happens secretly and can be subtle.

Why are some people bullies?

Sometimes bullies have themselves been bullied by another person – it's almost as if they think "If someone's treated me that way then I'm going to do it too".

What can you do?

- Talk to the person. They will probably say they don't know why they're doing it and this may be true. Often people do things without being quite sure why.

- You can explain to the person that you don't like their behaviour and want to help them to stop.
- If the person feels inadequate or unhappy in other ways you will need to try to help solve these problems.
- Try to find something that they are good at and give them praise and encouragement with that.
- Try not to stress their problems or point out their failings especially in front of others.
- Think about whether the person could be trying to prove him or herself or win friends through bullying. If s/he hasn't many friends can you help them to make new ones

HOW YOU CAN HELP

- Listen to people and believe what they tell you about their feelings and concerns.
- Help the person to explore their options and keep control, do not take over.

Children

- Encourage children to feel good about themselves; both those who bully and the bullied often lack self-esteem.
- Encourage children to understand that we are all different, yet equally important.
- Encourage children to think about their own and each other's feelings.

Action you can take

- If you suspect bullying is taking place in your situation then contact the Diocesan Safeguarding Advisor or link up with the other agencies for advice. (ref: Dignity at Work Policy for further information)

Bullying is distressing in whatever form it takes, with cyber bullying it can seem inescapable as it can occur in every social environment the person is in, even at home.

CYBER BULLYING

Cyber bullying – or bullying via digital technologies like mobile phones and computers – is a different threat to children and adults. It can be harder to spot and more difficult to stop than ‘traditional’ bullying, but understanding the dangers can help keep people safe.

What’s different about Cyber bullying?

Cyber bullying is different to other forms of bullying because:

- It can occur anytime, anywhere – the victim can even receive bullying messages or materials at home.
- The audience to the bullying can be large and reached very quickly and easily if messages are passed around or things are posted online
- It can be unintentional – people may not think about the consequences of sending messages or images.

Ways of Cyber bullying

The most common ways of cyber bullying are through.

- Chat rooms, blogs and forums – although many of these are moderated, people involved in discussions can be sent abusive responses.
- Text messaging – abusive and threatening texts can be sent to mobile phones.
- Abusive or prank phone calls – these can be made to a child’s mobile phone.
- Picture and video clip messaging – offensive images can be sent to mobile phones.
- Email – new addresses can be set up in minutes and used to send offensive messages and images.
- Social networking and personal websites (like Facebook or MySpace) – offensive or humiliating messages and images can be posted on these sites

- Identity theft – in many cyber environments fake profiles can be set up pretending to be someone else with the aim of bullying others.
- Instant message services – quicker than email, these allow users to have 'real time' conversations, and offensive messages or content can be sent in this way.
- Webcams – usually used to view each other when chatting online, children can also be sent abusive images or encouraged to act in an inappropriate way while being filmed.
- Video hosting sites (like YouTube) – children may find themselves the subject of films being shown (e.g. what is wrongly called 'happy slapping') or be accidentally exposed to pornographic images.
- Gaming sites, consoles and virtual worlds (e.g. Habbo Hotel) – chatting is possible within many games, and name calling, abusive remarks and picking on particular players can occur.

Protecting children from Cyber bullying

As with other types of bullying it's important for you to listen to children and react with sympathy. You should let children know that bullying is always wrong and that seeking help is the right thing to do. It's important for them to learn to respect and look after their friends online and to think before they post or text.

To help keep children safe you can.

- Encourage them to talk to you or another adult about anything that's upsetting them.
- Watch out for them seeming upset after using the internet or their mobile phone.
- Try to understand the ways in which they are using their digital technologies.
- Ask them to think about how their actions affect other users.
- Suggest that they only use moderated chat rooms.
- Encourage them to show you any abusive or offensive emails or messages they've received and keep a record of them.
- Help them report any abuse to their internet service provider, the website manager/moderator, the mobile phone company or the police.

- Tell them never to respond to any abusive messages or calls – this is frequently what the abuser wants.
- Discuss keeping their passwords safe and avoiding giving their name, email address or mobile phone number to people outside their circle of friends and family.
- Change email address or telephone number if the abuse continues.
- Turn on in-built internet safety features and install computer software to ensure that you only

FINANCIAL OR LEGAL ABUSE

The wilful extortion or manipulation of a person at risk's legal or civil rights must be construed as abuse. It is also potentially fraud. Such activity may include misappropriation of monies or goods, the misuse of finances, property or possessions, or the withholding of money, the exploitation of a person's resources, or embezzlement. Such abuse may involve the use of a position of authority or friendship to persuade a person to make gifts, to leave legacies or change a will.

Possible indicators of financial abuse:

- Signatures on cheques etc. that do not resemble the adult's signature, or which are signed when the adult cannot write.
- Any sudden changes in bank accounts including unexplained withdrawals of large sums of money
- The inclusion of additional names on an adult's bank account
- Abrupt changes to or creation of wills
- The sudden appearance of previously uninvolved relatives claiming their rights to an at risk person's affairs or possessions
- The unexplained sudden transfer of assets to a family member or someone outside the family
- Numerous unpaid bills, overdue rent, when someone is supposed to be paying the bills for the person
- Unusual concern from someone that an excessive amount of money is being expended on the care of the vulnerable person
- Lack of amenities, such as TV, personal grooming items, appropriate clothing, that the vulnerable person should be able to afford.
- The unexplained disappearance of funds or valuable possessions such as art, silverware or jewellery
- Deliberate isolation of a vulnerable person from friends and family resulting in the caregiver alone having total control.

SPIRITUAL ABUSE

Spiritual abuse occurs when someone uses their power within a framework of spiritual belief or practice to satisfy their own needs at the expense of others by manipulating, controlling or dominating those who look to them for guidance and spiritual nurture.

It has two main facets:

- A church/group leader who has unhealthy power over individuals or even a whole congregation
- Accepted doctrine of a church/group that directly or indirectly controls or oppresses its members through peer pressure

Spiritual abuse is likely to happen when:

- One person usually tells others what to do and always expects to be obeyed.
- The leader or other person in authority within the relationship reacts strongly and personally to being questioned or contradicted.
- Leadership is based on hierarchical authority rather than greater ability.
- Leadership is never shared or handed on.
- The leader or person in authority expects agreement without having to justify or prove their point.
- The leader or person in authority frequently prefaces their remarks with comments which defy rational analysis – like 'The Lord has told me ...'.
- People in the group or relationship are afraid to voice their own opinions.
- People in the group or relationship never share their different opinions for fear of being put down.

Spiritual abuse can be avoided if:

- A climate of challenge is encouraged.

- Opportunities are created to encourage the minister or leader to be questioned about theological, biblical, spiritual and human-relationship issues, particularly relevant to their working with groups, congregations and individuals.
- People are encouraged to form their own opinions and to express them
- Clergy and leaders are made accountable to the Parochial Church Council who observe practices and monitor behaviour, teaching, approachability and style of working.
- Clergy and licensed workers who are accountable to the Bishop fully participate in accordance with their professional guidelines.

INSTITUTIONAL ABUSE

Institutional abuse is the failure of an organisation to address the needs of an individual or group of service users.

Signs of Institutional Abuse

- Lack of a good quality care plan reflecting current needs, resulting in repeated instances of poor care
- No consultation with individual or family about the care plan and their wishes.
- Rigid routines to suit staff and individuals not treated with respect. Communication with individual and staff abrupt, and patronising
- Individual's ethnicity, culture and religious needs not respected
- No dignity or privacy particularly with regard to:
 - Bedtimes
 - Mealtimes
 - Visitors i.e. are they encouraged to visit at any time/have access to all areas?
 - Privacy i.e. knocking before entering rooms
 - Laundry
- People not being given choice and control over their own lives, particularly decisions re end of life care and finances. (if they are able to make rational decisions)
- Poor living conditions particularly:
 - Poor hygiene both in the individual bedrooms and communal areas
 - Lack of evidence of personalisation in the resident's room
 - Poorly furnished room, cold and dirty
 - Not enough i.e. hoists, wheelchairs, bathing equipment, lifts that are in good working order
 - Inefficient call bell system
- Poor Medical care particularly:
 - Lack of access to appropriate health services e.g. G.P, dentist, chiropodists
 - Poor relationship between health care professionals
 - Medications (incl. benefits and side effects) not properly reviewed and monitored

- Poor atmosphere of well being particularly:
 - No obvious opportunities for individualism
 - No opportunities to participate in activities
 - Inappropriately dressed

DISICRIMINATORY ABUSE

- Ignoring religious beliefs
- Making comments or jokes about a persons disability, race or sexuality
- Not providing the right food.

ABUSIVE BEHAVIOUR

DOMESTIC ABUSE

Since 2002 Children witnessing Domestic Violence are considered to be suffering 'Significant Harm'.

'Significant Harm' means that there should be some help given to the family in the interest of the children.

- **Domestic violence and abuse has an impact in a number of ways.** It can pose a threat to an unborn child, because assaults on pregnant women frequently involve punches or kicks directed at the abdomen, risking injury to both mother and foetus. Older children may also suffer blows during episodes of violence.
- Children may be greatly distressed by witnessing the physical and emotional suffering of a parent or by being drawn into the violence or pressurised into concealing it. The physical assaults and psychological abuse suffered by adult victims can have a negative impact on their ability to look after their children. The negative impact of domestic violence is exacerbated when the violence is combined with drink or drug misuse.
- Domestic violence occurs between people from all ethnic backgrounds, all abilities and ages and all income levels. Whilst domestic violence occurs between people in same sex relationships, the major presentation is from men to women in a heterosexual relationship. Men are also victims of domestic violence, although fairly small numbers are involved in comparison with the most prevalent presentation of domestic violence as being perpetrated by men against women and children. Nonetheless this experience may, in particular, constrain the ability of children to disclose.

Did you know that?

- I in 4 women experience domestic violence at some time in their lives.
- Approximately 2 women a week die at the hands of partners or ex-partners.
- Domestic violence is the most widespread violent crime in Britain.

- Domestic violence has been found to feature in a high proportion of families where a child has died and abuse or neglect has been a factor.
- In a high percentage of reported incidents of domestic violence, children are either present or in the household.
- Even if children are not physically hurt through an episode of domestic violence, they are exposed to an emotionally damaging and painful experience.
- Even if children are not present in the home whilst a violent episode occurs, they are sensitive to the 'atmosphere' and to the power and control imbalance in the parental relationship.
- Domestic violence often begins or intensifies during pregnancy.
- Child abuse is 15 times more likely to be present in situations where domestic violence is occurring.

Recognition

Due to a number of social factors, domestic violence is rarely the presenting problem for Child Protection agencies. More usually, requests for assistance are in respect of:

- Direct physical/sexual/emotional abuse of children.
- The child's behaviour (mum has difficulty in coping with).
- Bullying or being bullied.
- Frequent injuries or accidents.
- Sexually aggressive behaviour towards other children.
- Alcohol and drug use.

- Suicide and self-harming behaviours.
 - Mental health/mental illness (primarily women or children).
 - Housing repairs/criminal damage.
 - Financial assistance requests.
 - Frequent visits to the GP

Where a separation has taken place for a variety of reasons, often due to pressure from the man concerned and family members, a woman may resume the relationship. It is therefore crucial to recognise that if a recent separation has taken place, it does not mean that there is no longer a need to share concerns with relevant professionals/agencies about the welfare or safety of the child(ren)/ parent who has been abused

Referral to Children's Services

The 2002 Adoption and Children Act recognises that children witnessing Domestic Violence are at 'Significant Harm' and therefore constitutes Child Abuse.

The Care Act now includes Domestic Abuse within the safeguarding criteria for adults.

WHEN SEEKING TO HELP IN A DOMESTIC VIOLENCE SITUATION

- Listen and believe.
 - Find out what the victim wants.
 - Keep resources available and visible for people to pick up.
 - Signpost people to expert help.
 - Remember we have a responsibility to protect the weak and the vulnerable.
-
- Do not seek to impose your solution on the situation – you will only compound the abuse by taking control away from the victim. In any case the situation will look different from inside than it does to you, from the outside. The solution must be the victim's. S/he may decide to remain in the abusive situation; this must be accepted.
 - Leaving a violent situation is usually a process not a single event. A victim may return to the abuser several times before they make the final break.
 - The most dangerous time for the victim and their children is at the point of leaving and just after it when the abuser is seeking to re-impose their control or gain revenge. Their personal safety has to be of the highest priority then.
 - What the victim needs above everything else is your support. One of the weapons an abuser uses is isolation. By being available to the victim you are helping to break that part of the cycle.
 - Domestic violence is usually a complex situation needing assistance and advice from a number of different Agencies.
 - If you really want to help you will find out which local agencies recognise domestic violence and give it priority. Housing, legal services, health, social work, police and a range of voluntary organisations are likely to be able to help, depending on what the need is.
 - Do not confront the alleged perpetrator of abuse, this could exacerbate violence.
 - For more information contact the Diocesan Safeguarding Advisor.

SUBSTANCE MISUSE

Substance refers to illicit drugs, alcohol, prescription drugs and solvents.

The word **Misuse** refers to consumption of substances which is either dependent use or use associated with having a harmful effect on the individual or the community.

Research suggests that there are all kinds of reasons for misuse; that key factors include unemployment, low self-esteem, educational failure, boredom and physical, psychological or family problems. Sometimes addiction can be the result of experimentation or enjoyment or a shift from alcohol or tobacco to more serious substances. The fact is that overtly mind altering substances have greater pull than other activities. Many people misuse drugs because they don't have the opportunity to lead fulfilling lives or are wanting to escape from reality.

Correcting some misconceptions

- Not all young people take drugs;
- Not all drug takers are addicts;
- Not all drugs kill.
- Not all drug takers commit crime;
- Illegal drugs are not the unique preserve of people from particular social and ethnic backgrounds.

GROOMING

Sexual abuse is an addictive and developing process involving careful planning and manipulation

It is impossible to understand the mind of a paedophile: below are just some of the ways they will try to befriend and reach children.

- By befriending, spending time with them; spending money on sweets and presents;
- By targeting vulnerable children and their families, e.g. lone parent families, isolated children who may have been emotionally deprived, neglected or previously abused;
- By "grooming" – gradually introducing a child to physical contact, cuddles and kisses that a parent may feel is quite innocent. Physical contact becomes increasingly sexual over a period of time;
- By taking photographs or videos or by introducing a child to exciting information and material on the internet;
- By saying to a child that what is happening is OK – parents won't mind etc. – threatening dire things if a child should "tell".
- Spend considerable amount of time building relationships and gaining people's trust.

Further information can be found in the Appendix about:

- Female Genital Mutilation

The Newcastle Safeguarding Board website has a comprehensive set of guidelines related to a range of situations

<http://newcastlescb.proceduresonline.com>

DELIVERANCE MINISTRY

The Ministry of Deliverance is not something that is encountered very often. It is, however, something that most clergy will be required to deal with on at least one occasion during the course of their ministry. Quite often the phenomena appear puzzling, bizarre and certainly to those experiencing them, disturbing.

Every Diocesan Bishop in the Church of England is required to appoint one or more persons to assist with the Ministry of Deliverance. In the Diocese of Newcastle there is a team of people appointed by the Bishop, who have accumulated very considerable experience in this ministry.

What should I do if someone is disturbed and comes to me for help?

The first priority is to listen and to calm anxiety. Whether you 'believe' everything that you hear is not too important at this stage. It is important to remember that the experience of the person who is talking to you is 'sacred', it is the interpretation of that experience which is open to exploration. So listen carefully, question carefully and write down some notes. Just listening to the story will help calm someone who is distressed, and assurance and prayer will relieve anxiety further.

What happens next?

The Bishop's Guidelines are explicit and clear. 'Before considering the ministry of deliverance, clergy should consult the priest authorised by the Bishop to conduct the deliverance ministry. Clergy should undertake only such ministry as is explicitly recommended'

The current Bishop's Advisor and team co-ordinator is :

Canon Adrian Hughes Tel: 0191 252 1817

Email: revajh@btinternet.com

Support

The task of the advisor is to support clergy in their ministry. Initially we will simply listen and try to work out just what has been going on. What we do next depends very much on what has been happening. On some occasions we will simply offer advice to clergy on how to proceed. In other instances, and always when requested by clergy, a member of the team will arrange to visit in person. Occasionally one visit might suffice, but is more usual for there to be ongoing contact for some time. Occasionally, and especially when there is no connection with the church, referrals are made directly to the team.

Team work

The nature of this ministry is collaborative. We have established excellent working relationships with experts in a variety of disciplines, most especially our colleagues in Mental Health Care in the region. Those with a special interest in, or involvement with, this ministry meet twice a year in Durham. This forum is ecumenical and multi-disciplinary, and attended by people from Edinburgh to South Yorkshire.

National Network

There are advisors in every Diocese and a National Training Course. Those in this region meet twice a year with our ecumenical and other professional colleagues. There is therefore a vast pool of expertise available to the team at any moment in time, and we make good use of it.

Healing

The Ministry of Deliverance is part of the Church's Ministry of Healing, and is exercised in this theological context. The Bishop's advisors for Healing, Pastoral Care/Counselling, Spirituality/Spiritual Direction and Ministry of Deliverance meet regularly together