

# **SAFEGUARDING PRACTICE GUIDANCE**

**Approved by the Chapter of  
Winchester Cathedral**

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## Cathedral Statement

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.

### Cathedral mission and values

Winchester Cathedral is called to renew, inspire and unite people in faith, hope and love.

These are the values that we live by:

**Openness** so that all may be renewed

**Excellence** so that all may know God's love

**Kindness** so that all may find a place.

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.

The Dean and Chapter of Winchester Cathedral have adopted, in full, the Safeguarding Policies and Practice Guidance of the Church of England, which can be accessed via the following link: <https://www.churchofengland.org/safeguarding>

The care and protection of children, young people and vulnerable adults involved in Cathedral activities are the responsibility of the whole Cathedral community. Everyone who participates in the life of the Cathedral has a role to play in promoting a safer cathedral for all.

The Cathedral Safeguarding Policy should be read in conjunction with the Cathedral Safeguarding Practice Guidance and the Winchester Diocese Policies and Practice Guidance: <https://winchester.anglican.org/safeguarding/>

The Chapter at Winchester Cathedral is committed to:

- Promoting a safer environment and culture
- Safely recruiting and supporting all those with any responsibility related to children<sup>1</sup>, young people<sup>2</sup> and vulnerable adults<sup>3</sup> within the Church
- Responding promptly to every safeguarding concern or allegation
- Caring pastorally for victims/survivors of abuse and other affected persons
- Caring pastorally for those who are the subject of concerns or allegations of abuse and other affected persons
- Responding well to those that may pose a present risk to others.

The following core principles underpin the Cathedral's approach to safeguarding practice<sup>4</sup>

- The welfare of the child, young person and vulnerable adult is paramount
- Integrity, respect and listening to all
- Transparency and openness
- Accountability
- Collaboration with key statutory authorities and other partners
- Use of professional safeguarding advice and support both inside and outside the Church
- A commitment to the prevention of abuse
- The active management of risk
- Promoting a culture of informed vigilance
- Regular evaluation to ensure best practice

A copy of this Safeguarding Practice Guidance is available on the Cathedral website: <https://www.winchester-cathedral.org.uk/get-to-know-us/safeguarding/> along with a copy of the Diocesan Guidelines and procedures on safeguarding, which can be found at <https://www.winchester.anglican.org/safeguarding/>



On behalf of the Chapter of Winchester Cathedral

The Very Revd Catherine Ogle  
Dean of Winchester

The Dean and Chapter will ensure this practice guidance is reviewed annually 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 procedure was last reviewed by Chapter in December 2022.

<sup>1</sup> The Safeguarding and Clergy Discipline Measure 2016 defines a "child" as a person aged under 18.

<sup>2</sup> Young people are defined in the Church of England Safeguarding Policy Statement "Promoting a Safer Church" (2017) as "any individual(s) aged 14-17 years old.

<sup>3</sup> "Vulnerable Adults" are defined in the Safeguarding and Clergy Discipline Measure 2016, as a "person aged 18 or over whose ability to protect himself or herself from violence, abuse, neglect or exploitation is significantly impaired through physical or mental disability or illness, old age, emotional fragility or distress, or otherwise; and for that purpose, the reference to being impaired is to being temporarily or indefinitely impaired". The full text of the 2016 Measure can be found at: [www.publications.parliament.uk/pa/jt201516/jtselect/jtecc/79.pdf](http://www.publications.parliament.uk/pa/jt201516/jtselect/jtecc/79.pdf)

<sup>4</sup> From Core Principles 'Promoting a Safer Church'

## **Safeguarding Contact Details**

In the first instance, please call our Cathedral Safeguarding Manager

Emma Bourner

01962 857281

Mobile: 07393 126649

[safeguarding@winchester-cathedral.org.uk](mailto:safeguarding@winchester-cathedral.org.uk)

If you are unable to contact our Cathedral Safeguarding Manager, please call the Diocesan Safeguarding Manager (independent of the Cathedral)

Jackie Rowlands

01962 737317

Mobile: 07921 865374

[safeguarding@winchester.anglican.org](mailto:safeguarding@winchester.anglican.org)

Dean of Winchester and Chapter Lead on Safeguarding

The Very Revd Catherine Ogle

[dean@winchester-cathedral.org.uk](mailto:dean@winchester-cathedral.org.uk)

Head of People (including Safeguarding)

Gemma Beardsmore

[gemma.beardsmore@winchester-cathedral.org.uk](mailto:gemma.beardsmore@winchester-cathedral.org.uk)

Hampshire County Council - 'Out of Hours' Service

(for immediate advice or help out of office hours Monday – Friday between 6pm and 8am, or weekends and Bank Holidays)

0300 555 1373

Hampshire County Council – Adult Services

0300 555 1386

Hampshire County Council – Children's Services

0300 555 1384

If you are concerned that a child or vulnerable adult may be at immediate risk, contact the Police on 999.

## 1.1 Guidance on Working Practices – Prayer

### 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-judgmental 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
- 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
- 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 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 at least 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.

#### Practical Considerations

- 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 – e.g. 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!
- All those on the Ministry Team will be subject to DBS check procedures.
- 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)

### 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.

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.

#### 1.1.4 Ministry of Deliverance

Concerns may be expressed that a child, young person or adult is troubled by or possessed by evil spirits or demons and that this may account for behavioural issues in the individual or be considered to justify harsh treatment by the family, guardians, friends or carers.

If a Cathedral member of staff or volunteer, including a member of the clergy, becomes aware of the above situation and/or a request is made for deliverance, they **must** contact the Diocesan Safeguarding Adviser who will contact the appropriate person. More information can be found <https://www.churchofengland.org/safeguarding/safeguarding-e-manual/safeguarding-children-young-people-and-vulnerable-adults/4-1> (last updated 31.3.23)

## 1.2 Safer Working Practice

The Code of Safer Working Practice sets out what we expect from anyone who ministers, works or volunteers in our Cathedral, in both paid or voluntary roles, and is one of the ways we ensure high standards of safeguarding in all we do.

All staff and volunteers are asked to sign up to the Code of Safer Working Practice before they begin at the Cathedral.

All members of staff and volunteers are expected to report any breaches of this code to the Cathedral Safeguarding Manager or Diocesan Safeguarding Manager. Staff and volunteers who breach this code may be subject to disciplinary procedures or asked to leave their role. Serious breaches may also result in a referral made to a relevant statutory agency.

The latest version (July 2021) can be found here <https://www.churchofengland.org/sites/default/files/2021-07/Code%20of%20Safer%20Working%20Practice%2002.07.2021.pdf> (please note, this version from the Church of England refers to Parishes rather than Cathedrals). The wording below has been altered to include the word Cathedral rather than Parish.

**All those working on behalf of the Cathedral with children, young people and adults must:**

- Treat all individuals with respect and dignity
- Respect people's rights to personal privacy
- Ensure that their own language, tone of voice and body language are respectful
- Ensure that children, young people and adults know who they can talk to about a personal concern
- Record and report any concerns about a child, young person or adult and/or the behaviour of another worker. All written records should be signed and dated
- Obtain written consent for any photographs or videos to be taken, shown, displayed or stored
- Ensure sufficient adults are present to supervise and keep children, young people and vulnerable adults 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

**In addition, those working with children and young people must:**

- Always aim to work with or within sight of another adult
- Ensure another adult is informed if a child needs to be taken to the toilet
- Respond warmly to a child who needs comforting but make sure there are other adults around
- Ensure that the child and parents are aware of any activity that requires physical contact and of its nature before the activity takes place



## All those working on behalf of the Cathedral with children, young people and adults must not:

- Use any form of physical punishment
- Be sexually suggestive about or to an individual
- Scapegoat, ridicule or reject an individual or group
- Permit abusive peer activities e.g. initiation ceremonies, ridiculing or bullying
- Show favouritism to any one individual or group
- Allow an individual to involve them in excessive attention seeking
- Allow unknown adults access to children, young people and adults who may be vulnerable. Visitors should always be accompanied by an approved person
- Allow strangers to give lifts to children, young people and adults who may be vulnerable in the group
- Befriend children, young people and adults who may be vulnerable on social media
- Take photographs on personal phones or cameras as this means that images are stored on personal devices (unless under exceptional circumstances with a manager's permission and photographs are transferred as soon as possible for Cathedral use and deleted from personal devices)

In addition, those who work or volunteer with children and young people must not:

- Give lifts to children you are supervising, on their own or your own, unless there are exceptional circumstances e.g. in an emergency for medical reasons or where parents fail to collect a child and no other arrangements can be made to take a child home. In such situations, the circumstances and your decision must be recorded and shared with an appropriate person at the earliest opportunity
- Smoke or drink alcohol in the presence of children and young people
- Arrange social occasions with children and young people (other than events which also include family members/carers) outside organised group occasions

## Acceptable Touch

Sympathetic attention, encouragement and appropriate physical contact are needed by children and adults. Some physical contact with children, particularly younger children, can be wholly appropriate. However, abusers can use touch that appears safe to 'normalise' physical contact which then becomes abusive.

As a general rule, the use of touch between adults in positions of responsibility and those with whom they are working or volunteering should be initiated by the person themselves and kept to a minimum. In addition to this, always follow the guidelines below:

- Ask permission before you touch someone
- Allow the other person to determine the degree of touch except in exceptional circumstances (e.g. when they need medical attention)

- Avoid any physical contact that is or could be construed as sexual, abusive or offensive
- Keep everything public. A hug in the context of a group is very different from a hug behind closed doors
- Touch should be in response to a person's needs and not related to the worker/volunteer's needs. Touch should be age appropriate, welcome and generally initiated by the child or person.

**ANY CONCERNS THAT A CHILD, YOUNG PERSON OR VULNERABLE ADULT IS BEING ABUSED MUST NEVER BE IGNORED. CONCERNS MUST BE 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 or vulnerable adults in and around the Cathedral must be sought from :

- Children under the age of 13 – consent should be gained from their parents
- Children between the ages of 13 and 16 – consent should be gained from parents and the children themselves
- Children aged 17 – consent should be gained from the children themselves

It is the responsibility of the photographer to ensure that correct permissions have been obtained from parents/carers or those in loco parentis. Adults must be able to consent to having their image used.

Photography in the Cathedral also comes under the remit of our Marketing department – their photography protocol can be viewed here [PHOTOGRAPHY-PROTOCOL-2019-FINAL.pdf](#)

For further guidance, please refer to The Church of England 'Safer Environment and Activities' September 2019 guidance. [https://www.churchofengland.org/sites/default/files/2019-11/Safer%20Environment%20and%20Activities%20Oct19\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11/Safer%20Environment%20and%20Activities%20Oct19_0.pdf)

### **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, Junior Choir or Children's Church. 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, if appropriate, to keep adequate attendance details to include:

- the name of each child, young person or vulnerable adult attending a session

- contact details for the child, young person or vulnerable adult
- the consent for each child, young person or vulnerable adult to attend
- details of who will collect the child, young person or vulnerable adult and when

#### 1.2.4 Involvement of Parents

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 a 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 (Hampshire County Council) need 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.

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 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 medication 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 Winchester Cathedral Safeguarding Flowcharts – How to Respond

1 Responding to safeguarding concerns

2 Responding to safeguarding concerns related to an adult who may be vulnerable to abuse/neglect

3 Responding to safeguarding concerns related to a child or young person (up to 18)

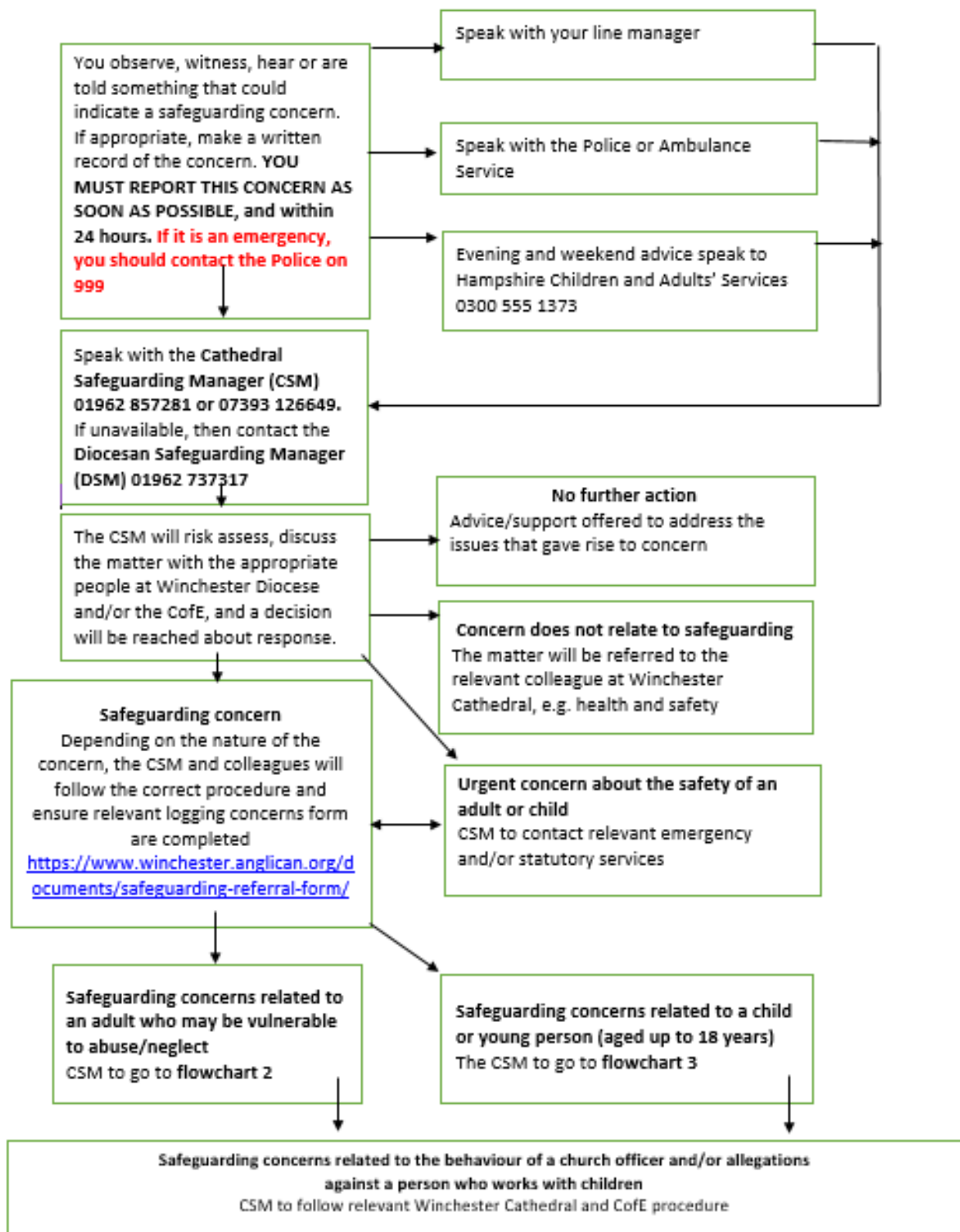
4 Responding to safeguarding concerns related to domestic abuse and violence

5 Responding to a lost child/adult at risk

6 Responding to a missing child/ adult at risk (reported by an adult)

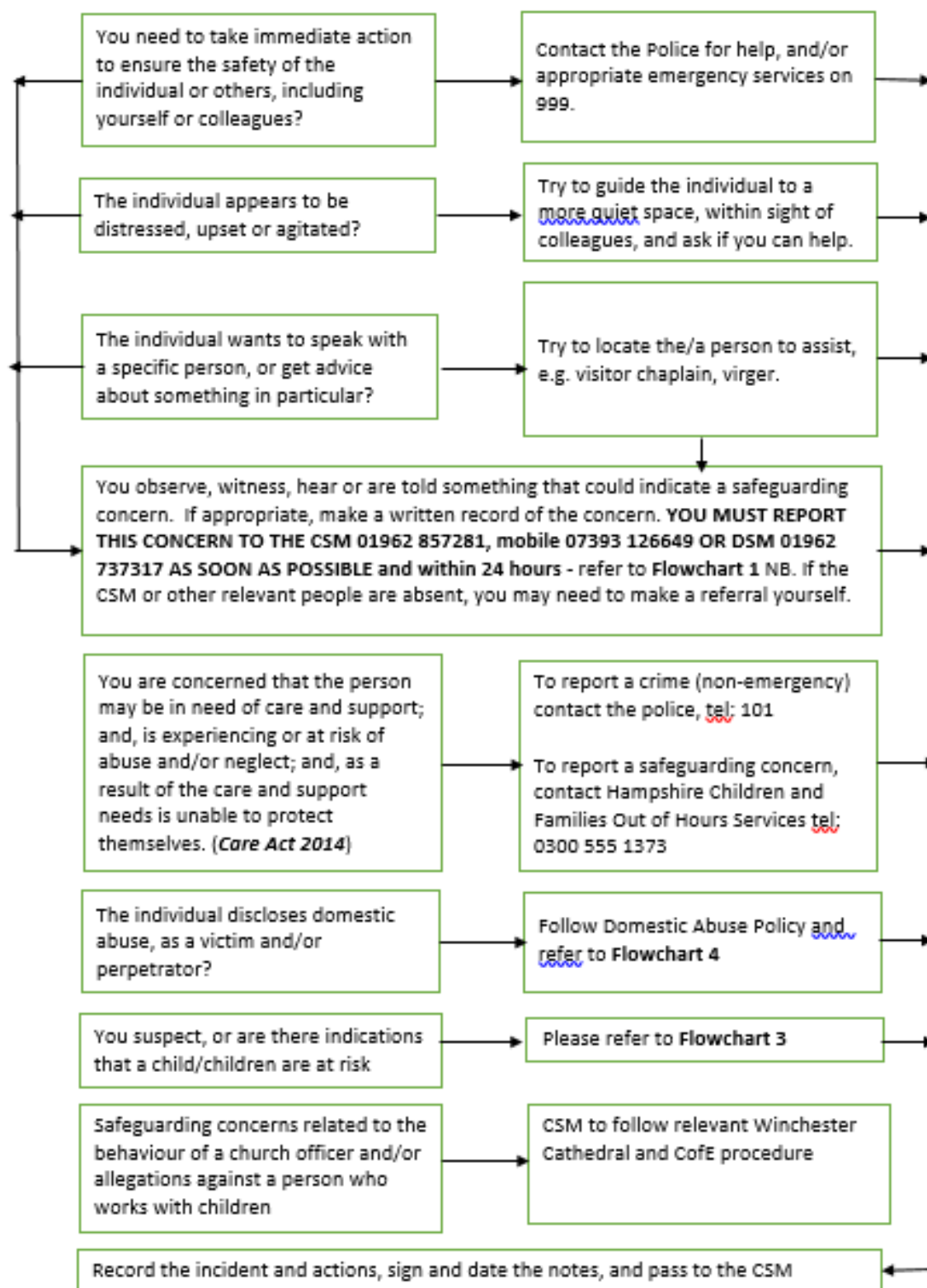
The first principle is that you **MUST** report your concerns. It is not your place to investigate – only the proper authorities, and trained professionals, should do that.

## Flowchart 1: Responding to safeguarding concerns



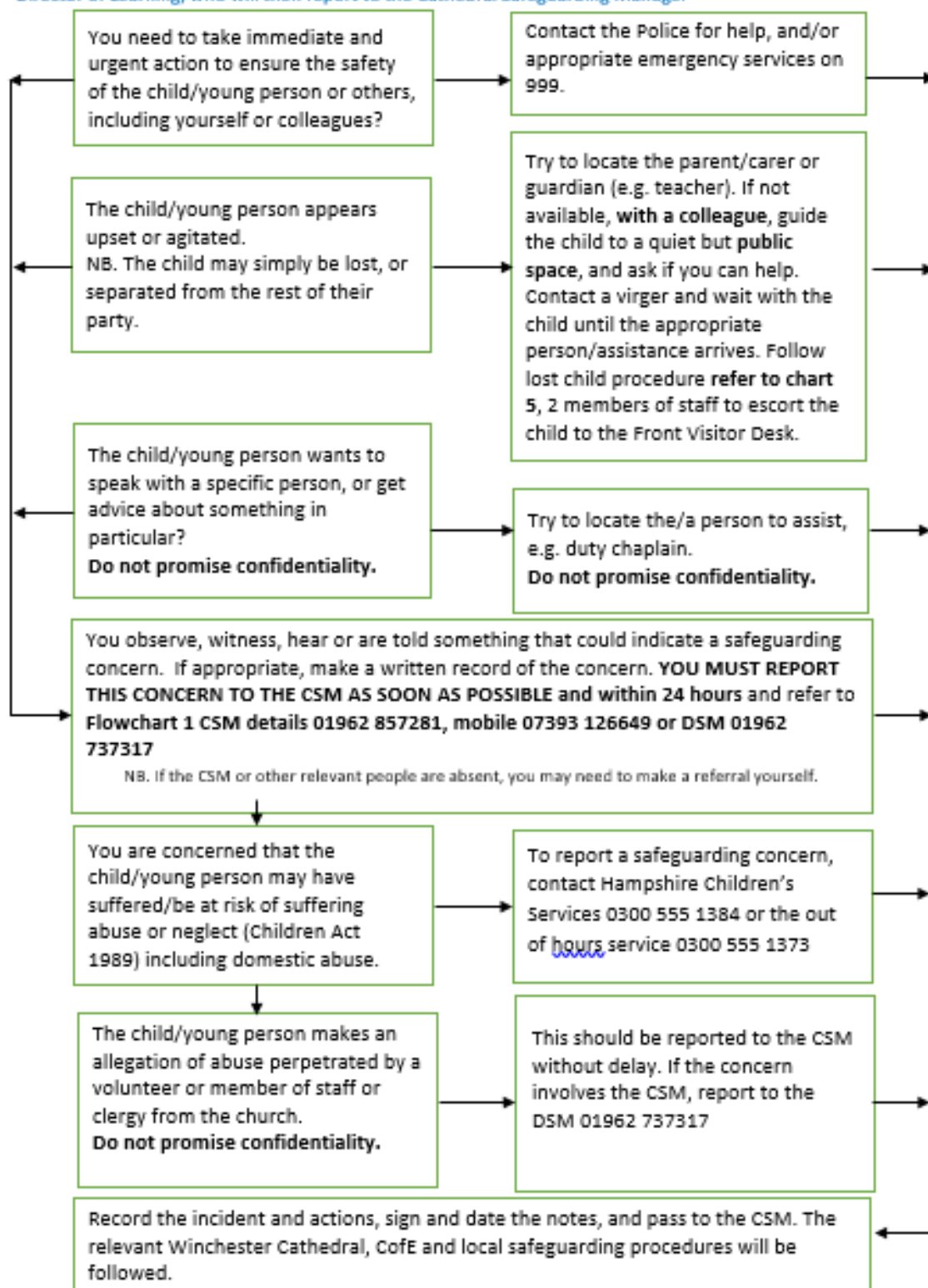
## Flowchart 2: Responding to safeguarding concerns related to an adult who may be at risk of harm

NB. An adult may simply wish to speak with someone about something that is troubling them, or find a quiet space to pray and/or reflect



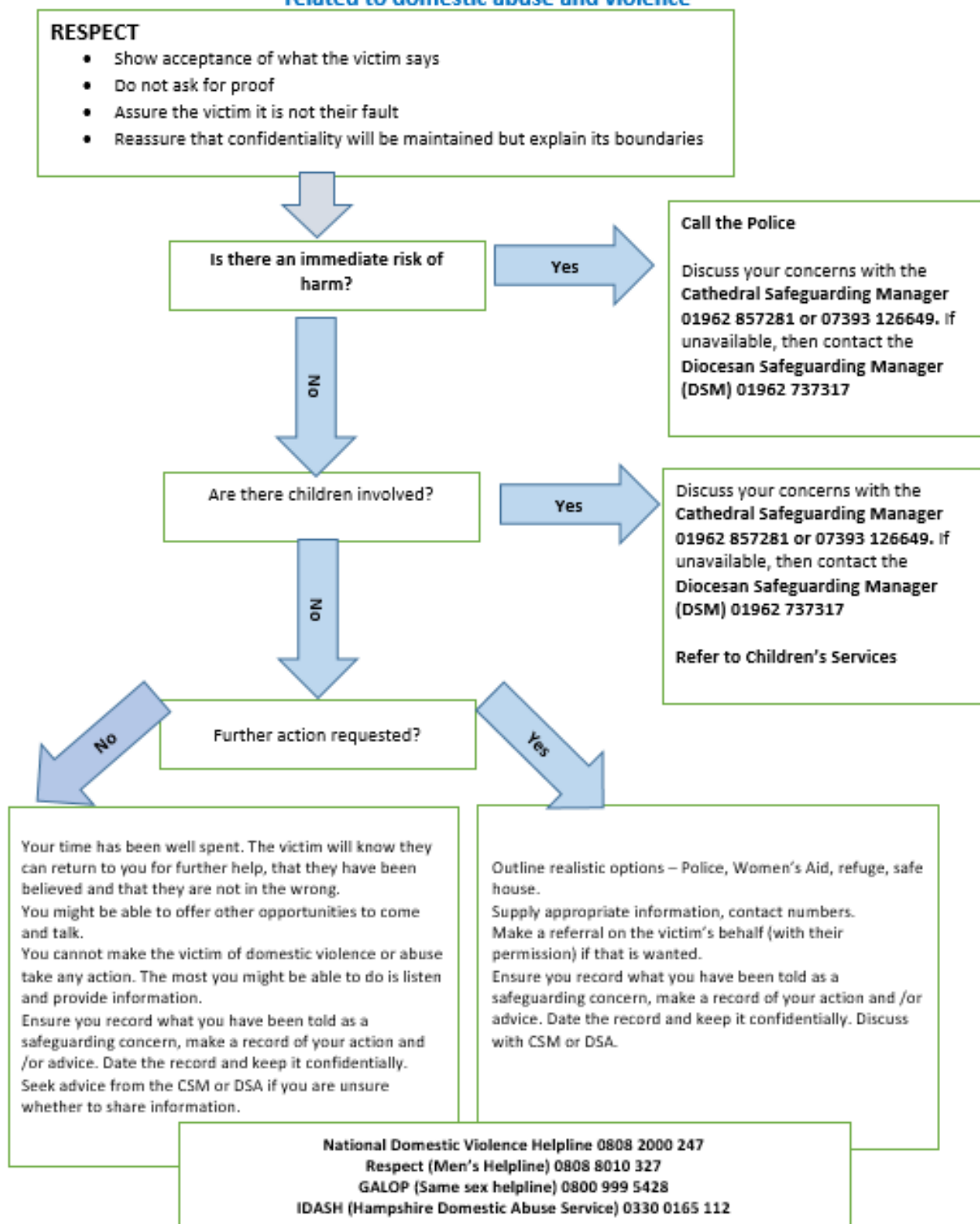
### Flowchart 3: Responding to safeguarding concerns related to a child or young person (up to 18)

NB. The age and understanding of the child or young person will affect the response required. The older a child is, in age and/or understanding, the greater their capacity to seek advice and support independently; or, to want someone to speak with. Those working with groups of children who are accompanied by teachers/group leaders should report concerns to the teacher/group leader responsible for the child(ren) and the Director of Learning, who will then report to the Cathedral Safeguarding Manager





## Flowchart 4: Responding to safeguarding concerns related to domestic abuse and violence





## Flowchart 5 responding to a lost child or adult at risk

**1**  
A child or vulnerable adult appearing to be lost should be approached and asked if they know where their parents or carers are.  
Try and remain in the eyesight of others, where possible.  
Seek another adult to assist e.g. 'vinger', fellow volunteer, member of Cathedral staff etc.

**2**  
Initially, the child or vulnerable adult should be kept at their current location as the parents or carers are likely to retrace their steps.  
Gently gather key information: *their name, who they were with, where they saw their parent/carer last; their parent/carers name if known.*  
Wait for approximately 10 mins (weather dependent) and then escort the child or vulnerable adult to the Cathedral Entrance Desk or Reception Desk.  
In all cases, there should be at least two members of staff present throughout.

**5**  
Adults who arrive to claim the child should be asked for:  
• their name  
• their relationship to the child  
• some form of ID  
unless it is clear that the child recognises and wishes to be with that adult.  
Before discharging the child or vulnerable adult back into the care of the adult(s) there is a duty of care to ensure that the adult(s) is fit to take charge of the child (e.g. not intoxicated or under the influence of drugs).  
If in doubt, the Duty Manager should be consulted.  
If necessary, the Duty Manager may ask for the police to attend.

**4**  
The Duty Manager will make a decision about next steps and if other agencies need to be informed.

**3**  
Cathedral Entrance Desk or Reception Desk to contact the Duty Manager.

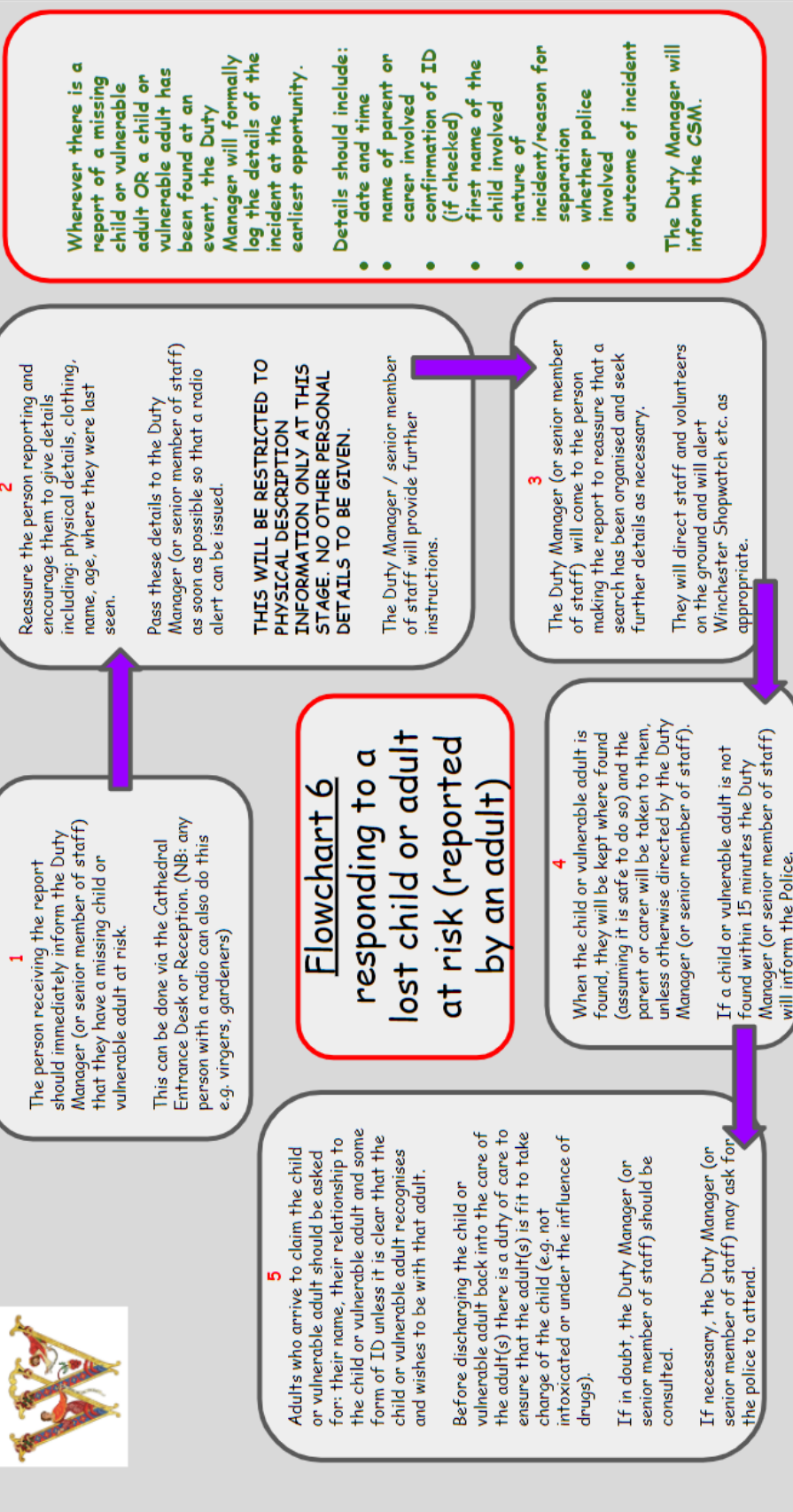
Wherever there is a report of a missing child or vulnerable adult OR a child or vulnerable adult has been found at an event, the Duty Manager will formally log the details of the incident at the earliest opportunity.

Details should include:

- date and time
- name of parent or carer involved
- confirmation of ID (if checked)
- first name of the child involved
- nature of incident/reason for separation
- whether police involved
- outcome of incident

The Duty Manager will inform the CSM.

**Next steps may include...** (within 20 minutes of them being found) Put call out on the Cathedral PA system; inform Cathedral shop and No9 reception; inform ShopWatch;  
**Next steps may include...** (within 30 minutes of them being found) inform Cathedral Safeguarding Manager or Diocesan Safeguarding Manager; inform Police



## 1.5 How Allegations and Suspicions of Abuse will be Managed

### 1.5.1 Key Points – Recognise Respond Record 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 as soon as possible. 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.

**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, REASSURE 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 "MakingNotes").

### 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.

### 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?
- 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 Safeguarding Manager or the Cathedral Safeguarding Manager.
- Consider your own feelings and seek pastoral support if needed.

### 1.5.2 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.

### What to record

- Who was involved – names of key people
- What happened – facts not opinions
- Where it happened
- When it happened – date and time
- Whom it was referred to.

### 1.5.3 Reporting Abuse

#### 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 Manager 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 Manager 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 Manager.

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 Manager
- Keep notes of events
- Maintain confidentiality.

#### 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 appropriate agencies 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.

### From adults who have been victims of abuse

Any reports from adult survivors of child abuse must be reported to:

- The Cathedral Safeguarding Manager
- The Diocesan Safeguarding Manager

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 Cathedral Safeguarding Manager. If there are still risks to children, young people or vulnerable adults from the alleged abuser, the Cathedral Safeguarding Manager must be consulted.

<https://www.churchofengland.org/sites/default/files/2017-11/practice-guidance-responding-to-assessing-and-managing-safeguarding-concerns-or-allegations-against-church-officers.pdf>

### 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
- Diocesan Safeguarding Manager
- Cathedral Safeguarding Manager

### 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' Paper 'Protecting All God's Children' suggests '...it is helpful if confessions are normally held at advertised times or otherwise by arrangement.'

<https://www.churchofengland.org/sites/default/files/2017-11/protecting-all-gods-children.pdf>

**This is a 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 necessary, but discuss alternative ways to healing.



## 1.6 Social Media and Mobile Communications

A useful reference point here is the document **Safer Environment and Activities – October 2019**  
[https://www.churchofengland.org/sites/default/files/2019-11/safer-environment-and-activities-oct19\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11/safer-environment-and-activities-oct19_0.pdf)

### 1.6.1 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 other devices present new challenges in educating and safeguarding children, young people and vulnerable adults.

### 1.6.2 Internet-related abuse

Adults may target chat rooms, social networking sites, messaging apps, 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.



### 1.6.3 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*, 4<sup>th</sup> Edition, 2010) <https://www.churchofengland.org/sites/default/files/2017-11/protecting-all-gods-children.pdf>

### 1.6.4 Forms of Communication

The following guidance relates to various forms of communication.

#### Email

- Email communications regarding children or young people should only take place via email and all emails must be sent from a Winchester Cathedral email address. If you are communicating with anyone under the age of 18, their parent must be copied in to all communications.
- It should be possible for the staff member's line manager to access all messages, both sent and received on this account.
- Email communications to and between volunteers should ensure that personal email addresses are not visible in group communications using the BCC option.
- 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.
- When communicating with the parents/carers, do not say anything in an email that you would not say face to face to the child, young person or vulnerable adult. If you find yourself being drawn into areas you are unsure about, stop the communication and tell the parents/carers of the child, young person or vulnerable adult this is a no-go area.
- Think very carefully about sending images. It is generally wiser not to do this as it may set an unhelpful precedent.
- Make sure any hyperlinks do not lead to inappropriate material.
- Ensure you have means of communicating with those who not have access to email and do not allow use of email to exclude any child, young person or vulnerable adult.
- All Cathedral email accounts should include this standard rider at the end of emails

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Opinions, conclusions and other information in this e-mail and any attachments that do not relate to the business of The Chapter of Winchester or Winchester Cathedral Enterprises Limited are neither given nor endorsed by it.

### Messaging apps (Facebook Messenger, WhatsApp etc.)

At present, there are no occasions where staff or volunteers would need to contact children, young people or vulnerable adults directly through messaging apps.

Should this change in the future, there will be clear guidelines for how this will be managed. Practical advice can be found in Church of England 'Safer Environment and Activities' 2019 guidance [https://www.churchofengland.org/sites/default/files/2019-11/safer-environment-and-activities-oct19\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11/safer-environment-and-activities-oct19_0.pdf)

### Mobile Phones

- It is advisable for relevant 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.
- As with other forms of communication, language should be unambiguous.
- Do not say anything in a mobile phone call that you would not say face-to-face to the parents/carers of the child, young person or vulnerable adult. If you find yourself being drawn into areas you are unsure about, stop the communication and tell the parents/carers of 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.
- 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 parents/carers of one child, young person or vulnerable adult to 'monopolise' you or spend far longer communicating with the parents/carers of one child, young person or vulnerable adult.
- Parents/carers of the children, young people and vulnerable adults should be told that the number is for a work phone rather than a personal one.
- Communications which raise concerns should be passed on and discussed with the member of staff or volunteer's line manager or section head and Safeguarding Manager as appropriate.

### Social Networking Sites

Facebook, Twitter, Instagram etc. raise issues that go beyond those covered in previous sections.

There are no occasions where staff or volunteers should contact children, young people or vulnerable adults through social networking sites.

Should this change in the future, there will be clear guidelines for how this will be managed.

Practical advice can be found in Church of England 'Safer Environment and Activities' 2019 guidance [https://www.churchofengland.org/sites/default/files/2019-11/safer-environment-and-activities-oct19\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11/safer-environment-and-activities-oct19_0.pdf)

### Computer Access

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

This is not applicable to current Cathedral activities.

Should this change in the future, there will be clear guidelines for how this will be managed

## 2.1 Understanding abuse

### Organisational issues and individual behaviours

Abuse against children, young people and adults can happen in public but it is more likely that it will happen in secret; or at home; or away from the public gaze. That is why it is important that we know what to look for and be aware of; and that we ask the questions:

‘Does that look right to me?’

‘Am I happy with what I have heard/seen?’

‘Do I need to talk this over/report this to someone?’

### Opportunity to abuse

In order to abuse there must be opportunity to abuse.

### Organisational failings

There may be weaknesses in internal systems and processes that allow individuals to go unchecked or unchallenged. Clear recruitment, training, induction, disciplinary and capability processes will help. There are a number of laws (national and international) which place responsibility and accountability on organisations – churches included –to protect and safeguard.

### Individual behaviours

There are any number of behaviours and characteristics for those seeking to abuse. These can be highly manipulative, subtle, exploitative. Examples include:

- Grooming
- Targeting vulnerability
- Exploiting relationships.

Internet/social media afford any number of ways in which individuals can target, bully and exploit.

We should not be surprised that those perpetrating abuse often (seek) work in environments which give them the opportunity to abuse. That is exactly why they are there and why we should think that ‘it could happen here’.

### Signs and symptoms of abuse

There are a number of resources that give an overview of the signs and symptoms of abuse and how to raise concerns if you are worried about a particular situation. These are not exhaustive. We do not expect anyone to be an expert or a detective – we want everyone to be open-minded and alert and have the knowledge, skills, understanding and confidence to know what to do if a concern arises.

## 2.1.1 Types of Abuse - Abuse and neglect of children

### Safeguarding children definition

Safeguarding children is defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

The abuse of children and young people can take many forms.

### Statutory definitions

The UK government documents 'Keeping Children Safe in Education 2023' and 'Working Together to Safeguard Children 2023' categorise and defines child abuse.

- KCSIE 2023  
[https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping\\_children\\_safe\\_in\\_education\\_2023.pdf](https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf)
- KCSIE 2023 – part 1 – information for all school and college staff  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101457/KCSIE\\_2022\\_Part\\_One.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101457/KCSIE_2022_Part_One.pdf)
- KCSIE 2023 – key updates  
<https://learning.nspcc.org.uk/research-resources/schools/keeping-children-safe-in-education-caspar-briefing/>
- Working Together to Safeguard Children 2023  
[https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working\\_together\\_to\\_safeguard\\_children\\_2023\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf) (Summary of changes from 2018 version)  
[https://assets.publishing.service.gov.uk/media/65803ff395bf65000d7191a2/Working\\_together\\_to\\_safeguard\\_children\\_2023\\_-\\_summary\\_of\\_changes.pdf](https://assets.publishing.service.gov.uk/media/65803ff395bf65000d7191a2/Working_together_to_safeguard_children_2023_-_summary_of_changes.pdf)

## 2.1.2 Physical Abuse

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

## 2.1.3 Emotional Abuse

This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they

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

#### 2.1.4 Sexual Abuse

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see the supplementary guidance 'Peer on Peer Abuse').

#### 2.1.5 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### 2.1.6 Child on Child Abuse (previously termed Peer on Peer Abuse)

We should recognise that children are capable of abusing other children (including online). There must be a zero tolerance approach to abuse and it should never be passed off as 'banter' or 'just having a laugh', 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

### 2.1.7 Online Abuse

The internet and other electronic communications can be used to target, groom and abuse children. Adults may target chat rooms, social networking sites or apps, messaging services, mobile phones, online gaming (Xbox/PlayStation) and the internet generally. Children are particularly vulnerable to abuse by adults who pretend to be children of comparable ages when online and who try to obtain images or engineer meetings.

### 2.1.8 Electronic Images

Downloading, keeping, making, sharing and possessing indecent images and pseudo-photographs of people under 18 is illegal. These are classified as sexual offences under The Protection of Children Act 1978 Section 1. Such offences are sometimes referred to as non-contact sexual offences however; it must be remembered that children will have been abused in the making of the images. The texting of sexual messages and photographs (sexting) can be particularly problematic and abusive amongst children and young people.

A pseudo-photograph is an image made by computer-graphics or otherwise which appears to be a photograph. This can include: photos, videos, tracings and derivatives of a photograph and data that can be converted into a photograph.

### 2.1.9 CSE (Child Sexual Exploitation)

Child Sexual Exploitation (CSE) is a type of sexual abuse. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed or exploited online. Some young people are trafficked into the UK for the purpose of sexual exploitation. The following list of indicators is not exhaustive or definitive, but it does highlight signs which can assist in identifying possible CSE: keeping secrets, sexually risky behaviour, unexplained gifts/money from unknown sources, unexplained changes in behaviour and personality, going to hotels or other unusual locations to meet friends, getting involved in crime, unexplained injuries.

### 2.1.10 FGM (Female Genital Mutilation)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. FGM is illegal in the UK.

### 2.1.11 Domestic Abuse

If children witness domestic abuse it is child abuse. This is because impairment caused by seeing or hearing the ill treatment of another is included in the definition of 'harm' in the Children Act 1989. Both teenagers and adults can suffer domestic abuse in their relationships. This can encompass, but is not limited to, the following types of abuse psychological, physical, sexual, financial, emotional.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

The Home Office Domestic Abuse Statutory Guidance (July 2022) provides additional information

[https://assets.publishing.service.gov.uk/media/62c6df068fa8f54e855dfe31/Domestic\\_Abuse\\_Act\\_2021\\_Statutory\\_Guidance.pdf](https://assets.publishing.service.gov.uk/media/62c6df068fa8f54e855dfe31/Domestic_Abuse_Act_2021_Statutory_Guidance.pdf)

### 2.1.12 Upskirting

In 2019, the Voyeurism Offences Act came into force and made the practice of upskirting illegal. Upskirting is defined as someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear. The intent of upskirting is to gain sexual gratification or to cause the victim humiliation, distress or alarm. It is usually performed in a public place among crowds of people, making it harder to spot people taking the photos. Be alert to people who place themselves in positions that could allow them to view underwear, genitals or buttocks. This could include positioning a camera or phone close to someone's legs.

### 2.1.13 CCE (Child Criminal Exploitation)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shop lifting or pick pocketing. They can also be forced or manipulated into committing vehicle crime or threatening or committing serious violence to others.

### 2.1.14 Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff and volunteers are well placed to observe those whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact through childhood, adolescence and into adulthood.



### 2.1.15 Serious Violence

There are indicators which may signal children are at risk from or are involved with serious violent crime. These may include changes in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries.

## 2.2 Signs and Symptoms of Abuse

### 2.2.1. Indicators of neglect

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. Neglect is often linked to other forms of abuse, so any concerns should be discussed with the Cathedral Safeguarding Manager or Diocesan Safeguarding Manager.

#### Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated.

#### Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies.

### 2.2.2 Indicators of emotional abuse

#### The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person – as in domestic violence.

## Indicators of emotional abuse

### Developmental issues

- Delays in physical, mental and emotional development
- Poor performance in school or activities outside of school
- Speech disorders, particularly sudden disorders or changes.

### Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g. wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early for activities, leaving late.

### Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships.

### Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression.

### 2.2.3 Indicators of physical abuse

#### The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

#### Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

### 2.2.4 Indicators of sexual abuse

#### The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation (see ‘Other types of abuse’ section above).

#### Characteristics of child sexual abuse:

- It is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- Grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- Grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

### Indicators of sexual abuse – physical observations

- Bruises around the breasts or genital areas
- Unexplained STI or genital infections
- Unexplained vaginal or anal bleeding
- Vaginal discharge or infection
- Torn, stained or bloody underclothing
- The child telling you they have been sexually assaulted or raped
- Pain or itching in the genital area
- Sexually transmitted disease
- Stomach pains or discomfort when walking or sitting down
- Pregnancy

### Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Depression or other sudden apparent changes in personality such as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at Cathedral activities/events, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

## 2.3 Abuse and Neglect of Adults

### Safeguarding Vulnerable Adults Definition

Safeguarding applies to adults who may be vulnerable or at risk of harm/abuse. Vulnerability may be temporary or permanent and individual adults may be classified and declassified as vulnerable throughout their lifespan due to changes in their circumstances.

Our policy states we will protect adults who may be at risk of abuse from actual or potential harm and that everyone has different levels of vulnerability, and that each of us may be regarded as vulnerable at some time in our lives.

Safeguarding vulnerable adults is further defined in the Care and Support statutory guidance issued under the Care Act 2014 as:

- protecting the rights of adults to live in safety, free from abuse and neglect
- people and organisations working together to prevent and stop both the risks and experience of abuse or neglect
- people and organisations making sure that the adult's wellbeing is promoted including, where appropriate, taking fully into account their views, wishes, feelings and beliefs in deciding on any action
- recognising that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances and therefore potential risks to their safety or well-being.

The UK government document 'Care and Support Statutory guidance' and Church of England Factsheet 'Types of Abuse' categorises and defines adult abuse.

Care and Support Statutory guidance – currently under review  
<https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance>

<https://www.churchofengland.org/sites/default/files/2018-10/type-of-abuse-reference-document-september-2018-proof-copy.pdf>

### 2.3.1 Physical abuse

This includes hitting, slapping, pushing, hair-pulling, kicking, misuse of medication, restraint, inappropriate sanctions, incorrect moving or handling techniques which cause distress.

### 2.3.2 Sexual abuse

This includes rape and sexual assault or sexual acts to which the vulnerable adult has not consented, could not consent or was pressurized into consenting.

### 2.3.3 Psychological or emotional abuse

This includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

### 2.3.4 Financial or material abuse

This includes theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

### 2.3.5 Modern slavery

This includes human trafficking, forced labour and domestic servitude; traffickers and slave masters use whatever means they have to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

### 2.3.6 Discriminatory abuse

This includes harassment, slurs or similar treatment because of race, gender and gender identity, age, disability, sexual orientation or religion.

### 2.3.7 Domestic violence or abuse

The cross-government definition of domestic abuse (see <https://www.gov.uk/guidance/domestic-violence-and-abuse>) is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse perpetrated by those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial and emotional. The Church recognises additional categories of neglect, spiritual and digital abuse.

### 2.3.8 Organisational or institutional abuse

This includes neglect and poor practice within an institution or specific care setting such as a hospital or care home. This may range from one-off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

### 2.3.9 Neglect or acts of omission

This includes ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

#### Self-neglect

This covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.

## 2.4 Signs and Symptoms of Abuse (Adults)

Please note that this is not an exhaustive list.

### 2.4.1. Indicators of physical abuse

- Cuts, lacerations, puncture wounds, open wounds, bruising, welts, black eyes, bite marks, burns, broken bones, fractures
- Untreated injuries or injuries which are not properly treated
- Poor skin condition
- Broken eye glasses or frames
- Physical signs of being subjected to punishment or of being restrained
- Reluctance to get changed, for example in hot weather
- Emotional distress
- Cowering and flinching
- Withdrawn behaviour
- Telling you they have been hit, slapped or mistreated.

### 2.4.2 Indicators of sexual abuse

- Bruising around the breasts or genital areas
- Stomach pains or discomfort when walking or sitting down
- Bruising around the neck or upper body
- Unexplained sexually transmitted infections
- Telling you they have been sexually assaulted or raped.

### 2.4.3 Indicators of psychological or emotional abuse

- Feelings of helplessness
- Hesitation in talking openly
- Emotionally upset/agitated
- Unusual behaviour (sucking, biting, rocking)
- Unexplained fear
- Denial of a situation
- Becoming extremely withdrawn or non-communicative
- Telling you they are being verbally or emotionally abused.

### 2.4.4 Indicators of financial or material abuse

- Signature on cheques or important documents do not resemble the adult's signature or which are signed when the adult cannot write
- Sudden changes in bank accounts including unexplained withdrawals of large sums of money
- The sudden appearance of previously uninvolved relatives claiming their rights to a vulnerable person's assets or possessions
- Numerous unpaid bills, overdue rent when someone is supposed to be paying bills on behalf of the vulnerable person
- Lack of amenities such as TV, personal grooming items etc that a vulnerable person should be able to afford

- Restricting vulnerable adults' access to cash, bank accounts or financial documentation
- Deliberate isolation of a vulnerable person from friends and family resulting in the caregiver alone having total control.

#### 2.4.5 Indicators of modern slavery

- Appearing to be malnourished, unkempt or withdrawn
- Isolation from the community, seeming under the control or influence of others
- Living in dirty, cramped or overcrowded accommodation or living at and working at the same address
- Lack of personal effects or identification documents
- Avoidance of eye contact, appearing frightened or hesitant to talk to strangers
- Fear of law enforcers.

#### 2.4.6 Indicators of discriminatory abuse

- Being refused access to services or being excluded inappropriately
- Lack of privacy and dignity
- Expression of anger/frustration/fear/anxiety
- Tendency for withdrawal and isolation
- Lack of access to healthcare, education, employment and criminal justice relating to a protected characteristic
- Lack of disabled access
- Being refused access to services or being excluded inappropriately.

#### 2.4.7 Indicators of domestic violence or abuse

- Psychological/emotional including: shouting; swearing; blaming; ignoring; ridiculing; being obsessively and irrationally jealous; keeping them isolated from friends and family; threatening suicide or self-harm
- Physical including: hitting; pushing; assault with everyday implements such as kitchen knives; smashing possessions
- Sexual including: forcing someone to take part in any sexual activity without consent; sexual name calling; imposition of dress codes on partner; knowingly passing on sexually transmitted infections
- Neglect including: failure to provide necessary care, assistance, guidance or attention that is reasonably likely to cause a person physical, mental or emotional harm or substantial damage to or loss of assets
- Financial including: forcing them to take out loans; unauthorised use of someone's property, money or pension; refusing transport or money
- Spiritual including: refusing to let them worship; compelling them to worship; using religious teaching to justify abuse (e.g. 'submit to your husband'); telling someone that God hates them
- Digital including: use of technology to bully, harass, stalk or intimidate such as 'revenge porn' (disclosing private sexual photographs via digital media with an intent to cause distress)
- Controlling behaviour includes a range of acts to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources;



depriving them of independence; regulating their everyday behaviour

- Coercive behaviour is an act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten.

#### 2.4.8 Indicators of organisational or institutional abuse (within an institution or specific care setting)

- Lack of choice or consultation over meals
- Lack of flexibility/choices/options
- Lack of dignity
- Pressure sores; skin tears; dehydration
- Person is unkempt and smells
- Lack of privacy including intercepting mail
- Derogatory remarks overheard
- Inadequate or delayed response to medical requests/request for support
- Entering rooms without knocking/seeking permission
- Staff not available
- Service users are abusive to staff and other service users.

#### 2.4.9 Indicators of neglect and self-neglect

- Weight loss
- Hunger
- Thirst/dehydration
- Poor personal hygiene
- Rashes/pressure sores/lice
- Inadequate clothing
- Unsanitary conditions
- Untreated injuries and medical problems
- Poor environment – dirty or unhygienic.

##### Indicators of self-neglect

- Very poor personal hygiene
- Unkempt appearance
- Lack of essential food, clothing or shelter
- Malnutrition and/or dehydration
- Neglecting household maintenance
- Hoarding
- Collecting a large number of animals in inappropriate conditions
- Non-compliance with health or care services
- Inability or unwillingness to take medication or treat illness or injury.

## 2.5 Other types of abuse

### 2.5.1 Honour Based Violence

Honour Based Violence can manifest in many different ways and often presents with accompanying criminal offences, domestic abuse or the criminal offence of forced marriage. It can include: physical abuse; sexual abuse; emotional/psychological abuse; financial abuse; forced marriage; female genital mutilation.

The 'honour code' means that females generally, but sometime males, must follow rules that are set at the discretion of the male relations.

A child at risk of abuse in the name of honour is at significant risk of physical harm (including being murdered) and/or neglect and may also suffer significant emotional harm through the threat of violence.

It is important that you do not turn the individual away. Support them to make urgent and safe contact with the Police. It is important to remember the 'one chance' rule. There may only be one chance to speak to the potential victim and intervene.

### 2.5.2 Forced Marriage

A forced marriage is where one or both people do not (or in some cases of people with learning or physical disabilities, cannot) consent to the marriage and pressure or abuse is used. Marriage without consent is not valid in UK law and a child under 16 years old is not considered to be competent to consent to marriage. Forced marriages can occur in this country or abroad. Involving family members in cases of forced marriage is dangerous as it may increase the risk of serious harm to the victim as the victim may also then be punished for seeking help.

### 2.5.3 Spiritual abuse

This is not covered by the standard statutory definitions of abuse but is of concern both within and outside faith communities including the Church of England.

Within faith communities harm can be caused by the inappropriate use of religious belief or practice; this can include the misuse of the authority of leadership or penitential discipline, oppressive teaching or intrusive healing and deliverance ministries.

One particular aspect of Spiritual Abuse relating to children has been addressed in the Department of Health Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (2007). The term 'spirit possession' is defined as the belief that an evil force has entered the child and is controlling him or her. Families and children can be deeply worried by the evil they believe is threatening them and abuse often occurs when an attempt is made to 'exorcise' or 'deliver' the child.

[https://www.darlington-safeguarding-partnership.co.uk/media/2059/spirit\\_possession\\_dfes.pdf](https://www.darlington-safeguarding-partnership.co.uk/media/2059/spirit_possession_dfes.pdf)

### 2.5.4 Non-Recent Abuse

Safeguarding concerns or allegations may be about something that is going on now and/or something that may happen in the future or something that happened in the past (non-recent).

Non-recent allegations of abuse must be taken as seriously as recent allegations. Research evidence suggests that it may take up to 25 years or longer for an adult to disclose sexual abuse that happened either as a child or younger adult. A victim/survivor needs to be aware that if a respondent is known to be currently working with children/vulnerable adults in either a paid or voluntary capacity a referral to the statutory services will be made. The Diocesan Safeguarding Manager will make this referral. (Please note that any safeguarding concern or allegation made against a church officer who has died must also be reported to the DSM).

## 2.6 Supporting and caring for survivors of abuse

The House of Bishops' Safeguarding Policy Statement 2017 states that 'The Church will endeavour to offer care and support to all those that have been abused, regardless of the type of abuse, when or where it occurred.

Those who have suffered abuse within the Church will receive a compassionate response, be listened to and be taken seriously. Our first response to those who have suffered abuse, especially abuse within the Church, should be compassionate; we must listen and take what we are hearing seriously.'

The Cathedral will always offer informed pastoral support and care for survivors of abuse.

We recognise that we are not professional counsellors or experts in giving practical or legal advice or guidance, so we will always support an individual to seek/or signpost them to other services and bodies that may also be able to help with advice and guidance.

The National Safeguarding Team issued guidance in November 2021 (due for renewal in November 2024)

<https://www.churchofengland.org/safeguarding/safeguarding-e-manual/responding-well-victims-and-survivors-abuse>

The guidance outlines :

- 1) Responding well to all victims and survivors
- 2) Co-creating support with victims and survivors of Church-based abuse
- 3) Summary of support for victims and survivors of Church-based abuse
- 4) Arranging therapeutic support
- 5) The support person role
- 6) Spiritual and pastoral support for victims and survivors
- 7) The issuing of apologies by Church Bodies
- 8) Centrally arranged support for victims and survivors

## Section 1

### Requirements

1.1 Church Bodies must promote a healthy, compassionate and safe culture which facilitates disclosures.

1.2 Church Bodies must regularly review their culture using the section “Characteristics of a healthy and safe culture” in the good practice advice below, to consider how their culture can be made healthier and safer, and make any changes identified. This must be done with the involvement of victims and survivors.

1.3 Church Bodies must provide clear and accessible information about:

- how victims and survivors can report abuse within the Church.
- the support available to disclosers immediately after their disclosure and how they will be assisted during and after the investigation.
- the processes that will be followed when abuse (or risk of abuse) is disclosed and what will happen to the personal information of people about whom abuse is disclosed.
- how allegations of abuse are reported to statutory services.
- how victims and survivors can contact statutory services if they believe that they have been abused or are at risk of being abused.
- contact details for national services for victims and survivors – for example [Stop It Now](#)<sup>23</sup> , [Samaritans](#)<sup>24</sup> , [NSPCC](#)<sup>25</sup> , [MACSAS](#)<sup>26</sup> , [Survivors' Voices](#)<sup>27</sup> – and local charities such as [Survivors' Network](#)<sup>28</sup> .

1.4 This information must be disseminated in a variety of methods relevant to that Church Body and those who encounter it through its activities, in order to meet different needs.

1.5 Information on safeguarding must be translated into the main languages commonly spoken by regular worshippers so that people who do not use English as their first language can understand it.

1.6 Church Bodies must also provide clear, jargon-free messages of support to victims and survivors of abuse.

## Section 5

### Requirements

5.1 Church Bodies must offer all victims and survivors a Support Person to assist them.

5.2 DSAs and CSAs will take reasonable steps to ensure suitable Support Persons are available. This will include developing and supporting a pool of Support Persons who may be able to help victims and survivors and /or contracting with other organisations to provide Support Persons.

5.3 Church Bodies must promptly, following a disclosure, liaise with the DSA or CSA to facilitate the agreement of a person to perform the role of “Support Person” to support those victims and survivors who state they would like this form of help.

5.4 Church Bodies must ensure the Support Person has completed the NST “Support Person” training before being assigned. This also applies to Support Persons supplied by third party organisations.

5.5 The Support Person must only be assigned after consent by the victim or survivor (or in the case of children, their parent or guardian who is not the subject of the safeguarding concern).

5.6 A written statement must be provided which sets out exactly what help the Support Person will provide to a victim and survivor, and this will explain how information about the victim and survivor will be recorded, shared and used.

5.7 Church Bodies must take reasonable steps to ensure that there are no conflicts of interest between the Church Body or Bodies involved and the Support Person assigned to the victim/survivor. The Support Person assigned must not have any involvement in the safeguarding or other investigations into the allegations made by the victim or survivor they are assigned to support. The Support Person must not be a witness for, or have any other involvement in relation to, the allegations of abuse by the victim or survivor they are supporting.

5.8 Church Bodies must give the contact details of the person responsible for the oversight and support of the Support Person to the victim and survivor so that they can contact them to provide feedback, if they wish to.

5.9 Church Bodies must ensure appropriate support and oversight for the Support Person. In dioceses and cathedrals this will, respectively, be the DSA or CSA.

## Section 3: Supplementary Information

	Item
3.1	Special Needs
3.2	Safeguarding Children in the Learning Centre – safeguarding policy and practice guidance
3.3	Contextual Safeguarding – peer on peer abuse
3.4	Safeguarding Cathedral Choristers
3.5	Ratio and supervision guidance
3.6	Safeguarding complaints practice guidance

## 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 and needs. 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 their needs. 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 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 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 they know of the difficulties 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 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 young person' may be sexually abusing a young person with special needs. Please see Child on Child (formerly termed Peer on Peer Abuse) Guidance.

- 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.

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.

### 3.2 Learning Centre – safeguarding policy and practice

This policy should be read in conjunction with the national policy for safeguarding, Winchester Cathedral Safeguarding Practice Guidance and the Diocesan policies and practice guidelines.

This policy and practice guidance explicitly relates to the work of the Cathedral Learning Centre in its work with schools and groups where safeguarding is the joint responsibility of the individual school/group and the centre staff and volunteers.

The Chapter at Winchester Cathedral is committed to promoting and supporting environments which:

- Are child and young person friendly and nurture their positive development
- Enable children and young people to be active contributors to our community
- Protect children and young people from actual or potential harm
- Enable and encourage concerns to be raised and responded to openly and professionally

We recognise that:

- The welfare of the child or young person is paramount
- All children (regardless of age, ability, gender, heritage, ethnicity, religious belief, sexual orientation or identity) have the right to equal protection from all types of harm or abuse
- Abuse of children can occur in all communities, families and groups and that vigilance is key
- Working in partnership with children, young people, parents, carers, statutory and other agencies, is essential in promoting children's and young people's welfare

#### **1. Responsibility**

Responsibility for delivering these procedures are delegated to the Director of Learning.

#### **2. Learning Centre Staff**

Employed Learning Centre staff have training which enables them to understand the sensitive issues involved in safeguarding. They have undergone an enhanced DBS check.

#### **3. Learning Centre Volunteers**

All volunteers go through the volunteer application procedure organised by the Volunteer Coordinator. All regular Learning Centre volunteers have a DBS check. References are taken for all new applicants and volunteers undergo training as appropriate depending on their previous experience and prospective level of involvement.

The Volunteer Coordinator, together with the Safeguarding Manager, is responsible for ensuring volunteers are kept up to date with current safeguarding practice.

#### **4. Guidelines for School Visits**

- It is important that all visits are booked in advance even if the school does not wish to use the Cathedral programme of school tours or activities.
- Schools are encouraged to have an appropriate ratio of children to adults in accordance with County/City Council or school non-statutory guidance. The ratio of adults to children/students is the responsibility of the schools or LA. A suggested ratio is included in the pre-visit information pack. Members of school staff are responsible for the behaviour of their pupils; this is highlighted in the information sent to schools before



the visit. Learning Centre volunteers should refer all behavioural issues to school staff. No Learning Centre volunteer should ever be alone with an individual child.

- A Teacher's Pack is provided as part of the booking process which highlights key information, including safeguarding. The Director of Learning or Learning and Heritage Officer will discuss safeguarding as part of the introduction to the Cathedral.
- Children requiring toilet facilities should be accompanied by an adult from their school. There are toilet facilities available for children in the Learning Centre and Wessex Learning Centre and schools are asked not to use the public toilets in the Visitor Centre.
- Volunteers will guide pupils in group sizes appropriate to pupils' age, type of trail and the expertise of the volunteer.

## **5. Dressing Children**

Some visits may include historical role play where pupils are dressed in costume. These costumes are always worn on top of the pupils' own clothing. As far as possible dressing is done by the children themselves, peers or school staff. When Learning Centre staff or volunteers are required to dress a pupil, this is always done in the presence of other pupils and school staff.

## **6. External Providers**

When sourcing external providers e.g. re-enactors, musicians, theatre groups, the Director of Learning or Learning Officer will ensure that such providers have relevant experience/references and where necessary a DBS check.

## **7. Reporting**

- Anyone with a concern about a child visiting the Cathedral as part of a school visit should initially address that concern to the teacher in charge of the visit and the Director of Learning or Learning and Heritage Officer. Following this, Learning Centre staff will refer concerns to the Cathedral Safeguarding Manager or Diocesan Safeguarding Manager. It may be that school is already aware of a safeguarding issue but this cannot be assumed.
- Any member of staff or Cathedral volunteer receiving such a concern should refer this on to the Director of Learning or Learning and Heritage Officer.
- This method of reporting concerns will be communicated to relevant parties by the Learning Centre staff and through the Cathedral's booking procedures.

## **8. Other Matters**

- Any first aid incident involving a pupil or adult on a guided educational visit is recorded in the Accident Book on MentorLive. Most visiting schools bring their own first aid trained member of staff and first aid kit.
- Children and young people accompanied by adults outside of a guided educational visit remain the responsibility of their accompanying adults. This applies to unguided school visits and children visiting with family members/carers.
- Learning Centre staff and volunteers will use their professional judgement when guiding pupils and will liaise with school staff in all matters relating to visiting children and young people.

### 3.3 Contextual Safeguarding

Contextual safeguarding as a specific term that has come out of research from the University of Bedfordshire. <https://learning.nspcc.org.uk/news/2019/october/what-is-contextual-safeguarding>

*Contextual safeguarding recognises that as young people grow and develop they are influenced by a whole range of environments and people outside of their family. For example, in school or college, in the local community, in their peer groups or online. Children and young people may encounter risk in any of these environments. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks, engage with children and young people and help to keep them safe. It's an approach that's often been used to apply to adolescents, though the lessons can equally be applied to younger children especially in today's changing world.*

For us as a Cathedral, we will consider the various factors that have an interplay with the life of any child or young person about whom we have concerns and the level of influence that these factors have on their ability to be protected and remain free from harm particularly when it comes to child exploitation or criminal activity.

Within the context of Winchester Cathedral, we have identified the following contextual elements that may influence areas of safeguarding, awareness and vulnerability:

- The Cathedral has boy choristers, all of whom are boarders
- The Cathedral has girl choristers who come from a variety of schools
- The Choristers range in age from primary age to secondary age
- The Cathedral offers a range of activities for children to participate in including, but not limited to, educational visits and Children's Church

#### 3.3.1 Child on Child Abuse – formerly termed Peer on Peer Abuse – policy, procedure and guidance

This policy should be read in conjunction with the national policy for safeguarding, Winchester Cathedral Safeguarding Practice Guidance and the Diocesan policies and practice guidelines.

Keeping Children Safe in Education (KCSiE) 2023 writes that children can abuse other children. It can happen both in person and online.

It is essential that inappropriate behaviours between children are challenged. Downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Schools that provide residential accommodation should be especially alert to inappropriate pupil relationships and the potential for child on child abuse. Therefore, it is right that

Winchester Cathedral, as a Music Department with choristers, works in partnership with Pilgrims' School and does all it can to manage any abusive peer behaviour as part of our duty of care and in line with expectations laid down by KCSiE 2023.

The purpose of this policy is to explore the many forms of child on child abuse and include a planned and supportive response to the issues.

The Chapter at Winchester Cathedral is committed to promoting the following principles:

Safeguarding and promoting the welfare of children is the responsibility of all:

- Prompt action and sharing of information is crucial, as no single person can have a full picture of each child
- Be aware that safeguarding issues can manifest themselves via child on child abuse. This may include (but is not limited to) bullying (including cyber bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sexual violence, sexual harassment, causing someone to engage in sexual activity without consent, consensual and non-consensual sharing of nude and semi-nude images or videos, upskirting and initiation / hazing type violence and rituals
- All members of the community are asked to cultivate an understanding that 'it could happen here' and be prepared to 'think the unthinkable'.

**We recognise that:**

- Children are capable of abusing other children and this will be dealt with under our safeguarding policy, child on child abuse policy, procedure and guidance, with regards to Pilgrims' School Safeguarding of Children Policy and following guidance from KCSiE (2023)
- Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children
- Child on child abuse can occur online and offline (both physically and verbally), is never acceptable, will never be tolerated or passed off as "banter" or "part of growing up" and is not an inevitable part of growing up
- While a clear focus of child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive and will not be tolerated.

**We will endeavour to safeguard children and young people by:**

- Prevention
- Providing training to staff and volunteers
- Liaising with Pilgrims' school on a regular basis to discuss chorister wellbeing and welfare.

**When concerns are raised, following Diocesan and Cathedral procedures:**

The following general principles and guidelines should be followed:

- Responding without delay to every concern raised that a child or young person may have been harmed, or be at risk from harm; or about the behaviour of a child
- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported
- Any direct disclosure by a pupil of an incident of abuse should be taken very seriously and managed sensitively. Basic principles of listening sensitively, providing reassurance, not asking leading questions and not guaranteeing confidentiality should be remembered. In addition: staff should not view or forward illegal images of a child.

**In our care:**

- Ensuring that informed and appropriate pastoral support is offered to any child or young person who has suffered abuse and other affected persons
- Ensuring that appropriate pastoral support is offered to any member of our Cathedral community against whom an allegation is made.

**In our supervision, following Diocesan procedures in:**

- Ensuring, in partnership with the Diocese and other agencies, that care, support and supervision is provided for any member of our Cathedral community known to have offended against a child or young person, or to pose a risk to them through careful risk management processes.

This policy and practice guidance covers **all children** on Cathedral activities.

### **3.4 Safeguarding Cathedral Choristers**

This practice and procedural guidance explicitly relates to the work of the Liturgy and Music Department and the choristers (both boys and girls) and Junior Choir.

#### **General Introduction**

The Liturgy and Music Department adheres to the Cathedral Safeguarding policy. At all times when the Choristers are in the care of the Liturgy and Music Department, the Cathedral's safeguarding policy and practice guidance will apply.

In order to create an environment in which children are safe from harm and/or abuse, while engaged in activities related to their role as choristers, the following steps are taken:

A clear contract exists between school and the Cathedral delineating responsibilities and outlining expectations. The Liturgy and Music Department has a responsibility to provide for the care and supervision of the boy Choristers when they are engaged in choir duties and are present in the Cathedral.

As part of this, a series of reviews and processes are in place. These include:

- a boy Chorister handbook
- a contract with each family
- a boy Chorister parent representative
- termly parent meetings
- regular risk assessments
- the appointment of a chaperone
- an annual survey
- an annual review of the arrangements with the Dean and the Headteacher

Enabling close liaison between the School and the Liturgy and Music Department in the form of regular weekly care and welfare of Chorister meetings between school and Cathedral staff including, but not limited to, representatives from the school including the School Director of Music, the Cathedral Director of Music, the Choral Foundation Administrator, the Chorister chaperone and the Cathedral Safeguarding Manager. There is a constant awareness of the overall demands created by the combination of study, singing and other activities in the choristers' timetable.

Enabling close liaison between girl chorister parents and the Liturgy and Music Department. These include:

- a girl Chorister handbook
- a contract with each family
- a girl Chorister parent representative whose role is to liaise with the Liturgy and Music Department in terms of choir administration, general issues and concerns
- termly parent meetings
- an annual survey

Enabling close liaison between Junior Choir parents and the Liturgy and Music Department. These include:

- The Choral Foundation Administrator and the Junior Choir Director are in regular contact
- All volunteers with the Junior Choir are trained and safer recruited
- There are regular parent communications

All relevant members of the Liturgy and Music Department are subject to enhanced DBS checks.

All members of the Liturgy and Music Department are familiar with the safeguarding policies of the Cathedral and Pilgrims' School and are required to follow the guidelines and procedures where concerns are raised about a child's welfare.

### **Procedures to be followed by all members of the Liturgy and Music Department**

Many members of the Liturgy and Music Department are in regular contact with children and may be in a position to detect early symptoms of possible abuse at any time.

Any grounds for concern should be reported immediately. In voicing concern, staff should not feel that they are necessarily starting formal procedures. The care and welfare of Choristers is paramount at all times.

Members of the Liturgy and Music Department should report any concerns to the Cathedral Safeguarding Manager or the Precentor who will make the decision about the next steps to take (the CSM will share the information with the Precentor and vice versa).

Every member of the Liturgy and Music Department has an obligation to report any concerns they may have concerning the welfare of a Chorister, including any disclosures that may be made by a child.

All adults who come into regular contact with children should be aware of their vulnerability and do their best to avoid misunderstanding.

### Suspicion of abuse /disclosures by children of abuse

The procedures to be followed are set out in detail in the safeguarding policy and practice guidance. These include the key principles of **Recognise Respond Record Refer**.

### The Care and Supervision of Choristers in the Cathedral

Services and events in which the Choristers participate may be live streamed and/or recorded in line with relevant Cathedral policies and practice guidance.

### Supervision of the Boy Choristers

- They are escorted from the School to the Cathedral Song Room for all rehearsals and performances. A robust register is kept.
- At the point they leave school, the Choristers are the responsibility of the Cathedral.
- At the end of rehearsal and/or performance, the boy Choristers become the responsibility of the school when they are returned to school.
- We may sign them out to their parents at the end of the service to make the short walk to school. The parents sign them back into school again.
- If a boy becomes unwell and this cannot be managed in the Cathedral, the Choir Chaperone will contact the school matron who will attend and escort the Chorister back to school if necessary wherein they will visit Matron in The Hub.

### Supervision of the Girl Choristers

- Girl choristers make their own way to the Cathedral or arrive with parents (as they travel from a variety of schools).
- For every service/concert a parent is 'in attendance' as a Choir Chaperone.
- The Choir Chaperone is expected to arrive in the Cathedral 10-15 minutes before rehearsal time and stay in the South Transept whilst the girls arrive, robe and rehearse.
- The girls must sign in with a Choir Chaperone upon arrival and sign out after each

- performance. A robust register is kept.
- Once a girl signs in she becomes the responsibility of the Cathedral until she has been signed out to a parent/guardian or named adult.
- If a girl is unwell and needs to leave the service or concert, the Choir Chaperone is there to help her and contact her parents if necessary and the Virger takes on the role of a back-up chaperone if required.

All the Virgers are first aid trained and, in accordance with the Cathedral's safeguarding policy and practice guidance, will come out of the service to offer additional help.

The Choir Chaperone sits in a reserved seat near the girls in the Cathedral for the rehearsal prior to and during the service/concert.

There are Choir Chaperone Guidance Notes provided by the Liturgy and Music Department which detail expectations.

### **Vocal Health**

The vocal cords are muscles and, as such, require careful treatment. It is important that each chorister keeps himself or herself well hydrated and takes care in all aspects of using their voice. The Vocal Coach and Director of Music keep in close contact about each chorister's voice. If their concerns are more serious than just a cough or cold, we will ask the parents to make an appointment with their GP, who can then refer the chorister to our voice specialist.

### **Practical Arrangements**

Private toilets are situated in the South Transept for choristers to use.

#### **Boy Chorister - toilets**

- Boy choristers are encouraged to use the toilets in school before coming to the Cathedral.
- Choristers may use the Cathedral facilities at any time during rehearsals with the permission of the member of staff conducting the rehearsal.
- Choir Chaperones monitor this but do not accompany choristers, except in the case of a medical emergency.

#### **Girl Chorister - toilets**

- Choristers may use the Cathedral facilities at any time during rehearsals with the permission of the member of staff conducting the rehearsal.
- Parent Choir Chaperones monitor this but do not accompany choristers, except in the case of a medical emergency.

## Tours/performances in another location

From time to time, the boy Choristers are invited to sing in another part of the UK or abroad.

The Cathedral will bear in mind academic demands and the school timetable, and the fact that parents enjoy the company of their children during holidays.

The Director of Music seeks approval for such events from the Dean, Chapter, the Senior Executive Team (SET) and the Headteacher. A full risk assessment is undertaken by the Cathedral and, in the case of boys' tours, Pilgrims' School for any tour or visit. The risk assessment includes supervision ratios and specifies areas of school and Cathedral responsibility. Both school and, in the case of boys' tours, Cathedral staff attend choir tours/visits.

For overseas tours and commercial broadcasting, if required, a licence is obtained through the City of Westminster Magistrates' Court under the requirements of The Children (Performances and Activities) (England) Regulations 2014.  
<https://www.legislation.gov.uk/uksi/2014/3309/contents/made>

At least two members of Pilgrims' School staff accompany the boys on all tours and off-site visits.

## Photographic Consent

In all choirs, the Choral Foundation Administrator will contact parents about obtaining consent for live streaming/photographs/television appearances etc if permission is not covered under our usual permission documentation. Should any changes to the consent be necessary during the Choristership, it is up to the parents to inform the Choral Foundation Administrator of these changes.

## 3.5 Ratios and supervision

Winchester Cathedral has a number of departments, each interacting with children, young people, families and/or adults who may be vulnerable to a greater or lesser extent, and in unique ways.

For all activities involving children or young people, leaders should assess the risk and arrange for sufficient adults (aged 18 or over) to ensure a safe environment, mitigate against risk and promote safeguarding at all times.

Supervision levels will vary depending on the nature and duration of activities, the competence and experience of staff involved, any specialist needs, the children's age, behaviour and abilities within the group.

Schools and educational establishments including groups visiting from abroad, should meet their own supervision ratio guidelines on staffing visits outside of school. Younger pupils generally need to be in smaller groups with more adults.



We ask that all groups are supervised in the Cathedral and on Cathedral grounds and remain the responsibility of the supervising staff/adults at all times.

For guidance these are recommended ratios by Ofsted and the NSPCC

Age group	Ratios
0-2 years	One adult to three children
2-3 years	One adult to four children
4-8 years	One adult to six children
9-12 years	One adult to eight children
13-18 years	One adult to ten children

### Chorister Supervision

#### Cathedral services

The exception to ratios applies to boy Choristers who are chaperoned to and from the Cathedral by the Choir Chaperone who stays for the duration of the service.

- The boys are escorted from the School to the Cathedral Song Room for all rehearsals and performances. A robust register is kept.
- At the point they leave school, the Choristers are the responsibility of the Cathedral.
- The Chaperone is in attendance throughout.
- At the end of rehearsal and/or performance, the boy Choristers become the responsibility of the school when they are returned to school.
- We may sign them out to their parents at the end of the service to make the short walk to school. The parents sign them back into school again.
- If a boy becomes unwell and this cannot be managed in the Cathedral, the Choir Chaperone will contact the school matron who will attend and escort the Chorister back to school if necessary.

#### Chorister Performances Off-Site

The Cathedral follows Pilgrims' School supervision ratios using a **minimum 1:10** for UK visits and **1:8** for visits abroad.

## 3.6 Safeguarding Complaints Practice Guidance

### Stage One

Initially, the complaint should be made to the Head of People. This can be in writing or by telephone. All telephone conversations will be recorded in writing and the records shared with the complainant to ensure accuracy and transparency. The complaint will be acknowledged and responded to normally within two working weeks (i.e. 10 working days) and a copy of this complaints procedure will be supplied.

Within this timescale, the Head of People will do the following:

- Make all necessary and appropriate enquiries to establish the substance of the

complaint and any attempts already made to resolve the matter informally

- Form a view and decide who the best person to respond to the complaint would be
- Initiate discussions or meetings with the complainant to fully understand the issues raised, seek clarity and be clear on what would constitute a resolution for them
- Arrange any necessary mediation between the parties and any necessary, subsequent action(s)
- It is hoped that an acceptable resolution can be found and the complaint can be concluded to the complainant's satisfaction at this level. However, if this is not the case, the complainant must inform the Head of People within two working weeks (i.e. 10 working days) of the reasons for their dissatisfaction with the Stage One outcome and their wish to proceed to Stage Two, which will be progressed as follows:

## **Stage Two**

At Stage Two, the details of the complaint and actions taken at stage one will be passed by the Head of People to the Chief Operating Officer.

The Chief Operating Officer will:

- Acknowledge receipt of the Stage Two complaint and that they are reviewing details usually within one working week (i.e. five working days)
- Make it clear when a response can be expected. The aim will be for complainants to receive a definitive reply within four working weeks (i.e. 20 working days). If this is not possible because, for example, an investigation has not been fully completed, a further communication will be sent with an indication of when a full reply will be given.
- Review all documentation and the actions taken so far and discuss with the complainant the situation from their perspective and why resolution could not be reached. All conversations will be recorded in writing and the records shared with the complainant to ensure accuracy and transparency
- Discuss the same with the Head of HR and the Diocesan Safeguarding Team (where appropriate) and consider what, within the framework of Winchester Cathedral policy and, if necessary, the law could be a way forward to resolve the issue at hand
- Where necessary, take advice from any appropriate people or agencies in order to formulate a response for the complainant and any necessary action
- The reply (within 20 working days where possible) to the complainant will inform them of the action(s) taken to investigate the complaint, the conclusions from the investigation, and any action taken as a result of the complaint
- Again, where possible the complaint will be resolved at this level, but if not then the complainant must notify the Chief Operating Officer within two working weeks (i.e. 10 working days) of the reasons for their dissatisfaction with the Stage Two outcome and their wish to proceed to Stage Three, which will be progressed as follows:

## **Stage Three – Appeal**

If the complainant remains unsatisfied after the Stage Two process has been completed, they have the right to advise the Chief Operating Officer of their desire to appeal to the

independent chair of the Diocesan Advisory Panel as the final appeal body. The independent chair of the Diocesan Advisory Panel will chair the appeal panel, and will nominate to sit alongside them to consider the appeal not fewer than two and not more than four other members of the Cathedral Council, none of whom shall be members of Chapter or the College of Canons.

Once the Chief Operating Officer has notified the Independent Chair of the need for Stage Three to be initiated, the Independent Chair will acknowledge the request for appeal usually within two working weeks (i.e. 10 working days). The process undertaken at Stages One and Two will be reviewed and the Independent Chair may choose to talk to and/or meet with the parties concerned, together or separately, to gain clarification on the issues before the full panel considers the Stage Three appeal.

A final decision and any action deemed necessary will be communicated to the complainant usually within six working weeks (i.e. 30 working days).

All responses at any stage, where possible, will inform the complainant of the action taken to investigate the complaint, the conclusions from the investigation, and any action to be taken as a result of the complaint.

If the complaint is concerning the Chief Operating Officer, the complainant should address their complaint to the Dean at Stage Two of the process.

Complaints can be made by telephone to the Cathedral Office Reception: 01962 857200 or in writing addressed to Cathedral Office, No 9 The Close, SO23 9LS.

## SECTION 4: FORMS

Index No	Item
4.1	<p>Image/Film Consent Form</p> <p>1 - Link for survey for an individual who is taking part in a service that is being live streamed  <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=zPHlSjlqBU6tLot8C8g8gijld277rZGphMprwNV-SRUNUZRNzlkRkNWSEtYTU9KOVk2VDMITVc4RS4u">https://forms.office.com/Pages/ResponsePage.aspx?id=zPHlSjlqBU6tLot8C8g8gijld277rZGphMprwNV-SRUNUZRNzlkRkNWSEtYTU9KOVk2VDMITVc4RS4u</a></p> <p>2 - Link for survey for an individual who is taking part in a service that is NOT being live streamed  <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=zPHlSjlqBU6tLot8C8g8gijld277rZGphMprwNV-SRUMTIMRzBCOVpBVDVHRIFCWDURUUE5KUDc0Si4u">https://forms.office.com/Pages/ResponsePage.aspx?id=zPHlSjlqBU6tLot8C8g8gijld277rZGphMprwNV-SRUMTIMRzBCOVpBVDVHRIFCWDURUUE5KUDc0Si4u</a></p> <p>3 - Link for survey for a group who is taking part in a service that is being live streamed  <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=zPHlSjlqBU6tLot8C8g8gijld277rZGphMprwNV-SRURTI2QIJFWVIUTEo4OTNYTVNBSVZZWVRUQy4u">https://forms.office.com/Pages/ResponsePage.aspx?id=zPHlSjlqBU6tLot8C8g8gijld277rZGphMprwNV-SRURTI2QIJFWVIUTEo4OTNYTVNBSVZZWVRUQy4u</a></p> <p>4 - Link for survey for a group who is taking part in a service that is NOT being live streamed  <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=zPHlSjlqBU6tLot8C8g8gijld277rZGphMprwNV-SRUQU1STJOUVHVMVIGTEZSRkFRTDBNMzZZSi4u">https://forms.office.com/Pages/ResponsePage.aspx?id=zPHlSjlqBU6tLot8C8g8gijld277rZGphMprwNV-SRUQU1STJOUVHVMVIGTEZSRkFRTDBNMzZZSi4u</a></p>
4.2	<p>Visiting Choirs Form  <a href="https://forms.office.com/r/wjxM8JxAtp">https://forms.office.com/r/wjxM8JxAtp</a></p>