

SCOTTISH EPISCOPAL CHURCH



**SAFEGUARDING CHILDREN
AND YOUNG PEOPLE IN THE CHURCH**

CHILD PROTECTION TRAINING BOOKLET



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1. Welcome

Without people like you, the Church's work among children would not be possible.

The purpose of this booklet is to give you basic information to help you:

- keep the children we work with and ourselves safe from harm, and
- know what to do if you have concerns about a child

More detailed information about keeping children safe is available on the Scottish Episcopal Church Website where you can also access a range of other relevant information and download any of the forms that you might be required to use. Information is also available from the Provincial Office.

You should watch the Child Protection Training DVD and attend SEC Child Protection training when a session is organised in your area.

Please speak to your Church's Child Protection Co-ordinator for further information.

Provincial Officer - Donald Urquhart
Office for the Protection of Children and Vulnerable Adults,
General Synod Office,
21 Grosvenor Crescent,
Edinburgh, EH12 5EE.
Tel: 0131 225 6357 Mobile 07702 793553
Email: protection@scotland.anglican.org

Assistant Officer - Daphne Audsley
Office for the Protection of Children and Vulnerable Adults,
General Synod Office,
21 Grosvenor Crescent,
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Tel: 0131 225 6357
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2. Useful Telephone Numbers

This page is for you to record telephone numbers that you might need in the future.

Contact Names/Numbers

The Leader of my group is

.....

Child Protection Co-ordinator in my Church

.....

Provincial Officer

Assistant Officer

Member(s) of Clergy

.....

.....

.....

Police

.....

Social Work

.....

Care Inspectorate

.....

3. Induction

To demonstrate that the work of volunteers with children is valued highly, the Scottish Episcopal Church operates a robust recruitment procedure. This includes a probationary period during which people will be guided and supported in their work with children.

The following check list is what should be covered during that period:

1. An application form has been completed and references taken up.
2. A job description has been signed and there is a clear understanding of role and who to report to.
3. An interview has taken place.
4. People know where they will be working and where the resources are.
5. Everyone has been made aware of the Group's policies and procedures (child protection, health and safety, transport, etc.)
6. Everyone has received a 'Protection of Children and Young People' pocket card and this has been explained.
7. Everyone has been introduced to children, parents and colleagues.
8. There are regular support meetings to enable people to discuss their work and roles.
9. Everyone has had child protection and other relevant training and watched the child protection DVD.

4. What is Child Protection About?

4.1 The Code of Good Practice

The Scottish Episcopal Church recognises the special status of children and young people. Because of their vulnerability, children and young people will be awarded special protection. They are to be respected as persons in their own right, created and loved by God. We, therefore, commit ourselves to take all steps within our power to keep children and young people safe from physical, sexual and emotional harm.

(Policy Statement of the Code of Good Practice for working with children and young people: 1998)

The Code of Good Practice is reproduced on the SEC Website and it is recommended that it should be prominently displayed in all Churches. Your Church Co-ordinator will have a copy.

WHY DO WE NEED A CODE OF GOOD PRACTICE?

The Scottish Episcopal Church has been involved in caring for, educating, and reaching out to children and young people for many years. There are, however, legal requirements in respect of protecting children that require the Church to be able to clearly demonstrate that it takes the care and protection of children, young people and its workers seriously.

WHAT DOES THE CODE AIM TO ACHIEVE?

The Code of Good Practice helps to ensure:

- all our churches work to develop safe and nurturing environments for children, young people and adults
- only those people suitable to work with children and young people are selected for this important work
- the Church has a clear referral process, which aims to ensure that when children have been harmed the situation is properly managed and the child or young person receives appropriate protection and care
- everyone feels supported and valued in their work

4.2 Building Good Relationships

Our aim should be to build easy, open and trusting relationships.

Do our children and young people see these qualities in us and are we working with them to bring us all closer to God's love?

Consider the following:

- Do we respect and value all people and how does this show itself in our behaviour?
- Are we good 'role models' to children and young people?
- Do we as workers, feel valued and respected by others?
- Do we feel that our work is taken seriously (for example; are we supported through regular supervision or are we simply expected to 'get on with it'?)
- Are we endeavouring to be 'Christ like' in the way we listen to children and young people and are we sure that we will listen to them if they tell us that someone is harming them?

4.3 Health and Safety

Keeping children safe is about being aware of and minimising risk. It is everyone's job to make sure that health and safety is a priority. You may want to consider the following:

- Do you know where the fire exits and extinguishers are; have you been involved in any fire drills?
- Do you have easy access to a telephone for emergencies?
- Do you know where the First Aid box is and who the First Aiders are; is there an accident report book?
- If a child is injured during a church activity, who is responsible for informing the parents and what procedures are in place for doing this?
- Do you know if any children in your group have particular medical needs? (eg insulin)
- Do you obtain the written permission of parents for activities?
- Are parents well-informed about drop-off and collection arrangements – do you ask them not to leave their children until they are sure the leaders have arrived?
- Do you check the premises and equipment regularly to ensure they are safe? Are there areas of the church and buildings out of bounds to children/which require a higher level of supervision?
- Do you monitor who enters and leaves the hall?

- Are cleaning materials child proof and safely stored away?
- Are the toilets well lit and is the water at a reasonable temperature, so as not to scald?

If you have any concerns about health and safety issues, report them to your Co-ordinator.

4.4 Hugging and touching

We are often led to believe that physical contact between an adult and a child is unacceptable and must be avoided; this is not the case. Adopting a 'hands off' policy sends wrong and potentially damaging messages to a child and the community. Jesus took children up in his arms and He blessed them. Touch can demonstrate love and care, providing reassurance when needed. If a child runs to you for a hug, then reciprocate appropriately. If a child falls over, pick them up and ensure their needs are met.

It is **inappropriate and unwanted** physical contact which must be avoided. Hugs and touching must be appropriate to the circumstances and should normally only happen in public and when initiated by the child.

4.5 Supporting a worried child/young person

Children and young people sometimes need to talk about things that are bothering them. When they do, they need a safe place and a trusted person to share their worries with.

It is possible to have a confidential conversation with a child or young person without the need to be in an enclosed environment in a one-to-one situation which could compromise your own or the child's safety. Take the child to the side of the room where you can talk without being overheard but others can see you. If the circumstances require you to be in a room on your own with the child, try, tell another adult where you are going and why ('Sam needs to talk with me') and ask someone to check on you both after a few minutes.

4.6 Working alone with children/young people

Although it may sometimes be necessary and helpful for you to speak with a child alone, the Code of Good Practice guidelines make it clear that, as far as possible, you should not be regularly left alone in charge of a group. This is to ensure that your care and safety needs and those of the children are met appropriately.

When considering adult-child ratios, you should consider:

- the nature and location of activities
- the age range of the children
- the behavioural and emotional needs of the children
- what would happen in the event of a child or worker becoming ill or having an accident

Supervision of the children in the following adult/child ratios is recommended:

| | |
|--------------|---|
| 0 – 1 years | 1 supervisor to every 2 children |
| 1 – 2 years | 1 supervisor to every 3 children |
| 2 – 3 years | 1 supervisor to every 4 children |
| 3 – 8 years | 1 supervisor to every 8 children |
| Over 8 years | 1 supervisor to every 8 children under 18 |

During your probationary period you can expect to be supervised and offered opportunities to discuss your work and your feelings about it.

4.7 Transport arrangements

If it is necessary to provide transport for a church activity:

- **Whenever possible**, at least two adults should accompany children
- Children must all sit in the rear seats of the car and wear seatbelts
- If travelling as a lone adult, **try** to organise drop-offs so that you are not left to take a single child home by, for example, arranging in advance to drop off the last children at the same address
- Inform parents of the time they should collect their child or when to expect them to be returned and what will happen if their child is not collected.

There is a transport permission form on the SEC Website available for downloading.

4.8 Intimate care needs

Intimate care needs can arise because of age or capability of the child or young person and usually involves toileting (including nappy changing) and medication. **You must always discuss these needs with the parents/carers of the child.** Where appropriate, you should also seek the views of the child/young person.

Specialised medical attention is the responsibility of parents/ carers; you are not expected to have medical expertise.

Children who are able to toilet themselves should be left to do so. The location of the toilet facilities in relation to where the group meets will also have a bearing on whether a child can go unaccompanied. If a child does not return from the toilet after an appropriate time, you will need to seek out the child to establish whether assistance is required.

Where a child does require help with toileting, one adult will usually be sufficient unless it has been agreed with the parents/carers that the care needs of the child require additional adult support. When accompanying a child to the toilet, you must endeavour to maintain a child's dignity and privacy, only undertaking those tasks the child is clearly unable to do.

5. When things are not as they should be

5.1 Types of harm

1. *Physical:*

Physical abuse is the causing of physical harm to a child or young person. This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

2. *Sexual:*

Sexual abuse is any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate ways.

3. *Emotional:*

Emotional abuse is persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a 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 involve the imposition of age- or developmentally-inappropriate expectations on a child. It may involve causing children to feel frightened or in danger, or exploiting or corrupting children. Some level of emotional abuse is present in all types of ill treatment of a child; it can also occur independently of other forms of abuse.

4. *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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, to protect a child from physical harm or danger, or to ensure

access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to, a child's basic emotional needs.

5. *Non-organic failure to thrive:*

This type of abuse is found where children fail significantly to reach normal growth and developmental milestones and where physical and genetic reasons have been eliminated by medical professionals. This may result from inadequate diet, lack of emotional support or lack of physical care. In addition, children can also find themselves in harmful situations where one or more of the following issues are evident:

- Bullying
- Drug/alcohol abuse
- Domestic violence
- Disability
- Verbal abuse
- Children affected by mental health issues (either their own or their parents')
- Children displaying problematic sexual behaviour

5.2 Bullying

Bullying behaviour may include:

- Name-calling, teasing, putting down or threatening;
- Ignoring, leaving out or spreading rumours;
- Physical assault;
- Stealing and damaging belongings;
- Sending abusive text, email or instant messages;
- Making people feel like they are being bullied or fearful of being bullied; and
- Targeting someone because of who they are or are perceived to be.

Such behaviour can leave people feeling helpless, frightened, anxious, depressed or humiliated and can have a devastating and lifelong impact. Bullying behaviour can take place in schools, children's residential settings, at home or in the community or at youth groups and it can be perpetrated by adults or children. It is increasingly associated with the use of the Internet and mobile phones (commonly referred to as cyber-bullying), especially via social networking sites such as Microsoft Network, Facebook Bebo and similar sites. Regardless of the setting, the behaviour is the same and requires similar prevention methods.

Bullying behaviour may focus on perceived or actual difference and involve the expression of prejudices regarding, for example, race, gender, disability and sexual

orientation. It may be just one manifestation of the prejudice experienced by the child or young person, or it may compound other difficulties in the child's life. With this in mind, vulnerable and marginalised children and young people may be particularly at risk.

5.3 What is a child?

A child can be defined differently in different legal contexts:

- The Protection of Vulnerable Groups (Scotland) Act 2007 defines a child as being under the age of 18.
- The Children (Scotland) Act 1995 defines a child in relation to the powers and duties of the local authority. Young people between the age of 16 and 18 who are still subject to a supervision requirement by a Children's Hearing are considered still to be children and, thus, young people over the age of 16 may still require intervention to protect them.
- The United Nations Convention on the Rights of the Child applies to anyone under the age of 18. However, Article 1 states that this is the case unless majority is attained earlier under the law applicable to the child.

Although the differing legal definitions of the age of a child can be confusing, the priority is to ensure that a vulnerable young person who is, or may be, at risk of significant harm is offered support and protection. The individual young person's circumstances and age will, by default, dictate what legal measures can be applied.

5.4 Who causes harm?

There is no stereotype. In almost all cases, the person who causes harm is known to and often trusted by the child.

5.5 Where does it happen?

Harm or abuse can happen anywhere, in the home, at school, in a church or anywhere where children spend their time.

5.6 To whom does it happen?

It happens to children and young people of any age, sex, ethnicity, sexual orientation or disability.

5.7 Effects of harming a child

The effects of cruelty to children are wide ranging and profound. They vary according to the type of harm and how long it has been endured, but can include:

- Behavioural problems
- Relationship difficulties
- Educational problems
- Mental Health problems
- Drug and alcohol problems
- Suicide and other self harm and, in extreme cases,
- Death

Many children who are harmed become withdrawn, introverted, and depressed; they also suffer from low self-esteem. If they are treated as worthless, they begin to believe it and the effects are profound and long lasting; many victims also suffer a sense of guilt, believing the abuse has been their fault.

Fortunately, these children can be helped and it is vital that everyone who works with children is equipped to recognise the possible signs of harm at the earliest opportunity so that the abuse can be stopped and the damage can start to be repaired.

5.8 Signs and Indicators

It is not your function to decide if a child has been subjected to abuse; leave it to the professionals.

It is important to remember that most children you know will display one or more of the signs and indicators at some stage, so don't jump to conclusions. The following are general guidelines, but the list is by no means exhaustive.

- Does the explanation offered for an injury sound plausible?
- Does the child try to hide injuries or avoid activities that might involve revealing them?
- Language or sexually explicit behaviour that is inappropriate to the child's age may arouse your suspicion.
- Parent/carers' attitudes towards a child – persistent insults, absence of affection, excessive/inappropriate discipline or rejection. A parent/carer may seem excessively defensive, uninterested or hostile.
- Is the child inappropriately dressed for the conditions, repeatedly not collected from activities, constantly hungry/ unwell/have untreated medical conditions?

- Does the child display anti-social behaviour, low self esteem, an over eager desire to please, clumsiness, unexplained sums of money, increased absenteeism, deterioration in performance, fear of touch, passive/lethargic behaviour?

If you have any concerns about a child, you must seek help and advice from your Coordinator or the Provincial Officer.

6. Dealing with Disclosures/Worries/Concerns

6.1 How to react and listen

You need to know how to support a worried child/young person or what to do if you have concerns of your own.

Guidelines

1. **Listen to the child** – REALLY LISTEN. Take what they say seriously. Good listening can be healing.
2. **Remain calm** – no matter how difficult it is to listen to a child speak of abuse, think of how hard it must be to say it. You have been chosen because the child feels they can talk to you.
3. **Be honest** – tell the child you cannot keep a secret, you have to talk to someone else who knows what to do. Don't make false promises.
4. **Do NOT ask questions** other than to clarify your understanding; you risk "contaminating" evidence. If you must ask a question make sure it is open ended (What, Where, Who, When). No matter how well you know the child, spare them having to repeat their story. See the next section for some helpful responses.
5. **Do not make value judgements** about an abuser. The child will want the hurt to stop, but the person causing the harm may be someone the child loves.
6. **Reassure the child** - tell them they have done the right thing by telling you.
7. **Tell the child** what you are going to do and, as far as possible, what is going to happen next. Always finish on a positive note.
8. **Do NOT investigate;** leave that to the professionals.
9. **Write down** everything the child has told you, in the child's own words, as soon as possible, but not in front of the child. Sign and date/time your report. A form for this purpose is available on the SEC Website. If you transcribe your report to make a 'clean' legible copy, make sure you keep your original handwritten notes; they may be needed as evidence in a subsequent investigation.

- 10. Report** what you have heard or seen to the Child Protection Coordinator and you or the Coordinator should contact the Provincial Officer. You can also talk to your member of Clergy or the leader of your group. In an emergency situation, where you have immediate concerns for the safety of the child, you must contact the local child protection services yourself. The relevant contact numbers will be available on the police or local authority pages of the Internet or the telephone directory.
- 11. Treat the child** the same as you always have. This may be difficult, but children do not like to be different and want to be treated 'normally'.
- 12. Keep what you have heard or seen confidential** between yourself, the child and the person to whom you have reported your concerns; in most cases this will be the Child Protection Coordinator.
- 13. Seek support** for yourself if you think you require it, you will probably feel shocked and upset and this is a normal reaction. Speak to the Coordinator or contact the Provincial Officer. The **NSPCC Child Protection Helpline on 0800 800 5000** can provide additional information on sources of help.

6.2 Helpful Responses

I believe what you have told me.

You were right to tell.

Thank you for telling me.

You were brave to tell.

Do you want to tell me anything else?

It is not your fault.

I will talk to ... who will know what to do.

It is OK to feel

6.3 What to Avoid Saying

That is shocking!

That can't be true!

Did he touch

Did it happen in

Why didn't you say before?

Don't tell anyone.

This is really serious.

Are you sure?

Did your Dad do this?

I won't tell anyone.

Why did you let him do that?

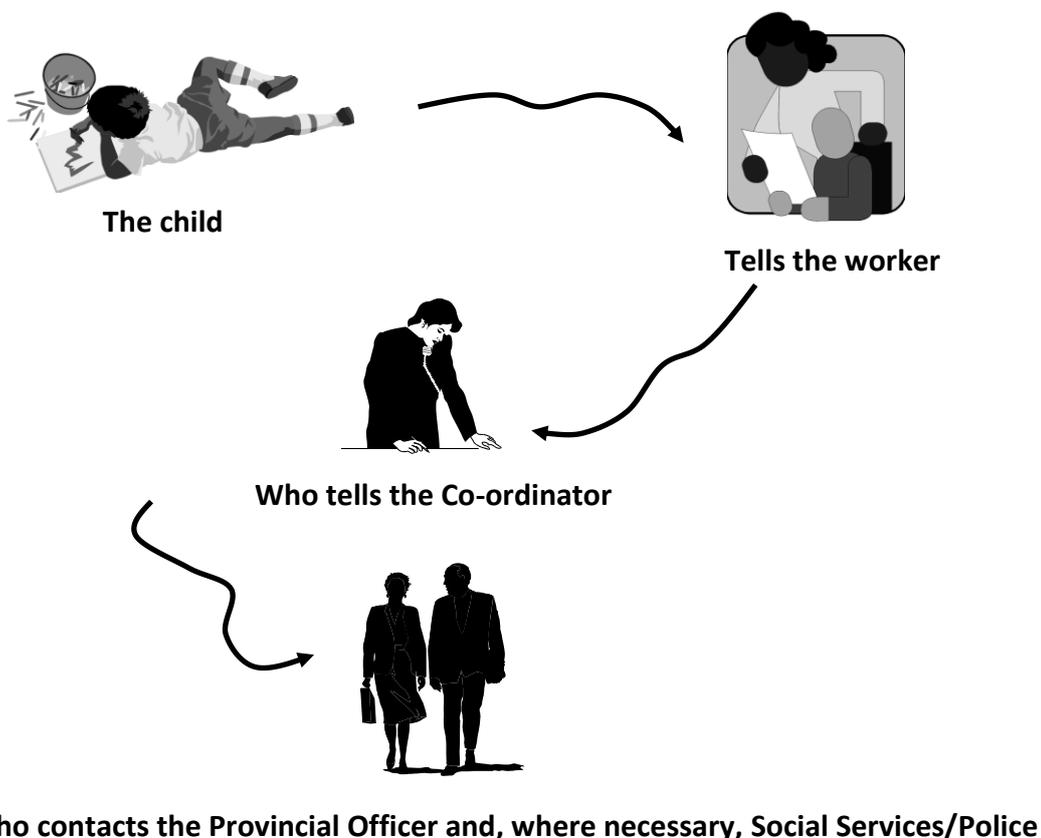
What did you do/say?

What were you wearing?

6.4 Why you must not investigate

- Responsibility for investigating rests with the statutory child protection agencies (social work and police).
- You do not have the training or expertise. Even if the skills you use in your workplace would give you this expertise, you must remember that in Church situations you must follow SEC policy which is to refer not to investigate.
- There is a danger of leaving time for further harm.
- It could delay access to appropriate support services.
- Knowing the individuals involved can sometimes hinder the helper and prevent constructive support being given.
- Confronting a suspected abuser can provoke him/her to further action.
- The person causing harm may have the opportunity to construct a false alibi or could 'disappear'.
- The child may become confused or distressed if asked to retell and review their disclosure.
- Physical evidence may be lost.

6.5 Scottish Episcopal Church Referral Process



7. What Next?

1. **Check what you have understood from this booklet** – there are some questions on the following pages to help you.
2. **Read the Summary Card again.**
3. **Attend Child Protection Training.** Speak to your Co-ordinator for details of an event near you.

Finally...

Enjoy your work with children in the Church.

If you have any questions, worries or concerns speak to your Co-ordinator or the Provincial Officer.

8. Question and Answer Explanations

Now check what you have understood. Put a cross/tick next to the answer which you think is correct. To check your answers and find out why an answer is correct, refer to the explanations in the next section.

1. The Church has a Child Protection Policy because

- a) It distrusts everyone who wants to work with children.
- b) Everyone has one these days.
- c) It values children's ministry.

2. Child Protection in the Church is about

- a) Catching child abusers
- b) Creating safe and nurturing environments for children, young people and adults
- c) Having a written policy

3. Health and Safety is the responsibility of

- a) Everyone
- b) The person in charge of the group
- c) The Child Protection Co-ordinator

4. It is OK to cuddle a child/young person

- a) When you need cheering up
- b) If they are hurt/upset and you ask if they would like a hug
- c) Because you particularly like this child

5. If a one-to-one situation with a child is unavoidable, you

- a) Refuse to talk to the child without another adult present
- b) Ask another child to witness the discussion
- c) Ensure another adult knows where you are and why

6. When possible you should try to ensure that you do not drive a young person home alone, because

- a) You are not a taxi service
- b) If there is an accident, you would be held responsible
- c) It is safer for adults and children alike

- 7. A child who is potty training has an 'accident', you**
- a) Wait for the child's parents to arrive
 - b) Call across the room to your colleague to let them know what has happened and where you are taking the child to change their clothes
 - c) Discreetly let another adult know that you are taking the child to the toilet to change their clothes
- 8. A child tells you that his best friend in the group is calling him names. He says this is the first time it has happened. You**
- a) Reassure him that he has done the right thing by telling you and, at the appropriate time, have a quiet word with the culprit
 - b) Tell him not to be a tell tale
 - c) Report the incident to the Co-ordinator
- 9. A 17 year old in your youth group tells you she has been hit by another girl in the group, you**
- a) Reassure her that she has done the right thing by telling you, but regret you are unable to do anything because she is no longer legally a child
 - b) Reassure her and ask her what help and support she needs
 - c) Record the incident in a confidential log-book, but do nothing
- 10. Who is more likely to harm a child?**
- a) Someone the child knows well and trusts
 - b) A stranger
 - c) An acquaintance
- 11. People who harm children come from a wide variety of social and intellectual backgrounds?**
- a) True
 - b) False
 - c) Only people from 'poor' areas abuse children
- 12. A normally outgoing child has become withdrawn and moody and appears at the group with a large bruise on his leg. You**
- a) Tell his parents he is being abused when they come to collect him
 - b) Do nothing but go to bed that night worrying about the child
 - c) Record your observations and report them to the Coordinator

- 13. A 13 year old in your Bible Class tells you her father has been hitting her every night for the last week. How do you respond?**
- a) That's dreadful! We'll have to go to the police.
 - b) Thank you for telling me; you've done the right thing. I will have to speak to X (the Coordinator) who will know what to do.
 - c) I know your Dad; he is a nice man. I'm sure he wouldn't do something like that unless he was provoked.
- 14. If you observe a colleague behaving inappropriately towards a child, you must**
- a) Do nothing; nobody in the church would deliberately harm a child.
 - b) Follow the Church's referral procedure.
 - c) Check whether your colleagues have noticed anything.
- 15. If you receive an allegation about an adult, or about yourself, you must**
- a) Leave it for a while to see if it blows over.
 - b) Record the facts (use the form in the handbook) and follow the Church's referral procedure.
 - c) Try to reason with the concerned person.
- 16. In urgent cases, where you are worried about the immediate safety of a child, you should first**
- a) Report to the Child Protection Coordinator
 - b) Ask a colleague for advice
 - c) Contact your local Social Services Department/Police.
- 17. When should you NOT share your concerns with parents?**
- a) If the child is upset.
 - b) If you think it could put the child at greater risk.
 - c) You must always share your concerns with parents.
- 18. Why should you NOT investigate any concerns you have about a child?**
- a) What other people do is none of your business.
 - b) You could be wrong and upset the family.
 - c) You are not trained/authorised in your role as a children's worker in the church.

Answers and Explanations

- 1.c** The Church has a Child Protection Policy because it values children and those who work with them. The *Code of Good Practice* was not introduced to undermine trust or create suspicion, but to help ensure that the trust is honoured.
- 2.b** Child Protection in the Church is about creating safe and nurturing environments for children, young people and adults. We want to create an environment where the risks of accident and harm are minimised and a place where those who have been harmed will be listened to and believed.
- 3.a** Health and Safety is the responsibility of everyone.
- 4.b** It is ok to cuddle a child/young person if they are hurt/upset and you ask if they would like a hug. Even a baby who can't yet speak can give an indication through non-verbal communication whether a cuddle is welcome.
- 5.c** If a one-to-one situation with a child is unavoidable, you ensure another adult knows where you are and why.
- 6.c** Wherever possible you should try to ensure that you do not drive a young person home alone, because it is safer for adults and children alike. If there is no alternative but to be alone with a child/children in your car, the last child to leave the car must be in the rear seat. All occupants require to wear seatbelts. See Section 2 in the Child Protection Handbook.
- 7.c** You must respect a young person's right to privacy.
- 8.a** You reassure him that he has done the right thing by telling you and, at the appropriate time, have a quiet word with the culprit. Calling people names is not acceptable behaviour and this has to be made clear. You will want to keep any eye on the situation and make sure that this is only a 'one-off' and not evidence of bullying. If the situation develops you would want to discuss with your colleagues how to address the issue within the group and let the Coordinator know what has happened and what you propose to do about it.
- 9.b** You are in a position of trust and the young person obviously feels the need to confide in you. She may only want someone to listen to her, but she may want you to help her and take action. We consider that children are people

under the age of 18. You should record the incident and report to the Coordinator in case the situation worsens.

- 10.a In almost all cases, the person who causes harm is known to and often trusted by the child.**
- 11.a People who harm children come from a wide variety of social and intellectual backgrounds; there is no stereotype.**
- 12.c It is your responsibility to record your observations and pass your concerns to the Coordinator.** It is not your responsibility to diagnose or investigate.
- 13.b You say ‘Thank you for telling me; you’ve done the right thing. I will have to speak to X, (the Coordinator) who will know what to do’.** You may be shocked by what you hear, but you must try not to show it to the child and you must not allow your personal knowledge of someone to cloud the issue.
- 14.b If you observe a colleague behaving inappropriately towards a child you must follow the Church’s referral procedure.** Although it may be difficult, your first responsibility is to protect the child.
- 15.b If you receive an allegation about an adult, or about yourself, you must record the facts and follow the Church’s referral procedure.** Even if you don’t believe what you hear, you must still follow the referral procedure.
- 16.c In urgent cases, where you are worried about the immediate safety of a child, you should contact your local Child Protection services.** The relevant telephone numbers will be on the police or local authority websites or in the telephone directory.
- 17.b You should NOT share your concerns with parents if you think it could put the child at greater risk.** It is the responsibility of the child protection services to inform the parents.
- 18.c You should NOT investigate any concerns you have about a child because you are not trained/authorised in your role as a children’s worker/volunteer in the Church.** Your responsibility is to refer any suspicions you may have to someone who is trained and authorised to investigate. Do not ask for more information – if you question the child, it could jeopardise any future enquiry.

9. Child Protection in the Scottish Episcopal Church

The Provincial Officer, Assistant Officer and the Provincial Committee exist to:

- Oversee and develop policy and procedure on child protection
- Implement and co-ordinate the Protection of Vulnerable Groups Scheme for paid and voluntary workers, Clergy and those in authorised ministry
- Work with the Diocesan Officers to ensure that Scottish Episcopal Church Policy is implemented
- Facilitate the training in child protection for children's workers, coordinators and all those in ministry by offering training sessions and distributing the training video
- Develop resources relating to child protection
- Provide support, advice and guidance
- Liaise with other church denominations, statutory bodies and other voluntary organisations

10. Useful contacts

The following groups and organisations can provide information and support:

Anti Bullying Campaign, Tel: 0808 800 2222

E-mail: help@bullying.co.uk

The Boys Brigade, Scottish Headquarters,

Carronvale House, Carronvale Road

Larbert FK5 3LH.

Tel: 01324 562008

Email: carronvale@boys-brigade.org.uk

Children 1st

83 Whitehouse Loan, Edinburgh, EH9 1AT

Tel: 0131 337 8539

E-mail: children1st@children1st.org.uk

www.Children1st.org.uk

Children in Scotland

Princes House, 5 Shandwick Place,

Edinburgh EH2 4RG

Tel: 0131 228 8484

Email: infor@childreninScotland.org.uk

www.childreninScotland.org.uk

ChildLine Scotland

Tarra House, 46 Bath Street,, Glasgow, G2 1HG

Tel: 0844 892 0210

Email: scotland@childline.org.uk

www.childline.org.uk

Helpline: 0800 1111

Christian Survivors of Sexual Abuse (CSSA)

London WC1N 3XX

enquiries@christiansurvivors.com

The Girls Brigade

11a Woodside Crescent, Glasgow G3 7UL

Tel: 0141 332 1765, Fax: 0141 331 2681

Email: hq@girls-brigade-scotland.org.uk

The Guide Association

Scottish Headquarters, 16 Coates Crescent, Edinburgh EH3 7AH

Tel: 0131 226 4511, Fax: 0131 220 4828

E-mail: administrator@girlguiding-scot.org.uk

The Scout Association

The Scottish Council, Fordell Firs, Hillend, Dunfermline, Fife KY11 7HQ

Tel: 01383 419073

E-mail: shq@scouts-scotland.org.uk

Kidscape

2 Grosvenor Gardens, London SW1W 0DH

Tel: 020 7730 3300

www.kidscape.org.uk

NSPCC

National Centre, 42 Curtain Road, London EC2A 3NH

Tel: 020 7825 2500, Tel: 0800 056 0566 (hearing difficulty)

www.nspcc.org.uk

Helpline: 0800 800 5000

Save the Children (Scotland)

Prospect House, 2nd Floor, 5 Thistle Street, Edinburgh, EH2 1DF

Tel: 0131 527 8200

E-mail: n.mathers@savethechildren.org.uk

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