



SAFE ENVIRONMENT AND ABUSE PREVENTION HANDBOOK

Abstract

The Catholic Archdiocese of Edmonton is committed to maintaining a safe and secure environment for all

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Creating a Safer Environment

In April of 2012, Archbishop Richard Smith initiated the Archdiocesan Safe Environment Abuse Prevention Initiative Program. This program is three-fold: a policy on Volunteer Management, Called to Protect™ Abuse Prevention program, and our toll free number and web portal for reporting abuse. The focus of the initiative is to assist parishes in implementing this policy and ensuring that all programs and ministries operate within safe environments. It is strengthened by screening and training of all employees as well as for volunteers who serve in any parish/institution for archdiocesan ministries and programs.

In order for the Volunteer Management Program to effectively deliver the intended result, which is to mitigate risks of abuse, adherence to policies and procedures is required of all employees and volunteers participating in various ministries in the Archdiocese as they serve the young and vulnerable persons.

The handbook gives Standards of procedures and suggestions for those in leadership positions to follow as they conduct archdiocesan business. Below is a summary of each of the steps in the implementation process and procedures to guide leaders in ministry.

While the handbook focuses on sexual abuse, there are other forms of abuse such as physical, verbal and cyber abuse that are not tolerated. Policies and procedures are available on the Catholic Archdiocese of Edmonton website at www.caedm.ca/policy. It is the responsibility of all leaders, be they clergy, staff or volunteers, to create and maintain safe environments for ministry.

Summary of Volunteer Management Process

Policies prohibit the abuse or mistreatment of vulnerable persons by others.

Policies define the range of acceptable behaviour in ministry. Offenders often violate policies to gain access to minors and vulnerable adults. It is important for all staff to know and understand policies. This enables them to identify, interrupt, and report policy violations. Simply interrupting a policy violation can prevent a false allegation of abuse or put a potential offender on notice that no one works in private, that the rules apply to everyone, and that violations and violators will be identified. See Abuse Policies by clicking on this link:

http://www.caedm.ca/Portals/0/documents/policies/354-360_AbusePolicies28Feb14.pdf

Screening and Selection

Offenders must have access to children, youth and vulnerable persons before they can offend, so faith communities, organizations and other institutions must do everything possible to avoid giving access to anyone who should not be in a position of trust. With comprehensive screening and selection, decision-makers can discover and consider everything they can about applicants, and use knowledge about how offenders operate in making hiring decisions. A screening and selection process may deter individuals from applying for volunteer or employment opportunities, especially those who should not have access to children, youths or vulnerable persons.

Training

Effective abuse prevention training gives staff the information and skills they need to keep children youth and vulnerable persons safe. Training must be specific, frequent, and useful. It must teach staff how offenders operate; how to recognize suspicious or inappropriate interactions, policy violations, and suspected abuse; and how to respond both ethically and legally.

Monitoring and Supervision

When staff are adequately supervised, potential offenders are less likely to act on their impulses because they face detection. When children and youth youths are adequately supervised, they too are less likely to engage in inappropriate interactions with others. Similarly, the physical plant must be monitored, particularly out-of-the-way locations, or locations that might permit an offender undue access to or privacy with a child, youth, or vulnerable person. Effective supervision and monitoring require that a variety of methods be used frequently, at both scheduled and random times.

Risk Awareness

Educated community members, parishioners, youth, staff, families, and other volunteers can contribute to overall safety. If they know how to recognize suspicious or inappropriate interactions or policy violations and if the Archdiocese empowers them to report what they see or hear, they can be part of the risk management team.

Internal Feedback

Information about program operations can identify high-risk programs or individuals, any needs for increased monitoring, supervision and training, or policy changes, or even whether a program should be allowed to continue. Complaints from staff, volunteers, or community members, serious or frequent incidents, and violations noted by external licensing bodies, for example, can be used to identify potential gaps in safety practices.

Responding

How the Archdiocese responds to suspicious or inappropriate interactions, policy violations, and incidents or allegations of abuse can dramatically affect the harm to the individuals involved and damage to the Archdiocese. Once a staff member, volunteer, youth, or parent has expressed a concern or made an allegation about the treatment of a child, youth or vulnerable person, swift and determined action must be taken to reduce any subsequent risk to all parties. The Archdiocese has established precise, unequivocal requirements for reporting to the authorities and for adhering to a serious-incident response plan.

Administrative Practices

This operation addresses the overall organizational response to the risk of abuse. The responsibilities of the Sexual Abuse Prevention and Response Advisory Committee is to inform leadership of the risks the Archdiocese is embracing, and the extent to which best practices are consistently in place across all parishes, camps and institutions.

Pastoral Care

This section considers the risks unique to Pastoral Care Ministry, which is considered high-risk due to the inherently vulnerable population being served, and the fact that it is most often conducted at off-site locations; e.g. private homes, nursing homes. In addition to following all other archdiocesan policies and protocols, ministry leaders should take special precautions to ensure the safety of those being served and the ministers serving them.

Residential Camps

This section considers the risks unique to archdiocesan residential camps, which can be considered high-risk due to the high level of access adults have to youths and the fact that youths are in close quarters with one another. In addition to following all other archdiocesan policies and protocols, camp leaders should take special precautions to ensure the safety of the campers, staff and volunteers. See Human Resources Policies on the archdiocesan website at www.caedm.ca/policy.

Programs

New programs often introduce new risks. Addressing potential risks prior to program adoption and implementation ensures that staff are prepared to monitor programs adequately and that children will be safe. For more information, refer to [policy 354H](#).

General Program Information

- a. Brief description of the program
- b. Ages of children, youths and vulnerable persons served
- c. Estimated number of children, youths and vulnerable persons to be served
- d. Estimated number of staff needed (ratio description)
- e. Will volunteers be needed?
- f. Purpose/goals of program
- g. Duration of program
- h. Do similar programs exist?

Appropriateness

- a. Does the program fit within the goals of the Archdiocese?
- b. Has background research been completed?
- c. Has the needs assessment been completed?

Program Procedures

- a. Will transportation be provided? If so, what are the transportation Standards?
- b. What are the bathroom procedures for off-site programs?
- c. Does the program involve overnight stays?
- d. Does the program include aquatics? If so, what are the procedures for monitoring locker rooms and changing clothes?
- e. What are the procedures for managing additional high-risk activities during the program?

Authorization

- a. Include the name and signature of the staff member submitting the proposal
- b. Include the name and signature of the administrator who approves the proposal

Abuse Procedures and Standards –Physical and Verbal Interactions

Both staff and youths are prohibited from engaging in inappropriate physical interactions as:

- a. Hazing
- b. Bullying
- c. Derogatory name-calling
- d. Games of truth or dare
- e. Singling out one adult or youth for differential treatment
- f. Ridicule or humiliation

Examples of Appropriate Verbal Interaction

- a. Positive reinforcement
- b. Appropriate jokes
- c. Encouragement
- d. Praise

Examples of Inappropriate Verbal Interactions

- a. Name calling
- b. Discussing sexual encounters or in any way involving children, youths and vulnerable person in the personal problems or issues of staff
- c. Telling secrets
- d. Cursing
- e. Telling off-colour or sexualized jokes
- f. Shaming
- g. Belittling

- h. Derogatory remarks
- i. Harsh language that may frighten, threaten, or humiliate children, youths and vulnerable persons
- j. Making derogatory remarks about the children, youths, vulnerable persons or about their family

Managing the Risk When One Child, Youth or Vulnerable Person is Alone with One Staff

- a. Avoid physical affection that can be misinterpreted. Limit affection to pats on the shoulder, high-fives, and handshakes
- b. Document any unusual incident, including but not limited to disclosures of abuse or maltreatment, behaviour problems and how they were handled, injuries or any interactions that might be misinterpreted
- c. Leave the door open or move to an area that can be easily observed by others passing by
- d. Meet in a public location where informal monitoring is possible.
- e. Inform other staff (i.e., supervisors, that you are alone with one child, youth and vulnerable person
- f. Ask other staff to randomly drop in

Governing Interactions Outside of Regularly Scheduled Program Activities

- a. Require staff to submit in writing any plans for outside contact. The plan should include the date, time, activity, and names of children, youths or vulnerable persons involved. Supervisors should identify for staff what types of outside contact are appropriate and inappropriate
- b. Require staff to document weekly their contacts with children, youths and vulnerable persons for the week. The documentation should include the names of the children, youths and vulnerable persons, date, time, activity, and any unusual incidents

Examples of Appropriate Outside Contact:

- a. Taking groups of children, youths or vulnerable persons out for dinner
- b. Taking groups of children, youths and vulnerable persons out to a movie
- c. Taking groups of children, youths and vulnerable persons to a sporting activity
- d. Attending functions at the child's, youth's or vulnerable person's home, with parents there
- e. Home visits, with parents present

Example of Inappropriate Outside Contact:

- a. Taking one child, youth or vulnerable person (where applicable on an outing without the parent(s)'s written permission
- b. Visiting one child, youth or vulnerable person (where applicable) in their home, without a parent being present
- c. Entertaining one child, youth or vulnerable person in the home of staff
- d. Individual child, youth or vulnerable person spending the night with staff

Supervisors should identify for volunteers the kinds of outside contact permissible with assistance from another adult, for example:

- a. Sleepover parties at the home of staff
- b. Sleepover lock-ins at the program

Electronic Communication and Networking Policy

See Policies 900 & 901 at www.caedm.ca/policy

Staff with personal profiles on social networking sites may not request to be friends with children, youths and vulnerable persons or approve friend requests from children, youths and vulnerable persons.

Staff members are prohibited from emailing children, youths and vulnerable persons using their personal email accounts.

Recruitment Screening and Selection

The Archdiocese of Edmonton, camps and institutions must do everything possible to *avoid giving access* to anyone who should not be in a position of trust. The following steps must be completed in order for a volunteer to participate in a ministry:

- a. Standard Information Form (Check Volunteer Manual)
- b. Code of Ethics (Covenant of Care document)
- c. Standardized Interview Questions and Interpretive Guide
- d. Police Information and Child Intervention Checks (for high- and medium-risk ministries)

Interpretive Guide for Interviews

The Interpretive Guide for interviews provides information about how to interpret applicant responses, and includes sample responses. For questions designed to assess risk, the Standards describe a low-risk and a high-risk response, with an example of each. For questions designed to assess skills, the Standards describe what would constitute a positive and a negative response.

1. Tell me why you are interested in this position?

This question may be used to assess the extent to which an applicant desires to work with children, youths or vulnerable persons to fulfill his or her own needs, rather than the needs of the child, youth or vulnerable person.

Low-risk response: The applicant describes what he/she has to offer and the qualities he/she has that will make him good with children, youths or vulnerable persons. For example: “I believe that if you give young people a solid foundation, that it can sustain them throughout their lives. I’ve always been really good at listening to kids and making them feel understood. I think I can use this skill to help them make good choices about life.”

High-risk response: The applicant describes how children, youths or vulnerable persons fulfill his/her needs or validate his/her sense of competence or wellbeing. The applicant is unconcerned about what the duties of the position are, as long as it involves working with children, youths or vulnerable persons. For example: “When I’m surrounded by children, youths or vulnerable persons, I know I am right where I belong. With adults you never know what their motives are, but with kids, their motives are pure. They are so loving they just make me feel good.”

2. With what group of, children, youths or vulnerable persons would you prefer to work?**Why?**

This question may be used to assess the extent to which an applicant has an age or gender or disability preference.

Low-risk response: The applicant is not concerned with the gender, age or other particular traits. Or the applicant prefers a specific gender or age because of practical reasons. For example: “I would like to work with non-ambulatory clients because my grandmother is non-ambulatory and I know lots of ways to work with her.” Or “I’ve learned how few people really

know how to care for someone like my grandmother. With what I've learned from caring for her, I think I can help others."

High-risk response: The applicant prefers a specific gender, age, or other particular traits. For example: "I really want to work with non-ambulatory clients. I'm not sure why. It just seems like that would be interesting." Or "Those people are just so helpless; they really need me."

3. Tell me about some of your hobbies or volunteer work.

This question may be used to assess whether an applicant might be excessively interested and involved with children, youths or vulnerable persons. Note any hobbies, activities, or volunteer work that was not identified on the application.

Low-risk response: The applicant describes involvement with adult peers and shows interest in activities with friends or family members. For example: "I like ceramics and pottery. About two years ago my sister and I took a crafts class together and we just really enjoyed it. So we found a community workshop where you can bring your own clay and use their wheels and ovens to make your own pots. There are six of us now that meet every Tuesday and Thursday afternoon." Or "In my last job, I really didn't have much time for hobbies, but about four friends and I did meet for lunch about once a month. We used to laugh that eating lunch was our hobby."

High-risk response: The applicant doesn't seem to have many recreational activities or hobbies, and he or she is a bit of a "loner." Another high-risk response would be if the applicant is involved in numerous activities involving children, youths or vulnerable persons or particularly one-to-one activities with little monitoring. For example: "Well, I like to work out...so I've got a couple of kids I'm training on the weight machines at the gym downtown two nights a week. I think its real good for them. I also coach a youth team two nights a week, volunteer as a big brother with two children, and lead pre-school liturgy classes at my church."

4. Tell me about a time in your life when you had to quickly learn how to do something. What did you have to learn? How did you learn it? Did you use the new information?

These questions may be used to assess the applicant's level of the Performance Skill:

Trainability.

Low-risk response: Was the applicant motivated to learn quickly and willing to work hard to make changes? For example: "In my last job, I had to learn how to run a new computer program, so I attended the training classes they offered, and then I worked at home in the evenings try to sharpen my skills. Now I can do just about anything with that program."

High-risk response: Did the applicant have trouble understanding the new material or was the applicant unwilling to make extra effort to learn quickly? For example: "Well, I have a way of sort of knowing things naturally. I don't need a lot of training or teaching. I usually just figure things out on my own."

5. Often in school or work, we're expected to adhere to policies that don't really make sense to us. Tell me about a time when you had to stick to a rule, even though it didn't seem reasonable. How did you handle that situation?

These questions may be used to assess the applicant's level of the Performance Skill: Policy Adherence.

Low-risk response: Was the applicant open to understanding the policy and willing to adhere to a policy that was inconvenient? Did the applicant work to get a truly unreasonable policy changed by working through the system, rather than simply ignoring or disregarding it? For example: "I worked in a school program for kids with disabilities. We had this one boy who wore a leg brace, and the teacher always wanted me to walk with him when he was going to lunch. I didn't see the point in that because he was so capable of walking by himself, and other children needed more help. The teacher kept telling me that this boy would be in danger of breaking his leg, because of the kind of brace he wore, if he fell or were pushed or something."

Sure enough, in an accident at his home, he fell and broke his leg. I was really glad that we had watched him so closely at school.”

High-risk response: Was the applicant unwilling to learn the rationale for the rule? Did the applicant disregard the policy without attempting to get it modified? For example: “You know it seems to me that every situation is different. Instead of having a lot of silly rules, we ought to just handle the kids individually. This one place I worked insisted that we not tickle the kids, not even when we were just playing with them. That is so ridiculous to me because kids need a lot of love and attention that they don’t always get at home.”

6. Give me an example of a time when a child, youths or vulnerable person really tried your patience. Specifically, tell me what happened. How did you respond to that situation?

These questions may be used to assess the applicant’s level of the Performance Skill: Patience.

Low-risk response: Does the applicant maintain his/her composure even when others attempt to provoke him/her into anger? Is the applicant able to maintain boundaries with children, youths or vulnerable persons and recognize that the situation is not personal? For example: “My mother-in-law has Alzheimer’s disease, and she gets things on her mind and just won’t let them go. She asks the same questions over and over, and no amount of explaining satisfies her; she just becomes more and more agitated. So we’ve learned just to agree with her and assure her that we’re doing as she asked. We just say, ‘Yes, yes, you’re right; I know; we’ll do that right away.’ This doesn’t always satisfy her completely, but it does help her calm down somewhat.”

High-risk response: Is the applicant easily provoked into an emotional display of frustration or anger? Does the applicant take interactions with children, youths or vulnerable persons personally and deal with them on a child-like or immature level? For example: “Oh, yeah. I’ve worked with difficult kids before. With those really tough guy types, you’ve just got to show them that you’re tougher than they are to keep them in their place. Otherwise, they’ll just run all over you. This one kid had made up a nickname for me to make fun of me. Well, I just came

right back with a nickname for him and got all the other kids to call him that, which settled him down quite a bit.”

7. Describe the two most frustrating situations you have ever had to deal with involving children, youths or vulnerable persons and how you handled them.

These questions may be used to assess the applicant’s ability to handle stress and work with children, youths or vulnerable persons in a non-abusive manner, despite frustration. This question is also a useful to evaluate the extent of the applicant’s experience with children, youths or vulnerable persons. Individuals with extensive experience with children, youths or vulnerable persons are easily able to identify frustrating situations and admit to the stress of the work.

Low-risk response: The applicant is able to continue problem-solving despite frustrating circumstances. The applicant seeks help from others, stays calm, and eventually finds solutions. For example: “Well, I know one for sure. It was The Biter. When I worked for the childcare center I told you about, there was this one kid who would literally bite someone every time our backs were turned. Oh, it was just awful! We tried everything to get him to stop, but eventually we had to tell the parents that he needed more supervision than we could provide. The other situation was this kid who screamed whenever he got frustrated. He could just about bust your eardrums screaming. We used time out with him and taught him how to calm himself down. Eventually, he would just put himself in time out to feel calmer without screaming. I think he was as relieved as we were when the screaming stopped.”

High-risk response: The applicant either denies ever encountering a frustrating situation or describes an incident in which he or she quickly lost patience and used poor judgment. For example: “Frustrating? Gosh I can’t really say that I can think of a situation I found particularly frustrating. I guess some people do get a little put out with kids, but I can’t say that’s ever happened to me.” Or “Well now, you know I love kids, but we had this one girl on the soccer team who kicked me one time. She was a mean one, and I’d just about had it with her. I just

kicked her right back. I probably wouldn't do that again, but she made me so mad, I just couldn't help it. Anyway, I'll bet she thought twice before kicking someone again."

8. Have you ever been accused of abusing or molesting a child, youth or vulnerable person?

This question may be used to evaluate the applicant's history of abusing or molesting children, youths or vulnerable persons. A direct question is an extremely useful tool if you look closely at the responses.

Low-risk response: The applicant may be surprised by the question, but is not indignant. The applicant provides a direct, non-evasive response. For example: "No, I haven't."

High-risk response: The applicant is angered by the question, indignant at being asked, and/or evasive in the response. For example: "I can't believe you would ask me such a thing! What kind of a person do you think I am? I really don't appreciate your implication!"

9. Describe a time when you were personally supportive and reassuring to a person who needed a friend. How did you know that person was in need? How did you show your support?

This question may be used to assess the applicant's level of the Performance Skill: Supportiveness.

Low-risk response: Did the applicant demonstrate warmth, compassion, confidentiality, and concern? For example: "I worked with this woman one time that nobody liked. She was sort of rude and short with everybody. I didn't like her, either, but I found myself sitting next to her at lunch one day, and I just decided I'd try to talk with her. When she talked with me, I realized how stressed out she was at work. She was relatively new there, and she didn't feel that she knew all she needed to know, and she could tell that people didn't like her. She just didn't know what to do. Once I understood all of that, I helped her learn some of the information she needed for her work, and when others saw that I was friendly with her, they started visiting with her, too. Then she actually became nicer, I think, and everyone got along OK."

High-risk response: Was the applicant reluctant to become involved and somewhat disinterested in the person's real feelings? For example: "I try to be nice to everybody, but there was this one guy I just couldn't get along with. He was all the time whining about what a hard time his family was having. I just don't have the time for that, you know? I mean, take a number. Everybody's got it rough."

10. Tell me about a time when someone commended you for your good judgment and common sense. What was the situation and how did you handle it?

This question may be used to assess the applicant's level of the Performance Skill: Judgment.

Low-risk response: Did the applicant receive praise for coping with and resolving a genuinely difficult situation? Did he/she use careful analysis and sound judgment? For example: "One time when I worked in a nursing home, one of our patients became really belligerent one day before lunch. The other assistant thought that we should restrain her in bed until she calmed down, but I remembered that the patient had diabetes. I thought she might just need to eat something. Sure enough, we were able to get her to drink some orange juice, and within minutes she calmed down. Then we realized that she hadn't even known what she was doing because her blood sugar level was too low. My supervisor was impressed that I thought about the causes of her behaviour instead of just reacting to it."

High-risk response: Was the applicant praised for merely completing the solutions generated by others and following through with directions? For example: "A couple of years ago, a kid fell on the playground and cut his knee. It scared me to see how badly he was hurt, but I kept my head about me and got him to the nursing assistant the way I was supposed to. My boss was impressed that I did such a good job under stress."

Performance Skills

The following are skills that would be considered critical for adults working with children, youths or vulnerable persons. Use the definitions to help you listen to the applicant's examples of previous work with children, youths or vulnerable persons. Specific examples of previous situations will help you evaluate the applicant's skills.

Trainability

Able to comprehend and behaviourally incorporate new information and skills; willing to utilize training and supervision to modify and improve known techniques. Tell me about a time in your life when you had to quickly learn how to do something. What did you have to learn? How did you learn it? Did you use the new information?

Policy adherence

Able to conform to established policies and procedures and to address issues in a manner that is consistent with existing procedures for the organization. Often in school or work, we're expected to adhere to policies that don't really make sense to us. Tell me about a time when you had to stick to a rule, even though it didn't seem reasonable. How did you handle that situation?

Patience

Able to maintain a mature, problem-solving demeanour when faced with interpersonal conflict, personal rejection, hostility, or other stressful circumstances, control anger, control frustration and demonstrate patience. Give me an example of a time when a child, youth or vulnerable person really tried your patience. Specifically, tell me about an instance in which this child, youth or vulnerable person seemed to want to make you angry. How did you respond to that situation?

Supportiveness

Able to show genuine concern for others, determine when a person needs comfort, provide appropriate comfort in a manner that is helpful. Describe a time when you were personally

supportive and reassuring to a person who needed a friend. How did you know the person was in need? How did you show your support?

Judgment

Able to generate useful and effective solutions. Exhibits a realistic understanding of issues and uses reason, even when dealing with emotional or sensitive topics. Tell me about a time when someone commended you for your good judgment and common sense. What was the situation, and how did you handle the situation?

Boundaries

Able to understand and abide by archdiocesan policies as well as maintain appropriate professional contacts with children, youth or vulnerable persons. Exhibits a clear understanding that children, youths or vulnerable persons are not peers. Tell me about a time when you were able to make a difference in a child's, youth's or vulnerable person's life. What did you do, and how did it influence the child, youth or vulnerable person? Where is the child, youth or vulnerable person now?

Performance Evaluation

Abuse Risk Management Performance Standards should be included on job descriptions and performance evaluations. This communicates the Archdiocese's commitment to safety and gives supervisors opportunities to teach and reinforce to staff that safety is part of everyone's job.

For staff who directly supervise children, youths and vulnerable persons

1. Adheres to policies related to boundaries with children, youths and vulnerable persons
2. Attends required abuse risk management training
3. Adheres to procedures related to managing high-risk activities and supervising children, youths and vulnerable persons
4. Reports suspicious and inappropriate behaviours
5. Follows mandated abuse reporting requirements

For staff who do not directly supervise children, youths and vulnerable persons

1. Adheres to policies related to boundaries with children, youths and vulnerable persons
2. Attends required abuse risk management training
3. Reports suspicious and inappropriate behaviours
4. Follows mandated abuse reporting requirements
5. Adheres to job-specific abuse risk management responsibilities:
 - i. Custodians ensure unused rooms and closets remain locked; routinely monitors high-risk locations (bathrooms), etc.
 - ii. Staff—ensures children, youths and vulnerable persons are properly signed in and signed out, ensures only authorized adults are allowed in the facility, etc.

For supervisors and administrators

1. Follows staff screening requirements and uses screening instruments to screen for abuse risk
2. Provides staff with on-going supervision and training related to abuse risk

3. Provides staff with regular feedback regarding their boundaries with children, youths and vulnerable persons
4. Requires staff to adhere to policies and procedures related to abuse risk
5. Responds quickly to policy and procedure violations using the organization's progressive disciplinary procedures
6. Responds seriously and confidently to reports of suspicious and inappropriate behaviours
7. Follows mandated reporting requirements
8. Communicates to all staff the archdiocesan commitment to protect their children, youths and vulnerable persons from abuse
9. Reports essential abuse risk management information to those in authority of the event

Procedures for Review of Police Information Check (PIC) and Intervention Records Check (IRC)

Archdiocesan parishes, camps, institutions, that review volunteers' Police Information Checks (PIC) or Intervention Records Checks (IRC), see Policy #302

Sample Curriculum for Screening and Selection Training

- Understanding the legal obligations
- Evaluating position access
- Managing your screening resources
- Encouraging high-risk applicants to self-select out
- Effectively using applications
- Getting the most from references and identifying high-risk responses
- Effectively using face-to-face interviews and identifying high-risk responses
- Ways to investigate background checks
- Making selection decisions

Monitoring

Monitoring Off-Site Activities

See Policy 363

1. All off-site activities (including practices and meetings) must be approved in writing by **[INSERT TITLE HERE]**. Requests should include:
 - i. Amount of time required (e.g., two afternoons a week for two hours)
 - ii. Location of the activity (e.g., park, soccer games, baseball games)
 - iii. Cost of the activity
 - iv. Staff responsible for supervising the trip
 - v. All staff who will be attending
 - vi. The number of screened volunteers that are responsible for supervising children, youths and vulnerable persons
 - vii. The number of children, youths and vulnerable persons participating
 - viii. The method of transportation, if needed
2. All overnight field trips must be approved by two levels of administration including **[INSERT TITLES HERE]**
3. All off-site activities must include two staff.
4. Administrators are expected to regularly and randomly observe off-site activities.
5. Programs should provide parents with written information about off-site activities. All parents should sign a permission slip for their children, youths and vulnerable persons (where applicable) to attend the outing or activity.
6. During off-site activities all children, youths and vulnerable persons and screened adults should wear identification (i.e. lanyards, badges, or shirts) so that youths and screened adults can be easily identified.
7. When transporting children, youths and vulnerable persons, the following procedures must be observed:

- i. Determine the number of staff and screened volunteers necessary to adequately supervise children, youths and vulnerable persons (e.g., one staff to six children, youths or vulnerable persons)
 - ii. The bus driver should not be assigned as a supervisor for the children, youths and vulnerable persons
 - iii. Children, youths and vulnerable persons should be seated by age or grade
 - iv. Staff and screened volunteers should be randomly seated (in the aisle) throughout the bus for easier supervision of children, youths and vulnerable persons
 - v. When transporting junior high and high school students, same gender seating should be considered
8. Staff should maintain a roll sheet that includes all of the children, youths and vulnerable persons on the trip and conduct frequent head counts. At a minimum, head counts should be conducted after every transition time (i.e. moving from one activity to the next).
9. Each staff or screened volunteer should be assigned to a specific group of children, youths and vulnerable persons. Each staff should maintain a roll sheet that lists all of the children, youths and vulnerable persons in their group. Head counts should be conducted routinely.
10. If the trip is to a location where children, youths and vulnerable persons will be interacting in a large space and it is not possible to assign specific staff/screened volunteers to specific groups of children, youths and vulnerable persons, then all screened adults on the trip should be assigned to specific areas to monitor youths. Such places could include a park, roller skating rink, recreation center, pool, etc. At minimum adults should be assigned to all of the areas children, youths and vulnerable persons will be using, all exit/entry points, and the bathrooms.
11. Children, youths and vulnerable persons should be supervised at all times by a screened adult.

12. Staff should escort all children, youths and vulnerable persons to the bathroom as a group. Staff should first check the bathroom (prior to the children, youths and vulnerable persons going in) to ensure other adults are not using the restroom. If possible, the staff should wait until other adults are no longer in the bathroom and then begin to send children, youths and vulnerable persons in small groups. If it is not possible to wait for other adults to leave the bathroom, the employee should stand at the doorway and verbally check-in with the children, youths and vulnerable persons to ensure that they are not lingering and to inform other adults that the children, youths and vulnerable persons are being supervised.

Facility Monitoring Checklist

Date:

Time of observation:

Name of program:

Location of program:

Staff who are present:

Number of participants:

Monitoring activities are complete.

Comments:

Yes ☐ No ☐

Appropriate ratio of staff to children, youths and vulnerable persons for activity.

Comments:

Yes ☐ No ☐

Interactions of staff with children, youths and vulnerable persons are appropriate.

Comments:

Yes ☐ No ☐

Interactions among children, youths and vulnerable persons are appropriate.

Comments:

Yes ☐ No ☐

Program goals are being met.

Comments:

Yes ☐ No ☐

Program activities are operating effectively.

Comments:

Yes ☐ No ☐

Signature of Supervisor: _____

Monitoring Bathroom Activities

- a. Prohibit staff from being alone with a child, youth and vulnerable person in the bathroom without the benefit of informal monitoring, such as keeping the door ajar, so passersby can see the staff
- b. Prohibit male staff from assisting female children, youths and vulnerable persons with bathroom activities
- c. Prohibit staff under the age of 18 from assisting children, youths and vulnerable persons with bathroom activities
- d. Prohibit children, youths and vulnerable persons from being in the bathroom alone for extended periods of time
- e. Prohibit staff from changing in front of children, youths and vulnerable persons
- f. Prohibit staff from showering with children, youths and vulnerable persons

Procedures for Transition Times and Free Times

Transition times and free-choice times (or free times) pose a higher risk for incidents because during these times, staff and volunteers may not be assigned a particular group of children, youths and vulnerable persons to supervise. To decrease the risk of incidents, implement the following supervision Standards:

1. Designate certain areas as off-limits during these times by setting specific and narrow geographic boundaries in the program areas.
2. Ensure that all staff are assigned specific areas to supervise during transition times and free times. This “zone monitoring” ensures that all accessible areas are monitored.
Assign more staff to high-risk areas and activities (e.g., water activities, playgrounds,

isolated areas, etc.). For example, for playground areas, assign staff to certain “zones” and around the perimeter of the area. If the playground includes play structures that limit line-of-sight supervision (such as tunnels, slides, or jungle gyms), assign staff to these areas as well. Staff should not be standing or sitting in groups while youths play on the playground.

3. Create specific bathroom procedures during transition times and free times and, if feasible, lock bathrooms during these times. Then, designate which bathrooms will be available to children, youths and vulnerable persons. A staff should be posted at each available bathroom to actively monitor children, youths and vulnerable persons.
4. Require supervisors to conduct periodic sweeps of the entire activity area. If youths are lingering outside of the planned activity area, the supervisor should encourage these youths to join an activity.
5. For those clubs that offer extended periods of free time, conduct at least one scheduled roll call for each age group.

Procedures for Transportation

See Appendix I- Volunteer Management Manual or click on this link for details:

http://caedm.ca/Portals/0/documents/policies/361I_VolunteerDriverInformation1Jul13.pdf

1. Staff should use the “rule of three” when transporting children, youths and vulnerable persons in vehicles. At least two adults are required to transport a single child, youth and vulnerable person. At least two children, youths and vulnerable persons must be present if transported by a single adult.
2. Children, youths and vulnerable persons must never be transported without written permission from a parent.
3. Children, youths and vulnerable persons should be transported directly to their destination. No unauthorized stops should be made.
4. Staff should avoid unnecessary and/or inappropriate physical contact with children, youths and vulnerable persons while in vehicles.
5. Supervisors must be informed.

Transportation provided by program

Determine the number of staff necessary to adequately supervise the children, youths and vulnerable persons, (e.g., one staff to 10 children).

1. The bus driver should not be assigned as a supervisor for the children, youths and vulnerable persons.
2. Staff should be randomly seated throughout the bus for easier supervision of children, youths and vulnerable persons.
3. Children, youths and vulnerable persons should be seated by age or grade.
4. On overnight bus trips male staff should not sit with female children, youths and vulnerable persons and female children, youths and vulnerable persons should not sit with male children, youths and vulnerable persons. Staff should not share blankets with children, youths and vulnerable persons or sleep in the same seat with children, youths and vulnerable persons.

When public transportation is used:

Determine the number of staff necessary to adequately supervise children, youths and vulnerable persons (e.g., one staff to 10 children).

1. Children, youths and vulnerable persons should remain in one area of the bus, if possible.
2. Staff that are assigned to a group should remain with that group on the bus.
3. Take a head count or call roll immediately after leaving the bus.

Overnight stays

See Policy 363

Overnight stays at staff homes

- a. Require staff to obtain prior approval from a supervisor.
- b. Require staff to get the parent's written permission.
- c. Require staff to adhere to a specific ratio of staff to children, youths and vulnerable persons, with a minimum of two adults.
- d. Require supervisors to randomly visit the overnight activity.
- e. Prohibit staff and children, youths and vulnerable persons from sleeping in the same bed.
- f. Require at least one staff to stay awake throughout the night with children, youths and vulnerable persons.
- g. Prohibit staff from changing clothes in front of children, youths and vulnerable persons.
- h. Prohibit children, youths and vulnerable persons from going into staff bedrooms.

Overnight stays in lock-ins at a Catholic Archdiocese of Edmonton program site

- a. Require staff to obtain prior approval from a supervisor.
- b. Require staff to get the parents written permission.

- c. Require staff to adhere to a specific ratio of staff to children, youths and vulnerable persons, with a minimum of two adults.
- d. Require supervisors to randomly visit the overnight activity.
- e. Plan where children, youths and vulnerable persons will sleep ahead of time and separate males and females.
- f. Define appropriate and inappropriate physical and verbal interactions between boys and girls.
- g. Define facility areas as on and off limits.
- h. Require children, youths and vulnerable persons to be monitored at all times.
- i. Require staff to have a schedule of activities throughout the night.

Procedures for monitoring overnight stays in cabins (sleeping areas) or large rooms with multiple beds/bunks

- a. Require staff to sleep in beds scattered around the cabin to maximize supervision.
- b. Prohibit staff from changing in front of children, youths and vulnerable persons.
- c. Prohibit staff from showering with children, youths and vulnerable persons.
- d. Require staff to stay up for one hour after bed time or after the last child, youth or vulnerable person falls asleep.

Overnight stays at a hotel

- a. Prohibit staff and children, youths and vulnerable persons from sleeping in the same bed.
- b. Prohibit staff from changing in front of children, youths and vulnerable persons.
- c. Require all children, youths and vulnerable persons to change clothes in the bathroom.
- d. Attempt to get adjoining rooms and leave the adjoining door open at night.

Procedures for Responding to Reports of Suspicious or Inappropriate Behaviours

If employees or volunteers witness suspicious or inappropriate behaviors or policy violations from another employee or volunteer, the individual is instructed to do the following:

- Interrupt the behavior
- Report the behavior to a supervisor, director, or other authority
- If you are not comfortable making the report directly, make it anonymously
- If the report is about a supervisor or administrator, contact the next level of management
- Complete an internal report but do not conduct an investigation.
- Keep reporting until the appropriate action is taken
- To report an incident of abuse, please call our confidential toll-free Abuse Line:
1-877-770-6777

Examples of red flag behaviors include:

- Moodiness or depression
- Aggressive behavior
- Decline in academic performance
- Difficulties getting along with peers
- Increased inappropriate sexual behavior

Procedures for Responding to Allegation or Incident of Suspected Abuse

See Policies 339 to 353 on the website at <http://caedm.ca/policy>.

Additional guidelines for employee and volunteer response to incidents or allegations of abuse:

- If you witness abuse, safely interrupt the behavior immediately
- If abuse is disclosed to you, assure the individual disclosing that he or she was correct to tell you
- Protect the alleged victim from intimidation, retribution, or further abuse to the extent possible
- Immediately report the allegation or incident to the proper organization authorities (based on mandatory reporting requirements) and the designated authority
- Be sure to document the incident, disclosure, or any circumstances causing your suspicion of abuse according to incident reporting and documentation requirements. State only the facts.

- It is not your job to investigate the incident, but it is your job to report the incident to your supervisor in a timely manner.
- Check back to make sure appropriate steps were taken. If not, report again to your supervisor or the designated organization authority.

Supervisor Response

Guidelines for supervisors and administrators responding to allegations or incidents of abuse: First, determine if the consumer is still in danger and if so, take immediate steps to prevent any further harm.

- If receiving report from employee or volunteer, be sure to verify they have followed mandated reporting requirements or will follow immediately after making internal report.
- Report to any applicable external licensing or governing bodies.
- Gather as much information about the allegation as you can. For example, who made the report, who was allegedly abused, who was the alleged abuser, what was the nature of the alleged abuse, where and when did the alleged abuse occur, etc.
- Accurately record everything you learn in as much detail as you can. Remember your notes may be read by others. Stick to the facts.
- Contact the appropriate local authorities as indicated by your mandatory reporting procedures. Make sure you get a case number and the name and contact information of the person with whom you speak at the reporting agency.
- If the alleged abuse involves an employee or volunteer, notify your crisis management team and follow your crisis management plan.
- Suspend the accused employee or volunteer until the investigation is completed.
- Ensure that consumer's parents/guardians are notified (when applicable).
- Deploy communication plan.
- Provide resources for victims, families, and other stakeholders.

Procedures for Responding to Reports of Youth-to-Youth Sexual Activity

Staff Response

In the event that a staff witnesses youth-to-youth sexual activity, the staff is instructed to do the following:

1. Interrupt the sexual activity
2. Report the activity to a supervisor
3. Document the incident on the designated form. Documentation requirements should include: documentation of all known circumstances and individuals involved, documentation of necessary follow-up items, and documentation of future action items

Supervisor Response

In the event that a supervisor receives a report of youth-to-youth sexual activity, the supervisor is instructed to do the following:

1. Determine the appropriate administrator to conduct the internal review of the incident
2. Notify the guardians of all youths involved in the sexual activity
3. Notify the authorities if required by the mandated reporting procedures
4. Document the incident and the organization's response
5. Determine if the youths exhibited similar behaviours in the past (review the youth's file, incident reports involving the youths, meet with staff to determine if this youth has exhibited similar behaviours in the past, etc.)
6. Determine if the program has had similar incidents in the past
7. Determine if the staff on duty violated supervision procedures and if they have violated similar procedures in the past
8. Develop a written correction action or safety plan
9. Alert others in the program
10. Determine if the youth is appropriate for the program

Archdiocesan Office/Parish/Camp/Institution Response

After the internal review of the youth-to-youth sexual activity, the organization is instructed to do the following:

1. Review the need for additional supervision
2. Review the need for revised policies or procedures
3. Review the need for additional training
4. Alert others in the office/parish/camp/institution

Standards for Pastoral Response

The experience of sexual abuse can have lasting effects on the individual. It may affect the person's thoughts, feelings, and behaviours. It is important to recognize that these are human experiences and that each individual will be affected differently.

- a. **Thoughts.** Many individuals who experience sexual abuse begin to think that the world is not a safe place and that no one can be trusted. He or she may think that they are only valuable as a sexual object or that everyone has a hidden agenda. This thinking is a result of having their trust betrayed by sexual abuse.
- b. **Feelings.** Individuals who have experienced sexual abuse may feel ashamed and guilty about the abuse. They may feel that the abuse was their fault and that they could have stopped it if they had tried harder. They may feel confused about their feelings toward the offender if the relationship was close and caring in other ways. Many individuals feel angry with the adults who were in their lives who they feel should have protected them from the abuse. Some individuals feel angry with themselves for not telling at the time.
- c. **Behaviours.** Some individuals who experience sexual abuse act out sexually, become depressed or even suicidal, abuse drugs or alcohol, and have difficulty establishing or maintaining relationships. Children who have been sexually abused sometimes wet the bed, engage in sexual acting out, get in fights with their peers, and have difficulty in school.

What Affects Healing?

- **Frequency:** How often the abuse occurred.
- **Duration:** How long the abuse took place.
- **Intensity:** The nature of the sexual acts themselves.
- **Betrayal:** The level of trust between the victim and perpetrator.
- **Treatment:** The extent and quality of treatment.
- **Support:** The level of support from family and friends.
- **Response:** How individuals respond at the first outcry.

Considerations for Pastoral Response

Please note that the role of counselling victims when they come forward should always be referred back to the Archdiocese.

- a. It is typically better to use a different person for pastoral response than you use for investigations.
- b. Take time to put yourself in the place of the individual and understand how he or she has felt and continues to feel.
- c. If you do not feel patient and compassionate toward individuals who have may have experienced abuse, someone else may be better equipped to serve in the pastoral response role.
- d. It is essential to spend time listening to a survivor's story of abuse.
- e. It is important to realize that these situations are complicated, painful, and not likely to be resolved quickly.
- f. The reality is that responding to the needs of survivors of sexual abuse is often a long-term process.
- g. Survivors of sexual abuse are often suspicious and untrusting.
- h. Many survivors of sexual abuse show a range of strong emotions over a short period of time or over a long period of time.
- i. Most survivors want validation that the incidents occurred.

- j. It is not uncommon for survivors to want support but to not always accept it.
- k. It is not productive or helpful to defend, justify, excuse, or argue.
- l. Avoid asking the survivor why he or she did not stop the perpetrator or come forward sooner. These questions can make an individual feel guilty, or responsible, or blamed.
- m. Ask the person about his or her personal goals and what he or she believes would help with the healing process.
- n. If the person has made a specific request, ask how that would help.
- o. Be sure to do what you say you are going to do as quickly as possible.
- p. Be sure not to make promises you can't keep and to keep the promises you make.
- q. If they would like, stay in contact with survivors over time.

Media Expectations

All media inquiries are to be directed to the Office of Communications and Public Relations at the Pastoral and Administration Offices.

Procedures for Leaders-in-Training Programs

Define the Teen Leadership Program

- i. What is the goal of the program?
- ii. For example, is the program designed for older youths who desire to become counsellors, or is it designed for youths too old for the program, but who still want to participate?
- iii. How does the program fit the mission of the camp?
- iv. What is the teen leader's role in the camp?
- v. What ages of youths are allowed to participate in the program?
- vi. Are the teen leaders categorized as campers or volunteers?
- vii. Who is responsible for supervising the teen program?

Teen Leadership Program

- i. Outline appropriate and inappropriate physical, verbal, emotional, and behavioural boundaries between teen leaders and campers and between teen leaders and counsellors.
- ii. Prohibit teen leaders from being one-on-one with campers.
- iii. Follow a three persons rule when escorting campers to the bathrooms.
- iv. Prohibit teen leaders from assisting campers with changing their clothes.
- v. Require teen leaders to wear clothing or lanyards that identify them as leaders-in-training and differentiate them both from counsellors and younger campers.

Create Screening Practices for the Teen Leadership Program

- i. Train Teen Leaders.
- ii. Train employees and supervisors in how to monitor teen leaders.
- iii. Require teen leaders to attend abbreviated trainings on the following topics:
- iv. Their role as a leader, including what they are and are not allowed to do.
- v. General abuse risk management, boundaries, and self-protection.
- vi. Preventing consumer-to-consumer sexual activity.
- vii. How to report concerns about themselves or the campers in the program.

Monitor Teen Leaders

- Designate a specific employee who is in charge of the teen leadership program and its participants.
- Consider requiring teen leaders to keep a log documenting their daily activities and any problems they encounter. The program supervisor should review these logs daily.
- The camp director should conduct daily check-ins with teen leaders and their supervisors.

Conclusion

Volunteer Management Process



CHECK LIST FOR ONBOARDING VOLUNTEERS



Volunteers below 18 years

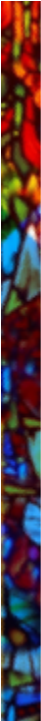
- ☐ Complete Information Form
- ☐ Attend Ministry Specific Training Program

CHECK LIST FOR ONBOARDING VOLUNTEERS



Volunteers 18 years and over in low risk ministry

- ☐ Complete Information Form
- ☐ Sign Covenant of Care Form
- ☐ Complete Reference Checks & Interviews
- ☐ Attend Called to Protect Training
- ☐ Attend Ministry Specific Training Program

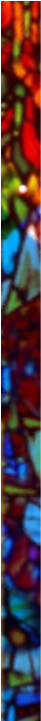


CHECK LIST FOR ONBOARDING VOLUNTEERS



Volunteers 18 years and over in high risk ministry

- ☐ Complete Information Form
- ☐ Sign Covenant of Care Form
- ☐ Complete Reference Checks & Interviews
- ☐ Attend Called to Protect Training
- ☐ Attend Ministry Specific Training Program
- ☐ Complete Police Screening (may include vulnerable sector check)



CHECK LIST FOR ONBOARDING VOLUNTEERS



Volunteers 18 years and over in high risk ministry working with children/youth groups

- ☐ Complete Information Form
- ☐ Sign Covenant of Care Form
- ☐ Complete Reference Checks & Interviews
- ☐ Attend Called to Protect Training
- ☐ Attend Ministry Specific Training Program
- ☐ Complete Police Screening (including vulnerable sector check)
- ☐ Intervention Records Check (Child and Family Services)

ORIENTATION



- ☐ All Volunteers will be provided with Orientation
- ☐ Orientation and training sessions offer an opportunity to observe volunteers in a different setting
- ☐ These sessions also inform volunteers about policies and procedures

Safety Equation

Policies	+	Screening and Selection	+	Training
Monitoring and Supervision	+	Internal Feedback Systems	+	Community Participation
Responding	+	Administrative Practices	=	A Safe Environment