



Safeguarding children and adults at risk

Guidelines for adult leaders and helpers within the Focolare Movement in GB

Revised April 2024

Good Practice Guidelines

The Focolare Movement has policies in line with national standards for maintaining a safe environment for children and adults at risk. This means that all activities are organised with regard to the dignity, safety, and wellbeing of all concerned so that avoidable risks are anticipated and minimised and that all relationships are built on positive values.

This document should be read in conjunction with:

- **Focolare GB Safeguarding Policy**
- **Appropriate Use of Media**

<https://www.focolare.org/gb/safeguarding/>

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Introduction

What is Safeguarding?

Every human being has a value and dignity which we acknowledge as coming directly from God's creation in his own image and likeness. We believe therefore that all people should be valued, supported and protected from harm.

In the Focolare this is demonstrated by the provision of carefully planned activities for children, young people and adults.

It is because we hold a variety of day and residential meetings for young people and adults that we need to take all reasonable steps to provide a safe environment for all which promotes and supports their wellbeing. This will include carefully selecting and appointing those who work with children, young people or adults at risk and responding robustly where concerns arise.

For more information around safeguarding legislation in the UK, please refer to the Focolare GB Safeguarding Policy.

Who is a child?

The term 'child' is used in this policy to include all children and young people up to the age of 18¹.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing harm to children's health and development
- Ensuring that children grow up with safe and effective care
- Enabling children to have the best life chances

Child protection

Refers to the activities undertaken to protect specific children who are suffering or are at risk of suffering significant harm.

¹ In England and Wales, a child is someone who has not yet reached their 18th birthday. In Scotland, a child is legally an adult when they turn 16; however, key child protection legislation defines a child as under 18. Source: NSPCC guidance (<https://learning.nspcc.org.uk/child-protection-system/children-the-law/>)

Adult at risk

An adult 'at risk' or 'vulnerable' is 'any person who is aged 18 or over – in Scotland 16 or over – who is experiencing or is at risk of abuse or neglect because of their needs for care and support'².

It is important to recognise however that any adult can be subject to abuse and that they do not have to be defined as 'vulnerable.' Any adult could be subjected to domestic abuse; financial abuse; physical, emotional, sexual abuse etc.

Where these incidents of abuse are substantiated, they should be dealt with as a criminal matter (e.g. sexual assault).

What is abuse?

'Abuse is a violation of a person's human and civil rights by another person or persons'.

'Abuse may consist of a single act or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or an omission to act or it may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which he or she has not consented or cannot consent. Abuse can occur in any relationship and may result in significant harm to or exploitation of the person subjected to it.' ('No Secrets', Department of Health 2000).

Significant harm

'Harm' means ill-treatment or the impairment of health or development, including for example, impairment suffered from seeing or hearing the ill-treatment of another;

'Development' means physical, intellectual, emotional, social or behavioural development;

'Health' means physical or mental health; and

'Ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical.

² Source: NSPCC guidance – this definition is broadly consistent with definitions across all UK nations (<https://www.nspcc.org.uk/globalassets/documents/volunteering/essential-resources-for-volunteers/safeguarding-adults-at-risk-policy-and-procedure.pdf>).

Types of Abuse

Children: types of abuse³

- **Bullying and cyberbullying**: includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Cyberbullying/online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.
- **Child trafficking**: is where children and young people are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. Children are trafficked for a range of reasons, eg: sexual exploitation, benefit fraud, forced marriage, domestic labour, forced slavery, crimes.
- **Criminal exploitation and gangs**: manipulation and coercion into committing crimes by a peer group, street gangs or organisational criminal gangs.
- **CSE child sexual exploitation**: involves being given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities.
- **Domestic Abuse**: harm caused by seeing or hearing ill-treatment of others, especially in the home. It includes any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can also happen over the phone, on the internet and on social networking sites. It can happen in any relationship and can continue even after the relationship has ended.
- **Emotional/ psychological abuse**: involves the persistent emotional mistreatment of a child causing severe and persistent adverse effects on their emotional development. It's sometimes called psychological abuse. It can involve deliberately trying to scare, humiliate, isolate or ignore a child. It is often a part of other kinds of abuse, which means it can be difficult to spot the signs or tell the difference, though it can also happen on its own.
- **Female genital mutilation (FGM)**: is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting', but has many other names.
- **Grooming**: when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them through eg; sexual abuse, exploitation or trafficking. . Anybody can be a groomer, no matter their age, gender or race. Grooming can take place over a short or long period of time – from weeks to years. Groomers may also build a relationship with the young person's family or friends to make them seem trustworthy or authoritative.
- **Neglect**: the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child or young person might be left hungry or dirty, or without proper clothing, shelter, supervision or health care, putting them in danger. It can also have long

³ Source: NSPCC (<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>).

term effects on their physical and mental wellbeing. There are four types of neglect: **physical** (basic needs, such as food, clothing or shelter, are not met or they aren't properly supervised or kept safe); **educational** (a parent doesn't ensure their child is given an education); **emotional** (a child doesn't get the nurture and stimulation they need, eg; through ignoring, humiliating, intimidating or isolating them); **medical** (a child isn't given proper health care, including dental care and refusing or ignoring medical recommendations). It's important to be aware of the [signs of neglect](#).

- [Non-recent abuse](#): sometimes called historical abuse, is when an adult was abused as a child or young person under the age of 18. Sometimes adults who were abused in childhood blame themselves or are made to feel it's their fault. But this is never the case: there's no excuse for abuse. The abused might have known they were abused for a very long time or only recently learnt or understood what had happened. Whether it was once or hundreds of times, a year or 70 years ago, whatever the circumstances, there's support to help. It's never too late.
- [Online abuse](#) – see **E-safety section below**. Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including social media, text messages and messaging apps, emails, online chats, online gaming, live-streaming sites. Children can be at risk from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming. Or the abuse might only happen online.
- [Physical abuse](#): when someone hurts or harms a child or young person on purpose. It may include hitting, shaking, kicking, throwing, poisoning, burning or scalding, biting or scratching, drowning, suffocating, or otherwise causing physical harm to a child. It may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- [Sexual abuse](#): involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical **contact**, including penetrative e.g. rape or oral sex or **non-penetrative** acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images and photos, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. It is important to be aware of the signs of sexual abuse. We are becoming increasingly aware of the offence of viewing or downloading abusive images of children from the Internet. This is not a 'victimless' crime but is both evidence of abuse taking place and is a criminal offence. It should be referred on in all cases.

Adults: types of abuse⁴

- [Discriminatory abuse](#) (including **Hate crime**): any of the following based on a protected characteristic: unequal treatment; verbal abuse or inappropriate use of language; denying access to communication aids, not allowing access to an interpreter, signer or lip-reader; harassment or deliberate exclusion; denying basic rights to healthcare, education, employment and criminal justice; substandard service provision.
- [Domestic abuse](#): can be characterised by any of the indicators of abuse relating to emotional or psychological abuse, physical abuse, sexual abuse, or financial abuse between adults who are or have been intimate partners or family members, regardless of gender or sexuality.
- [Emotional/psychological abuse](#): includes enforced social isolation; removing mobility or communication aids; intentionally leaving someone unattended when they need assistance; preventing someone from meeting their religious and cultural needs or expressing their choice and opinion; failure to respect privacy; preventing stimulation, meaningful occupation or activities; intimidation, coercion, harassment, use of threats, humiliation, bullying, swearing or verbal abuse; addressing a person in a patronising or infantilising way; using threats of harm or abandonment; cyber bullying.
- [Financial/material abuse](#): can involve: theft; fraud; false representation; exploitation of a person's money or assets; preventing someone accessing their own money, benefits or assets or putting undue pressure on them with regard to their money, benefits or assets; inappropriate managing of their affairs.
- [Modern slavery](#): can involve; human trafficking; forced labour; domestic servitude; sexual exploitation, such as escort work, prostitution and pornography; debt bondage – being forced to work to pay off debts that realistically they will never be able to.
- [Neglect](#): failure to provide or allow access to food, shelter, clothing, heating, stimulation and activity, personal or medical care; providing care in a way that the person dislikes; failure to administer medication as prescribed; refusal of access to visitors; not taking account of individuals' cultural, religious or ethnic needs; not taking account of educational, social and recreational needs; ignoring or isolating the person; preventing the person from making their own decisions or having access to glasses, hearing aids, dentures, etc; failure to ensure privacy and dignity.
- [Organisational/institutional abuse](#): the long list of descriptors includes: inappropriate behaviour towards people; isolating individuals; poor care; poor management; misuse of medication; not taking account of individuals' cultural, religious or ethnic needs; failure to respond to abuse or complaints appropriately.
- [Physical abuse](#): any action intended to physically harm another person, eg: assault, hitting, slapping, punching, kicking, hair-pulling, biting, pushing, rough handling, scalding

⁴ Source: SCIE, identified in the April 2021 Care and support statutory guidance - <https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance>) and SCIE <https://www.scie.org.uk/safeguarding/adults/introduction/types-and-indicators-of-abuse#domestic>

and burning, physical punishments, inappropriate or unlawful use of restraint, making someone purposefully uncomfortable, involuntary isolation or confinement, misuse of medication, forcible feeding or withholding food.

- **Self-neglect:** lack of self-care to an extent that it threatens personal health and safety through neglecting to care for one's personal hygiene, health or surroundings; inability to avoid self-harm; failure to seek help or access services to meet health and social care needs; inability or unwillingness to manage one's personal affairs.
- **Sexual:** rape, attempted rape or sexual assault; inappropriate touch anywhere; non-consensual masturbation or sexual penetration or attempted penetration of the vagina, anus or mouth; any sexual activity that the person lacks the capacity to consent to; inappropriate looking, sexual teasing or innuendo or sexual harassment; sexual photography or forced use of pornography or witnessing of sexual acts; indecent exposure.
- **Spiritual abuse** (comes under other types of abuse in the SCIE):
"Spiritual abuse is a form of emotional and psychological abuse. It is characterised by a systematic pattern of coercive and controlling behaviour in a religious context. Spiritual abuse can have a deeply damaging impact on those who experience it. This abuse may include: manipulation and exploitation, enforced accountability, censorship of decision making, requirements for secrecy and silence, coercion to conform, control through the use of sacred texts or teaching, requirement of obedience to the abuser, the suggestion that the abuser has a 'divine' position, isolation as a means of punishment, and superiority or elitism"⁵.

⁵ Lisa Oakley, Justin Humphreys, *Escaping the Maze of Spiritual Abuse*, Thirtyone:Eight, SPCK Publishing 2019. See also: <https://www.churchofengland.org/safeguarding/safeguarding-e-manual/safeguarding-children-young-people-and-vulnerable-adults/42>

E-Safety: Children/young people exposed to abuse through digital media

E-Safety is the generic term that refers to raising awareness about how children, young people and adults can protect themselves when using digital technology and in the online environment

Online abuse

Online abuse relates to four main areas of abuse to children:

- Abusive images of children (although these are not confined to the internet)
- A child or young person being groomed for the purpose of sexual abuse
- Exposure to pornographic images and other offensive material via the internet
- The use of the internet, and in particular social media sites, to engage children in extremist ideologies.

Social networking sites are often used by perpetrators as an easy way to access children and young people for sexual abuse. In addition, radical and extremist groups may use social networking to attract children and young people into rigid and narrow ideologies that are intolerant of diversity: this is similar to the grooming process and exploits the same vulnerabilities.

Internet abuse may also include **cyber-bullying** or online bullying (**see Bullying**). This is when a child is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child using the Internet and/or mobile devices. It is essentially behaviour between children, although it is possible for one victim to be bullied by many perpetrators. In any case of severe bullying it may be appropriate to consider the behaviour as child abuse by another young person.

Sexting

Sexting is when people share a sexual message and/or naked or semi-naked image, video or text message with another person. The increasing use of smart phones by under eighteens has given rise to a huge increase in this type of abuse.

It is illegal for anyone to view, copy, print, share, store or save explicit images, videos or messages of an under eighteen year old, even if it is of themselves and/or done so with consent. It is also illegal to ask an under eighteen year old to share or download them.

Indicators

As with all forms of abuse children often show us rather than tell us that something is upsetting them. Initial indicators of abuse may be changes in behaviour and mood; changes to a child's circle of friends; a noticeable change in attitude towards the use of computers or phones; not wanting to be alone with a particular person. As such changes can also be due to other reasons they cannot be regarded as diagnostic, but a combination of possible signs could indicate it's time to call for help or advice.

Issues involving abuse often come to light through an accidental discovery of images on a computer or other device and can seem to emerge 'out of the blue' from an otherwise trusted and non-suspicious individual. This can make accepting the possibility of abuse difficult for those who know and may have trusted that individual and they may also require support.

If an incident has occurred⁶

Follow the Flowchart- Responding to concerns and allegations (see page 27) and contact the safeguarding leads immediately:

- If there is suspected or actual evidence of anyone accessing, creating or sharing explicit images of an under eighteen-year-old
- If there are concerns about a child being groomed, or exposed to pornographic material
- If the under eighteen-year-old has been contacted by someone inappropriately via the Internet or other ICT tools like a mobile phone
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the safeguarding leads.
- **Do not** share information about the incident with the young person(s) it involves or their, or other, parents and/or carers or other adults as an informed decision will need to be made to ensure the child's welfare is safeguarded.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to the child/children or young person(s) that you need to report it and reassure them that they will receive support and help (from the safeguarding leads or equivalent).

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the safeguarding leads and seek support.

Appropriate Use of Media Principle

The internet, mobile phones, social networking and other interactive services have transformed the way in which we live. The new technologies offer tremendous opportunities to reach, communicate, evangelise and engage with those involved in the Focolare Movement and those in our communities who may have an interest in the church and the wider society.

⁶ See Government Guidance: <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview#What%20to%20do%20if%20an%20incident%20comes%20to%20your%20attention>

The Focolare Movement is keen to promote the safe, and responsible, use of communication and interactive communication technologies within all their activities.

More detailed information can be found in the **Focolare Appropriate Use of Media** policy (<https://www.focolare.org/gb/safeguarding/>).

Guidelines for good practice when working with children and young people

Adult to child ratios when supervising or working with children⁷

It is important that all Focolare activities have sufficient adult staff and volunteers in place to ensure the safety of children – and that these adults are suitable to undertake these tasks. They would usually have been safely recruited, including the relevant safeguarding checks, and properly trained, including safeguarding training.

A minimum of two adults should always be present.

No person under the age of 18 should be left in charge of children of any age.

When a parent attends a children’s activity and remains in the presence of their own child(ren) throughout, the responsibility for the supervision of their own child(ren) remains with the parent.

For unattended children the level of supervision provided needs to be appropriate to the needs of the children involved in the activity. This could vary depending on:

- age (see table below)
- gender (wherever possible mixed gender groups should be reflected in the adult supervisors)
- ethnicity (wherever possible mixed ethnic groups should be reflected in the adult supervisors)
- behaviour
- abilities within your group/any medical or other special needs. If you are working with children and young people who have special educational needs or disabilities (SEND) you may need more supervision than the minimum ratios below.
- nature and length of activities
- requirements of location

Supervising Adults (minimum)	Age of Children	Maximum Number of Children	Ratio
2	under 2 years	6	1:3
2	2-3 years	8	1:4
2	4-8 years	12	1:6
2	9-12 years	16	1:8
2	Over 12 years	20	1:10

⁷ These are based on Ofsted1 EYFS guidelines for organised children’s activities and do not necessarily account for the supervision of children with additional needs. Ofsted is the Office for Standards in Education, Children's Services and Skills in the UK. <http://www.ofsted.gov.uk/about-us>

Applying ratio - some scenarios

Example 1: At the Mariapolis the young gen4 are using a large room for a morning together. There are 32 children in attendance (15 aged 2-3 years and 17 aged 3-5 years). The minimum number of adults required is 7.

Example 2: The gen3 weekend has 15 participants aged 13-17 years. The minimum number of adults required is 2.

Example 3: A local community has organised a get together in the park and the children and young people will have separate activities from their parents. The meeting has 24 children in attendance (5 aged 2-3 years, 7 aged 3-8 years and 12 aged over 8 years). The minimum number of adults required is 6.

Example 4: The supervised play area at the Mariapolis has 18 children in attendance (12 aged 0-2 years and 6 aged 2-3 years). The minimum number of adults required would be 2 as the supervision requirement is met by the parent(s) attending with their child(ren).

Planning the Programme

- Careful planning of activities is important. Make sure that:
 - all leaders and helpers are aware of the details of the programme, the timings and each person's role
 - any children with special needs are known, adjustments are made for them in agreement with them and their parents and any extra help identified.
- Ensure that any premises used are safe. Make sure you have carried out a **risk assessment** of the space you are using and any activities you will be undertaking. See Appendix 4 (Venue Safety Checklist and Activity Risk Assessment templates).
- Your **risk assessment** will be the key document to ensure the safe planning of the event or group. It involves carrying out a careful examination of each activity and recording the findings. This also helps you think through and plan for different roles, responsibilities and measures to put in place for the well-being and protection of those at the event.

For events that are held on a frequent basis and in the same venue the assessment may be annual or sooner if there is a change in arrangements or circumstances.

Make sure you are familiar with your risk assessment before each meeting, and complete Part B of the risk assessment form after each meeting, to make a note of people present, and any incidents/accidents or concerns.

- It is recommended that at least one adult is trained in first aid. Make sure you are comfortable with other organisation's first aid provision if using other organisations (e.g. Activity Centre venue).

- Ensure all leaders/helpers have had appropriate training, including the procedure to be used if they have a safeguarding concern or allegations are made.
- Make people aware that photographs/recordings may be taken during the course of the event and what will happen with the images. *Make sure leaders are informed of parent/carer's consent for photos/recordings.*

During the Programme

Always follow the Code of Conduct for Adult Leaders and Helpers (See Appendix 1).

- No group of children under the age of 16 should be left unattended.
- Keep a list of all the children who are attending meetings, making sure you check that all children remain within the group. (See Appendix 5 for Event Register template)
- Leaders/helpers need to think and act carefully to avoid situations which could lead to embarrassment, accusations or temptations. An example of 'danger' is one leader/worker and one young person being together 'in private' – whether that be in counselling, or on a residential weekend, or driving someone home in a car.
- Make sure that everyone knows where the **toilets** are, and that for toddlers and younger children the appropriate supervision is given. It may be good to plan a comfort break for younger children. Encourage children to be independent and make sure there are always two helpers if children need assistance.

If the group has both boys and girls there should be at least one male and one female responsible adult supervising visits to the toilet.

Adults who have not previously volunteered and have not had the necessary vetting checks (DBS/PVG) shouldn't be left alone with children or take them to the toilet unaccompanied.

- Inform parents/carers in advance if you are planning any activity outside of the normal meeting place. If this is not possible, ensure that someone knows where the group is if working away from the usual meeting place. Leave a note in the room stating where you are in case any parent may look for their child.
- Make sure the adult leaders and those preparing **food** are aware of food allergies and intolerances. If you are planning to sell food, follow good practice guidance⁸.

After the programme

- A written record of those present, information about the session and any incidents should be kept. You can complete Part B of the risk assessment, ensuring that any

⁸ See: Food Standards Agency: <https://www.food.gov.uk>

incident/accidents are recorded. Safeguarding incidents should be reported to the Safeguarding Officers.

- After the event or group, allow time for a de-brief or evaluation to aid learning and inform the running of the next event or group.

Administering medications and special healthcare needs⁹

- Where possible and applicable, young people should be able to self-administer their medication and maintain responsibility for taking their medication at the appropriate frequency and dosage. Leaders may supervise the self-administration in agreement with the parents/carers.

- Where a young person is unable to self-administer, a needs assessment should be undertaken to establish safe and practicable measures to enable the individual's participation in the programme. All reasonable adjustments should be made where possible. This assessment should be made well in advance of the programme to provide opportunity for measures to be put in place. Parents/carers should be included in the assessment, as well as the young person's doctor if necessary.

- Medicines should be stored securely using lockable boxes, cupboards or fridges. It is important that access is limited to the individual who has been prescribed the medication and nominated adults only.

- Where adult leaders may be required to administer medicines, leaders should seek help and/or training from parents/carers for their use. Appropriate training may constitute little more than a short briefing, the reading of manufacturer instructions or a note from a parent/guardian or doctor. A demonstration of how an inhaler or adrenaline auto-injector (i.e. EpiPen) is used would also be helpful¹⁰.

Leaders should keep a record of all medicines administered to individuals, stating what, how and how much was administered, when and by whom. Any side effects should also be recorded. Written records are an important means of protection both for leaders and young people, and can provide evidence of agreed procedures being followed.

- Commonly used medication such as paracetamol, throat lozenges, plasters and relief for insect bites may be carried by the adults during a residential or a trip. Leaders should check the Parental Consent Form for the trip before administering any of these medications, to make sure that parents/carers have given their permission and the child is not allergic.

- If a child/young person becomes ill during an event or trip where first aid is not sufficient to treat the problem, parents or other emergency contacts listed on the Consent

⁹ Source: National Youth Agency (NYA) Guidance, supporting Youth Work Delivery (<https://nya.org.uk/skills/safeguarding-and-risk-management-hub/>)

¹⁰ from the above NYA Guidance: "Government guidance for the use of emergency inhalers and adrenaline auto-injectors in schools is available here: <https://www.gov.uk/government/publications/emergency-asthma-inhalers-for-use-in-schools> and <https://www.gov.uk/government/publications/using-emergency-adrenaline-auto-injectors-in-schools>. Whilst this guidance is written specifically for schools, the principles of management and administration may be applied to other youth sector provision and may be referred to as useful guidance."

Form should be contacted straight away or after the emergency services to call for assistance.

- Administering first aid should be done in the presence of others and without removing the clothing of a child or young person unless necessary. A record should be kept of any accident/incident occurred during Focolare activities and stored securely along with other Safeguarding documents.
- Where an individual has specific healthcare needs, the leaders should understand what may constitute an emergency and what to do, including ensuring that all relevant leaders are aware of emergency symptoms and procedures.

Activities involving Travel

- Agree travel arrangements with parents/carers, including pick up and drop off arrangements.
- Ensure that at least one person in the group has a mobile phone and remember to check network coverage. If necessary, be aware of where the nearest telephone is for emergencies.

Travelling by Car

- Avoid being on your own with children in the car, make sure another adult comes with you. When – in exceptional circumstances – this is not possible, obtain consent from the parents/carers and ask the young person to sit at the rear of the vehicle.
- When travelling in a car or minibus, children under the age of 12 or 135 centimetres tall, should always by law travel in the rear of the vehicle with the appropriate child seats¹¹. Make sure you include in your risk assessment child seats and agreement with parents.
- The number of children in any motor vehicle should not exceed the number of seat belts, and these should always be fastened.
- Ensure that where minibuses and/or private cars are used there is adequate insurance and any necessary permits.

Travelling by Public Transport

- Consider the age, number of children, and distance of the journey in your risk assessment to make sure you have an appropriate number of adults. A minimum of two adults is recommended, to cover for emergencies.

¹¹ See: <https://www.gov.uk/child-car-seats-the-rules>

Overnights¹²

- Accommodation must be gender specific.
- Careful consideration should be given to individual needs when allocating bedrooms.
- All participants, parents and carers should be informed about sleeping arrangements prior to the trip.
- The adults supervising the children, young people and adults must reflect the gender of the group.
- Night time supervision must always involve at least two responsible adults and no adult should be alone with a child or young person.
- It is generally not appropriate for one leader to share a bedroom with children or young people.
- In the case of a child with a profound disability or a specific medical condition, whose parents think that it is necessary for a leader to share with the child in a twin room, specific permission for this arrangement must be given by the parents and a risk assessment carried out. In addition, the matter should be referred to the activity leader and the Safeguarding Officers.
- Children within a similar age range should be grouped together, bearing in mind that a 2-year gap in young people can represent a significant power differential. An estimated 30% of child abuse is perpetrated by others under the age of 18 and this should be taken into consideration when groups of young people are sharing bedrooms without adult supervision.
- Children and young people may be allocated bedrooms together. This includes young people who have passed their 18th birthday.
- There must always be a sufficient number of leaders on duty to supervise the activity and appropriate cover available to supervise the children, young people and adults should the leaders on duty be called away in an emergency e.g. to take a child to hospital.

Specific considerations in relation to adults at risk

Leaders should not routinely share bedrooms with adults at risk. Adults at risk can appoint a person to share a room with them if they wish to do so. It will be necessary to clarify the sleeping arrangements for individuals appointed by adults at risk (e.g. shared rooms).

If there is a need for overnight care, this must be risk assessed and the person appointed with the consent of the adult or their representative.

For individuals who require overnight care but have not got a self-appointed carer, ensure that that the person needing overnight care will not have their dignity compromised by sharing a room or that the able sharer is not having their dignity/sleep disturbed by sharing.

¹² Source: CSSA Practice Guidance: <https://catholicsafeguarding.org.uk/resources/practice-guidance/>

Code of Behaviour for Adult Leaders and Helpers

Do's and Don'ts

You must:

- √ Operate within the Focolare Movement's principles, guidance and procedures. See Focolare Safeguarding Policy (<https://www.focolare.org/gb/safeguarding/>).
- √ Treat all children, young people and adults at risk equally and with respect.
- √ Engage and interact appropriately with children, young people and adults at risk.
- √ Respect a child, young person's or adults at risk right to personal privacy.
- √ Challenge unacceptable behaviour and provide an example of good conduct you wish others to follow - an environment which allows bullying, inappropriate shouting or any form of discrimination is unacceptable.
- √ Recognise that particular care is required in moments when you are discussing sensitive issues with children, young people and adults at risk e.g. maintain appropriate boundaries.
- √ Avoid situations that compromise your relationship with children, young people and adults at risk, and are unacceptable within a relationship of trust. This rule should apply to all such behaviours including those which would not constitute an illegal act.

You must not:

- Physically, emotionally or sexually abuse, maltreat or exploit any child, young person or adults at risk.
- Discuss topics or use vocabulary with children, young people and adults at risk which could not be used comfortably in the presence of parents or another adult.
- Arrange an overnight trip with a child, young person or adults at risk without ensuring that another approved person will be present and parental consent has been given.
- Take a chance when common sense suggests another more prudent approach.

Good relationships principles

Children and adults should always be treated with respect and consideration. Those working with the young and vulnerable should portray at all times a positive role model by maintaining an attitude of respect, loyalty, courtesy, tact and maturity.

Physical Contact – Respectful Touch

Touching is an essential part of life and necessary for:

- Basic care
- Showing love and reassurance
- Praise and communication

It should be safe, appropriate and not overdone. It should be remembered that touch can be perceived as a sign of warmth and friendliness or as a sign of dominance.

Touch should always be related to the recipient in terms of:

- Their needs at the time
- Limited duration
- Appropriateness given age, stage of development, gender, disability and culture.

All people have the right to decide how much or how little physical contact they have with others. Except in exceptional circumstances, such as when they are in need of immediate medical attention, their wishes should always be respected.

Good practice

- It may be appropriate to hold and comfort a distressed child but be aware how this contact may be interpreted by the child.
- Everything should be in public. A hug or a touch in a group or openly, visible to others is very different from that done behind closed doors or in an unobservable place.
- Physical contact is an essential element of some activities (sports, music, dance etc). All those involved in such activities should practice safe touch, asking permission, explaining and defining the reason for the physical contact.
- When ground rules for activities or events are being discussed, event leaders or those supervising activities should introduce the idea of safe touch.
- Providing care for those with additional needs or disabilities may require levels of physical contact. In some circumstances consultation with the individual, their parents, carers etc is essential to fully understand the requirements and abilities of the person being cared for.
- Children and adult with additional needs may require higher levels of personal support in such areas as washing, dressing, toileting, feeding and mobility. Special arrangements may have to be made in these circumstances and agreed and supported by the individual, their parents, carers, care workers etc. As far as possible support the person in their own care. Always avoid doing things for them if they are able to do it alone or for themselves. If they are able to help, this should be encouraged. Where the person is dependent upon your help, try and offer choices.

- In a group, team members, as part of good practice, should monitor one another in relation to physical contact. They should be able to help each other by pointing out anything that could be misunderstood or uncomfortable for a child, young person or adult;
- If an adult engages in inappropriate touch with a child, young person or adult, this must be challenged. If there are any concerns about an adult's contact then this must be reported to the Safeguarding Officers for advice.

NB: Any activity that is, or may be thought to be, sexually inappropriate must be avoided at all times. Care should also be taken to only touch on "safe" parts of the body.

Managing challenging behaviour

An integral part of the way love and care for others is shown, is the way we cope with disruptive or difficult behaviour.

Children, young people and adults need to feel safe and be prevented from harming themselves or others, or getting into situations where this may happen. The first step to creating an environment where people feel safe and therefore cared for is to establish clear expectations and boundaries for all concerned.

Where possible, i.e. when age and ability permit, event leaders and participants will together agree on what expectations they can reasonably have of each other and what will happen if these expectations are not honoured.

Good practice

- Event/activity leaders set and maintain safe, consistent and understandable boundaries;
- Expectations regarding behaviour are explained, discussed and negotiated between leaders and participants to develop an ethos of care and control within activities;
- Each individual's circumstances are taken into account in deciding measures to be taken in responding to them in relation to what is appropriate touch and any physical restraint;
- Positive behaviour will be rewarded.

Sanctions

Sanctions must always be the final resort after instruction and problem solving.

Under no circumstances is physical chastisement acceptable.

- Sanctions to be utilised by event/activity leaders should be explored and agreed prior to the event/activity taking place;
- Any sanction must be proportionate to the misbehaviour and only about the issues in hand. Do not bring up previous incidents to confuse the issue;
- Any sanction should be for a short period of time;
- No sanction is an end in itself and should assist the individual in understanding how they should be behaving.

It is the behaviour not the person that is not welcome.

Anti-Bullying Policy¹³

The purpose of this policy statement is:

- to prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

This policy statement applies to anyone working on behalf of the Focolare GB, including the board of trustees, paid staff, sessional workers, members and volunteers.

Separate documents set out:

- our code of behaviour for children, young people and adults

What is bullying?

Bullying includes a range of abusive behaviour that is

- repeated
- intended to hurt someone either physically or emotionally¹⁴.

Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK¹⁵.

We believe that:

- children and young people should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

We recognise that:

- bullying causes real distress and affects a person's health and development

¹³ Adapted from: <https://learning.nspcc.org.uk/research-resources/templates/anti-bullying-policy-statement/>

¹⁴ Find out more about bullying and cyberbullying: <https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying-cyberbullying>

¹⁵ For more information, see the link above (note 14).

- in some instances, bullying can cause significant harm
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online)
- and putting a stop to bullying.

We will seek to prevent bullying by:

- developing a code of conduct that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our events
- holding regular discussions with our members, staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it
- writing a set of groups agreements at children, families and youth events where expected behaviour is made clear and agreed by all, and which include an anti-bullying statement

Our regular discussions with staff, volunteers, children, young people and families will focus on:

- group members' responsibilities to look after one another and uphold the code of conduct
- practising skills such as listening to each other
- respecting the fact that we are all different
- making sure that no one is excluded from activities and encouraging friendship building during our events
- dealing with problems in a positive way
- checking that our anti-bullying measures are working well.

Responding to bullying

We will make sure our response to incidents of bullying takes into account:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- needs of any bystanders who witnessed the behaviour

- our organisation as a whole.

We will review the plan we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term¹⁶.

Diversity and inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity.

We will be proactive about:

- seeking opportunities to learn about and celebrate difference
- welcoming diversity within our staff, volunteers, children and young people
- welcoming new members to our organisation.

What to do if you have a concern

See flowchart at page 26.

¹⁶ More information about responding effectively to bullying is available here:
<https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying-cyberbullying>

What to do if you are concerned about a child / vulnerable adult/adult at risk including:

- ❖ inappropriate behaviour against them
- ❖ possible harm caused to a child or adult at risk or
- ❖ possible crime committed against a child or adult at risk

In your Focolare role



Quick Contacts

Focolare Safeguarding Officers:

Jane Evans, Nic Innocent – safeguarding@focolare.org.uk

Social Services / Social Care – search for your Local Authority online or look for details of the Local Authority Designated Officer (LADO)

NSPCC Helpline: 0808 800 5000 help@nspcc.org.uk

Catholic Safeguarding Standard Agency (CSSA): 020 7901 1920

admin@catholicsafeguarding.org.uk

What to do if a child tells you they are being abused¹⁷

Receive

- Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
- Listen quietly and actively, giving your undivided attention.
- Allow silences when needed.
- Do not show shock or disbelief but take what is said seriously.

Reassure

- Stay calm, no judgements, empathise.
- Never make a promise that you can keep what a child has said a secret.
- Give reassurance that only those who need to know will be told.
- Reassure the young person that they were right to tell you.

React

- React to the child only as far as is necessary for you to establish whether you need to refer this matter, but don't interrogate for full details.
- Don't ask leading questions – keep the open questions e.g. 'is there anything else you want to say?'
- Ask questions only to seek clarity if required; TED is a useful tool to use to ensure questions remain open:

T E D

Tell me... Explain about Describe when, where

- Do not criticize the perpetrator; the pupil may have affection for him/her.
- Explain what you will do next – inform designated safeguarding lead, keep in contact.

Record

- If possible, make brief notes about what they are telling you at the time.

¹⁷ Source: Oxfordshire Diocesan Schools Trust child protection and Safeguarding policy template.

- Keep these notes, however rough they are. If you are unable to make notes at the time, write down what was said as soon as you can.
- Note the time, date and place along with what actions or behaviours, statements or conversations heard which have given rise to the concerns. All reports should be signed with times and dates noted of when reports are given to the Safeguarding Officer(s).
- Try to record what was said by the child/young person rather than your interpretation of what they are telling you. For example, if a child has called a body part by an unfamiliar name, this should be written phonetically. Make a note of any accompanying non-verbal behaviour and how the information was imparted recreating the 'voice of the child' on the page.
- Record the date, time, place and any noticeable nonverbal behaviour.
- Be mindful of the time the allegation is received. Whilst the child is at the Focolare meeting/event they are safe, but assessment may be needed involving other agencies to ascertain whether it is safe for the child to return home. So, a verbal report to the Safeguarding Officer(s) should be made rather than delay this for a written report.
- In the event of peer-on-peer abuse, adults should be mindful of the language they use when reporting the events. Avoid terms such as "perpetrator" and "victim" as both children may be vulnerable and to require support. Rather use child/young person 1 and child/young person 2.
- If records are kept electronically the security of these needs to be reviewed regularly. Child protection records should be kept in a locked cabinet. Delete your electronic record(s) once you are informed that the Safeguarding Officer(s) have stored them in a secure place.

Report

- Report the incident to the Focolare Safeguarding Officer(s) and do not tell any other adults or children what you have been told.

APPENDICES

1. Focolare Adults Leaders and Helpers Code of Conduct

2. Focolare Young People Code of Conduct

3. Note for young people 16-17 yrs. old at Focolare event, Mariapolis

4. Risk Assessments

4.a Safety Checklist for Venue

4.b Activity Risk Assessment Form

5. Event Register (online meetings)

6. Parental Consent Forms

6.1. Parental Consent Form – Overnight Events

6.2. Parental Consent Form – Annual for Regular Day Events

6.3. Parental Consent Form – Online Meetings (Zoom and WhatsApp groups)

6.5. Parental Consent Form – use of photos/video or audio recording only

Appendix 1 - Focolare Adult Leaders and Helpers Code of Conduct

Focolare adult leaders and helpers code of conduct - October 2023

Focolare Gen Assistants, Adult Leaders and Helpers are committed to being positive role models and building the confidence of children and young people that they are working with.

Leaders and helpers are expected to:

- Ensure the safety of all children and young people by ensuring group sessions are safely planned and effectively supervised;
- Follow our principles, policies and procedures, including our policies and procedures for safeguarding, child protection, and online safety;
- Foster teamwork and cooperation between everybody, promoting trust and mutual respect;
- Discourage and stop rough or dangerous play, bullying, inappropriate language or other inappropriate behaviour by an adult or child;
- Constructively challenge all discrimination and encourage children and young people to not discriminate on the grounds of age, gender, ability, social class, race, cultural background, religious beliefs or sexual identity;
- Provide an example you wish others to follow;
- Respond to concerns and allegations promptly and appropriately in line with Focolare safeguarding policy and guidelines for adult leaders and helpers

Any breaches of the Code of Conduct will be addressed by the group leader. More serious or persistent breaches may result in formal action being taken to address the concerns. All concerns or allegations in relation to the abuse of a child or adult at risk will be dealt with using the Focolare safeguarding policy and procedures in relation to the management of allegations and concerns.

If you become aware of any breaches of this Code of Conduct you must report it to the group leader.

I have read and understood the Code of Conduct and agree to abide by it.

Signature of Leader/Helper: _____

Print name Leader/Helper: _____

Date: _____

Appendix 2 - Focolare Young People Code of Conduct

Focolare young people code of conduct – October 2023

This code of conduct is there to make sure everyone who takes part in Focolare’s activities knows what is expected of them and feels safe, respected and valued.

You should:

- be supportive and kind to others
- listen to others
- treat everyone with respect
- respect the place you are visiting and each other’s property
- follow the instructions given by the activity leaders during any outings or workshops (these are intended for the health, safety and wellbeing of you and the whole group)
- take responsibility for your own behaviour
- talk to one of the adult leaders you trust about anything that worries or concerns you
- follow this code of conduct and other rules (including the law). This includes no under age drinking. [The event:... will be alcohol free.]
- join in and have fun!

You shouldn’t:

- be disrespectful to anyone else
- bully other people (online or offline)
- take, send or share on social media, screenshots/pictures of anyone without their permission
- behave in a way that could be intimidating (threatening, frightening)
- be rude or abusive towards anyone

If you behave in a way that doesn’t follow our code of conduct, the adult leaders will remind you about it and ask you to change your behaviour. This gives you the chance to think and to plan how you could behave differently, with support from the adults.

If you continue not to follow the code of behaviour, or if your behaviour is more serious, you will be asked to leave by the group leader, informing your parents or carers.

I have read and understood the Code of Conduct and agree to abide by it.

Signature of Young Person: _____

Print name: _____

Date: _____

Signature of Parent/Carer: _____

Print name: _____

Date: _____

Appendix 3 - Note for young people 16-17 yrs. old at Focolare events, Mariapolis

Note for young people 16-17 yrs. old at Focolare events, Mariapolis

There may be occasions when young people, who are known to us, and are between 16-17 years old may wish to go unaccompanied to the Mariapolis / other youth residentials and be together with other young people in single sex basic accommodation for young people from 18-25 years old.

This is on condition that the young people and their parents/guardians agree on the “Code of Conduct” set out by the adults responsible for the accommodation and all aspects of the trip/event.

In these circumstances we need to make sure that the family and the young person are fully aware of the programme of the event, the activities, and the type of accommodation.

The arrangements are outlined below:

The young people are expected to take part in the activities organised by the Mariapolis and any organised for the age group 16+. They are expected to adhere to the Code of Conduct and do not undertake any activity that might be of risk to themselves or others.

During the Mariapolis, the group leaders will be in charge of the young people. The leaders will take all reasonable care **but** the young people may not be *constantly* supervised. The young person should not absent themselves from any activity without the agreement of the group leaders.

Appendix 4 – Risk Assessments

4.1 Safety Checklist for Venue

Group:

Venue:

Entrance	
Is it accessible to everyone? YES / NO	<i>If not, give details</i>
Is it clear where parents wait to collect their children? YES / NO	
Exits	
Where are the fire exits?	
Are the fire exits unlocked and clear of obstructions? YES / NO	<i>If not, give details</i>
Fire	
Is there a fire alarm? YES / NO	<i>Where is it?</i>
If not, is there a signal? YES / NO	<i>What is it?</i>
Have you found the extinguishers?	
Do you know how to use an extinguisher? YES / NO	<i>If not, who does?</i>
Where is the assembly point?	
Other issues?	

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Meeting space	
Are there any danger areas? For example	YES / NO
Hot Radiators	YES / NO
Low windows	YES / NO
Sashes from windows hanging down ?	YES / NO
Stairs/steps	YES / NO
Other (please specify)	

Can chairs and tables be stacked out of the way?	YES / NO
Other issues	
Kitchen	
Have you checked how hot is the tap water?	
Are there any hazards to the children of the age range in your care? YES / NO	<i>If so, what?</i>
Other issues?	
Open Spaces	
Are there or do you need boundaries? Are they clear?	
Are there any no-go areas? YES / NO	<i>If so, where</i>
Are there any major roads near the meeting place if so how will they be managed safely?	
Other issues?	

Name:

Signature:

Date:

If, after you have carried out the safety check, you have concerns about the building or the area, contact the event organiser or the venue's contact person. If in doubt, contact the Safeguarding Team: safeguarding.admin@focolare.org.uk

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4.2 Focolare Risk Assessment Form (Part A and Part B: before and after the activity)

Part A to be completed before the activity

Activity:			
Date of activity:		Duration of activity eg morning, all day:	
Location and venue:			
Name/s of activity's leader/s and contact details:		Assessment carried out by and date:	

Participants, ratios and specific needs				
Age range:	Between (lower age)	And (upper age)	Adult-child ratio:	(Ratio here)
Number of expected participants and gender (if known):	(Details here)			
Any known specific needs of participants:	(Details here)			
Any adjustments needed:	(Details here)			
Communication with parents/carers:	(Eg. Have any adjustments above and any medical need been discussed with parents/carers? Yes/No)			
First aid provision	(Eg. Name of first aider, location of first aid box, safe storage of any medication)			

Risk Matrix

Be aware of all types of harms eg physical, psychological, sexual, etc.

This is to protect the adults organising and/or helping as well as children and/or young people taking part in the activity.

Severity	Slight Harm Eg for physical harm: superficial injuries, minor cuts/grazes and bruises	Harmful Eg for physical harm: minor fractures, ill health leading to temporary disability	Extremely harmful Eg for physical harm: multiple injuries, major fractures, fatalities
Likelihood			
Unlikely (rarely happens)	Low (L)	Low (L)	Medium (M)
Likely (often happens)	Low (L)	Medium (M)	High (H)
Very likely (nearly always happens)	Medium (M)	High (H)	High (H)

Red italic text in table below is for reference. Please adapt and add to, and delete surplus rows as appropriate, for your own situation.

Hazards	Who might be harmed and how	Risk (use matrix above: L/M/H)	How is the risk being managed to mitigate against it?	Actioned by	Comments
<p><i>Risks posed by the physical environment</i></p> <p><i>“Distinguish between serious risks to children’s health (like head injuries, spinal injuries, burns and scalds) and more minor injuries that are simply part of growing up for active children (like grazed or bruised knees). <u>Focus most of your energies on preventing serious accidents, such as those</u></i></p>	<p><i>All attending the activity through a range of potential risks both inside and outside.</i></p>	<p><i>‘2018 Safety checklist for venues’ completed by</i></p> <p><i>Use matrix above to decide whether H/M/L?</i></p>	<p><i>See completed ‘2018 Safety checklist for venue’ for this activity</i></p> <p><i>Refer to completed ‘2018 Safety checklist for venue’ for this activity for any actions.</i></p>	<p><i>Name of person/s responsible for completed ‘2018 Safety checklist for venue’ for this activity</i></p>	<p><i>‘2018 Safety checklist for venue’ available here or via Focolares or Focolare GB Safeguarding team: safeguarding@focolare.org.uk safeguarding.admin@focolare.org.uk</i></p>

Hazards	Who might be harmed and how	Risk (use matrix above: L/M/H)	How is the risk being managed to mitigate against it?	Actioned by	Comments
<u><i>that lead to hospital admission.</i></u> ¹⁸					
<i>Example: Wet grass from rain</i>	<i>All attending, Children/YP and adults may slip when running or walking</i>	<i>M</i>	<i>Leaders to check the field before taking children/YP outside.. If it is too wet, plan alternative indoors. If not too wet, consider not doing running games but alternative walking games (lower risk).</i>		
<i>Example: Traffic</i>	<i>All attending, Children/YP and adults, but especially children when crossing the road (under age of 9 find difficult to judge speed of cars)</i>	<i>H</i>	<i>Give clear instruction to the children before going to the park. Adults to be at the beginning and at the end of the group, to direct and supervise road crossing. Choose safe crossing e.g. traffic light if possible.</i>		
<i>Example: Hot water from kettle</i>	<i>All attending, YP and adults, but especially children during/preparing 'cup of tea with God'</i>	<i>H</i>	<i>Adults to prepare drinks for children (or supervise drink making if YP are older). Let drinks cool down a bit and don't overfill the mugs. Instruction to be careful if YP are walking with the drink to somewhere else (clear route from obstacles as well). First Aider available.</i>		
<i>Example: Food and drink allergies</i>	<i>All attending, Children/YP and adults</i>	<i>H</i>	<i>Leaders to ensure they have allergy information from parents and inform all adults especially those in charge of meals/snacks. If food is buffet style, make sure food can be identified in its contents so YP know what they can eat. [Child's Name] has an EpiPen, when s\he arrives at the meeting, s\he knows to hand in EpiPen to [Leader's</i>		

¹⁸ NSPCC Safeguarding and Child Protection Standard for the volunteer and community sector 2019 (<https://learning.nspcc.org.uk/media/1079/safeguarding-standards-and-guidance.pdf>)

Hazards	Who might be harmed and how	Risk (use matrix above: L/M/H)	How is the risk being managed to mitigate against it?	Actioned by	Comments
			<i>name]. [Leader's name] is a First Aider and has received training/instructions from parent on how to use EpiPen.</i>		
<i>Example: Fire - kitchen / electric equipment</i>	<i>All attending</i>	<i>M</i>	<p><i>Fire extinguishers and fire exists identified in Safety Checklist for venues - and all adults have been made aware of these.</i></p> <p><i>Only nominated people to use the kitchen / YP using the kitchen supervised.</i></p> <p><i>Use 'in line' extension leads rather than 'cube' types and avoid overloading them (too many adaptors or extension to extension).</i></p> <p><i>[Adult Name] knows how to use an extinguisher, only use it if it is safe.</i></p>		<p><i>In case of a fire: Get Out, Stay Out and Call Out the fire service (999).</i></p> <p><i>Stay calm, call everybody and take all YP and adults out through fire exits. If possible, close doors behind you. Stay low and crawl if there is smoke. Check everyone is out and if someone is still in, tell the fire service.</i></p>
<p>Safeguarding risks</p> <p><i>Abuse: physical</i></p> <p><i>psychological</i></p> <p><i>Sexual</i></p> <p><i>Other?</i></p>	<p><i>Children (C)/ young people (YP) through adults or other C/ YP having opportunities to abuse them.</i></p> <p><i>Adults through C/YP making false accusations against them.</i></p>	<p><i>Use matrix above to decide whether H/M/L?</i></p>	<p><i>C/YP to always be within sight and/or hearing of adults.</i></p> <p><i>A minimum of 2 adult leaders to be with C/YP at all times (see Focolare Guidelines for ratio and supervision).</i></p> <p><i>Take into account what would happen if one of the adults had to leave to accompany a child to hospital.</i></p> <p><i>Toilet arrangements to be carefully considered and managed.</i></p> <p><i>C/YP to have an age/stage-appropriate understanding of measures that are in place to protect them and what they should do/ who they should go to if they have any concerns.</i></p>	<p><i>Names of persons responsible for each of these actions to the left</i></p>	<p><i>Things to think about:</i></p> <ul style="list-style-type: none"> <i>- have the adults leaders and helpers had appropriate training, including safeguarding training, and have the necessary vetting and barring checks been undertaken?</i> <i>- is everyone clear about their own roles and responsibilities and, crucially, what to do if they have any concerns about a child's or young person's welfare?</i>

Hazards	Who might be harmed and how	Risk (use matrix above: L/M/H)	How is the risk being managed to mitigate against it?	Actioned by	Comments
			<p><i>Adults are planned to cover all physical spaces.</i></p> <p><i>Planning to ensure a minimum of 2 adults with C/YP at all times.</i></p> <p><i>Ensure all are aware of safe use of toilets.</i></p> <p><i>Explain to/ discuss with C/YP arrangements in place to keep them safe.</i></p>		<ul style="list-style-type: none"> - <i>is the right level of supervision in place for your group?</i> - <i>what are the facilities available for toilets, washing and changing?</i> - <i>will the location be accessible to the public? If so, what risks does this present in terms of safeguarding?</i> - <i>do the children and young people themselves know and understand the ground rules for the activity, and why they are there?¹⁹</i>
<p><i>Example: Strangers on site</i></p>	<p><i>Another group is using the same venue but a different room: Adults or other Children/YP having opportunities to abuse Children/YP.</i></p>	<p><i>Use matrix above to decide whether H/M/L?</i></p>	<p><i>A minimum of 2 adult leaders to be with C/YP at all times. Agree with the venue that separate spaces are used for the 2 groups (toilets in particular). Explain to children/YP that another group is on site and we have designated spaces.</i></p> <p><i>Have a plan for emergencies: what to do if someone on site poses a concern.</i></p>		<p><i>Things to think about:</i></p> <ul style="list-style-type: none"> - <i>does anyone else have access to the building?</i> - <i>how will you restrict/manage access?</i> - <i>have you spoken to the YP what to do if they are worried/uncomfortable?</i>

¹⁹ NSPCC Managing Safeguarding Risks when planning activities: <https://learning.nspcc.org.uk/news/2019/october/managing-safeguarding-risks-when-planning-activities>

Hazards	Who might be harmed and how	Risk (use matrix above: L/M/H)	How is the risk being managed to mitigate against it?	Actioned by	Comments
<i>Example: Adult helpers/Parents on site</i>	<i>Adults having opportunities to abuse Children/YP.</i>		<i>A minimum of 2 adult leaders to be with C/YP at all times. Make sure adults who have not gone through safe recruitment (DBS/PVG, references, training) are not let alone with other children unsupervised.</i>		
<i>Example: Opportunities to access YP/Children in bathrooms</i>	<i>Adults or other Children/YP having opportunities to abuse Children/YP.</i>		<i>Make sure there are separate toilet areas for adults and children; for older and younger children; for boys and girls. If this is not possible, arrange different breaks or that supervision of access is in place.</i>		
<i>Example: Bullying</i>	<i>Adults or other Children/YP having opportunities to bully Children/YP.</i>		<i>Make sure group agreements/ground rules include bullying, what to do if you see this happen/if you experience bullying/whom to talk to. What happens to the person who bullies (see Focolare Guidelines on Bullying).</i>		

Signed by		Role/s in planned activity eg lead/ responsible for safeguarding/ other	
Print name		Date	<i>Please continue on next page</i>

Sharing of Risk Assessment I confirm that this risk assessment has been shared with key adult leaders named below taking part in the planned activity, before the activity took place:	YES/N <input type="radio"/>	Date/When:
--	---------------------------------------	-------------------

Names of key adult leaders taking part in planned activity	DBS cleared (Yes/No)	How was this risk assessment shared, eg in person, via Zoom, etc

Part B to be completed after the activity

Activity/event register Names (including surnames) of children/young people who attended the activity/event. Add new rows as relevant.	

Incidents of significance including concerns	Response/action taken, who by and date

Note here any 'niggles' (ie anything not of 'concern' but made anyone 'wonder' or feel 'uncomfortable' as, if these are repeated, they may become a 'concern')

Signed by		Role/s in activity eg lead/ responsible for safeguarding/ other	
Print name		Date form completed	

Once completed, please save this form in PDF and send it to: safeguarding.admin@focolare.org.uk

Appendix 5 – Event Register (Online Meetings)

Event Register Template

Register for Focolare Online Events/Meetings		
Group:		Date:
Planned Content (brief outline)		
Adults		DBS/PVG
Moderator/Coordinator	1	Yes / No
Other Adults	2	Yes / No
	3	Yes / No
	4	Yes / No
Names of under 18		Parental Consent Form
1		Yes / No
2		Yes / No
3		Yes / No
4		Yes / No
5		Yes / No
6		Yes / No
Unresolved Issues		Action Taken

Appendix 6

6.1 Parental Consent Form – Overnight Events

Focolare Parental and Medical Consent Form

Please note: All information is for our records only and will be treated as strictly confidential. Information will only be disclosed to those who require it (e.g. adult leaders, medical professionals etc), and all information will be kept secure. Our Privacy Statement can be found here: <https://www.focolare.org/gb/privacy-2/>
The Focolare GB Safeguarding Policy and Guidelines can be found here: <https://www.focolare.org/gb/safeguarding/>

Group:	Date of event:
Event:	Pick Up / Drop Off Arrangements:
Location:	
<u>Young Person's Details</u> Full Name: Gender: M/F Date of Birth: Address:	<u>Parent/Carer's Details</u> Full name and relationship: Daytime tel: Evening tel.: Mobile:
Group Leaders' Names and contacts:	Name of an additional contact: Their relationship to the young person: Their telephone number:

I, the parent / guardian, give permission for the named young person to take part in the activity mentioned above.

- I understand that during the event the group leaders will be in charge of the young person.
- The leaders will take all reasonable care **but**
- I understand that the young people involved may not be *constantly* supervised.
- The leaders and anyone working with them cannot, in the absence of gross negligence on their part, be held responsible for any loss of or damage to personal belongings.

Photo/recording consent

- I give my permission for any photographs/video taken as a record of the event to be used within Focolare events or possibly for the Focolare's *New City* magazine and or website. (No names or contact details will be given, just group pictures.) **PLEASE CIRCLE: YES / NO**

Signed: _____ **Date:** _____

Name printed: _____

Please now fill in the sheet overleaf about the young person's medical details

<p>Does the young person have any medical condition?</p> <p>Does the young person have any regular medication or medical treatment? (name / dosage / purpose / self-administered?)</p> <p>Does the young person have any allergies? (medication / food / environmental etc?)</p> <p>Any specific dietary requirements?</p>	<p>Contact details of the young person's GP:</p> <p>Name:.</p> <p>Address:</p> <p>Telephone:</p> <hr/> <p>Any phobias, or night time difficulties that we should be aware of?</p> <p>Are there any activities that the young person cannot participate in?</p> <p>I confirm that the young person named: is in good health, does / does not suffer from diabetes does / does not suffer from epilepsy/does/does not suffer from asthma. (please delete where appropriate).</p>
<p>Immunisations Has the young person received a tetanus injection in the last 5 years? YES / NO</p>	
<p>Having read the information sheet for this activity, is there any further information that we should be aware of?</p>	
<ul style="list-style-type: none"> • I will inform the activity organisers if my child comes into contact with any infectious diseases up to four weeks before the activity. • In the event of my child being taken ill or injured during the period of the above event to the extent that a surgical operation and/or medical treatment, or anaesthetics/antibiotics/tetanus immunisation/medication as advised by a doctor becomes necessary, I authorize one of the above named adults Group Leaders to sign on my behalf any forms of consent requested by the medical authorities provided the delay required to obtain my own signature might be considered likely in the opinion of the doctor or surgeon concerned to endanger my child's health or safety. <p>CONSENT FOR MEDICATION</p> <p>If your child is currently taking medication (prescribed or unprescribed) this section needs to be completed.</p> <p><u>Please tick:</u></p>	

I authorize the group leaders to hold and administer medication to my child according to the prescription on the medication

or

I give permission for my child to hold and administer their own medication

Signed:

Parent / Guardian (please delete as necessary)

Print name:

Date:

NB. Parents/guardians need to sign both pages 1 and 3 of the consent form.

Travel Arrangements / More information about drop off / pick up

Please complete:

6.2 Parental Consent Form – Annual for Regular Day Events

Focolare Parental and Medical Consent Form

Please note: All information is for our records only and will be treated as strictly confidential. Information will only be disclosed to those who require it (e.g. adult leaders, medical professionals etc), and all information will be kept secure. Our Privacy Statement can be found here: <https://www.focolare.org/gb/privacy-2/>
The Focolare GB Safeguarding Policy and Guidelines can be found here: <https://www.focolare.org/gb/safeguarding/>

Group:	Date of event:
Event:	
Location:	
<u>Young Person's Details</u>	<u>Parent/Carer's Details</u>
Full Name:	Full name and relationship:
Gender: M/F	Daytime tel:
Date of Birth:	Evening tel.:
Address:	Mobile:
Group Leaders' Names and contacts:	Name of an additional contact:
	Their relationship to the young person:
	Their telephone number:

I, the parent / guardian, give permission for the named young person to take part in the activity mentioned above.

- I understand that during the event the group leaders will be in charge of the young person.
- The leaders will take all reasonable care **but**
- I understand that the young people involved may not be *constantly* supervised.
- The leaders and anyone working with them cannot, in the absence of gross negligence on their part, be held responsible for any loss of or damage to personal belongings.

Photo/recording consent

- I give my permission for any photographs/video taken as a record of the event to be used within Focolare events or possibly for the Focolare's *New City* magazine and or website. (No names or contact details will be given, just group pictures.) **PLEASE**

CIRCLE: YES / NO

Signed:

Date:

Name printed:

Please now fill in the sheet overleaf about the young person's medical details

<p>Does the young person have any medical condition?</p> <p>Does the young person have any regular medication or medical treatment? (name / dosage / purpose / self-administered?)</p> <p>Does the young person have any allergies? (medication / food / environmental etc?)</p> <p>Any specific dietary requirements?</p>	<p>Contact details of the young person's GP:</p> <p>Name:.</p> <p>Address:</p> <p>Telephone:</p> <hr/> <p>Any phobias that we should be aware of?</p> <p>Are there any activities that the young person cannot participate in?</p> <p>I confirm that the young person named: is in good health, does / does not suffer from diabetes does / does not suffer from epilepsy/does/does not suffer from asthma. (please delete where appropriate).</p>
<p>Immunisations Has the young person received a tetanus injection in the last 5 years? YES / NO</p>	
<p>Having read the information sheet for this activity, is there any further information that we should be aware of?</p>	
<ul style="list-style-type: none"> • I will inform the activity organisers if my child comes into contact with any infectious diseases up to four weeks before the activity. • In the event of my child being taken ill or injured during the period of the above event to the extent that a surgical operation and/or medical treatment, or anaesthetics/antibiotics/tetanus immunisation/medication as advised by a doctor becomes necessary, I authorize one of the above named adults Group Leaders to sign on my behalf any forms of consent requested by the medical authorities provided the delay required to obtain my own signature might be considered likely in the opinion of the doctor or surgeon concerned to endanger my child's health or safety. <p>CONSENT FOR MEDICATION</p> <p>If your child is currently taking medication (prescribed or unprescribed) this section needs to be completed.</p>	

Please tick:

I authorize the group leaders to hold and administer medication to my child according to the prescription on the medication

or

I give permission for my child to hold and administer their own medication

Signed:

Parent / Guardian (please delete as necessary)

Print name:

Date:

NB. Parents/guardians need to sign both pages 1 and 3 of the consent form.

Drop off / pick up
Please complete:

6.3 Parental Consent Form – Online Meetings (Zoom and WhatsApp groups)

Focolare Parental and Medical Consent Form

Please note: All information is for our records only and will be treated as strictly confidential. Information will only be disclosed to those who require it (e.g. adult leaders, medical professionals etc), and all information will be kept secure. Our Privacy Statement can be found here: <https://www.focolare.org/gb/privacy-2/>
The Focolare GB Safeguarding Policy and Guidelines can be found here: <https://www.focolare.org/gb/safeguarding/>

Please ensure this consent form, along with the Young People Code of Conduct, is returned to one of the Group leaders. Without receipt of this, your child will not be able to participate in Focolare Virtual Youth activities.

Young Person’s Details	Group Leaders’ Names and Contact:
<p>Full Name:</p> <p>Date of Birth:</p>	
Outline of the programme/activities - Academic year: 202x/202x	
<p><i>(example: GEN3 /YUs UNIT – WhatsApp group name ... :</i> <i>Keeping in touch – peer support and sharing experiences of daily life, living the Gospel; periodic short reflections; space to interact and to build positive relationship within the group. Intergenerational experience of unity with the leaders.)</i></p>	<p><i>Focolare Zoom Meetings and Activities for young people:</i> <i>Spiritual input and reflections; time for connecting with others and sharing; games, dances, songs and activities to do online and offline.</i></p>
<ul style="list-style-type: none"> • I, the parent/Carer, give consent for my child to join the WhatsApp Group as outlined above: <input type="checkbox"/> Yes <input type="checkbox"/> No • My child will join the WhatsApp group with my permission using this/these mobile number(s) only (please indicate number and name of device’s owner): 1) Number: Mobile’s owner: 2) Number: Mobile’s owner: • I, the parent/Carer, give consent for my child to participate in Zoom Meetings: <input type="checkbox"/> Yes <input type="checkbox"/> No • I understand that my child is required to sign and adhere at all times to the following Code of Conduct for participation in the Focolare’s 	

activities. Yes No

- I give permission for still images (**photos**) and **video** images from the activities, which may include my child, to be used in Focolare publications (e.g. New City magazine) and/or used online to promote future Focolare meetings and activities with children and young people in the UK. Yes No

- I give permission for the images to be shared with the Focolare International Centre (based in Rome). Yes No

- I have read and understood the attached **Focolare procedure for WhatsApp Groups and instructions for Zoom meetings**, and I am happy for my child to take part in the group chats and group video calls.
 Yes No

Parent/Carer Name:

Date:

Parent/Carer Signature:



Focolare Young People Code of Conduct

This code of conduct aims to keep children and young people safe online when using social media within the Focolare Movement.

All under 18s need to be responsible online, use the internet safely and follow these rules.

1. When participating in **any Virtual Focolare Youth Event** (e.g. Zoom meetings or WhatsApp group calls) and joining this **WhatsApp group** with my Gen 3/ YUs unit, I will do it with the desire to build a united world around me; therefore, I commit myself to be kind and to love everyone at all times, putting into practise the Gospel teachings.

2. I will **be responsible** for my online behaviour whilst participating. I will not do anything that might risk:
 - my own safety
 - the safety of other users (children, young people, adults)
 - the safety and security of other users' devices (mobile phone, PC, etc)

3. I am aware that the group leaders will take on responsibility for me whilst I am participating in Zoom meetings or WhatsApp video group calls. **I promise that I will follow all their instructions**, as they will be given in my own interest in line with the Safeguarding Policy of the Focolare Movement.

4. **I will act as I want others to act towards me.** I will be polite when I communicate with others online. I will not use unkind, angry or bad language in texts, emails or any other online messages. I will not take, send or share on social media, screenshots/pictures of anyone **without permission from their parents/carers**.

5. I will join the group video calls from a **suitable environment** and will be dressed and will behave appropriately. I will **keep on the camera** at all times to facilitate a positive

communication. On zoom calls I will make sure my **first name only** appears on screen to ensure safe and transparent identification.

6. I know that I can **immediately seek advice, support or help** from one of the adults on the WhatsApp group by private message if there is any unpleasant or inappropriate material or message that makes me feel uncomfortable, upset or unhappy.

Participant: I understand this Code of Conduct and that it is important. I will follow it at all times on the WhatsApp group.

Printed Name of Participant:

Participant Signature:

Date of Signature:

Parent/Carer: I understand this Code of Conduct and have helped my child(ren) understand their responsibilities and the importance of acting safely and legally online. I accept that this Code of Conduct is part of the Focolare Movement rules for under 18s.

Printed Name of Parent/Carer:

Parent/Carer Signature:

Date of Signature:

Attachment 1

Instructions for Zoom meetings with young people

These notes should be read in conjunction with the Focolare Safeguarding Good Practice Guidelines.

- The host (and co-host where applicable) of the video group call/online meetings or events will be one of the group leaders listed on the consent form.
- The host will have full access to mute all participants' audio
- The host will be able to admit/remove young people from the group
- The group will only function when the leader starts the meeting and ends when the leader exits the meeting
- All of the–safeguarding principles and practices as detailed in the Focolare Good Practice Guidelines will be observed (for example, ratio of adults to young people, maintaining appropriate communication with young people, appropriate paperwork completed etc.)
- For each meeting we will send out information with the invitation link and password. Parents/Carers will always be contacted or copied in, to ensure they will know when we are meeting and how to access the virtual room.

What to do:

- Please make sure you join the meeting with a device using the audio and preferably the camera as well.

- When you log in or right afterwards (using the three dots on the top right corner) please use make sure to identify to your child(ren) using their first name(s) **only** by changing the name on the screen.
- Ensure you have filled the appropriate consent form (to be renewed yearly) for your child's participation in the virtual meeting and that your child is aware of the Focolare Young People Code of Conduct.

How to join Zoom meeting from a Phone/Tablet:

1. Click on the zoom link that has been sent out to you.
2. The link will prompt you to download Zoom. You do not need an account to join. There will be a prompt to put your name in once the meeting starts. (Please use an identifiable name as explained above)
3. Once downloaded, click the "Join Meeting" button and enter in our meeting ID and passcode found in the mass text, OR, re-click the link sent out via mass text, then click "Join Meeting."
4. This will lead you to the meeting and place you in the Waiting Room until the host admits you into the video meeting.

How to join Zoom meeting from a Computer:

1. Click on the zoom link that has been sent out to you.
2. A tab will open up and a download will start for the Zoom program.
3. Once downloaded, a screen will pop up to prompt you to allow video and audio. Click "allow."
4. This will lead you to the meeting and place you in the Waiting Room until the host admits you into the video meeting.

Attachment 2

Procedure for using WhatsApp Groups with young people under 18

This document should be read in conjunction with the Focolare Safeguarding Guidelines.

The WhatsApp group settings of the group should be the as follows:

- At least two authorised Focolare Gen Assistants/Youth workers/Helpers will be administrators of the group, will monitor the chat and will always be present during video calls.
- At least one of the two adults should hold a current disclosure DBS/PVG check. Both should have attended basic safeguarding training recognised by the Focolare Safeguarding Team.

Gen Assistants/Youth Workers/Helpers should always:

- Get written permission from a parent/carer for young people to join in a WhatsApp group. This should be stored safely by the group leader with the other safeguarding parental consent forms.
- Agree with the parent/carer which phone should be added to the group for the young person. WhatsApp age restriction is 16 yrs old; however, the parent can/carer can agree in writing for the young person to use it.

- Inform the parent of the date and time of video calls – where possible, the call should start greeting the parent/carer or checking that the young person is close to a parent/carer.
- Use the WhatsApp group only for Focolare Youth activities information and positive relationship-team building within the group. The leader of the group will monitor that everything said in the group chat is appropriate and will check that materials shared with the group are suitable, age appropriate and in line with Focolare aims.
- Keep the parent/carer updated about the relevant communications circulated in the group (e.g. theme of meeting, next dates), having particular care in protecting everyone's personal data and never sharing personal data without asking for permission (from the parent/carer, if this relates to a young person).
- Report any concern, bullying and disclosure promptly to the Focolare Safeguarding Officers.
- Explain the Focolare code of conduct to the young people when joining the group.
- Avoid one-to-one moments with a young person. Start the call having checked in advance that the other adult is ready to join the video call immediately and leave the call at the same time as the other adult. (NB. This is more risky than Zoom because the call could continue whereas on Zoom you can close the meeting for all).

During video calls, everyone should:

- Join from a suitable environment and be dressed appropriately. Try to avoid making calls from bedrooms and consider using a virtual background if appropriate.

Gen Assistants/Youth Workers/Helpers should never:

- Contact a young person using video calls outside of a pre-arranged meeting time.

Further information which could be shared with parents/carers can be found here:

www.net-aware.org.uk/networks/whatsapp/parentinfo.org/article/whatsapp-a-guide-for-parents-and-carers

6.4 Parental Consent Form - use of photos/video or audio recording only

Name of organisation that plans to record images/voice:	Focolare Movement – Privacy Statement and Safeguarding Policy and Guidelines can be found here: www.focolare.org/gb
The purpose for recording images/voice is:	<i>Example: Voice recordings of translation into English of the programme/material for children’s education resources</i>
The planned use of these recordings is:	<i>Example: The videos will be available on the International ‘Gen4’ children’s website for Youth Leaders to access, download and use during ‘Gen4’/children’s events and activities.</i>
How long the image/recording will be kept:	<i>Example: Indefinitely as part of the video resources archive of the Gen4 International Centre (based in Rome).</i>
<input type="checkbox"/> Use on web pages:	<i>Example: https://gen4.focolare.org/en/ (Educators’ Area)</i>
<input type="checkbox"/> Use in the publication:	<i>N/A</i>
<input type="checkbox"/> Used to promote:	<i>Future Focolare events/activities with children/young people in GB and international</i>
<input type="checkbox"/> Other use (must be specified):	<i>N/A</i>
Your child will not have their name credited to their image/recording for safeguarding reasons.	
Should you have any questions or concerns, or to withdraw your consent at any time please contact: Data Protection Team: dataprotection@focolare.org.uk Safeguarding Team: safeguarding.admin@focolare.org.uk Should you have any concerns about the manner in which we handle your information and are not able to resolve these satisfactorily with us, please contact the Information Commissioner (ico.org.uk/for-the-public/) for advice and to report a concern (ico.org.uk/make-a-complaint/)	

To be completed by the Parent / Carer

Child’s Full Name:	
Date of Birth:	
Parent / Carer’s Full Name:	
Relationship to Child / Young Person:	
Contact Number or Email:	

<input type="checkbox"/>	I have discussed the contents of this form with my child and we are in agreement.
<input type="checkbox"/>	I give my express consent to my child, named above, being photographed/filmed/recorded (<i>delete where appropriate</i>) as detailed in this form.
<input type="checkbox"/>	I understand the ways in which these photographs/films/recordings (<i>delete where appropriate</i>) may be used and the period of time and manner in which they will be kept.
<input type="checkbox"/>	I know that it is my right to withdraw my consent at any time, without explanation.
Signature:Date:	

We recognise that there are some reasons why, for their own safety and/or wellbeing, some individuals will not want their images/voice recorded or kept and we will always respect this.

Focolare GB Apr 24 - Adapted from CSSA resources: Consent to the Safe Use of Images (Photography and Filming): <https://catholicsafeguarding.org.uk/resources/safeguarding-forms/>