Appendix 1.1

Declaration Form of Good Standing (Focolare Movement Ireland)

Name:

Date of birth:

Phone number:

Email:

Has your request to work with children or young people in any other setting ever been refused?

YES/NO

I, …………………………………………………………. declare that

1. I have no criminal record or have not had criminal charges brought against me.

2. I have no behavioral or mental health problems, either past or present, which would indicate that I might deal with children in an inappropriate manner.

3. I have never been involved in an incident or exhibited behaviour that called into question my fitness or suitability for youth ministry due to alcohol misuse, substance misuse, sexual misconduct, financial error or any other lapse of judgement.

4. I have no mental or physical needs that would adversely affect performance of my involvement in youth ministry.

I authorise the verification of the information provided as to any previous work with children and personal information.

Signature _____

Date _____

Appendix 1.2

Parental Consent Form

SEPTEMBER 2021 - SEPTEMBER 2022

Please read carefully. This is a consent form for parents/carers giving permission for their child(ren), under 18 years of age, to participate in activities organised by the Focolare Movement both online and in real life for the period covering 1st September 2021 to 30th September 2022.

NAME(S) OF CHILD/YOUNG PERSON DATE OF BIRTH

1. {child1} {birth1}

2. {child2} {birth2}

3. {child3} {birth3}

4. {child4} {birth4}

5. {child5} {birth5}

NAME OF PARENT/CARER

1. {parent1}

2. {parent2}

ADDRESS

1. {address1}

2. {address2}

MOBILE PHONE NUMBER(S)

1. {mobile1}

2. {mobile2}

1

I/We, parents/carers of children named above give consent that our child(ren) take part in activities and programmes organised by the Focolare Movement, both online and in real life during the period May 2021 to May 2022 (inclusive).

PHOTOGRAPHS, FILMING, VIDEOS, WEBSITE

At some events organised by the Focolare Movement, photographs may be taken and/or videos filmed by authorised people as a record of the event and/or as publicity on our website or in promotional material.

....

Option ticked from the online form:

{photo}

....

COMMUNICATION WITH CHILDREN

Adult leaders of the Focolare Movement require parental consent to communicate with children. This communication can range from simple notifications to real dialogue with older children. It may involve the use of personal phones, and also use apps such as WhatsApp, etc.

....

Option ticked from the online form:

....

MEDICATION/ SPECIAL NEED

Please list any medical details, or any special needs that the adult leaders of the Focolare Movement should be made aware of:

....

Medications...

2

In the event of our child being taken ill or being injured while participating in any event organised by the Focolare Movement, I/ we understand that every effort will be made to contact using the mobile number(s)above. However, I/we also give permission for those members of the Focolare Movement who are caring for our child to take any action deemed necessary by them in the event of an emergency or in the event of the parents/carers not being contactable or near at hand.

....

Option ticked from the online form:

{meds2}

....

INTERNATIONAL EVENTS

I give permission for still and video images to be taken of my child(ren) during international Focolare events and to be shared with the Focolare International Centre (based in Rome) and for the Centre in Rome to use it for future projects with young people and to promote the work of the Focolare Internationally.

....

Option ticked from the online form:

....

PLEASE NOTE: The Focolare Movement is committed to protecting personal information and we take our responsibilities regarding the security of your personal information very seriously. We comply to the General Data Protection Regulation (GDPR) which is a regulation within the European Union since May 2018.

{signature}

………………………………………………………………………………………………..

PARENT/CARER'S FULL NAME

Appendix 1.3

Form for Reporting Accidents/Incidents

Group details

Name of group: ……………………………………………………………..

Names of group leaders: ………………………………………………………………

Names of others present: ………………………………………………………………

Details of Accident/Incident

Date and time of accident/incident: ………………………………………………..

Name of person involved: ………………………………………………………

Date of birth of child involved: ………………………………………………..

Emergency contact details for the child involved (usually parent/guardian):

   Name: …………………………………………………………………………

   Telephone: ………………………………………………………………..

Please describe the accident/incident that occurred (continue on separate sheet if necessary):

………..

………

Action taken during and following the accident/incident:

………

………

People contacted (including dates and times): ……………………………………………………………………..

………

If medical attention required please give contacts of medical facility used:

………

Please detail any follow-up action required: ………………………………………………………………….

………

Name of person completing this form:…………………………………………………………………………………

Signed: …………………………………………

Date: …………………………………..……

Appendix 1.4

Guidance on Good Relationships Code, Planning Programmes, Managing Challenging Behaviour and on Acceptable and Unacceptable Touching.

Good Relationships Code for Youth Leaders

Do's & Don'ts

You must:

✓ Treat all children(minors) equally and with respect.

✓ Engage and interact appropriately with children (minors).

✓ Respect a child' 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, maintaining appropriate boundaries.

✓ Avoid situations that compromise your relationship with children, 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 (minor)

● 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.

Planning the programme

Careful planning of activities in advance is important.

Working with the children on an agreed code of behavior can be very beneficial.

During the programme

● Always follow the Code of Behaviour for Youth Leaders and Gen Assistants.

● No group of children under the age of 16 should be left unattended.

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 in managing challenging behaviour

● 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 encouraged.

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 but instead should assist the individual in understanding how they should be behaving.

It is the behaviour not the person that may unwelcome.

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 when touching

● 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).

● 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 will

have to be made in these circumstances and agreed and supported by the individual and their parents or carers. 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. 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 (minor) or vulnerable adult, this is a concern and must be reported to one of the Designated Liaison Officers.

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.

Appendix 1.5

Anti-Bullying Policy

Objectives of this ant-bullying policy

● Bullying will not be tolerated;

● All adults involved in any activity/event as well as children and young people should have an understanding of what bullying is;

● All adults involved in the activity/event must know this policy on bullying, and follow it when bullying is reported;

● All children/young people and parents should know what the policy is on bullying, and what they should do if bullying arises;

● Children, young people and parents should be assured that they will be supported when bullying is reported.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all our children and young people so they can develop in a caring and secure atmosphere. Bullying of any kind is unacceptable in any Focolare activity. If bullying does occur, all children and young people should be able to tell the group leaders or somebody else within the group and be confident that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the group leaders.

What is bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying can be:

- Emotional (being unfriendly)

- Physical (pushing, kicking, hitting, punching or any use or threat of violence including via social media, emails or text messaging)

- Racist (racial taunts, graffiti, gestures)

- Sexual (unwanted physical contact or sexually abusive comments)

- Homophobic (because of, or focusing on the issue of sexual orientation)

- Verbal (name-calling, sarcasm, spreading rumours, teasing including via emails or text messaging)

Appendix 1.6

<p style="text-align:center;color:green;font-weight:bold;">Safer Online Spaces</p>
<p style="text-align:center;color:green;font-weight:bold;">Good Practice Guidelines of Focolare Movement in Ireland</p>

As our Youth Leaders are increasing the use of digital technology, the Focolare Movement in Ireland has put together these Good Practice Guidelines to assist in creating safer online spaces. It is important to be aware of the risks and challenges, as well as the opportunities, that these times present.

The Focolare Movement is committed to the promotion of the well-being and protection of children and youth, and has a zero-tolerance approach to any form of abuse of children or youth.

BEFORE A MEETING

- Consider your attire: Wear what you would have worn to a meeting had you attended in person.

- Consider your location: Engage in online forums from public areas of your house, eg dining room, living room, office. Also check the backdrop which should be free of anything you would not have on your walls at a public meeting.

- Consider your platform: Limit your contact with children under 18 to public platforms such as Zoom, Google Hangouts, etc Direct private connections are discouraged.

- Consider how online meetings are scheduled: Arrange online meetings in advance through a group forum and with the knowledge and permission of parents or carers.

- Consider how the children contact you: Avoid sharing personal contact information; instead use Focolare accounts.

- Consider who has access to your meetings: Arrange to host meetings – always providing parents with link to the meetings, emails, advertising, messages, etc.

- Consider technical issues: For bigger meetings technical backup will be required to silence microphones, to monitor comments, or to "eject" any person behaving badly. The meeting should be closed by the host adult, checking that all children have safely left the meeting before it is closed down. To prevent hacking, the Zoom link should not be sent out too far in advance.

Recruitment, Vetting, Training

A worker should not engage in any youth work practice online if they are not appropriately recruited, vetted and trained in line with the requirements of the Focolare Movement.

Private chats online

Communicating one-on-one online is the equivalent of meeting a young person in a room one-on-one. Let another youth leader and a parent know about the meeting, including start and finish time. Leave a door open.

Permission and Consent

Parent/guardian consent forms include online consent form, and will clarify exactly what online interactions are taking place.

Adult:Child Ratio

Meetings should always be co- hosted. Adults should not be alone online with the children, except for private chats as above.

Record Keeping

The key principles of our existing record keeping requirements translate to these online working arrangements.

Code of Conduct

Our Code of Conduct for young people should be translated into what they would look like when participating in online groups and all online interactions.

Respect, inclusion, kindness, arriving on time, etc are just as important online as at meetings.

Digital Age of Consent

Under GDPR, the Digital Age of Consent is 16 years old in Ireland and is designed to protect personal information of children under 16. If new services or platforms are being introduced to our young people and they are being asked to sign up for that service, children's personal information should not be divulged by them. Parental assistance is therefore required.

Checklist

1. Are the platforms I am encouraging youth to use Age Appropriate?

2. For those under 16 years, have I asked youth to discuss the platform/s with parents and seek parental permission?

3. For those under 16 years, have I provided parents with updated information Guides on the platform's we are using with youth, so they can understand the associated benefits and risks?

Common Sense Media https://www.commonsensemedia.org/ *and National Online Safety UK* https://nationalonlinesafety.com/guides *offer up-to-date guides and advice regarding current popular Apps.*

4. Have I informed youth of the privacy settings of the platforms I am encouraging them to use?

5. Have I set clear guidelines on what is acceptable / unacceptable to share on the platforms we are using?

6. Am I connecting youth through a platform who would not have been in contact previously (e.g. the creation of a group where all members now have access to contact details of all other members)? If so, have I gained consent for their personal information to be shared in this way?

Digital well-being

▪ Be mindful when requesting youth to join group video chats or share video content from their home. Some youth may feel uncomfortable sharing their home environment. Other family members, personal information etc. may also be visible. Certain platforms enable users to use generic backgrounds when sharing video content. Encourage youth to choose this option where possible and/or provide alternative means of connecting for youth who are uncomfortable with group video chats or sharing video content.

▪ Remind youth to activate Two-Step Verification/Two-Factor Authentication for all accounts (where available). This is an extra layer of security for their account, requiring a code in addition to a password to access their account. Remember to print off the back up codes when setting this up.

1. *Two Step Verification WhatsApp* https://faq.whatsapp.com/26000021

2. *Two Factor Authentication Instagram* https://help.instagram.com/566810106808145

3. *Two Factor Authentication Snapchat*
   https://support.snapchat.com/en-US/article/enable-login-verification

Update all apps as required to benefit from the latest security and privacy options.

Digital wellbeing features are also available for many popular Apps, allowing users to control how much time they spend on that App, see their daily activity, turn off notifications and set reminders to take a break. Encourage youth to look after their mental health online by accessing the platforms wellbeing features (where available).

1. Digital Wellbeing TikTok https://www.tiktok.com/safety/resources/digitalwellbeing?lang=en

2. Instagram Wellbeing https://wellbeing.instagram.com/digital%20

3. Snapchat Here for You Tool https://support.snapchat.com/en-US/news/safety-first-news

Appendix 1.7

1.8A Guidance on Hazard Assessment of Activities with Children

Introduction

Risk assessment is an important part of working with children. It assists with managing both health and safety issues, and the welfare of children. Part 2, Article 11 of the Children First Act 2015 requires all services who work with children to have a child safeguarding statement. The core component of this statement is risk assessment. This should focus on any risks of harm to a child that could occur while availing of or in attendance in your service. As adults we assess risks throughout our lives, but when working with children it is important to consider potential hazards that may lead to risk to children and to the adults who work with them.

Consideration of how to control or manage risks is critical. It is important to identify acceptable levels of risk, as it may not be possible to eliminate all risk, however every effort must be made to mitigate against its adverse effects. If you do not feel equipped to identify or address a risk locally consult with the Safeguarding Committee. Whilst this guidance is concerned primarily with risks associated with failure to follow effective safeguarding practice, it must be understood alongside the health and safety regulation and policy of the Church body.

Whilst the focus on risk assessment should be on groups of children with whom you are working, as opposed to the physical venue, if a problem with the venue is discovered during the course of assessing (e.g. broken glass, electrical cabling) this needs to be raised with the appropriate authority in charge of health and safety for the Church body.

What does the term 'risk' mean?

A risk is a potential source of harm or adverse health effect on a person or persons. In the Republic of Ireland 'Risk' in the context of this risk assessment is the risk of harm to children as defined in the Children First Act (2015) – (a) assault, ill-treatment, or neglect of the child in a manner that seriously affects or is likely to seriously affect the child`s health, development or welfare, or (b) the sexual abuse of a child whether by a single act, omission, or circumstance or by a series or combination acts, omissions or circumstances, or otherwise.

In Northern Ireland, Co-Operating to Safeguard Children and Young People in NI takes its definition from the Children (NI) Order 1995 which defines 'harm' as ill-treatment or the impairment of health or development. It states that 'ill-treatment' includes sexual abuse, forms of ill-treatment which are physical and forms of ill-treatment which are not physical; 'health' means physical and / or mental health; and 'development' means physical, intellectual, emotional, social or behavioural development.

In the context of the Church related activities involving children may include the following examples

- failure to comply with effective safeguarding practice, such as lack of supervision ratios or consent forms;

- medical risks, such as failure to take medication, or inappropriate intimate care practice;

- physical risks, such as dangerous electrical cabling, or proximity to water.

Assessing risks

For each activity that involves ministry with children, those involved in leading the ministry should meet with the parish priest/local superior (face to face or virtually) and any relevant safeguarding personnel and complete the following steps:

1. Identify and list the risks: look for hazards in the nature of the activity, and in the place where you are holding the activity. Areas to be considered include:

• Have all staff and volunteers been recruited properly? (including vetting reference checks etc).

• Have all staff and volunteers been trained in safeguarding and in working with children?

• Does everyone understand their role?

• Does everyone know what to do if they are concerned about a child?

• Have appropriate supervision ratios been put in place?

• Have children and their carers been informed of rules for the activity and given their consent to participate?

• Have practical considerations been assessed for risk – e.g.where are toilets, washing and changing facilities?

• What security measures have been considered – e.g. access to the venue by non- participants?

• Will ICT be used in the activity? Who has access and how is it monitored?

• Has consideration been given to the safe collection of children after the activity?

• Has everyone been briefed on the content of the risk assessment and what polices to follow in the event that a concern is identified?

• Does everyone know who the DLP is and how to contact them?

It may be helpful to consider these risks in stages of the activity, for example, what are the risks in advance of the activity, on arrival, during the activity and after.

2. Identify the controls that need to be put in place to limit the risk.

3.Identify who is responsible for managing the risk and the correct implementation of the associated procedures. This should include those directly responsible for the children's ministry and those with specific responsibilities for child safeguarding in the Church body.

4. These steps should be used to complete the risk assessment form (Guidance 1.8A Template 1).

The leaders of each local activity involving children's ministry are required to identify risks and procedures relevant to its own situation. Some examples are given in the following template.

Given the similarities that exist across certain activities, whatever the location, it is likely that these examples may be appropriate to many situations. However, it is important that those completing a risk assessment keep the focus on their own situation and even where identified risks are the same as those in the example template (1.8A Template 1), consider whether the needed controls may differ based on the local context of the activity. The risk assessment must be available to all. Leaders of activities with children must have a copy and be aware of its contents.

Reviews

Risk should be periodically reviewed, especially in circumstances when a venue changes, a new activity takes place or the members of the group change. If no new risks are present, a review of the risk assessment should take place at least annually.

STANDARD 1

CREATING AND MAINTAINING SAFE ENVIRONMENTS
GUIDANCE FOR INDICATOR 1.8
1.8A Template 1: Example Hazard Assessment Form

This form will be held in accordance with the data protection policy of [INSERT NAME OF CHURCH BODY]. The data entered will be used only for the purposes indicated on the form. This hazard assessment is part of Child Safeguarding Statement which is available here [INSERT DETAIL].

- This risk assessment seeks to identify any potential for harm, as defined in the Children First Act 2015/Co-operating to Safeguard Children in Northern Ireland (delete as appropriate), to a child while participating in activities organised by [INSERT NAME OF ACTIVITY OR CHURCH BODY] and to ensure that adequate procedures are in place to manage identified risks.

- It will be reviewed at least annually or as soon as practicable after there has been a new risk identified or any other relevant change.

- 'Risk' in the context of this risk assessment is the risk of harm to children as defined in the Children First Act (2015)/Co-operating to Safeguard Children in Northern Ireland (delete as appropriate)

Name of group/activity_____Date of risk assessment _____ Date of review _____

Person completing the hazard assessment _____Role _____

Others attending planning meeting: _____

Identified Risks	Controls/procedures in place to manage risk	Persons responsible
Supervision Failure to provide for appropriate supervision of children during arrival, during activity or on departure from the group/activity, may expose children to harm from adults, other children or environmental factors.	Safe care procedures including joint consent; adequate supervision ratios; children and adults signing in; Codes of Behaviour for children and adults; training for personnel; dealing with accidents.	Group Leader Volunteer Parent volunteer Responsible for: Supervision, ensuring consent forms signed and logged, sign-in and sign out book, agreeing Code of Behaviour,checking appropriate training completed.
Risk of harm from leaders	Safe recruitment procedures, codes of behaviour, vetting.	Group Leader Safeguarding Committee Vetting Coordinator Parish Priest/Local Superior Responsible for: Ensuring recruitment procedures are followed including vetting and appropriate procedures are in place.

Shared Facilities Children may be exposed to risk of inappropriate behaviour which could cause them harm from visitors or other adults or bullying by other children in shared facilities eg changing area, toilets.	Code of behaviour for adults including guidance on 1:1 contact with children; Complaints procedure; Anti-bullying policy; Safe recruitment procedures.	Group Leader Ensuring recruitment procedures followed/supervision etc Local Safeguarding Rep Parish Priest/Local Superior.
Accidental Injury Risk of injury in setting up, clearing items, from fire or wet areas eg possibility of slips/trips, possibility of burns.	Adequate supervision; Instruction for children; Health and Safety policy in place; First Aid provision; Accident procedure.	Group Leader First Aider Check for H+S issues/First Aid training/ Supervision.
Children's Behaviour Harm to children from disruptive behaviour.	Code of behaviour for children; Dealing with Breaches of the Code of Behaviour; Anti-bullying policy; Appropriate supervision; Training for relevant adults; Adequate supervision ratio.	Group Leader Agree a code of behaviour and anti-bullying policy with children/implementation of code of behaviour.
Communicating and training concerns Children experiencing harm or on-going harm as a result of not being aware of who to speak to if they experience inappropriate behaviour or have concerns re safeguarding. Risk of harm caused by leaders not recognising the indicators of abuse or being unfamiliar with responsibilities and procedures for reporting child protection concerns.	Communications policy; Children advised of who to speak to; Information leaflet provided regarding concerns or complainants; Guidance provided to adult personnel on responding to a child and reporting allegations or concerns; Information displayed in Church properties. Training plan in place and relevant training delivered to relevant Church personnel, including, reporting procedures, indicators of abuse, record keeping etc.	Group Leader/PSR Safeguarding Committee. Providing information to children and parents/ ensuring relevant posters displayed/ ensuring all personnel have completed relevant training. Safeguarding Committee Trainers.
ICT Access to use of ICT in venue resulting in possibility of inappropriate contacts/accessing inappropriate content/ online bullying resulting in harm to the child.	Children not allowed to use their phones, email or other ICT applications while participating in activities. Procedures in place re use of ICT by personnel in contacting children.	Group Leader Ensure personnel are aware of policy and procedures re ICT use/ agree protocol with children

Appendix 1.8

Guidance on Responding to an Adult or Child Making an Allegation of Abuse

The role of the DLP is to receive all safeguarding concerns relating to Church personnel and to pass on to the statutory authorities those that reach the threshold (see Glossary). This is in line with national legislation and policy as outlined in Guidance 2.1A. It is often very difficult for people to talk about abuse, so it is important to make sure that a safe environment of listening carefully and actively is created, in which a complainant feels able to disclose as much as they can remember. This will help those people whose responsibility it is to investigate the incident to do so as thoroughly as possible.

People may tell you about:

• Abuse that happened to them when they were a child;

• Something they have been told by someone else and that they strongly believe is true (disclosure);

• Seeing signs of abuse, such as physical injuries on a child;

• Something they have witnessed that makes them feel uncomfortable.

Where information is given in person, consider the following:

• Adopt a listening style that is compassionate, calm and reassuring. If the information given to you shocks, disgusts or distresses you, do not allow these feelings to show. If you do, you may inadvertently dissuade the person from giving any further information;

• Listen carefully to that person, but do not ask intrusive or leading questions;

• Stay calm, take what the person raising the concern says seriously, and reassure them;

• Allow the person to continue at their own pace;

• Check with the person to make sure that you have understood what they actually said. Do not suggest words – use theirs;

• Make no promises that cannot be kept, particularly in relation to confidentiality, but listen carefully to what is being sought in this regard;

• Explain the referral procedures to the person;

• Offer the services of a support person, if the support person is not present;

• Do not make any comments about the respondent; do not make assumptions or speculate;

• Be aware that a person's ability to recount their concern or allegation will depend on their age, culture, nationality or any disability that may affect speech or language;

- Avoid statements about your reaction to the information given;

- Do not question beyond checking what has been said. It is the responsibility of Tusla/HSCT and An Garda Síochána/PSNI to investigate. There should be no probing for detail beyond that which has been freely given;

- Do not offer wording or language to the person making the allegation that may assist in the provision of an account of the concern or allegation.

Appendix 1.9

Roles of Safeguarding Personnel

Designated liaison person (DLP)

The role of the DLP is:

• Hearing safeguarding concerns;

• Passing on safeguarding concerns to the statutory authorities where there are reasonable grounds for concern;

• Managing the case file and all associated documents;

• Liaising with the support person, advisor and the Focolare Movement;

• Informing the National Board for Safeguarding Children in the Catholic Church in Ireland of an allegation/concern;

• Conducting internal inquiries.

Support person

The support person is responsible for:

• Attending the initial meeting of the complainant with the DLP (if agreed in advance with the complainant) in order to support the complainant, keeping them informed of the progress of their case, and helping them to identify and access support;

• Recording the dates of any meetings or contact they have with the complainant, and reporting to the DLP as appropriate. The support person will not be responsible for managing the file, and will pass on written records to the DLP, as appropriate, during regular meetings with the DLP.

Advisor

The advisor is responsible for:

• Meeting the respondent with the DLP and the Church authority in order to support the respondent, keeping them informed of the progress of their case, and helping them to identify and access support;

• Recording any meetings or contact they have with the respondent and reporting to the DLP, as appropriate. The advisor will not be responsible for managing the file, and will pass on written records to the DLP, as appropriate, during regular meetings with the DLP.

An Garda Síochána/PSNI

It is the responsibility of the Gardaí and the PSNI to investigate and establish if a crime has been committed. They will liaise directly with the DLP, as appropriate.

Tusla/HSCT

It is the responsibility of Tusla (the Child and Family Agency) to promote the welfare of children in the Republic of Ireland who are not receiving adequate care and protection (Section 3, Child Care Act 1991). They will liaise with the DLP, as appropriate.

It is the responsibility of the HSCT (Health and Social Care Trust) to assess risk to children in Northern Ireland. They will liaise with the DLP, as appropriate.

The National Board for Safeguarding Children in the Catholic Church in Ireland will:

• Be advised of safeguarding allegations, suspicions or concerns by the DLP relating to clerics or religious; monitor and report on these allegations; and retain records of this information safely and securely;

• Offer advice and support to the people in the roles listed above in relation to the safeguarding concerns, suspicions or allegations that have been reported, and on the policy and processes for reporting.

![focolare movement SAFEGUARDING COMMITTEE IRELAND]

Appendix 1.10   **REPORTING FLOW CHART**

Youth worker/ Parent/ Child has a concern

Record and Report

Designated Liaison Officer

Is this a serious concern

Possibly

YES

NO

Seek advice from NBSCCCC

Report and Record

YES

NO

Identify training or practical issues

Seek advice from NBSCCCC Gardí, PSNI, TUSLA, Social Services

Refer back to Youth Leader/ Volunteer/ Parent/ Child

Necessary action taken to support and supervise respondent