



**Policies and procedures  
supporting**

**Child Safeguarding**

# **Declaration of Guiding Principles for Clare Suicide Bereavement Support**

Guiding Principles for Clare Suicide Bereavement Support (CSBS) apply to all people who are engaged and involved with the service – volunteers, beneficiaries/befriendees, visitors, consulting professionals and representatives of organisations and agencies providing services into CSBS. The principles include the following.

## **Beneficiaries first**

- The purpose of CSBS is A) to support the suicide bereaved in Co. Clare, B) to help reduce the number of suicides
- CSBS shall establish and maintain standards of good practice for the provision of voluntary listening support to families and / or persons bereaved by suicide.
- When working with beneficiaries CSBS ensures that their views and experiences are actively listened to and taken account of as part of how CSBS operates, facilitating engagement and communication.
- All relevant policies and procedures are drawn up with the interests of beneficiaries in mind.
- Provide appropriate, accurate and up to date practical information when requested
- Liaise and exchange information with similar support groups.
- Provide high quality leaflets and associated literature to survivors and appropriate professionals and agencies.
- Provide the bereaved with up to date, accurate and helpful appropriate information on health services in the region.
- Recognising the impact of group support, CSBS will provide and facilitate high quality Group Healing Programmes.
- Encourage and establish an ongoing Support Group.
- Provide support following other traumatic events.

## **Integrity**

- CSBS, and those who work and volunteer in and with CSBS should uphold the highest level of institutional integrity and personal conduct at all times.

This means CSBS should:

- ensure appropriate systems are in place to help guarantee that all decisions are robust, defensible and free from conflict of interest.
- consider the effect of activities conducted in private life on the reputation of the charity and of charities generally.
- ensure CSBS resources are managed responsibly and their funds are properly protected, applied and accounted for, including policies and procedures to combat the risk of bribery, fraud, corruption and extortion.
- exercise due diligence in understanding the ethical standards of commercial or other organisations as partners and individuals, to seek support or collaboration from those with ethical values that are consistent with those of CSBS
- Be sensitive to the impact of their activities on both natural and human environment by:
  - making responsible use of their resources
  - adopting sustainable working practices
  - undertaking initiatives to promote environmental responsibility.

## **Openness**

CSBS should create a culture and space where donors and supporters, as well as the wider public, can see and understand how they work how they deal with problems when they arise and how they spend their funds.

This means CSBS should:

- operate a presumption of openness and transparency; subject to complying with existing legal and regulatory requirements, CSBS should be willing to share information about how they work, ensuring it is easily accessible.
- Publish, or at least make available on request:

- annual reports. This should include a section explaining how the charity's purpose and values are being fulfilled.
- their approach to safeguarding, bullying and harassment
- their complaints procedure
- their whistleblowing policy
- establish clear lines of responsibility and accountability for all CSBS work, both internally and externally where applicable.

## **Right to be safe**

Every person who volunteers with, works for, or comes into contact with CSBS should be treated with dignity and respect, and feel that they are in a safe and supportive environment.

CSBS has a responsibility to create an inclusive culture that does not tolerate inappropriate, discriminatory, offensive or harmful behaviour towards any person who works for, volunteers with, or comes into contact with the charity.

CSBS should also be a place where people's wellbeing and mental health are valued and promoted so that anyone working in the charity or coming into contact with the charity is encouraged to value and invest in their own health and wellbeing.

This means CSBS should:

- stand against and have a clear approach to prevent abuse of trust and power including bullying, intimidation, harassment, discrimination or victimisation in all their activities
- create a culture that supports the reporting and resolution of allegations, suspicions or concerns about abuse of any kind or inappropriate behaviour.
- ensure that anyone working or volunteering for the charity understands the expectations placed upon them, and provide the relevant training to support them in meeting their responsibilities.
- ensure that anyone who works or volunteers in CSBS has access to proper support and advice if they:
  - experience or witness unacceptable behaviour
  - raise a concern or make an allegation about the actions of others

- don't feel safe.

### **Principles specifically in relation to Child Safeguarding**

- Each child shall be cherished and affirmed with their inherent right to dignity and integrity which shall be respected, nurtured and protected. Everyone in CSBS has an obligation to ensure that the fundamental rights of children are respected. In keeping with this we in CSBS undertake to do all in our power to create safe environments where the welfare of children and young people is paramount, ensuring that every child, while availing of CSBS services, is safe from harm.
- We listen to children and act on what they say.
- The Children First Act (CFA) 2015 defines harm of a child as ill treatment, neglect, assault, or sexual abuse, and explains what to do if you are concerned. CSBS follows CFA and Tusla guidance.
- CSBS has policies and procedures to keep children safe when they are using our services, in line with the Children First Act 2015. All our staff and volunteers are trained in how to respond to child protection concerns.
- We respond to all concerns as quickly as possible.
- All CSBS volunteers, including those who work with children and families are Garda checked, qualified and receive supervision.
- CSBS has a strong management structure in place to ensure that the organisation is run well, this includes a Board with an Executive Committee.
- CSBS values and encourages the participation of children and young people in availing of our services and always works in a partnership way with parents and carers.
- This duty of care extends to all ways that children may be known and encounter our service.
- CSBS is committed to working in partnership with statutory authorities to ensure that all aspects of child welfare are managed promptly, professionally and justly. We in CSBS are committed to following best practice as specified by Tusla and other statutory and advisory bodies.

**Policies and Procedures in place include the following:**

- A. CSBS undertakes to manage any risks identified
- B. In respect of any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child availing of the relevant service.
- C. For the selection or recruitment of any person as a member of staff of the provider with regard to that person's suitability to work with children.
- D. For the provision of information and, where necessary, instruction and training, to members of staff of the provider in relation to the identification of the occurrence of harm.
- E. For reporting to the Child and Family Agency by the provider or a member of staff of the provider (whether a mandated person or otherwise) in accordance with the Children First Act 2015 or the guidelines issued by the Minister for Children and Youth Affairs under section 6.
- F. For maintaining a list of the persons (if any) in the relevant service who are mandated persons. (See Appendix 3 for a list of the categories of person mandated under the Children First Act 2015.)
- G. For appointing a relevant person.

## **Procedures for sharing Guiding Principles**

- CSBS will provide a copy of these Guiding Principles and Child Safeguarding Procedures on request.
- CSBS will publish these Guiding Principles and Child Safeguarding Procedures on [www.claresuicidebereavementsupport.com](http://www.claresuicidebereavementsupport.com) , thereby providing information to parents and children/young people.
- Copies of these Guiding Principles and Child Safeguarding Procedures are available at the centre for viewing.

### **List of policies and procedures pertaining to Child Safeguarding**

Accident/Incident procedure

Anti-Bullying Policy and Procedure

Appointment of key roles - relevant person, DLP and DDLP by management committee

Child Safeguarding Training strategy

Codes of conduct/behaviour

Communicating Child Safeguarding Statement

Complaints procedure

Confidentiality

Consultation and agreements with parents/guardians

Dignity in the Workplace Charter

Disciplinary procedures

Induction including induction on your guiding principles and child safeguarding procedures

Management of workers and volunteers

Mandated Persons

One-to-one working

Procedures for reporting child protection or welfare concerns

Record Keeping

Recruitment and selection procedure for volunteers

Recruitment and selection procedure for volunteers - Application of Garda Vetting

Referrals Policy

Responding to a child/young person who discloses abuse

Responding to adults who disclose childhood abuse

Responding to allegations of abuse made against volunteers

Risk assessment procedures

Safe management of activities

Supervision

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## **Accident/Incident procedure**

### **NOTE**

It is useful to note that an incident does not usually involve any casualty or the loss of life, while an accident will involve some form of injury. Incidents should be recorded separately from accidents as they may need to be referred to when considering suspected child abuse or neglect

**CSBS** endeavours in so far as is practicable to meet their obligation in relation to the Safety, Health and Welfare at Work Act 2005.

- Activities being undertaken are suitable for the abilities, ages and experience levels of the participants; children or young people should not be excluded from any activities. Since this is a listening befriending service, there is access for all. There is a lift in the building.
- Equipment and facilities meet appropriate safety and quality standards and are appropriate to the needs of the participants. These standards are met in conjunction with the landlord.
- Activities are risk assessed and that appropriate responses to identified risks are planned and implemented.
- Any injuries should be recorded with a note of the action taken.
- This organisation maintains an accident/incident form with a specific incident form for completion by workers/volunteers. Due regard must be given to confidentiality (see section 3.4.1). A senior volunteer or member of the management committee should be informed if an accident occurs. Report forms to be maintained in a specified folder. (Please see Accident or Incident Record Form in Appendix 7)
- Parents/guardians should be notified by the appropriate person of injuries/illnesses which occur while children/young people are availing of our service.
- Insurance cover is adequate to the organisation's needs.

# Anti-Bullying Policy and Procedure

## Rationale

**Clare Suicide Bereavement Support** is a caring, supportive and respecting organisation which offers support to people who have been bereaved by suicide. Its ethos is one of listening, care, respect, dignity, support and compassion.

**Clare Suicide Bereavement Support** has developed a workplace charter providing for Dignity in the workplace for its volunteers. (See Charter in this document.) Bullying in any form is not accepted by us and will not be tolerated. Within this ethos and rationale of dignity in the workplace, this Anti-Bullying policy and procedure has been developed.

In **Clare Suicide Bereavement Support**: we

- recognise a duty of care and responsibility to safeguard all participants from harm
- promote and implement this anti-bullying policy and procedure
- seek to ensure that bullying behaviour is not accepted or condoned
- require all members of the organisation/club to be given information about, and sign up to, this policy
- take action to investigate and respond to any alleged incidents of bullying
- ensure that volunteers are given access to information, guidance and/or training on bullying.

## Each, volunteer will:

- respect everybody's need for, and rights to, an environment where safety, security, recognition and opportunity for taking responsibility are available
- respect the feelings and views of others
- recognise that everyone is important and that our differences make each of us special and should be valued
- show appreciation of others by acknowledging individual qualities, contributions and progress
- be committed to the early identification of bullying, and prompt and collective action to deal with it
- ensure safety by having rules and practices carefully explained and displayed for all to see
- report incidents of bullying they see – by doing nothing you are condoning bullying.

Our organisation, in consultation with children, befriendees and volunteers, will progress this anti-bullying policy and procedures. It will be reviewed every two years or sooner.

More information on developing anti-bullying policies can be found in the National Youth Council of Ireland's document *Let's Beat Bullying*, available on the NYCI website, [www.nyci.ie](http://www.nyci.ie). These have been used in drafting this section.

## **Definitions**

**"Bullying** can be defined as repeated aggression – whether it is verbal, psychological or physical – that is conducted by an individual or group against others. It is behaviour that is intentionally aggravating and intimidating, and occurs mainly among children in social environments such as schools. It includes behaviours such as physical aggression, cyberbullying, damage to property, intimidation, isolation/exclusion, name calling, malicious gossip and extortion. Bullying can also take the form of identity abuse based on gender, sexual preference, race, ethnicity and religious factors. With developments in modern technology, children can also be the victims of non-contact bullying, via mobile phones, the Internet and other personal devices."

**'Workplace Bullying** is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work but as a once-off incident is not considered to be bullying'. (Report of the Taskforce on the Prevention of Workplace Bullying, 2001)

In this definition, Clare Suicide Bereavement Support finds relevance, as voluntary work is work and takes place in a workplace.

Bullying generally begins with psychological aggression which may become physical later. Anyone can be bullied. Bullies may be prejudiced but usually discriminate on the basis of competence. Bullying is rarely a single incident and tends to be an accumulation of small incidents, each of which, when taken in isolation and out of context, seems trivial. The person being bullied may not realise they are being bullied for weeks or months – until there is a moment of enlightenment. Few people recognise bullying. Workplace bullying tends to fixate on trivial criticisms and false allegations of underperformance; offensive words rarely appear,

although swear words may be used when there are no witnesses. Bullying takes place mostly in the organisation.

Bullying can Happen from:

YOUNG PERSON TO YOUNG PERSON

YOUNG PERSON TO ADULT

ADULT TO YOUNG PERSON

ADULT TO ADULT

## Types of Bullying

**Direct bullying:** When people are asked to describe bullying this is normally the type of bullying that they will describe. With direct bullying the behaviour is obvious and bystanders will be aware of it. Types of direct bullying include physical or verbal bullying;

**Indirect bullying:** This type of bullying is more difficult to recognise. Types of indirect bullying include intimidation or isolation; Verbal bullying Slandering or ridiculing an individual; including: Using a person as the butt of jokes;

**Slagging:** this behaviour usually refers to the good natured banter which goes on as part of the normal social interactions between people. However, when this slagging extends to very personal remarks aimed again and again at the same target then it may be described as bullying;

**Abusive telephone calls:** the abusive and/or anonymous telephone call is also a form of verbal intimidation or bullying;

**Name calling:** persistent name calling directed at the same target(s), which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Most name calling of this type refers to physical appearance. Accent or distinctive voice characteristics may attract negative attention and academic ability can also provoke name calling;

**Physical bullying** Pushing, shoving, kicking, poking, and tripping people up; including: Assaults or threats of physical assaults;

Damage to a person's work space or property;

**Gesture bullying:** Non-verbal gestures/glances which can convey threatening or frightening messages/intent;

**E-bullying:** this newest strain of bullying has emerged through the use of web pages, emails, applications (e.g. Instagram, Facebook, What's App etc.), and text messaging to abuse, intimidate and attack others, either directly or indirectly e.g. rumour mongering;

**Relational bullying:** this type of bullying is most common among girls. It is any behaviour that sets out to deliberately damage another person's friendships or feelings of inclusion in a

friendship group. Behaviours involved in this type of bullying include exclusion, isolation, subtle verbal aggression, gossip and rumours; (Suckling and Temple., 2001)

**Extortion:** The deliberate extraction of money or other items of property accompanied by threats; **Homophobic** Homophobic bullying is a kind of bullying that is typically aimed bullying: at young people who are gay, or who are perceived to be gay. This can involve name-calling, isolation and violence. Homophobic bullying is very common and demeaning; (Belong to., 2006)

**Racial bullying:** racial bullying can be expressed physically, socially or psychologically when one is labelled negatively as being different from others according to one's race; **Mobbing:** this is another word for bullying.

**Mobbing** generally means that the target is being bullied by a group of perpetrators and not just one perpetrator

### **Impact of Bullying on the Target**

Physiological symptoms can include: Headaches/migraines; sweating/shaking; palpitations; feeling/being sick; stomach and bowel problems; raised blood pressure; disturbed sleep; loss of energy; loss of appetite. Psychological symptoms include: Anger; anxiety/worry/fear; panic attacks; depression; loss of confidence and self-esteem; tearfulness; loss of concentration; forgetfulness; lack of motivation; thoughts of suicide; feeling isolated/helpless. Behavioural changes: Becoming aggressive; becoming irritable; becoming vengeful; becoming withdrawn; greater use of tobacco, alcohol and drugs; obsessive dwelling on the aggressor; becoming hypersensitive to criticism; becoming emotionally drained.

### **Impact of Bullying on the Perpetrator:**

- The perpetrator may be socially excluded by peers;
- Feelings of isolation;
- The perpetrator may find it hard mixing with other individuals and this may compromise their personal and career development;
- Lack of empathy;
- Low self-esteem;
- The perpetrator's behaviour may cause them to get into trouble with the law. (Minton., 2004/Rigby., 2001)

**Impact of Bullying on the Bystander:**

- Fear that they too, will become a target of bullying;
- Feelings of guilt, anger and helplessness that they cannot stop the bullying;

Some proactive strategies to build healthy anti-bullying ethos include:

When dealing with a bullying incident in the CSBS workplace the following approaches are used appropriately:

**Personal Action:** Consideration should be given, in the first instance, to resolving complaints personally. It may be sufficient for the target to raise the matter with the perpetrator, pointing out that their conduct is causing a personal or work related concern.

**Informal Action:** If personal action is difficult or embarrassing, the complainant may wish to seek informal help from the designated person with responsibility for dealing with incidents of bullying or relevant line manager, who can then advise on the options within the policy and the possible outcomes. This meeting may be held away from the normal workplace, if this is felt to be necessary or desirable. Following this meeting, the complainant may wish to talk to the perpetrator, to explain that their behaviour is unacceptable. Strategies in responding to bullying in the organisation may be put in place. The designated person/supervisor can provide assistance and advice for this action. If the treatment continues or it is not appropriate to resolve the problem informally, it should be dealt with through the formal procedure.

**Formal Action:** Where informal methods fail or are inappropriate to the situation, the complainant should be advised to bring a formal complaint. This may involve the line manager/ designated person bringing the complaint forward in line with policy procedures. The complaint should be made in writing and where possible include the name of the perpetrator, the type of behaviour complained about, the dates or duration of the behaviour or incidents, names of any witnesses to the behaviour, and action already taken to stop the behaviour.

Please see complaints policy and procedures, these should be strictly adhered to.

### **Support to children**

Should a child report a bullying incident within CSBS, this will be taken very seriously and will be addressed by CSBS in an appropriate manner. Should a child befriender report bullying by a volunteer the disciplinary procedure shall be invoked.

- children should know who will listen to and support them
- Systems should be established to open the door to children wishing to talk about bullying or any other issue that affects them
- children should have access to Helpline numbers (See below)
- anyone who reports an incident of bullying will be listened to carefully and be supported
- any reported incident of bullying will be investigated objectively and will involve listening carefully to all those involved
- children being bullied will be supported and assistance given to uphold their right to be in a safe environment, and those who bully will be supported and encouraged to stop bullying

### **Support to adults/Volunteers**

- Seek support whether internally in CSBS or externally
- Speak with their supervisor
- Record concerns.
- Follow the complaints procedure
- Access helplines or HSA for advice
- Follow these procedures.

### **Support to the parents/guardians**

- parents/guardians should be advised on the CSBS bullying policy and practice
- any incident of bullying will be discussed with the child's parent(s)/guardians
- parents will be consulted on action to be taken (for both victim and bully) and agreements made as to what action should be taken
- information and advice on coping with bullying will be made available
- support should be offered to the parent(s) including information on other agencies or support lines.

## **Record Keeping of Bullying**

It is important that any disclosed incidences of bullying are recorded and kept on file. The record should be completed by the worker or young person who is the target of bullying, as well as record of all matters pertaining to the reported bullying.

### **What you need to document when keeping a record of the bullying behaviour:**

- Exactly what was said or done;
- The date, time and location;
- All relevant background information;
- Record how you felt, before, during and after the incident;
- Identify who was involved and what part they played in the incident – including bystanders;
- Retain all copies of memos, e-mails etc. that support evidence of the bullying behaviour.

### **Useful contacts**

The Equality Authority Tel: (01) 4173333 or Lo-Call: 1890 245545

<https://www.childline.ie/> 1800666666; Text Talk 50101

Pieta House 1800 247247

Samaritans 116123; 087 2 60 90 90



## **Appointment of key roles - relevant person, DLP and DDLP by management committee**

It is imperative that key responsibilities are attached to named personnel in CSBS.

CSBS as a provider of a relevant service under the Children First Act 2015 is required to appoint a number of key roles - **Relevant person, DLP and DDLP**.

(Lottie Kenny, as Chairperson is the relevant appointed by this organisation to lead the development of guiding principles and child safeguarding procedures and for ensuring that policies and procedures are consistent with best practice as detailed in this Guide.)

All these roles person shall be appointed by the management committee at the AGM of CSBS. This will be reviewed at a minimum of 24 months, in conjunction with the Review of the Child Safeguarding Statement, or sooner, in line with Children First 2015.

**Relevant person** – as defined in the Children First Act 2015, 'means a person who is appointed by a provider of a relevant service to be the first point of contact in respect of the provider's Child Safeguarding Statement'.

Lottie Kenny's name and contact details are included in the Child Safeguarding Statement.

**Designated Liaison Person (DLP)** role is to be a resource to any staff member who has a child protection concern. DLPs are responsible for ensuring that reporting procedures are followed correctly and promptly and act as a liaison person with other agencies (see Children First: National Guidance, 2017).

Best practice requires that our organisation undertakes the following:

- Appointing at least one person as a DLP. **Maria O' Driscoll** is appointed DLP by the committee. This person will liaise with statutory agencies responsible for child protection and welfare and will be the resource person to any worker or volunteer who has child protection concerns.

- Appointing a **Deputy DLP**. This person is **Bríd Kennedy**. In the event that the DLP is not available (e.g. due to annual leave, sick leave, etc.), a Deputy DLP should be delegated responsibility. Contact details for the DLP and deputy DLP should be displayed.
- Ensuring that the DLP/Deputy DLP is accessible. It is important that the DLP is accessible to staff. If activities and events are organised outside the DLP's working hours, there should be an agreed procedure on what volunteers are to do if they have any child protection concerns.
- Ensuring that the DLP/Deputy DLP is knowledgeable about child protection and has undertaken any training considered necessary.
- Ensuring that the DLP/Deputy DLP is aware of their responsibility for making sure that the reporting procedure within the organisation is followed so that suspected cases of child abuse or neglect are referred promptly to Tusla or, in an emergency and the unavailability of Tusla, to An Garda Síochána.
- Developing procedures for liaison between the DLP/Deputy DLP and mandated persons in relation to child protection or welfare concerns which may arise for mandated persons

### **Roles and responsibilities of DLP/Deputy DLP**

The Roles and responsibilities of DLP/Deputy DLP are as specified in Children First National Guidance for the Protection and Welfare of Children (2017) Chapter 4, and conform to Tusla's guidance and training.

The purpose of Child Safeguarding training is to endeavour to ensure that all workers and volunteers are clear on their responsibilities and understand the different forms of abuse and risks that children/young people they are working with may be exposed to.

**Key practice point**  
**Roles and responsibilities of DLP/Deputy DLP**

- Be fully familiar with your organisation's duties in relation to the safeguarding of children.
- Have good knowledge of your organisation's guiding principles and child safeguarding procedures.
- Ensure that the organisation's reporting procedure is followed, so that child protection and welfare concerns are referred promptly to Tusla.
- Receive child protection and welfare concerns from workers and volunteers and consider if reasonable grounds for reporting to Tusla exist.
- Consult informally with a Tusla Duty Social Worker if necessary.
- Where appropriate, make a formal report of a child protection or welfare concern to Tusla on behalf of their organisation, using the Child Protection and Welfare Report Form.
- Inform the child's parents/guardians that a report is to be submitted to Tusla or An Garda Síochána, unless:
  - Informing the parents/guardians is likely to endanger the child or young person;
  - Informing the parents/guardians may place you as the reporter at risk of harm from the family;
  - The family's knowledge of the report could impair Tusla's ability to carry out an assessment.
- Record all concerns or allegations of child abuse brought to your attention as well as any action/inaction taken in response to these concerns.
- Provide feedback to the referrer, as appropriate.
- Ensure that a secure system is in place to manage confidential records.
- Act as a liaison with Tusla and An Garda Síochána, as appropriate.
- Where requested, jointly report with a mandated person.

**The Coordinating committee, has appointed Maria O' Driscoll as the Child Protection Officer (DLP) in Clare Suicide Bereavement Support. to have specific responsibility for child protection.**

**Bríd Kennedy has been appointed as Deputy Child Protection Officer (DDLDP) to take the place of the Child Protection Officer if he/she is unavailable for whatever reason.**

The position of Child Protection Officer is addressed at the AGM of Clare Suicide Bereavement Support. The Child Protection Officer will continue to act as such until such time as he/she is replaced by the Coordinating committee for whatever reason

## Child Safeguarding Training strategy

The purpose of Child Safeguarding training is to endeavour to ensure that all workers and volunteers are clear on their responsibilities and understand the different forms of abuse and risks that children/young people they are working with may be exposed to.

The CSBS follows Appendix 6 of [https://www.tusla.ie/uploads/content/Tusla - Child Safeguarding - A Guide for Policy, Procedure and Practice.pdf](https://www.tusla.ie/uploads/content/Tusla_-_Child_Safeguarding_-_A_Guide_for_Policy,_Procedure_and_Practice.pdf)

Please see Appendix 5 of this document.

- All volunteers will receive a folder that contains copies of the Children First guidelines. The Child Protection Policy and any other associated documents
- All volunteers will know who the Child Protection Officer is.
- Training will be provided for new volunteers and existing volunteers as directed by the coordinating committee
- Delivery and participation by all volunteers in training
- Feedback from all volunteers during and after this training
- All volunteers shall complete Tusla's universal Children First e-learning programme, called *Introduction to Children First*. It covers recognising and reporting child abuse, the role of mandated persons, including mandated assisting, and the responsibilities of organisations working with children to safeguard children using their services. The e-learning programme can be completed on the Tusla website ([www.tusla.ie](http://www.tusla.ie)).
- All volunteers shall obtain certificate having completed assessment that accompanies this e-learning programme, and provide a copy of this certificate to nominated personnel – **Lotty Kenny**

This organisation gathers and retains a record of training information including:

- Date and name of training programmes delivered;
- Names of worker/volunteers who attended and their position within the organisation;
- Details of workers/volunteers who did not receive training but need to complete it;
- Number of workers/volunteers trained;
- Training programmes completed by each worker/volunteer (e.g. induction into the organisation's guiding principles and child safeguarding procedures, child safeguarding training, DLP training, refresher training, etc.);
- The names of the trainers who delivered the programme and the organisation they were from.

- A signed receipt of all workers/volunteers who have been given a copy of the organisation's declaration of guiding principles and child safeguarding procedures (This is done at induction or In-house training).
- There should be an explicit declaration in the organisation's code of behaviour about workers'/volunteers' responsibilities to report breaches of the code of behaviour to management. This should be emphasised in on-going training, induction and staff meetings.

## **Codes of Conduct for the Centre**

- The CSBS develops a brief code of conduct in consultation with children and adults who have used it to ensure that clear expectations of conduct and behaviour in the centre is understood.
- The relevant person organises relevant consultation with a group of people who have used the CSBS in an appropriately sensitive manner
- This is displayed in each room in the centre, and on our website



## Code of Conduct

- Confidentiality is important to me
- Welcome me. Call me by my name. Have empathy.
- Help me feel comfortable and relaxed
- Remember all of me came in here
- Please listen, without judgements
- I need space to talk. Talking is healing.  
I will get confidence from talking
- Keep the rooms nice, safe and private
- Switch off the phones, please.

## Code of Behaviour for Volunteers

The CSBS has developed this code of behaviour. This is shared with all volunteers during induction/training and checked on at all continuing volunteer development events/opportunities. This code of behaviour is reviewed by a group of volunteers, as advised by the relevant person not less than once every 24 months. Volunteers are welcomed to input suggestions for change in this code at any time, to the relevant person. This code of behaviour will be read in conjunction with CSBS Policies and Procedures. This code of behaviour supports the safe management of activities.

This code of Behaviour for volunteers, includes due regard to **Child Safeguarding** in all aspects of volunteers' work and engagement with the CSBS organisation.

Every volunteer in Clare Suicide Bereavement Support has a duty to protect the welfare and safety of children, and to recognise that the safety and welfare of children is everybody's responsibility and that the best interests of children should be paramount. Please see ***Clare Suicide Bereavement Policies and Procedures Supporting Child Safeguarding***. Every volunteer with Clare Suicide Bereavement must read and sign that they have read and will follow these policies and procedures.

- Take your commitment to Clare Suicide Bereavement to heart, performing your duties to the best of your ability.
- Honour confidentiality. Inform people whom you are befriending of the limits of confidentiality, including legal obligations with regard to Child Protection issues. You should discuss the limits of confidentiality at the time of first meeting.
- Inform children/young people of their right to be protected, consulted, and treated with respect.
- Respect the mission and goals of Clare Suicide Bereavement.
- Be aware of our boundaries as listeners and befrienders. Clare Suicide Bereavement is not a counselling service. Foster mutual



trust and respect. Please see Appendix 6, to ensure high quality listening for our befriendees.

- Respect the rights, dignity and worth of every person.
- Treat each person equally regardless of age, class, gender, education, ability, ethnic origin, cultural background or religion.
- Deal with conflicts or difficulties in an appropriate manner as outlined in our policies and procedures.
- Respect the property of Clare Suicide Bereavement
- Do not accept gifts or money from befriendees.
- Be courteous, friendly and cooperative.
- Offer constructive feedback about our organization in an appropriate manner.
- Be willing to learn and take part in induction, Garda vetting and re-vetting, and training sessions.
- Follow through on commitments and advise your supervisor if you are unable to work as scheduled.
- Demonstrate respect for the direction and decisions of your supervisor(s).
- Treat fellow volunteer befrienders, people who come for befriending and members of the public fairly and without discrimination.
- Take steps to manage personal stress, maintain their wellbeing, and avail of supervision offered in CSBS.
- This list is not exhaustive and may not cover every situation or provide you with a set of absolute standards.

Please see Clare Suicide Bereavement policies and procedures.

**Communication** – including attitudes, use of ICT, social and digital media, etc.

- workers or volunteers should treat children or young people with respect and listen to children.
- Boundaries for worker/volunteer contact with children/young people over social media or outside of the Centre based befriending process.

**Safe supervision of children and young people –**

- This includes adult-child ratios. (See policy on supervision)
- Guidance on how to deal with behaviours that challenge (without the use of physical chastisement)
- explicitly banning the use of foul or sexualised language and
- directing the use of positive reinforcement to praise and encourage children and young people.

**Transport issues** – Volunteers are not allowed to give lifts to, or travel with anyone – adults or children whom they are supporting. Volunteers do not travel with clients in vehicles.

- **Intimate or personal care** – including issues related to individual needs.
- **Volunteers should ensure that unnecessary or unjustified physical contact does not become normalised or become part of the culture of the organisation, particularly with the same person over a period of time.**
- **Volunteers are not allowed to touch/hug children.** A soft toy is suggested for children using words such as:  
*‘Teddy (a soft toy) is a member of our organisation and is here for hugs’.*
- **Safe management of activities** – the code of behaviour will reflect the procedures for safe management of activities.

The code will be used as a tool in **training** to discuss and consider organisational expectations of workers’/volunteers’ conduct. Induction training for all new workers and volunteers should include the code and its uses.

- The code can provide a useful tool in staff supervision. It provides an agreed language and framework to discuss practice issues that may arise in day-to-day work. Members of the management committee have a responsibility to supervise and support workers/volunteers to ensure the code is being adhered to.
- There should be an explicit declaration in the organisation’s code of behaviour about workers’/volunteers’ responsibilities to report breaches of the code of behaviour to management. This should be emphasised in on-going training, induction and staff meetings.

- The code will only be useful if implemented. Managers need to listen and respond appropriately to reports of breaches of the code. Having developed and implemented a code of behaviour for workers and volunteers, we have clearly identified boundaries regarding acceptable and unacceptable practice. This makes it much easier to address issues of poor practice, should they arise. Disciplinary action is taken where appropriate.

## **Communicating the Child Safeguarding Statement, policies and procedures**

- The Child Safeguarding Statement is displayed at the entrance to the centre, and in each room in the centre.
- The Child Safeguarding Statement will be available on the CSBS website, with links to the policies and procedures.
- Volunteers working with children will refer to the Child Safeguarding Statement at the commencement of befriending.
- The attention of parents is drawn to the Child Safeguarding Statement when they bring their child to CSBS for listening befriending.
- The Child Safeguarding Statement is available for TUSLA on request.

## **Complaints policy**

**(This has been reviewed by John Casey, Solicitor, letter dated 20<sup>th</sup> Sept, 2018)**

### **Introduction**

The purpose of these procedures is to provide for where children/young people or their families are not happy with issues in our organisation, how do they raise this?

Many issues that arise can be resolved informally between the complainant and the organisation; it is important to have a process to respond to complaints that cannot be resolved informally. A complaint can sometimes arise as a result of someone's misunderstanding of a policy or procedure.

Complaints may arise in response to:

- ☐ An alleged breach of the code of behaviour by a worker/volunteer;
- ☐ A particular practice issue;
- ☐ Perceived poor attitude of a worker/volunteer;
- ☐ A child/young person feeling unhappy about an incident or an event;
- ☐ A parent/guardian feeling unhappy about an incident or event involving their child;
- ☐ Dissatisfaction in relation to an aspect of the service being provided

### **Some complaints may need to be addressed through your procedure for responding to allegations of abuse against workers/volunteers**

#### **Who can make a complaint?**

It is important that everyone is aware of how to access the complaints procedure and that it is clear who can complain. An organisation should be open to receiving a complaint from a:

- Parent/guardian;
- Child or young person
- An external agency or organisation involved in interagency working;
- Member of the public or other who may have a legitimate concern
- A volunteer

#### **Publicising the complaints procedure**

Our organisation has clearly stated steps for responding to a complaint. These include the naming of the individual responsible for responding to complaints, in our case this is the Chairperson; and details of both verbal and written response processes.

- Children and young people should not be restricted as to who they can complain too, but should be made aware that they can approach a worker/volunteer of their choice.

- All workers/volunteers should know that they have a responsibility to assist a service user in making a complaint.
- Complaints should, where possible, be resolved informally.
- However, where someone remains dissatisfied access to a more formal process is available. Please see complaints procedures below. The complaints process contains guidance in respect of expected timescales for response, have instruction on how feedback to the complainant should be provided and contain guidance on how the response to a complaint can be appealed if required. Complaints should be recorded and all stages of the resolution process should be recorded.

Where a complainant is dissatisfied with the response they should be provided with access to an appeals process. It may be appropriate to provide access to a third party for final appeals; this may require cooperation with another organisation. Following an appeal, where the complainant remains dissatisfied, they should be advised that the matter may be referred to the Ombudsman for the relevant service area.

#### Complaint steps

- Complaints to be made to the Chairperson (Name and contact details)
- You can ring, write or text and the chairperson will contact you and arrange to meet.
- You can complain to any volunteer. The volunteer will always help you.
- We try to sort complaints out informally.
- Sometimes a more formal process is needed. But we try to make this as effective as possible. In this case, we also explain options that are open to the person making the complaint
- We inform them of their option of contacting the Ombudsman for Children, and provide the contact details for that office.

#### **Remember** **Complaints as child protection concerns**

Sometimes complaints are in fact child welfare or protection concerns which should be responded to in accordance with your organisation's child protection reporting procedures.

## **Complaints Procedures for CSBS**

This policy, along with the above introductory statement specifically deals with complaints under two headings:

- Dealing with complaints within the organisation by a Volunteer concerning a fellow volunteer
- Dealing with complaints by a person outside the organisation concerning a volunteer regarding an incident which occurred in the course of the said volunteer acting in a supporting capacity authorised and requested by Clare SBS.

*It is important that anytime a complaint is made, both the Complainant and the person against whom the complaint is are informed immediately. Thereafter all procedures should be adhered to strictly. (As advised by J Casey, Solicitor, 20-9-18)*

### **Complaints within the organisation by a volunteer concerning a fellow volunteer**

Central to the delivery of the highest possible service, provided by the organisation, is an environment where volunteers feel valued, recognised and safe. The promotion and maintenance of the dignity of all volunteers plays a key role in insuring this environment. All Volunteers have a right to be treated with dignity and respect, with a working environment which is free from all forms of bullying, sexual harassment and harassment.

In the event of a Volunteer feeling that his or her rights have been violated the said volunteer has a right to be listened to with empathy and should wrong have occurred steps be taken to right that wrong.

1. The volunteer should arrange to meet one or other of the Coordinators to discuss the problem at a time and place acceptable to both parties, where confidentiality can be assured. In the event of the complaint being against one or both coordinators, the Accredited External Supervisor may be approached and a meeting arranged at an appropriate venue and time. Having listened to the complaint and having concluded that further action is required, the Coordinator or Supervisor may with the complainant's permission proceed to the next stage. A written record of the complaint

is agreed by the Volunteer and Coordinator. This is given to and retained by the Chairperson. The Coordinator outlines to the complainant the next steps, and the time scale, which will be as soon as possible, but within a week.

2. The volunteer against whom the complaint has been made may then be approached, by the chairperson, keeping in mind the basic rules of empathic listening and also being aware that the volunteer concerned may not have fully appreciated the hurt caused by his/her actions. It is possible at this stage that the matter could be put right, reconciliation brought about, with mutual agreement that the matter is ended.
3. If appropriate, and agreed by both parties, the chairperson arranges that they be brought together for this resolution. A written record of this resolution is to be made by the chairperson, and retained.
4. Should steps one and two not have resolved the problem, both parties should be informed that the next stage, namely bringing the problem before committee, will be undertaken – as soon as possible, and within a week of step 2.

If either one or both of the members is a member of the committee, they should be requested to withdraw from the committee when the matter is being discussed. The committee should assemble at a time and place acceptable to the members, keeping in mind the necessity of confidentiality and the need for fairness and impartiality.

The coordinator/supervisor / mediator as mentioned in Sections 1 & 2 above will inform the committee of the content of the problem and the steps taken to try to reach agreement. The committee, having considered the report may request both parties to come individually before the committee to explain their situation. Having listened with empathy and fairness the committee will further discuss the problem, in the absence of the parties involved, keeping in mind the options available.

- a. Should they consider the action of the offender is so serious that it may damage the ethos of the organisation then that person is asked to resign
- b. A further attempt at reconciliation
- c. Invite an outside mediator
- d. Seek legal advice
- e. Offer leave of absence to both parties.

**Complaints by a client or person outside the organisation, concerning a Volunteer while acting in a supporting capacity authorised by Clare SBS.**



**Remember**  
**Complaints as child protection concerns**

Sometimes complaints are in fact child welfare or protection concerns which should be responded to in accordance with your organisation's child protection reporting procedures.

Central to the work of the organisation is the dignity and respect shown by a Volunteer to a client in the course of a befriending relationship. All our clients have a right to be treated with dignity and respect and any complaints should be listened to with kindness and empathy.

In the event of a client feeling her/his rights have been violated, the complaint should be listened to and taken seriously.

1. It is likely that the first recipient of the complaint will be the Coordinator who will listen with empathy and allow the complainant to explain what happened while paying particular attention to the feelings of the caller, who may be the service user or another person speaking on his/her behalf. The coordinator will request the complainant to submit the complaint in writing to the Chairperson of the committee. The Coordinator will inform the Chairperson of the content of the complaint which has been communicated.

In the event of the initial complaint being first submitted in writing the recipient will immediately give the correspondence to the Committee Chairperson.

In either situation, the Volunteer, who is subject of the complaint, will be requested to cease contact with the client and/or complainant and will not be asked to take on any further clients until the matter is brought to a satisfactory conclusion.

Should the Volunteer have already finished contact with the client and/or complainant s/he should make no further contact with the complainant or client under any circumstance. The Volunteer will not be assigned to another client until the matter is brought to a satisfactory conclusion.

The Volunteer concerned deserves caring, ongoing support from a volunteer of her/his choice and should be advised to seek help and guidance from the Accredited Supervisor. Presumption of guilt should not be implied unless or until the matter is thoroughly investigated.

2. When the committee Chairperson is made aware of the complaint, s/he will convene the committee at the earliest convenience.

Should the Volunteer, who is subject of the complaint, be a member of the committee s/he should be asked to withdraw when the complaint is discussed. The volunteer may be invited to a later committee meeting to explain and if necessary offer his/her defence.

The committee should invite the Accredited External Supervisor to its meetings to seek her/his advice and support.

The following options are open to the committee:

- a. Offer the complainant the option of discussing the complaint with a designated volunteer
- b. Offer the services of an external mediator
- c. Seek advice from Tusla
- d. Seek legal advice and be prepared to accept the advice given
- e. Should it become obvious that a criminal offence has been committed the matter should be reported to the Gardaí.

### **General Observations**

Both the complainant and volunteer complained of should be treated with respect and dignity at all times.

Do not accept responsibility for the actions of the volunteer unless legally advised to do so.

Be prepared to take time to listen to both parties.

Observe strict confidentiality re the complainant and volunteer. The complaint should not become a topic of general discussion within the organisation.

The complaints policy remains in force unless and until alterations are agreed at an AGM or EGM of the Clare SBS.

### **What happens next**

If you complain in person or over the phone, we will try to resolve the issue there and then. Similarly, if you complain by email or in writing we will always acknowledge your complaint within 7 days, and do everything we can to resolve it within 21 days. If this is not possible, we will explain why and provide a new deadline.

### **What if the complaint is not resolved?**

If you are not happy with our response, you may get in touch again by writing to The Chairperson of CSBS. The Chairperson will ensure that your appeal is considered at Committee level and will respond within two weeks of this consideration by Board members.

## **If you have feedback or a complaint:STEP 2**

### **Charities Regulator**

Ideally in the first instance you should address your complaint to the organisation as outlined above. You may however at any stage make your complaint to the Charities Regulator.

01 6331500

[info@charitiesregulator.ie](mailto:info@charitiesregulator.ie)

<https://www.charitiesregulator.ie/en/contact-us>

### **Remember Complaints as child protection concerns**

Sometimes complaints are in fact child welfare or protection concerns which should be responded to in accordance with your organisation's child protection reporting procedures.

Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_

## Confidentiality

We operate in an atmosphere of positive communication where confidentiality is important to the listening relationship.

Along with the CSBS's commitment to confidentiality, the organisation recognises the requirement in the context of Child Safeguarding for a clear understanding of professional and legal responsibilities with regard to confidentiality and the exchange of information.

### Key practice point Confidentiality

- Where child protection and welfare concerns arise, information must be shared on a 'need to know' basis in the best interest of the child/young person with the relevant statutory authorities and with parents/guardians.
- No undertakings regarding secrecy can be given. Those working with children/young people and families and in adult services should make this clear to parents/guardians and to the child/young person.
- The proportionate provision of information to the statutory agencies necessary for the protection of a child is not a breach of confidentiality or data protection.
- Parents/guardians and children/young people have a right to know if personal information is being shared, unless doing so could put the child/young person at further risk or may put the reporter at risk.

### **The following is also relevant to the volunteers in CSBSG.**

Workers or volunteers working with persons with mental health difficulties, intellectual disability, addiction, domestic violence issues must consider the welfare and safety of any children in that person's family and/or children in regular contact with that person. If concerns meet the threshold of reasonable grounds for reporting to Tusla you should follow the CSS reporting procedures for reporting to Tusla, even if the identity of the child is unknown.

Please read in conjunction to policy/procedure on *Responding to a child/young person who discloses abuse*

- The identity of people who come for befriending to Clare Suicide Bereavement is confidential. If the volunteer befriender meets a befriender socially, their relationship is not disclosed in any way. At their initial session the befriender should discuss with the befriender about bumping into them outside the centre, and especially if in the presence of other people, whether they would like to be acknowledged or not by the volunteer. don't want them to feel

uncomfortable if asked 'How do you know her/him?' We try to ascertain if they would rather we walk on by or acknowledge them.

The volunteer's identity and personal details are not disclosed in the course of their involvement with Clare Suicide Bereavement.

## **Consultation and agreements with parents/guardians**

The purpose here is to clarify what are the procedures for consulting with families around meeting the individual needs of their children/young people?

### **a) Home visits**

*We may conduct listening sessions children in the home setting. We will ask that a parent/guardian be present in the home during these times.*

*We will ask parent/guardian, or their nominated adult, to sign a consent form (Appendix3)*

*We will store all completed consent forms in a secure location.*

### **b) Children on premises**

*In the past we have engaged children in listening sessions in our own premises. We have identified this practice to be of a child protection concern.*

*We have considered installing Closed Circuit TV. On consultation with the Office of the Commissioner for Data Protection we were advised against this course of action.*

*Further consideration was given to moving partitions to create more visible listening spaces.*

*We have decided that we will no longer engage in listening sessions with children on the premises unless children are accompanied to the premises by a parent/guardian.*

*Parents /guardians will have to remain in an adjacent room while the listening session is in progress, and will have to sign a consent form (Appendix 4).*

*We will store all completed consent forms in a secure location.*

## **Dignity in the Workplace at Clare Suicide Bereavement Support**



WE at

Clare Suicide Bereavement Support are volunteers, who work together in this support organisation.

We commit ourselves to working together to maintain a workplace environment that encourages and supports the right to dignity at work. All who work here are expected to respect the right of each individual to dignity in their working life as volunteers. All will be treated equally and respected for their individuality and diversity. Bullying in any form is not accepted by us and will not be tolerated. Our policies and procedures will underpin the principles and objectives of this Charter. All individuals, volunteers and people who work with us from external organisations, have a duty and a responsibility to uphold this Dignity at Work Charter.

Supervisors, Managers in the workplace have a specific responsibility to promote its provisions. Nothing in this Charter overrules a person's legal and statutory rights.

Adapted from [www.HSA.ie](http://www.HSA.ie)

## **Disciplinary procedures**

CSBS is a small community group, and has supervision through a senior volunteer or member of the management committee checking in with workers/volunteers and children/young people to see how things are going.

The important point is to implement best practice in a way that is tailored to our service and keeps the children/young people in our care safe from harm.

It is important that our records show the steps we have taken to comply with best practice and to implement our guiding principles and child safeguarding procedures.

The following has been taken as guidance, should the eventuality arise, from [https://www.tusla.ie/uploads/content/Tusla - Child Safeguarding - A Guide for Policy, Procedure and Practice.pdf](https://www.tusla.ie/uploads/content/Tusla_-_Child_Safeguarding_-_A_Guide_for_Policy_Procedure_and_Practice.pdf)

Disciplinary procedures are essential in the overall response to a failure by a worker/volunteer to meet the expected standard of work or behaviour in their working/volunteering practice. Disciplinary procedures are written, step-by-step procedures which an organisation commits itself to follow in every case where a worker/volunteer may have to be warned, reprimanded, or dismissed as a result of a complaint or failure on the worker's part to meet the expected standards.

### **Disciplinary procedures may be instituted when:**

- There is a complaint made about a worker or volunteer;
- There is an alleged breach of the code of behaviour;
- There is an allegation of abuse made against a worker or volunteer

The disciplinary procedures will need to work alongside and be consistent with our complaints procedures, code of behaviour and procedure for managing allegations of abuse against workers/volunteers.

When dealing with employees, procedures must comply with employment law. When dealing with volunteers, in the absence of employment law, procedures must adhere to the principles of natural justice, good practice and should not unfairly discriminate against the volunteer.

This organisations seeks legal advice when developing/reviewing their procedures to ensure that they are robust and reasonable. John Casey, Solicitor, has kindly agreed to assist us in this regard.



Any person subject to disciplinary procedures is entitled under fair procedure to:

- Have clear information in respect of the complaint;
- Copies of any documentation used in decision making;
- An opportunity to provide their account and for this to be considered before any conclusions are drawn;
- Have conclusions and decisions set out in writing;
- A right of appeal.

## **Induction including induction on your guiding principles and child safeguarding procedures**

**Induction** for new workers/volunteers on your organisation's policies and procedures, in particular our guiding principles and child safeguarding procedures.

A **probationary/trial period** (usually of one year – this may be extended in the future.). Every new appointee should be reviewed within an agreed period of time. There is ongoing monitoring of inductees.

- Induction of new members is of varying length, as is practicable, and includes considerable time spent on initial training, including Child Safeguarding training. 40-60 HOURS.
- **Induction** for new workers/volunteers includes facilitation of familiarisation with our organisation's policies and procedures, in particular our **guiding principles and child safeguarding procedures**.

A **probationary/trial period** (1 year minimum). There is ongoing monitoring of inductees.

### **Re-vetting criteria**

- Should the management committee need to check on the vetting status of any volunteer, for any reason, at any time, they reserve the right to do so, following the procedure outlined above. Re-vetting for volunteers takes place within 3-5 years.
- Information received about applicants should be treated as highly sensitive and confidential. It should be stored securely and accessible only to specified individuals within the organisation. Where information arising from a vetting application leads you to exclude a particular applicant, they must be informed of the reason for the decision and afforded an opportunity to appeal. Further information on vetting can be accessed from the National Vetting Bureau's website, <https://vetting.garda.ie/>.
- In line with data protection legislation, information from the National Vetting Bureau should only be retained when necessary and must be stored securely with secured access. Where information is destroyed, organisations should include a note on any personnel file stating that a vetting check was carried out and that the person's

conditional offer of appointment was confirmed/withdrawn as a result. You should also include criteria for re-vetting in your organisation's vetting policy.

- We adhere as far as practicable to TUSLA guidance on recruitment and induction. The following key points on page 46 of [https://www.tusla.ie/uploads/content/Tusla -  
\\_Child\\_Safeguarding - A Guide for Policy, Procedure and Practice.pdf](https://www.tusla.ie/uploads/content/Tusla_-_Child_Safeguarding_-_A_Guide_for_Policy,_Procedure_and_Practice.pdf) are included for reference.

## Mandated Persons

**Mandated person** – as defined in the Children First Act 2015, mandated persons have a statutory obligation to report concerns which meet or exceed a particular threshold to Tusla and to cooperate with Tusla in the assessment of mandated reports, where requested to do so.

The Children First Act 2015 requires all providers of relevant services to have a procedure in place to maintain a list of any mandated persons in their organisation.

(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) sexual abuse of the child,

whether caused by a single act, omission or circumstance or a series or combination of acts, omissions or circumstances, or otherwise”.

Under the Children First Act 2015, certain classes of professionals are designated as mandated persons. The full list can be found in Schedule 2 of the Act.

Section 14(1) of the Children First Act 2015 states:

“...where a Mandated Persons knows, believes or has reasonable grounds to suspect, on the basis of information that he or she has received, acquired or becomes aware of in the course of his or her employment or profession as such a mandated person, that a child—

(a) has been harmed,

(b) is being harmed, or

(c) is at risk of being harmed,

he or she shall, as soon as practicable, report that knowledge, belief or suspicion, as the case may be, to [Tusla].”

Also, Section 14(2) of the Children First Act 2015 places obligations on mandated persons to report any disclosures made by a child:

“Where a child believes that he or she—

(a) has been harmed,

(b) is being harmed, or

(c) is at risk of being harmed,

and discloses this belief to a mandated person in the course of a mandated person's employment or profession as such a person, the mandated person shall, ... as soon as practicable, report that disclosure to [Tusla].”

Best practice requires that the DLP is informed of all such reports; organisations may include this requirement in their reporting procedures.

**Remember: Deciding to report**

If you are in doubt about whether your concern reaches the legal definition of harm for making a mandated report, Tusla can provide advice in this regard. You can find details of who to contact to discuss your concern on the Tusla website. If your concern does not reach the threshold for mandated reporting, but you feel it is a **reasonable concern** about the welfare or protection of a child, you should report it to Tusla under *Children First: National Guidance for the Protection and Welfare of Children*.

**While Tusla can provide advice, the decision to make a mandated report under the Children First Act 2015 or to make a report of a reasonable concern under *Children First: National Guidance for the Protection and Welfare of Children* rests with the individual mandated person.**

**Remember: Reporting suspected crimes to An Garda Síochána**

Consideration must also be given to responsibilities under the Criminal Justice (Withholding of Information on Offences against Children and Vulnerable Persons) Act 2012, which are in addition to any reporting requirements under the Children First Act 2015 or *Children First: National Guidance for the Protection and Welfare of Children*.

**Key practice point: Anonymous reporting**

Professionals and Designated Liaison Persons cannot report anonymously. Similarly, mandated persons may not report anonymously as to do so does not discharge the statutory obligations for a mandated person under the Children First Act 2015.

In Clare Suicide Bereavement Support the following persons are listed as mandated. The list is to be maintained in Child Safeguarding filing cabinet. rea

- Bríd Kennedy, C Psychol Ps.S.I.

This list will be updated as required under Children First 2015.

## **Management of volunteers**

- A code of behaviour for workers and volunteers has been developed and is used; to provide clarity to volunteers regarding acceptable and unacceptable practices; as well as to give some guidance on how a code of behaviour can be used in our organisation as a tool for effective management of workers /volunteers.
- The roles of named Relevant person, DLP and DDLP are contained in the Child Safeguarding Statement.
- The management committee manage the CSBS.

## **One-to-one working**

This section outlines our guidelines and protocols for carrying out one-to-one work in a safe and child-centred manner?

- To ensure safe adult child ratio, a policy of Ratio of adults to children in the office: one adult befriender plus one, as far as possible and practicable. Given the nature of the service to people who seek support from this organisation, one to one listening support is critical to our service and is the key support offered.

### **Working one-to-one with children and young people**

- One-to-one working requires transparency within the organisation in respect of workers/volunteers having individual contact with children/young people. Befriending sessions are logged in the appointment diary, including sessions with children. Anyone undertaking one-to-one work with a child or young person should adhere to the organisation's code of behaviour.
- Where one-to-one work is used, it is safe practice to have agreements in place between the organisation and the parents/carer regarding the reasons for the one-to-one work, the duration and procedures for the sessions. Please see Appendix 2.

### ***Children travelling with volunteers***

Volunteers are not allowed to give lifts to, or travel with anyone – adults or children whom they are supporting. Volunteers do not travel with clients in vehicles.

## Procedures for reporting child protection or welfare concerns

Children First: National Guidance for the Protection and Welfare of Children requires organisations to have reporting procedures in place that are understood and followed by all workers and volunteers within the organisation.

All workers and volunteers have a responsibility to safeguard children and young people and to report any concerns they may have for the protection or welfare of a child/young person.

The following is adapted from Children First National Guidance 2017. Further detail can be accessed pages 22-41 [https://www.tusla.ie/uploads/content/Tusla - Child Safeguarding - A Guide for Policy, Procedure and Practice.pdf](https://www.tusla.ie/uploads/content/Tusla_-_Child_Safeguarding_-_A_Guide_for_Policy,_Procedure_and_Practice.pdf)

The volunteer consults with and reports the concern to the Designated Liaison Person.

- **Recording** – Your obligation to record the details of the concern and the decisions and actions taken.
- **Immediate risk to the child** –

**If you think a child is in immediate danger and you cannot contact Tusla, you should contact the Gardaí without delay.**

- **Allegations of abuse by a child** – where the person allegedly causing harm to a child is another child (peer abuse), reports should be made to Tusla for both children.
- **Talking to parent(s)** – The process for discussing a concern with parents/guardians before reporting and the circumstances in which this is not advised. It is best practice to inform parents/guardians that you are reporting a concern about a child, however, they do not need to be informed that a report is being made if by doing so the child will be placed at further risk or if the family's knowledge of the report could impair Tusla's ability to carry out an assessment. Also, it is not necessary to inform the family if the person making the report reasonably believes it may place them at risk of harm from the family. Consideration should be given to who is the most appropriate person to talk to parents/guardians. In CSBSG contact with parent(s) in this context is undertaken by the DLP/DDLP, not the volunteer.
- **Informal consultation** – The process for seeking advice and guidance from the Tusla social work office in the child/young person's area when the Designated Liaison Person or worker/volunteer is unsure whether a report should be made.



Any advice received from Tusla shall be recorded and securely stored and the CSBS person in contact with Tusla shall send an email to the person with whom contact was made confirming the detail of the phone call and the advice they have given to us.

- **Reasonable grounds for concern** – The circumstances in which the requirement to report to Tusla where reasonable grounds for concern exist is triggered. The actions to be taken by mandated persons – the organisation may require that the mandated person informs the organisation’s DLP that a mandated report has been made and provide the DLP with a copy of the report. Alternatively, the organisation may state a preference that mandated reports are made jointly between the mandated person and the DLP, except where there is disagreement and the mandated person is obliged to discharge their duty to report.

### **Identifying reasonable grounds for concern**

There are many reasons a worker/volunteer may be concerned about the welfare or protection of a child or young person. Children First: National Guidance for the Protection and Welfare of Children states that

“Tusla should always be informed when a person has reasonable grounds for concern that a child may have been, is being, or is at risk of being abused or neglected”.

Children/young people are sometimes abused by members of their own family, by peers or by others outside the family environment such as strangers, workers or trusted adults. Children First: National Guidance for the Protection and Welfare of Children lists the following as reasonable grounds for concern:

- Evidence, for example an injury or behaviour, that is consistent with abuse and is unlikely to have been caused in any other way;
- Any concern about possible sexual abuse;
- Consistent signs that a child is suffering from emotional or physical neglect;
- A child saying or indicating by other means that he or she has been abused;
- Admission or indication by an adult or a child of an alleged abuse they committed;
- An account from a person who saw a child being abused.

Wherever appropriate, any issues should be checked with the parents/guardians when considering whether a concern exists, unless doing so may further endanger the child or the person considering making the report.

Please see Appendix 1 and Chapter 2 Children First National Guidance for details of features of child abuse and neglect.

- **Child Protection and Welfare Report Form or Retrospective Abuse Report Form**  
– DLP or mandated person's responsibility to complete the Child Protection and Welfare Report Form or the Retrospective Report Form and forward it to the Tusla Duty Social Worker. Reports to Tusla should be made without delay. The form is available on Tusla's website, [www.tusla.ie](http://www.tusla.ie).
- **Retrospective Child abuse** must be reported. Children First National Guidance recommends that you consult with the Tusla social worker to seek advice, where one is unsure about reporting responsibilities regarding retrospective child abuse.

**Remember: Impediments to reporting**

There may be a tendency by workers/volunteers to deny, minimise or explain away any signs that a child/young person is being harmed. Sympathy for families in difficult circumstances can sometimes dilute personal concerns about the safety or welfare of children/young people. Workers/volunteers may be afraid of repercussions, being thought insensitive, breaking a confidence or being thought of as disloyal. **Reporting child protection or welfare concerns to Tusla is about supporting the best outcomes for children and young people.**

- **What to do if you do not report to Tusla** – The organisation's process in respect of actions taken and records maintained where concerns have been raised but not reported to Tusla.

**Key practice point**  
**Feedback to worker from the DLP**

*Children First: National Guidance for the Protection and Welfare of Children* states that if a Designated Liaison Person decides **not** to report a concern to Tusla, the following steps should be taken:

- The reasons for not reporting are to be recorded;
- If any actions are taken as a result of the concern, these should be recorded;
- The worker or volunteer who raised the concern should be given a clear written explanation of the reasons why the concern is not being reported to Tusla;
- The worker or volunteer should be advised that if they remain concerned about the situation, they are free to make a report to Tusla or An Garda Síochána.

The worker or volunteer who raised the concern should also be reassured that if they do choose to further pursue the matter, they are covered by the Protections for Persons Reporting Child Abuse Act 1998.

All records pertaining to reporting and non-reporting to TUSLA/Gardai to be retained in the designated secure place.

**Note:**

**CRIMINAL JUSTICE (WITHHOLDING OF INFORMATION ON OFFENCES  
AGAINST CHILDREN AND VULNERABLE PERSONS) ACT 2012**

Under this Act, it is a criminal offence to withhold information about a serious offence, including a sexual offence, against a person under 18 years or a vulnerable person. The offence arises where a person knows or believes that a specified offence has been committed against a child or vulnerable person and he or she has information which would help arrest, prosecute or convict another person for that offence, but fails without reasonable excuse to disclose that information, as soon as it is practicable to do so, to a member of An Garda Síochána.

The provisions of the Withholding legislation are **in addition** to any reporting requirements under the Children First Act 2015.

## Record Keeping

### Key practice point Points to consider regarding record-keeping

- Records should be factual and include details of contacts, consultations and any actions taken.
- All agencies dealing with children must cooperate in the sharing of records with Tusla where a child protection or welfare issue arises. An example of this could be information needed for a Child Protection Conference or Strategy Meeting or information important for the assessment of risk to a child (see the Key Practice Point on mandated assisting earlier in this section).
- Ensure that records on child protection concerns, allegations and disclosures are kept securely and safely within the organisation.
- Records should only be used for the purpose for which they are intended.
- Records should only be shared on a need to know basis in the best interests of the child/young person.
- Clearly state who within your organisation has access to particular types of records.
- State the location where records are stored. If records of child protection or welfare concerns are stored separately to a service user's 'master' file, the 'master' file must indicate that another file exists and where it can be accessed.
- Indicate how long the organisation will retain these types of records. This will be informed by your record retention policy, taking into account legislative principles such as Data Protection and Freedom of Information Acts.
- Child protection records should be updated as required and reviewed regularly by the Designated Liaison Person.

Page 33 [https://www.tusla.ie/uploads/content/Tusla - Child Safeguarding - A Guide for Policy, Procedure and Practice.pdf](https://www.tusla.ie/uploads/content/Tusla_-_Child_Safeguarding_-_A_Guide_for_Policy,_Procedure_and_Practice.pdf)

Records pertaining to Child Safeguarding shall be kept in a secure locked filing cabinet on the premises to which the Relevant person, DLP and DDLP (in the absence of the DLP) only shall; have access.

Records shall be retained indefinitely.

As above, they shall be maintained and updated by the DLP.

Any codes used in filing and storing shall be kept along with other Child Safeguarding/Protection records in their designated secure place.

CSBS will cooperate with Tusla on the sharing of records where a child welfare or protection issues arises.

Clare Suicide Bereavement Service are seeking advice regarding Data Protection regarding records of attendance, bearing in mind that in lone working, one of the safeguards is recordkeeping. In this regard records' purpose, the agreement with a child's parents, records of time keeping, supervision, changes, and the welcoming of interruption at any time by parents are being considered.

## Recruitment and selection procedure for volunteers

The purpose of these procedures is to try and ensure that we have the right workers/volunteers in place to work with the children/young people and families to whom we provide befriending services.

Recruitment procedures include:

- **Job/role descriptions** for each position. Job/role descriptions describe the range of duties required by each role, accompanied by a **person specification** that describes the type of attributes you require the befriender to have (e.g. their experience, qualifications and other requirements).
- **Advertisements** of paid/volunteer roles. Roles working with children should be circulated as widely as possible through the most appropriate method for your organisation.
- We use an **application form** and a **declaration form**.

The application form ensures all prospective workers/volunteers provide the information the organisation deems appropriate to the role they are applying for. It also makes comparing individual candidates easier and better equips the organisation to select the best candidate for the post. The application form contains a declaration section which allows individuals to self-declare any relevant information in relation to their suitability to work with children or young people.

## Recruitment and selection procedure for volunteers: Application for Garda Vetting

- All volunteers must consent to and submit to **Garda Vetting**. This is managed for CSBS by Clare Volunteers Centre. We consider cross-border vetting, when required.
- Each volunteer is interviewed by two experienced volunteers, generally members of the management committee.
- References are sought, and followed up, with referees being asked specifically about the suitability of candidates for volunteer positions.
- If volunteers' qualifications are relevant, evidence must be supplied.
- Identification is checked against valid documents – such as passport, driving licence as an essential part of safe recruitment.
- All volunteer appointments are approved by the managing committee, not just by individual member(s).
- We adhere as far as practicable to TUSLA guidance on recruitment and induction. The following key points on page 46 of [https://www.tusla.ie/uploads/content/Tusla -  
\\_Child Safeguarding - A Guide for Policy, Procedure and Practice.pdf](https://www.tusla.ie/uploads/content/Tusla_-_Child_Safeguarding_-_A_Guide_for_Policy,_Procedure_and_Practice.pdf) are included for reference.

**Consent to Garda Vetting.** All prospective candidates should consent to Garda Vetting which should be processed only for successful candidates. Garda Vetting is helpful in gathering information about the preferred applicant's history to help determine suitability. Under the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016, it is a crime to employ someone in certain work or activities without undertaking Garda Vetting.

- **Job/role descriptions** for each paid or unpaid position. Job/role descriptions should describe the range of duties required by each role, accompanied by a **person specification** that describes the type of attributes you require the post holder to have (e.g. their experience, qualifications and other requirements).
- **Advertisements** of paid/volunteer roles. Roles working with children should be circulated as widely as possible through the most appropriate method for your organisation.
- The use of an **application form** and a **declaration form**. An application form ensures all prospective workers/volunteers provide the information the organisation deems appropriate to the role they are applying for. It also makes comparing individual candidates easier and better equips the organisation to select the best candidate for the post. The application form should contain a declaration section which allows individuals to self-declare any relevant information in relation to their suitability to work with children or young people.
- Consent to **Garda Vetting**. All prospective candidates should consent to Garda Vetting which should be processed only for successful candidates. Garda Vetting is helpful in gathering information about the preferred applicant's history to help determine suitability. Under the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016, it is a crime to employ someone in certain work or activities without undertaking Garda Vetting.
- The use of **interviews**. Ensuring workers or volunteers are interviewed by at least two representatives of the organisation helps to get a sense of the candidates' attitudes, values, knowledge and skills. This is also an opportunity to explore with applicants any gaps in their employment history or voluntary work identified on the

application form.

- Gathering of **references**. A minimum of two written references should be sought for preferred applicants. References should include their last employer and all references should be followed up either by phone or in person. Referees should be asked specific questions regarding the suitability of the preferred applicant and their history of working with children and young people.
- Seeking **evidence** to verify qualifications and experience.
- Requesting **identification**. Checking that the identity of the preferred candidate is confirmed against some official documentation (such as driver's license or passports) is an essential part of ensuring a safe recruitment and selection procedure.
- **Sign-off**. For organisations governed by a board of management or management committee all appointments must be approved by the Board or committee, not by any individual member/s of the organisation.

Once you have selected your preferred candidate and signed the appropriate **contracts**, there are further steps to be taken to ensure you have the right person. These include:

- **Induction** for new workers/volunteers on your organisation's policies and procedures, in particular your guiding principles and child safeguarding procedures.

A probationary/trial period (usually 1 year). Every new volunteer should be reviewed within an agreed period of time. The length of time will vary depending on the nature of their position/status. A review should be held at the end of the probationary/trial period.



## Referrals

Following our meeting with Laura Nee, Tusla on 1-10-18, the following referral policy has been drafted.

**Reminder: If there is a reasonable concern about the welfare or protection of a child, you should report it to Tusla.**

Clare Suicide Bereavement Support recognises and welcomes collaboration with other service providers which may be of assistance to befriendees, including children who access our befriending service.

- Befriendees are encouraged to access medical support, e.g. from their G.P, or other service providers.
- **A Volunteer will consult with their supervisor or the relevant person will advise on how to proceed with referrals or engaging services or professional help for the befriender.**

Services includes referral to Family Support <https://www.tusla.ie/services/family-community-support/family-support/>

Family support centres' details are available at this link:

<https://www.tusla.ie/services/family-community-support/family-resource-centres/find-family-resource-centre/#clare>

The contact person for Family Support is Áine Mellett, Tusla Offices, Riverhouse.

Social Work Team, Riverhouse, Ennis. 065 6863907/8/9.

Referral to Family Support Centres can only go forward with the full support, consent and agreement of the family.

Other services may include HSE supports such as

- National Counselling Service for Adult Survivors of Child Abuse Local contacts <https://www.hse.ie/eng/services/list/4/mental-health-services/national-counselling-service/nationalcounsellingservicebranches.pdf>  
HSE West (Limerick, Clare & North Tipperary) 1800 234 115
- Connect is a free phone support and counselling service for any adult who experienced abuse, trauma or neglect in childhood. The service is also available to partners or relatives of people with these experiences. With Connect you can talk in confidence with a trained counsellor who can listen or help with questions you have. Connect is an out-of-hours service available Wednesday to Sunday, from 6-10pm. To speak to a counsellor call freephone: 1800 235 235

This resource of referral agencies will be maintained and amended by the management committee.



## **Responding to a child/young person who discloses abuse**

A child or young person may disclose to a worker or volunteer that they have been or are being harmed or abused. Children/young people will often have different ways of communicating that they are being abused. If a child or young person hints at or tells a worker or volunteer that he or she is being harmed by someone, be it a parent/carers, another adult or by another child/young person (peer abuse), it should be treated in a sensitive way.

Remember, a child/young person may disclose abuse to you as a trusted adult at any time during your work with them. It is important that you are aware and prepared for this. x Be as calm and natural as possible.

Please refer to the blocks to Listening in the Appendix 6.

- Remember that you have been approached because you are trusted and possibly liked. Do not panic.
- Be aware that disclosures can be very difficult for the child/young person.
- Remember, the child or young person may initially be testing your reactions and may only fully open up over a period of time. x Listen to what the child/young person has to say. Give them the time and opportunity to tell as much as they are able and wish to.
- Do not pressurise the child/young person. Allow him or her to disclose at their own pace and in their own language. x Conceal any signs of disgust, anger or disbelief.
- Accept what the child or young person has to say – false disclosures are very rare. x It is important to differentiate between the person who carried out the abuse and the act of abuse itself. The child/young person quite possibly may love or strongly like the alleged abuser while also disliking what was done to them. It is important therefore to avoid expressing any judgement on, or anger towards the alleged perpetrator while talking with the child/young person
- It may be necessary to reassure the child/young person that your feelings towards him or her have not been affected in a negative way as a result of what they have disclosed.
- Reassure the child/young person that they have taken the right action in talking to you.

### **When asking questions**

- Questions should be supportive and for the purpose of clarification only.
- Avoid leading questions, such as asking whether a specific person carried out the abuse. Also, avoid asking about intimate details or suggesting that something else may

have happened other than what you have been told. Such questions and suggestions could complicate the official investigation.

### **Confidentiality in the context of disclosure**

Do not promise to keep secrets

At the earliest opportunity, tell the child/young person that:

- You acknowledge that they have come to you because they trust you.
- You will be sharing this information only with people who understand this area and who can help. There are secrets which are not helpful and should not be kept because they make matters worse. Such secrets hide things that need to be known if people are to be helped and protected from further on-going hurt. By refusing to make a commitment to secrecy to the child/young person, you do run the risk that they may not tell you everything (or, indeed, anything) there and then. However, it is better to do this than to tell a lie and ruin the child/young person's confidence in yet another adult. By being honest, it is more likely that the child/young person will return to you at another time.

<b>Key practice point Responding to a disclosure</b>	
<b>Things to say</b> I want to listen to what you have to say	<b>Things not to say</b> Wait until I get my manager so you can tell him/her too?
I am going to do my best to help you	I can't do anything
You did the right thing by telling me, this is what I am going to do next...	I can't believe it, I'm shocked
You are not to blame	This is your fault
Is there anything else you want to share?	Don't tell me any more

### **Think before you promise anything – do not make promises you cannot keep**

At the earliest possible opportunity:

- Record in writing, in a factual manner, what the child/young person has said, including, as far as possible, the exact words used by the child/young person.

- Inform the DLP immediately and agree measures to protect the child/young person, e.g. report the matter directly to Tusla.
- Maintain appropriate confidentiality

### **On-going support**

Following a disclosure by a child/young person, it is important that the worker/volunteer continues in a supportive relationship with the child/young person. Disclosure is a huge step for a child/young person.

### **Workers/volunteers should continue to offer support, particularly by:**

- Maintaining a positive relationship with the child/young person;
- Keeping lines of communication open by listening carefully to the child/young person;
- Continuing to include the child/young person in the usual activities. Any further disclosure should be treated as a first disclosure and responded to as indicated above. Where necessary, immediate action should be taken to ensure the child/young person's safety

## **Responding to adults who disclose childhood abuse**

There is an increasing number of adults disclosing abuse that took place during their childhood. Often such disclosures come to light when people attend befriending services such as offered by CSBS.

Where such a disclosure is made it is essential to establish whether there may be current risk to any child or young person who may be in contact with the alleged abuser revealed in the disclosure. This is important even where the children/young people about whom there may be a concern are still to be identified.

If any risk is deemed to exist to a child/young person who may be in contact with an alleged abuser, follow your organisation's child protection and welfare reporting procedure; any mandated person/DLP should report the allegation to Tusla without delay. (See Children First: National Guidance for the Protection and Welfare of Children and the Child Protection and Welfare Practice Handbook for further information).

Mandated persons have a statutory obligation to report concerns of harm which meet or exceed the threshold for 'harm' as defined in the Children First Act 2015(see Children First: National Guidance for the Protection and Welfare of Children for further information).

### **Key practice point Reporting adult disclosures of childhood abuse**

Adults disclosing abuse may not choose to come forward personally to report their concerns. If you are aware that there may be an on-going risk to a child from an identified alleged abuser you should make a report to Tusla.

The requirement to report such concerns should be made explicit to the client, prior to commencement of work, for example in a therapy or counselling contract.

Page 36 [https://www.tusla.ie/uploads/content/Tusla - Child Safeguarding - A Guide for Policy, Procedure and Practice.pdf](https://www.tusla.ie/uploads/content/Tusla_-_Child_Safeguarding_-_A_Guide_for_Policy,_Procedure_and_Practice.pdf)

Please refer to the blocks to Listening in the Appendix 6.

**Remember**  
**Reporting concerns about an adult who may pose a risk to children**

If you are unsure about whether to report or not, consult with your DLP or the Tusla Duty Social Work Service in your area.

Reports by adults of childhood abuse will be assessed by Tusla. If there are on-going child protection concerns Tusla will take necessary actions to ensure any child who may be at risk of harm is protected.

The Retrospective Abuse Report Form (RARF) should be used to report disclosures of childhood abuse by adults. The form is available on the Tusla website, [www.tusla.ie](http://www.tusla.ie).

P 37 [https://www.tusla.ie/uploads/content/Tusla - Child Safeguarding -  
A Guide for Policy, Procedure and Practice.pdf](https://www.tusla.ie/uploads/content/Tusla_-_Child_Safeguarding_-_A_Guide_for_Policy,_Procedure_and_Practice.pdf)

## **Responding to allegations of abuse made against volunteers**

Workers'/volunteers' are absolutely responsible to report allegations of abuse against fellow volunteers appropriately, and as outlined. This should be emphasised in on-going training, induction and staff meetings.

It is important that if a worker or volunteer has a concern about the behaviour of another worker/volunteer that they report these concerns to the Designated Liaison Person. Where the concern relates to the DLP, reports should be made to another senior manager within the organisation. This expectation is also included in CSBS's code of behaviour

An allegation of abuse may relate to a person who works with children who has:

- Behaved in a way that has or may have harmed a child/young person;
- Possibly committed a criminal offence in relation to a child/young person;
- Behaved towards a child/young person or children/young people in a way that indicates they may pose a risk of harm to a child/young person;
- Behaved in a way that is contrary to the organisation's code of behaviour for workers and volunteers;
- Behaved in a way that is contrary to agreed befriending practice guidelines.

If an allegation is made against a worker/volunteer in your organisation CSBSG will endeavour to must ensure that everyone involved is dealt with appropriately and in accordance with our guiding principles and child safeguarding procedures, the rules of natural justice and any relevant employment law.

The organisation has a dual responsibility in respect of both the child/young person and the worker/volunteer.

There are two separate procedures to be followed: x

- The reporting procedure to Tusla in respect of the child/young person and the alleged abuser;
- The internal personnel procedure for dealing with the worker/volunteer.

Key practice point

In developing your procedure for responding to allegations of abuse made against workers/volunteers please take into account the following: x

- The priority is to protect the child/young person while taking account of the worker/volunteer's right to due process. 'Protective measures' do not presume guilt.

- As it is recommended that the same person should not have responsibility for dealing with the child protection reporting procedure and the employment/contractual issues, in CSBSG the chairperson of the managing committee shall deal with the contractual issue, and the DLP / mandated person shall deal with the reporting procedure.
- Any action taken should consider the applicable employment contract and the rules of natural justice.
- When an allegation is made against a worker/volunteer a quick resolution should be sought for the benefit of all concerned.
- The procedures for dealing with allegations of abuse against workers/volunteers should be objectively applied in a consistent manner.
- All stages of the process must be recorded, and records retained securely in lines with the Children First National Guidance.
- Care must be taken by the employer to ensure that any actions or investigations do not prejudice or compromise the statutory investigation or assessment.
- Close liaison should be maintained between the employer and Tusla and An Garda Síochána (where appropriate).

(adapted from pages 37-38 [https://www.tusla.ie/uploads/content/Tusla -  
Child Safeguarding - A Guide for Policy, Procedure and Practice.pdf](https://www.tusla.ie/uploads/content/Tusla_-_Child_Safeguarding_-_A_Guide_for_Policy,_Procedure_and_Practice.pdf))

### **Reporting allegations of abuse made against workers/volunteers to Tusla**

The agreed reporting procedure should always be followed by mandated persons and/or the DLP.

In addition:

- Management must be alerted to the allegation by the reporter, whether mandated person or DLP; The first priority is for the safety of the child/young person; management must make sure no child or young person is exposed to unnecessary risk;
- Parents/guardians should be informed of any action planned while having regard to the confidentiality rights of others, such as the person against whom the allegation has been made. Tusla's National Policy and Procedure for Responding to Allegations of Abuse and Neglect will be applied by Tusla when assessing allegations of abuse made against workers or volunteers.

CEO/Employer internal personnel procedures for dealing with the worker/volunteer is hereby clearly outlined

In the context of an allegation of abuse against a volunteer, the organisation's disciplinary procedures should ensure that fair procedure is followed and take account of the employment contract as well as the rules of natural justice. The following points should be incorporated into the procedure:

- In making an immediate decision about the volunteer's presence in the organisation, the chairperson should as a matter of urgency take any measures necessary to protect the child/young person. These should be proportionate to the level of risk to the child/young person; 'protective measures' do not presume guilt.
- The chairperson should privately inform the worker/volunteer that an allegation has been made against him or her and the nature of the allegation.
- The volunteer should be afforded an opportunity to respond. The chairperson should note the response and pass on this information if making a formal report to Tusla. The volunteer should be offered the option to have representation at this stage and should be informed that any response may be shared with Tusla.
- While Tusla will not provide advice on employment/volunteering matters, advice and consultation with regard to risk to children/young people can be sought from the local Tusla social work office
- The chairperson should ensure that actions taken by the organisation do not frustrate or undermine any investigations or assessments undertaken by Tusla or An Garda Síochána. The organisation should liaise closely with the investigating bodies to ensure this.
- The requirements of fair procedure and natural justice mean that Tusla usually will not share the detail of any assessment regarding allegations of abuse against a worker/volunteer until the worker/volunteer has had an opportunity to fully respond to the allegation and any findings and decisions of Tusla.



- Disciplinary procedures have been developed by the organisation.

**Key practice point**  
**Whistleblowing – a responsibility to speak out**

Workers/volunteers should be made aware of the appropriate authorities outside the organisation to whom they should report if they are inhibited, for any reason, in reporting an incident internally or where they are dissatisfied with the internal response. Information should be provided in organisations' policies on the Protected Disclosures Act 2014.

It is very important that everyone in the organisation knows that if they raise a concern which, through the process of investigation is not validated, they have not in any way been wrong in their initial action.

Responsible action should be encouraged and whistleblowers enabled to feel confident of support from their organisation.

**Remember**  
**Erroneous allegations**

Workers or volunteers working with children/young people may feel vulnerable to accusations of child abuse. There may have been occasions when erroneous or untrue allegations have been made against workers/volunteers. This might have been because of a misunderstanding of what has happened or a genuine mistake.

Any allegation of abuse against a worker/volunteer should be dealt with sensitively and support provided by the organisation for both the worker or volunteer who allegedly abused a child/young person and the worker or volunteer who reported the alleged abuse. Appropriate levels of confidentiality must be ensured.

**Learning from inquiries**

Inquiries have repeatedly shown that the failure to report concerns to the appropriate authorities without delay has led to on-going abuse of children. Haphazard and sloppy recording of concerns and actions have also inhibited recognition of abuse and safeguarding of children.

Page 39 [https://www.tusla.ie/uploads/content/Tusla - Child Safeguarding - A Guide for Policy, Procedure and Practice.pdf](https://www.tusla.ie/uploads/content/Tusla_-_Child_Safeguarding_-_A_Guide_for_Policy_Procedure_and_Practice.pdf)

## **Risk assessment procedures**

The CSBSG undertake a Risk Assessment in line with guidance provided by Tusla in Children First National Guidance for the Protection and Welfare of Children (2017) Chapter 4, pages 32-33 and other guidance documents and direction provided by Tusla.

This is reviewed at least once every 24 months, as part of the review of the CSBSG's review of their Child safeguarding Statement.

## **Safe management of activities**

The purpose of these procedures is to provide guidance to workers /volunteers on planning and running activities in a way that focuses on the safety of children and young people

Part of keeping children and young people safe and reducing the likelihood of harm is having clear guidelines in place regarding how activities are organised and run. The following sections outline some of the issues we consider when planning and running activities to minimise opportunities for accidents or harm to children/young people while in our organisation.

Bearing in mind the importance of the integrity of our organisation's registration system we observe the following:

- Have criteria for children and young people accessing our befriending service
- Have a registration system for each child/young person;
- Keep a record on each child/young person, including address and family contact numbers;
- Keep medical details, any individual needs and emergency contact telephone numbers accessible.

This organisations keeps up-to-date records of the following:

- Attendance;
- Accidents (accident records should be reviewed regularly and any unusual patterns reported to senior management);
- Incidents;
- Consent forms;(Please see appendix 2)
- Any complaints or grievances

### ***Children travelling with volunteers***

Volunteers are not allowed to give lifts to, or travel with anyone – adults or children whom they are supporting. Volunteers do not travel with clients in vehicles.

## **Supervision**

### **Safe supervision of children and young people**

- A work schedule is used by Volunteers so that everyone knows who is on duty or volunteering in an activity;
- Children/young people are not left unattended;
- Adequate numbers of workers/volunteers are available to supervise the activities (best practice would indicate that there are male and female workers/volunteers present to supervise activities);
- Workers/volunteers know at all times where children/young people are and what they are doing;
- Any activity using potentially dangerous equipment has constant adult supervision;
- Dangerous behaviour is never allowed.
- It is helpful if a Code of Conduct is drafted by young people who use our service
- To ensure safe adult child ratio, a policy of Ratio of adults to children in the office: one adult befriender plus one. Given the nature of the service to people who seek support from this organisation, one to one listening support is critical to our service and is the key support offered. A parent/guardian, or other adult nominated by parent/guardian is always present on the premises during supporting/befriending.

### **Working one-to-one with children and young people**

- One-to-one working requires transparency within the organisation in respect of workers/volunteers having individual contact with children/young people. A timetable should be displayed detailing the name of the worker/volunteer and the child/young person, the location (i.e. the room or detail of any outside venue) and the start and expected finish time for the one-to-one contact. Anyone undertaking one-to-one work with a child or young person should adhere to the organisation's code of behaviour.
- Where one-to-one work is used, it is safe practice to have agreements in place between the organisation and the parents/carers regarding the reasons for the one-to-one work, the duration and the content of the sessions. Please see Appendix 2.

### **Supervision and support for workers and volunteers.**

Following on from recruitment and selection, there are a number of policies, procedures and issues related to the management of workers and volunteers that are considered to help create a safe, child-centred environment for children and young people. All services working with children, young people or their families should develop:

- A code of behaviour for workers and volunteers which provides guidance on acceptable and unacceptable practice and how workers/volunteers are to respond if they have concerns about the conduct of a colleague
- Safe management practices which include supervision and support of workers/volunteers as well as reviews of work or professional development planning to ensure that practice remains child-centred, is cognisant of child safeguarding, and aligned with the aims of the organisation.

The CSBS provides for ongoing one-to-one supervision of volunteers by the Chairperson and a senior nominated Volunteer. A panel of appropriately accredited supervisors is being drawn up by the Chairperson.

Outside supervision is being sourced by CSBS, by a supervisor who is aware of the organisation's work.

## **Appendices**

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## **Appendix 1**

### **Child Abuse – What is It? How do I recognise it?**

Abuse is not always committed through personal contact with a child or young person, sometimes it is perpetrated through social media or the use of information and communication technology.

Child abuse can be categorised into four different types: neglect, emotional abuse, physical abuse and sexual abuse. A child may be subjected to one or more forms of abuse at any given time. Abuse and neglect can occur within the family, in the community or in an institutional setting. The abuser may be someone known to the child or a stranger, and can be an adult or another child. In a situation where abuse is alleged to have been carried out by another child, you should consider it a child welfare and protection issue for both children and you should follow child protection procedures for both the victim and the alleged abuser. The important factor in deciding whether the behaviour is abuse or neglect is the impact of that behaviour on the child rather than the intention of the parent/carer.

The definitions of neglect and abuse presented in this section are not legal definitions. They are intended to describe ways in which a child might experience abuse and how this abuse may be recognised

#### **Neglect**

Child neglect is the most frequently reported category of abuse, both in Ireland and internationally. Ongoing chronic neglect is recognised as being extremely harmful to the development and well-being of the child and may have serious long-term negative consequences.

Neglect occurs when a child does not receive adequate care or supervision to the extent that the child is harmed physically or developmentally. It is generally defined in terms of an omission of care, where a child's health, development or welfare is impaired by being deprived of food, clothing, warmth, hygiene, medical care, intellectual stimulation or

supervision and safety. Emotional neglect may also lead to the child having attachment difficulties. The extent of the damage to the child's health, development or welfare is influenced by a range of factors. These factors include the extent, if any, of positive influence in the child's life as well as the age of the child and the frequency and consistency of neglect.

Neglect is associated with poverty but not necessarily caused by it. It is strongly linked to parental substance misuse, domestic violence, and parental mental illness and disability.

A reasonable concern for the child's welfare would exist when neglect becomes typical of the relationship between the child and the parent or carer. This may become apparent where you see the child over a period of time, or the effects of neglect may be obvious based on having seen the child once.

**The following are features of child neglect:**

- Children being left alone without adequate care and supervision
- Malnourishment, lacking food, unsuitable food or erratic feeding
- Non-organic failure to thrive, i.e. a child not gaining weight due not only to malnutrition but also emotional deprivation
- Failure to provide adequate care for the child's medical and developmental needs, including intellectual stimulation
- Inadequate living conditions – unhygienic conditions, environmental issues, including lack of adequate heating and furniture
- Lack of adequate clothing
- Inattention to basic hygiene
- Lack of protection and exposure to danger, including moral danger, or lack of supervision appropriate to the child's age
- Persistent failure to attend school
- Abandonment or desertion



## Emotional abuse

Emotional abuse is the systematic emotional or psychological ill-treatment of a child as part of the overall relationship between a caregiver and a child.

Once-off and occasional difficulties between a parent/carer and child are not considered emotional abuse. Abuse occurs when a child's basic need for attention, affection, approval, consistency and security are not met, due to incapacity or indifference from their parent or caregiver. Emotional abuse can also occur when adults responsible for taking care of children are unaware of and unable (for a range of reasons) to meet their children's emotional and developmental needs.

Emotional abuse is not easy to recognise because the effects are not easily seen.

A reasonable concern for the child's welfare would exist when the behaviour becomes typical of the relationship between the child and the parent or carer.

Emotional abuse may be seen in some of the following ways:

- Rejection
- Lack of comfort and love
- Lack of attachment
- Lack of proper stimulation (e.g. fun and play)
- Lack of continuity of care (e.g. frequent moves, particularly unplanned)
- Continuous lack of praise and encouragement
- Persistent criticism, sarcasm, hostility or blaming of the child
- Bullying
- Conditional parenting in which care or affection of a child depends on his or her behaviours or actions
- Extreme overprotectiveness
- Inappropriate non-physical punishment (e.g. locking child in bedroom)
- Ongoing family conflicts and family violence

- Seriously inappropriate expectations of a child relative to his/her age and stage of development

There may be no physical signs of emotional abuse unless it occurs with another type of abuse. A child may show signs of emotional abuse through their actions or emotions in several ways. These include insecure attachment, unhappiness, low self-esteem, educational and developmental underachievement, risk taking and aggressive behaviour.

It should be noted that no one indicator is conclusive evidence of emotional abuse. Emotional abuse is more likely to impact negatively on a child where it is persistent over time and where there is a lack of other protective factors.

### Physical abuse

Physical abuse is when someone deliberately hurts a child physically or puts them at risk of being physically hurt. It may occur as a single incident or as a pattern of incidents. A reasonable concern exists where the child's health and/ or development is, may be, or has been damaged as a result of suspected physical abuse.

Physical abuse can include the following:

- Physical punishment
- Beating, slapping, hitting or kicking
- Pushing, shaking or throwing
- Pinching, biting, choking or hair-pulling
- Use of excessive force in handling
- Deliberate poisoning
- Suffocation
- Fabricated/induced illness
- Female genital mutilation

The Children First Act 2015 includes a provision that abolishes the common law defence of reasonable chastisement in court proceedings. This defence could previously be invoked by a

parent or other person in authority who physically disciplined a child. The change in the legislation now means that in prosecutions relating to assault or physical cruelty, a person who administers such punishment to a child cannot rely on the defence of reasonable chastisement in the legal proceedings. The result of this is that the protections in law relating to assault now apply to a child in the same way as they do to an adult.

## Sexual abuse

Sexual abuse occurs when a child is used by another person for his or her gratification or arousal, or for that of others. It includes the child being involved in sexual acts (masturbation, fondling, oral or penetrative sex) or exposing the child to sexual activity directly or through pornography.

Child sexual abuse may cover a wide spectrum of abusive activities. It rarely involves just a single incident and in some instances occurs over a number of years. Child sexual abuse most commonly happens within the family, including older siblings and extended family members.

Cases of sexual abuse mainly come to light through disclosure by the child or his or her siblings/friends, from the suspicions of an adult, and/or by physical symptoms.

Examples of child sexual abuse include the following

- Any sexual act intentionally performed in the presence of a child
- An invitation to sexual touching or intentional touching or molesting of
- a child's body whether by a person or object for the purpose of sexual
- arousal or gratification
- Masturbation in the presence of a child or the involvement of a child in
- an act of masturbation
- Sexual intercourse with a child, whether oral, vaginal or anal
- Sexual exploitation of a child, which includes:
  - Inviting, inducing or coercing a child to engage in prostitution or the production of child pornography [for example, exhibition, modelling, or posing

for the purpose of sexual arousal, gratification or sexual, act, including its recording (on film, videotape or other media) or the manipulation, for those purposes, of an image by computer or other means]

- Inviting, coercing or inducing a child to participate in, or to observe, any sexual, indecent or obscene act
- Showing sexually explicit material to children, which is often a feature of the ‘grooming’ process by perpetrators of abuse
- Exposing a child to inappropriate or abusive material through
- information and communication technology
- Consensual sexual activity involving an adult and an underage person

An Garda Síochána will deal with any criminal aspects of a sexual abuse case under the relevant criminal justice legislation. The prosecution of a sexual offence against a child will be considered within the wider objective of child welfare and protection. The safety of the child is paramount and at no stage should a child’s safety be compromised because of concern for the integrity of a criminal investigation.

In relation to child sexual abuse, it should be noted that in criminal law the age of consent to sexual intercourse is 17 years for both boys and girls. Any sexual relationship where one or both parties are under the age of 17 is illegal. However, it may not necessarily be regarded as child sexual abuse.

Details on exemptions for mandated reporting of certain cases of underage consensual sexual activity can be found in Chapter 3 of Children First National *Guidance*.

From Children First National Guidance Chapter 2.

## Appendix 2

### Identifying reasonable grounds for concern

There are many reasons a worker/volunteer may be concerned about the welfare or protection of a child or young person.

Children First: National Guidance for the Protection and Welfare of Children (2017) states that

You should always inform Tusla when you have **reasonable grounds for concern** that a child may have been, is being, or is at risk of being abused or neglected. If you ignore what may be symptoms of abuse, it could result in ongoing harm to the child. It is not necessary for you to prove that abuse has occurred to report a concern to Tusla. All that is required is that you have reasonable grounds for concern. It is Tusla's role to assess concerns that are reported to it. If you report a concern, you can be assured that your information will be carefully considered with any other information available and a child protection assessment will be carried out where sufficient risk is identified "Tusla should always be informed when a person has reasonable grounds for concern that a child may have been, is being, or is at risk of being abused or neglected".

Children/young people are sometimes abused by members of their own family, by peers or by others outside the family environment such as strangers, workers or trusted adults. Children First: National Guidance for the Protection and Welfare of Children lists the following as reasonable grounds for concern:

- Evidence, for example an injury or behaviour, that is consistent with abuse and is unlikely to have been caused in any other way;
- Any concern about possible sexual abuse;
- Consistent signs that a child is suffering from emotional or physical neglect;
- A child saying or indicating by other means that he or she has been abused;
- Admission or indication by an adult or a child of an alleged abuse they committed;
- An account from a person who saw a child being abused.

Wherever appropriate, any issues should be checked with the parents/guardians when considering whether a concern exists, unless doing so may further endanger the child or the person considering making the report.

## **Appendix 3: Consent Form: Listening Session in the Home**



### **Consent Form: Listening Session in the Home**

I \_\_\_\_\_ ( Name of parent/guardian) give consent for  
\_\_\_\_\_ (name of volunteer) to offer listening support to  
\_\_\_\_\_ (name of child) on \_\_\_\_\_ (date)

I agree to remain at home for the duration of the listening support session.

I understand that this consent form will be filed in The Clare Suicide Bereavement Support offices to satisfy best practice in Child Protection and that all such records will be treated with the utmost confidentiality.

Signed : \_\_\_\_\_

(Parent/Guardian)

Signed: \_\_\_\_\_

(Volunteer)

## **Appendix 4: Consent Form: Listening Session in the Office**





### **Consent Form: Listening Session in the Office**

I \_\_\_\_\_ ( Name of parent/guardian) give consent for  
\_\_\_\_\_ (name of volunteer) to offer listening support to  
\_\_\_\_\_ (name of child) on \_\_\_\_\_ (date)

I agree to remain in the office for the duration of the listening support session.

I understand that this consent form will be filed in The Clare Suicide Bereavement Support offices to satisfy best practice in Child Protection and that all such records will be treated with the utmost confidentiality.

Signed : \_\_\_\_\_

(Parent/Guardian)

Signed: \_\_\_\_\_

(Volunteer)

## Appendix 5

### Child Safeguarding Training Strategy Template

<b>Who we are and services provided</b> <ul style="list-style-type: none"> <li>• <i>Departments of State</i></li> <li>• <i>Relevant services provided by or on behalf of the Department of State</i></li> <li>• <i>Any body that provides a relevant service and received funding from the Department concerned</i></li> <li>• <i>Sector</i></li> <li>• <i>Organisation</i></li> </ul>
<b>Introduction /Aims /Objectives of training strategy:</b>
<b>Policy and legislation context and background:</b>
<b>What is in place to support the strategy?</b> e.g. documentation, committees, programmes, working groups, training departments
<b>Membership of Children First Oversight Group (roles including roles allocated):</b>
<b>Who is responsible for development and implementation of the training strategy?</b> <ul style="list-style-type: none"> <li>• <i>Consider Children First coordinator or lead, training sub-group, etc.</i></li> <li>• <i>Provide details of personnel, system and arrangements</i></li> </ul>
<b>How will</b> (please also include person named responsible for each area):
1. Training programme(s) be coordinated:
By whom:
2. Training needs be identified:
By whom:
3. Trainers be recruited/selected:
By whom:
4. Support and information be provided to trainers:
By whom:
5. The organisation ensure resources are available:
By whom:
6. Regular review and evaluation be carried out:
By whom:
7. A quality assurance strategy be implemented:
8. A training register be maintained:
By whom:

<p><b>Current child safeguarding training needs</b>  <i>Target audience groups – detailing numbers of staff and volunteers, level and type of contact they have with children and families, level of training needed and what is currently being provided.</i></p>
<p><b>Long term (3-5 years) child safeguarding training needs – evidence of need</b>  <i>This should be quantifiable data based on analysis of information gathered through assessing training needs in child safeguarding within the organisation.</i></p>
<p><b>Resources available to implement the strategy:</b> short, medium and long-term, training, administration, etc.</p>
<p><b>Additional resources required:</b></p>
<p><b>What measures will you put in place to quality assure your training programme?</b></p>
<p><b>Evaluation/review mechanisms including recording systems and proposed performance indicators (how will you measure the implementation of this training strategy?):</b></p>
<p><b>Key partners to the strategy:</b></p>
<p><b>Duration of the strategy (3-5 years):</b></p>

### 3. Guiding Principles and Child Safeguarding Procedures

	N/A	No	Yes
3.1. Are the organisation's statement of guiding principles and child safeguarding procedures in place?			
3.2. Have the statement of guiding principles and child safeguarding procedures been reviewed for consistency with <i>Children First: National Guidance for the Protection and Welfare of Children</i> ?			
3.2.1 If yes, by whom and date of review:			
3.2.2 Please identify any outstanding issues identified in the review:			
3.3. If the organisation's statement of guiding principles and child safeguarding procedures are not in place, date work is to be completed:			

### Training Needs Analysis Template

#### 1. Organisation<sup>10</sup> details

- 1.1. Name of organisation:
- 1.2. Brief description of organisation:

Services provided	Describe level and type of contact with children and families <sup>11</sup>

3.4. Name of person/s responsible for development of the organisation's statement of guiding principles and child safeguarding procedures:			
3.5. Have all relevant staff received induction training on the organisation's statement of guiding principles and child safeguarding procedures?			
3.6. For government departments – has the department's statement of guiding principles and child safeguarding procedures been shared with relevant bodies/sectors/organisations under the department's remit?			
3.7. For service sectors – has the sector's statement of guiding principles and child safeguarding procedures been shared with relevant bodies/sectors/organisations under its remit?			

#### 4. Training Resources

	N/A	No	Yes
4.1. Percentage of organisation's budget that is explicitly committed to child safeguarding training:	_____ %		
4.2. Does the organisation have a training department?			
4.3. Does the organisation have a child safeguarding training strategy?			
4.4. Does the organisation have a co-ordinator for child safeguarding training?			
	Contact details:		
4.5. Are resources available /in place to support child safeguarding training in the organisation?			
4.5.1 Training coordinator			
4.5.2 Access to venues			
4.5.3 Number of trainers available for child safeguarding training			
4.5.4 Number of administrative support staff			
4.5.5 Number of professionals with experience in the area of child safeguarding			
4.6. For government departments and service sectors - is the department/sector willing to facilitate relevant non-affiliated groups/organisations in accessing child safeguarding training (e.g. groups or organisations with similar service provision but which do not receive funding or support from the department/sector)?			

5. Child safeguarding training required within the organisation

Type	Organisational Policy Induction	Introduction to Children First	Foundation Training	DLP Training	Mandated Person Training	Refresher Training	Senior Management Workshop
Number of staff/volunteers with <b>direct</b> or <b>indirect</b> contact with children and families <sup>5</sup> who will require:							

**Pages 92-99** [https://www.tusla.ie/uploads/content/Tusla - Child Safeguarding - A Guide for Policy, Procedure and Practice.pdf](https://www.tusla.ie/uploads/content/Tusla_-_Child_Safeguarding_-_A_Guide_for_Policy,_Procedure_and_Practice.pdf)

## **Appendix 6**

### **Roadblocks to Listening**

- 1. Ordering. Commanding.**
- 2. Warning. Threatening. Promising.**
- 3. Preaching – Should, Should not**
- 4. Advising. Giving Solutions. Suggestions.**
- 5. Logic. Arguing. Teaching.**
- 6. Judging. Criticising, Blaming**
- 7. Praising. Agreeing.**
- 8. Name calling. Labelling. Stereo-typing.**
- 9. Analysing. Sign posting. Interpreting.**
- 10. Reassuring. Sympathising. Consoling.**
- 11. Probing. Interrogating.**
- 12. Diverting. Sarcasm.**
- 13. Questions that elicit a 'yes' or 'no' answer.**

## Appendix 7



### Accident or Incident Record Form (Based on HSA sample form)

[https://www.hsa.ie/eng/Education/Managing\\_Safety\\_and\\_Health\\_in\\_Schools/Interactive\\_Risk\\_Assessments\\_%E2%80%93\\_Primary/Tool-5-Accident-or-Incident-Record-Form-1.pdf](https://www.hsa.ie/eng/Education/Managing_Safety_and_Health_in_Schools/Interactive_Risk_Assessments_%E2%80%93_Primary/Tool-5-Accident-or-Incident-Record-Form-1.pdf)

#### INJURED PARTY DETAILS:

Surname: \_\_\_\_\_ First name(s): \_\_\_\_\_

Address(Home/Company):

---

---

DOB: \_\_\_\_\_ Gender: \_\_\_\_\_

Status (please tick appropriate box)

☐ Client    ☐ Volunteer    ☐ Visitor    ☐ Contractor    ☐ Other (Please specify):

---

Date of accident/incident: \_\_\_\_\_

Date accident reported to CSBS chairperson/ management \_\_\_\_\_



Where appropriate more than one box can be ticked.

#### TYPE OF ACCIDENT

Tick

Injured/damaged by a person  
Struck by/contact with  
Caught in/under  
Slip/trip/fall  
Sharps  
Road Traffic Accident/Crash  
Exposure to substances/environments  
Manual handling  
Property damage

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

MAIN AGENT WHICH CAUSED ACCIDENT:


#### TYPE OF INJURY

Tick

Fatality  
Bruise  
Concussion  
Internal injury  
Abrasion, graze  
Fracture  
Sprain  
Torn ligaments  
Burns  
Scalds  
Frostbite  
Injury not ascertained  
Trauma  
Occupational disease  
Other (Please specify)

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

#### PART OF BODY INJURED

Tick

Head (except eyes)  
Eyes  
Face  
Neck, back, spine  
Chest, abdomen  
Shoulder  
Upper arm  
Elbow  
Lower arm, wrist  
Hand  
Finger (one or more)  
Hip joint, thigh, kneecap  
Knee joint  
Lower leg  
Ankle  
Foot  
Toe (one or more)  
Multiple injuries  
Trauma, shock  
Other(Please specify)

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

#### Consequences

☐ Fatal  
  
☐ Non-fatal

#### Result

☐ Sick Leave  
☐ Excused  
☐ Light Duty  
☐ Medicine

Have you informed your insurance company?

☐

Yes

☐

No

☐

Not applicable

#### DETAILED DESCRIPTION OF ACCIDENT/INCIDENT

Give a full description of:

- the work/activity being carried out when the accident occurred;
- the equipment in use (if any).

Detail how the accident occurred.

Attach:

(A) Injured party's report.

(B) Witness list (level of detail required will vary depending on the severity of the accident).

(C) Witness statements (level of detail required will vary depending on the severity of the accident).

(D) Sketch or photograph of the scene, equipment etc. where appropriate.

Investigating member of CSBS personnel \_\_\_\_\_

NAME: (Use Capital Letters) \_\_\_\_\_

SIGNATURE \_\_\_\_\_

DATE: \_\_\_\_\_