

# **Child Safeguarding Statement**

## **The Ballinglen Arts Foundation**

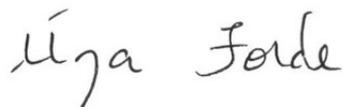
### **Child Safeguarding Policy**

#### **Statement Statement**

We at The Ballinglen Arts Foundation, Main Street, Ballycastle, Co Mayo with a staff of 7 are committed to a child-centered approach to our work with children, young people and vulnerable people. We undertake to provide a safe environment and experience, where the welfare of the child/young person is paramount. We will adhere to the recommendations of Children First: National Guidance for the Protection and Welfare of Children (2017), published by the Department of Children and Youth Affairs. This policy is informed by the Children First Act 2015.

Our policy is available from The Ballinglen Arts Foundation Office.

This policy was reviewed at The Ballinglen Arts Foundation Directors Meeting in 2019



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Úna Forde

Designated Liaison Person

Date: 10/07/19

## **Introduction**

The Ballinglen Arts Foundation has implemented policies and procedures covering our Child Safeguarding Policy as Follows: - Code of behaviour for all staff - Our reporting of suspected or disclosed abuse (see Appendix I for categories of abuse) - Confidentiality – Recruitment and selecting staff - Managing and supervising staff - Allegations of misconduct or abuse by staff - Complaints and comments - Incidents and accidents - Involvement of primary carers

Information including the following is included in our policy - Definitions of abuse (Appendix I) – Tusla – Child and Family Agency contact details for Mayo Area (Appendix 2) - Prompt Sheets for those working with children relating to Accident/Injury/Illness, Disclosure of Abuse and Group Contact (Appendix 3) - Anti-Bullying Policy (Appendix 5) - Workshop Facilitators Declaration Form (Appendix 6) - Incident/accident report form (Appendix 7)

## Section 1

### Code of Behaviour (Staff)

#### Child-centered approach

- Treat all children, young people and vulnerable adults/children equally;
- Listen to and respect children and young people;
- Involve children and young people in decision-making, as appropriate;
- Provide encouragement, support and praise (regardless of ability);
- Use appropriate language (physical and verbal);
- Have fun and encourage a positive atmosphere;
- Offer constructive criticism when needed;
- Treat all children and young people as individuals;
- Respect a child's or young person's personal space'
- Discuss boundaries on behaviour and related sanctions, as appropriate, with children and young people and their primary carers;
- Encourage feedback from group;
- Use age-appropriate teaching aids and materials;
- Lead by example;
- Be aware of a child's or young person's other commitments when scheduling rehearsals or activities, e.g., school or exams;
- Be cognisant of a child's or young person's limitations, due to a medical condition for example;
- Create an atmosphere of trust;
- Respect differences of ability, culture, religion, race and sexual orientation;

#### Good Practice

- Register each child/young person (name, phone number, special requirements, attendance and emergency contact).
- Make primary carers, children/young people, visitors and facilitators aware of the Child Safeguarding Policy and procedures.
- Have emergency procedures in place and make all staff aware of these procedures.
- Be inclusive of children and young people with special needs.
- Plan and be sufficiently prepared, both mentally and physically.
- Report any concerns to the Designated Person and follow reporting procedures.
- Encourage children and young people to report any bullying, concerns or worries and to be aware of our anti-bullying policy.
- Observe appropriate dress and behavior.
- Evaluate work practices on a regular basis.
- Provide appropriate training for staff and volunteers.
- Report and record any incidents and accidents.
- Update and review policies and procedures regularly.
- Keep primary carers informed of any issues that concern their children.

- Ensure proper supervision based on adequate ratios according to age, abilities and activities involved.
- Don't be passive in relation to concerns, i.e., don't do nothing.
- Don't let a problem get out of control.
- Avoid taking a session on your own. If this is not possible then it should be in an open environment with the full knowledge and consent of primary carers.
- Avoid if at all possible giving a lift to a child/young person and if you do then make sure that primary carers are informed.
- Maintain awareness around language and comments made. If you think that something you said may have caused offence or upset, then try to address it in a sensitive manner.
- Ensure clear communication between staff who interact with children and The Ballinglen Arts Foundation
- Have a written agreement with any external organisation that is working with children through The Ballinglen Arts Foundation to state that they have read and agree to adhere to our Child Safeguarding Policy.

### Inappropriate Behaviour

- Avoid spending excessive amounts of time alone with children/young people.
- Don't use or allow offensive or sexually suggestive physical and/or verbal language.
- Don't single out a particular child/young person for unfair favouritism, criticism, ridicule, or unwelcome focus or attention.
- Don't allow/engage in inappropriate touching of any form.
- Don't hit or physically chastise children/young people.
- Don't socialise inappropriately with children/young people, e.g., outside of structured organized activities/events.

### Physical Contact

- Seek consent of child/young person in relation to physical contact (except in an emergency or a dangerous situation).
- Avoid horseplay or inappropriate touch.
- Check with children/young people about their level of comfort when doing touch exercises.

### Health and Safety

- Don't leave children unattended or unsupervised.
- Manage any dangerous materials.
- Provide a safe environment.
- Be aware of accident procedure and follow accordingly.

## **Section 1**

### **Reporting Procedure :**

#### **Who to contact about issues related to child safeguarding and welfare :**

Úna Forde has been designated as the person to contact if you have an issue or concern about any aspect of a child's or young person's safety and welfare. It is the responsibility of Úna Forde to support and advise staff about policy and procedures in relation to child protection and to ensure that procedures are followed. It is also her responsibility to liaise with TUSLA, or Gardaí where appropriate. Úna Forde can be contacted at The Ballinglen Arts Foundation, 096 43184, 085 1742 956.

Christine Tighe has been designated as deputy to Úna Forde and can be contacted at 096 43184, 086 214 1240.

All staff who work for Mayo North East Development Company at The Ballinglen Arts Foundation are required to follow the reporting procedure of Mayo North East Development Company. The Designated Liaison Person at The Ballinglen Arts Foundation (Úna Forde) and the designated liaison person for Mayo North East Development Company (Dolores McNicholas) will liaise in relation to any child safeguarding concerns.

## Section 3

### **Confidentiality Statement :**

We at The Ballinglen Arts Foundation are committed to ensuring peoples' rights to confidentiality. However, in relation to child safeguarding and welfare we undertake that:

- Information will only be forwarded on a 'need to know basis in order to safeguard the child/young person. .
- Giving such information to others for the safeguarding of a child or young person is not a breach of confidentiality; In other words we cannot guarantee total confidentiality where the best interests of the child or young person are at risk.
- Primary carers, children and young people have a right to know if personal information is being shared and/or a report is being made to TUSLA, unless doing so could put the child/young person at further risk.
- Procedures will also be put in place for the recording and storing of information in line with our confidentiality policy.
- Images of a child/young person will not be used for any reason without the consent of the parent/carer (however we cannot guarantee that cameras/videos will not be used by the public at public performances.

## Section 4

### **Recruitment and Selection Policy Statement :**

We will ensure that staff are carefully selected, and supervised to provide a safe environment for all children and young people, by observing the following principles:

- Roles and responsibilities will be clearly defined for every job (paid or voluntary)
- Posts will be advertised widely
- We will endeavour to select the most suitably qualified personnel
- Candidates will be asked to sign a declaration form
- At least two references that are recent, relevant, independent and verbally confirmed will be necessary
- No person who would be deemed to constitute a risk' will be employed; Some of the exclusions would include:
  - any child-related convictions .
  - refusal to sign declaration form
  - insufficient documentary evidence of identification
  - concealing information on one's suitability to working with children
- In cases of long term employment there will be a relevant probationary period
- All staff will be required to consent to Garda clearance, and where available, this will be sought.
- The Board of Management of The Ballinglen Arts Foundation will appoint the relevant person as per the Child First Act 2015.

## **Section 5**

### **Staff Management Policy Statement :**

To protect both staff (paid and voluntary) and children/young people, we undertake that:

New staff will:

- Access the Universal E-Learning on the TUSLA website.
- Be made aware of the organisation's code of conduct, child safeguarding procedures, and the identity and role of who has been designated to deal with issues of concern.

New staff will:

- Undergo a probationary or trial period
- Take part in a mandatory induction training session

Full-time staff will:

- Be expected to have read and signed the Child Safeguarding Statement

All staff working directly with children will:

- Be advised to undertake child safeguarding training
- Receive an adequate level of supervision and review of their work practices

## Section 6

### Policy Statement on the involvement of primary carers:

We are committed to being open with all primary carers.

We undertake to:

- Advise primary carers of our Child Safeguarding Policy.
- Inform participating primary carers and schools of event content including all activities and potential activities
- Comply with health and safety practices
- Operate child-centred policies in accordance with best practice
- Adhere to our recruitment guidelines
- Ensure as far as possible that the activities are age-appropriate
- Encourage and facilitate the involvement of parent(s), carer(s) or responsible adult(s), where appropriate

If we have concerns about the welfare of the child/young person, we will:

- Respond to the needs of the child or young person
  - Inform the primary carers on an on-going basis unless this action puts the child or young person at further risk
  - Where there are child safeguarding and welfare concerns we are obliged to pass these on to the Duty Social Worker and, in an emergency, the Gardaí.
- . In the event of a complaint against a member of staff, we will immediately ensure the safety of the child/young person and inform primary carers as appropriate.

As a child-centred organisation, we are committed to putting the interest of the child/young person first. To that end we will:

- Contact local TUSLA and Gardaí where there is a child safeguarding welfare concern
- Encourage primary carers to work in partnership with us under the guidelines set out by our organisation to ensure the safety of their children
- Have a designated contact person available for consultation with primary carers in the case of any concern over a child or young person's welfare.

## Section 7

### Dealing with an allegation against staff :

Two separate procedures will be followed:

1. In respect of the child/young person Christine Tighe will deal with issues related to the child/young person.
2. In respect of the person against whom the allegation is made Úna Forde will deal with issues related to the staff member.

- The first priority is to ensure that no child or young person is exposed to unnecessary risk
- If allegations are made against the Designated Person, then Board Member Margo Dolan should be contacted
- The reporting procedures outlined in Section 2 of this policy will be followed. Both the primary carers and child/young person will be informed of actions planned and taken. The child/young person will be dealt with in an age-appropriate manner
- The staff member will be informed as soon as possible
  - of the nature of the allegation - the staff member will be given the opportunity to respond
  - in the event of an allegation against a member of staff, a full investigation will be instigated and the staff member will be removed from any position dealing with children until such time as the matter is resolved.
- The chairperson/head of the organisation will be informed as soon as possible
- Any action following an allegation of abuse against an employee will be taken in consultation with TUSLA and Gardaí
- After consultation, the chairperson/head of organisation will advise the person accused and agreed procedures will be followed.

## **Section 8**

### **In the Event of Complaints or Comments :**

- Complaints or comments will be responded to within 2 weeks
- All complaints/comments will be directed to Úna Forde
- Those making verbal complaints will be requested to put them in writing and direct them to Úna Forde.

## **Section 9**

### **Health and Safety Accidents Procedure :**

- The Ballinglen Arts Foundation will maintain an up-to-date register of the contact details of all schools / organisations participating in events at Ballinglen
- External organisations with whom The Ballinglen Arts Foundation has dealings must provide proof that they have public liability insurance
- First-Aid boxes are available and regularly re-stocked
- The location of the first-aid box is made known to staff and available in the Print Studio
- Availability of first-aid is in accordance with the organisation's Health and Safety guidelines
- The Ballinglen accident/incident book is located in the Print Studio and made known to staff
- Children and young people will be advised of risks of dangerous material
- Details of risky equipment used will be recorded and steps taken to minimise risk.

## Appendix 1: Child Safeguarding Statement

### 1. Name of Service : The Ballinglen Arts Foundation

### 2. Nature of Service and Principles to Safeguard Children from harm:

Here at The Ballinlen Arts Foundation we provide an art educational and art service workshops for all in our community including children. Our service for children include art based workshops, studio and gallery visits plus tours of The Ballinglen Permanent Collection.

We are committed to a child-centered approach in our work with children and young people. We undertake to provide a safe environment and experience, where the welfare of the child/young person is paramount. We adhere to the recommendations of *Children First: National Guidance for the Protection and Welfare of Children (2017)*, published by the Department of Children and Youth Affairs, and our procedures to safeguard children and young people reflect National Policy and Legislation.

These principles apply to everyone in our organization.

### 3. Risk Assessment

We have carried out an assessment of any potential for harm to a child/young person while availing of our services. Below is a list of the areas of risk identified and the risk of procedures for managing these risks.

Risk Identified	Procedure in Place to Manage Risk Identified
1. Recruitment of Staff Working with Children.	Relevant Training, updates and discussions on Safe-guarding children is regularly implemented. Stringent procedures are in place for staff recruitment. Garda vet-ting takes is required from all staff working with chil-dren.
2. Recreational areas.	Ensure proper supervision for children using the grass area during breaks.
3. Use of dangerous equipment.	Strict guidelines and supervision is in place in the use of sharp objects and equipment.
3. Need to reinforce procedures for long term employ-ees in relation to safeguarding of children.	Regular updating of staff in relation to procedures and policies.

## Appendix 1: Child Safeguarding Statement

### 4. Procedures:

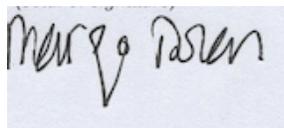
Our Child Safeguarding Statement has been developed in line with requirements under the Child First Act 2015, the *Children First : National Guidance*, and TUSLA'S *Child Safeguarding: A Guide for Policy, Procedure and Practice*. In addition to the procedures listed in our risk assessment, the following procedures support our intention to safeguard children while they are availing of our service:

- Procedures for the management of allegations of abuse or misconduct against workers/volunteers of a child availing of our service (see P5 of our Child Safeguarding Policy).
- Procedure for the safe recruitment and selection of workers and volunteers to work with children (see page p7 of our Child Safeguarding Policy).
- Procedure for the provision of and access to Child Safeguarding Training and Information, including the identification of the occurrence of harm (see p8 of our Child Safeguarding Policy).
- Procedure for the reporting of Child Safeguarding or Welfare Concerns to TUSLA harm (see p5 of our Child Safeguarding Policy).
- Procedure for appointing a relevant person (see p7 of our Child Safeguarding Policy).

All procedures listed are available on request.

### 5. Implementation :

Implementation is an ongoing process. The services we provide are committed to the implementation of this child safeguarding statement and the procedures that support our intention to keep children safe from harm while availing of our programmes. This Child Safeguarding Statement will be reviewed on the 20/07/2021, or as soon as practicable after there has been a material change in any matter to which the statement refers.



Signed:

\_\_\_\_\_  
Margo Dolan, Founding Director

The Ballinglen Arts Foundation  
Main Street  
Ballycastle  
Co Mayo F26 X5N3

For queries please contact Úna Forde, relevant person under the Children First Act 2015

## Appendix 2: Definitions of Abuse

There are four main categories of abuse as outlined in Children First: National Guidelines for the Protection and Welfare of Children. The following is a synopsis of the information contained in that document. For the full definitions please refer to Children First: National Guidelines for the Protection and Welfare of Children 2017 (pp.6-17).

### 1. Neglect

"Neglect can be defined as 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 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." (*Children First* p7-8).

"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 when you see the child over a period of time, or the effects of the 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, ie 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 condition – 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" (*Children First* p 8)

### 2. 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 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 emotional and developmental needs.” (*Children First* p 8).

“A reasonable concern for the child's welfare would exist when the behavior becomes typical of the relationship between the child and the parent/career.

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

- Rejection
- Lack of comfort and love
- Lack of attachment
- Lack of proper stimulation (eg fun and play)
- Lack of continuity of care (eg 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 and non physical punishment (eg locking child in bedroom)
- Ongoing family conflicts and family violence
- Seriously inappropriate expectations of a child relevant to his/her age and stage of development”. (*Children First* pp 8-9).

### 3. **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, maybe, 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 ”. (*Children First* p 9)”.

#### 4. 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, masturbation, oral or penetrative sex) or exposing the child to sexual activity directly or through pornography.

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” (*Children First* p 10”).

## **Appendix 3: Definitions of Abuse**

### **Tusla – Child and Family Agency Contact Details**

Child and Family Agency  
2<sup>nd</sup> Floor  
Mill Lane  
Bridge Street  
Castlebar  
Co Mayo

Tel : 094 904 9137

## **Appendix 4**

### **Accident / Injury / Illness / Prompt Sheet**

1. Assess injury and respond appropriately.

- where first aid is required seek assistance from Christine Tighe or appointed staff member.

Christine or appointed staff member will consult with you to decide whether an ambulance is required.

Inform the primary carer as soon as possible in the case of a serious injury or illness. Refer to workshop registration sheet for phone number.

3. Record the incident or accident in the incident book.

4. Inform the primary carer of any minor incident/accident on collection of child.

5. Notify Una Forde of any entry in incident book.

### **DISCLOSURE OF ABUSE PROMPT SHEET**

1. Stay calm and listen – give the child time to say what she or he wants

2. Don't ask leading questions or details, or make suggestions

3. Don't stop the child recalling significant events, but don't make him/her repeat the story unnecessarily

4. Reassure the child, but don't promise to keep it a secret

5. Explain what needs to be done next ("There's a special person at Ballinglen who looks after these things and I'm going to tell this to them. They'll know what the best thing to do is.")

6. Record the discussion as carefully as possible

7. This information should then be passed on to Úna Forde 096 43184 (work) 085 1742 956 (mobile).

### **GROUP CONTRACT PROMPT SHEET**

Each facilitator should begin each workshop by negotiating a short contract with the participants for the duration of the workshop and pinning this to the wall for all to see.

We advise that the following be included.

1. Agree to respect each other.

2. Listen to one another.

3. Allow each other time and space to carry out the workshop activities.

4. Agree to respect the workshop materials and the building.

This may vary due to the makeup of each group.

## **Appendix 5**

### **Anti-Bullying Policy**

The Ballinglen Arts Foundation provides a place where

Everyone can feel secure

It is known that bullying is not acceptable behavior

Name calling is not tolerated

No one suffers abuse of any nature

No one is victimized

Each person who partakes in our activities is supported and listened to

It is each participant's responsibility to ensure that all are treated equally

Where solutions to problems are the concern of all

#### **What is Bullying?**

Bullying can be defined as repeated aggression be it verbal, psychological or physical conducted by an individual or group against others. It is behaviour that is intentionally aggravating and intimidating and occurs mainly in social environments such as schools, clubs and other organisations working with children. It includes behavior such as, Teasing, Taunting, Threatening, Hitting Exclusion, and Extortion behavior by one or more children against a victim.

#### **Is Bullying Harmful?**

Persistent bullying can have a devastating effect on a child's self esteem. They may feel it's somehow their fault, or that there's something wrong with them, they may become withdrawn and insecure, more cautious, and less willing to take any sort of risk.

Being victimised in this way can cause days of mental anguish and leave lifelong emotional scars. It has driven some young people to try to murder their tormentors and others to suicide. A child who has suffered bullying often needs professional counselling to let out their feelings and rebuild their self confidence. Bullying also affects any child who witnesses it.

## **What do children get bullied about?**

Some of the factors involved in bullying include:

- Puberty
- Peer pressure
- Gender differences . Stereotypes / prejudice
- Structure of the group - hierarchy of dominance

Family background of victims and bullies

*Bullying can be distinguished from bossy and boisterous play. A bossy child will boss whoever is around. So often it is due to a lack of self-control or skills of negotiation or compromise. Boisterous play can be dangerous but it does not involve young people wilfully setting out to hurt or victimise. Young people often grow out of this kind of behaviour as they grow older. What distinguishes bullying from bossiness or boisterousness is that the bully always picks on someone less powerful and more vulnerable. Persistent "Slagging" have the same devastating effects as bullying and shouldn't be ignored.*

## **How would you know if a child is being bullied?**

All bullies operate using furtiveness, threats and fear. Bullying can therefore only survive in an environment where the victim does not feel empowered to tell someone who can help or in which it is not safe to do so.

The following indicators are warning signs that a young person might be getting bullied.

- Reluctance to come to a centre or take part in activities.
- Physical signs (unexplained bruises, scratches, or damage to belongings).
- Stress-caused illnesses - headaches, and stomach aches which seem unexplained.
- Fearful behaviour (fear of walking to activity, going different routes, asking to be driven)
- Frequent loss or shortage of pocket money with vague explanations
- Having few friends.
- Changes in behaviour (withdrawn, stammering, moody, irritable, upset, distressed).
  - Not eating
- Attempting suicide or hinting at suicide
- Anxiety (shown by nail-biting, fearfulness, tics)

Of course, there are other possible reasons for many of the above.

## **What makes a person bully others?**

Bullies are often making a plea for help through their violent behaviour, which may reflect a sense of insignificance. Bullies whose activities go unaddressed often fail socially and academically later in life They need to be taught all important negotiation and co-operative skills, working with others rather than competing.

## **How Ballinglen Arts Foundation deals with bullying.**

### **We implement the “no blame” approach as follows:**

#### 1. Step 1 - Interview the victim

If you find out that there has been an incident of bullying, first talk to the victim. At this stage find out who was involved & what the victim is now feeling. Ask the following questions:

- Was it verbal, physical, intimidation
- How hurt is the victim
- Was it within his/her own peer group
- Ensure the victim that his/her name will not come out in the investigation
- Actively listen

#### Step 2 – Meet with all involved

Arrange to meet with all those involved, this should include some bystanders, those who may have colluded, those who joined in and those who initiated the bullying.

- Keep the numbers present at a reasonable level, maximum of 6 to 8 in the group.
- Make a point of calling a “special” meeting.
- Ensure the severity of the topic is understood by all.
- Speak only of the hurt caused in general terms with no reference to the victim.
- Play on the conscience of all – ask questions like : How would you feel? How would you like it done to you?

#### Step 3 – Explain the problem

The distress being suffered as a result of the bullying incident is explained. At this stage the details of the incident or the allocation of the blame/initiators is not discussed. Explain the feelings of loneliness, feeling left out, rejected, laughed at. Try asking these questions:

- Would they like it if it happened to them
- "Someone here in this group was “bullied” by someone within the group what can we do to see it does not happen again”
- Listen, watch out for reactions, pick up on any without isolating anyone.

#### Step 4 - Share the responsibility

Explain what steps/controls may have to be introduced to prevent further incidents and how everyone will lose out as a result.

Step 5 - Ask the group for their ideas

At this stage the group is encouraged to suggest ways which would make the victim feel happier. All positive responses are noted. Use phrases "if it were you" to encourage a response. Listen to all suggestions and note them.

Step 6 - Leave it to them –

Now the problem has been identified, solutions suggested, the problem is now handed over to the group to solve. Arrange to meet again in a week's time. Pass responsibility over to the group and give a time frame within which something must be done.

Step 7 - Meet them again

Meet with each member of the group, including the bully, discuss how things are going, who is doing what and have there been other incidents. This allows for continual monitoring and also keeps all involved in the process. Again enforce the idea of the "team" looking after each other at regular intervals to ensure it is known the bullying or intimidating behaviour will not be tolerated.

**Appendix 6**

**The Ballinglen Arts Foundation, Children's Workshops Facilitators  
Declaration Form  
CONFIDENTIAL**

Surname: \_\_\_\_\_ First Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Place of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

Tel. No: \_\_\_\_\_ Mobile No: \_\_\_\_\_

Any other name(s) previously known as: \_\_\_\_\_

Is there any reason that you would be considered unsuitable to work with children and young people: Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please outline the reason below:

Have you ever been convicted of a criminal offence? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please state below the nature and date(s) of the offence(s):

Do you consent to Garda Clearance? Yes \_\_\_\_\_ No \_\_\_\_\_

Names and contact details for two referees:

1. \_\_\_\_\_

2. \_\_\_\_\_

I declare I have read The Ballinglen Arts Foundation Child Safeguarding Policy and agree to adhere to it.

\_\_\_\_\_ Signature: