



6.0 Scoil Choilm Community National School

Child Safeguarding Statement and Risk Assessment, Procedures for Handling Disclosures, and relevant Appendices

Child Safeguarding Statement

Scoil Choilm Community National School is a primary school providing primary education to pupils from Junior Infants to Sixth Class and two Autism Classes.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017 & updates from 2023, the Addendum to Children First (2019), the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023) and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of Scoil Choilm Community National School has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department's *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)* as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is: Laura O'Brien (Principal)
- 3 The Deputy Designated Liaison Person (Deputy DLP) is: Rachel Connors (Deputy Principal)
- 4 The Relevant Person is: Laura O'Brien
(The relevant person is one who can provide information in respect of how the child safeguarding statement was developed and will be able to provide the statement on request. This person can also be the DLP)
- 5 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations.
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children.
- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters.
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect.
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

- 6 The following procedures/measures are in place:

Scoil Choilm Community National School

Porterstown Road, Clonsilla, Dublin 15, D15 Y9RV.

Phone: 01-8213352/01-8218010 Roll No: 20241K

www.scoilchoilmcns.ie

scoilchoilmjuniorcns@scns.ie / scoilchoilmseniorcns@scns.ie



- In relation to 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 attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie website.
 - In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the Department of Education and available on the gov.ie website.
 - In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
 - Has provided each member of staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages Board of Management members to avail of relevant training
 - The Board of Management maintains records of all staff and Board member training
 - In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
 - All registered teachers employed by the school are mandated persons under the Children First Act 2015. SNAs are not mandated persons but they must report child protection concerns to the DLP.
 - In accordance with the Children First Act 2015 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.
 - The various procedures referred to in this Statement can be accessed via the school's website, the gov.ie website or will be made available on request by the school.
- 7** This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 8** This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on 26th February 2018.

This Child Safeguarding Statement was reviewed by the Board of Management on the 14th February 2019, the 3rd of February 2020, the 5th October 2020, 4th October 2021, 14th September 2022 and the 1st September 2023.



Child Safeguarding Risk Assessment Written Assessment of Risk of Scoil Choilm Community National School

In accordance with section 11 of the Children First Act 2015 and with the requirements of Chapter 8 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*, the following is the Written Risk Assessment of Scoil Choilm Community National School.

Section 11 (1) (a) of the Children First Act, 2015 defines risk as “any potential for harm to a child while availing of the service.” It should be noted that Children First outlines that risk in this context is the risk of “harm” as defined in the Children First Act, 2015 and not general health and safety risk.

Section 2 of the Act defines harm as follows:

“harm” means, in relation to a child –

(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;

“ill-treatment” means, in relation to a child, to abandon or cruelly treat the child, or to cause or procure or allow the child to be abandoned or cruelly treated;

“neglect” means, in relation to a child, to deprive the child of adequate food, warmth, clothing, hygiene, supervision, safety or medical care;”

“welfare” includes, in relation to a child, the moral, intellectual, physical, emotional and social welfare of the child.”

This definition is taken from <https://www.gov.ie/pdf/?file=https://assets.gov.ie/268613/39868a39-1de4-4890-97a0-2fa388a8a2a9.pdf#page=null> . Child Protection Procedures for Primary and Post-Primary Schools (revised 2023) . Page 60

All preventative measures outlined below are snippets of information and protocols as outlined in the policies of Scoil Choilm CNS. The Risk Assessment below should be read in conjunction with the following policies; Yard Accidents, Critical Incident Policy, Typical School Day(supervision), Code of Behaviour, our Safety Statement and full risk assessment for all eventualities, the Intimate Care policy and SNU policies.

| List of school activities | Risk of harm | Preventative Measures |
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| Daily arrival | Children getting lost | Staff on duty from 8.30am onwards P & DP on main gates Staff aware of children who struggle with the transition into school |
| Dismissal of pupils at home time | Strangers collecting children Children getting lost | Only parents or nominated contact can collect If an emergency arises, parents must phone the office to notify staff that another person will collect the children |



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| | | <p>The children will not be released otherwise</p> <p>Staff supervision</p> <p>All staff and children arriving to the yard on time</p> <p>Children from Senior classes accompanied to Junior school to collect siblings</p> <p>SET staff to oversee home time dispersal with classroom teachers</p> <p>Children who are late being collected will be brought to the reception areas in both schools</p> <p>Parents will be phoned to remind parents to collect their children on time</p> <p>Tusla will be phoned in the situation that a parent cannot be reached that evening</p> <p>Staggered home time to ensure smooth running at home time</p> |
| Handover from parents to school staff in the mornings and evenings | <p>Children upset</p> <p>Absconding from school</p> <p>Challenging behaviour – harm to self</p> | <p>Principal & DP positions at gates to Junior school and Senior School</p> <p>Staff on morning duty – 4 teachers and all SNAs</p> <p>Supervision in place from 8.30am onwards in the mornings</p> |
| Demands and instructions from teachers to pupils | <p>Refusal to complete an activity may lead to outbursts or upsets</p> | <p>Calming strategies</p> <p>Distraction and resettling techniques</p> <p>Phone calls to parents to collect child</p> |
| Recreation breaks for pupils | <p>Accidents – trips/ falls</p> <p>Bleeds</p> <p>Head bumps</p> <p>Cuts and bruises</p> <p>Swelling</p> <p>Please see Safety Statement and Risk Assessment for further details</p> | <p>Adequate staff on duty</p> <p>Yard divided into year groups to ensure smooth running of yard duty</p> <p>Cover list for teachers who are ill/ can't attend yard duty</p> <p>DP & P on yard daily</p> <p>Yard Accident procedures and policies in place.</p> <p>Staff collecting children on time</p> <p>Staff handover in relation to yard accidents from yard teacher to classroom teacher</p> <p>Classroom teachers to phone parents to inform them of accidents</p> |
| Movement around the classroom and school grounds | <p>Trips/ falls</p> <p>Scissors hazards</p> | <p>Teachers explicitly teaching safety around the classrooms</p> <p>All staff upholding high standards of Health & Safety in the classrooms and on the corridors</p> |



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| Morning Duty | Potential risk of children roaming around the grounds of the school Lapse in time if parents are dropping children off early – no supervision in place before 8.30am | Staff on duty from 8.30am Principal issues letters to parents who leave their children unattended before supervision commences |
| Break & Lunch time | Accidents – trips/ falls Bleeds Head bumps Cuts and bruises Swelling Please see Safety Statement and Risk Assessment for further details Absconding from school | Gates closed on yard when children have yard time Staff monitoring and supervising students Yard Accident Policy in place Follow up phone calls in place to check on children Critical incident policy in place for major accidents |
| Children on the school grounds after school | Danger to children as the school has a one way system Unsupervised children poses harm to the child | Parents are notified to supervise their children when leaving the grounds of the school Parents are reminded verbally to ensure that their children sit in the car if families are waiting for older siblings or students from LCC (secondary school) Parents are issued a letter from the Principal if children are left unsupervised Parents will be asked to leave the grounds of the school if their children are left unsupervised |
| Traffic on the school grounds | Danger to children’s safety | Parents are asked to follow the one way system with a max speed of 15Km/H Parents are reminded to always follow the caretaker’s directions Children are asked to remain with their parents on the grounds of the school Parents are reminded to drive slowly If there is a disagreement between parents in relation to parking/ driving, parents are asked to resolved the dispute calmly. |
| Distressed students | Absconding from school | Staff to accompany the children into school using a hands off approach unless the student’s safety is at risk |
| Group teaching (withdrawal) One-to-one teaching (withdrawal) | Children on their own with a staff member | Open door policy to protect child and staff member All staff aware of Child Protection procedures |
| One-to-one behavioural support (withdrawal) | Children on their own with a staff member | Open door policy to protect child and staff member |



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| | | All staff aware of Child Protection procedures |
| Minor Accidents | Scrapes Cuts Bruises | Staff to deal with accidents on yard Parents to be informed |
| Serious Accidents | Major head injuries Loss of blood Broken bones | Staff to deal with accidents on yard Emergency services to be phoned Parents to be informed |
| Children not feeling well | Fainting Vomiting | Children will be sent home from school |
| Outdoor teaching activities or PE lessons | Accidents – trips/ falls Bleeds Head bumps Cuts and bruises Swelling | Yard Accidents Procedures in place Notifying parents Staff to record accidents Follow up phone calls with parents in place |
| Sporting Activities | Accidents – trips/ falls Bleeds Head bumps Cuts and bruises Swelling | Yard Accidents Procedures in place Notifying parents Staff to record accidents Follow up phone calls with parents in place |
| School tours and outings | Children going missing Taking additional children from another school with our group of children Accidents on tour Children feeling sick | Adequate staff supervision 1: 10 staff: children Staff meetings prior to tours each morning First Aid Bags to be brought Parental permission to be sought Head counts regularly |
| Use of the visiting Mobile Library bus | Children with adult who is unfamiliar | Staff to accompany children to library bus and remain supervising the children |
| Use of toilet in the classroom and on yard | Children locked in the toilet | Emergency response button in staff yard toilets Children asked to shout for help if they are stuck |
| Changing clothing for matches, plays, swimming, etc. | Child protection concerns | Children to be supervised by staff at all times Mixture of male and female staff |
| Children from families where court / protection or barring orders are in place | Parental issues affecting the children Threat of parent without permission collecting child | Post holder to oversee court order – Senior Leader Staff working with these children are informed Close supervision is in place at home time Central log of all court paperwork |
| Hot weather – status Yellow Warnings | Heat exhaustion Sun stroke Falling items on school yard due to strong winds | Principal to be informed of weather warnings |



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| Stormy Weather – Status Red Warnings | Trips and falls in icy conditions | Take appropriate actions in terms of outdoor time Speak to board of management in relation to school closures Parents to be informed in as much time as advance for school closures Sun screen/ hats/ coats recommended Sand to be scatted on icy mornings by care taker to prevent trips/ falls |
| School events e.g. Tráth Na gCeist, Halloween Fun Day, end of year quiz | Poor behaviour at events with lots of students | Adequate staff supervision |
| Infectious Disease | Spread of infection to children including Covid 19 | Parents are required to inform the school when their child is sick Staff and parents notified about possible infection diseases Mitigating measures such as proper ventilation and hand sanitisation |
| Fundraising events | Harm to children due to new activities that are usually not undertaken in school | Principal to carry out risk assessment prior to new events taken place Adequate supervision in place |
| Use of off-site facilities for school activities such as Fingal Athletics and inter-school football matches. | Lack of proper facilities Lack of adequate toileting facilities | Children encouraged to use bathrooms before leaving the school grounds Short trips to avoid accidents |
| School transport arrangements including use of bus escorts for SEN pupils | Bus / taxi crashes Challenging behaviour due to children being unsettled | Principal and post holder to liaise with bus/ taxi drivers and the DES in relation to bus routes Parents to be informed Bus escorts to be present for all journeys |
| Care of children with special educational needs, including intimate care where needed | Harm to SEN children | Staff to be informed of all needs by SEN co-ordinator SNAs and teachers to read all SEN reports of the |



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| | | children that they are working with School Support Plus level of tuition to be offered to these children with academic and social targets in place |
| Changing of children if they have a toileting accident or clothing accident | Child abuse Risk of harm to a child while receiving intimate care | Child protection policies in place Toilet plans for children who need assistance with toileting. Staff to work in pairs to protect the child and themselves |
| Swimming | Child Abuse Drowning or getting into difficulty in the water | Garda vetted swimming coaches in place Swimming coach to supervise children. Staff to remain at pool when children are completing swimming lessons. Staff to accompany special needs children from our special classes, in the pool. Dressing room supervision from male and female staff Dressing room supervision Adequate ratio of pupil to staff |
| Challenging Behaviour | Self-injurious behaviour | Code of behaviour in place Calming strategies in place Removal of demands and requests from staff Staff to keep a safe distance whilst supervision remains in place for the child ISM to call parents if child is distressed to take the children home |
| Administration of Medication | Causing harm to the child in terms of overdose or choking hazards Allergies Anaphylactic shocks | Administration of Medication policy No oral medications Meetings between teachers and parents to handover information in relation to medical needs Medical profile for all children with allergies |



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| | | First Aid Course for staff |
| Child Abuse | Physical, emotional, sexual abuse or children neglected Risk of harm not being recognised by school personnel Risk of harm not being reported properly and promptly by school personnel | Curricular provision in respect of SPHE, RSE, Stay Safe Training of school personnel in child protection matters |
| Bullying | Emotional abuse or physical abuse Risk of child being harmed in the school by another child Risk of harm to children who may have brought bullying to teacher's attention Cyber Bullying | Prevention and dealing with bullying amongst pupils Whole school awareness in relation to bullying Bullying lessons thoughts through SPHE Children taught to tell adults and of the importance of telling Discussion on language of bystander, victims, perpetrators. Internet Safety Talks for children and parents. |
| Racism | Emotional abuse or physical abuse Risk of child being harmed in the school by another child | Prevention and dealing with racism amongst pupils Whole school awareness in relation to racism Anti-racism lessons thoughts through SPHE |
| Use of external personnel to supplement curriculum. NEPS or SEN visitors Parental volunteers from PA | Children with unknown person Risk of child being harmed in the school by volunteer or visitor to the school Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while the child is participating in 'out of school activities' Risk of harm due to inappropriate relationship/communications between child and another child or adult | Garda Vetting to be in place for all external coaches/ NEPS and SEN visitors/ parental volunteers Teacher to supervise class when visiting teacher/ external coach is with the children |
| Contractors / maintenance work carried out in school | Harm to children from works or equipment | All contractors / work people must sign in through the office The majority of this work will be completed after school hours Emergency works can be completed during the school in zones granted by Principal |



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| | | Children will vacate the room during these works |
| Children in care and direct provision | Hunger and sleep deprivation Unsafe living conditions | Extra care and attention given to vulnerable children DLP to liaise with social workers attached to the families |
| Care of pupils with specific vulnerabilities/ needs such as: | Harm to children on the basis on their needs <ul style="list-style-type: none"> English is not their first language Pupils from ethnic minorities/migrants Members of the Traveller community Children from Roma backgrounds Pupils perceived to be LGBT Pupils who self-identify as LGBT Pupils of minority religious faiths Children who are non-verbal Children who have special educational needs <p>Children on CPNS, (Child Protection Notification System)</p> | Extra care given to children in terms of communication. Student support Behaviour support Individual Education plans in place Children receiving maximum supports in terms of EAL tuition, School Support Plus teaching etc. |
| Children attending targeted interventions through the School Completion Programme Children attending NYP Youth Services | Children leaving the school grounds with an adult other than a parent, namely the EOP or NYP worker | All parents must grant written permission to the school for their children to leave school at home time to attend these After School Clubs HSCL and principal keep list of attendees. Contact details are held for main EOP & NYP staff |
| ICT Usage in school | Exposure to inappropriate content online Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school | Safety measures in place outlined in our Acceptable Use Policy for children Parents must read and give permissions for their children to access internet in school |
| Mobile Phone Usage | Exposure to inappropriate content online Children recording or taking images in school | Mobile Phone usage limited in school in line with our Mobile Phone Policy. Sanctions outlined in our Code of Behaviour for misuse of the internet and school devices |
| Children walking home alone/ with siblings | Possibility of getting lost on the way out of school or on the way home | Permission must be granted by parents for their child to walk home alone Only children from 3 rd -6 th can walk home alone. |



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| | | Children from 1 st & 2 nd class can walk with a sibling Children from infant classes are not permitted to walking home alone |
| Sanctions from our Code of Behaviour | Emotional upset for students and their families | Staff to be mindful of emotional upset to families whilst still having to carry out sanctions of the code of behaviour |
| Student teachers undertaking school placement in our school | Unexperienced staff with children | Class room teacher and SNA to remain in the room at all times Provide supports for the Student Teacher |
| Use of video/photography/other media to record school events | Children being photographed or videoed without permission | Permission sought from all parents Staff to use school devices, not personal devices |
| Poor behaviour | Risk of harm due to inadequate code of behaviour | Code of Behaviour regularly reviewed |
| Social Media | Risk of harm caused to a child accessing/circulating inappropriate material via social media, texting, digital device or other manner | Informing parents of age limits on social media sites Internet safety talks for parents and children annually Webswise resources used in senior classes & social media lessons Letter to alert parents about social media issues when we are informed of dangers to children online, in the home setting. Regular reminders to parents of the age limits for children for social media sites Community Garda to visit senior classes to discuss online safety |
| Use of appropriate media by teachers in classroom- photos, videos. Participating in online lessons and learning remotely (use of Microsoft Teams and Seesaw) | Risk of harm due to use of online learning platforms – Microsoft Teams and Seesaw | All school personnel are provided with a copy of the school's Child Safeguarding Statement, The Child Protection Procedures for Primary and Post-Primary Schools (revised 2023) |



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| | | all staff are required to adhere to the Children First Act 2015 |
| Sharing of Information | Oversharing of information GDPR issues | GDPR training for all staff Sensitive data stored in principal's office – Child Protection files and SEN files Aladdin software protected by password Confidentiality promoted amongst staff |

The school is committed to continuing CPD for all staff where necessary
 The school implements the Stay Safe Programme in its entirety
 The school implements the SPHE curriculum
 The school implements the 'Relationships and Sexuality Education' Programme
 The school implements 'Fun Friends' / 'Friends for Life' and 'Get Up, Stand Up!'(NEPS), the 'ALERT' programme, the 'You Can Do It!' programme, 'The Zones of Regulation' programme and the 'Retracking' programme
 The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools
 The school has an Anti-Racism Policy
 The school has yard/playground procedures to ensure appropriate supervision of children during, assembly, dismissal and breaks.
 The school has in place a policy and clear procedures in respect of school tours.
 The school has a Health and Safety policy
 The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting
 The school follows the codes of conduct for school personnel as agreed with the relevant partners such INTO, IMPACT and the Teaching Council
 The school complies with the agreed ETB disciplinary procedures for teaching staff and SNAs
 The school has a Special Educational Teaching policy
 The school has an intimate care policy/plan in respect of students who require such care
 The school has procedures for the administration of medication to pupils
 The school –
 Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
 Ensures all new staff are provided with a copy of the school's Child Safeguarding Risk Assessment
 Encourages staff to avail of relevant training
 Encourages board of management members to avail of relevant training
 Maintains records of all staff and board member training
 The school has procedures for the administration of First Aid
 The school has in place a code of behaviour for pupils
 The school has in place an Acceptable Use Policy for staff and for pupils in respect of usage of ICT
 The school has in place a Mobile Phone policy in respect of usage of mobile phones by pupils
 The school has in place a Critical Incident Management Plan
 The school has procedures for the use of external persons to supplement delivery of the curriculum



The school has procedures in place for external persons who are preparing the children for the Sacraments, after school clubs and additional language teaching outside of school hours
All teachers, coaches and parents who are dealing with the children are garda vetted
The school has procedures for the use of external sports coaches
The school has procedures in respect of student teacher placements
The school has procedures in respect of students undertaking work experience in the school
The school has in place a policy and procedure in respect of Accident and Incident reporting and Investigation policy.

The school adheres to the Data Protection policy

The School has a Covid Response Plan in place and adheres to all health and safety procedures outlined in the plan.

All staff members have completed Covid Health and Safety Training before returning to school in August 2020.

The school has an Internet Safety and Acceptable Use policy in place. 'Microsoft Teams' and 'Seesaw' are the only Virtual Learning Environments permitted to be used, as authorised by DDLETB.

Important Note: It should be noted that risk in the context of this risk assessment is the risk of "harm" as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

In undertaking this risk assessment, the Board of Management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent. This risk assessment has been completed by the Board of Management on the 14th February 2019, the 3rd of February 2020, the 5th October 2020, 4th October 2021, 14th September 2022 and the 1st September 2023.

Signed:
Mr. John Walsh

Signed:
Mrs. Laura O'Brien

Chairperson of Board of Management
Date: 1st September 2023

Principal
Date: 1st September 2023

Updated on September 1st with amendments as outlined in the child protection 2023 guidelines.
Awaiting Board approval at Board of Management meeting



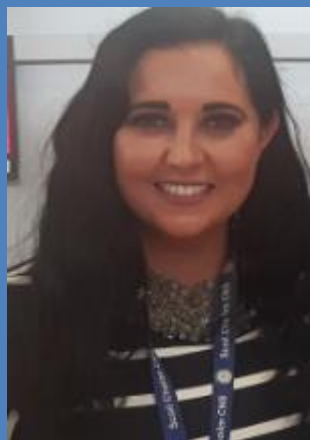
**Child Protection
DLP & DDLP**

Under the revised Child Protection Procedures, all disclosures in relation to Child Protection issues must be made through the Designated Liaison Person (DLP) or in her absence, the Deputy Designated Liaison Person (DDLP). In Scoil Choilm Community National School, Mrs. Laura O'Brien (Principal) is the Designated Liaison Person (DLP), and Ms. Rachel Connors is the Deputy Designated Liaison Person (DDLP). This is in accordance with the Department of Education and Skills Circular 0065/2011.

Designated Liaison:

**Deputy Designated
Liaison:**

Mrs. O'Brien (Principal)
(Deputy Principal)



Ms. Rachel Connors





6.1 Child Protection – Procedures for Handling Disclosures

This document outlines good practice and procedures for handling disclosures.

All staff members (teachers, SNAs, ancillary, secretarial, caretaking etc.) in this school will follow the procedures for reporting concerns or disclosures as outlined in the 'Child Protection Procedures for Primary and Post-Primary Schools' (revised 2023). The BOM has appointed Laura Maher (Principal) as the Designated Liaison Person (DLP) and Rachel Connors (Deputy Principal) as the deputy DLP. Both members of staff have undertaken training.

A copy of the 'Children First – National Guidance for the Protection and Welfare of Children 2017' is available online. Each staff member has been given a copy of the school's 'Child Safeguarding Statement' and 'Child Safeguarding Risk Assessment'. All staff also have access to the 'Child Protection Procedures for Primary and Post Primary Schools (revised 2023)'. It is incumbent on all staff members to familiarise themselves with 'Children First' and the DES child protection guidelines and procedures. New staff will be invited to a Child Protection meeting each year to outline these procedures. The DLP and the DDLP ensures that all staff members (permanent, temporary and those on a contract) and members of the Board of Management have completed the 'Children First E-Learning Programme'. This programme must be completed every 3 years. Copies of these certificates will be kept on file.

Practice

a) Physical contact

Physical contact between school personnel and the child should always be in response to the needs of the child and not the needs of the adult. Whilst physical contact may be used to comfort, reassure or assist a child, the following should be factors in determining it's appropriateness;

- It is acceptable to the child
- It is open and not secretive
- the age and development stage of the child

School personnel should avoid doing anything of a personal nature for children that they can do themselves.

b) Visitors/ Guest Speakers

Visitors/ Guest speakers should never be left alone with the pupils. The school principal/ teachers have a responsibility to validate the credentials of the visitor/ guest speaker and to ensure that the material in use by guests is appropriate prior to its usage. All visitors must be vetted to enter the school building.

c) Children with specific toileting/ intimate care needs

In all situations where a pupil needs assistance with toileting/ intimate care, a meeting will be convened, after enrolment and before the child starts school, between parents/ guardians, class teacher, special needs assistant, principal, SENCO and if appropriate the pupil. The purpose of this meeting will be to ascertain the specific needs of the child and to determine how the school can best meet those needs. The staff who will be involved in this care will be identified and provision will be made for occasions when the particular staff involved are absent. A written copy of what has been agreed will be made and kept in the child's file.

d) Toileting accidents

Clean underwear and suitable clothing will be kept in the school so that if a pupil has an 'accident' of this nature they will in the first instance be offered fresh clothing into which they can change. The pupil will be assisted by members of staff familiar to the child.

e) One to One teaching



One-to-one teaching can be at times in the best interest of the child. Every effort will be made to ensure that this teaching takes place in an open environment. Parents of children who are to be involved in one-to-one teaching will be informed and their agreement sought.

f) Substitute teachers

Substitute teachers will be made aware of the names of the DLP and the DDLP. They will be encouraged to report any concerns or disclosures to them.

Categories of Abuse

There are 4 main types of abuse.

- Neglect
- Emotional Abuse
- Physical Abuse
- Sexual Abuse

Bullying and Racism will also be considered as signs of abuse in school and in the home.

Recognising signs of Child Abuse

Best practice in relation to identifying cases of child abuse;

- Consider the possibility.
- Look out for Signs of Abuse
- Record Information
- Report

Reasonable grounds for concern include;

- Evidence that is consistent with abuse and is unlikely to have been caused in any other way. Not all child protection issues will have evident attached.
- 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/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 the child being abused.
- A child or parent has disclosed that they have sent or received a sexual image of a child in our school

Neglect

- Neglect is 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, supervision and safety.
- Emotional neglect may also lead to the child having difficulties of attachment.

Features of Neglect

- Being left alone without adequate care and supervision
- Malnourishment, lacking food, unsuitable food or erratic feeding
- Failure to thrive (due to malnutrition and/or emotional deprivation)
- Failure to provide adequate care for medical and developmental needs
- Inadequate living conditions
- Lack of adequate clothing
- Inattention to basic hygiene
- Lack of protection and exposure to danger
- Persistent failure to attend school



- Abandonment or desertion
- Child appearing overwhelmed, emotional and withdrawn
- Poor attendance & Education neglect
- Lack of supervision
- Incapacity to provide adequate parenting- omission of care

Emotional Abuse:

- 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 the 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.
- It can also occur when adults responsible for taking care of children are unaware of and unable (for a range of reasons) to meet the children's emotional and developmental needs.
- 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.
- 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.
- 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.

Features of Emotional Abuse

- 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
- Conditional parenting
- Extreme over-protectiveness
- 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 or her age and stage of development
- Bullying

If a child is coming to school regularly in a distressed state or if they are talking about violence in the home towards another sibling or parent, notes should be taken of this. If there are visible signs of abuse, you should ask the parent if they are OK and if necessary offer them telephone numbers of agencies which can help them, pointing out to them that getting help is important as domestic violence is emotionally damaging to children. The DLP should be made aware of situations like these and advice may be sought from Tusla.

Physical Abuse

- Physical abuse is when someone deliberately hurts a child 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 because of suspected physical abuse.



- The school is mindful of culturally traditions in relation to discipline at home. Staff are aware of these culturally issues.
- The Children First Act, 2015 includes a provision that abolishes the common law defence of reasonable chastisement in court proceedings.

Features of Physical Abuse

- 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
- Concerns about broken limbs or body parts
- Suffocation
- Attempt of drowning
- Fabricated/induced illness.
- Female genital mutilation, typically at time of puberty

Sexual Abuse

- The age of consent is 17 years of age in Ireland.
- Signs may include children who are overly sexualised or who are overly informed about adult content
- 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 or child sexual abuse content
- Self-generated sexual images, distributing sexual images or procession of sexual images
- Sexual activity involving a young person may be sexual abuse even if the young person concerned does not themselves recognise it as abusive.
- It rarely involves just a single incident and, in many instances, occurs over a number of years.
- Child sexual abuse most commonly happens within the family, including older siblings and extended family members.

Examples of Sexual Abuse

- Any sexual act intentionally performed in the presence of the 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
- Exposing a child to inappropriate or abusive material through information and communication technology - emails, texts, television, online content.
- Consensual sexual activity involving an adult and an underage person.

Circumstances to consider that make children more vulnerable:

- Children with disabilities
- EAL learners- pictures may be used to document the issue
- Homeless or temporary accommodation
- Poor Social or economic backgrounds
- Addiction issues at home



Mandated Person

Every registered teacher, as a mandated person, now have 2 statutory obligations. SNAs and ancillary staff are not mandated persons, but they must report all child protection concerns to the DLP.

Mandated persons:

1. Can make his or her own mandated report to Tusla where the concern about the child is at or above a threshold of harm as defined under the Children First Act 2015. (This should be done jointly with the DLP)
2. Must assist Tusla in assessing a concern which has been the subject of a mandated report, if requested by Tusla.

Mandated report or non-mandated report:

A mandated report meets the threshold of harm. A non-mandated report is a concern that may not meet the threshold of harm but there are concerns from staff or DLP.

Handling Disclosures from Children

If a child makes a disclosure that something has happened to them, or if there is evidence of physical harm or serious emotional distress, the matter must be reported to the DLP, **without delay.**

The teacher or staff member should try to comfort the child and ask the following questions;

- Are you o.k.?
- Why are you upset?
- What happened?

If a child makes a disclosure, it is then appropriate to ask the following questions:

- When did it happen?
- Where did it happen?
- Who did that?

The following advice is offered to school personnel to whom a child makes a disclosure of abuse:

- Respond calmly
- Listen carefully
- Take the child seriously
- Reassure the child that they were right to tell you
- Do not promise to keep anything secret
- Ask questions for clarification only
- Do not ask leading questions or make suggestions to the child for example; why did they do that?, what did you do?, was it your ___ who did that?
- Do not question any other child in the school for example brother, sister, or cousin.
- Check back with the child that what you have heard is correct and understood
- Do not express any opinions about the alleged abuse
- Explain that further help may have to be sought.
- Make a written record of the conversation as soon as possible, in as much detail as possible including; times, names, locations, context and factual details of conversations.
- Pictures may be counted if the children is an EAL or SEN learner.
- Treat the information confidentially.
- Use template A to document the disclosure (see appendix)



This information should then be reported to the Designated Liaison Person (Laura O'Brien) or in her absence, the Deputy Designated Liaison Person (Rachel Connors), without delay.

In the case where the DLP is unsure if a disclosure is a Child Protection issue, the DLP will phone Tusla to seek further advice.

Recording

- School personnel shall note carefully what they have observed and when they observed it and in the case of a disclosure by a child or comment by another person quote words actually used, as soon as possible after the comment has been made. Signs of physical injury shall be described in detail and, if appropriate, sketched.
- The record of the discussion shall be signed, dated and given to the DLP who shall retain it.
- The DLP shall record all concerns or allegations of child abuse brought to his or her attention, and the actions taken following receipt of a concern or allegation of child abuse.
- If the situation is brought to the attention of the Duty Care Social Worker written evidence will be required and the 'Standard Report Form' should be jointly filled in with the DLP.
- Information given by a child or parent is shared with staff strictly on a need to know basis based on the best interest of the child.
- Giving information to others for the protection of a child is not a breach of confidentiality.
- The DLP will inform parents/carers if a report is being submitted to Tusla or An Garda Síochána unless doing so is likely to endanger the child.

General protocol is that the DLP or, where applicable, the Deputy DLP contacts all agencies such as the Gardaí, Duty Care Social Worker or Women's Aid on behalf of and in collaboration with members of staff. In cases of emergency, where a child appears to be at immediate and serious risk, and a Duty Social Worker is unavailable, An Garda Síochána should be contacted.

If there is an allegation against any member of school personnel, the DLP should be notified and then follow the reporting procedures. The DLP must also inform the Employer i.e.. DDLETB following of the Procedures which states:

Where an allegation of abuse is made against a member of school personnel, the DLP shall always inform the employer (the board of management or ETB as appropriate). This applies whether or not the matter is being reported to Tusla. In addition, the relevant procedures regarding allegations of abuse made against school personnel outlined in chapter 7 of these procedures shall also be followed. In the case of informing the employer DDLETB, the Chief Executive has nominated the Director of Schools as the first port of call. If there is an allegation against the DLP then the staff member should notify the Chief Executive of DDLETB as per section 7.3.4 of the Procedures.

Child Protection Over Sight Reports:

When the DLP or the DDLP is reporting a concern, we will decide considering the following options, based our decision on the guidelines.

1. Report the concern to Tusla as per normal procedures
2. Ring Tusla for advice if unsure as to whether to report
3. Tusla don't recommend the referral but the school files the report to Tusla as they feel it meets the threshold of harm
4. Tusla recommend that the report should be made but the school doesn't follow this guidance

The school does not intend to opt for option 3 or 4. All disclosures related to option 3 or 4, will be detached and presented to the Board of Management. One copy of the information will be brought in hard copy to the BOM. The Board's decision will be noted in the Board of Management minutes. The report will not be shredded.



The principal will bring redacted copies of the TUSLA reports or information retained on any data in the CPOR in section 1 & 2. If there is an data in the two sections below, this information should be compiled and redacted in template F for perusal for the board of management. The unique reference code must be recorded in the minutes. This redacted copy is stapled to the Board of Management Minutes and filed accordingly.

A. Allegations of abuse against members of school personnel

State the number of Reports / Cases since the last BoM Meeting in each category – (See 9.5 DES Procedures*)

| | Category | |
|---|--|--|
| a | Reports made to Tusla | |
| b | Cases where the DLP sought advice from Tusla and the matter was not reported by the DLP based on the advice of Tusla | |
| c | Cases where the DLP has not sought any advice from Tusla and has not reported the matter to Tusla | |
| d | Cases where the DLP did not report the matter to Tusla in circumstances where Tusla has advised the DLP that it should be reported | |
| e | No cases in a to d above – put an X in the box è | |

B. child protection concerns in respect of pupils in the school

State the number of Reports / Cases since the last BoM Meeting in each category – (See 9.6 DES Procedures*)

| | Category | |
|---|---|--|
| a | Cases where a mandated report was sent by DLP to Tusla following advice from Tusla | |
| b | Cases where a member of school personnel has submitted a report to Tusla in circumstances where the DLP has decided that the matter did not warrant reporting | |
| c | Cases where the DLP has sought the advice of Tusla and Tusla has advised that the matter should not be reported | |
| d | Cases where the DLP has sought the advice of Tusla and Tusla has advised that the matter should be reported but the DLP has not reported the matter in question | |
| | No cases in a to d above – put an X in the box è | |

Any documents provided as part of the Child Protection Oversight Report will be anonymised.

Storage of Child Protection Files

- All records so created should be regarded as highly confidential and retained in a secure location by the Designated Liaison Person.
- A soft copy of all Child Protection Tusla records will be kept on the server on a secure location that only the DLP and Deputy DLP have access to.
- All hard copies of Child Protection Tusla records will be kept in a filing cabinet in a locked store. Each file is assigned an unique code, rather than the child's name.

Confidentiality

All information regarding concerns of possible child abuse should only be shared on a 'need to know' basis in the interests of the child. The giving of information to those who need to have that information is not a breach of confidentiality. This procedure exists for the protection of a child who may have been or has been abused. The DLP who is submitting a report to Tusla or An Garda Síochána should inform a parent/guardian, unless doing so is likely to endanger the child or place a child at further risk. A decision not to inform a parent/guardian should be briefly recorded together with the reasons for not doing so. In emergency situations, where the Duty Care Social Worker cannot be contacted and the child appears to be at immediate and serious risk, An Garda Síochána should be contacted immediately. A child should not be left in a dangerous situation pending Duty Social Worker intervention.



Allegations against School Employees

While each school authority has a duty and responsibility, as an employer, in respect of its employees, the protection, safety and well-being of children must be the priority. Where an allegation of abuse is made against a member of school personnel, the DLP shall always inform the employer (ETB) and the Board of Management (BOM). This applies whether or not the matter is being reported to Tusla.

Employees shall be treated fairly which includes the right not to be judged in advance of a full and fair process. The principles of natural justice and fair procedures shall be applied. The employer shall as a matter of urgency ensure that any necessary protective measures are taken, including where there is an urgent child safeguarding requirement to immediately absent an employee from the school activating the protocol authorising immediate action.

There are two procedures to be followed:

1. The reporting procedure.
2. The procedure for dealing with the employee. This procedure is handled by the employer who is DDLETB.

The DLP has responsibility for reporting the matter to Tusla. The Chairperson of the BOM has responsibility, acting in consultation with the Patron, for addressing the employment issues. If the allegation is against the DLP the Deputy DLP will report the allegation to the Chief Executive of Dublin and Dun Laoghaire ETB and the Chairperson of the BOM. The Chief Executive will then assume the responsibility for reporting the matter to Tusla, as DDLETB are the employer of all Scoil Choilm CNS employees.

School employees, other than the DLP who receive allegations against another school employee, should immediately report the matter to the DLP. The procedures outlined in the 'Child Protection Procedures for Primary and Post Primary Schools (revised 2023)' will then be followed.

Reporting

When an allegation of abuse is made against a school employee, the DLP should immediately act in accordance with the procedures outlined in the 'Child Protection Procedures for Primary and Post Primary Schools (revised 2023).

A written statement of the allegation should be sought from the person/agency making the report. The DLP should always inform the Chairperson of BOM and the Patron of any allegation.

The Chairperson, the Patron and the DLP should make the employee aware

- a) That an allegation has been made against him/her
- b) The nature of the allegation
- c) Whether or not the HSE or Gardaí has been/will be/must be/should be informed.

The employee should be given a copy of the written allegation and any other relevant documentation. The employee should be requested to respond to the allegation in writing to the BOM/Patron within a specified period and told that this may be passed to the Gardaí, Tusla, and legal advisers.

The priority in all cases is that no child be exposed to unnecessary risk. Therefore, as a matter of urgency, the Chairperson of BOM and the Patron should take any necessary protective measures. These measures should be proportionate to the level of risk and should not unreasonably penalise the employee in any way unless to protect the child.

If the nature of the allegations warrants immediate action in the Chairperson's and the Patron's opinion, the BOM should be convened to consider the matter. The BOM will consider feedback, if any has been received from the HSE, Gardaí or relevant sources. This may result in the BOM directing that the employee absent him/herself from the school forthwith while the matter is being investigated (Administrative Leave). When the



BOM is unsure as to whether this should occur, advice should be sought from the Gardaí and/or the Duty Care Social Worker and the legal advisers to the school management.

Administrative Leave

Should the BOM direct that the employee absent him/herself as above until such time as a case is heard. Such absence of the employee would be regarded as administrative leave of absence with pay and not suspension and would not imply any degree of guilt. The DES should be informed immediately.

Board of Management

The Chairperson shall inform the BOM of all the details and remind the members of their serious responsibility to maintain strict confidentiality on all matters relating to the issue and the principles of due process and natural justice.

Dismissal or Resignation

The employer will notify the Teaching Council once a teacher stands dismissed or resigns following upon the making of a complaint or the invoking of a disciplinary process. When staff members are under investigation, the principal will issue a unique number to each case to ensure that the identify of the staff member is investigated.

Telephone Numbers and Agencies which may be of assistance

| | |
|------------------------------------|--|
| Tusla | Tel: 01 8708000 |
| Blanchardstown Garda Station | Tel: 01 6667000 |
| National Adult Counselling Service | Tel: 1800 235284 |
| INTO Employee Assistance | Tel: 1800 411057 |
| One in Four | Tel: 01 6624070 |
| Rape Crisis Centre | Tel: 1800 778888 |
| Women's Aid Helpline | Tel: 1800 341 900 (www.womensaid.ie) |

Signed: Laura Maher
Principal

Signed: John Walsh
Chairperson of BOM

Date: 11th October 2023

Last date reviewed: 11th October 2023

Next review date: September 2024



**Mandatory Checklist 3
 Checklist for Review of the Child Safeguarding Statement**

The [Child Protection Procedures for Primary and Post-Primary Schools \(revised 2023\)](#) require that the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. **The review must be completed every year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers.** Undertaking an annual review will also ensure that a school also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement every two years.

The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list of the issues to be considered. Individual Boards of Management shall include other items in the checklist that are of relevance to the school in question.

As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices and activities vis a vis their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children First Act 2015, the Addendum to Children First (2019) and the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*.

| | Yes/No |
|---|--------|
| 1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ? | |
| 2. Is the Board satisfied that the Child Safeguarding Statement is displayed in a prominent place near the main entrance to the school? | |
| 3. As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ? | |
| 4. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015? (This includes considering the specific issue of online safety as required by the Addendum to Children First) | |
| 5. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review? | |
| 6. Has the Risk Assessment taken account of the risk of harm relevant to online teaching and learning remotely? | |
| 7. Has the DLP attended available child protection training? | |
| 8. Has the Deputy DLP attended available child protection training? | |
| 9. Have any members of the Board attended child protection training? | |
| 10. Has the school appointed a DLP and a Deputy DLP? | |
| 11. Are the relevant contact details (Tusla and An Garda Síochána) to hand? | |
| 12. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel? | |
| 13. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> and the Children First Act 2015? | |
| 14. Has the Board received a Principal's Child Protection Oversight Report (CPOR) at each Board meeting held since the last review was undertaken? | |
| 15. Since the Board's last review, did each CPOR contain all of the information required under each of the 4 headings set out in sections 9.5 to 9.8 inclusive of the procedures? | |

| | |
|--|--|
| 16. Since the Board's last review, has the Board been provided with and reviewed all records relevant to the CPOR? | |
| 17. Is the Board satisfied that the records provided are anonymised and redacted as necessary to ensure that the identities of children and any other parties, including school personnel, to whom the concern or report relates are not disclosed? | |
| 18. Since the Board's last review, have the minutes of each Board meeting appropriately recorded the records provided to the Board as part of CPOR? | |
| 19. Have the minutes of each Board meeting appropriately recorded the CPOR? | |
| 20. Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed? | |
| 21. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made? Notes should be shared with the BOM if you have any data in section 1 of the CPOR. | |
| 22. Where applicable, were unique identifiers used to record child protection matters in the Board minutes? Where applicable means – any case brought for discussion to the board of Management | |
| 23. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely? | |
| 24. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ? | |
| 25. In relation to any cases identified at question 20 above, has the Board ensured that any notifications required under section 5.6 of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> were subsequently issued by the DLP? | |
| 26. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement? | |
| 27. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement? | |
| 28. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request? | |
| 29. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools) | |
| 30. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post-primary schools) | |
| 31. Has the Board ensured that the SPHE curriculum is implemented in full in the school? | |
| 32. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? * | |
| 33. Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?* | |
| 34. Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?* | |
| 35. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement? | |
| 36. Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ? Parents Association | |



| | |
|--|--|
| 37. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements? Student Council agenda | |
| 38. Is the Board satisfied that the ' <i>Child Protection Procedures for Primary and Post Primary Schools Post-Primary Schools (revised 2023)</i> ' are being fully and adequately implemented by the school? | |
| 39. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement? | |
| 40. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement? | |
| 41. Has the Board ensured that any areas for improvement that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed? | |

*In schools where the ETB is the employer, the responsibility for meeting the employer's requirements rests with the ETB concerned. In such cases, this question should be completed following consultation with the ETB.

Signed _____

Signed _____

Chairperson, Board of Management`

Principal/Secretary to the Board of Management

Date: _____

Date: _____

Mandatory Checklist 3

Notification regarding the Board of Management's review of the Child Safeguarding Statement

To: _____

The Board of Management of _____ wishes to inform you that:

- The Board of Management's annual review of the school's Child Safeguarding Statement was completed at the Board meeting of _____ [date].
- This review was conducted in accordance with the "Checklist for Review of the Child Safeguarding Statement" published on the gov.ie website

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management

Scoil Choilm CNS Child Protection Oversight Report

Date of board of management meeting:

Date of last board of management meeting:

A. ALLEGATIONS OF ABUSE AGAINST MEMBERS OF SCHOOL PERSONNEL

| | Category | |
|---|--|--|
| a | Reports made to Tusla | |
| b | Cases where the DLP sought advice from Tusla and the matter was not reported by the DLP based on the advice of Tusla | |
| c | Cases where the DLP has not sought any advice from Tusla and has not reported the matter to Tusla | |
| d | Cases where the DLP did not report the matter to Tusla in circumstances where Tusla has advised the DLP that it should be reported | |
| e | No cases in a to d above – put an X in the box è | |

B. CHILD PROTECTION CONCERNS IN RESPECT OF PUPILS IN THE SCHOOL.

State the number of Reports / Cases since the last BoM Meeting in each category – (See 9.6 DES Procedures*)

| | Category | |
|---|---|--|
| a | Cases where a mandated report was sent by DLP to Tusla following advice from Tusla | |
| b | Cases where a member of school personnel has submitted a report to Tusla in circumstances where the DLP has decided that the matter did not warrant reporting | |
| c | Cases where the DLP has sought the advice of Tusla and Tusla has advised that the matter should not be reported | |
| d | Cases where the DLP has sought the advice of Tusla and Tusla has advised that the matter should be reported but the DLP has not reported the matter in question | |
| | No cases in a to d above – put an X in the box è | |

Where any of the above section refer to a report, the report must be brought to the Board in detached format.

C. CHILD PROTECTION CONCERNS ARISING FROM ALLEGED BULLYING BEHAVIOUR AMONGST PUPILS

State the number of Reports / Cases since the last BoM Meeting in each category – (See 9.7 DES Procedures*)

| | Category | |
|---|---|--|
| a | Cases where the DLP has reported a concern | |
| b | Cases where the DLP has sought Tusla advice as to whether to report a concern | |
| c | No cases in a to b above – put an X in the box è | |

D. SUMMARY DATA

State the number of Reports / Cases since the last BoM Meeting in each category - (See 9.8 DES Procedures*)

| | Category | |
|---|--|--|
| a | Total reports made to Tusla by DLP <ul style="list-style-type: none"> • No of those total reports which were mandated • No of those total reports concerning members of school personnel | |
| b | No of cases where the DLP has sought the advice of Tusla and, as a result of the advice, no report was made by the DLP <ul style="list-style-type: none"> • No of those total reports concerning members of school personnel | |
| c | No of cases where a member of school personnel provided the DLP with a copy of a report submitted by that person to Tusla in relation to a matter that the DLP had considered did not require reporting or did not require reporting as a mandated report <ul style="list-style-type: none"> • No of those total reports concerning members of school personnel | |
| | No cases in a to c above – put an X in the box è | |

Presented by Laura O'Brien, Principal and secretary of the Board, to the Board of Management at face to face board meetings.



OPTIONAL TEMPLATE A:

Child Protection – Record of how the allegation and/or concern came to be known to the DLP and record of DLP’s phone call seeking advice of Tusla (Sections 5.1.1 and 5.3.3)

Part A – Record of how the concern came to be known to the DLP

| | | | |
|--|--|----------------|--|
| Date: | | Name of child: | |
| DLP’s record of how the concern came to be known to the DLP: | | | |
| | | | |
| Signed by DLP: | | Date: | |

Part B – Record of DLP’s phone call seeking the advice of Tusla (where relevant)

| | | | |
|--|--|-------|--|
| Date: | | Time: | |
| Name of Social Worker, title and contact details: | | | |
| Details of information provided to the Tusla Social Worker in respect of the concern (including whether or not any identifying details were provided): | | | |
| | | | |
| Advice provided by Tusla in relation to whether or not to report the concern or whether or not to report the concern as a mandated report: | | | |
| | | | |
| Any other information or advice provided by Tusla: | | | |
| | | | |



| | | | |
|---|--|-------|--|
| | | | |
| Signed by DLP: | | Date: | |
| Signed by member of school personnel (where applicable) | | Date: | |

OPTIONAL TEMPLATE B

Child Protection – Template statement from DLP to a member of school personnel as to the reasons why a report has not been made to Tusla (Section 5.3.8 of the Procedures)

Dear _____ (*member of school personnel's full name*)

In relation to the concern which you brought to my attention on _____ (*dd/mm/year*), please be advised that I have decided not to report the matter to Tusla for the following reason:

| | |
|-----------------------------|--|
| <i>Tick appropriate box</i> | |
| <input type="checkbox"/> | I have sought advice from Tusla and have been advised by Tusla that the matter does not require reporting to Tusla |
| OR | |
| <input type="checkbox"/> | Other reasons |

| |
|--|
| Where the DLP has ticked 'Other reasons', those reasons must be set out below: |
| |

If you (member of school personnel) remain concerned about the situation, you are free to consult with Tusla and/or report to Tusla. If you decide to report the concern to Tusla you must provide a copy of that report to me as DLP.

| | | | |
|---------------|--|------|--|
| Signed by DLP | | Date | |
|---------------|--|------|--|

I acknowledge receiving this statement from the DLP:

| | | | |
|--------------------------------------|--|------|--|
| Signed by member of school personnel | | Date | |
|--------------------------------------|--|------|--|



Note – A copy of this statement must be retained by the DLP on the relevant child protection file.

OPTIONAL TEMPLATE C

Record of DLP informing or not informing a parent/carer that a report concerning his or her child is being made (Section 5.3.6 of the Procedures)

Part A: Applicable where the DLP has informed the parent/carer that a child protection concern report concerning his or her child is being made to Tusla

| | | | |
|--|--|--|--|
| Name of child: | | Name of parent/carer: | |
| Date and time parent/carer was informed: | | Means of informing parent/carer (phone call, meeting etc.) | |
| On the date and by the means referred to above, I have informed the above named parent/carer that a child protection report concerning his/her child is being made to Tusla and I gave the following reasons for the decision to report: | | | |
| | | | |
| Signed by DLP: | | Date: | |

Part B: Applicable where the DLP has, in accordance with the Children First National Guidance 2023, decided not to inform the parent/carer that a child protection concern report concerning his or her child is being made to Tusla

| | | | |
|---|---|-------|--|
| Name of Child: | | | |
| As DLP and in accordance with the Children First National Guidance 2023, I have decided not to inform the parent/carer that a child protection concern report concerning his/her child is being made to Tusla for the following reason(s): <i>[please tick relevant box(es) below]</i> | | | |
| | (a) I consider that the child will be placed at further risk or | | |
| | (b) I consider that the family's knowledge of the report could impair Tusla's ability to carry out a risk assessment or | | |
| | (c) I am of the reasonable opinion that by doing so it may place the reporter at risk or harm from the family, or | | |
| | (d) I have sought advice from Tusla as to whether the parent/carer should be informed and on foot on that advice I have decided not to inform the parent/carer. | | |
| Signed by DLP: | | Date: | |



Guidance Note 4: Recording the Board's oversight of child protection cases in its minutes.

Key principles

All child protection records provided to the board for oversight purposes, including those that relate to school personnel, should be anonymised and redacted to ensure the identities of any children and any other parties are not disclosed.

It is a matter for the school to decide how many copies of documents should be provided to the Board

The minutes should specify the documents provided at the board meeting.

At the end of the meeting all documents provided to board members should be collected from the members and retained in the child protection file.

The following is a sample extract from board of management minutes that exercised oversight of a child protection concern that the DLP did not report to Tusla and that did not involve a member of school personnel.

The principal presented the attached CPOR to the board. In respect of Case 0012/2020, the Board reviewed the redacted documents that were provided for oversight purposes. These documents are recorded in template F attached. All documents were redacted and a copy of each one was made for every board member. All redacted copies were subsequently retained in file 0012/2020.

The Board was satisfied that the relevant reporting procedures were followed. The following is a sample extract from Board of Management minutes that exercised oversight of a child protection concern that the DLP reported to Tusla and that involved a member of school personnel.

The principal presented the attached CPOR to the board. In respect of Case 0014/2020 the Board reviewed the redacted documents that were provided for oversight purposes. One copy of the redacted file documents was provided for the board meeting. This redacted copy was subsequently retained in file 0014/2020. These documents are recorded in template F attached. The Board was satisfied that the relevant reporting procedures were followed.