



Child Safeguarding Statement 2018

Introduction

This Child Safeguarding Statement was drawn up in consultation with the staff, parents and Board of Management of St. John the Apostle, Knocknacarra NS. St John the Apostle, Knocknacarra NS is an urban 16 classroom Primary School which caters for boys and girls from Junior Infants to Sixth Class.

The Board of Management has adopted and will implement fully, without modification the Department's Child Protection Procedures for Primary and Post Primary Schools 2017, as part of this overall Child Safeguarding Statement.

The Designated Liaison Person (DLP) is Noreen Healy (Principal)

The Deputy Designated Liaison Person (Deputy DLP) is Fiona Keane (Deputy Principal)

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 each of these, the school will adhere to the principles of best practice in child protection and welfare.

Rationale

This policy was drawn up in order to ensure that all recommended Child Safeguarding Strategies and procedures are in place in this school and that all staff have an awareness of their roles and responsibilities in relation to Safeguarding Children.

Aims

This policy aims to

- Create a safe, trusting, responsive and caring environment for children
- Provide personal safety skills education which specifically addresses abuse prevention for children
- Develop awareness and responsibility in the area of child protection among staff
- Put in place procedures for good practice to protect all children and staff
- Ensure that staff members are aware of and familiar with the 'Children First' and the DES (Department of Education and Skills) Guidelines and Procedures in relation to reporting concerns and/or disclosures of child abuse
- Provide for ongoing training in this and related areas for all school staff.

Guidelines

Prevention for children

The 'Stay Safe' programme is the primary resource used to provide education for children on abuse prevention, anti-bullying and other forms of victimisation. The programme develops children's ability to recognise, resist and report risk situations or abusive encounters by;

- teaching children, to identify for themselves unsafe or upsetting situations
- by giving simple rules to help them to avoid abuse
- by teaching children to respect and value the rights of others
- and by giving them the language and skills they require to seek help

The programme also informs parents and teachers about preventing bullying and child abuse, whilst seeking to create a greater public awareness about the problems children can and do experience.

The programme is taught as part of the school's SPHE curriculum under the strand unit Safety and Protection (Personal Safety). On enrolment of their child, parents will be informed that the 'Stay Safe' programme is in use in the school and a copy of the 'Stay Safe - A Parent's Guide' is provided.

Information regarding the 'Stay Safe' Programme will be provided to parents, as part of the Introductory Information Evening for new parents, and Curriculum Meetings each September for all classes and through letters regarding specific aspects of the Stay Safe programme.

Staff will make every effort to ensure that the messages of the programme are reinforced whenever possible. Special Education Teachers (SETs) and Special Needs Assistants (SNAs) will play a support role to the Class Teacher in relation to the planning, teaching and supporting of a programme of prevention for the children in their care. Ancillary staff members are aware of their responsibilities in relation to the Safeguarding of children

Prevention for Teachers:

A Welcome Pack is given to all new staff in the school (teachers, special needs assistants, ancillary staff, secretarial, caretaking etc.). This pack will include a copy of our Child Safeguarding Policy, and other relevant material listed below. All staff will follow the recommendations for reporting concerns or disclosures as outlined in 'Children First' and the Department's Child Protection Procedures for Primary and Post Primary Schools 2017

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 cooperate 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 following procedures/measures are in place;

- The Board of Management (BoM) will adhere to the relevant procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017 where any member of staff is the subject of any investigation. The relevant agreed disciplinary procedures for school staff are published on the DES and CPSMA websites.
- 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 DES and available on the DES 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 BoM-
 - ❖ provides each member of staff with a copy of the school's Child Safeguarding Statement and organises relevant training for its implementation - e.g. Tusla and PDST Webinar
 - ❖ The BoM maintains records of all staff and Board member training
 - ❖ Will make a copy of this Statement available to Tusla and to the Department if requested

In this school the BoM has appointed the above named DLP (Noreen Healy) as the “relevant person” (as defined in the Children First Act 2015) to be the first point of contact in respect of the Child Safeguarding Statement.

- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015, the Board has carried out a risk assessment of any potential for harm to a child, while attending the school, or participating in school related activities. A written assessment setting out the areas of risk is identified and the school's procedures for managing those risks are included in this statement. (Appendix 1)
- The various procedures referred to in this Statement can be accessed via the school's website, and will be made available on request by the school.

Roles and Responsibilities:

The BoM (Board of Management) has primary responsibility for the care and welfare of pupils. The **DLP** (Designated Liaison Person) **Noreen Healy** has specific responsibility for Child Protection.

The DLP will provide a Safeguarding Oversight Report as part of the Principal's Report to each BoM meeting. (See Appendix 3)

All staff have a general duty of care to ensure that arrangements are in place to protect children. Specifically, the BoM will:

- have a clear procedure for dealing with allegations of suspicions of child abuse (see below)
- monitor the progress of children at risk
- ensure that curricular provision is in place for the prevention of child abuse

It is the role of the DLP to:

- liaise with outside agencies
- be available to staff for consultation regarding suspicions or disclosures of abuse
- keep own records relating to any disclosures made by staff or about staff
- maintain proper records in a secure confidential manner in a secure location
- report suspicions and allegations to outside agencies based on advice
- keep up to date on current developments regarding child protection

Guidelines for the DLP in handling reported concerns and disclosure:

- The standard reporting form is completed by the DLP/Deputy as comprehensively as possible
- The report will then be forwarded to TUSLA by the DLP/Deputy DLP in writing, if advised. In the event of an emergency or non-availability of TUSLA staff, the reports should be made to the Gardaí. The DLP will report the matter to the Chairperson of the BOM and in the Safeguarding Oversight Report to the Board at its subsequent meeting
- Parents/guardians will normally be informed that a report is being made. If informing the parent/guardian, is likely to endanger the child or place the child at further risk, then the DLP may refrain from informing parents/guardians. However, the decision not to inform the parent/guardian should be briefly recorded together with the reasons for not doing so.
- When the allegation is against the DLP, the chairperson then assumes responsibility for reporting the matter to TUSLA and for filling in the standard reporting form.
- Where there are allegations or suspicions of Peer Abuse the DLP will follow the same procedures.
 - Parents will be notified and the DLP will inform the Chairperson
 - Principal and class teachers will make arrangements to meet separately with all parents, to resolve the matter
 - The school will make arrangements to minimise the possibility of the abusive behaviour recurring

Practice:

The school staff will be given an opportunity at the first Staff Meeting annually to identify and agree practices to be adopted in the school. A written protocol outlining agreed practices is included as follows in this policy document:

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 2017*

**Specific Procedures related to our school:
Refer to the individual policies for further details**

Risk identified	Procedures in place to manage risk identified
<p>Physical contact – risk of harm to children in teachers’ care</p>	<p>A culture of awareness among all staff of acceptable and unacceptable behaviour when dealing with children in our school. All new staff to be inducted into school safeguard procedures - policies, glance cards etc.. All staff are reminded to be cautious regarding physical contact with children.</p> <p>When one to one teaching occurs, teachers are expected to work within view of glass door. Consent sought in writing at IEP meetings. Timetable kept in Principal’s office.</p> <p>Teachers will not take children in their own cars, or without the presence of another adult.</p> <p>Teachers will where possible always be visible to others when dealing with children in the school environment.</p>
<p>Visitors / Guest Speakers:</p> <p>Use of school by other organisations:</p>	<p>All visitors and guest speakers are given an overview of our Child Protection Policy should they be in direct contact with individual or small groups of children.</p> <p>All volunteers working with children or doing teaching practice or classroom observation are required to familiarise themselves with the school’s Child Safeguarding Policy and provide details for the shortened vetting form provided by the CPSMA.</p> <p>Visiting coaches working with school children during and after the school day will not be left alone with children and advised of their duty of care.</p> <p>Garda vetting is necessary. Those providing afterschool activities for children must provide a Safeguarding policy to the school when signing their lease agreement.</p>
<p>SNA contact</p>	<p>SNAs to take children in small group for movement breaks. If a child is taken alone, visibility is essential to safeguarding children .</p>
<p>Changing for swimming or other sporting events:</p>	<p>Every effort is made to have a male and female staff member available. A staff member will always be outside the changing room when children are changing. In swimming pools etc. children will be escorted to bathroom /dressing room by school staff to ensure their safety.</p>
<p>Internet Access, Acceptable Use Policy</p> <p>Media</p> <p>Twitter</p> <p>Website</p>	<p>Family names and details will not be used on displays. Parental consent sought to name individual children. Children referred to by class in newspapers, Twitter, website.</p> <p>Children under supervision at all times when Ipads are in classroom use.</p> <p>All phone calls are made by the teacher or through the office.</p> <p>Children are not allowed use personal devices in school.</p> <p>Phones collected each day, if in class with no exceptions. AUP in place with</p>

	<p>clear procedures. No phones allowed on school trips. Parental consent sought at enrolment to allow children to be photographed during school events. Identification by first name and class only. 3 children per photo. Photos or video footage may only be published by school.</p>
<p>Administration of Medicines/ First Aid/ Intimate Care Needs</p>	<p>When attending to children, staff members are always visible to others. Refer to Administration of Medicine Policy. If on occasion a staff member has to help a child with a toileting accident, to clean or dress a child, this is always done in the presence of another member of staff. Spare clothing is available in school . Intimate Care needs require signed parental consent.</p>
<p>Attendance :</p>	<p>Attendance Policy outlines procedures to monitor pupil absence. Daily attendance is taken by teacher. Tusla provided with bi-annual reports on student absence when 20 or more days are missed. Children with 16 days or more receive a letter outlining days missed. Phone call from Principal follows. All absences to be monitored by class teachers to ensure there are not patterns of absence and that there are legitimate reasons for absences.</p>
<p>Bullying:</p>	<p>There is zero tolerance for bullying behaviour in the school. The Anti-bullying Policy is published on the school website and addresses procedures for bullying. If the bullying is of a sexual nature the matter is referred to the DLP for possible referral.</p> <p>An awareness of bullying behaviour is understood throughout the school community (teacher/child, teacher/teacher, Principal/teacher, child/child etc). Records of bullying and victimisation are kept by class teachers on school database.</p> <p>In exceptional circumstances e.g, serious cyber-bullying, the Gardaí may become involved as the school may not be equipped to deal with an issue that is perpetrated outside of the school setting.</p>
<p>Induction of Teachers and Ancillary Staff:</p>	<p>Garda vetting required. New staff informed and substitution folder to include Safeguarding Statement.</p>
<p>Children harming children: Supervision:</p>	<p>Children to be supervised at all times. Supervision Policy in place. Morning supervision, break-time supervision, transition supervision and supervision while children leave the school premises. Prompt return to class after break times essential. Teachers vigilant regarding supervision rotas, and allowing children out of class. All visitors to report to Office. No children to be taken by parents directly from the yard. Younger children collected directly from exits by parents/ guardians.</p>
<p>Guidelines for teachers in handling reported concerns and disclosure</p>	<p>When information is offered in confidence, the member of staff will be tactful and sensitive in responding to the disclosure. The member of staff will reassure the child and endeavour to retain his or her trust. The teacher will:</p> <ul style="list-style-type: none"> •Stay calm and not show any extreme reaction to what the child is saying. Listen compassionately and take what the child is saying seriously •Ensure the experience of telling is a positive one •Ensure the child understands that it is not possible that any information will be kept a secret

	<ul style="list-style-type: none"> • Avoid questioning unless the nature of what he / she is saying is unclear. Leading questions to be avoided • Inform the child of what will happen next, i.e. informing the DLP • Record the disclosure immediately afterwards using the child's own words and present this report to the DLP, keep a copy etc.
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Monitoring and Recording Procedures related to the Child Safeguarding Statement:

Lámh Cúnta Card: Each staff member is provided with this card for use in a situation where the staff member needs cover, and needs to give immediate attention to an issue. When a staff member receives this card it is a signal to immediately come to the aid of the staff member who sent it.

Child Protection Pack: Each staff member will be issued with a Child Protection Pack. This pack will include: a copy of the Safeguarding Statement, Summary Card for disclosures, Glance Card to help identify 'Signs and symptoms of Child Abuse' from the Children First Guideline, Sheet with suggestions for Monitoring from the Children First Guidelines, A copy of the appendix from the DES Guidelines, and a copy of the Information sheet , with copies of the monitoring sheets.

Storage of Records:

Teaching staff will store Child Protection records securely and separately from other educational records in a locked filing cabinet. At the end of the year monitoring records will be stored securely in confidential files in the principal's office.

Special Needs Assistants (SNAs) and Ancillary Staff will report incidences to the DLP who will make the written record and store this record securely in the principal's office.

The DLP will keep a **Safeguarding Record Book** to record all reports forwarded from staff. This Record Book will be stored securely in confidential files in the Principal's office. Children's or Staff names will not be used to ensure confidentiality.

Reporting or making Referrals

In a situation where a referral must be made the DLP will seek advice from TUSLA in line with the recommendations in the DES Guidelines.

Reference to other policies and/or plans:

Prevention: SPHE curriculum, Strand Unit on 'Safety and Protection',
The School Code of Behaviour and all previously mentioned Policies

Procedures and Practice: Code of Behaviour
Health and Safety Statement
See Risk Assessment Appendix 1 for all related policies and procedures

Timetable for Review

Review and Monitoring

This Safeguarding Statement will be monitored and reviewed by the Board of Management on an annual basis and as the need arises. The Board of Management will ensure that adequate training and support is provided for all staff, as necessary. The BoM will ensure that the attention of all new staff is drawn to the school's Safeguarding Statement and that it is fully understood. All Staff are required to tick a checklist to indicate that they have read, accept and understand these procedures.

Please note that as this is a new policy it will be updated/modified as the school authorities' work through its implementation. The board will keep you informed of changes to the policy.

Appendices;

- 1. Risk Assessment for Harm**
- 2. CPSMA Template of Principal's Oversight Report to BoM (Hard Copy on file)**
- 3. Checklist for Review of the Child Safeguarding Statement**
- 4. Disclosures Glance Card (red) -contained in each Child Protection Pack**
- 5. Types of Abuse Glance Card (green) - contained in each Child Protection Pack**
- 6. Notification regarding BoM's Review of the Child Safeguarding Statement**

Ratification & Communication

A summary sheet of this Statement will be displayed in the school foyer. The full text of this policy will be available to download from the school's website www.knocknacarrans.ie

This policy was reviewed and ratified by the Board of Management of St. John the Apostle, Knocknacarra NS, on February 26th 2018 and subsequently communicated to the school community via email and the school's website.

Signed: _____

Date: _____

Mr. Frank Laffey, Chairperson, Board of Management

Appendix 1

Risk Assessment for Harm

The Staff and Board of Management have identified the following as areas of specific concern in relation Safeguarding for Child Protection;

School Activities

- Daily arrival and dismissal of pupils
- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching
- Outdoor teaching activities
- Sporting Activities
- School outings
- Use of toilet/changing/shower areas in school/swimming pool
- Annual Sports Day
- Fundraising events involving pupils
- Use of off-site facilities for school activities
- School transport arrangements (including use of bus escorts if relevant)
- Care of children with special educational needs, including intimate care where needed,
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE, Stay Safe
- Prevention and dealing with bullying amongst pupils
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum
- Use of external personnel to support sports and other extracurricular activities

Care of pupils with specific vulnerabilities/ needs such as

- Pupils from ethnic minorities/migrants
- Members of the Traveller community
- Lesbian, gay, bisexual or transgender (LGBT) children
- Pupils perceived to be LGBT
- Pupils of minority religious faiths

- Children in care
- Children on CPNS
- Recruitment of school personnel including -
- Teachers/SNAs, Caretaker/Secretary/Cleaners, Sports coaches
- External Tutors/Guest Speakers
- Volunteers/Parents in school activities
- Visitors/contractors present in school during school hours
- Visitors/contractors present after school activities
- Participation by pupils in religious ceremonies/religious instruction external to the school
- Use of Information and Communication Technology by pupils in school
- Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.
- Students participating in work experience in the school
- Student teachers undertaking training placement in school
- Use of video/photography/other media to record school events
- After school use of school premises by other organisations
- Use of school premises by other organisation during school day
- Club na Gaeilge/ Homework club/ Easter/Summer camps

Procedures to address Risks of Harm

- 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 2017* are made available to all school personnel
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* and all registered teaching staff are required to adhere to the *Children First Act 2015*
- The school implements in full the Stay Safe Programme
- The school implements in full the SPHE curriculum
- **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*
 - a yard/playground/lunchtime club supervision policy to ensure appropriate supervision of children during, arrival, dismissal and breaks and in respect of specific areas such as toilets during these times etc.
 - a policy and clear procedures in respect of school outings

- a Safety Statement
- an Attendance Policy
- adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting
- codes of conduct for school personnel (teaching and non-teaching staff) and the school complies with the agreed disciplinary procedures for teaching staff
- a Special Educational Needs policy
- an Intimate Care policy/plan in respect of students who require such care
- a policy and procedures for the Administration of Medication to pupils
- maintains records of all staff and board member training
- has procedures for the administration of First Aid
- a code of behaviour for pupils
- an AUP policy in respect of usage of ICT by pupils
- a policy regarding the use of mobile phone/electronic devices by pupils
- a Critical Incident Management Plan
- a policy and procedures for the use of external persons to supplement delivery of the curriculum
- a policy and procedures for the use of external sports coaches
- clear procedures for one-to-one teaching activities
- a policy and procedures in respect of student teacher placements
- a policy and procedures in respect of students undertaking work experience in the school

Risks of Harm

The school recognises the following Risks of Harm:

- not being recognised by school personnel
- not being reported properly and promptly by school personnel
- a child being harmed in the school by another child
- a child being harmed in the school by volunteer or visitor to the school
- **a child being harmed by a member of school personnel**, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons
- due to bullying of child
- due to inadequate supervision of children in school

- due to inadequate supervision of children while attending out of school activities
- due to inappropriate relationship/communications between child and another child or adult
- due to children inappropriately accessing/using computers, social media, phones and other devices while at school
- to children with SEN who have particular vulnerabilities
- to child while a child is receiving intimate care
- due to inadequate code of behaviour or implementation of code of behaviour
- harm in one-to-one teaching
- caused by member of school personnel communicating with pupils in appropriate manner via social media, texting, digital device or other manner
- caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

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 [date]. It shall be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management

Appendix 3

Checklist for Review of the Child Safeguarding Statement

The *Child Protection Procedures for Primary and Post-Primary Schools 2017* require 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 and the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.

	Yes/No
Has the Board formally adopted a Child Safeguarding Statement in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015?	
Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	
Has the DLP attended available child protection training?	
Has the Deputy DLP attended available child protection training?	
Have any members of the Board attended child protection training?	
Are there both a DLP and a Deputy DLP currently appointed?	
Are the relevant contact details (Tusla and An Garda Síochána) to hand?	
Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	

Is the Board satisfied that all school personnel have been made aware of their responsibilities under the ‘Child Protection Procedures for Primary and Post Primary Schools 2017’ and the Children First Act 2015?	
Has the Board received a Principal’s Child Protection Oversight Report at each Board meeting held since the last review was undertaken?	
Since the Board’s last review, was the Board informed of any child protection reports made to Tusla/An Garda Síochána by the DLP?	
Since the Board’s last review, was the Board informed of any cases where the DLP sought advice from Tusla/and as a result of this advice, no report to the HSE was made?	
Since the Board’s last review, was the Board informed of any cases where an allegation of abuse or neglect was made against any member of school personnel?	
Has the Board been provided with and reviewed all documents relevant to the Principal’s Child Protection Oversight Report?	
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?	
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?*	
Were child protection matters reported to the Board appropriately recorded in the Board minutes?	
Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	
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 ‘Child Protection Procedures for Primary and Post Primary Schools 2017’	
In relation to any cases identified at question 21 above, has the Board ensured that any notifications required section 5.6 of the ‘Child Protection Procedures for Primary and Post Primary Schools 2017’ were subsequently issued by the DLP?	
Has the Board ensured that the Parents’ Association (if any), has been provided with the school’s Child Safeguarding Statement?	
Has the Board ensured that the patron has been provided with the school’s Child Safeguarding Statement?	
Has the Board ensured that the school’s Child Safeguarding Statement is available to parents on request?	

Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	
Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post- primary schools)	
Has the Board ensured that the SPHE curriculum is implemented in full in the school?	
Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	
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?*	
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)?*	
Has the Board considered and addressed any complaints or suggestions for improvements regarding the school’s Child Safeguarding Statement?	
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 ‘Child Protection Procedures for Primary and Post Primary Schools 2017’	
Has the Board sought the feedback of pupils in relation to the school’s child safeguarding arrangements?	
Is the Board satisfied that the ‘Child Protection Procedures for Primary and Post Primary Schools 2017’ are being fully and adequately implemented by the school?	
Has the Board identified any aspects of the school’s Child Safeguarding Statement and/or its implementation that require further improvement?	
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 ?	
Has the Board ensured that any areas for improvement that that were identified in any previous review of the school’s Child Safeguarding Statement have been adequately addressed?	

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management

Appendix 4

Child Protection Disclosures – Glance Card.

Teachers are often the main caregivers outside the family and have a duty of care to ensure that children are protected from harm. To ensure best practice, the school has in place:

- designated personnel - DLP (Noreen Healy, Principal), Deputy DLP (Fiona Keane)
- procedures to handle disclosures (see below),
- monitoring of children at risk (DLP/DDPL /teacher to follow up on cases, teachers to attend case conferences etc.)
- Prevention (curricular provision – SPHE, RSE...Stay Safe Programme - personal safety skills education)

Types of Abuse: See Green Glance Card for signs and symptoms

Physical Abuse – any form of non-accidental injury or injury which results from wilful or neglectful failure to protect a child.

Emotional Abuse –when the child's need for affection, approval, consistency and security are not met.

Neglect – child suffers harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, medical care.

Sexual Abuse – when a child is used by another for his/her gratification or arousal or for that of others.

All staff should be familiar with our Child Protection Policy.

Key Points:

Teachers are reminded to be cautious regarding physical contact with children. It is necessary to develop a culture of awareness of acceptable and unacceptable behaviour when dealing with children. Visitors and guests should not be left on their own with children. Supervision at all times is paramount. Where members of staff need to help dress or clean a child, an additional member of staff must be present. If (occasionally) one-on-one teaching occurs, teachers should ensure that they are visible (door open, glass in door). Staff must be aware of Acceptable Use Policy – family name not displayed, individual children named in media only by first name and class, awareness of individual children not to be photographed, changing room procedures, etc.

Lámh Cunta (Red Card). This is to be used if a staff member needs cover to give immediate attention to an issue. It is a signal to the recipient go immediately to the aid of the staff member who sent it. Nominate 2 children in class to do this in an emergency.

Handling disclosures:

Should a child disclose to you, you:

- Listen, allow child to talk, write words as spoken by child. Record, record, record! Take a non – judgemental stance.
- Offer reassurance – no promises. Never promise confidentiality.
- Remain calm – don't react with shock. Explain regarding further action
- Use POD ID number to identify child e.g. student number rather than name to maintain confidentiality.
- Employee discusses with DLP (or DDLP) who keeps and retains own records centrally. Records to be kept in a secure place – filing cabinet.
- Draw injuries – no photographs as these require permission.
- DLP will liaise with Tusla for advice – record same and act on advice.
- Referral must be made known to chairperson of BOM by DLP(Safe-Guarding Statement).
- If child is in immediate risk, – DLP/ ring Gardaí. All teachers mandated to ensure Child Safeguarding
- Maintain good relations with parents. Tell them of disclosure unless it puts the child at further risk. 'I have the best interests of your child at heart'. Tell parents we 'have to follow guidelines as set down in Children First and DES C P Guidelines and our 'Safeguarding Statement' so they understand you are bound to make a referral where a child is in perceived danger.
- The school's job is to monitor, record and make referrals. In the vast majority of cases, home supports are put in place to alleviate situations and offer support to parents rather than take children out of situation.
- If after liaison with the Tusla a referral is not being made, record why.
- If asked to send a report to a Case Conference, always do. Teachers' input is very important.

- Teachers may be asked to monitor a child – but not given a reason why. The monitoring template in the C P pack may be helpful.
- If something doesn't seem right to you, err on the side of caution and bring to DLP's attention

Prevention:

Stay Safe Programme – primary resource. This is taught as part of the schools' SPHE curriculum under the strand unit 'Safety and Protection'.

Reinforcement of 'Safety' messages whenever possible including reinforcement of school as a safe, trusting, responsive and caring environment. Child Protection Policy to be placed in filing cabinet (top drawer) in each classroom. Teachers must be familiar with the CPP.

All bullying issues are to be logged by teachers centrally, as they occur, to facilitate tracking and action in accordance with Anti-bullying Policy.

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Appendix 5

Glance Card for Teachers: Monitoring Students and the Signs and Symptoms of Abuse

Be on alert for ;

- **Attendance and Punctuality** - look out for patterns, keep all explanations notes.
- **Appearance, Hygiene, Care** – poor hygiene, inappropriate clothing, no lunch
- **Physical Injury** – give detailed description including the child's or carer's own words, if explanation is offered
- **Child's behaviour** – increase in aggression, tense, unresponsiveness or others signs of distress. Any sexualised behaviour to be noted.
- **Child's Language** –the children may not have the language or may be afraid to verbalise clearly what is happening, but they may drop hints or refer to what is happening obliquely.
- **Child's Drawing / writing/Play:** careful observation of informal or unstructured settings important.
- **Mood Changes:** E.g. becoming quite and tense towards end of day or if collected by a certain adult. Context important.

General:

- In all cases the most important consideration is the protection of children. If school personnel have concerns that children may be being abused the matter should be reported to the relevant people without delay.
- The Information is shared only on a need to know basis in the interests of the child. Parents/guardian are to be informed unless doing so is likely to endanger the child or place the child at further risk (DLP). Those making a referral are acting in good faith and are not accusing.
- No one indicator should be seen as conclusive in itself but the following are quoted as reasonable grounds for concern:
 - Specific information from the child that he/she was abused
 - An account by a person who saw the child being abused
 - Evidence such as injury or behaviour that is consistent with abuse, an implausible explanation other indications of abuse, dysfunctional behaviour
 - Consistent evidence over a period of time that a child is suffering from emotional or physical neglect.

Signs and Symptoms of Abuse:

1. Child Neglect:

Distinction between 'wilful' and 'circumstantial' neglect – deliberate deprivation of basic needs – food, shelter, warmth, clothing, contact with others V inability to cope, stress , psychological disturbance, disability of carers.

Neglect is usually a 'passive' form of abuse involving omission rather than acts of commission. It comprises a lack of physical caretaking and supervision and a failure to fulfil the developmental needs of the child in terms of cognitive stimulation.

Neglect should be suspected in cases of: abandonment or desertion, children persistently be left alone without adequate care and supervision, malnourishment, lack of warmth, lack of adequate clothing, persistent failure to attend school, failure to thrive, ie child not gaining weight not only due to malnutrition but also due to emotional deprivation. Neglect is correlated with parental substance abuse, misuse, domestic violence and parental mental health issues.

2. Emotional Child Abuse

This can be found in a home lacking warmth and emotional responsiveness. Not easily recognisable as not easily observable. Emotional abuse can also refer to the habitual verbal harassment of a child by disparagement, criticism, threat and ridicule (the inversion of love). No- one indicator – rejection, LACK of the following: praise and encouragement, comfort and love, attachment, proper stimulation (fun and play), serious- overprotectiveness, inappropriate non-physical punishment (locking in bedrooms), family conflicts or violence. When sexual abuse involved the child is also emotionally abused. Often inappropriate expectations of a child's behaviour relative to his/her age and stage of development. Those who suffer from physical and sexual abuse also suffer from emotional abuse.

3. Physical Abuse:

Unsatisfactory explanations or varying explanations for the following: **bruises, fracture, swollen joints, burns, scalds, abrasions, lacerations, hemorrhages (retinal, subdural), damage to body organs, poisonings, failure to thrive, coma/unconsciousness, death.**

Skin, mouth and bone injuries are the most common.

Bruising: (Many children suffer accidental bruising – no definite edges). Non –accidental - marks from slapping, grabbing form distinctive pattern, bruising can be associated with shaking, look for neck bruising, , black eyes cannot be caused by fall onto a flat surface, two black eyes cause suspicion, ruptured ear-drum, fractured skull, , other distinctive bruising may be left by use of straps, belts sticks and feet, the outline of a hand or object on areas such as back, thighs (usually covered by clothing)

Burns – repeated episodes may suggest inadequate care, look for splashes V distinctive marks, lesions (cigarette burns). Expert paediatric advice should be sought.

Bites – difference between mouth size on adult bite and other child bite

Poisoning: - Medicines (inadequate care), non-accidental difficult to identify, but recurrent episodes, drowsiness, hyperventilation may be symptom.

Shaking – can be a cause of brain damage

Induced illness / fabricated illness - can't be explained by medical tests or observed by others, high demand for investigation without physical signs, presence of prescribed medications.

4. Child Sexual abuse:

Covers a wide spectrum of abusive activities, rarely involves a single incident, frequently happens within the family and comes to light through disclosures, suspicions of an adult, physical symptoms.

Non-contact sexual abuse – offensive sexual remarks, obscene phone calls, exposure (showing privates / sexual acts in front of the child

Sexual **contact** – touching of intimate body parts, rubbing, penetration

Sexual **exploitation:** pornography and prostitution

Physical signs may not be evident as the abuse could have occurred sometime before.

Be alert to physical signs – bleeding, infection, pain in intimate areas.

Noticeable and uncharacteristic change of behaviour, hints about sexual activity, age –inappropriate understanding of s. behaviour, seductive behaviour, s play with peers/toys, unusual reluctance to join normal activities which involved undressing e.g. swimming, bed-wetting, mood changes lack of concentration in school performance, psychosomatic complaints, pains, headaches.

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Appendix 6

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 Department’s ‘website www.education.ie

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management