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| Child Safe Guarding Statement & Risk Assessment  Belmayne ETNS  Policies and Procedures  2019 -2020 |
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**Child Safeguarding Statement Belmayne ETNS 2019-2020**

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**Child Safeguarding Statement**

Belmayne ETNS is a primary school providing primary education to pupils from Junior Infants to Sixth Class.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of Belmayne ETNS 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 2017 as part of this overall Child Safeguarding Statement

The Designated Liaison Person/Relevant Person (DLP) is Sinéad Ní Mheara

1. The Deputy Designated Liaison Person (Deputy DLP) is Gearóid O Flatharta
2. 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.

1. The following procedures/measures are in place to ensure:

* 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 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DES 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 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 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 and provides new staff with a CP overview
* 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 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
* In this school the Board has appointed the above named DLP as the “relevant person” (as defined in the Children First Act 2015) to be the first point of contact in respect of the s 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 an assessment of any potential for harm to every 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 attached as an appendix to these procedures.
* The various procedures referred to in this Statement can be accessed via the school’s website, the DES website or will be made available on request by the school.

**Note:** The above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

1. 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.
2. 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 Wednesday 23rd October 2019.

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

Chairperson of Board of Management Principal/Secretary to the Board of Management

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

**Child Safe Guarding Statement 2019-2020: Addendum Document**

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, practices and activities. Accordingly, in accordance with the requirements of the Department of Education and Skills’ Child Protection Procedures for Primary and Post Primary Schools, the Board of Management of Belmayne ETNS has agreed the following Child Safe Guarding Statement:

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 as part of this overall child safeguarding statement.

2. The Designated Liaison Person (DLP) and Relevant Person is Sinéad O’Meara –School Principal.

3. The Deputy Designated Liaison Person (Deputy DLP) is Gearóid O Flatharta – Deputy Principal. In Gearóid’s absence reports can be made to Joe Kavanagh. In Joe’s absence reports can be made to Viv Gaynor & Geni Fallon – the school’s ISM Team.

4. In its policies, practices and activities, Belmayne ETNS 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 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, harm or neglect.

• Develop a practice of openness with parents and encourage parental involvement in the education of their children.

• Fully respect confidentiality requirements in dealing with child safeguarding matters.

**Child Safe Guarding Statement October 2019- October 2020**

* This statement was circulated to the staff where further amendments were made then to the Parents Council. The 2019 edition was ratified at the Board of Management Meeting by the Chairperson Carol Norton. Each Teacher keeps a copy of the Child Safe Guarding Statement stuck to the wall beside their desk.
* This document serves to give an outline only of the Children First National Guidance for the Protection and Welfare of Children 2017. This document outlines policy and procedures that staff in Belmayne ETNS follow in light of concerns and reporting. This document also outlines Parental Responsibility regarding concerns relating to same. The full document can be read on [www.hse.ie](http://www.hse.ie).
* Belmayne ETNS’s ethos is such as to support where possible families who are experiencing challenges through referrals to outside agencies, support in class, behaviour modification, meetings etc. with the Principal, the Board of Management, Staff, access to our Home School Community Liaison Co-Ordinator and liaising with outside agencies.

**Background Research and Key Principles to this document:**

Background:

Some parents, for a range of reasons, are not able to provide care for their children. These families need more intensive assessment, support and direct interventions to ensure the safety and well-being of their children. People working with children and the wider public should know that early action by them is very often the best way to protect children and to enable a family to stay together. Professionals also have an important part to play and their actions need to reflect the principles and objectives of the Children First: National Guidance for the Protection and Welfare of Children, 2017.

Professionals and others working with children need to pay particular attention to the needs of children who may be at risk of abuse or harm. Research tells us that children whose parents misuse drugs or alcohol are more at risk of neglect or harm. Parents who have a learning disability or mental illness may need particular support in carrying out their parenting role.

Research indicates that most abuse occurs in the family home. Children may be abused by persons other than those living in the immediate family. This may happen where a child is in contact with a relative, a family friend or acquaintance, or a person whose professional or voluntary activity brings them into contact with a child. In all instances, the best interests and safety of the child must be prioritised. Good practice at the front line is based on clear policies and principles (Children First: National Guidance 2017).

**Key principles of best practice in child protection and welfare as set out by Children First 2017**

The Key Principles of the National Guidance that should inform best practice in child protection and welfare are:

(i) The welfare of children is of paramount importance.

(ii) Early intervention and support should be available to promote the welfare of children and families, particularly where they are vulnerable or at risk of not receiving adequate care or protection. Family support should form the basis of early intervention and preventative interventions.

(iii) A proper balance must be struck between protecting children and respecting the rights and needs of parents/carers and families. Where there is conflict, the child’s welfare must come first.

(iv)Children have a right to be heard, listened to and taken seriously. Taking account of their age and understanding, they should be consulted and involved in all matters and decisions that may affect their lives. Where there are concerns about a child’s welfare, there should be opportunities provided for their views to be heard independently of their parents/carers.

(v) Parents/carers have a right to respect and should be consulted and involved in matters that concern their family.

(vi) Factors such as the child’s family circumstances, gender, age, stage of development, religion, culture and race should be considered when taking protective action. Intervention

should not deal with the child in isolation; the child’s circumstances must be understood within a family context.

(vii) The criminal dimension of any action must not be ignored.

(viii) Children should only be separated from parents/carers when alternative means of protecting them have been exhausted. Re-union should be considered in the context of planning for the child’s future.

(ix) The prevention, detection and treatment of child abuse, harm or neglect requires a coordinated multidisciplinary approach, effective management, clarity of responsibility and training of personnel in organisations working with children.

(x) Professionals and agencies working with adults who for a range of reasons may have serious

difficulties meeting their children’s basic needs for safety and security should always consider the impact of their adult client/patient’s behaviour on a child and act in the child’s best interests.

Belmayne Educate Together N.S. in providing education and services for children should :

● Acknowledge the rights of children to be protected, treated with respect, listened to and have their own views taken into consideration.

● Recognise that the welfare of children must always come first, regardless of all other

considerations.

● Develop a child safeguarding practice that raises awareness about the possibility of child abuse occurring and outlines the steps to be taken if it is suspected.

● Adopt the safest possible practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take risks and leave themselves open to accusations of abuse or neglect.

● Adopt and consistently apply clearly defined methods of recruiting staff and volunteers.

● Develop procedures for responding to accidents and complaints.

● Remember that early intervention with children who are vulnerable or at risk may prevent

serious harm from happening to them at a later stage.

● Remember that a child’s age, gender and background affect the way they experience and

understand what is happening to them.

● Provide child protection training for workers. This should clarify the responsibilities of both organisations and individuals, and clearly show the procedures to be followed if child abuse is

suspected.

● Develop a policy of openness with parents that involves consulting them about everything

that concerns their children, and encouraging them to get involved with the organisation wherever possible.

● Co-operate with any other child care and protection agencies and professionals by sharing

information when necessary and working together towards the best possible outcome for the

children concerned.

● Make links with other relevant organisations in order to promote child protection and welfare policies and practices.

●Remember that valuing children means valuing workers as well; insisting on safe practices, eliminating the necessity for staff to take risks and providing them with support will make for a healthier and safer organisation.

Protecting and promoting children’s rights in your organisation means

● Creating an environment, in which children are valued, encouraged and affirmed, have

their rights respected and are treated as individuals.

● Taking steps to ensure that children know their rights and responsibilities.

● Accepting that the welfare of the child is the most important consideration of any

organisation providing services to children.

● Eliminating as far as possible any threatening, violent or degrading behaviour.

● Adopting a child protection policy to keep children as safe as possible.

Role of Parents and Guardians

Child safeguarding is not simply a school staff issue. As Parents you also have a role to play in the context of child safety. Please do not feel you are interfering/over analysing/being nosey.

A duty social worker is available to take your call. Often what is visible and a concern, can be much worse behind closed doors.

What should I do if I am concerned about a child?

Society has a duty of care towards children and everyone should be alert to the possibility that children with whom they are in contact may be being abused or at risk of being abused.

This national guidance is designed to encourage people to report concerns or suspicions to Tusla. As a member of the public, if you have concerns about a child’s safety or welfare, you should contact your local HSE Children and Family Service /Tusla office for advice.

Professionals and those involved in organisations working with children who have concerns about a child should discuss these with the *Children First* designated liaison person in their organisation, or contact the HSE Children and Family Services/Tusla office for advice.

If you are worried about a child’s safety or welfare, you should contact the HSE Child and Family Services Social Work Service.

If you think a child is in immediate danger and you cannot contact the HSE Child and Family Services/Tusla you should contact the Gardai at any Garda Station.

School Procedures: Roles and responsibilities of Schools

School authorities have primary responsibility for the care and welfare of their pupils. The Department of Education and Skills is responsible for developing and implementing child protection procedures for schools based on the *Children First: National Guidance*. The aim of such procedures is to give direction to school management and staff regarding the identification of and response to child safeguarding concerns and the continued support of the child. It is the responsibility of the Department of Education and Skills to inspect and evaluate the implementation of these procedures for education staff.

School Philosophy and Ethos

Children enrolled in Belmayne Educate Together National School will be supported in reaching their full potential: educationally, mentally, physically, emotionally and socially. This support will be differentiated in an atmosphere and environment in which children feel safe, valued and secure and in which respect for self and others is the norm.

Our school operates under the direct patronage of Educate Together. The four underlying principles of our ethos are:

Co-educational

Child-centred

Multi denominational

Democratically run

Aims of Children Protection within a School Context

* To raise awareness of the importance of child safeguarding among all school staff (including teachers, SNAS, cleaners, secretary, caretaker, after school childcare workers etc).
* To put in place clear procedures for all school personnel dealing with suspicions and allegations of child abuse.
* To identify curricular content and resources, that contribute to the prevention of child abuse and to enable children to properly deal with abuse if it occurs.
* To promote the welfare of all the pupils in our care.

Responsibilities of School Management

It is the responsibility of the Board of Management of each school:

●To have clear procedures, which teachers and other school staff must follow where they suspect, or are alerted to, possible child abuse/harm or neglect, including where a child discloses abuse or neglect.

●To designate a senior member of staff to have specific responsibility for child safeguarding. Our Designated Liason Person- Relevant Person is The Principal Sinéad O Meara. The Deputy DLP is The Deputy Principal Gearóid O Flatharta. We also have another member of staff Viv Gaynor who updates staff on new policy or guidelines as required to ensure staff remain up skilled and informed.

●To monitor the progress of children considered to be at risk;

●To contribute to the prevention of child abuse or neglect through curricular provision; such as Walk Tall, Stay Safe, RSE and Wellbeing, Anti Bullying Week and initiatives.

●To provide or access in-service training for teachers and members of the Board of Management and Parents’ Council.

●To ensure that they have a good working knowledge of child protection issues and procedures.

●To have clear written procedures in place concerning action to be taken where allegations are received against school employees.

Management arrangements within primary and post-primary schools should provide for the following:

(i) the planning, development and implementation of an effective child safe guarding programme;

(ii) continuous monitoring and evaluation of the effectiveness of such a programme;

(iii) the effective implementation of agreed reporting procedures;

(iv) the planning and implementation of appropriate staff development and training programmes.

(iiv) to inform parents that we teach the Stay Safe Programme in school and that we follow the Children First: National Guidance for the Protection and Welfare of Children, 2017- through our school website and our messaging service Aladdin.

**Within School - Roles**

Role of the Teacher

Teachers are particularly well placed to observe and monitor children for signs of abuse and neglect. They are the main care-givers to children outside the family context and work regularly with children in the school setting.

Role of the HSCL

Teachers work in close contact with our Home School Community Liaison HSCL Colum Hayden. The Home School Community Liaison will visit families on the request of the School Management or the Class Teacher.

Teachers have a general duty of care to ensure that arrangements are in place to protect children and young people from harm. In this regard, children need to be facilitated to develop their self-esteem, confidence, independence of thought and the necessary skills to cope with possible threats to their personal safety, both within and outside the school.

**Child Safeguarding Responsibilities of School Staff**

School personnel are especially well placed to observe changes in children’s behaviour, their lack of development or outward signs of abuse. In any situation where a member of school personnel (including a registered teacher), receives an allegation or has a suspicion that a child may have been abused or neglected, is being abused or neglected, or is at risk of abuse or neglect, he or she shall, without delay, report the matter to the designated liaison person (DLP) Sinéad O’Meara.

Where a registered teacher has any such concern, in addition to reporting it to the DLP, he or she must also consider whether the concern is at or above the threshold at which the teacher must make a **mandated report** to Tusla.

**Teachers - Mandated Person & Mandated Report**

Registered teachers as mandated persons have two main statutory obligations under the Children First Act, 2015 and they are**; (a) to report any knowledge, belief or reasonable grounds to suspect that a child has been harmed, is being harmed or is at risk of being harmed to Tusla, and (b) to assist Tusla in assessing a concern which has been the subject of a mandated report, if requested by Tusla in accordance** with the Act. The registered teacher shall liaise with the DLP in relation to determining if the concern in

question is at or above the defined threshold of harm at which point the registered teacher must submit a mandated report to Tulsa.

**Threshold of Harm for each category of Abuse are outlined below:**

**The defined threshold of “harm” in relation to a child is 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.”

The threshold of harm for each category of abuse at which registered teachers as mandated persons have a statutory obligation to report concerns is outlined below.

**Neglect**

Neglect is defined as “to deprive the child of adequate food, warmth, clothing, hygiene, supervision, safety or medical care”. The threshold of harm, at which a registered teacher as a mandated person has a statutory obligation to report to Tusla under the Children First Act, 2015 is reached when he or she knows, believes or has reasonable grounds to suspect that a child’s needs have been neglected, are being neglected, or are at risk of being neglected to the point where the child’s health, development or welfare have been or are being seriously affected, or are likely to be seriously affected.

**Emotional abuse (which includes Bullying) /ill-treatment**

Ill-treatment is defined as: “to abandon or cruelly treat the child, or to cause or procure or allow the child to be abandoned or cruelly treated”. Emotional abuse is covered in the definition of ill-treatment used in the Children First Act, 2015. The threshold of harm, at

which a registered teacher as a mandated person has a statutory obligation to report to Tusla under the Children First Act, 2015 is reached when he or she knows, believes or has reasonable grounds to suspect that a child has been, is being or is at risk of being ill-treated to the point where the child’s health, development or welfare have been or are being seriously affected, or are likely to be seriously affected.

**Physical Abuse**

Physical abuse is covered in the references to assault in the Children First Act, 2015. The threshold of harm, at which a registered teacher as a mandated person has a statutory

obligation to report to Tusla under the Children First Act, 2015 is reached when he or she knows, believes or has reasonable grounds to suspect that a child has been, is being or is at risk of being assaulted and that as a result the child’s health, development or welfare have been or are being seriously affected, or are likely to be seriously affected.

**Sexual Abuse**

A registered teacher as a mandated person who knows, believes or has reasonable grounds to suspect that a child has been, is being, or is at risk of being sexually abused has a statutory obligation to report this to Tusla under the Children First Act, 2015. As all sexual abuse falls within the category of seriously affecting a child’s health welfare or development, all concerns about sexual abuse must be submitted as a mandated report to Tusla. There is one exception which deals with certain sexual activity between older teenagers which is outlined in section 4.7 of the procedures.

Important note for registered teacher: Every registered teacher should note that as a mandated person the statutory obligation under the Children First Act 2015 to make a mandated report to Tusla rests with the individual teacher and this applies regardless of whether or not the DLP reports the concern in question. However a registered teacher who makes a mandated report to Tusla jointly with the DLP meets his or her statutory obligation to report to Tusla under the Children First Act 2015.

**Reporting Responsibilities within School**

If any member of school personnel- secretary, cleaner, caretaker , SNA receives an allegation or has a suspicion that a child may have been abused or neglected, is being abused or neglected, or is at risk of abuse or neglect he or she shall, without delay, report the matter to the DLP in the school, who is responsible for ensuring that the reporting procedures are followed.

**Mandated Assisting –i.e. assisting Tulsa with an investigation after a report has been made**

Tusla may request a mandated person to provide any necessary and proportionate information and assistance to aid Tusla in assessing the risk to a child arising from a mandated report. The Act places a statutory obligation on all mandated persons to comply. Mandated assistance may include a request to supply further information over the phone, produce a verbal or written

report or attend a meeting. Further information about mandated assistance, including Tusla’s protocol for requesting such assistance, can be found on Tusla’s website [www.tusla.ie](http://www.tusla.ie).

Section 17 of the Children First Act, 2015 **makes it an offence for a person to disclose information to a third party** which has been shared by Tusla during the course of an assessment arising from a mandated report, save in accordance with law, or unless Tusla has given that person written authorisation to do so. Failure to comply with this section of the Act is an offence liable to a fine or imprisonment for up to six months or both.

**Joint Reporting**

If the DLP and the registered teacher both agree that there are reasonable grounds for concern they shall then jointly consider whether the concern in question is at or above the defined threshold of harm at which a report must be submitted as a mandated report to Tusla. If the DLP and the registered teacher both agree that the concern is at or above the defined threshold of harm at which a mandated report must be made, the concern shall, as soon as practicable, be submitted as a mandated report to Tusla **jointly by the DLP and the registered teacher concerned** using the Tusla report form.

**If a Mandated Person and DLP disagree on whether a concern warrants a report to Tusla**

In this situation the registered teacher should ring Tulsa for advice and record the advice given. Then a report can be made to Tulsa. If the DLP disagrees with the registered teacher (whether or not they have received Tusla advice) the DLP must provide the registered teacher with a written account explaining why a mandated report was not recommended.

**Report based on reasonable grounds for concern i.e. not a Mandated Report**

You should always inform Tusla when you have **reasonable grounds for**

**concern** that a child may have been, is being, or is at risk of being abused

or neglected. If you ignore what may be symptoms of abuse, it could result

in ongoing harm to the child. It is not necessary for you to prove that abuse

has occurred to report a concern to Tusla. All that is required is that you have

reasonable grounds for concern. It is Tusla’s role to assess concerns that are

reported to it.

**Reasonable grounds for a child protection or welfare concern include:**

●Evidence, for example an injury or behaviour, that is consistent with abuse and is unlikely to have been caused in any other way.

●Any concern about possible sexual abuse

●Consistent signs that a child is suffering from emotional or physical neglect

●A child saying or indicating by other means that he or she has been abused

●Admission or indication by an adult or a child of an alleged abuse they committed

●An account from a person who saw the child being abused

**How to Handle a Disclosure of Abuse from a Child or a Retrospective Disclosure from a Child or Adult**

An abused child is likely to be under severe emotional stress and a member of school personnel may be the only adult whom the child is prepared to trust. Great care shall be taken not to damage that trust.

It is important to deal with any allegation of abuse or neglect in a sensitive and competent way through listening to and facilitating the child to tell about the problem, rather than interviewing the child about details of what happened.

The following approach is suggested as best practice for dealing with these disclosures:

• React calmly

• Listen carefully and attentively

• Take the child seriously

• Reassure the child that they have taken the right action in talking to you

• Do not promise to keep anything secret

• Ask questions for clarification only. Do not ask leading questions

• Check back with the child that what you have heard is correct and understood

• Do not express any opinions about the alleged abuser

• Ensure that the child understands the procedures that will follow

• Make a written record of the conversation as soon as possible, in as much detail as possible

• Treat the information confidentially, subject to the requirements of the Children First National Guidance 2017 and relevant legislation.

The teacher or other staff member should then inform the Designated Liaison Person, Sinéad O Meara of the disclosure. If reasonable grounds/threshold of harm has been established the **Mandated Teacher can then submit a Mandated Report to Tulsa or then Sinéad can submit a Joint Mandated Report to Tusla.** Advice can always be sought from Tulsa in advance of making a Mandated Report.

In the event of an emergency and the unavailability of a Tusla social worker a report can be made to An Garda Siochana.

* A Child Protection and Welfare Report Form is in the appendices of this Child Safeguarding Statement. Generally all reports are now made online to Tulsa and uploaded. Procedures on how to handle a disclosure and note take are on the shared server and step by step instructions are outlined further in this document.

**Guidelines on How to Handle A Disclosure in Belmayne ETNS- steps that must be followed.**

|  |  |
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| 1. **Inform** the DLP (Sinéad) or DDLP (Gearóid) that a disclosure was made to you. If the DLP or DDLP are not immediately available, notify a member of the ISM. |  |
| 1. **Start filling in the Child Protection Report** Template on Aladdin. Please note.  * Sinead / Gearóid will arrange cover for you to start filling in the form. * **Complete the Part A** i.e. the section that outlines the disclosure. * When outlining the disclosure create a key at the top of the document e.g. 1 = John 1, 2 = Emma 2 etc. These numbers should be used instead of names or initials. * An ISM member will make themselves available to help you complete the template if needed. |  |
| 1. **Save the document** when you have completed Part A. Please note:  * The document will be saved as ‘CP Draft’ and will be password protected. You will need to enter your Aladdin password to further edit or add additional information. |  |
| 1. **Proceed with one of the following options:** 2. **Complete a mandated report** to Tusla by using the Tusla Online Portal. 3. **Contact the North Dublin City On Duty Social Worker** to seek advice by calling 01-8567704 |  |
| 1. **Proceed with one of the following options:** 2. **Screen grab or save the overview of the mandated report** you made using the Tusla Online Portal. Save this for later. 3. If the On Duty Social Worker recommends that no mandated report be made, **complete the Part B** in the Child Protection Report on Aladdin. You will need to edit the report you started earlier. 4. If the On Duty Social Worker recommends that a mandated report be made, **please refer to step 4(a).** **Complete Part B** in the Child Protection Report on Aladdin. You will need to edit the report you started earlier. |  |
| 1. Once you have complete Part A and Part B of the Child Protection Report Template, **attached the screen** grab of the mandated report made on the Tusla Online Portal and save the document. |  |
| 1. **Speak to Sinead or Gearóid** and discuss whether to notify the parents of the disclosure or not. Once decided, **complete Part C** of the Child Protection Report. **Change the document type from ‘CP Draft’ to ‘CP’**. This will change to security setting to ‘Principal Only’. **Save the document.** |  |
| 1. If it was decided that the child will not be placed in further danger by notifying the parents of the mandated report, the parents must be notified of the disclosure and mandated report, preferably face to face but if unable to do so, a phone conversation will suffice. |  |
| 1. Possible Additional Step – A Tusla Social Worker may contact you to discuss the report further. If this happens, notify Sinead and she will update the Child Protection File. |  |

**Follow on Steps by DLP**

1. DLP will find or create a unique identifier code for the children or adults mentioned in the report.
2. DLP will edit the ‘Child Protection Report’ document created by the mandated reporter and replace names included in the key at the beginning of the document with the unique identifiers mentioned in point 1.
3. DLP will print the updated ‘Child Protection Report’ Document.
4. DLP will print the screen grab of the mandated report made to Tusla and black out any
5. identifiers and replace them with the unique identifier codes mentioned above.
6. DLP will place these two documents in a secure filing cabinet.
7. DLP will bring the Child Protection Report to the attention of the Board of Management at the next Board meeting.
8. DLP and BOM will continue to monitor the Child Protection concern.

**Aladdin**

Aladdin is software that is used in many Irish schools to record data about the pupils in the school. For example; the child’s date of birth, parent’s contact details, addresses, next of kin, siblings in the school, attendance, punctuality, the results of standardised tests and behavioural incidents etc. Aladdin helps schools to produce statistics for the Department of Education and eases the burden of lengthy and time consuming administration tasks. Aladdin gives teachers the full educational history of a child and a snapshot of where they are at academically and socially. It is also a very useful tool for collating information of a more sensitive nature and is especially useful for enabling the school to meet its obligation to roll out the most effective Child Safeguarding strategies.

Teachers are asked to now log CP disclosures of harm and one off incidences (monitoring) on Aladdin. To ensure that confidentiality, privacy and dignity of the child and family are preserved, it is suggested that the following members of staff will have access to Aladdin with restrictions in place for some staff members.

In the interests of best practice ISM member (Viv Gaynor ) will not

have access to classes that her own children are in.

**Procedure for Access on Aladdin**

Full Access- Sinéad O’Meara – Principal and DLP/Relevant Person

Full Access- Gearóid O’Flaharta- Vice Principal and DDLP- with Responsibility for Roll Books and Aladdin

Full Access-Home School Community Liaison Teacher- Colum Hayden

Restricted Access- Susan Christie/Lavinia Hogan– School Secretary with specific responsibility for Enrolments

Restricted Access – Viv Gaynor-ISM Member and Postholder with specific responsibility for

Child Protection.

Full Access – Geni Fallon-ISM Member and Postholder with specific responsibility for

Special Education Team Coordinator.

Full Access – Joe Kavanagh – ISM Member and Postholder with specific responsibility

Health and Safety

Classroom Teachers – Restricted Access- only their own class

Support Teachers- Restricted Access – only files pertaining to resource children, GAM children, classes that they are support liaison to.

SNAs – only the children that they work with directly.

**Record Keeping Requirement for the DLP/DDLP**

● Individual members of school personnel must record child protection concerns that they may have, including disclosures from children and any actions taken in respect of same. They will make Mandated reports/seek guidance from Sinéad/Gearóid and Tusla. These exchanges are recorded on Aladdin and Sinéad and Gearóid are informed. Sinéad and Gearóid may then open up an active CP file on an individual child. Notes, records and disclosures pertaining to the individual child will be placed in a secure location and a child’s name will not be used – rather a unique individual code.

● The DLP shall make a written record of any concern brought to his or her attention by a member of school personnel and shall place her/his own notes re a CP case and add them to a child’s profile on Aladdin/ initiate an active CP paper file.

● In all cases where the DLP has sought the advice of Tusla the DLP shall retain a record of the consultation which will note the date, the name of the Tusla official and the advice given, these notes will be added to the child’s profile on Aladdin/ and CP paper file.

●The DLP shall retain a copy of every report submitted by him or her / Mandated Teacher to Tusla and shall keep a record of any further actions taken by the DLP and of any further communications with Tusla, An Garda Siochana or other parties in relation to that report. This information will be kept on the child’s profile on Aladdin/ and in a CP paper file.

▪ That all records created shall be regarded as highly confidential and placed in a secure location. Any CP docs uploaded to Aladdin will be locked down and password protected so that the DLP and DDLP shall be the only school personnel able to access

these files.

▪That systems are put in place to allow for the effective recording and tracking of

relevant records and actions, child protection case files and any parties referenced

in such files shall be assigned a unique code beginning with the year and the child’s enrolment number**.** In this context “parties” means any party whose identity, if disclosed, might lead to the identification of a child or a person against whom an allegation has been made.

●All staff members will be assigned an unique alpha numeric code. The master list will be kept securely and will only be accessible to the DLP/DDLP. If an allegation of abuse is made relating to a staff member, the staff member will be referred to in all documentation using their alpha numeric code.

● That a **Child Protection Oversight Report** must be provided to

the board of management, as part of the principal’s report to the board, at every

board of management meeting.

● The minutes of board of management meetings shall record child protection matters by using the unique code assigned to the case/parties concerned.

● The DLP/Mandated Person informs a parent/carer that a report concerning his or her child is being made, a record shall be made of the information communicated by the DLP / Mandated Teacher to the parent/carer. It also requires that a decision by the DLP not to inform a parent/carer shall be recorded together with the reasons for not doing so.

● If the DLP decides that the concern of the member of school personnel, including that of a registered teacher, should not be reported to Tusla the DLP shall give the member of school personnel a clear statement, in writing, as to the reasons why action is not being taken. A copy of this statement shall be retained by the DLP. Where that member of school personnel decides to make a report to Tusla, he or she must provide the DLP with a copy of that report. This report will be kept on the child’s profile on Aladdin and CP Paper file.

● Where the DLP issues a notification to a parent in accordance with that section, a copy of that notification shall be retained by the DLP – this will be added to the child’s profile on Aladdin.

● The board of management must ensure that arrangements are in place to ensure that the deputy DLP can access relevant records when required. The files are within the school in an agreed location known only to the ISM and Chairperson of the BOM.

● Records of the annual review of the school’s Child Safeguarding Statement and its outcome shall be retained and made available, if requested, to the patron and/or the Department.

**Principal’s child protection oversight report to the board of management**

At each board of management meeting, the principal’s report to the board of management shall include a Child Protection Oversight Report containing information under 4 headings as follows

(1) Allegations of abuse made against members of school personnel

(2) Other child protection concerns in respect of pupils in the school (i.e. concerns that do not involve any allegation of abuse against a member of school personnel)

(3) Child protection concerns arising from alleged bullying behaviour amongst pupils and

(4) Summary data in respect of reporting.

**Procedure regarding an allegation of abuse against a Member of School Personnel**

* The DLP, Sinéad O Meara must write down the concerns by the parent/child and must immediately inform the Chairperson of the Board of Management.
* A full investigation is followed.
* The DLP and staff member are both advised to seek legal advice immediately.

It is important to note that there are two procedures to be followed:

(a) the reporting procedure in respect of the allegation/suspicion;

(b) the procedure for dealing with the employee.

In general the same person shall not have responsibility for dealing with the reporting issue and the employment issue.

The designated liaison person (DLP) is responsible for reporting the matter to Tusla while the employer is responsible for addressing the employment issues.

However, where the allegation/suspicion relates to the DLP, the BOM shall assume the responsibility for seeking advice from and/or for reporting the matter to Tusla, as appropriate.

Where an allegation or suspicion of child abuse regarding a member of the board of management has been reported by the DLP (or employer as above) to Tusla, the board of management shall inform the patron that a report involving a board member has been submitted to Tusla.

It is a matter for the patron to determine if any action is necessary regarding the member’s continued role on the board of management, including whether the patron shall exercise his or her powers under section 16 of the Education Act, 1998. 7.1.5

In the context of allegations or suspicions of child abuse regarding school employees the primary goal is to protect the children within the school. However, school employees can be subject to erroneous or malicious allegations.

The employee shall be treated fairly which includes the right not to be judged in advance of a full and fair process and as applicable, in accordance with the relevant disciplinary procedures.

The Employee Assistance and Wellbeing Programme for Teachers and Special Needs Assistants also continues to be available to offer assistance to teachers and special needs

Assistants- e.g. Carecall for counselling/stress management.

At all stages it should be remembered that the first priority is to ensure that no child is exposed to unnecessary risk. The BOM 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.

**Protocol authorising immediate action**

The following protocol authorises immediate action under section 7.2 of the ‘Child Protection Procedures for Primary and Post Primary Schools 2017’. Primary schools other than primary schools under the patronage of an ETB .In the context of these procedures, where circumstances warrant it, as an essential precautionary measure in order to protect the children in the school, the chairperson of the Board of Management is authorised by the school authority to direct an employee to immediately absent himself or herself from the school without loss of pay until the matter has been considered by the employer. It is very important to note that the action under the protocol is intended to be precautionary and not disciplinary. The action under this protocol is an interim measure pending the employer’s consideration of the matter. The employee will be invited to a meeting with the chairperson of the board of management, the purpose of which is to inform the employee of the allegation and the action being taken. The employee may be accompanied by an appropriate person of his or her choice and will be so advised. In any event, the employee will also be advised of the matter, in writing. The chairperson of the board of management shall also make a record of the meeting which shall be retained on the relevant case file.

**Organisational Implications of good practice in Safe Guarding Children in BETNS**

* A red card system is in place, whereby the children know that in the event of an injury to a child/teacher or in the case of an emergency, two trusted children take a red card from a designated place (by the main classroom door) and go and give it to the nearest adult. The nearest adult being the neighbouring teacher. The neighbouring teacher will raise the alarm and will get the required support into the classroom where the situation is occurring. Thus enabling the classroom teacher to deal with the critical incident and ensure the safety of the class. Teachers will teach an SPHE lesson with the children in their classes in September each year to explain and role play out this emergency scenario.

**Procedures for dropping off /collecting children after 8.30 am**

* Parents, in the event of being late and **irrespective of bad weather** must check in at the office. The Secretary or another member of staff will then take the child to their classroom.
* Parents will not be permitted into the school building to collect children or drop children off this must be done through the office.
* Children who are sick, have appointments or who are sent home from school must be signed out of school by the adult collecting them. This sign out sheet is in the main office. The child’s name, reason for leaving the premises, adult collecting them, date and time will be recorded on this sheet. Parents should notify teachers in advance that they will be taking a child out of school for a medical appointment. Appointment cards should be shown to the teacher to verify the appointment.
* If an adult is returning a child to the school premises after attending an appointment during school hours, the parent must sign the child back into school.
* This sheet will be retained by the school for our Child Protection records.

**Procedures for Supervison and One to One Teaching**

● Every effort will be made to ensure that there is comprehensive supervision of children

throughout the school day.

* A rota of staff on duty in the yards, in the corridors will be drawn up and displayed in the administration area/staff room.  An email of the rota will be sent on to each member of staff and a copy will be posted in the staffroom. The rota is operated on a fortnightly basis.
* Teachers will ensure that the children are visible in the schoolyard.  Children will not leave the schoolyard or engage with adults outside of the schoolyard.

● The side gates will be closed over during all yards.

* Children are not permitted to spend break times in the classrooms. If a child is too sick to go to the yard they should not be in school.
* Where children are working one-to-one with a teacher, they must be in a classroom that has visibility to others outside the room-e.g. a glass panel in the door and parents will be informed in advance of one to one sessions.
* Parents must go to the office to notify the school that they are taking their child early and sign the child out on the aforementioned sign out sheet. They must show the secretary their medical/dental appointment card in advance.

●In the event that a parent comes to the yard to collect their child, the supervising

teacher will not allow the child leave without the class teacher having been contacted

first.

**Procedures for senior children walking to lessons/accessing school buildings independently.**

* On occasions children from the Student Council may access the yards and garden area to set up any events that are pertinent to the role as Student Council members. As a rule older, trusted children who have demonstrated their trustworthiness will be allowed to access the outside yards and garden area without teacher supervision. The class teacher /team teacher is permitted to use their own discretion on this.

**Procedure for Break Time & Lunch Time in Classrooms**

●All children must remain seated during break time and lunch time. Children who move around the classroom during the break are at risk of having an accident or getting into conflict with another child. By remaining seated, the risk of accidents or conflict is reduced. Children who persistently break this rule will be sanctioned as per our Positive Behaviour Policy.

**Procedure for Morning Line and Evening Dismissal of Children**

* Line up of children in the morning time and dismissal in the evening time must be conducted in an orderly, calm fashion. This is to ensure each child goes home with the correct adult. All classes are allocated a line up/dismissal position outside the school buildings. Children must wait in the line and are asked not to leave the line until the teacher has called them and has seen/made eye contact with the adult collecting them. Children are asked not to leave the line until they are called by the teacher. Children who leave the line without permission will be sanctioned as per our Positive Behaviour Policy. Parents too, are asked to be patient and respect this process. Support teachers will help in the mornings and evenings with this each September. Please see the appendices for line up and dismissal areas for each class for 2019 -2020.
* Where a child is being collected by someone other than the Parents/Guardian, we ask that the school is informed. If the school is not informed the teacher will not hand the child over until contact has been made with the Parent/ Guardian to clarify the situation. Instead children will be placed in the care of the After School Club and will be charged five euro to cover the cost of the childcare provided.
* Children from 2nd class upwards/new entrants from 2nd – 6th, may walk home with parental permission. Parental permission must be received in writing. This can be a letter or an email. Once received the letter must be scanned/email – screen grabbed onto the child’s profile on Aladdin for future reference. Thereafter once permission is on file the school will assume that permission extends for the duration of the child’s education in Belmayne ETNS. Should a parent wish to revoke this permission, the school must be informed in writing by the parent and this communication must also be kept on the child’s Aladdin file as outlined above.
* If it comes to the attention of the staff at Belmayne ETNS that a child is returning home or to a place where there is no or inadequate adult supervision this neglect will be reported to Tulsa.
* Teachers must not release a child to the parent directly between the hours of 8.40 AM – 2.20PM all releases are processed through the main office and children are signed out.
* If the teacher or staff member becomes aware or suspects that the parent/adult/guardian collecting the child is intoxicated from alcohol/drugs or other substances. Or that the parent/adult/guardian is behaving in an usual way (psychiatric episode) the teacher will inform the DLP/DDLP immediately and a mandated report will be made to Tulsa . Legally the school cannot prevent a child from being released to the named adult, however if the DLP/DDLP deem that the child is at risk of harm or in danger a report to An Gardai Siochana will be made immediately following the child’s release into that adult’s care.

**Procedures for Accepting Visitors into the School Buildings**

No visitors to our school will ever have unsupervised access to children. Class teachers will always remain with their class and will never leave their class.

* All visitors to the school except school personnel are expected to report to the office on arrival. Parents are not allowed to enter classes. Notes/gym gear/forgotten lunches must be given to the office. This is applicable to all Parents including Parents Council unless parents have been invited in for assembly/to give input or help in the class.
* All Visitors will be requested to wear a visitor badge to highlight the fact that they are temporary visitors to our School. Visitor Badges are kept in the School Office.
* Staff on yard duty will be aware of visitors entering the schoolyard and direct them to the school office. The drop-off/pick-up of children throughout the teaching day will be processed through the school office.
* Parents, in the event of being late and **irrespective of bad weather** must check in at the office. The Secretary or another member of staff will then take the child to their classroom.
* To prevent individuals from entering into the school via emergency exists/entrances. staff will ensure all doors are shut after the classes have entered the building by 8.35 am. The ISM will look into purchasing magnetic door stops to ensure doors will auto lock on closing. This will ensure that parents will follow the check in procedures already outlined and will enable us to monitor those families who are habitually late.
* We often have teenagers/trainee childcare workers/teachers in the school. While minors (under 16 years old) do not have to be vetted, any adults who are in the classes on placement must provide Garda vetting to the Board of Management and will subsequently be vetted through the school. None of the aforementioned will have unsupervised access to children in our school. They will be asked to read and sign our Child Safe Guarding Work Experience Explanation Sheet before they begin their placement and complete the online Tusla Safeguarding Course.

**Procedures for Coaches / Guest Speakers who Visit our School**

Coaches, visitors or guest speakers ( i.e. speakers who deliver RSE sessions and may ask for unsupervised access when discussing sensitive issues with the class) are never given

unsupervised access to the pupils in Belmayne ETNS.

Coaches working under the auspices of the G.A.A., F.A.I , I.R.F.U or any other Sporting Body have been Garda vetted through different vetting procedures and this offers the school an additional safeguard; however teachers will always remain present during these coaching sessions. Coaches will never have unsupervised access to the children in school.

**Procedures for Substitute Teachers**

In the event that a teacher is absent from school and a substitute teacher is employed to cover for the absent teacher. He/She will be asked to bring their Teaching Council Card with them and photo identification. Susan or Lavinia will then check their Teaching Council status on the national system.

https://www.teachingcouncil.ie/Website/en/Registration/Register-of-Teachers/Search-the-Register/Search-the-Register.html

They will take a copy of their Teaching Council card and upload it onto the shared drive CP admin file.

**Procedures for addressing Bullying, Peer Abuse and Cyber Bullying**  
Bullying behaviour will be addressed under our Anti-Bullying Policy and Cyber Bullying under our ICT policy.  However bullying is considered a form of emotional abuse. If the behaviour involved is of a sexualised nature or regarded as being particularly concerning, the matter will be referred to the DLP who will **determine whether a Mandated Report is warranted.** We will be reviewing the Information Booklet this year through the PC , Student Council and staff for families.

**Positive Behaviour Procedures**  
Children are to be encouraged at all times to play co-operatively and to show respect for themselves and others. Our Positive Behaviour Policy clarifies this. The school will , through the school ethos promote, value and reward good behaviour.

**Procedures for Accessing Toilets**  
It is school policy that only one child is permitted to enter the toilet at a time. Teachers should ensure that children have an opportunity to use the toilet prior to breaks. Children who need to use the toilet during yard time must seek the permission of the teacher on yard. If in an exceptional circumstance a toilet needs to be used, the child must use the following toilets- Maria’s Room Junior Infants on the ground floor, access through the small yard door. Infants -2nd class must be accompanied by an SNA and the adult must always bring more than one child with them.

**Procedures for Wetting / Soiling Accidents & Intimate Care**If any child in our school requires intimate care the procedures involved with such care will be agreed in consultation with the pupil, their Parents/Guardians and any other personnel involved in the care of the pupil. This is in keeping with best practice, keeps the best interests of the child to the fore and maintains the child’s personal dignity.  Such procedures, when agreed will be communicated to all parties involved and recorded on Aladdin. An Intimate Care Policy will be developed during the 2019 -20 school year.

1. If a child has a wetting accident during the school day, a staff member will assist them to change into dry clothes.  Before assisting the child the staff member will inform a second staff member and the second person will remain in the room adjoining the toilet area. Alternatively, the child may be taken to the administration area where two staff members will be present to assist the child.

2. It is school policy to call a Parent/Guardian and ask them to come to the school if a child soils themselves in school and requires intimate care.

In the unlikely event of failing to make contact staff will follow the procedures as for  above. All accidents of this nature will be reported to Parents/Guardians and recorded on Aladdin.

**Procedure for Use of Staff Cars**  
In rare instances such as an emergency where a staff car must be used to transport a child, a child will never be taken alone. However it is not the policy in Belmayne ETNS to transport children by staff cars to games etc.

**Procedures for School Tours/Trips**  
School staff accompanying children on school tours/trips (including after school sporting events) will deliver a duty of care commensurate with the trip/venue.

The higher the risk factor, the higher the number of teachers/responsible adults involved. The organising teacher of such outings will complete a Health and Safety Risk Assessment prior to the trip. A Dynamic Risk Assessment will be taken once on site.

As per School Tour Policy, hired buses/vehicles must provide safe transportation and a functioning seatbelt for every child/adult.

In the event of using public transport the group must not be split up ( i.e. the group must all be seated in one carriage on a train, or the group must wait on a bus that has the capacity to take the entire group) this will require that the teacher phones the bus/train company ahead of trips and advises them that a single carriage/bus is required ( booking ahead) to meet the capacity of the group intending to travel.

Where children are attending football matches etc and parents are giving children other than their own children lifts, this is a local arrangement between parents and is nothing to do with the school

From 2019/2020 parents must give their permission for children to attend all tours and trips or opt out using the Aladdin app. This prevents children being left behind where permission slips are not returned and parents cannot be contacted prior to the trip. If a parent does not want a child to attend a trip/tour/outing, they must put their objection in writing or email to the teacher in advance. Otherwise permission will be assumed by the school.

**Toileting Procedures on School Trips/Tours/Outings/ Matches**

●The toilet must be located and a teacher/SNA must bring a group of children to the toilets together. A teacher /SNA must never take a child to the toilets alone. If the toilets are arranged as a male block and a female block, the teacher should go into the block first to check that they are safe for the children to use and clear of other adults and members of the public. Boys should be instructed to use a cubicle and not a urinal where possible. Both boys and girls should be instructed not to lock the door but to close it over. The teacher/ SNA must wait for the children at the entrance being aware that other children/ members of the public may use the facilities.

●If the teacher / SNA is unable to adequately supervise and manage the toileting trip. He/She should return with the group of children to the main class and request additional help.

●Parent volunteers who come to help out on school trips should never be allowed/asked to supervise a toileting trip as they may not have Garda vetting. A parent helper may only be permitted to bring their own child to the toilet. Parents should be made aware of this before the trip and teachers can explain the reasons why to them.

**Procedures for Training and Updating School Personnel on Child Safeguarding Measures**  
It is the responsibility of the designated Special Duty Post Holder ( Viv Gaynor) to inform all new teachers and ancillary staff of the Children First Guidelines 2017 and the school’s Child Safeguarding Statement and Risk Assessment. Every September Viv runs training sessions with new school personnel based on our School Safeguarding measures and procedures. Viv issues every teacher with the latest Child Safeguarding Statement and is always available as a support to the staff should they need clarification, help or advice.

Viv and Colum will also inform the new PC re guidelines. Sinead as DLP and Relevant Person in our organisation will update school personnel on Child Protection issues at staff meetings.

**Procedures for Monitoring Attendance and Punctuality**  
School attendance and punctuality are monitored carefully. The NEWB will be informed of any concerns relating to a child’s attendance.  We will issue a letter to parents when their child has missed 15 days to advise them what will occur should the child miss 20 days or more.  Children who miss 20 days or more will be reported to the NEWB in accordance with legislation. Lateness is recorded by the class teacher. Repeated lateness is a form of educational neglect (Child First Guidelines) and teachers will inform parent where there are concerns. If the lateness continues the parents will be asked to meet the Principal. If the lateness continues it will be reported to the DLP.

**Procedures for One-to One Teaching**  
Parents will be made aware when one-to-one teaching is in the best interests of the child. Where possible, children in Learning Support/Resource /EAL will be taught in small groups. Where possible the door to the room where the lesson is being taught will have a glass panel so that the teacher who is instructing the child is visible.

**Procedures for Parental Involvement**

As parents are often on the premises and encouraged to participate in activities in the school, we will be asking parents to go through the Garda vetting process. However even with this additional safeguarding measure, parents who visit our school will never be given unsupervised access to the children and class teachers will always remain in the classroom.

All members of the PC will be vetted from March 2017.

Parents are asked and reminded not to access corridors/classrooms/staffroom in particular unless invited. Information regarding health or background information relating to families must be displayed in the staff room for teachers and S.N.A.s to be fully informed (custody /access issues or medical needs of children in school).

**Procedures for Garda Vetting – includes recruitment of teachers, other school personnel, parent volunteers who come into school to take part in activities**

School authorities must ensure compliance with the requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 (the Vetting Act) and with relevant Department’s circulars in relation to Garda vetting of school personnel and other persons who undertake relevant work or activities with children or vulnerable persons.

Separate to the requirements of the Vetting Act, school authorities must also be cognisant of their civil law duty of care to their pupils and the need for prudent practice from a child protection perspective.

In circumstances where the Vetting Act does not require a school authority to obtain a vetting disclosure, a school authority may from a prudent practice perspective nevertheless opt to seek a vetting disclosure in respect of a person prior to employing, contracting or placing that person to undertake relevant work or activities with children or vulnerable persons or prior to permitting that person to undertake such relevant work or activities on behalf of the school.

Vetting should not, however, take the place of normal recruitment procedures, such as seeking and following up of references and ensuring that any unexplained gaps in employment records/curriculum vitae are satisfactorily accounted for.

Whether a person is being considered for employment or other roles in the school, comprehensive procedures for the checking of the person’s suitability to work with children or vulnerable persons are an essential element of child protection practice.

School authorities must also ensure compliance with the Department’s requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking by all persons being appointed to teaching and nonteaching positions. Further information relating to vetting requirements can be found on the Department’s website [www.education.ie](http://www.education.ie)

**Procedure for Sub SNAs**

Susan / Lavinia will ask all SNAs to present a copy of their Garda Vetting on arrival. A copy of the vetting will be made and uploaded to the shared server in the CP admin file.

**Procedures for ensuring Curricular Content is covered in the given academic year**

It is the responsibility of all schools to contribute to the prevention of child abuse and neglect through curricular provision. In that context the Social, Personal and Health Education (SPHE) programme is a mandatory part of the curriculum for all students in primary schools. All primary schools are required to fully implement the Stay Safe programme. The Stay Safe programme for primary schools plays a valuable role in helping children develop the skills necessary to enable them to recognise and resist abuse and potentially abusive situations.

1. The Stay Safe Programme will be taught in all classes each academic year.

2. The SPHE programme will be supported by the Walk Tall Programme and the RSE Programme. An RSE facilitator will be employed to work with the parents and pupils from 5th and 6th classes.

3. Our Learn Together Programme will also enhance the children’s learning regarding Personal safety and their own Welling Being.

4. The Weaving Wellbeing programme is taught in classes 2nd-6th to promote wellbeing, resilience and management of anxiety. We are looking for a programme to address Wellbeing in the Junior school. We also hold a Well Being Week and promote the practice of Mindfulness and Quiet Time in order to promote and facilitate an awareness towards positive mental health.

The School has also provided additional classes/support for children who are grieving/dealing with parental separation etc. through the Rainbows Programme.

Pupils should be educated regarding Children’s’ Rights. Children should also through Role Play and Circle Time have the opportunity to discuss situations where another child might disclose information to them. Children should explore when it is not appropriate to keep a secret and whom they should discuss situations with should they arise.

Points to remember for Staff:

* The severity of a sign does not necessarily equate with the severity of the abuse. Severe and potentially fatal injuries are not always visible. Neglect and emotional and/or psychological abuse tend to be cumulative and effects may only be observable in the longer term. Explanations that are inconsistent with the signs should constitute a cause for concern.
* Neglect is as potentially fatal as physical abuse. It can cause delayed physical, psychological and emotional development, chronic ill-health and significant long-term damage. It may place children at serious risk of harm. It may also precede, or co-exist with, other forms of abuse and must be acted upon.
* Experiencing recurring low-level abuse may cause serious and long-term harm. Cumulative harm refers to the effects of multiple adverse circumstances and events in a child’s life. The unremitting daily impact of these circumstances on the child can be profound and exponential, and diminish a child’s sense of safety and well-being.
* Child abuse is not restricted to any socio-economic group, gender or culture. All signs must be considered in the wider social and family context. Serious deficits in child safety and welfare transcend cultural, social and ethnic norms, and must elicit a response
* Challenging behaviour by a child or young person should not render them liable to abuse. Children in certain circumstances may present management problems. This should not leave them vulnerable to harsh disciplinary measures or neglect of care.
* Exposure to domestic violence is detrimental to children’s physical, emotional and

psychological well-being. The adverse effects of domestic violence have been well

established.

* While the impact of neglect is most profound on young children, it also adversely affects adolescents. Neglect renders young people liable to risk-taking behaviours, such as running away, early school leaving, anti-social behavior, mental health and addiction problems, including the risk of suicide.
* It is sometimes difficult to distinguish between indicators of child abuse and other adversities suffered by children and families. Deprivation, stress, addiction or mental health problems should not be used as a justification for omissions of care or perpetration of harm by parents/carers. The child’s welfare must be the primary consideration.
* Neglectful families may be difficult to engage. Research shows that families may be reluctant to seek help in response to experiencing the factors associated with neglect. HSCL should attempt to engage and have some links with home in a supporting role
* Families where neglect and abuse are prevalent may go to considerable lengths to deceive professionals. It is important for professionals to approach cases with a wary trustfulness, seek evidence to substantiate claims of improvement and speak with the children concerned individually.
* Social workers need good observation and analytical skills in order to be able to understand the nature of the relationship between a parent and child, to understand signs of non-compliance, to work alongside a family and to come to safe and evidence-based judgements about the best course of action.
* Working in the area of child abuse and neglect is dealing with uncertainty. Social workers and other professionals should adopt a ‘respectful uncertainty’ on parental reporting of improvement until supported by clear evidence.

**Children with additional vulnerabilities**

Certain children are more vulnerable to abuse than others. Such children include those with disabilities, children who are homeless and those who, for one reason or another, are

separated from their parents or other family members and who depend on others for their care and protection. The same categories of abuse – neglect, emotional abuse, physical abuse and sexual abuse – are applicable, but may take a slightly different form. For example, abuse may take the form of deprivation of basic rights, harsh disciplinary regimes or the inappropriate use of medications or physical restraints. All school personnel will be cognisant of these facts.

**Synopsis of School Personnel Responsibility**

* Each member of school personnel has a duty of care to all the children in the school.
* School personnel must familiarise themselves with the Child First National Guidelines 2017
* School personnel must act within the Child First and DES guidelines and each staff

member should familiarise themselves with these documents.

* School personnel should ensure that children can identify adults whom they trust if they feel they need to talk, this is facilitated through the SPHE programme and the Learn Together Programme. Children should be educated about Children’s Rights
* Mandated Teachers must keep adequate notes and documentation regarding incidents, disclosure and conversations/comments with children/adults concerned/parents/guardians on Aladdin. Often isolated incidents may not appear a concern but when many areas of concern are documented, this can often highlight concerns. Log and note take anything of concern on the child’s pupil profile on Aladdin and always inform Sinéad/Gearóid.
* Mandated Reporting forms are available on the shared server, staff must use these

forms to report to Tulsa See appendices.

* The Home School Liaison Co-ordinator can be offered to a family to offer supports
* Teachers should note any children, who are particularly withdrawn, upset, become angry/ volatile or use inappropriate language/ behaviour. Sudden changes in behaviour should also be noted.
* Teachers should not probe children or ask leading questions. If a child discloses information the teacher should write information down straight away or as soon as possible in order to ensure accuracy. Reports should not include a teacher’s opinion on a situation. Facts need only be recorded.
* Teachers/staff should never, ever promise a child that they will keep the information a secret.
* Any concerns should be directed to the Relevant Person & DLP/Deputy DLP when the DLP is not available. If the DLP and Deputy DLP are not in the building, the next most senior member of staff takes on the relevant role. This is Joe Kavanagh.

If a teacher believes that the concern has not been followed appropriately,they as Registered Teachers can make their own Mandated Report to Tulsa. They must then request to meet with the Chairperson. It is good practice that prior to this occurring

that the teacher would inform the DLP/Deputy DLP of their ongoing concerns as often further information may be available to the Principal that may not have been shared with all staff members.

* Children must be handed over to parents unless the Garda Siochána is present and have informed the school not to do so. However staff can contact the Garda Siochana where concerned ,to follow up on this.
* Supports should be put in place or sought by the Board of Management for staff/families/children where necessary, appropriate and available.

**Procedures for the DLP – Reporting to the Board of Management**

Summary data in respect of reporting

As part of the principal’s report to the board of management, the Child Protection

Oversight Report shall also -

a) state the total number reports made to Tusla by the DLP since the last board of

management meeting and shall state the number of those reports which were

submitted as mandated reports and whether or not any of those reports (mandated

or otherwise) concerned a member of school personnel;

b) state the total number of cases, since the last board meeting, where the DLP sought

advice from Tusla and as a result of this advice, no report was made by the DLP,

and state whether or not any of those cases concerned a member of school

personnel;

c) state the total number of cases since the last board meeting 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 and state whether or not any such

cases concerned a member of school personnel;

d) where there were no such cases at (a), (b) or (c) above, state this fact.

If a child is transferring from our school to another school and there were child protection concerns, the DLP should advise the principal of the new school that the school had child protection concerns. In the standard Transfer Letter a section will be included for the classroom teacher /Principal to tick a box to indicate whether the school had any child protection concerns. No other details will be disclosed on this form. The DLP should also contact the HSE to advise them that the child is moving on.

**Board of Management oversight of Child Safeguarding Statement**

The overall principle informing the oversight function of the board of management is the need for boards of management to ensure that they have robust procedures in place to fully implement these procedures and to satisfy themselves that their procedures are effective in ensuring that all children are safe from harm while attending the school or while participating in school activities. To this end boards of management should ensure that these procedures are implemented in full. In particular the board of management shall:

• formally adopt the Child Safeguarding Statement and the minutes of the relevant board meeting shall record this fact

• satisfy itself and record in the relevant board minutes that each of the requirements for display, publication and circulation of the Statement as set out in these procedures have been met in full.

• undertake an annual review of the Child Safeguarding Statement and issue the notification confirming completion of that review to the patron and the Parents’ Association. The board of management shall also publish the notification confirming completion of the annual review on the school website.

The minutes of the relevant board meeting shall record that that it has undertaken the review and has issued/published the notifications confirming same.

Any complaints or suggestions for improvement that are made to the board of management or to a member of school personnel regarding the school’s Child Safeguarding Statement shall be brought to the attention of the board at the next following board meeting.

The board of management shall be informed of any action taken on foot of such complaint or suggestion.

The board of management shall review the matter and shall, where appropriate, implement any improvement considered necessary or remedy any deficiency identified regarding its compliance with these procedures’ requirements in respect of the school’s Child Safeguarding Statement.

The minutes of the relevant board meeting(s) shall record the foregoing.

As part of its annual review of the Child Safeguarding Statement, the board of management must seek feedback from parents in relation to the school’s compliance with the child safeguarding requirements of these procedures.

As part of this annual review, the views of pupils on the school’s safeguarding arrangements should also be sought by the board. This should be done in a manner appropriate to the age and maturity of the children concerned. Any areas for improvement identified should be addressed.

**Checklist for Annual Review of the Child Safeguarding Statement 2019-2020**

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’? | yes |
| 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’’? | yes |
| Does the school’s Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015? | yes |
| Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review? | yes |
| Has the DLP attended available child protection training? | yes |
| Has the Deputy DLP attended available child protection training? | yes |
| Have any members of the Board attended child protection training? | yes |
| Are there both a DLP and a Deputy DLP currently appointed? | yes |
| Are the relevant contact details (Tusla and An Garda Síochána) to hand? | yes |
| Has the Board arrangements in place to communicate the school’s Child Safeguarding Statement to new school personnel? | yes |
| 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? | yes |
| Has the Board received a Principal’s Child Protection Oversight Report at each Board meeting held since the last review was undertaken? | yes |
| Since the Board’s last review, was the Board informed of any child protection reports made to Tusla/An Garda Síochána by the DLP? | yes |
| 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? | yes |
| 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? | yes |
| Has the Board been provided with and reviewed all documents relevant to the Principal’s Child Protection Oversight Report? | yes |
| 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? | yes |
| 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?\* | No  allegat-  ions made |
| Were child protection matters reported to the Board appropriately recorded in the Board minutes? | yes |
| Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely? | Yes- Sinead  to update  filing to  individual  files |
| 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’ | No |
| 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? | N/A |
| Has the Board ensured that the Parents’ Association (if any), has been provided with the school’s Child Safeguarding Statement? | Yes-new PC  Will receive  updated  version in  February. |
| Has the Board ensured that the patron has been provided with the school’s Child Safeguarding Statement? | Yes-new  version will  go in. |
| Has the Board ensured that the school’s Child Safeguarding Statement is available to parents on request? | Yes – web-  site and  foyer |
| Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools) | Yes |
| Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post- primary schools) | N/A |
| Has the Board ensured that the SPHE curriculum is implemented in full in the school? | Yes- review  ing the LT  Prog to  ensure all  elements  are included an  and timetables  led. |
| Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? \* | yes |
| 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?\* | yes |
| 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)?\* | yes |
| Has the Board considered and addressed any complaints or suggestions for improvements regarding the school’s Child Safeguarding Statement? | Yes-cases  Whereby  There are  Protection  Orders in plac  ce we  identified  risks |
| 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’ | Yes- PC |
| Has the Board sought the feedback of pupils in relation to the school’s child safeguarding arrangements? | This  Year SC |
| 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? | yes |
| Has the Board identified any aspects of the school’s Child Safeguarding Statement and/or its implementation that require further improvement?  Yes – Doors need magnets as parents are accessing without permission on  Occasion. At present we are locking doors. Exiting the car park can be  Challenging – mirrors have been ordered to assist with this. | ≤≤≤≤ yes |
| 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 ? | yes |
| 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? | Yes- new  school  elements  had to be  reviewed  And risk asse-  -ssments  identified  and put in  place. |

\*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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal/Secretary to the Board of Management

**Child Safeguarding Risk Assessment**

**(of any potential harm)**

**\*Risk assessments are carried out before any trip or outing that takes place outside of school grounds.**

|  |  |  |  |
| --- | --- | --- | --- |
| **List of School Activities** | **Risk Level** | **The School has identified the following Risk of Harm** | **The School has the following Procedures in place to address risk identified in this assessment** |
| **Daily arrival and dismissal of pupils** | Med | Abductions & kidnapping  Parents who have no legal access to their children through an order of the court collecting the child from school premises  Being taken by parent without informing the teacher  Late arrivals – neglect  Possible risk to child by tripping in corridor  Adults entering the school building without notifying the office.  Inappropriate contact between children and adults  Slips or trips while walking into the building  Parents who fail to clearly communicate arrangements for afterschool childcare | The daily arrival and dismissal of children is executed in an orderly and controlled manner- see plan in appendices of CSS. No child is ever let go home with an unnamed, unknown adult.  Last teacher into the school building will ensure that the door is closed behind them.  Parents are made aware not to take their child from the line without telling the teacher.  In relation to new infant pupils, support teachers are allocated to the two classes at the end of the day to help class teacher release the children to a parent. (first two weeks)  Each class has hangers outside or inside the classroom so children can hang their coats safely.  New infants are brought to the classroom door by a parent or guardian for the first two weeks.  Junior and Senior Infant children who attend afterschool are collected from the class by a member of the afterschool staff. Afterschool staff to arrive earlier than 1:20pm. All pupils to be brought up together.  There is regular contact between afterschool staff and teaching staff.  It is parents’ responsibility to inform both the teacher and the Afterschool Staff via email if there child is to attend Afterschool or if the normal arrangement has changed.  1st and 2nd class rooms are on the same corridor as the afterschool. Children from these classes are allowed to walk directly to afterschool at 2:20pm.  Pupils from 3rd – 6th are allowed to walk directly to afterschool at 2:20pm.  All school staff are vigilant of children wandering on the school corridors after 2:20pm. Staff ensure that children are safe at all times.  See CSS for procedures detailing home time dismissal.  Late arrivals must report to the office and fill in the late book in reception. Minutes late is recorded by the class teacher also on the child’s Aladdin profile. If lateness happens on regular basis or if a pattern of lateness emerges parents will be contacted by Sinéad/Gearóid or Colum HSCL.  A designated visitor toilet will used by parents and their young children if necessary. This will be located by the school hall. Visitors and their children will not be permitted to use the classroom toilets. |
| **In Class Break Times / Toilets** | High | Risk of child being harmed in the school by a member of school personnel  Risk of child being harmed in the school by another child  Risk of child being harmed by food allergies i.e nut allergies.  Risk of child being bullied.  Risk of child being harmed in the school by volunteer or visitor to the school  Risk of harm to children with SEN who have particular vulnerabilities | All teachers and SNAs are Garda Vetted.  Support & mainstream teachers /SNAs take measures not to leave themselves open or vulnerable to erroneous allegations of child abuse. Therefore when working with small groups or in a one to one setting teachers work in classrooms with the door open/ glass in door uncovered so they can always be visible.  Children and parents are aware of the positive behaviour policy and sanctions.  Only one child in the toilet at a time.  Supervision rota is in place so staff supervise the children while eating their lunches.  Depending on needs, appropriate levels of supervision are provided.  Children to stay seated at all times.  Children walk in orderly manner to and from the yard. |
| **Activities that occur inside the main school building i.e in support rooms**   1. One to one teaching 2. Small group teaching 3. Visiting teachers to the school to teach parents e.g English teacher, First Aid instructor 4. Visiting psychologists, speech and language therapists, Alan Oates school mentor, teacher for the deaf 5. Student teachers, student SNAs on placement, any person on work experience. 6. Parent reading groups/maths for fun groups, parent Zumba classes, parent coffee mornings | 1-6  High | Risk of child being harmed in the school by a member of school personnel  Risk of child being harmed in the school by another child  Risk of child being bullied.  Risk of child being harmed in the school by volunteer or visitor to the school  Risk of harm to children with SEN who have particular vulnerabilities  Risk of harm in one-to-one teaching. | All teachers and SNAs are Garda Vetted.  Support & mainstream teachers /SNAs take measures not to leave themselves open or vulnerable to erroneous allegations of child abuse. Therefore when working with small groups or in a one to one setting teachers work in classrooms with the door open/ glass in door uncovered so they can always be visible. Parents will be informed if this is occurring.  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  Parent Volunteers will never be given unsupervised access to children.  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*  Visiting psychologists, speech and language therapists, SENOs are Garda vetted, but they would not be given unsupervised access to children without the written consent of parents first |
| **Activities that occur inside the main school buildings i.e. in mainstream classrooms.**   1. AISTEAR Lessons 2. PE Lessons 3. Day to Day Teaching: pair work, group work, stations etc. 4. Maths 4 Fun 5. Literacy 4 Fun 6. Visiting psychologists, speech and language therapists, SENOs etc. (observing children in mainstream setting) 7. Visiting speakers –e.g. RSE facilitators , Childline, , School Mentor Alan Oates | 1-3  Med  4-5  High  6  Med | Risk of child being harmed in the school by a member of school personnel  Risk of child being harmed in the school by another child  Development and establishment of inappropriate relationships with adults which could lead to grooming- volunteer adults coming in to help out with school activities  Risk of child being harmed in the school by volunteer or visitor to the school  Bullying/Assault by individuals or groups  Inappropriate touching by an adult- sexual abuse  Physical assault by an adult- physical abuse | All teachers and SNAs are Garda Vetted.  Children, parents and wider community are aware of the school rules and sanctions in place should a child attempt to harm another child. Children and families are always encouraged to tell a safe adult of any situation where they have themselves been harmed, are at risk of being harmed or could be harmed in the future- see Positive Behaviour Policy, Anti Bullying Policy, SPHE Policy and more in the appendices of this Child Safety Statement.  All school personnel are provided with a copy of the school’s Child Safeguarding Statement and CP policy updates and revisions are given at Staff Meetings.  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 has an Anti-Bullying Policy which fully adheres to the requirements of the Department’s Anti-Bullying Procedures for Primary and Post-Primary Schools  Toileting – strictly one child uses toilet at a time. See appendices for toileting procedure on trips and tours..  All children will annually receive SPHE instruction to raise awareness of sexual abuse and inappropriate touching through the Safe Safe programme.  All children will receive SPHE instruction to raise awareness of stranger danger/ getting lost through Safe Safe. Inappropriate touching by an adult- sexual abuse  Senior classes will receive RSE education with specialised RSE facilitator.  Physical assault by an adult- physical abuse – no visiting adult/volunteer is ever given unsupervised access to the children in Belmayne ETNS  Support & mainstream teachers /SNAs take measures not to leave themselves open or vulnerable to erroneous allegations of child abuse. Therefore when working with small groups or in a one to one setting teachers work in classrooms with the door open/ glass in door uncovered so they can always be visible.  Parent Volunteers will never be given unsupervised access to children.  Parents who come in regularly to be vetted. |
| **Activities that occur inside the school building but not within the mainstream classroom**   1. Gross motor skill groups on the corridor 2. Regulation station in afterschool room 3. Transitions – moving around the school for team teaching, co teaching etc. movement of large number of children, with and without supervision. 4. Violin lessons 5. Paired reading 6. Student council events 7. Parent council events 8. Children sent on messages around the school 9. Intimate Care of pupils with additional needs. | 1-4  Med  5-6  High  7-8  Med | Risk of child being harmed in the school by school personnel.  Risk of child being harmed in the school by another child.  Abductions and kidnappings.  Development and establishment of inappropriate relationships with adults, which could lead to grooming i.e. volunteers coming in to help with school activities.  Bullying/assault by individuals or groups.  Inappropriate touching by an adult – sexual abuse.  Physical assault by an adult – physical assault. | All school personnel employed in Belmayne ETNS are Garda vetted and follow safe practices to protect themselves and the children.  Children, parents and wider community are aware of the school rules and sanctions in place should a child attempt to harm another child. Children and families are always encouraged to tell a safe adult of any situation where they themselves have been harmed, are at risk of being harmed or could be harmed in the future. See positive behaviour policy, anti-bullying policy, SPHE policy and more in the appendices of the child safety statement.  All staff take measures not to leave themselves open or vulnerable to erroneous allegations of child abuse. Therefore when working with small groups or in a one to one setting, teachers work in classrooms with the door open / glass in door uncovered so they can always be visible. Parents are informed when this type of teaching is occurring.  Older and trusted children from 3rd to 6th have permission to walk to team teaching and co-teaching lessons. Support teachers will always collect and return younger children or children with SENs back to their classroom. Support teachers must use their professional judgement and discretion on whether to allow older (3rd-6th) pupils with SENs return to class in a group after a team teaching lesson has finished.  Unsupervised access is never given to visiting teachers or coaches.  Visiting teachers and coaches are Garda vetted.  HSCL Policy  Parent Council members will be Garda vetted.  Only two trusted children from the senior classes will be sent on a message.  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*  If/when intimate care is required a plan will be put in place with the class teacher, parents, child ( if appropriate) and SNAs. The plan will follow our Intimate Care Policy and will be reviewed.  In the event that an SNA is unavailable to carry out the intimate care needed two teachers will assist the child. |
| **Outdoor activities or activities that take place outside of the school building:**   1. PE lessons 2. Other outdoor lessons – SESE / Art / Drama etc 3. Movement breaks for SEN children 4. Lessons with external coaches (GAA, FAI, IRFU, AAI) 5. All ‘Special Weeks’ i.e. Friendship Week, International Week, Seachtain na Gaeilge, Biodiversity Week, Active Week, Maths Week, Science Week etc 6. Student Council – Disco & Movie Night etc 7. School Open Day/Open Nights 8. Weekly assemblies 9. Math trails 10. Kids on messages 11. Yard time 12. School outings and tours 13. Use of toilet / changing / shower areas whilst at swimming lessons, on tour etc. 14. Care of children with special educational needs, including intimate care where needed. 15. Management of challenging behaviour amongst pupils. 16. School trips involving overnight stay, including transport to and from the trip. Uisce / Carlingford– 6th class 17. Administration of first aid. 18. School trips not involving overnight stays. 19. Father Collins Park 20. Open Day | 1-2  High  3  Low  4  Med  5-10  High  11  Med  12-16  High  16  Med  17  Low  18  Med  19  High  20  High | Risk of child being harmed outside of the school by a member of school personnel  Risk of child being harmed outside of the school by another child  Getting lost or separated from the class or group in an unfamiliar setting  Risk of child being harmed outside of the school.  Development and establishment of inappropriate relationships with adults which could lead to grooming- volunteer adults coming in to help out with school activities, passers-by on the street trying to engage with children through school railings /gates when children are out on the yard/school grounds.  Parents who do not have legal access to the child by order of the court turning up at events.  Bullying/Assault by individuals or groups  Inappropriate touching by an adult- sexual abuse  Physical assault by an adult- physical abuse | All school personnel employed in BETNS are Garda Vetted and follow safe practices that protect themselves and the child.  Children, parents and wider community are aware of the school rules and sanctions in place should a child attempt to harm another child. Children and families are always encouraged to tell a safe adult of any situation where they have themselves been harmed, are at risk of being harmed or could be harmed in the future- see Positive Behaviour Policy, Anti Bullying Policy and more in the appendices of this Child Safety Statement.  In the cases of lessons occurring outside on the yard-teachers are always present on yard with class for all lessons.  In the cases of lessons being delivered by visiting coaches – teachers never leave the class with visiting coaches or volunteers.  For special weeks- teachers never leave their classes unattended; teachers always remain with their classes.  Weekly assemblies – only children enrolled in our school are permitted to be on the basketball court where assembly takes place. Parents and others are asked to observe assembly from outside the basketball court. Once the whole school part of assembly finishes and all classes are dismissed, then parents are invited into the basketball court to watch their child’s assembly.  Yard times are supervised by teachers and SNAs – see fortnightly rota.  Caretaker Geoff will close over the car park gates at 8.35am.  Two trusted children from the senior end of the school 3rd -6th (prefabs) are only ever sent on messages around the school campus. Children in the junior end are only sent to the office in pairs.  Visiting teachers/coaches are garda vetted.  Residential trips- parents’ permission is sought. Children adhere to positive behaviour policy and anti-bullying policy. Children sign a contract. Access to phones is restricted. Leaders working in residential setting are Garda vetted. Adequate teachers are supplied to supervise dormitories at night.  Overview of safe practices and supervision is given to Belmayne Teachers in advance of their overnight trip.  Residential centres for overnight trips provide the school and parents with their own risk assessments and health and safety plans in advance of trip occurring. These policies that must be followed by BETNS staff and pupils.  Toileting – strictly one child uses toilet at a time. See CSS for procedures.  Intimate Care Plan is in place for children with additional needs.  All children will receive SPHE instruction annually to raise awareness of sexual abuse and inappropriate touching through the Safe Safe programme. See SPHE policy, plan and CSS.  All children will receive SPHE instruction to raise awareness of stranger danger/ getting lost through Safe Safe. Inappropriate touching by an adult- sexual abuse  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.*  Physical assault by an adult- physical abuse – no visiting adult/volunteer is ever given unsupervised access to the children in Belmayne ETNS.  Should an emergency occur in which a teacher needs extra support from other teachers, trusted children who have be drilled in using the red card will take the red card to the neighbouring teacher to get help and the neighbouring teacher will raise the alarm- see CSS for procedures.  Children who attend swimming lessons in Trinity Sports and Leisure will return directly to the school and not visit the park.  The school has in place a Critical Incident Management Plan .  Strangers who are observing children on yard are approached by a member of staff to ascertain their identity and their reason for being in the vicinity of the school. ISM will be contacted to come to the scene at this stage. If teachers become aware that the individual is recording/photographing the children, teachers will ask to view footage and images and will ask for them to be deleted immediately. ISM may decide to contact the Gardaí after such incidents.  Strangers in the school building or entering the school are approached to clarify their identity and reasons for being on the premises.  Side gates are closed by Geoff after children go into class in the morning.  SNAs are to monitor entire yard and not spend entire time with individual pupils who have SNA access. Children are encouraged to play with their peers.  All teachers are required to complete an online dynamic risk assessment when they take children outside of the school grounds. The document must be completed prior to leaving. School management must be notified every time a teacher takes a group of children outside the school grounds.  Regarding toileting on day trips. Children are brought in groups. A teacher will check if toilet is clear and then let children in. Teacher will ask members of public if possible to wait until the children are ready before entering.  Children go to the toilet before leaving the building to go on trips which are within walking distance of the school. In case of emergencies, a member of staff will complete a dynamic risk assessment to determine best course of action.  If a child soils themselves on a trip. The child if able to will clean themselves. If unable to, two members of staff will be present to help.  During Open Day, all unused or unneeded areas of the school will be closed off/ doors locked.  Signs to be erected around the school yard asking parents to take responsibility of their children when on premises outside of school hours.  Signs to inform the public they are being filmed by CCTV to be placed.  At present the majority of the school staff are trained in basic first aid. The remaining untrained staff members will be trained in the 2018/2019 school year. Staff will then undergo a refresher course every two years. |
| **Sporting and afterschool activities: Please note the list of activities is not exhaustive and will change termly.**  **Outdoor activities:**   1. GAA 2. Soccer 3. Athletics 4. Gymnastics – final term - 5. Gardening 6. Games for fun   **Indoor Clubs:**   1. Choir 2. Encore 3. Yoga 4. Mindfulness 5. Debating 6. Art and craft 7. Chess 8. Lego 9. Coding 10. Gymnastics – 1st term 11. New Guitar lessons (HSCL) | 1-6 High  7-15  Med  16  High | Risk of child being harmed in the school by a member of school personnel  Risk of child being harmed in the school by another child  Teacher pupil ratio is adequate. This is activity dependent and location dependent. The age of children in the club is also a factor. This ensures safe supervision of children.  Abduction when you are off school site-playing matches, attending a competition or a race meet etc.  Dismissal of the children when the club is over when you don’t necessarily know the parents.  Harm/ injuries occurring due the sport/activity being undertaken in the club.  Bullying occurring within the club.  Toilet access for pupils when they are playing away matches.  Toileting for SEN pupils during club.  Access to unsuitable materials when using ICT and computers. | 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  Teacher in charge of club must ensure that another teacher is in the building. It is the teacher’s responsibility to complete dynamic risk assessment for all clubs to ensure their safe running.  Pupil teacher ratio- teachers must consider the impact of having a child with SEN in their club. Teachers must use their own judgement when deciding on the ratio of pupils and SEN pupils attending their club in order that they can run the club safely. The number that the teacher can accommodate will be at the teachers’ discretion and professional judgement.  Parents availing of clubs must email/communicate with club teachers regarding collection arrangements .  Teachers and staff involved with activities that are off site must complete a risk assessment prior to leaving to determine if appropriate measures are in place.  It is teachers’ responsibility to ensure that they know in advance the collection arrangements for the children attending their club. Children will not be released to unnamed adults.  Teachers will adhere to the school’s Health and Safety Policy when bringing groups to away matches, meetings and competitions. A Health and Safety Risk Assessment will be completed in advance of leaving the school and a dynamic risk assessment of the area will be completed by the lead teacher on arrival.  Teachers will always give a safety talk to the children in advance of using potentially dangerous equipment: scissors, glue guns, shovels, trowels, horse, iPads & computers in order to minimise the risk of harm occurring during the normal course of the club.  The school has in place an ICT policy in respect of usage of ICT by pupils.  The school has in place a mobile phone policy in respect of usage of mobile phones by pupils  The school has in place a Facebook and Social Media policy in place. This will be reviewed by the IT committee this year 2019-2020  The school has a Special Educational Needs policy that is updated annually.  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 intimate care policy/plan in respect of students who require such care this will be put in place with input from the child (if appropriate) and parents.  Should an emergency occur in which a teacher needs extra support from other teachers, trusted children who have be drilled in using the red card will take the red card to the neighbouring teacher to get help and the neighbouring teacher will raise the alarm- see CSS  The school has in place a Critical Incident Management Plan  All children will be expected to adhere to the school’s Positive Behaviour Policy whilst attending the particular club.  All children will be expected to adhere to the school’s Anti Bullying Policy whilst attending the particular club.  Keep the windows the clear so that classroom can be visible |
| **Management of challenging behaviour amongst pupils.**  **Possible behaviours and scenarios**   1. Hurting/hitting/punching/kicking/spitting/biting school personnel in the mainstream classroom, corridors or support classrooms. 2. Hurting/hitting/punching/kicking/spitting/biting other children in the mainstream classroom. 3. Hurting/hitting/punching/kicking/spitting/biting other children in the yard. 4. Hurting/hitting/punching/kicking/spitting/biting school personnel on the yard. 5. Hurting/hitting/punching/kicking/spitting/biting other school personnel & children when off site on a tour/trip/ outing/ residential stay. 6. Hurting/hitting/punching/kicking/biting/ pinching pulling or other forms of self-harm. 7. Using an implement or a weapon to cause harm to self or others. 8. Attempting to run away from the group or school personnel when on yard. 9. Attempting to run away from the group or school personnel when off site on a tour/trip/outing/residential stay. 10. Making inflammatory comments or statements. 11. Inappropriate and impulsive behaviour that could lead to a member of the public reacting in a way that could cause harm 12. Impulsive and inappropriate towards non-school personnel. 13. Inappropriate behaviour on line. | High | Risk of school personnel becoming injured or harmed.  Risk of other children in the classroom/ support room/corridors/ yard/ transitions becoming injured or harmed.  Risk of school personnel and other children, external staff working at or leading tour/trip activities becoming injured or harmed.  Onlookers or members of the public becoming injured or harmed.  Risk of causing harm or injury to himself/herself.  Risk of child exhibiting the challenging behaviours getting knocked down by cars if running away from the group.  Risk of child exhibiting the challenging behaviours becoming separated or lost from the group if attempting to run away in an agitated state.  Children reacting to inflammatory comments becoming injured or harmed i.e. a fight.  Risk of harm not being recognised by school personnel.  Risk of harm to the child from school personnel trying to restrain the child. | Red card system is in place for serious incidents. See CSS  As outlined in the school’s positive behaviour policy, any physical or verbal assault is not acceptable.  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 SPHE curriculum  Internet Safety Week takes place once a year and is part of the SPHE curriculum.  The school implements in full the Stay Safe Programme and children have a prior knowledge of what to do should they become lost on a tour.  Prior to a tour commencing, class teachers will explain expectations for behaviour and will run through a safety talk- eg staying together walking in pairs, not engaging with strangers.  Parent volunteers will be asked to come on tours and trips to help with supervision.  Teacher pupil ratio on tours and trips will be commensurate with age, maturity and the proportion of SEN/EAL children going on the trip.  Teachers will complete a health and safety risk assessment prior to trip.  For residential overnight stays children and parents will be asked to sign a behaviour contact in advance of the trip.  Children who have exhibited challenging behaviour on previous occasions are sometimes precluded from attending tours and trips when the teachers and BOM feels that the child poses a significant risk of harm to himself/herself and others around him. This is dealt with on a case by case basis.  The parents of children who sometimes exhibit challenging behaviour are asked to come with their child on schools tours/trips where the school determine that this will be of benefit in helping to reduce the risk of harm being inflicted on the child or others around him/her. This is dealt with on a case by case basis.  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 a yard supervision rota to ensure appropriate supervision of children during yard time and breaks. Should an incident occur on yard or at break in a classroom, a staff member will be sent to the staffroom to get help from ISM. Staff members on yard/ in classrooms on break supervision may also phone ISM to raise the alarm that help is needed.    Should a child pose a risk of harm to others on the yard, the yard will be cleared and classes will be brought back to rooms. Teachers /SNA will cover the exit gates of the yard, so that the child can’t leave. The child will then be given time to de-escalate. Staff members are asked to protect themselves by moving evasively out of the way of punches and kicks.  Should a child pose a risk of harm to others in the classroom; in some instances the classroom will be cleared and class will be brought to an alternative room this decision will be at the teachers’ discretion. The child will be left in the room .Teachers /SNA will cover the exit of the room, so that the child can’t leave. Teachers/SNAs will remove items that may cause the child harm. The child will then be given time to de-escalate and calm down. Staff members are asked to protect themselves by moving evasively out of the way of punches and kicks.  Should a child pose a risk of harm to others while off site on a trip/tour, the area will be cleared and the class will be moved away. The child will be left in the area. Teachers /SNA will cover the exits of the space, if possible, so that the child can’t leave. Teachers/SNAs will remove items that may cause the child harm. The child will then be given time to de-escalate and calm down. Staff members are asked to protect themselves by moving evasively out of the way of punches and kicks. When the child has calmed, the teacher will phone Sinéad to inform her of the incident and a decision will be made on whether the child is to be collected from the trip / tour by a parent. In the event of a parent not being available a decision may be taken by Sinéad for the child to be collected by Colum HSCL and another member of staff.  Should a child assault another child/ adult in the classroom/ yard/corridor on trip/tour. The child will be left in the area.Teachers /SNA will cover the exits of the space, if possible, so that the child can’t leave. Teachers/SNAs will remove items that may cause the child harm. The child will then be given time to de-escalate and calm down. Staff members are asked to protect themselves by moving evasively out of the way of punches and kicks. When the child has calmed, the teacher will phone Sinéad to inform her of the incident and a decision will be made on whether the child is to be collected.  Should a child assault another child/ adult in the classroom/yard/corridor on trip/tour with a weapon or attempt to assault another with a weapon, the area will be cleared and all children will be removed to a safe location. Sinead/ISM will be contacted to help with the situation. The Garda will be called to attend and support if necessary. Staff are always asked ensure their own safety when challenging behaviour occurs.  The school has in place a policy and clear procedures in respect of school outings.  The school has a Health and safety policy  The school has a Special Educational Needs policy  Relevant staff are made aware of children who may be exhibiting worrying behaviour and of whom they must be vigilant of.  Teachers /SNAs involved keep logs on all incidents.  The school has in place a Critical Incident Management Plan.  Parents may be asked to bring their child to Mater CAMHS or Temple Street Children’s Hospital.  The school has procedures for school tours and trips |
| **Allergies and Administration of Medicine** | High | Risk of child being harmed in school by school personnel.  Development and establishment of inappropriate relationships with adults, which could lead to grooming  Risk of physical/sexual abuse/inappropriate touching  Risk of child taking the incorrect dose  Risk of child taking another child’s medication  Risk of medication being lost while on school grounds and other children consuming this medication  Risk of child overdosing  Risk of child having a reaction to medications  Risk of child have unforeseen side effects due to medication consumption  Risk of child having an allergic reaction to medicines, peanuts or other medicines, food , substances and chemicals that are present in the school. | The school has in place An Administration of Medicines Policy that all staff adhere to. Parents of children with medical needs are made aware of this policy.  On enrolling a child in BETNS parents are asked to fill in a Medical History and state any medical needs that there child has. Parents have the responsibility of keeping staff up to date and informed if the medical condition of their child changes over time.  All children with allergies or serious medical needs have their image and a description of their condition and steps that must be taken should a medical emergency occur listed on our Medical Needs board in the staffroom. This is updated regularly.  Parents need to ensure all medication sent into school is within is expiration date.  Teachers email and communicate with staff if a medical need changes over time.  The majority of staff are First Aid trained and can administer basic first aid should the need arise.  The school has a defibrillator and all staff have received guidance on how to use it should the need arise.  All school staff are Garda vetted.  All children are taught the Stay Safe SPHE Programme. |
| **Withdrawing their children from school early** | High | Risk of a child being harmed in the school by another adult.  Risk of kidnapping or abduction  Risk of educational neglect occurring due to missing lessons and class time. | Children will only be released to legal guardian or other adults / older siblings that teacher has been notified of.  Adult picking up a child must report to the office and speak to Susan or Lavinia and show their appointment card.  Adult must sign out the child.  Children from 2nd to 6th will be called down over the intercom by the secretaries and then they must be signed out. Parents are not permitted to collect children directly from classrooms  Infant children will be collected from their class by Susan or Lavinia.  Educational neglect will be reported to Tusla  Children missing 20 or more days of school are reported to NEWB. |
| **Visitors to the school** | High | Risk of a child being harmed in the school by another adult.  Risk of kidnapping or abduction  Development and establishment of inappropriate relationships with adults, which could lead to grooming. | All visitors are required to report to the school office.  All visitors must sign in and wear a visitor’s badge.  All visitors to sign out when leaving.  Susan or Lavinia to accompany visitors to where they need to be.  Visitors do not stay in class with the children at break time unless with a teacher. Teacher will bring visitors to the staff room or designated break area.  Visitors to our school will never be given unsupervised access to any children in our school.  Codes for all doors to be changed on a regular basis. |
| **Training of school personnel in child protection matters** | High | Lack of clarity on school procedures in place to protect children.  Lack of knowledge about who to go to and next steps to take should a disclosure arise.  Missing concerning behaviours due to inexperience.  Development and establishment of inappropriate relationships with adults, which could lead to grooming | Viv provides Child Protection training to all new staff.  Viv provides regular refreshers on child protection procedure.  Staff are provided with all policies and procedures relating to child protection.  Viv informs staff of any updates regarding child protection at Whole Staff Meetings.  Information regarding good practice and CP training slides are placed on the shared server for all staff to access at any time.  Sinéad, Gearóid and Viv attend CP training and CPD when on offer or available. |
| **Care of pupils with specific vulnerabilities e.g. EAL, sexuality, gender issues etc**  Children who are newcomers may have little or no English Language skills. This puts these children at risk as they have no way to communicate to school personnel if harm is being caused to them, if harm has occurred in the past, or if they are at risk of having harm caused to them in the future.  Parents may also have difficulties understanding messages and information sent home from school i.e. school events and/or closures. | High | Risk of child being harmed in the school by a member of school personnel  Risk of child being harmed in the school by another child  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 child participating in out of school activities e.g. school trip, swimming lessons  Risk of harm due to inappropriate relationship/communications between child and another child or adult  Risk of harm in one-to-one teaching  Risk of harm due to bullying of child  Risk of harm due social exclusion due to language barrier  Risk of harm to due to parenting styles and measures of discipline within the family unit.  Risk of harm due to educational neglect caused by differences placed on the value of education from one jurisdiction to another.  Risk of harm to the child due to parent opting out of RSE.  Risk of harm to child (self-inflicted injuries or suicide) arising from child’s own feelings ( fear, shame, confusion) | All school personnel working in BETNS are Garda Vetted and follow safe practices that protect themselves and the child.  In the cases of lessons occurring outside on the yard-teachers are always present on yard with class for all lessons.  In the cases of lessons being delivered by visiting coaches – teachers never leave the class with visiting coaches or volunteers. Parent volunteers will never have unsupervised access to children.  Children, parents and wider community are made aware of the school rules and sanctions in place should a child attempt to harm another child.  Children and families are always encouraged to tell a safe adult of any situation where they have themselves been harmed, are at risk of being harmed or could be harmed in the future- see Positive Behaviour Policy, Anti Bullying Policy and more in the appendices of this Child Safety Statement.  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 .All children will receive SPHE instruction to raise awareness of sexual abuse and inappropriate touching through Safe Safe.  The school has a Special Educational Needs policy which explains the approach to the teaching pupils with needs arising from EAL.  EAL teaching support is provided to all children.  Mainstream classroom teachers will differentiate their instruction in order to help the child progress and access the curriculum at their level.  Teachers as part of their professional practice will be very aware of how vulnerable a child is when they are in the “silent period” and learning a new language. Teachers will be especially vigilant and sensitive to changes in the child’s demeanour, pictures they draw in the course of completing their school work, if they appear engaged in the life of class, their attendance and punctuality. EAL teachers who work in a small group or one to one setting will also be aware of the signs of abuse within an EAL child and shall link in with the class teacher regularly.  Mainstream teachers will identify a kind and responsible child who may speak the newcomer child’s home language. This child will buddy up with the newcomer child and will be “keep an eye on them” especially at yard, break and transition times to ensure the child has a group to play with.    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.*  Colum the HSCL will be deployed to link in with any newcomer families to ensure they are settling in and adjusting to school life.  Colum will identify families from similar cultural backgrounds who are happy to offer support to newcomer families. At times, established families will be used to help translate and explain some of the cultural and social differences that exist in Ireland.    Colum will aim to support these families with their parenting roles as they become used to life in Ireland.  Sinead addresses any concerns re absenteeism, behaviour management at home etc.  If funding allows, Colum will offer English language classes to the parents and extended family.  International Weeks and Food Fairs are held annually to celebrate the value that cultural difference brings to a community.  All staff endeavour to use gender neutral language.  The school has in place a Critical Incident Plan.  Aistear and general games – reinforced to all children that all games are for everyone – not gender specific.  Teachers challenge gender stereotypes in class and use stories to celebrate difference and valuing everyone.  Specific, age appropriate gender equality lessons are covered in all classes.  Information regarding vulnerable children to be communicated to new teachers.  Parents are informed of their responsibilities to teach their child about the RSE programme if they withdraw their child from formal lessons covering this curricular content. |
| **Recruitment of school personnel including:**   1. Teachers / SNAs 2. Caretaker/Secretary/Cleaners 3. Sports coaches 4. External tutors/Guest speakers 5. Parent volunteers 6. Contractors in school during school hours 7. Contractors present during after school activities. 8. Parent Council | 1-5  Low  6  High  7  Low  8  Med | Risk of child being harmed in the school by a member of school personnel  Risk of child being harmed in the school by another child  Risk of child being harmed in the school by volunteer or visitor to the school  Development and establishment of inappropriate relationships with adults, which could lead to grooming | All staff, sport coaches, parent volunteers and any other adult that comes into direct contact with children on a regular basis will be Garda vetted  Cleaners do not start work until after 2:20pm  Guest speakers or once off visitors to the class are never left alone with the children. A teacher is always present.  Student Teachers/ Student SNAs/Work Experience/Placements will be given an overview of the CSS policy and procedures at the beginning of their placement. See appendices information sheet for placements.  Work experience placements will be asked to complete the Tulsa online training course on their first day at BETNS.  Student teachers are monitored very closely, especially in week 1 of placement. Sinead will contact the college if issues arise.  Contractors must always report to the office, sign in and wear visitor badges.  During school hours, contractors are not left to work alone in the school building or yard without the caretaker being present. If Geoff is unable to be present, the contractors will not be allowed to complete works until after school hours.  After school staff will be made aware of any contractors present in the main building after 2:20pm  All parent council members are required to be vetted and undergo CSS training. |
| **Use of information and communication technology by pupils and teachers in school**   1. Sharing of media related to children and staff 2. Teachers having pictures or videos of children on their phones. 3. Parents videoing or taking photos of children 4. Out of school use of social media. 5. Storage of photos 6. Devices being used on school tours. | 1-5  High | Destruction of children’s property.  Inappropriate use of phone.  Inappropriately sharing of photos and media without permission.  Risk of intruding on personal privacy.  Risking harm to the child by online bullying (social media)  Possibility of disclosing location when on a school tour.  Risk of children accessing inappropriate content while using school devices e.g. Ipads/laptops | ICT/Device use policy is in place which outlines appropriate usage to children. This is linked to the positive behaviour policy  Children’s devices are only allowed in school for specific educational activities.  Children must turn off phone and leave in bag until home time.  Device policy is made available to parents.  Teachers are required to carry their phones at all times.  Policy is in place regarding phones when children are on tour. Part of procedure that teachers are given when going on tour.  Children are not allowed to use camera feature or any other recording feature when in school or on any school related activities.  Positive behaviour policy is in place to deal with incidents of online bullying.  Children’s photos and names are not matched when posting photos on school website, facebook account.  Teachers do not photograph children using their own smartphone cameras , they use a class digital camera.  Filtering software(firewall) is in place to prevent students from accessing inappropriate content when using school devices such as Ipads/laptops.  Teachers are vigilant when children are using the internet or Ipads/laptops as part of a lesson in class time.  Teachers will oversee devices from the teacher Ipad and will check in regularly. |
| **Students participating in work experience in the school** | HIGH | Risk of child being harmed in the school by volunteer or visitor to the school  Risk of harm due to inappropriate relationship/communications between child (teenager) and another child or adult  Development and establishment of inappropriate relationships with adults/ teenagers which could lead to grooming- volunteer adults coming in to help out with school activities  Bullying/Assault by individuals – emotional abuse  Inappropriate touching by an adult- sexual abuse  Physical assault by an adult- physical abuse | Students teachers and students over the age of 16 are Garda Vetted. However work experience students will never be given unsupervised access to children in our school.  All school personnel working in BETNS are Garda Vetted and follow safe practices that protect themselves and the child.  In the cases of lessons occurring outside on the yard-teachers are always present on yard with class for all lessons.  In the cases of lessons being delivered by visiting coaches – teachers never leave the class with visiting coaches or volunteers. Parent volunteers will never have unsupervised access to children.  All children will receive SPHE instruction to raise awareness of sexual abuse and inappropriate touching through Safe Safe.  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*  Physical assault by an adult- physical abuse – no visiting adult/volunteer is ever given unsupervised access to the children in Belmayne ETNS.  On beginning placement the student will be given a welcome pack by the office staff , they will be asked to read and sign the Child Safe Guarding Information leaflet enclosed with the pack. See appendices for CSS leaflet – Work Experience  Work experience candidates will complete the online Tusla course on their first morning in BETNS. |
| **Student teachers undertaking training placement in school** |  | Risk of child being harmed in the school by student teacher on placement in the school  Development and establishment of inappropriate relationships with student teacher which could lead to grooming.  Bullying/Assault by individuals – emotional abuse  Inappropriate touching by an adult- sexual abuse  Physical assault by an adult- physical abuse | Student teachers are Garda Vetted. For the majority of the time student teachers are not given unsupervised access to the pupils in our schools with the exception of when they are being inspected.  All school personnel working in BETNS are Garda Vetted and follow safe practices that protect themselves and the child.  In the cases of lessons occurring outside on the yard-teachers are always present on yard with class for all lessons.  In the cases of lessons being delivered by visiting coaches – teachers never leave the class with visiting coaches or volunteers. Parent volunteers will never have unsupervised access to children.  All children will receive SPHE instruction to raise awareness of sexual abuse and inappropriate touching through Safe Safe. See timeframe of when lessons are taught in Stay Safe & SPHE in appendices. See SPHE policy, plan and CSS.  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*  Physical assault by an adult- physical abuse – no visiting adult/volunteer is ever given unsupervised access to the children in Belmayne ETNS.  On beginning placement the student teacher will be given an information pack by the office staff , they will be asked to read and sign the Child Safe Guarding Information leaflet enclosed with the pack. See appendices for CSS leaflet .  They will also meet with Sinéad/Gearóid on their first morning. |
| Use of video/photography/other media to record school events |  | Development and establishment of inappropriate relationships with adults/ teenagers which could lead to grooming- volunteer adults coming in to help out with school activities  Bullying/Assault by individuals – emotional abuse  Bullying – online/internet- emotional abuse  Inappropriate touching by an adult- sexual abuse  Physical assault by an adult- physical abuse  Risk of kidnapping or abduction | Parents are reminded at the start of events/assemblies not to film the event and share it with others.  Parents are asked not to post/share images/films of other children in social media fora without the consent of parents.  All children will receive SPHE instruction to raise awareness of sexual abuse and inappropriate touching through Safe Safe. See timeframe of when lessons are taught in Stay Safe & SPHE in appendices. See SPHE policy, plan and CSS.  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*  Children’s photos and names are not matched when posting photos on school website, facebook or messagecue accounts.  The school has a facebook, ICT policy in place. |

**Appendices**

**Monitoring Suggestions**

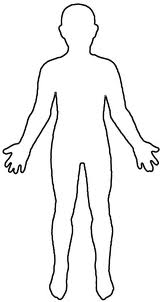
Teachers are the only professionals who are in regular day to day contact with school-aged children and, because of that, we have a key role in situations where there are suspicions that a child is being abused. When there are such concerns, it is essential to keep an objective and factual record of all the information available. We may also be requested, following a child protection conference, to keep a child under observation in a manner that is not inconsistent with our existing duties.This hand-out has been created to assist teachers in this regard.

**Useful Hint: Enter your observations under the various headings as appropriate. This will help to categorise your observations and enable you to note an emerging pattern or a deteriorating situation.**

|  |  |
| --- | --- |
| **Possible Areas for Monitoring** | **Best Practice Suggestions** |
| **Name of School**  *Using agreed record form ensure school standard is applied* | * Record observations using code to protect anonymity of child * Keep in secure place * Strictly confidential |
| **Attendance and Punctuality**  *Dates and times are important, since patterns or absence or lateness can be very revealing. If late, note if brought to school by parent/carer/older sibling and record any explanation offered.* | * Remember to sign and date each entry |
| **Appearance, Hygiene and Care**  *Record observations of the child’s appearance, for example, poor hygiene, inappropriate clothing, no lunch.* | * Record observations in chronological order |
| **Physical Injury**  *Give detailed description including, in the child’s or carer’s own words, if any explanation is offered*. | * Include sketch of injury, if appropriate |
| **Child’s Behaviour**  *A child may become increasingly aggressive, tense, unresponsive or show other signs of distress. Any sexualised behaviour should be noted.* | * Describe what you have observed factually |
| **Child’s Language**  *The child may not have the language/be afraid to verbalise clearly what is happening. They may however drop hints or refer to what is happening obliquely.* | * Record child’s exact words, not the adult equivalents |
| **Child’s Drawings, Writing or Play**  *A young child may show few signs of abuse when he/she experiences a sense of security in a busy, structured classroom setting therefore careful observation of the child in less formal or unstructured settings are important. Always include the context in your record eg “when returning from the PE Room”, “during small break”, “when lining up for home time.”* | * Remember context can be very important |
| **Mood Changes**  *Child may, for example, become quiet and tense towards end of day or if collected by a certain adult. This might also happen on certain days or before or after certain activities. Again, remember to include the context in your recording.* | * Note time, context and situation – facts only |

**Remember monitoring should be systematic, continuous and requires perseverance**

|  |  |  |
| --- | --- | --- |
| **CP Record Sheet** | | |
| **Initials of Child /Enrolment Number** |  | |
| **Date** | **Observation** | **Signed** |

******

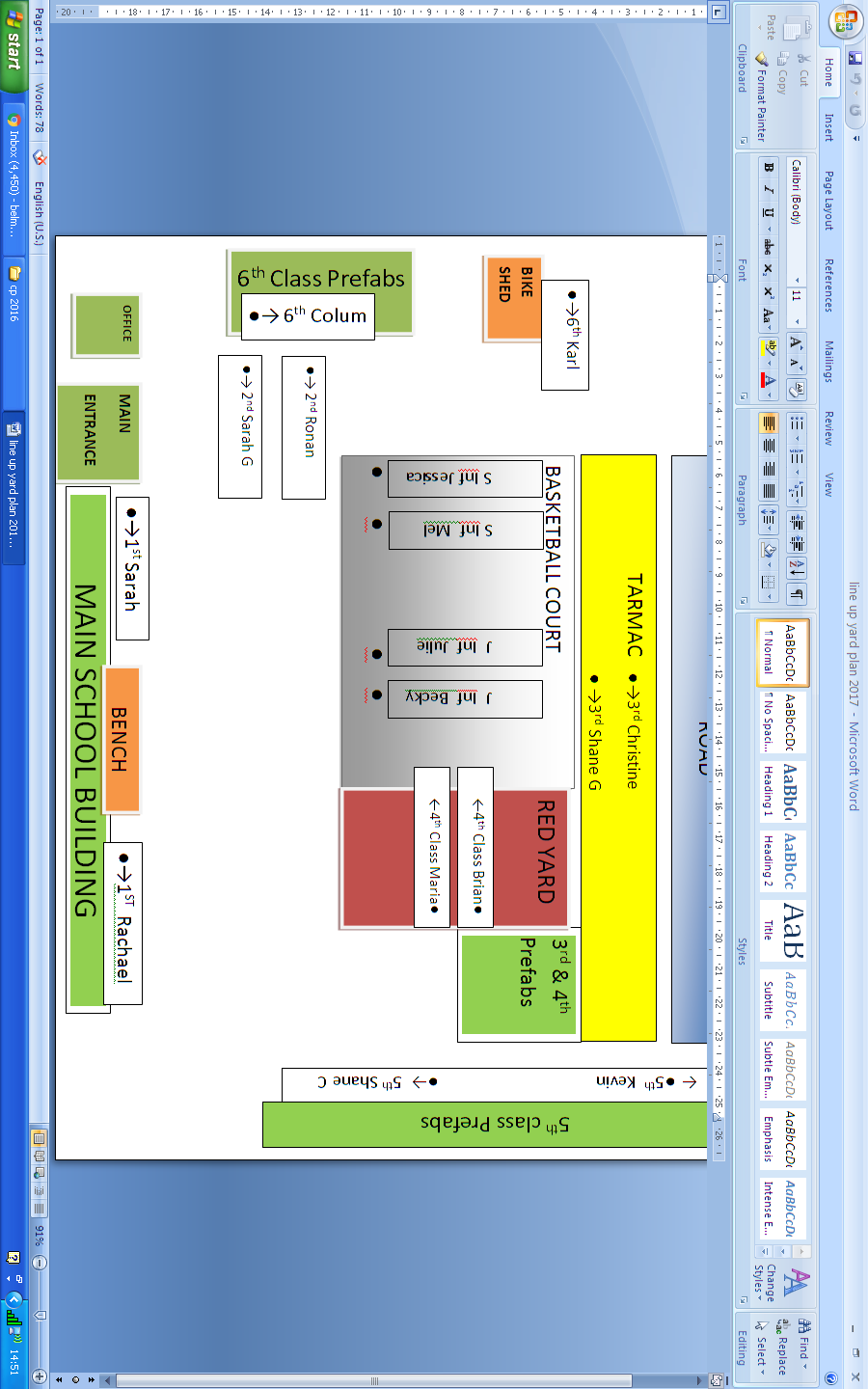
|  |  |
| --- | --- |
| **Code:** | **Date:** |
| **Indicate signs of injury, if necessary, on outline below:** | |

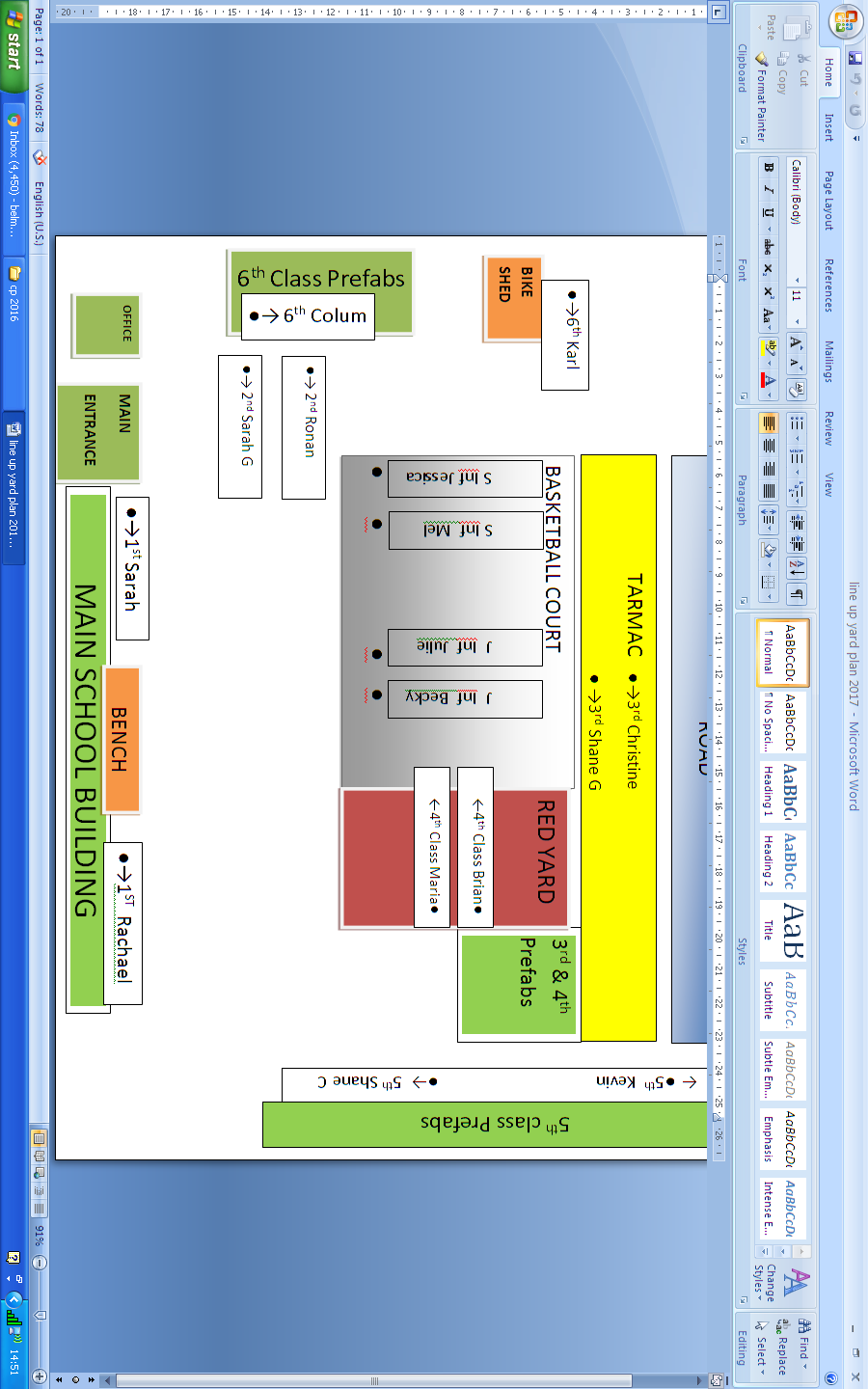
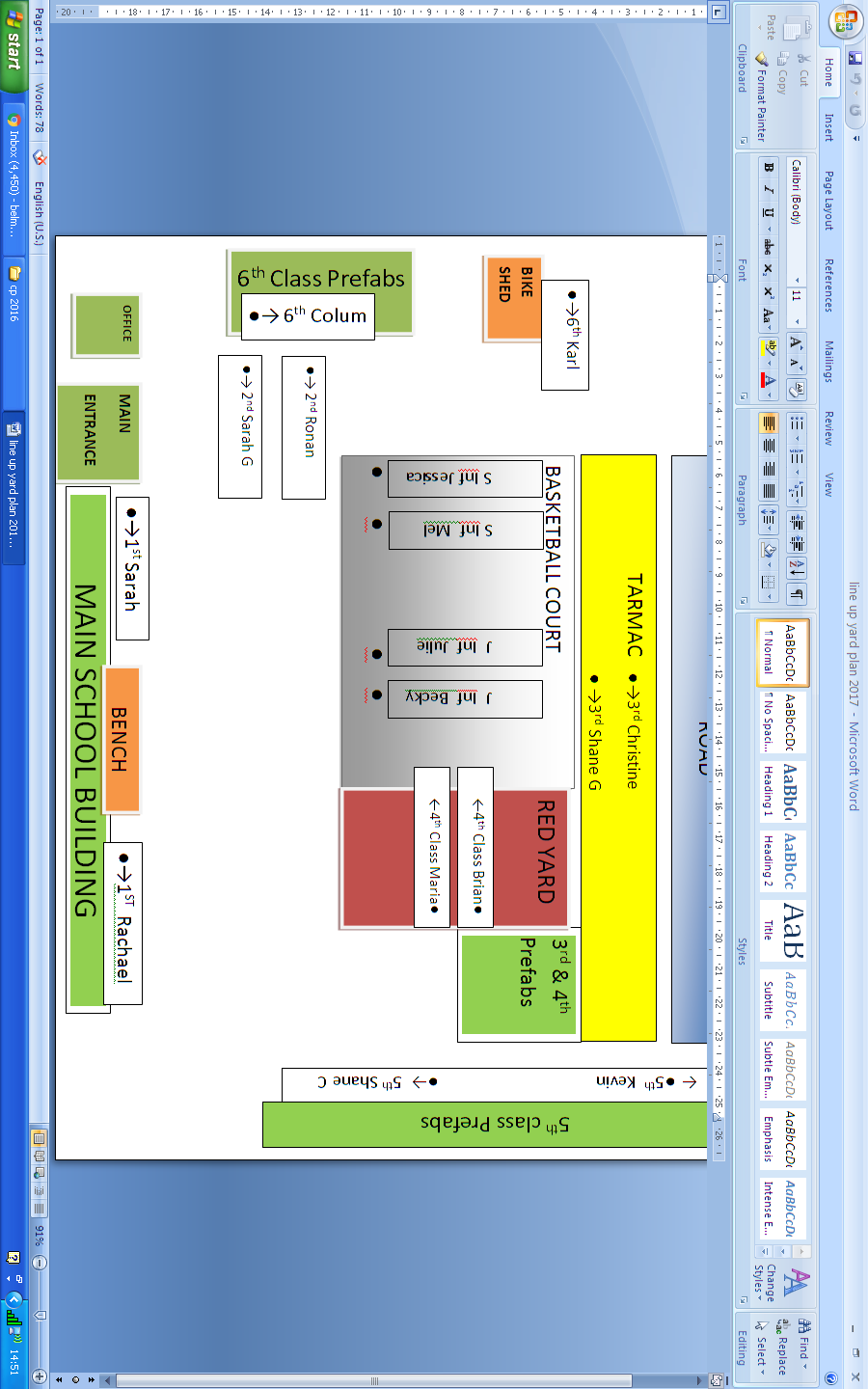
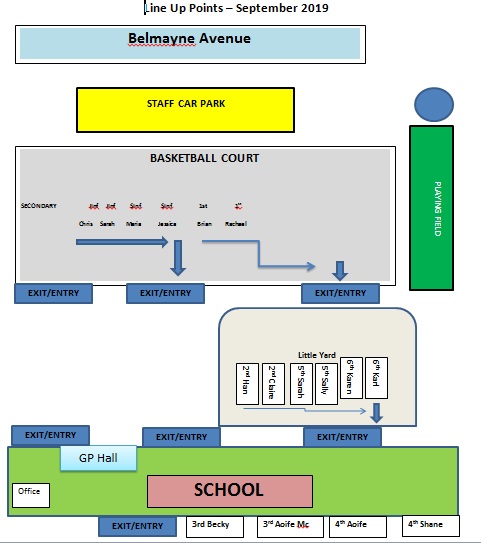
**Signed:**

**Contact Phone Numbers/Website**

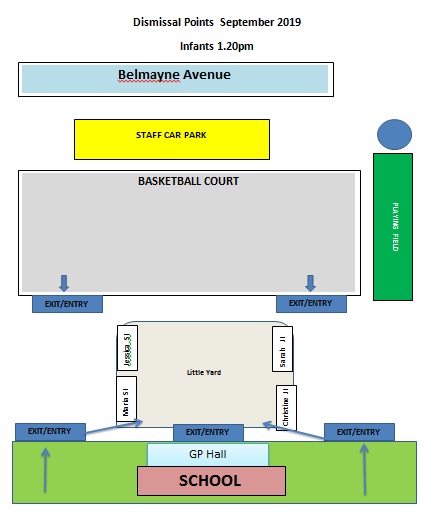
|  |  |  |
| --- | --- | --- |
| **H.S.E. DUBLIN NORTH** | Health Centre, Cromcastle, Coolock, Dublin 5 | (01) 816 4200  (01) 816 4244 |
| **An Garda Síochána** | Oscar Traynor Road,  Coolock, Dublin 5 | 1. 6664200 |
| **For making Mandated Reports** | Tusla.ie  Select- Reporting a Concern  Select- Report a Child Protection Concern or Welfare Report via a Web Portal  Select – Register and follow the instructions from there. |  |

Line Up and Dismissal Positions for Classes 2019-2020

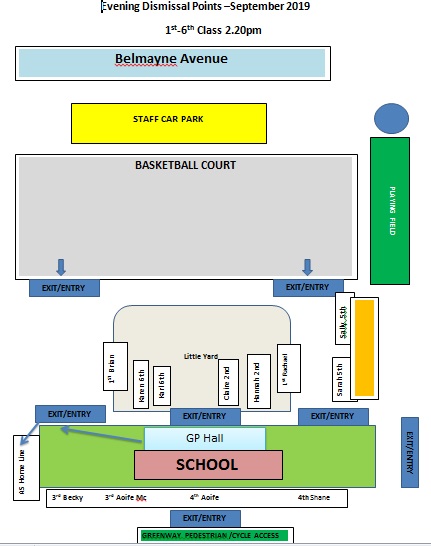
Morning Line Up- Whole school



**Evening -Infant Dismissal**



**Evening- 1st -6th Class Dismissal**



**Child Protection and Safe Guarding Information for Teaching Practice Students and Persons on Placement- General Information and policies to follow.**

***What is Child Protection or Child Safe Guarding and what does it mean for me while working in Belmayne ETNS?***

●Simply put Child Protection or Safeguarding means making sure that the children you encounter while on placement here in Belmayne ETNS are safe from harm and are happy throughout the course of their school day.

● Everyone should be alert to the possibility that children with whom they are in contact with may be being abused or at risk of being abused.

**While on placement if a child ever talks to you about or discloses the fact that they are:**

(a)have been harmed,

(b)are being harmed currently, or

(c) are at risk of being harmed in the future

**You must immediately inform the class teacher who will listen to what has been said and will take over from this point.**

At times it is hard to know what is a concern and class teachers are best placed to decide this.

We thank you for your cooperation with this and hope you enjoy your time on placement.

Please sign to acknowledge you have read this important information.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**HOW TO HANDLE A DISCLOSURE- Note taking and next steps a guide**

**Tick off Steps as Completed:**

|  |  |
| --- | --- |
| 1. **Inform** the DLP (Sinéad) or DDLP (Gearóid) that a disclosure was made to you. If the DLP or DDLP are not immediately available, notify a member of the ISM. |  |
| 1. **Start filling in the Child Protection Report** Template on Aladdin. Please note.  * Sinead / Gearóid will arrange cover for you to start filling in the form. * **Complete the Part A** i.e. the section that outlines the disclosure. * When outlining the disclosure create a key at the top of the document e.g. 1 = John 1, 2 = Emma 2 etc. These numbers should be used instead of names or initials. * An ISM member will make themselves available to help you complete the template if needed. |  |
| 1. **Save the document** when you have completed Part A. Please note:  * The document will be saved as ‘CP Draft’ and will be password protected. You will need to enter your Aladdin password to further edit or add additional information. |  |
| 1. **Proceed with one of the following options:** 2. **Complete a mandated report** to Tusla by using the Tusla Online Portal. 3. **Contact the North Dublin City On Duty Social Worker** to seek advice by calling 01-8567704 |  |
| 1. **Proceed with one of the following options:** 2. **Screen grab or save the overview of the mandated report** you made using the Tusla Online Portal. Save this for later. 3. If the On Duty Social Worker recommends that no mandated report be made, **complete the Part B** in the Child Protection Report on Aladdin. You will need to edit the report you started earlier. 4. If the On Duty Social Worker recommends that a mandated report be made, **please refer to step 4(a).** **Complete Part B** in the Child Protection Report on Aladdin. You will need to edit the report you started earlier. |  |
| 1. Once you have complete Part A and Part B of the Child Protection Report Template, **attached the screen** grab of the mandated report made on the Tusla Online Portal and save the document. |  |
| 1. **Speak to Sinead or Gearóid** and discuss whether to notify the parents of the disclosure or not. Once decided, **complete Part C** of the Child Protection Report. **Change the document type from ‘CP Draft’ to ‘CP’**. This will change to security setting to ‘Principal Only’. **Save the document.** |  |
| 1. If it was decided that the child will not be placed in further danger by notifying the parents of the mandated report, the parents must be notified of the disclosure and mandated report, preferably face to face but if unable to do so, a phone conversation will suffice. |  |
| 1. Possible Additional Step – A Tusla Social Worker may contact you to discuss the report further. If this happens, notify Sinead and she will update the Child Protection File. |  |

**Follow on Steps by DLP**

1. DLP will find or create a unique identifier code for the children or adults mentioned in the report.
2. DLP will edit the ‘Child Protection Report’ document created by the mandated reporter and replace names included in the key at the beginning of the document with the unique identifiers mentioned in point 1.
3. DLP will print the updated ‘Child Protection Report’ Document.
4. DLP will print the screen grab of the mandated report made to Tusla and black out any identifiers and replace them with the unique identifier codes mentioned above.
5. DLP will place these two documents in a secure filing cabinet.
6. DLP will bring the Child Protection Report to the attention of the Board of Management at the next Board meeting.
7. DLP and BOM will continue to monitor the Child Protection concern.

