

# Belmayne Educate Together National School



## Child Safeguarding Statement & Risk Assessment Belmayne ETNS Policies and Procedures

2022-2023

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## ***Mandatory Template 1: Child Safeguarding Statement and Risk Assessment Template***

### **Child Safeguarding Statement**

Belmayne Educate Together National School 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 Addendum to Children First (2019), 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 Educate Together National School has agreed the Child Safeguarding Statement set out in this document.

1. The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools 2017 as part of this overall Child Safeguarding Statement
2. The Designated Liaison Person (DLP) is Sinéad O'Meara (Principal)
3. The Deputy Designated Liaison Person (Deputy DLP) is Gearóid Ó Flatharta (Vice Principal)
4. 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.

The following procedures/measures are in place:

- 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 DE website.
- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the Department of Education and available on the DE website.

- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school:
  - ✓ Has provided each member of staff with a copy of the school's Child Safeguarding Statement
  - ✓ Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
  - ✓ Encourages staff to avail of relevant training
  - ✓ Encourages Board of Management members to avail of relevant training
  - ✓ The Board of Management maintains records of all staff and Board member training
- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 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 schools 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 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.

The various procedures referred to in this Statement can be accessed via the school's website, the DE 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.***

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.

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.

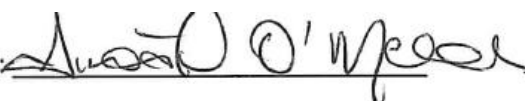
This Child Safeguarding Statement was adopted by the Board of Management in January 2022.

This Child Safeguarding Statement was reviewed by the Board of Management in January 2022.

Signed: 

Chairperson of Board of Management

Date: 9/2/2022

Signed: 

Principal/Secretary to the Board of Management

Date: 9/2/2022

### **Mandatory Template 2: Checklist for Review of the Child Safeguarding Statement**

The [Child Protection Procedures for Primary and Post-Primary Schools 2017](#) require that the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. **The review must be completed every year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers.** Undertaking an annual review will also ensure that a school also meets its statutory obligation under section 11(8) of the [Children First Act 2015](#), to review its Child Safeguarding Statement every two years.

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

As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices and activities vis a vis their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the [Children First Act 2015](#), the [Addendum to Children First \(2019\)](#) and the [Child Protection Procedures for Primary and Post-Primary Schools 2017](#).

	Yes/No
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	yes
2. Is the Board satisfied that the Child Safeguarding Statement is displayed in a prominent place near the main entrance to the school?	yes
3. 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
4. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015 ? (This includes considering the specific issue of online safety as required by the Addendum to Children First)	yes
5. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	yes
6. Has the Risk Assessment taken account of the risk of harm relevant to online teaching and learning remotely?	Yes

7. Has the DLP attended available child protection training?	yes
8. Has the Deputy DLP attended available child protection training?	yes
9. Have any members of the Board attended child protection training?	some
10. Are there both a DLP and a Deputy DLP currently appointed?	yes
11. Are the relevant contact details (Tusla and An Garda Síochána) to hand?	yes
12. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	yes-all trained
13. 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
14. Has the Board received a Principals Child Protection Oversight Report (CPOR) at each Board meeting held since the last review was undertaken?	yes-bar online meetings during Covid when not directed to
15. Since the Board's last review, did each CPOR contain all of the information required under each of the 4 headings set out in sections 9.5 to 9.8 inclusive of the procedures?	yes
16. Since the Board's last review, has the Board been provided with and reviewed all documents relevant to the CPOR?	yes
17. Since the Board's last review, have the minutes of each Board meeting appropriately recorded the records provided to the Board as part of CPOR report?	yes
18. Have the minutes of each Board meeting appropriately recorded the CPOR report?	yes



19. 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
20. 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?*	yes
21. Where applicable, were unique identifiers used to record child protection matters in the Board minutes?	yes
22. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	yes
23. 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
24. In relation to any cases identified at question 21 above, has the Board ensured that any notifications required under section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017' were subsequently issued by the DLP?	yes
25. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	yes
26. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	yes
27. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	yes-is online
28. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	yes
29. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post- primary schools)	

30. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	yes
31. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	yes
32. 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 asked for before signing of contract
33. 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
34. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	yes
35. 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
36. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	yes
37. 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
38. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	staff to shut doors when going outside
39. 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 ?	looking at different locks for doors but also staff to take on board to close doors

40. Has the Board ensured that any areas for improvement that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed?	yes
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\*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

**Note:** Where a school is undertaking its first review, references in this checklist to the "last review" shall be taken to refer to the date on which the Child Safeguarding Statement was first put in place.

***Mandatory Template 3: Notification regarding the Board of Management's review of the Child Safeguarding Statement***

To Whom it May Concern

The Board of Management of Belmayne Educate Together wishes to inform you that:

The Board of Management's annual review of the school's Child Safeguarding Statement was completed at the Board meeting of January 2022.

This review was conducted in accordance with the "Checklist for Review of the Child Safeguarding Statement" published on the Department's website [www.education.ie](http://www.education.ie)

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

Chairperson, Board of Management

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

Principal/Secretary to the Board of Management

### ***Child Safeguarding Statement 2021-2022 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 Safeguarding 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 Viv Gaynor. In Viv's absence reports can be made to Joe Kavanagh, Geni Fallon and Rachel Flynn- the In School Management Team. 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 Safeguarding Statement January 2022- January 2023***

- This statement was circulated to the staff where further amendments were made, then to the Parents Council. The 2022 edition was ratified at the Board of Management Meeting by the Chairperson Carol Norton. Each Teacher keeps a copy of the Child Safeguarding 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 Coordinator 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, and 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 co-ordinated 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.

#### ***Roles of School and Parents in ensuring Child Safety***

##### **Role of Parents and Guardians**

Your support is particularly important as we continue to implement our COVID Response Plan from August 2021. In order to keep our children and school community safe, well and COVID free, we urge you the parent body to work with us on all our safety measures as we embark upon this new school year.

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 Gardaí 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 Child 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 Liaison 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 upskilled 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 safeguarding 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;
- V. 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 and through our network of Parent Reps on Class What's App Groups.

### ***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 Tusla.

#### ***Threshold of Harm for each category of Abuse:***

**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 teachers:***

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 Tusla 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 Tusla for advice and record the advice given. Then a report can be made to Tusla. 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 Tusla or Sinéad can submit a Joint Mandated Report to Tusla.** Advice can always be sought from Tusla 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 Síochána.

A Child Protection and Welfare Report Form is in the appendices of this Child Safeguarding Statement. Generally all reports are now made online to Tusla and uploaded. Procedures on how to handle a disclosure and note take are on the shared Google Drive 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.***

1. <b>Inform</b> 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.	
2. <b>Start filling in the Child Protection Report</b> Template on Aladdin. Please note. <ul style="list-style-type: none"> <li>➤ Sinéad / Gearóid will arrange cover for you to start filling in the form.</li> <li>➤ <b>Complete Part A</b> i.e. the section that outlines the disclosure.</li> <li>➤ When outlining the disclosure create a key at the top of the document e.g. 1 = John, 2 = Emma etc. These numbers should be used instead of names or initials.</li> <li>➤ An ISM member will make themselves available to help you complete the template if needed.</li> </ul>	
3. <b>Save the document</b> when you have completed Part A. Please note: <ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	
4. <b>Proceed with one of the following options:</b> <ul style="list-style-type: none"> <li>a) <b>Complete a mandated report</b> to Tusla by using the Tusla Online Portal.</li> <li>b) <b>Contact the North Dublin City On Duty Social Worker</b> to seek advice by calling 01-8567704</li> </ul>	
5. <b>Proceed with one of the following options:</b> <ul style="list-style-type: none"> <li>a) <b>Screen grab or save the overview of the mandated report</b> you made using the Tusla Online Portal. Save this for later.</li> <li>b) If the On Duty Social Worker recommends that no mandated report be made, <b>complete Part B</b> in the Child Protection Report on Aladdin. You will need to edit the report you started earlier.</li> <li>c) If the On Duty Social Worker recommends that a mandated report be made, <b>please refer to step 4(a). Complete Part B</b> in the Child Protection Report on Aladdin. You will need to edit the report you started earlier.</li> </ul>	
6. Once you have completed Part A and Part B of the Child Protection Report Template, <b>attach the screen grab</b> of the mandated report made on the Tusla Online Portal and save the document.	
7. <b>Speak to Sinéad or Gearóid</b> and discuss whether to notify the parents of the disclosure or not. Once decided, <b>complete Part C</b> of the Child Protection Report. <b>Change the document type from 'CP Draft' to 'CP'</b> . This will change the security setting to 'Principal Only'. <b>Save the document.</b>	
8. 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, however due to Covid 19 safety restrictions this meeting may take place over video conferencing or if unable to do so, a phone conversation will suffice.	
9. Possible Additional Step – A Tusla Social Worker may contact you to discuss the report further. If this	

happens, notify Sinéad and she will update the Child Protection File.	
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### **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.

### **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, parents' 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 (Joe Kavanagh) will not have access to classes that his own children are in.

### **Procedure for Access on Aladdin**

- Full Access - Sinéad O'Meara (Principal and DLP/Relevant Person)
- Full Access - Gearóid O Flatharta (Vice Principal and DDLP – with Responsibility for Roll Books and Aladdin)
- Full Access – Colum Hayden (Home School Community Liaison Teacher)
- Restricted Access - Susan Christie/Lavinia Hogan (School Secretary with specific responsibility for Enrolments)
- Full Access – Viv Gaynor (AP1 and Postholder with specific responsibility for Child Protection)
- Full Access – Geni Fallon (AP2 and Postholder with specific responsibility for SET Coordinator)
- Restricted Access – Joe Kavanagh (AP2 and Postholder with specific responsibility Health and Safety)
- Restricted Access - Classroom Teachers (only their own class)
- Restricted Access - Support Teachers (their own class level or only files pertaining to resource children, GAM children, classes that they are support liaison to)
- Restricted Access - 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 his/her 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 Síochána 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 registration 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 a unique alphanumeric 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 alphanumeric 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. If 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. Spectrum Health 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 Safeguarding 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 8:30/8:45 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. For the school year 2021-2022 (COVID-19 pandemic) parents entering the reception area to collect a child for an appointment will be asked to wear a face covering and observe social distancing. They will use a QR Code to fill out an online form for the duration of the Covid 19 Pandemic if they are removing their child from the school for any reason.
- This sheet will be retained by the school for our Child Protection records.
- 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. For the school year 2021- 2022 ( COVID-19 pandemic) parents entering the reception area will be asked to wear a face covering and observe social distancing while in the reception area of the school.
- Children who are showing symptoms of COVID-19 will be guided to the Isolation Area located by the main reception and contact will be made with their parents to collect the child immediately. The child and parent will leave the school via the emergency exit by the hall toilets. We understand that this may be challenging for parents who must leave work but we would appreciate parents would come to the school with urgency.

### **Procedures for Supervision 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. Parents entering reception must wear a face covering and observe hand hygiene and social distancing measures. They must show the secretary their medical/dental appointment card in advance. For 2021 -2022 parents will sign out a child early by use of QR Code.
- In the event that a parent comes to the yard to collect their child during yard time, the supervising teacher will not allow the child to leave without the class teacher having been contacted first. Parents will be reminded that they are not allowed onto the school grounds during the school day for the academic year 2021-2022 due to Covid 19 Pandemic.

#### **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. For the year 2021-2022 (COVID-19 pandemic) children will be seated in Pods. Children who move around the classroom during the break are at risk of having an accident, getting into conflict with another child or not maintaining the required social distance between their Pod. By remaining seated, the risk of accidents or conflict is reduced. The risk of transmission of COVID-19 between Pods and the Class Bubbles is reduced. Children who persistently break this rule can be sanctioned as per our Positive Behaviour Policy.

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

- For the school year 2021-2022 during the COVID-19 pandemic, pupils from 1st- 6th class will be allowed to go straight into the school building between 8:20-8:30am. This measure has been put in place to ensure children and their parents are not congregating in large groups on the school grounds. Children from Junior & Senior Infants will continue to line up on the yard but at the later time of 8:35am and enter the building no later than 8:45 am. They will be brought into the school building by staff. Parents of the younger pupils are permitted to be on the school grounds to accompany their children to their line up positions only during designated times. Parents will be asked to wear face coverings and maintain social distancing.
- 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 allocated a 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. Parents will be asked to wear a face covering and observe social distancing measures during collection. 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 2021-2022.
- 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.

- Children from 2nd class upwards/new entrants from 2<sup>nd</sup> - 6<sup>th</sup>, may walk home with parental permission. Parental permission will be ascertained via a permission slip on Aladdin, 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 unusual way (mental health/illness) 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 Garda Siochana will be made immediately following the child's release into that adult's care.

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

*Please Note: Visitors will not ordinarily be permitted in the school for the duration of the COVID-19 pandemic with the exception of the examples outlined below.*

- The school foresees that for the school year 2021/2022 during the COVID-19 pandemic that on occasion building contractors may need to enter the building to carry out snagging work. Contractors may have their own Covid related Safety Protocols in place however they will be required to follow BETNS safety procedures in addition to their own. These visitors will observe all COVID related health and safety protocols and will sign in to facilitate contact tracing. They will never have access to children and will wear visitor badges to identify themselves. Where possible snagging works will take place outside the normal school day.
- 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/PE 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. Parent visits to the school will be curtailed during the Covid pandemic but this will be reviewed in line with public health advice.
- 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 main reception. 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 exits/entrances. staff will ensure all doors are shut after the classes have entered the building by 8.45 am. The ISM will look into purchasing key fobs 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 Safeguarding Work Experience Explanation Sheet before they begin their placement and complete the online Tusla Safeguarding Course. We will not be accepting any trainees or work experience placements for the duration of the COVID-19 pandemic.

#### **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.
- Relationship and Sexuality Education has been facilitated by an external speaker for the pupils of 5th and 6th classes for the last number of years. Traditionally this occurs in Term 3 of the school year. RSE education is an extremely important part of the S.P.H.E. curriculum and the Board of Management will endeavour to facilitate these sessions in Term 3 in a safe way that complies with our COVID Response Plan.
- 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.
- Coaching of Outdoor Activities for example GAA will be reviewed on a case by case basis by the Board of Management during the COVID-19 pandemic and a risk assessment will be carried out to determine if an Outdoor Activity led by an external coach is deemed to be low risk in the outdoor setting.

#### **Procedures for Substitute Teachers during COVID-19 pandemic.**

At the time of updating this policy, guidance on a supply panel was being devised. The school will endeavour to retain our own school based panel of substitute teachers that will cover absences. We will attempt where possible to retain the same substitute teachers for the duration of the pandemic.

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. He/she will fill in the contact tracing log at reception and will be required to fill in the Return to Work form this will all be completed using a QR Code.

<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 Google Drive CP admin file.

#### **Procedures for addressing Bullying, Peer Abuse and Cyberbullying**

Bullying behaviour will be addressed under our Anti-Bullying 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.**

## **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 supervising teacher on the yard. If in an exceptional circumstance a toilet needs to be used, the child must use the toilets in their own classroom only. Infants -2<sup>nd</sup> 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 2021-2022 school year. Staff will wear protective gloves, aprons and PPE while changing a nappy. Staff will follow the COVID Handwashing Policy after any nappy changes, toileting assistance or care needs duties.

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. The exception to this is if an SNA is changing a child as part of their care needs. In this instance a toileting and changing procedure will be drawn up in consultation with the parents, child ( if appropriate) , SNA and teacher. This will form the child's Intimate Care Plan and will be reviewed termly. Elain Moran Senior SNA will keep a list of children who have Intimate Care Plans.
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, however for the duration of the pandemic this will not be possible. 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 Tours/Trips will be risk assessed on a case by case basis during the school year 2021/2022 to take into consideration the risks associated with COVID-19. As a rule of thumb trips occurring outdoors will be considered, but decisions will factor in Government guidance on health advice at the time.
- 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. Windows will be opened to allow for ventilation and children will be required to sanitise hands on exiting the bus.

- 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. Use of public transport in the school year 2021/2022 will be looked at on a case by case basis and Government guidance and advice will be taken into consideration.
- 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 has 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. Children must comply with COVID-19 hand washing policy after toilet use.
- 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 rationale to them in advance.

#### **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 Parent Council regarding guidelines. Sinéad 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. Tusla 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 Tusla 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 parents 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. In a One-to-One teaching situation teachers will try to observe social distancing while

working with children from 2nd-6th class. All school personnel are supplied with and asked to wear PPE for the duration of the Covid 19 Pandemic.

### **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 Parents Council will be Garda Vetted and this will be a condition of joining.

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).

Parental involvement will be severely restricted in the school year 2021/2022 due to the COVID-19 pandemic. This is completely at odds with our school ethos and is not the norm for us. This will be reviewed when Government guidance permits.

### ***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. Sub SNAs will be asked to fill in the Contact Tracing log and complete a Return to Work Form.

### ***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 5<sup>th</sup> and 6<sup>th</sup> classes. This will be reviewed by the BOM in the school year 2021/2022 due to the Covid 19 Pandemic.
3. Our Learn Together Programme combined with the Learn Together Curriculum will also enhance the children's learning regarding personal safety, their own wellbeing and will address anti bullying and anti-discrimination themes and topics.
4. The Weaving Wellbeing programme is taught in classes 2<sup>nd</sup>-6<sup>th</sup> to promote wellbeing, resilience and management of anxiety. The Mo & Ko Wellbeing Programme is being taught in the Junior Classes. 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. Circle Time in classes will observe social distancing around Class Pods/Bubbles.

### **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 unrelenting 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 behaviour, 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
- Each member of school personnel has a duty of care to observe and comply with the School's COVID-19 Response Plan.
- 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 Coordinator- Colum 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 Tusla. 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 Síochána is present and have informed the school not to do so. However staff can contact the Garda Síochána 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 it has undertaken the review and has issued/published the notifications confirming the 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.

#### **Board of Management Oversight Report at Board Meetings during the Covid 19 Pandemic**

A face to face meeting of the board must be held at least once in every school term in order for the CPOR report along with required supporting documentation to be provided to the board and for the board to resume and continue to carry out its important oversight role in respect of the reporting of child protection concerns in accordance with the procedures. A Board meeting for these purposes is considered essential work. The following shall apply to such a meeting –

- The face to face meeting may be convened to deal solely with the CPOR report
- A quorum must be physically present at the face to face meeting.
- No members are permitted to join remotely.
- The relevant requirements of the procedures must be adhered to in full in respect of the CPOR, including those in relation to the provision and recovery of documents at the meeting.
- The CPOR report submitted shall set out under each of the required headings the number of cases arising since the last CPOR report was provided to the board.
- Appropriate social distancing and other relevant public health measures and guidance must be followed.

### ***Child Safeguarding Open Discussion and Points from the Student Council 2022***

Viv met with the Student Council in January 2022 to listen to their ideas and feedback on Child Safeguarding and the culture of safety within our school. Viv showed the SC the draft policy and explained its purpose to them. Their feedback was positive and wide ranging. The SC discussed how accidents are dealt with on the yard and were able to clearly outline the steps and measures staff take when an accident occurs. Discussing first aid, accident forms and phone calls home being made.

Stay Safe lessons were cited as a strength with one student commenting that “from an early age messages of stranger danger have been hammered into us by our teachers.” The SC were able to give practical examples of how a child could keep themselves safe once they leave school each day and were able to name their own “safe adults”. Positive Mental Health and Wellbeing were said to be enjoyable lessons that gave the children the skills to mind themselves when they are feeling low and provide them the tools to talk about their feelings.

Restorative Practice was also mentioned for its importance in “helping us sort out our own fights and disagreements and help show us what we can do about it”. SC asked about the Garda vetting process and how that system works they also agreed to send on any questions or their ideas about better ways to keep the pupils of Belmayne ETNS safe.

### ***Child Safeguarding in the Event of Online Teaching Replacing School Based Teaching and Learning***

Should the school be required to close during the Covid 19 Pandemic, teaching and learning will occur remotely using the online learning platform Seesaw. Teachers will also interact with their classes via video conferencing software Zoom and will follow the Zoom Communication Guidelines. All staff will continue to monitor the health, safety and wellbeing of their pupils and will continue to follow the procedures for monitoring and reporting any incidents relating to child welfare and safeguarding as outlined in this policy document.

#### **Action Plan for Online Safety**

The internet provides many excellent teaching and learning resources and plays a central role in all our lives. These resources enhance teaching and learning and provide engaging learning opportunities for all. However, teachers must be mindful of the risks associated with using technology in the classroom with their pupils. In order to mitigate against the risks associated with internet usage and to ensure that children are kept safe whilst they are online the following are in place in our school and can be referred to for further detail.

1. Acceptable Usage Policy

<https://docs.google.com/document/d/1yhtZ3doD2hGNYtIJOOVzrUbtN2I7CmrcZ7JWymb1R8/edit?usp=drivesdk>

2. iPad Safe Usage Plan
3. Zoom Communication Guidelines
4. Digital Learning Plan

<https://mail.google.com/mail/u/0/?tab=rm&ogbl#inbox/KtbxLvgsTvwwWZNsTmSCGqrktBNclMMsqV?projector=1>

## 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
<b>Name of School</b> <i>Using agreed record form ensure school standard is applied</i>	<ul style="list-style-type: none"><li>● Record observations using code to protect anonymity of child</li><li>● Keep in secure place</li><li>● Strictly confidential</li></ul>
<b>Attendance and Punctuality</b> <i>Dates and times are important, since patterns or absence or lateness can be very revealing. If late, note if brought to school by a parent/carer/older sibling and record any explanation offered.</i>	<ul style="list-style-type: none"><li>● Remember to sign and date each entry</li></ul>
<b>Appearance, Hygiene and Care</b> <i>Record observations of the child's appearance, for example, poor hygiene, inappropriate clothing, no lunch.</i>	<ul style="list-style-type: none"><li>● Record observations in chronological order</li></ul>
<b>Physical Injury</b> <i>Give detailed description including, in the child's or carer's own words, if any explanation is offered.</i>	<ul style="list-style-type: none"><li>● Include sketch of injury, if appropriate</li></ul>
<b>Child's Behaviour</b> <i>A child may become increasingly aggressive, tense, unresponsive or show other signs of distress. Any sexualised behaviour should be noted.</i>	<ul style="list-style-type: none"><li>● Describe what you have observed factually</li></ul>
<b>Child's Language</b> <i>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.</i>	<ul style="list-style-type: none"><li>● Record child's exact words, not the adult equivalents</li></ul>

<p><b>Child's Drawings, Writing or Play</b></p> <p><i>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."</i></p>	<ul style="list-style-type: none"> <li>Remember context can be very important</li> </ul>
<p><b>Mood Changes</b></p> <p><i>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.</i></p>	<ul style="list-style-type: none"> <li>Note time, context and situation – facts only</li> </ul>

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

CP Record Sheet

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

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

**Contact Phone Numbers/Website**

<b>H.S.E. DUBLIN NORTH</b>	Health Centre, Cromcastle, Coolock, Dublin 5	(01) 816 4200 (01) 816 4244
<b>An Garda Síochána</b>	Oscar Traynor Road, Coolock, Dublin 5	(01) 6664200
<b>For making Mandated Reports</b>	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.	

**Child Protection and Safeguarding Information for Teaching Practice Students and Persons on Placement**  
**General Information and policies to follow**

***What is Child Protection or Child Safeguarding 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 a concern is 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\_\_\_\_\_

I have completed my online Tusla Course - **circle**

**YES or NO**

**How to Handle a Disclosure**  
**Tick off Steps as Completed:**



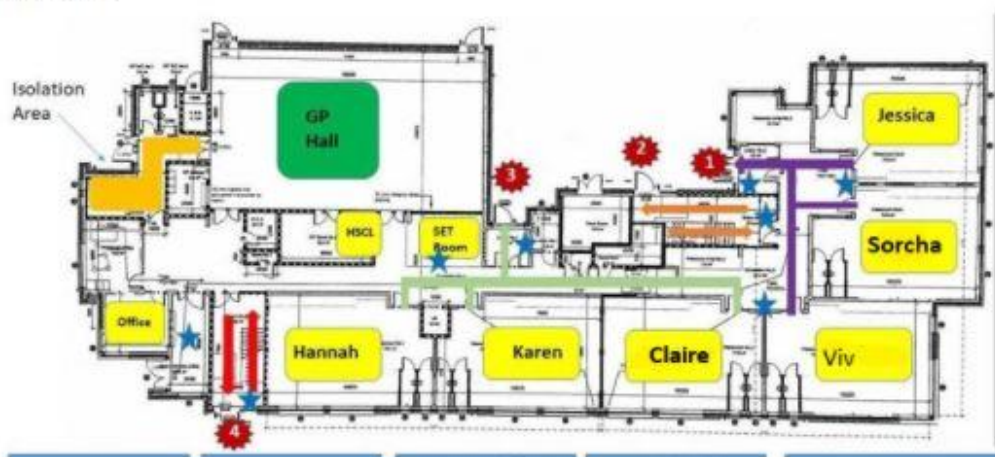
1. <b>Inform</b> the DLP (Sinéad) or DDLP (Gearóid) that a disclosure was made to you. If the DLP or DDLP are not immediately available, notify a member of the ISM.	
<p>2. <b>Start filling in the Child Protection Report</b> Template on Aladdin. Please note.</p> <ul style="list-style-type: none"> <li>➤ Sinéad / Gearóid will arrange cover for you to start filling in the form.</li> <li>➤ <b>Complete the Part A</b> i.e. the section that outlines the disclosure.</li> <li>➤ 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.</li> <li>➤ An ISM member will make themselves available to help you complete the template if needed.</li> </ul>	
<p>3. <b>Save the document</b> when you have completed Part A. Please note:</p> <ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	
<p>4. <b>Proceed with one of the following options:</b></p> <p style="padding-left: 40px;"><b>Complete a mandated report</b> to Tusla by using the Tusla Online Portal.</p> <p style="padding-left: 40px;"><b>Contact the North Dublin City On Duty Social Worker</b> to seek advice by calling 01-8567704</p>	
<p>5. <b>Proceed with one of the following options:</b></p> <ul style="list-style-type: none"> <li>d) <b>Screen grab or save the overview of the mandated report</b> you made using the Tusla Online Portal. Save this for later.</li> <li>e) If the On Duty Social Worker recommends that no mandated report be made, <b>complete the Part B</b> in the Child Protection Report on Aladdin. You will need to edit the report you started earlier.</li> <li>f) If the On Duty Social Worker recommends that a mandated report be made, <b>please refer to step 4(a). Complete Part B</b> in the Child Protection Report on Aladdin. You will need to edit the report you started earlier.</li> </ul>	
6. Once you have complete Part A and Part B of the Child Protection Report Template, <b>attached the screen grab</b> of the mandated report made on the Tusla Online Portal and save the document.	
7. <b>Speak to Sinéad or Gearóid</b> and discuss whether to notify the parents of the disclosure or not. Once decided, <b>complete Part C</b> of the Child Protection Report. <b>Change the document type from 'CP Draft' to 'CP'</b> . This will change to security setting to 'Principal Only'. <b>Save the document.</b>	
8. 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.	
9. Possible Additional Step – A Tusla Social Worker may contact you to discuss the report further. If this happens, notify Sinéad and she will update the Child Protection File.	

**Follow on Steps by DLP**

10. DLP will find or create a unique identifier code for the children or adults mentioned in the report.
11. 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.
12. DLP will print the updated 'Child Protection Report' Document.
13. 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.
14. DLP will place these two documents in a secure filing cabinet.
15. DLP will bring the Child Protection Report to the attention of the Board of Management at the next Board meeting.
16. DLP and BOM will continue to monitor the Child Protection concern.

### Morning Arrangements : Junior Infants to 6th Class 2021-2022

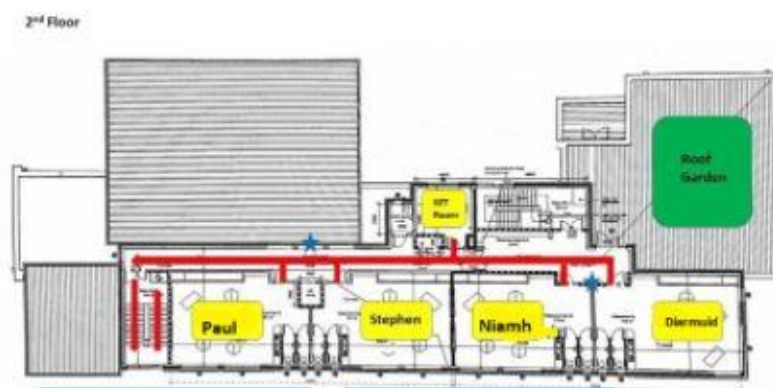
Junior & Senior Infants line up in the basketball court and are brought into class by their teachers at 8.45 am. Junior Infants entering the school via Entry/Exit 1, Senior Infants via Entry/Exit 3.



1st- 4th Class enter the building from 8.20 - 8.30 .am There is no line up. This is to prevent crowds gathering and is one of our Covid prevention measures.

1st Class enter via Entry 1.

2nd, 3rd, 4th enter via Entry 2.



5th & 6th Classes enter via Entry 5 from the Greenway from 8.20 - 8.30 am. There is no line up, this is to prevent crowds gathering and is one of our Covid prevention measures.

## **Dismissal Arrangements : Junior Infants - 6th 2021- 2022**

**Junior Infants** are dismissed at 1.35pm via Entry/Exit 1 and line up in the small yard opposite the basketball courts.

**Senior Infants** are dismissed at 1.35pm

- Karen's class leave via Exit/Entry 3 and are dismissed by the gates at the bikeshed
- Hannah's are dismissed via Exit/ Entry 5 on the Greenway.

### **1st Classes**

Sorcha & Jessica's classes leave via Entry/Exit 1 and line up in the small yard opposite the basketball courts.

### **2nd Classes**

Maria & Sarah's classes leave via Entry/Exit 5 and line up opposite the Greenway.

### **3rd Classes**

Joe's class leave via Entry/Exit 2 and line up in the basketball courts.

Aoife's class leave via Entry/Exit 2 and line up just outside the basketball courts.

### **4th Classes**

Eimear's class leave via Entry/Exit 2 and line up by the door at the entry/exit point

Shane's class leave via Entry/Exit 2 and line up just outside the basketball courts.

### **5th & 6th Classes**

All classes leave via Entry/Exit 5| Most children walk home and are not collected. Those that are collected remain with the teacher on the Greenway until the collecting adult arrives.