Belmayne Educate Together National School



Child Safeguarding Statement & Risk Assessment
Belmayne ETNS
Policies and Procedures

2025-2026

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Child Safeguarding Statement

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 (revised 2023) and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of Belmayne ETNS has agreed the Child Safeguarding Statement set out in this document.

1 The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post-Primary Schools (revised 2023) as part of this overall Child Safeguarding Statement

2 The Designated Liaison Person (DLP) is Sinéad O'Meara

3 The Deputy Designated Liaison Person (Deputy DLP) is Gearóid O'Flatharta

4 The Relevant Person is Sinéad O'Meara.

(The relevant person is one who can provide information in respect of how the child safeguarding statement was developed and will be able to provide the statement on request. In a school setting the relevant person shall be the designated liaison person.)

5 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;



- fully cooperate with the relevant statutory authorities in relation to child protection and welfare matters;
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

The 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 (revised 2023) and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie website.

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

- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-

Has provided each member of staff with a copy of the school's Child Safeguarding Statement

Has sent on the Child Protection Procedures for Schools 2025 to all staff via email link

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

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- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post Primary Schools (revised 2023)/ Child Protection Procedures for Schools 2025, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.

- All registered teachers employed by the school are mandated persons under the Children First Act 2015.

- In accordance with the Children First Act 2015 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.
- The various procedures referred to in this Statement can be accessed via the school's website, the gov.ie website or will be made available on request by the school.

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.

7 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.

8 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on 24/9/25 [date].

This Child Safeguarding Statement was reviewed by the Board of Management on 24/9/25

Signed: Clare Egan

Chairperson of Board of Management

Date: 24/9/25

Signed:

Principal/Secretary to the Board of Management

Date: 24/9/25

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Child Safeguarding Statement 2025-2026 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 the ISM ; Viv Gaynor, Aoife Mc Donnell, Joe Kavanagh, Geni Fallon, Rachel Flynn, Karen Boyle- 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.

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Child Safeguarding Statement September 2025- September 2026

- This statement was circulated to the staff where further amendments were made, then to the Parents Council. The 2025-2026 edition was ratified at the Board of Management Meeting by the Chairperson Clare Egan. 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**.
- 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.

- Some of the relevant policies that have informed this Child Safeguarding Statement are the Bí Cineálta Policy, Code of Behavior, Responding to Behaviours of Concern Policy, Acceptable Use Policy, Digital Learning Plan , The Attendance Strategy.

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).

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

The Key Principles of the National Guidance that should inform best practice in child protection and welfare are:
(i) The welfare of children is of paramount importance.

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

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

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

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

(vi) Factors such as the child's family circumstances, gender, age, stage of development, religion, culture and race should be considered when taking protective action. Intervention should not deal with the child in isolation; the child's circumstances must be understood within a family context.

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

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

(ix) The prevention, detection and treatment of child abuse, harm or neglect requires a 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.

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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

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.

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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, ANAs, 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, Bí Cineálta 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.

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

Wellbeing in Our School

The wellbeing of the pupils, parents and staff is of paramount importance in BETNS.
Wellbeing is incorporated into every aspect of school life and our ethos and school culture strives to support this aim. Wellbeing is a protective factor when it comes to child safeguarding.
When children feel safe and cared for in the school environment they are more receptive to the learning and key messages in the Stay Safe, Walk Tall and RSE programmes.
When parents feel welcomed and supported they are more likely to engage and participate in school life which positively impacts on children' s engagement and retention within education.
When staff are listened to and valued in their roles, they are more effective in discharging their duties.
Wellbeing for pupils, parents and staff is cultivated formally and informally through our Student Council, Parent Council , Parent Volunteer Group, Staff Social Committee, Teacher Representative on the Board of Management and involvement with the Home School Community Liaison teacher. Numerous events are planned annually to promote wellbeing and a positive school culture, for example our themed weeks; Steam Week, International Week, Seachtain na Gaeilge, Literacy Week etc as well as Family Fun Night, Movie Night, Board Game Night, Summer Disco, Parent & Community Talks on RSE, Cyberbullying and use of IT. Parent classes such as yoga, HIIT, pilates, painting, flower arranging, dyslexia support workshops, violin class all promote wellbeing as does the Parent Council AGM & Social Night , staff social nights 3-5 per year, staff classes like violin & yoga and the summer CPD courses part funded by the BOM.
Within classes on a daily and weekly basis we run initiatives like Pupil of the Week. Pupil of the Week is not targeted at academic achievements, it takes into account and celebrates the core values of our



school. Class Assemblies and our ethos which is ingrained into the very core of our school, celebrates diversity and inclusion. Our Attendance Strategy is designed to encourage pupils to develop positive habits of regular school attendance and to support children and their parents who find regular school attendance challenging .The nature in which we all communicate with each other - mutual respect, our Code of Behaviour, Anti Bullying Policy and Bí Cineálta policy allows for us to support growth when mistakes are made but also to take action where behaviours are continuously inappropriate.

Child Safeguarding Responsibilities of School Staff

School personnel are especially well placed to observe changes in children's behaviour, their lack of development or outward signs of abuse. In any situation where a member of school personnel (including a registered teacher), receives an allegation or has a suspicion that a child may have been abused or neglected, is being abused or neglected, or is at risk of abuse or neglect, he or she shall, without delay, report the matter to the designated liaison person (DLP) Sinéad O'Meara.
Where a registered teacher has any such concern, in addition to reporting it to the DLP, he or she must also consider whether the concern is at or above the threshold at which the teacher must make a **mandated report** to Tusla.

Teachers - Mandated Person & Mandated Report

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

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

The defined threshold of "harm" in relation to a child is as follows: "harm" means, in relation to a child (a) assault, ill-treatment or neglect of the child in a manner that seriously affects or is likely to seriously affect the child's health, development or welfare, or (b) sexual abuse of the child, whether caused by a single act, omission or circumstance or a series or combination of acts, omissions or circumstances, or otherwise;" "ill-treatment" means, in relation to a child, to abandon or cruelly treat the child, or to cause or procure or allow the child to be abandoned or cruelly treated; "neglect" means, in relation to a child, to deprive the child of adequate food, warmth, clothing, hygiene, supervision, safety or medical care; "welfare" includes, in relation to a child, the moral, intellectual, physical, emotional and social welfare of the child."
The threshold of harm for each category of abuse at which registered teachers as mandated persons have a statutory obligation to report concerns is outlined below.

Neglect

Neglect is defined as "to deprive the child of adequate food, warmth, clothing, hygiene, supervision, safety or medical care". The threshold of harm, at which a registered teacher as a mandated person has a statutory obligation to report to Tusla under the Children First Act, 2015 is reached when he or she



knows, believes or has reasonable grounds to suspect that a child's needs have been neglected, are being neglected, or are at risk of being neglected to the point where the child's health, development or welfare have been or are being seriously affected, or are likely to be seriously affected.

Emotional abuse (which includes bullying) /ill-treatment

Ill-treatment is defined as: "to abandon or cruelly treat the child, or to cause or procure or allow the child to be abandoned or cruelly treated". Emotional abuse is covered in the definition of ill-treatment used in the Children First Act, 2015. The threshold of harm, at which a registered teacher as a mandated person has a statutory obligation to report to Tusla under the Children First Act, 2015 is reached when he or she knows, believes or has reasonable grounds to suspect that a child has been, is being or is at risk of being ill-treated to the point where the child's health, development or welfare have been or are being seriously affected, or are likely to be seriously affected.

Bullying

Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. (Cineáltas: Action Plan on Bullying)
Generally, bullying behaviour can be addressed without the involvement of Tusla. However, bullying behaviour can become a child protection concern when it results in significant physical or emotional harm, or where it becomes a persistent and severe problem and measures taken to address it are not effective. In determining when bullying behaviour should be reported to Tusla the following factors should be considered:

> Impact on the child.
> Protective/appropriate action taken by parents/carer
> Protective/appropriate action taken by school
> Engagement of child/family with support services such as NEPS.

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.

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

Mandated Assisting - i.e. assisting Tulsa with an investigation after a report has been made
Tusla may request a mandated person to provide any necessary and proportionate information and assistance to aid Tusla in assessing the risk to a child arising from a mandated report. The Act places a statutory obligation on all mandated persons to comply. Mandated assistance may include a request to supply further information over the phone, produce a verbal or written report or attend a meeting. Further information about mandated assistance, including Tusla's protocol for requesting such assistance, can be found on Tusla's website www.tusla.ie.
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 online Tusla Portal.

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

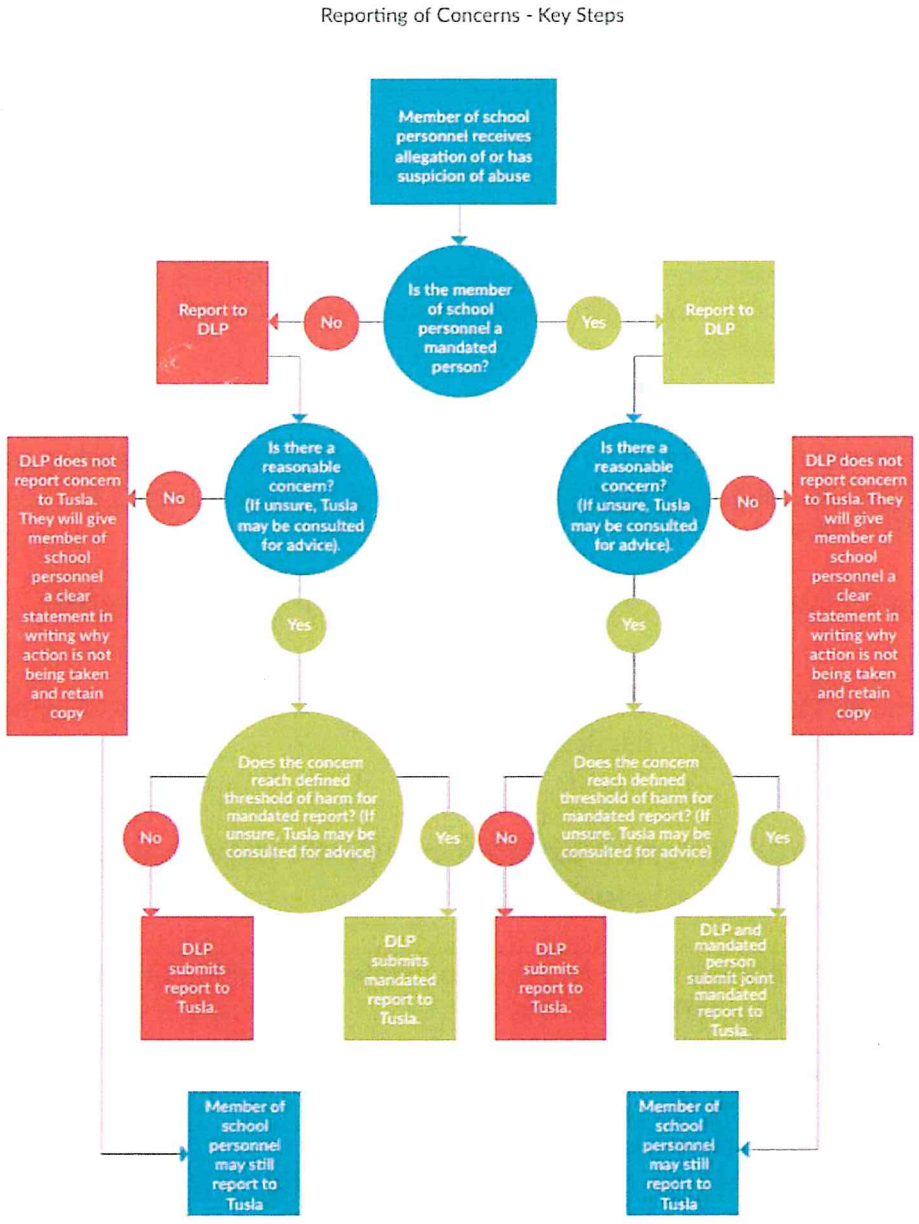
Report based on reasonable grounds for concern i.e. not a Mandated Report
You should always inform Tusla when you have **reasonable grounds for concern** that a child may have been, is being, or is at risk of being abused or neglected. If you ignore what may be symptoms of abuse, it could result in ongoing harm to the child. It is not necessary for you to prove that abuse has occurred to report a concern to Tusla. All that is required is that you have reasonable grounds for concern. It is Tusla's role to assess concerns that are reported to it.

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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



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How to Handle a Disclosure of Abuse from a Child

An abused child is likely to be under severe emotional stress and a member of school personnel may be the only adult whom the child is prepared to trust. Great care shall be taken not to damage that trust. It is important to deal with any allegation of abuse or neglect in a sensitive and competent way through listening to and facilitating the child to tell about the problem, rather than interviewing the child about details of what happened.

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

- React calmly
- Listen carefully and attentively
- Take the child seriously
- Reassure the child that they have taken the right action in talking to you
- Do not promise to keep anything secret
- Ask questions for clarification only - do not ask leading questions
- Check back with the child that what you have heard is correct and understood
- Do not express any opinions about the alleged abuser
- Ensure that the child understands the procedures that will follow
- Make a written record of the conversation as soon as possible - in as much detail as possible
- Treat the information confidentially - subject to the requirements of the Children First National Guidance 2017 and relevant legislation.

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

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

All reports are now made online to Tulsa through their portal and uploaded. Procedures on how to handle a disclosure and note take are explained further in this document.

Guidelines on How to Handle A Disclosure in Belmayne ETNS- steps that must be followed and note taking process on Aladdin.

1. **Inform** the DLP (Sinéad) or DDLP (Gearóid) that a disclosure was made to you. If the DLP or DDLP are not immediately available, notify a member of the ISM.	
2. **Start filling in the Child Protection Report** Template on Aladdin. Please note. ➢ Sinéad / Gearóid will arrange cover for you to start filling in the form. ➢ **Complete Part A** i.e. the section that outlines the disclosure. ➢ When outlining the disclosure create a key at the top of the document e.g. 1 = John, 2 = Emma etc. These numbers should be used instead of names or initials.	

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➢ An ISM member will make themselves available to help you complete the template if needed.	
3. **Save the document** when you have completed Part A. Please note: ➢ The document will be saved as 'CP Draft' and will be password protected. You will need to enter your Aladdin password to further edit or add additional information.	
4. **Proceed with one of the following options:** a) **Complete a mandated report** to Tusla by using the Tusla Online Portal. b) **Contact the North Dublin City On Duty Social Worker** to seek advice by calling 01-8567704	
5. **Proceed with one of the following options:** a) **Screen grab or save the overview of the mandated report** you made using the Tusla Online Portal. Save this for later. b) If the On Duty Social Worker recommends that no mandated report be made, **complete Part B** in the Child Protection Report on Aladdin. You will need to edit the report you started earlier. c) If the On Duty Social Worker recommends that a mandated report be made, **please refer to step 4(a). Complete Part B** in the Child Protection Report on Aladdin. You will need to edit the report you started earlier.	
6. Once you have completed Part A and Part B of the Child Protection Report Template, **attach the screen** grab of the mandated report made on the Tusla Online Portal and save the document.	
7. **Speak to Sinéad or Gearóid** and discuss whether to notify the parents of the disclosure or not. Once decided, **complete Part C** of the Child Protection Report. **Change the document type from 'CP Draft' to 'CP'**. This will change the security setting to 'Principal Only'. **Save the document.**	
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 in the event that parents are unavailable 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

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 redact 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.

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Aladdin

Aladdin is software that is used 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 the class that his own child is in.

Procedure for Access on Aladdin

Full Access-Sinéad O'Meara – Principal and DLP/Relevant Person
Full Access-Gearóid O Flatharta – Deputy Principal and DDLP
Full Access- Viv Gaynor AP1 Postholder/Home School Community Liaison Teacher
Full Access -Aoife Mc Donnell - AP1 - Infants SET Teacher
Restricted Access-Susan Christie/Orlagh Murphy – School Secretary with specific responsibility for Enrolments
Full Access – Geni Fallon AP2 – and Postholder with specific responsibility for Special Education Team Coordinator.
Restricted Access – Joe Kavanagh –AP2 and Postholder with specific responsibility Health and Safety
Classroom Teachers – Restricted Access – only their own class
Support Teachers – Restricted Access – classes that they are support liaison to
ANAs – only the children that they work with directly

Responding to a Retrospective Abuse Allegation

An adult may disclose abuse that took place in their childhood to a member of school personnel. It is important to be empathetic and express understanding that it may have taken a considerable effort for the person to disclose the past abuse. In particular where the disclosure is made through written correspondence, the school may wish to obtain legal advice or advice from their management body, patron or ETB before replying.

A school may wish to include some of the following in a written response:

> Be empathetic and express understanding that it may have taken a considerable effort for the person to disclose the past abuse.

> Outline that school personnel do not have an investigative role, and that school personnel may have to notify Tusla of the report.

> Outline that the school may also notify An Garda Síochána in cases of sexual and physical abuse/assaults.

> Explain that, where An Garda Síochána receive an allegation of retrospective sexual abuse from a third party, An Garda Síochána does not approach the person who has disclosed that they were sexually abused as a child except in cases where there is an immediate and serious risk to the safety and welfare



of that person or another. This is because An Garda Síochána is aware that the person making the disclosure may not necessarily wish the matter to be investigated. A complaint can be made directly to An Garda Síochána with a view to having the matter investigated. Support services for dealing with this scenario are located in the appendices.

Mandated Persons – Establishing Whether Mandated Report is Required

Having received a retrospective disclosure of childhood abuse from an adult, a mandated person must make a professional judgement as to whether any person who is currently a child (identifiable or not) is at risk of harm from the person who is the subject of the abuse allegations. They must consider whether the person who is the subject of the allegations may have access to or contact with children. A report will have to be made to Tusla where the person against whom there is an allegation may pose a current risk to children. Registered teachers, as mandated persons, in determining whether they have to report the information to Tusla, must consider whether there are reasonable grounds to suspect that a person who is currently under the age of 18 years has been, is being or is at risk of being abused or neglected. This is the case even where the children about whom there may be a concern are still to be identified.

When Mandated Reporting Is Not Required

Mandated persons are not required to report to Tusla the childhood abuse of a person who is now an adult, in circumstances where no harm or risk of harm to a child has been identified or suspected.

Furthermore, in the absence of any current risk to a child, a mandated person is not required to report to Tusla the identity of the person alleged to have caused the harm to the adult who was abused as a child. However, where the adult providing this information consents to the identity of the person alleged to have caused the harm being reported, **then the mandated person can and should report the allegation to Tusla.**

Where It Has Been Established That a Mandated Report Is Necessary

In cases where a mandated person believes that the risk meets the criteria the DLP should immediately be notified and the procedures for reporting followed.

Non Mandated Reporting

As a mandated person, a teacher can also make a nonmandated report, if the concern does not meet the threshold of harm for mandated reporting but the mandated person feels that there is a reasonable concern about the welfare or protection of a child. In such cases, the teacher should notify the DLP and follow the procedures for reporting. In all cases where the DLP or member of school personnel is unsure as to whether a report is required, they should contact Tusla for advice.

Disclosure to a Mandated Person Before 2015

The reporting requirements under the Children First Act 2015 apply only to information that mandated persons received or became aware of since the Act came into force, regardless of whether the harm occurred before or after that point.

However, where there is a reasonable concern about past abuse, where information came to a mandated person's attention before the Act and there is a possible continuing risk to children, it should be reported to Tusla under the Children First National Guidance 2017.



Reporting to Tusla – NonMandated Persons

Other members of school personnel who are not mandated persons, i.e. school personnel who are not registered teachers or other mandated persons, are not required to report retrospective abuse disclosures to Tusla. However, they should bring any retrospective abuse disclosures to the attention of the DLP, who shall follow the procedures.

Reporting to An Garda Síochána

In some instances, the concern may need to be reported directly to An Garda Síochána. Under the Criminal Justice (Withholding of Information on Offences against Children and Vulnerable Persons) Act 2012, it is a criminal offence to withhold information about a serious offence, including a sexual offence, against a person under 18 years or a vulnerable person.

The offence arises where a person knows or believes that a specified offence has been committed against a child or vulnerable person and they have information which would help arrest, prosecute or convict another person for that offence, but fails without reasonable excuse to disclose that information, as soon as it is practicable to do so, to a member of An Garda Síochána. The obligations of the Criminal Justice (Withholding of Information on Offences against Children and Vulnerable Persons) Act 2012 are in addition to the reporting requirements under the Children First Act.

Child Protection Oversight Report to Board of Management regarding Retrospective Abuse

The Child Protection Oversight Report to the board of management shall contain reference to any retrospective allegations of abuse by current or former members of school personnel that have come to the attention of the school.

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 the 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.
- A "Child Protection Master List" to track case file numbers and details of children or school personnel involved will be created to help with the management of CP files and records.
- 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 regarding a CP case and add them to a child's profile on Aladdin/initiate an active CP paper file.
- In all cases where the DLP has sought the advice of Tusla the DLP shall retain a record of the consultation which will note the date, the name of the Tusla official and the advice given, these notes will be added to the child's profile on Aladdin/ and CP paper file.
- The DLP shall retain a copy of every report submitted by him or her / Mandated Teacher to Tusla and shall keep a record of any further actions taken by the DLP and of any further communications with Tusla, An Garda Siochana or other parties in relation to that report. This information will be kept on the child's profile on Aladdin/ and in a CP paper file.
- That all records created shall be regarded as highly confidential and placed in a secure location.



Any CP docs uploaded to Aladdin will be locked down and password protected so that the DLP and DDLP shall be the only school personnel able to access these files.

- That systems are put in place to allow for the effective recording and tracking of relevant records and actions, child protection case files and any parties referenced in such files shall be assigned a unique code. This 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. All parties mentioned in the CPOR must have their identities anonymised but other pertinent details must not be redacted.
- 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 should inform 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 to the parent/carer. The DLP shall issue a **written notification to the parent within five school days** of receiving an allegation concerning their child, detailing whether a report was made to Tusla, advice was sought, or if it was deemed not to constitute reasonable grounds for concern.
- If the DLP decides not to inform the parent/carer that a report has been as there is a concern that this will put the child at risk or will jeopardise a Tusla investigation this 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 DLP/DDLP 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 the headings as follows:

(a) State the number of reports made to Tusla since the last board meeting in respect of an allegation of abuse against a member of school personnel,



(b) State the number of cases, since the last board meeting, where the DLP sought advice from Tusla in relation to an allegation of abuse against a member of school personnel and the matter was not reported by the DLP based on the advice of Tusla,

(c) State the number of cases, since the last board meeting, where an allegation of abuse has been made against a member of school personnel and the DLP has not sought any advice from Tusla in relation to the matter and has not reported the matter to Tusla, and

(d) State the number of cases, since the last board meeting, where an allegation of abuse has been made against a member of school personnel and the DLP did not report the matter to Tusla in circumstances where Tusla has advised the DLP that it should be reported.

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

The CPOR must be a **standalone item** at **each board meeting**. Furthermore, if any cases are to be reported under specific headings (allegations against personnel, other child protection concerns, or bullying concerns), the board meeting **cannot be held online or via conference call**.

Child protection concerns arising from alleged bullying behaviour amongst students is a distinct reporting category.

When the DLP has not reported an allegation against school personnel to Tusla, especially if Tusla advice indicated it should be reported. In such cases, the Chairperson must seek Tusla's advice directly and inform the patron if the board does not comply.

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 Additional Needs Assistants also continues to be available to offer assistance to teachers and ANAs- 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.

Teaching Council: Commencement of Teaching Council (Information to be Furnished by Employer in Case of Dismissal or Resignation of Registered Teacher) Regulations 2023

These regulations set out the responsibility and obligation of employers, to provide particular information to the Teaching Council where a registered teacher:

a) Resigns and that resignation follows upon: i. the making of a complaint in relation to that teacher (note - this is a complaint made at local school level rather than to the Teaching Council),

or ii. the invoking of procedures under section 24 of the Education Act 1998 (No. 51 of 1998),

or such other procedures as may be invoked, in respect of the teacher,

or b) is dismissed by his or her employer.

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Employers must notify the Teaching Council once a teacher stands dismissed from 11 May 2023 onwards (or resigns following upon the making of a complaint or the invoking of a disciplinary process).

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 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 QR code 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. 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 us the QR code.
- Sick children will be seated in the main reception area and contact will be made with their parents to collect the child immediately.

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 using the QR code by reception.
- 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.

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/support teacher is permitted to use their own discretion on this.

Procedure for Break Time & Lunch Time in Classrooms

- All children must remain seated during break time and lunch time. Children who move around the classroom during the break are at risk of having an accident, getting into conflict with another child. By remaining seated, the risk of accidents or conflict 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

- Line up of children in the morning time and dismissal in the evening time must be conducted in an orderly, calm fashion. This is to ensure each child goes home with the correct adult.

- All classes are allocated a dismissal position outside the school buildings. Children must wait in the line and are asked not to leave the line until the teacher has called them and has seen/made eye contact with the adult collecting them. Children are asked not to leave the line until they are called by the teacher. Children who leave the line without permission will be sanctioned as per our Positive Behaviour Policy. Parents too, are asked to be patient and respect this process. Support teachers will help in the mornings and evenings with this each September. Please see the appendices for line up and dismissal areas for each class for 2025-2026.

- 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 2nd - 6th, may walk home with parental permission. Parental permission will be ascertained via a permission feature 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.

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- Teachers must not release a child to the parent directly between the hours of 8.30 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

- 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. 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.

- 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 endeavour to ensure all doors are shut after the classes have entered the building by 8.45 am. 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.

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.

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

Procedures for Substitute Teachers
In the event that a teacher is absent from school and a substitute teacher is employed to cover for the absent teacher. He/she will be asked to bring their Garda Vetting and photo identification. Susan or Orlagh will then check their Teaching Council status on the national system. A copy of Garda vetting will be made.

Procedures for addressing Bullying, Peer Abuse and Cyberbullying
Bullying behaviour will be addressed under our Anti-Bullying Policy and Bí Cineálta 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.** Sanctions for bullying may include but are not limited to ; additional reflective work, helping in another (younger) class, missing a treat day or school outing, after school detention, suspension or expulsion.

Positive Behaviour Procedures
Children are to be encouraged at all times to play cooperatively 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 toilets on the ground floor may be accessed. Infants -2nd class must be accompanied by an ANA 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. Staff will wear protective gloves, aprons while changing a nappy. Staff will wash hands 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 ANA 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) , ANA and teacher. This will form the child's Intimate Care Plan and will be reviewed termly. Elain Moran Senior ANA 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. 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. School staff accompanying children on school tours/trips (including after school sporting events) will deliver a duty of care commensurate with the trip/venue.

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

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

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

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

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 when 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 /ANA 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/ ANA must wait for the children at the entrance, being aware that other children/ members of the public may use the facilities.

•If the teacher / ANA 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 Duty Post Holder to inform all new teachers and ancillary staff of the Children First Guidelines 2017,2023, 2025 and the school's Child Safeguarding Statement and Risk Assessment. Every September the postholder runs training sessions with new school personnel based on our School Safeguarding measures and procedures. The postholder 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. The HSCL 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 Tulsla in accordance with legislation. Lateness is recorded by the class teacher. HSCL support is offered to families of children who are experiencing challenges in relation to attendance and punctuality. 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.

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 ANAs to be fully informed (custody /access issues or medical needs of children in school).

Procedure for Behaviours of Concern and Crisis Situations

Guidelines for Schools in Supporting Students were developed by the Department of Education and Youth to address uncertainty for staff on how to respond when facing crisis situations where there are concerns regarding physical safety. The guidelines focus on creating inclusive environments which can respond to need and build on good practice including prevention and deescalation. **Physical restraint is not permitted within any recognised school setting except in a crisis situation where there is imminent risk to students' physical safety or the safety of others.** Physical restraint must not be used to punish a student for unacceptable behaviour under any circumstances. Crisis situations are defined in the guidelines as times when behaviours of concern present serious risk of imminent physical harm to the student concerned and/or others within the school environment. Seclusion is placing a student involuntarily in any environment in which they are alone and physically prevented from leaving. Seclusion, however carried out, is always experienced by the student as punitive/punishment. It does not involve any agency on the part of the student. Physical prevention from leaving can be through the use of a locked door, a blocked door, or an exit held closed by a staff member. Seclusion is also a situation where a student believes they cannot leave a space although no physical block is evident. Seclusion is not allowed in any school setting.

Where a Member of School Personnel or a Parent Has a Concern About the Application of Guidelines on Understanding Behaviours of Concern and Responding to Crisis Situations

Seclusion

Where a member of school personnel or a parent believes that seclusion may have been used in the school, they should report it to the school principal. Where all three factors are present, that is, the child has been involuntarily detained, is alone and is physically prevented from leaving, then this is considered seclusion. It is not considered seclusion where one or two factors are involved. Where the incident is deemed to be seclusion, as set out in the Guidelines on Understanding Behaviours of Concern and Responding to Crisis Situations, this may be a child protection issue and the DLP is then required to follow the reporting procedures. Where the incident is deemed not to be seclusion, but the parent or member of school personnel is not in agreement with this assessment, they may still report this to Tusla as a child protection issue. Physical Restraint Where a member of school personnel thinks that physical restraint may have been used inappropriately in the school, they should report it to the school principal. Where a parent thinks that physical restraint may have been used inappropriately in the school, they should follow the school's complaint procedure. Where a member of school personnel or a parent considers that an incident involving physical restraint is a child protection concern, they should report the matter to the DLP. The DLP is then required to follow the reporting procedures . Where the incident of physical restraint is deemed not to be child protection issue, but the parent or member of school personnel is not in agreement with this assessment, they may report this to Tusla as a child protection issue.

Belmayne Educate Together National School



The staff of Belmayne ETNS will receive training from an external practitioner to further guide us on how to respect the rights of the child, keep them safe from harm while upholding and implementing the above recommendation from the Child Protection Procedures for Schools 2025. If an occurrence of physical restraint is used the DLP must be informed immediately and a structured review of what happened must be initiated. The incident is then reported onto the NCSE. This information will all be captured using Resource 4 " The Record of Incident Involving Physical Restraint" (a copy of this is in the appendices of this document) taking from Understanding Behaviours of Concern and Responding to Crisis Situations -Guidelines for Schools Supporting Students. The completed Report Form is then sent on to bocreports@ncse.ie.

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**.

Procedure for Sub SNAs

Susan/Orlagh will ask all SNAs to present a copy of their Garda Vetting on arrival. A copy of the vetting will be made and retained for the academic year.

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

It is the responsibility of all schools to contribute to the prevention of child abuse and neglect through curricular provision. In that context the Social, Personal and Health Education (SPHE) programme is a mandatory part of the curriculum for all students in primary schools. All primary schools are required to



fully implement the Stay Safe programme. The Stay Safe programme for primary schools plays a valuable role in helping children develop the skills necessary to enable them to recognise and resist abuse and potentially abusive situations.

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

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

3. Our Learn Together Programme combined with the Learn Together Curriculum will also enhance the children's learning regarding personal safety, their own well being and will address anti bullying and anti discrimination themes and topics.

4. The Weaving Wellbeing programme is taught in classes 2nd-6th to promote wellbeing, resilience and management of anxiety. The Mo & Ko Wellbeing Programme is being taught in the Junior Classes. We also hold Well Being Days and promote the practice of Mindfulness and Quiet Time in order to promote and facilitate an awareness towards positive mental health.

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

Points to remember for Staff:

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



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

Children with additional vulnerabilities

Certain children are more vulnerable to abuse than others. Such children include those with disabilities, children who are homeless and those who, for one reason or another, are separated from their parents or other family members and who depend on others for their care and protection. The same categories of abuse – neglect, emotional abuse, physical abuse and sexual abuse , bullying – 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 Revised 2023/2025.
- 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.
- The Home School Liaison Coordinator- Viv 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.
  If a teacher believes that the concern has not been followed appropriately,they as Registered Teachers can make their own Mandated Report to Tulsa. They must then request to meet with the Chairperson. It is good practice that prior to this occurring that the teacher would inform the DLP/Deputy DLP of their ongoing concerns as often further information may be available to the Principal that may not have been shared with all staff members.
- Children must be handed over to parents unless the Garda Siochána is present and have informed the school not to do so. However staff can contact the Garda Siochána 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 - 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;

a) 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;

b) 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;

c) 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

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 –

o The face to face meeting may be convened to deal solely with the CPOR report

o A quorum must be physically present at the face to face meeting.

o No members are permitted to join remotely.



o 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.

o 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.

Child Safeguarding Open Discussion and Points from the Student Council 2025

Viv met with the Student Council in September 2025 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.

The SC understood that Safeguarding meant keeping them safe and ensuring that students are kind and nice to one another, that everyone is included. They listed the following ways that the school endeavours to keep children safe and educate them on issues of personal safety:

- Creating a culture of inclusion and awareness of being kind and measures that are put in place to prevent bullying happening through the Bí Cineálta policy.
- That supervision schedules at lunches and break times ensure that children are always supervised and are never left alone. That this prevents accidents happening or "kids doing crazy stuff".
- That we learn about keeping ourselves safe through the Stay Safe programme. That pupils can always go to an adult in the school if they have worries or don't feel safe , someone like their teacher, Sinéad or an ANA.
- That pupils have a voice in the school and will be listened to.

When asked if there are areas that the school could improve on the Student Council suggested the following:

- Improve corridor control going to and coming from the yard. That yellow road markings could be placed on the walls to remind pupils to stay on the left.

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

Should the school be required to close as was the case 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.

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.

Feedback on Child Safe Guarding Procedures

Parents and children will be given a survey at the beginning of every school year to gain an insight and understand their views relating to Child Safeguarding & Bullying. The survey will give respondents a chance to ask any questions they may have relating to the same. Parents will also be issued with a draft version of this policy which they can give feedback on before it is ratified annually by the BOM.

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

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

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

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

	Yes/No
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*?	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 (revised 2023)*?	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?	Attending on 30/9/2025
8. Has the Deputy DLP attended available child protection training?	Attending on 30/9/2025
9. Have any members of the Board attended child protection training?	yes
10. Has the school appointed a DLP and a Deputy DLP?	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-training occurs
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 (revised 2023)* and the Children First Act 2015?	yes
14. Has the Board received a Principal's Child Protection Oversight Report (CPOR) at each Board meeting held since the last review was undertaken?	yes
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 records relevant to the CPOR?	yes

17. Is the Board satisfied that the records provided are anonymised and redacted as necessary to ensure that the identities of children and any other parties, including school personnel, to whom the concern or report relates are not disclosed?	yes
18. Since the Board's last review, have the minutes of each Board meeting appropriately recorded the records provided to the Board as part of CPOR?	yes
19. Have the minutes of each Board meeting appropriately recorded the CPOR?	yes
20. Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed?	yes
21. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made?*	n/a
22. Where applicable, were unique identifiers used to record child protection matters in the Board minutes?	yes
23. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	yes
24. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*?	no
25. In relation to any cases identified at question 20 above, has the Board ensured that any notifications required under section 5.6 of the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)* were subsequently issued by the DLP?	n/a
26. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	yes
27. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	yes
28. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	yes
29. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	yes
30. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post-primary schools)	n/a
31. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	yes
32. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	yes
33. Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?*	yes
34. Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?*	yes
35. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	Yes-none this year
36. Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*?	yes
37. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	
38. Is the Board satisfied that the '*Child Protection Procedures for Primary and Post Primary Schools Post-Primary Schools (revised 2023)* are being fully and adequately implemented by the school?	yes

39. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	No-suggestion however that Surveys with pupils and children occur early October as week one-children are looking back on retrospective issues as only returning.
40. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement?	yes
41. Has the Board ensured that any areas for improvement that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed?	Yes-issues around the outside area at weekends and afterschool-no issues now-Guards in place and no issues over the summer-more cameras are in place too.

*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 Clare Eg Date 24/9/'25

Chairperson, Board of Management

Signed [signature] Date 24/9/25

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.