

Bohola National School 19914f

Child Safeguarding Statement and Risk Assessment

Child Safeguarding Statement

Bohola National School is a primary school providing primary education to pupils from Junior Infants to Sixth Class. In accordance with the requirements of the [Children First Act 2015](#), [Children First: National Guidance for the Protection and Welfare of Children 2017](#), [the Addendum to Children First \(2019\)](#), the [Child Protection Procedures for Primary and Post Primary Schools 2017](#) and [Tusla Guidance on the preparation of Child Safeguarding Statements](#), the Board of Management of Bohola National School has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools 2017 as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is Mrs. Teresa Mulligan
- 3 The Deputy Designated Liaison Person (Deputy DLP) is Mrs. Margaret Fleming
- 4 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters;
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take

unnecessary risks that may leave themselves open to accusations of abuse or neglect;

- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

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

5 The following procedures/measures are in place:

- In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DE website.
- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the [National Vetting Bureau \(Children and Vulnerable Persons\) Acts 2012 to 2016](#) and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the Department of Education and available on the DE website.
- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
 - Has provided each member of staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages Board of Management members to avail of relevant training
 - The Board of Management maintains records of all staff and Board member training

- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
- In this school the Board has appointed the abovenamed DLP as the "relevant person" (as defined in the Children First Act 2015) to be the first point of contact in respect of the schools child safeguarding statement.
- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.
- The various procedures referred to in this Statement can be accessed via the school's website, the DE website or will be made available on request by the school.

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

- 6 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.
- 7 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

_____ .

This Child Safeguarding Statement was reviewed by the Board of Management on

Signed: _____

Date: _____

Chairperson of Board of Management

Signed: _____

Date: _____

Principal/Secretary to the Board of Management

Child Safeguarding Risk Assessment

Written Assessment of Risk of Bohola National School

In accordance with section 11 of the Children First Act 2015 and with the requirement of Chapter 8 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*, the following is the Written Risk Assessment of **Bohola National School**.

1. List of School Activities

We have carried out a risk assessment of any potential for harm to a child while under our care. Below is a list of the areas of risk identified and the list of procedures for managing these risks.

Risk Identified : School-based bullying, verbal, physical or psychological

Procedure in place to manage risk identified:

- Restorative practices implemented throughout the school to investigate and resolve conflict, e.g. restorative circles, peer mediation
- Anti-bullying procedures displayed on notice boards to inform adults as to the steps to be followed
- Anti-bullying coordinator identified during school induction and at staff meetings to support staff in the implementation of anti-bullying procedures
- Anti-bullying month every February to promote a culture of respect, friendship and kindness
- Anti-bullying policy on our school website to inform parents
- Promotion of a culture of openness and respect in which students can approach staff to discuss concerns and worries
- Adequate supervision is provided to ensure codes are being followed.
 - Health and Safety Policy
 - Child Safeguarding Statement
 - Anti Bullying Policy
 - Code of Discipline

Risk Identified: Interaction with visitors to the school

Procedure in place to manage risk identified:

- Visitors to the school must check in with the Principal
- Front entrance to the school is locked and so visitors must be provided with access by a staff member
- Visitors are accompanied by a staff member at all times during their visit
 - Regular visitors to the school, e.g. external teachers, guest speakers, are Garda Vetted and a copy of their Garda vetting is provided to the school.
- Persons administering external programmes (e.g. GAA) through another body will provide

the school with a copy of their Garda vetting and insurance.

- Children are closely supervised by staff members during all school events in which visitors are invited into the school, e.g. Science Week, Sport's Day, School Performances

- Child Safeguarding Statement

Risk Identified: School events held outside the school grounds, e.g. school tours, swimming lessons, sport's events, concerts, etc.

Procedure in place to manage risk identified:

- A risk assessment will be completed before each school tour or trip. • Pupil-teacher ratio is reduced for school tours to maximise the supervision of children. Pupils are closely supervised by staff when transitioning from one area to another (e.g. going to the toilets, going to and from the bus) and when interacting with staff and/or volunteers from the establishment they are visiting.

- Changing rooms are closely supervised by staff when in use by children e.g. at swimming lessons and sport's events.

- Parent/guardian helpers on trips will be informed that pictures may only be taken by staff members.

- Parental consent is provided before children leave the school to attend any events.

- School Tour Policy
- Code of Behaviour Policy
- Anti-Bullying Policy
- Child Safeguarding Statement
- Swimming Policy
- Clear reporting procedures
- Adequate supervision

Risk Identified: After-school clubs: drop-off, staff, collection

Procedure in place to manage risk identified:

- Drop-off: Doors open at 9.10am. Children go straight to their classrooms. In the event of a teacher being late/absent children are asked to sit in the hall or classroom the teacher arrives

- Internal staff: Teachers are given a list of children's names and the names of adults who can collect them

- External staff: Teachers provide the school with copies of their insurance, Garda Vetting, etc.

- Health and Safety Policy
- Hire of Hall for After School Activities Policy
- Child Safeguarding Statement
- Full compliance with NEWB reporting

Risk Identified: Hand-over of children to responsible adult at collection time

Procedure in place to manage risk identified:

- Names and contact numbers of adults who have permission to collect each child are provided by parents at the beginning of each year and stored on our school online data-base
- If an unknown adult comes to collect a child (e.g. a family friend, an aunt/uncle, a cousin, etc.) and the school has not been informed beforehand by parents, the class teacher calls the parents to confirm the child has permission to go with that adult
- Children are lined up in their classrooms (or in the school hall on rainy days) and walk directly to the designated bus areas, or to the school gate where parents are asked to wait outside the gate
- If an adult appears to be under the influence of drugs or alcohol when they come to collect a child from school, they are not released by the class teacher. This would then be reported to the DLP or DDLP immediately.
- Children from 3rd -6th class can walk home from school only if their parents have given the school written permission in advance. Children from Junior Infants - 2nd class must be collected from school by a responsible adult.

- Health and Safety Policy
- Child Safeguarding Statement
- School implements SPHE, RSE, Stay Safe in full

Risk Identified: Storage or publication of photos of children

Procedure in place to manage risk identified:

- Written parental permission to take photos of children is obtained by the school on enrolment
- Class teachers are made aware of any children in his or her class who do not have permission to be in school photos
- Photos taken by staff are removed from personal devices at the end of each school day. Photos are stored securely on the school online storage space.

- Children names are not published with photos uploaded to the school website or class blogs.
 - Children are not permitted to use electronic devices (e.g. iPads, cameras, personal devices) unless under the supervision of an adult.
 - Children are not permitted to use camera phones during the school day or at school events.
- Child Protection Policy
- Internet Safety Policy
- ICT Policy

Risk Identified: Withdrawal of children from class / yard

Procedure in place to manage risk identified:

- Glass panels are installed in the doors of all classrooms in the school
- Parents are informed and provide written consent if children are withdrawn from class on a regular basis, e.g. for learning support, English language support, resource or movement breaks.
- Children who need assistance with toileting during the school day are accompanied/assisted by their SNA. Adults are not permitted to go into a toilet with a child alone.
- Children who need to use the toilet during yard time are allowed by asking permission of the teacher on duty and are only allowed in one at a time.
 - Following best practice
 - Protocols
 - Intimate Care Policy

Risk Identified: Lack of healthy lunch or insufficient lunch

Procedure in place to manage risk identified:

- Teacher monitor children's lunches and ensure that all children are provided with a sufficient quantity of healthy food each day.
- If a child forgets to bring a lunch, the school phones the parents and asks them to bring the lunch to school. If a lunch is not provided the DLP or DDLP will be informed immediately and best efforts made to ensure the child is adequately fed throughout the day.
- If a child is regularly provided with insufficient lunch the class teacher discusses it with the parents in the first instance.
- If a child regularly has no lunch or insufficient lunch and the situation did not improve after speaking with the parents, the class teacher informs the DLP or DDLP.

- Healthy Eating Policy
- Child Protection Policy

Risk Identified: Data Protection

Procedure in place to manage risk identified:

- Confidential documents relating to children in the school are stored securely in the school:
 - Hard copies are stored in locked filing cabinets in the principal's office and in support teachers' classrooms
 - Soft copies are stored in a secure online database. A password is required to access the documents and a log is kept of who has accessed the documents.
 - Word documents are password protected.

Documents are shared with staff on a need to know basis.
- Parental permission for transfer of information (i.e. between school staff, between the school and previous/prospective schools, between the school and other professionals) is will be obtained in writing.
 - Child Protection Policy
 - ICT Policy
 - Data Protection

Risk Identified: Children presenting with social, emotional, behavioural or medical needs in school

Procedure in place to manage risk identified:

- Concerns relating to social, emotional, behavioural or medical needs are communicated to parents by phone, at collection time or through formal meetings.
- Children are provided with additional support in school through the model of the Continuum of Support. This may be in the form of in-class support or withdrawal from class. Staff discuss concerns and learning targets with parents and formulate a written plan, signed by the parents. Learning targets are regularly monitored to track progress.
- An individual care plan will be completed for children with additional vulnerabilities to ensure extra supports are in place within the school environment as required. The specific strategies outlined in this care plan will be monitored and reviewed on a regular basis to ensure the needs and supports identified are current and appropriate.
 - The school may recommend onward referral (e.g. to the Primary Care Team, the School Age Disability Team, NEPS, GP or CAMHS) for children presenting with significant difficulties.
- Significant concerns are raised with the DLP or DDLP.
- The Administration of Medication Policy will be implemented in the event that a

child requires medication throughout the school day. Parent/Guardians must complete the relevant forms and put a request in writing to the board. A copy of this policy can be downloaded from the school website.

- Administration of Medicine Policy
- Child Protection Policy
- Learning Support Policy
- Student Support Files
- Constant liaison with NEPS, Western health Board, HSE

Risk Identified: Early Collection, Late Pick up, Attendance

Procedure in place to manage risk identified:

- Children who are collected from school more than 10 minutes early are signed in or out of the Day Book by an adult.
 - The school discusses punctuality with parents if children are regularly late.
 - Significant concerns in relation to timekeeping are reported to the Education Welfare Officer.
- Children's attendance at school will be monitored with absence notes required for any missed days. Contact will be made with parents in instances of regular absences, with a record of any discussion stored securely on the school system.
- Significant attendance concerns are reported to the Education Welfare Officer.
- Teachers must be informed in advance if children are to be collected early from school. Children must be signed out by a parent-approved adult in the Early Collections Book which are hanging inside door of each classroom.
 - Health and Safety Policy
 - Child Safeguarding Statement
 - Full compliance with NEWB reporting

Risk Identified: Exposure to inappropriate online content

Procedure in place to manage risk identified:

- Use of electronic devices in school is guided by the School Acceptable Usage Policy.
- Use of electronic devices, e.g. iPads, Chrome Books, laptops, cameras, is monitored

and supervised by adults.

- School internet is provided by PDST Technology in Education which is monitored for inappropriate content and unsuitable websites blocked.
- Inappropriate content which appears through the school internet is logged and reported to our internet provider.

Risk Identified: Accidents and Injuries on site

Procedure in place to manage risk identified:

- Accidents and injuries that occur on the premises shall be managed in accordance with the Accident and Injury Policy. Accident Copy stored in Office Filing Cabinet.
- If a child sustains a head injury the parents are automatically contacted and asked to call to the school when possible.
- This policy will be discussed with all staff at induction day and at any other point required.
- A copy of this policy will be placed on the school website.
- Accident and Injury Policy
- Health and Safety Policy

Risk Identified: Recreation Breaks

Procedure in place to manage risk identified:

- Yard supervision closely monitored by 1 Teacher and 3 SNAs daily. Rota drawn up and available in day roll copy.
- No footballs are allowed on the newly surfaced area.
- No footballs allowed at front of the school.
- Children are encouraged to play fairly, and are encouraged to participate in turn-taking and involve all in their games.
- Pupils must ask permission to leave the yard if they need to use the bathroom. Only one pupil allowed in the toilet area at a time.

Risk Identified: LGBT Children/Pupils perceived to be LGBT

Procedure in place to manage risk identified:

- This is addressed in our Code of Behaviour, Anti-Bullying Policy and Child Safeguarding Policy

Risk Identified: Pupils with Special Needs

Procedure in place to manage risk identified:

- Supervision
- Special Educational Needs Policy
- Intimate Care Policy
- Anti-Bullying Policy

Risk Identified: Supervision of Children on day tours/outings by foot or by travelling by bus. Points to note on leaving the school.

Procedure in place to manage risk identified:

- Children are lined up in their classrooms first.
- Each teacher will have a written class list for a roll call to be taken prior to exiting the school grounds.
- The teacher in charge will call a roll to identify if all pupils are present.
- If a child is marked present but not in the line an SNA will go to see where the child is.
- If the class teacher is accompanying another group a designated teacher will be appointed and made known to the class in question.
- The children will use the "Buddy" system to walk in pairs.
- The teacher will accompany the children to the designated bus area or to the school gate.
- If travelling by bus the children will board the bus in a safe and mannerly fashion. A head count will again take place on the bus before the bus leaves the school grounds.
- If travelling by foot, the teacher in charge will again complete a roll call before leaving through the school gates.
- Any changes to groups will be made prior to leaving the school (In the classrooms)
- A member of staff will do a final call in the school to check that everyone is out of the building.
- One member of the school staff will remain in the school to deal with the event of an emergency.

These risk procedures are in conjunction with the following school policies:

- Health and Safety Policy
- Child Safeguarding Statement
- School implements SPHE, RSE, Stay Safe in full
- School Tour/ Outings Policy

List of possible risks identified:

1. Risk of harm not being recognised by school personnel.
2. Risk of harm not being reported properly and promptly by school personnel.
3. Risk of child being harmed in the school by a member of school personnel.
4. Risk of child being harmed in the school by another child.
5. Risk of child being harmed in the school by volunteer or visitor to the school.
6. Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons.
7. Risk of harm due to bullying of a child.
8. Risk of harm due to inadequate supervision of children in school.

Procedures to address risks of harm:

- All school personnel are provided with a copy of the schools Child Safeguarding Statement.
- The Child Protection Procedures for Primary and Post-Primary Schools 2017 are made available to all School Personnel.
- School Personnel are required to adhere to the Child Protection Procedures for Primary and Post-Primary Schools 2017 and all registered teaching staff are required to adhere to the Children First Act 2015.
- The school implements in full the Stay Safe Programme.
- The school implements in full the SPHE curriculum.

- The school has an Anti- Bullying Policy which fully adheres to the requirements of the Departments Anti-Bullying Procedures for Primary and Post-Primary Schools.
- The school has a yard/playground supervision policy to ensure appropriate supervision of children during assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
- The school has in place a policy and clear procedures in respect of school outings.
- The school has a Health and Safety Policy.
- The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting.
- The school has a Codes of Conduct for School Personnel (teaching and non-teaching staff).
- The school complies with the agreed disciplinary procedures for teaching staff.
- The school has a Special Educational Needs Policy.
- The school has an intimate care policy/plan in respect of students who require such care.
- The school has in place a policy and procedures for the administration of medication to pupils.

The school~

- Has provided each member of school staff with a copy of the school's Child Safeguarding Statement.
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement.
 - Encourages staff to avail of relevant training.
 - Encourages Board of Management members to avail of relevant training.
 - Maintains records of all staff and board members training.
- The school has in place a policy and procedures for the administration of First Aid.
 - The school has in place a code of behaviour for pupils.
 - The school has in place an ICT policy in respect of usage of ICT by pupils.

- The school has in place a mobile phone policy in respect of usage of mobile phones by pupils.
- The school has in place a Critical Incident Management Plan.
- The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum.
- The school has in place a policy and procedures for the use of external sports coaches.
- The school has in place a policy and clear procedures for one-to-one teaching activities.
- The school has in place a policy and procedures in respect of student teacher placements.
- The school has in place a policy and procedures in respect of students undertaking work experience in the school.

Important Note: It should be noted that risk in the context of this risk assessment is the risk of "harm" as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post- Primary Schools 2017*

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

Examples of activities, risks and procedures

The examples listed in this document are provided to assist schools in undertaking their risk assessment under the Children First Act, 2015. Schools should note that this list of examples is not intended to be exhaustive. It is the responsibility of each school to ensure, as far as possible, that any other risks

and procedures that are relevant to its own particular circumstances are identified and specified in the written risk assessment and that adequate procedures are in place to address all risks identified.

It is acknowledged that schools already have in place a range of policies, practices and procedures to mitigate the risk of harm to children while they are participating in the activities of the school and that some school activities will carry low or minimal risks of harm compared to others. In the context of the risk assessment that must be undertaken by schools, the Children First Act, 2015 refers to risk as "any potential for harm". Therefore, it is important that, as part of its risk assessment process, each school lists and reviews all of its various activities (which shall include identifying those that may carry low risk of harm as well as those that carry higher risks of harm). Doing so will help the school to (1) identify, as required under the Children First Act, 2015, any risks of harm that may exist in respect of the school's activities, (2) identify and assess the adequacy of the various procedures already in place to manage those risks of harm and (3) identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

The Addendum to *Children First: National Guidance for the Protection and Welfare of Children* published in January 2019 clarifies that organisations providing relevant services to children should consider the specific issue of online safety when carrying out their risk assessment and preparing their Child Safeguarding Statement.

The *Guidance on Continuity of Schooling* for primary and post-primary schools (April 2020) advises of the importance of teachers maintaining the safe and ethical use of the internet during distance learning and assisting parents and guardians to be aware of their role also. Schools should ensure that their Acceptable Use Policy (AUP) informs and guides remote or distance learning activity.

Important Note: It should be noted that risk in the context of this risk assessment is the risk of "harm" as defined in the Children First Act, 2015 and not general health and safety risk. The definition of harm is set out in chapter 4 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.

Examples of School Activities

- Daily arrival and dismissal of pupils

- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching
- One-to-one learning support
- One-to-one counselling
- Outdoor teaching activities
- Online teaching and learning remotely
- Sporting Activities
- School outings
- School trips involving overnight stay
- School trips involving foreign travel
- Use of toilet/changing/shower areas in schools
- Provision of residential facilities for boarders
- Annual Sports Day
- Fundraising events involving pupils
- Use of off-site facilities for school activities
- School transport arrangements including use of bus escorts
- Care of children with special educational needs, including intimate care where needed,
- Care of any vulnerable adult students, including intimate care where needed
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- Management of provision of food and drink
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE, Stay Safe
- Prevention and dealing with bullying amongst pupils
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum
- Use of external personnel to support sports and other extra-curricular activities
- Care of pupils with specific vulnerabilities/ needs such as
 - Pupils from ethnic minorities/migrants
 - Members of the Traveller community
 - Lesbian, gay, bisexual or transgender (LGBT) children
 - Pupils perceived to be LGBT
 - Pupils of minority religious faiths

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

Examples of Risks of Harm

- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of child being harmed in the school by a member of school personnel
- Risk of child being harmed in the school by another child
- Risk of child being harmed in the school by volunteer or visitor to the school

- Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons
- Risk of harm due to inappropriate use of online remote teaching and learning communication platform such as an uninvited person accessing the lesson link, students being left unsupervised for long periods of time in breakout rooms
- Risk of harm due to bullying of child
- Risk of harm due to racism
- Risk of harm due to inadequate supervision of children in school
- Risk of harm due to inadequate supervision of children while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between child and another child or adult
- Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to children with SEN who have particular vulnerabilities, including medical vulnerabilities
- Risk of harm to child while a child is receiving intimate care
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other manner
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

Examples of Procedures to address risks of harm

- All school personnel are provided with a copy of the school's *Child Safeguarding Statement*
- The *Child Protection Procedures for Primary and Post-Primary Schools 2017* are made available to all school personnel
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* and all registered teaching staff are required to adhere to the *Children First Act 2015* and it's Addendum (2019)

- The school implements in full the Stay Safe Programme
- The school implements in full the SPHE curriculum
- The school implements in full the Wellbeing Programme at Junior Cycle
- The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*
- The school undertakes anti-racism awareness initiatives
- The school has a yard/playground supervision policy to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
- The school has in place a policy and clear procedures in respect of school outings
- The school has a Health and safety policy
- The school adheres to the requirements of the Garda vetting legislation and relevant DE circulars in relation to recruitment and Garda vetting
- The school has a codes of conduct for school personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has a Special Educational Needs policy
- The school has an intimate care policy/plan in respect of students who require such care
- The school has in place a policy and procedures for the administration of medication to pupils
- The school -
 - Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages board of management members to avail of relevant training
 - Maintains records of all staff and board member training
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a code of behaviour for pupils

- The school has an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents
- The school has in place a policy governing the use of smart phones and tablet devices in the school by pupils as per circular 38/2018
- The school has in place a Critical Incident Management Plan
- The school has in place a Home School Liaison policy and related procedures
- The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
- The school has in place a policy and procedures for the use of external sports coaches
- The school has in place a policy and clear procedures for one-to-one teaching activities
- The school has in place a policy and procedures for one-to-one counselling
- The school has in place a policy and procedures in respect of student teacher placements
- The school has in place a policy and procedures in respect of students undertaking work experience in the school
- The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations

When a Child Makes a Disclosure

- When a child does disclose abuse, this needs to be taken very seriously. It is important that any disclosure is dealt with appropriately, both for the wellbeing of the child and also to ensure that your actions do not jeopardise legal action against the abuser.

- If as a mandated person, you receive a disclosure of harm from a child, which is above the thresholds, you must consult with the Designated Liaison Person (DLP) and make a mandated report of the concern to Tusla. You are not required to judge the truth of the claims or the credibility of the child. If the concern does not meet the threshold to be reported as a mandated concern, you should report it to Tusla as a reasonable concern.

- There are a number of basic 'rules' that should be followed to ensure the safe handling of any disclosures of abuse from a child:
 - Don't panic
 - Remember that the safety and well-being of the child come before the interests of any other person
 - Listen to the child and accept what the child says
 - Look at the child directly, but do not appear shocked
 - Don't seek help while the child is talking to you
 - Reassure them that they did the right thing by telling someone

- Assure them that it is not their fault and you will do your best to help
- Let them know that you need to tell someone else
- Let them know what you are going to do next and that you will let them know what happens
- Be aware that the child may have been threatened
- Write down what the child says in their own words - record what you have seen and heard also
- Make certain you distinguish between what the child has actually said and the inferences you may have made. Accuracy is paramount in this stage of the procedure
- Tell your DLP or DDLP as possible
- As a mandated person, you must make a report to Tusla, or the Gardaí immediately. This can be done in conjunction with the DLP/DDLP
- After making the referral look after yourself. Discuss the matter with your DLP/DDLP or relevant person

Important Notes

- The same action should be taken if the allegation is about abuse that has taken place in the past, as it will be important to find out if the person is still working with or has access to children
- Dealing with an allegation that a colleague on the school staff has abused a child is difficult but must be taken seriously and dealt with carefully and fairly

Things to say when a child discloses

- Repeat the last few words in a questioning manner
- 'I believe you'
- 'I am going to try to help you'
- 'I will help you'
- 'I am glad that you told me'
- 'You are not to blame'

Things not to say when a child discloses

- 'You should have told someone before'

- 'I can't believe it! I am shocked!'
- 'Oh that explains a lot'
- 'No not...he's a friend of mine'
- 'I won't tell anyone else'
- 'Why? How? When? Where? Who?'

Things to do

- Reassure the child that s/he was right to tell you
- Let them know what you are going to do next
- Immediately seek help, in the first place from the DLP/DDLP
- Write down accurately what the child has told you. Sign and date your notes. Keep all notes in a secure place for an indefinite period
- Seek help for yourself if you feel you need support

Things not to do

- Do not attempt to deal with the situation yourself
- Do not formally interview the child:
 - Never ask leading questions
 - Never push for information or make assumptions
 - Only necessary relevant facts should be obtained, when clarification is needed
 - Do not make assumptions, offer alternative explanations or diminish the seriousness of the behaviour or alleged incidents
 - Do not keep the information to yourself or promise confidentiality
 - Do not take any action that might undermine any future investigation or disciplinary procedure, such as interviewing the alleged victim or potential witnesses, or informing the alleged perpetrator or parents or carers
 - Do not permit personal doubt to prevent you from reporting the allegation to the designated child protection officer.

Procedure for dealing with a disclosure from a member of

School Staff

1. Any Member of the school staff (teacher, SNA, ancillary Staff) who receives an allegation, or suspects that a child is being abused or is in danger of being abused, will report his/her concerns immediately to the Designated Liaison Person (DLP), unless the concern relates to the DLP. In that case, the report will be made to the Chairperson of the BoM
2. Where a Member of the school staff has a child protection concern regarding the DLP s/he will report directly to the Chairman of the BoM
3. The DLP will open a secure file on the case and record carefully the details of the concerns or suspicions. The DLP will ensure that the proper reporting procedures are followed
4. Where the member of the school staff is a registered teacher and therefore a mandated person, the teacher will work with the DLP to ensure that the proper reporting procedures are followed
5. The DLP and teacher will consider whether there are reasonable grounds for concern and if these meet the thresholds for abuse. If they agree, they make a joint mandated report to Tusla
6. If the DLP and teacher are not sure whether the thresholds for abuse have been reached, the DLP will consult Tusla and then follow the advice given. The DLP will clearly explain that s/he is seeking advice and will not give identifying details at this stage to Tusla. The details of this conversation, the advice given and the actions taken on foot of that advice must be carefully recorded by the DLP and reported to the teacher
7. Where Tusla recommends that a mandated report be made, the DLP and Teacher will do so without delay
8. Where the DLP and teacher are not satisfied that the thresholds for abuse have been reached, the DLP will submit a report as a concern to

Tusla, rather than as a mandated report. The teacher does not have to make a separate report

9. Where the DLP and Teacher are not sure whether or not the thresholds for abuse have been reached, but have reasonable grounds for concern they will make a joint Report to Tusla
10. Where the DLP decides not to report to Tusla, s/he will inform the teacher and will advise him/her that s/he may proceed to seek advice from Tusla and make a report or mandated report. The DLP will give the teacher a clear written statement as to the reasons why s/he did not make a report to Tusla. The DLP will retain this statement in the file and, where the teacher makes a report to Tusla, that report will also be retained in the file
11. The DLP will now decide whether or not to inform the family of the child that a report has been made to Tusla concerning their child. While it is good practice to inform the family, the following reasons will mean that the family will not be informed by the DLP:
 - a. If the DLP feels that informing the family would put the child in further danger
 - b. If the DLP feels that informing the family would impede Tusla's risk assessment of the child's situation
 - c. If the DLP feels that informing the family would put school personnel in danger
 - d. The DLP may consult with Tusla if unsure
 - e. The DLP will record in the file details of informing the family or, if they have not been informed, the reasons why and any advice given by Tusla

Summary of Reporting Procedures

Below is a summary of the actions to be taken by the Designated Liaison Person (DLP) in relation to Child Protection Concerns brought to him/her. These give an outline and it is important to take time to consult the [Child Protection Procedures for Primary and Post-Primary Schools 2017](#) for details before proceeding. Chapter 5 contains the details of Reporting Concerns.

Allegations of abuse made against school staff may require immediate action involving suspension of the teacher, SNA or member of ancillary staff. The Board of Management (BoM) should always seek comprehensive legal advice before embarking on such action.

When a Registered Teacher has a Child Protection Concern

(Procedures 5.1.1 / 5.1.2)

- A Teacher will immediately report a child protection concern to the DLP. The Teacher will work with the DLP on the reporting procedures
- A registered teacher is a mandated person and has a statutory obligation to make a mandated report to Tusla. This will normally be done by making a joint mandated report with the DLP.

When someone else in the School Community has a Child Protection Concern

- **SNA/Ancillary Staff** – Report Concern to DLP (Procedures 5.1.1 / 5.1.2)
- **Parent/Guardian** - Report Concern to DLP (Procedures 5.1.1 / 5.1.2)

- Open a Secure File – use child’s Clár Uimhir
- Record all details of the Concern
- Consult
 - Resource Bundle and PAMs
 - Child Protection Procedures for Primary and Post-Primary Schools 2017
 - Children First National Guidelines 2017
 - Commence Reporting Procedure

Reporting Procedures

(Procedures 5.3 / 5.4)

Are there Reasonable Grounds for Concern? Have the Thresholds for Harm been reached?

- If yes – Make a mandated report to TUSLA
- If unsure – Consult with TUSLA and follow advice given. Be clear that you are consulting only and do not give details of persons involved
- If in any doubt – make a mandated report
- If thresholds not reached, but you have concerns – make a report

If TUSLA are not available and the case warrants immediate response, report to Gardaí

Records of Reporting

- Record the details of the concern in the file
- Keep records of all reports made to TUSLA or Gardaí
- Record details of advice sought:

When the DLP decides not to make a Report to TUSLA

(Procedures 5.3.8)

- Inform the reporting person in writing of the decision not to make a report
- inform the reporting person that they may make a report to TUSLA and give the school a copy
- Keep copies of the above in the file
- Keep a copy of any report by the reporting person in the file
- Include all details in your next oversight report to the BoM

Informing Parents

(Children First Chapter 3 P.25)

A school is not required to inform the family that a report is being made to Tusla. It is good practice however to tell the family that a report is being made and the reasons for the decision.

It is not necessary to inform the family if by doing so:

- the child will be placed at further risk
- might impair Tusla's ability to carry out a risk assessment
- you believe that you are putting yourself at risk of harm from the family

The DLP may seek advice from TUSLA regarding informing the family and record all communication with the family or TUSLA in the File

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Child Protection Oversight Report (CPOR)

(Procedures 5.5)

The Principal (normally DLP) will make a CPOR at every BoM meeting. It will detail:

- Any allegations of abuse raised in relation to school staff since the last BoM meeting
- Other child protection concerns raised in relation to any child since the last BoM meeting
- Child protection concerns regarding alleged bullying behaviour since the last BoM meeting

- Child Protection and Welfare Report Forms
- Retrospective Abuse Report Form

Child Protection and Welfare Report Form

Use block letters when filling out this form.
Fields marked with an * are mandatory.

1. Tusla Area (this is where the child resides)*	
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2. Date of Report*	
---------------------------	--

3. Details of Child

First Name*		Surname*	
Male*	<input type="checkbox"/>	Female*	<input type="checkbox"/>
Address*		Date of Birth*	
		Estimated Age*	
		School Name	
		School Address	
Eircode			

4. Details of Concerns*

Please complete the following section with as much detail about the specific child protection or welfare concern or allegation as possible. Include dates, times, incident details and names of anyone who observed any incident. Please include the parents and child's view, if known. Please attach additional sheets, if necessary

Please see *'Tusla Children First – A Guide for the Reporting of Child Protection and Welfare Concerns'* for additional assistance on the steps to consider in making a report to Tusla

5. Type of Concern

Child Welfare Concern	<input type="checkbox"/>		
Emotional Abuse	<input type="checkbox"/>	Physical Abuse	<input type="checkbox"/>
Neglect	<input type="checkbox"/>	Sexual Abuse	<input type="checkbox"/>

6. Details of Reporter

First Name		Surname	
Address If reporting in a professional capacity, please use your professional address		Organisation	
		Position Held	
		Mobile No.	
		Telephone No.	
Eircode		Email Address	

Is this a Mandated Report made under Sec 14, Children First Act 2015?*

Yes No

Mandated Person's Type

7. Details of Other Persons Where a Joint Report is Being Made

First Name		Surname	
Address If reporting in a professional capacity, please use your professional address		Organisation	
		Position Held	
		Mobile No.	
		Telephone No.	
Eircode		Email Address	

First Name		Surname	
Address If reporting in a professional capacity, please use your professional address		Organisation	
		Position Held	
		Mobile No.	
		Telephone No.	
Eircode		Email Address	

8. Parents Aware of Report

Are the child's parents/carers aware that this concern is being reported to Tusla?*

Yes No

If the parent/carer does not know, please

indicate reasons:	
-------------------	--

9. Relationships

Details of Mother			
First Name		Surname	
Address		Mobile No.	
		Telephone No.	
		Email Address	
Eircode			

Is the Mother a Legal Guardian?*	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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Details of Father			
First Name		Surname	
Address		Mobile No.	
		Telephone No.	
		Email Address	
Eircode			

Is the Father a Legal Guardian?*	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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10. Household Composition

First Name	Surname	Relationship	Date of Birth	Estimated Age	Additional Information e.g. school, occupation, other

11. Details of Person(s) Allegedly Causing Harm

First Name*		Surname*	
Male*	<input type="checkbox"/>	Female*	<input type="checkbox"/>
Address		Date of Birth	
		Estimated Age	
		Mobile No.	
		Telephone No.	
Eircode		Email Address	
Occupation		Organisation	
Position Held			

Relationship to Child	
Address at time of alleged incident	
If name unknown please indicate reason	

First Name*		Surname*	
Male*	<input type="checkbox"/>	Female*	<input type="checkbox"/>
Address		Date of Birth	
		Estimated Age	
		Mobile No.	
		Telephone No.	
Eircode		Email Address	
Occupation		Organisation	
Position Held			

Relationship to Child	
Address at time of alleged incident	
If name unknown please indicate reason	

12. Name and Address of Other Organisations, Personnel or Agencies Known to be Involved Currently or Previously with the Family

Profession	First Name	Surname	Address	Contact Number	Recent Contact e.g. 3/6/9 months ago
Social Worker					
Public Health Nurse					
GP					
Hospital					
School					
Gardaí					
Pre-school/ crèche					
Other					

13. Any Other Relevant Information, Including any Previous Contact with the Child or Family

Please ensure you have indicated if this is a mandated report in section 6.

Thank you for completing the report form.

In completing this report form you are providing details on yourself and on others. Details such as name, address and date of birth fall under the definition of 'Personal Data' in the Data Protection Acts, 1988 & 2003. Tusla has a responsibility under these Acts in its capacity as a Data Controller to, amongst other things, obtain and process this data fairly; keep it safe and secure; and to keep it for a specified lawful purpose. That purpose is to fulfil our statutory responsibility under the Child Care Act 1991 to promote the protection and welfare of children. Tusla may, during the course of the assessment of this report disclose such Personal Data to other agencies including An Garda Síochána. Further details

about Tusla’s responsibilities as a Data Controller and your rights as a Data Subject can be found on our website, www.tusla.ie. As you are providing Personal Data on others, you are a Data Processor. We ask that you only provide those details that are necessary for the report and that you keep this report and the Personal Data contained in it secure from unauthorised access, disclosure, destruction or accidental loss.

14. For Completion by Tusla Authorised Person on Receipt of Report

Report Received by				
First Name		Surname		Date

Mandated Report Acknowledgement by				
First Name		Surname		Date Sent

Authorised Person Signature*	
Date*	

Allocated Case No	

Retrospective Abuse Report Form

Use block letters when filling out this form.
Fields marked with an * are mandatory.

1. Tusla Area (this is where the person subject to allegations of abuse resides (PSAA))*	
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2. Date of report*	
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3. Date information was received by reporter*	
--	--

4. Reporter details if third party*

First name		Surname	
Address If reporting in a professional capacity, please use your professional address		Organisation	
		Position held	
		Mobile no.	
		Telephone no.	

Eircode		Email address	
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Reporter's relationship to adult complainant	
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Is this a mandated report made under Sec 14, Children First Act 2015?*	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Mandated person's type				

5. Details of person disclosing abuse (adult complainant)*

First name		Surname	
Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
Address		Date of birth	
		Estimated age	
		Previous address, if known	
Eircode			

6. Type of abuse being reported*

Emotional abuse	<input type="checkbox"/>	Physical abuse	<input type="checkbox"/>
Neglect	<input type="checkbox"/>	Sexual abuse	<input type="checkbox"/>

7. Details and description of alleged abuse*

Date of alleged abuse		Period of alleged abuse	
Location of alleged abuse		Reason for report at this time	

Further detail (include, if known, age of adult complainant at time of abuse, age of PSAA at time of abuse). Please attach additional sheets if necessary.

8. Details of person subject to allegations of abuse (PSAA)

First name*		Surname*	
Male*	<input type="checkbox"/>	Female*	<input type="checkbox"/>
Address		Date of birth	
		Estimated age	
		Mobile no.	
		Telephone no.	
Eircode		Email address	
Occupation			

9. Details of PSAA's social and employment status

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10. PSAA household composition

First name	Surname	Relationship	Date of birth	Estimated age	Additional information, e.g. school, occupation, etc.

11. Does the PSAA have contact with children?*

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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If Yes, please complete information below. If No, proceed to 11.

Details of child			
First name		Surname	
Address		Mobile no.	
		Telephone no.	
		Email address	
		Date of birth	
Eircode		Age	
Parent/carers' names		Parent/carers' names	
Relationship to adult complainant		Relationship to PSAA	
Frequency of contact, if known			
Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
		Unknown	<input type="checkbox"/>

Please attach additional sheets for additional children, if necessary.

12. Based on information known at this time, is the PSAA known to the Tusla Social Work Department?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

If yes, please provide detail:

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13. Based on information known at this time, is the adult complainant known to the Tusla Social Work Department?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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If yes, please provide detail:

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14. Based on information known at this time, has a report been made to An Garda Síochána?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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Garda name:		Telephone no.	
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Garda district:		Email:	
Address:		PULSE ID number:	
		Date notification made:	
Eircode		Date report made	

15. Is the PSAA aware of this report?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If yes, please provide further details:				

16. Any additional information	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Please provide any further information that will assist Tusla in assessing and prioritising this report:				

In completing this report form you are providing details on yourself and on others. Details such as name, address and date of birth fall under the definition of ‘Personal Data’ in the Data Protection Acts, 1988 & 2003. Tusla has a responsibility under these Acts in its capacity as a Data Controller to, amongst other things, obtain and process this data fairly; keep it safe and secure; and to keep it for a specified lawful purpose. That purpose is to fulfil our statutory responsibility under the Child Care Act 1991 to promote the protection and welfare of children. Tusla may, during the course of the assessment of this report disclose such Personal Data to other agencies including An Garda Síochána. Further details about Tusla’s responsibilities as a Data Controller and your rights as a Data Subject can be found on our website, www.tusla.ie. As you are providing Personal Data on others, you are a Data Processor. We ask that you only provide those details that are necessary for the report and that you keep this report and the Personal Data contained in it secure from unauthorised access, disclosure, destruction or accidental loss.

Please ensure you have indicated if this is a mandated report in section 2.

Thank you for completing the report form.

16. For completion by Tusla authorised person on receipt of report

Report received by			
First name		Surname	Date

Mandated report acknowledgement by			
First name		Surname	Date sent

Authorised person signature*	
Date*	

Child previously known	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Allocated case no				

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

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

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

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

	Yes/No
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
2. Is the Board satisfied that the Child Safeguarding Statement is displayed in a prominent place near the main entrance to the school?	
3. As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
4. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015 ? (This includes considering the specific issue of online safety as required by the Addendum to Children First)	
5. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	
6. Has the Risk Assessment taken account of the risk of harm relevant to online teaching and learning remotely?	
7. Has the DLP attended available child protection training?	
8. Has the Deputy DLP attended available child protection training?	
9. Have any members of the Board attended child protection training?	
10. Are there both a DLP and a Deputy DLP currently appointed?	
11. Are the relevant contact details (Tusla and An Garda Síochána) to hand?	
12. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	
13. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the 'Child Protection Procedures for Primary and Post Primary Schools 2017' and the Children First Act 2015?	
14. Has the Board received a Principals Child Protection Oversight Report (CPOR) at each Board meeting held since the last review was undertaken?	
15. Since the Board's last review, did each CPOR contain all of the information required under each of the 4 headings set out in sections 9.5 to 9.8 inclusive of the procedures?	
16. Since the Board's last review, has the Board been provided with and reviewed all documents relevant to the CPOR?	
17. Since the Board's last review, have the minutes of each Board meeting appropriately recorded the records provided to the Board as part of CPOR report?	

18. Have the minutes of each Board meeting appropriately recorded the CPOR report?	
19. Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed?	
20. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made?*	
21. Where applicable, were unique identifiers used to record child protection matters in the Board minutes?	
22. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	
23. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
24. In relation to any cases identified at question 21 above, has the Board ensured that any notifications required under section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017' were subsequently issued by the DLP?	
25. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	
26. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	
27. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	
28. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	
29. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post-primary schools)	
30. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	
31. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	
32. Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching	

positions?*	
33. Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?*	
34. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	
35. Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
36. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	
37. Is the Board satisfied that the 'Child Protection Procedures for Primary and Post Primary Schools 2017' are being fully and adequately implemented by the school?	
38. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	
39. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement?	
40. Has the Board ensured that any areas for improvement that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed?	

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

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management

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

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

To: _____

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

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

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management

