

St. Joseph's Primary School  
Dungarvan  
Co. Waterford



Scoil Naomh Seosamh  
Dún Garbhán  
Co. Phort Láirge

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## **Child Protection Policy**

### **Introductory statement**

The school's existing child protection policy was reviewed and updated in November 2014 by the Board of Management (BOM) with the involvement of the staff and Parents' Council.

### **Rationale**

The BOM of St. Joseph's Primary School has adopted the Department of Education and Skills Child Protection Procedures for Primary and Post-Primary Schools 2011 in relation to child protection and welfare. These guidelines are based on *Children First – National Guidance for the Protection and Welfare of Children 2011*. This policy outlines how St. Joseph's proposes to implement these guidelines to ensure the protection and welfare of all children attending the school.

### **Relationship to characteristic spirit of the school**

St. Joseph's seeks to help the children to grow and develop into healthy, confident, mature adults, capable of realising their full potential as human beings. We strive to create a happy and safe environment for the children where they feel secure, knowing that if they have concerns, they will be listened to with understanding and respect and their concerns will be addressed.

### **Aims**

- To raise awareness of child abuse, namely, emotional, physical and sexual abuse and neglect among all members of our school community including the Board of Management, teachers, pupils, parents, SNAs, secretary and caretaker.
- To put in place clear procedures for all school personnel for dealing with suspicions and allegations of child abuse.
- To identify other policy areas that need to be amended.

- To identify curricular content and resources that contribute to the prevention of child abuse and enable children to properly deal with abuse if it occurs.
- To ensure that all staff are aware of and familiar with the *Children First* and DES guidelines and procedures in relation to reporting concerns or disclosures of child abuse.
- To provide ongoing training for school staff in this area.

## **Guidelines for school personnel**

1. Appointment of a Designated Liaison Person (DLP)
2. Roles, responsibilities and guidelines
  - 2.1 Role of the BOM
  - 2.2 Role of the staff members (teachers, SNAs, caretaker, secretary)
  - 2.3 Role of the DLP
3. Child protection meetings and case conferences
4. Organisational implications
5. Curriculum implications

### **1. Appointment of a DLP**

- The Board of Management has appointed the Principal, Ms. Saunderson, as the DLP in St. Joseph's to have specific responsibility for child protection.
- Ms. Ryan Deputy Principal has been appointed as Deputy DLP to take the place of the DLP if she is unavailable for whatever reason.
- The position of DLP will be addressed at the first meeting of each new Board of Management. The DLP will continue to act as such until such time as she is replaced by the BOM for whatever reason.

### **2. Roles and responsibilities**

- The BOM has primary responsibility for the care and welfare of the school's pupils.
- The DLP has specific responsibility for child protection in the school.
- All staff have a general duty of care to ensure that arrangements are in place to protect children from harm.

#### **2.1 Role of the BOM**

- To arrange for the planning, development and implementation of an effective child protection programme.

- To monitor and evaluate its effectiveness.
- To provide appropriate staff development and training.

Specifically they will

- Appoint a DLP and Deputy DLP.
- Have a clear procedure for dealing with allegations or suspicions of child abuse (See below)
- Monitor progress of children at risk.
- Ensure that curricular provision is in place for the prevention of child abuse.
- Investigate and respond to allegations of child abuse against one of the school's employees which have been reported to the Health Service Executive (HSE) or Gardaí.
- Decide on teachers' attendance at child protection meetings/case conferences and advise teachers before attending such meetings/conferences.
- Carry out an annual review of the Child Protection Policy in accordance with the DES checklist (Appendix A)

## **Procedures for BOM in cases of allegations or suspicions of child abuse by a school employee:**

### **A. Reporting**

In the event of receiving a complaint or suspicion re an employee:

- The DLP will immediately inform the chairperson.
- She will seek a written statement of the allegation from the person/agency making the allegation. Parents/Guardians may make a statement on behalf of a child.
- The DLP will seek advice from the relevant HSE and will take responsibility for reporting, based on this advice.
- If the DLP, following consultation with the HSE, decides that this matter is not for reporting, she must inform the Chairperson. They must then inform, in writing, the person or agency making the allegation, of the reasons for this decision. If this person or agency still has concerns, they are free to consult with or report to the relevant HSE or Gardaí on an individual basis. The provisions of the Protection for Persons reporting Child Abuse Act 1998 apply, once they report reasonably and in good faith.
- If the DLP, following consultation with the HSE, decides that this matter is for reporting she should inform the Chairperson, who should proceed in accordance with the procedures in the DES Child Protection Procedures 2011.
- The DLP/Deputy DLP completes a standard reporting form as comprehensively as is possible.

- When the Chairperson becomes aware of an allegation of abuse she will always seek legal advice and base his/her response on this advice.
- The Chairperson will privately inform the employee of the fact and nature of the allegation and whether or not it has been reported by the DLP to the HSE. The chairperson has a duty to afford the employee fairness and due process; s/he is entitled to details and a copy of the written allegation, to advice and representation, and an opportunity to respond to the BOM within 1 week.

## **B. Reporting**

- When the Chairperson becomes aware of an allegation of abuse s/he will always seek legal advice and base the response on this advice.
- The Chairperson will consider whether there is any risk to pupils' safety. If the Chairperson considers that there is a risk, s/he may require the employee to take immediate administrative leave. If unsure, the chairperson will consult with the HSE/Gardaí.
- If administrative leave has been invoked, the chairperson will inform the DES. The HSE (in some cases the Gardaí) may also be notified in accordance with legal advice received.
- Once it is deemed necessary by the DLP and Chairperson to make a report (after receiving advice from the HSE) the Chairperson will convene and inform a meeting of the BOM as soon as possible.
- Where the alleged abuse has taken place within the school, or relates to the abuse of pupils of the school by school employees outside of school time, the BOM will investigate the matter. A further meeting will be convened once the relevant information has been gathered. At this meeting the BOM will consider in detail
  - the allegations made and their source,
  - the advice given by relevant authorities, and
  - the written responses of the employee.
- At this meeting
  - The person/agency who is alleging abuse by the school employee will be offered an opportunity to present his/her case to the BOM and may be accompanied by another person.
  - Parents/guardians may act on behalf of the child.
  - The employee should also be afforded an opportunity to present his/her case and may also be accompanied.
- The BOM will deal with the matter sensitively and the employee will be fairly treated.

- The BOM will make a decision on action, if any, based on their investigation and will inform the employee of this in writing. They will also inform the DES of the outcome if the employee has been absent on administrative leave.
- Where it is not possible for the BOM to conduct an enquiry into allegations (e.g. where abuse has occurred in past employment or where the employee is undergoing investigation by relevant authorities), the Chairperson will act on the advice of the authorities. The Chairperson will maintain close contact with the HSE and receive reports and records from them where appropriate.

## **2.2 Role of staff members (teachers, SNAs, caretaker, secretary)**

- Staff are provided with copies of the following guidelines and it is the responsibility of all staff to familiarise themselves with the guidelines. These guidelines are displayed in the staff room.
  - DES Child Protection Procedures for Primary and Post-Primary Schools, 2011.
  - *Children First – National Guidance for the Protection and Welfare of Children, 2011*, especially
    - Chapter 2                      Definition & Recognition of Child Abuse
    - Chapter 3                      Basis for Reporting & Standard Reporting Procedures
    - Appendix 1    Signs and Symptoms of Child Abuse

### **Guidelines for teachers and staff members in handling disclosures by children**

When a child discloses alleged abuse to a staff member, the person receiving that information should listen carefully and supportively. Great care must be taken not to abuse the child's trust. This should not be a formal interview.

The following advice is offered:

- Listen to the child.
- Do not ask leading questions or make suggestions to the child.
- Offer reassurance but do not make promises.
- Do not stop a child recalling significant events.
- Do not over-react.
- Confidentiality should not be assured; explain that further help may have to be sought.
- Record the discussion accurately, noting
  - What, where and when
  - Descriptions and possible sketches of physical injuries.
  - Explanations of injuries using direct quotations if appropriate.

- Retain the record securely.
- The staff member should obtain only necessary relevant facts. It is not the responsibility of school personnel to investigate allegations of abuse.
- The DLP should then be informed and given relevant records.
- If the suspected abuser is the DLP then the suspicion and any records will be passed on to the Chairperson who will proceed as per guidelines.

### **Suspicious of abuse**

- Staff members who suspect abuse should refer to *Children First – National Guidance for the Protection and Welfare of Children 2011*, especially
  - Chapter 2                      Definition & Recognition of Child Abuse
  - Chapter 3                      Basis for Reporting & Standard Reporting Procedures
  - Appendix 1                    Signs and Symptoms of Child Abuse
- Staff members should observe and record over time the dates, signs, symptoms and behaviour causing them concern.
- They should inform the DLP and pass on all records.

### **2.3 Role of the DLP**

- The DLP acts as a liaison with outside agencies, HSE, Gardaí and other parties with child protection concerns.
- The DLP will inform all school personnel of the availability of the DES Child Protection Procedures 2011 and Children First Guidance 2011 in the school. She will display the DES procedures and Chapters 2 and 3 and Appendix 1 of the Children First Guidance and advise on good practice.
- The DLP will be available to staff for consultation regarding suspicions or disclosures of abuse and will keep records of these consultations.
- The DLP will seek advice from the HSE.
- The DLP will report suspicions and allegations of child abuse to the HSE or/and An Garda Síochána based on this advice.
- The DLP will maintain proper records in a secure and confidential manner.
- The DLP will keep up to date on current developments regarding child protection.
- At each BOM meeting, the DLP will report to the Board on whether or not any child protection issues have arisen since the last meeting. She will inform the Board of cases in which a report

involving a child in the school has been submitted to the HSE and of cases in which advice was sought from the HSE and no report was made as a result of this advice.

### **Guidelines for the DLP in handling reported concerns and disclosures**

- When the DLP or Deputy DLP has concerns about a child but is not sure whether to report the matter to the HSE, s/he will seek appropriate advice. To do this, the DLP or Deputy DLP will make informal contact with the assigned (on duty) social worker. The DLP will explicitly state that s/he is requesting advice and not making a report. If advised to report the matter, the DLP will act on that advice.
- A report will then be made to the HSE by the DLP or Deputy in person, by telephone or in writing. In the event of an emergency or non-availability of HSE staff, the report will be made to the Gardaí. The DLP should also report the matter to the Chairperson of the BOM, who will then follow the procedures as outlined in Section 3.4 of *Children First – National Guidance for the Protection and Welfare of Children 2011*.
- A standard reporting form is completed by the DLP/Deputy as comprehensively as possible (see Appendix 3, *Children First – National Guidance for the Protection and Welfare of Children 2011*).
- Parents/guardians will normally be informed that a report is being made. It may be decided that informing the parent/carer is likely to endanger the child or place the child at further risk. The decision not to inform the parent/carer will be briefly recorded together with the reasons for not doing so.
- When the allegation is against the DLP, the BOM Chairperson then assumes responsibility for reporting the matter to the HSE and filling in the standard reporting form.
- Where there are allegations or suspicions of peer abuse, the DLP will follow the same procedures.
  - The parents of all parties will be notified and the DLP will inform the Chairperson.
  - The principal and class teachers will make arrangements to meet separately with all parents to resolve the matter.
  - The school will make arrangements to minimise the possibility of recurrence of the abusive behaviour.

### **3. Child protection meetings and case conferences**

- A request is made by the HSE through the DLP, who should consult with the Chairperson of the BOM. The Chairperson may seek clarification through the DLP as to why attendance by the school employee is necessary and ascertain who else will be present.
- The school employee may complete a report for the meeting/conference (see Appendix 3, Child Protection Guidelines and Procedures, DES).
- The school employee will be advised if children and their parents/guardians are going to be present. The school employee may contact the Chairperson of the Child Protection Meeting for advice.
- The school employee may keep a child's behaviour under closer observation if requested to do so. This may include observing the child's behaviour, peer interactions, school progress or informal conversations.
- In all cases, individuals who refer or discuss their concerns about the care and protection of children with HSE staff should be informed of the likely steps to be taken by the professionals involved. Where appropriate and within the normal limits of confidentiality, reporting staff will be kept informed about the outcomes of any enquiry or investigation following on from their report.
- Teachers attending a child protection meeting or case conference should familiarise themselves with the protocol outlines on *Children First – National Guidance for the Protection and Welfare of Children 2011* pp. 34–35.

### **4. Organisational implications**

School procedures already in place and new procedures being put in place will be examined with reference to the Children First Guidelines and any Child Protection issues that may arise will be addressed.

The following are addressed in this policy:

- Accidents
- Attendance
- Behaviour
- Bullying
- Children travelling in staff cars
- Communication
- Staff induction
- Pupil induction

- Record keeping
- Supervision
- Swimming
- Visibility
- Visitors
- School tours and trips
- School lunches
- Specific toileting and intimate care needs
- Toileting accidents
- Changing for games, PE and swimming
- Substance misuse
- Internet safety
- Physical contact
- Photographs
- Volunteers and attendees at in-class sessions

### **Accidents**

While every precaution will be taken under our Health and Safety Statement to ensure the safety of children, we realise that accidents will happen. Accidents will be noted in our Incident Book and will be addressed under our accident policy as part of our health and safety procedures.

### **Attendance**

Our school attendance will be monitored as per our attendance policy. In the context of child protection, we will pay particular attention to trends in non-attendance. We will also monitor non-attendance in correlation with signs of neglect or physical or emotional abuse.

### **Behaviour**

Children are encouraged at all times to play co-operatively and inappropriate behaviour will be addressed under our Code of Behaviour and Discipline. If an incident occurs that is considered to be of a sexualised nature, the DLP will be notified. The DLP will record the incident and respond to it appropriately. In line with the Code of Behaviour and Discipline Policy, the BOM has in place a suspension policy and expulsion policy if required.

## **Bullying**

Bullying behaviour will be addressed under our Anti-Bullying Policy. If the behaviour involved is of a sexualised nature or regarded as being particularly abusive, then the matter will be referred to the DLP.

## **Children travelling in staff cars**

Members of the school staff will not carry children alone in their cars at any time.

## **Communication**

Every effort will be made to enhance pupil–teacher communication. If pupils have concerns they will be listened to sympathetically. The SPHE, oral language and RE programmes allow for an open pupil–teacher relationship. If teachers have to communicate with pupils on a one-to-one basis, they will leave the classroom door open. One-to-one teaching will be conducted in an open environment.

## **Staff induction**

The DLP is responsible for informing all new teachers and ancillary staff of the DES Child Protection Procedures 2011 and Children First Guidance 2011. A copy of Chapters 2 and 3 and Appendix 1 of Children First Guidance 2011 and a copy of this Child Protection Policy are displayed in the staff room.

## **Pupil induction**

All parents and children will be made aware of attendance rules and their implications as laid down in the Education Welfare Act (2000). All parents will be informed of the programmes in place in the school that deal with personal development e.g. RSE, Walk Tall, Stay Safe and SPHE. Parents are encouraged to make an appointment with the class teacher or principal if they wish to discuss their child's progress.

## **Record keeping**

Teachers will keep each child's report card updated and a copy of the child's summer report will be kept. Where possible, report cards for pupils who no longer attend the school will be kept for up to 5 years in the main office. Sensitive information regarding children will be shared on a need-to-know basis.

## **Supervision**

The school's supervision policy will be followed by all staff to ensure that there is comprehensive supervision of children at all breaks. A rota will be displayed to cover the morning break and lunch break. The arrival of pupils will be supervised from 8.45 a.m. At 2.40 p.m. the dismissal of pupils will be supervised.

## **Swimming**

Children will be brought by bus to the swimming pool. Parental permission will be required for swimming. Each class will be divided by leisure centre staff into weak and strong swimmers and instruction will be given accordingly. No teacher may go into the pool with pupils during swimming lessons. When female teachers bring classes for swimming, supervision of the changing rooms rests with leisure centre staff. No male teacher will visit the changing rooms for supervision purposes unaccompanied. He will be accompanied by a member of the leisure centre male staff. A pupil's failure to adhere to pool rules, leisure centre rules or teacher rules and instructions in relation to swimming will result in suspension from swimming classes.

## **Visibility**

Teachers will ensure that children are visible in the school playground. Children will not be allowed to spend time in classrooms, toilets or sheds where they would not be under adult supervision. They are not to leave the school playground or to engage with adults who are outside of the school playground. Pupils are not allowed to climb on the bicycle shed. Written parental permission is required if pupils need to leave the playground.

## **Visitors**

Teachers on playground duty will be aware of visitors entering the school playground and will ascertain their intentions. They will be supervised in the discharge of their business. Visitors and guest speakers will not be left alone with pupils. The credentials of visitors and guest speakers will be checked out by principal or class teacher, who will ensure that the material in use is appropriate.

## **School tours and trips**

All school tours and trips will be reviewed in the context of health and safety. Parents will be provided with an itinerary of the tour and parental permission will be required for pupils to travel on the tour/trip. Tours will be adequately supervised by at least two adults (see the Critical Incident Management Policy).

### **School lunches**

All pupils are encouraged to avail of the healthy lunches provided by the Schools Completion Programme. This reduces or eliminates the risk of accidents or abduction when travelling to or from home during lunchtime.

### **Specific toileting and intimate care needs**

In all situations in which a pupil needs assistance with toileting or intimate care, a meeting will be convened, after enrolment and before the child starts school, between parents/guardians, class teacher, special needs assistant, principal and, if appropriate, the pupil. The purpose of the meeting will be to ascertain the specific needs of the child and to determine how the school can best meet these needs. The staff to be involved in this care will be identified and provision will be made for occasions when particular staff members involved are absent. A written copy of what has been agreed will be made and kept in the child's file. If the school feels it cannot meet these needs, the parents/guardians of the child or another person nominated by them will be requested to tend to his needs when contacted by the school.

### **Toileting accidents**

If a pupil has a toileting accident, the parent or guardian will be contacted and invited to the school to tend to his needs. If contact cannot be made, the child will be offered clean clothing and invited to change himself privately. A record of all such incidents will be kept and the principal and parents will be notified.

### **Changing for games, PE and swimming**

Pupils will be expected to dress and undress themselves for swimming. Where assistance is needed, the children's parents will be invited to tend to those needs privately. Under no circumstances will members of staff or volunteers be expected to or allowed to dress or undress a child in a cubicle or private area. On PE and games days, pupils should arrive in school in their PE gear.

### **Substance Misuse Policy**

Use of over-the-counter medication and drinks with a high concentration of caffeine (e.g. Red Bull), prescription drugs, tobacco, alcohol, illegal drugs and solvents are forbidden and are dealt with under the school's Substance Misuse Policy. For prescription drugs, refer to the school policy on administration of medicines.

## **Internet safety**

Pupils will be supervised when using the internet. The school uses the Schools Broadband Service, which has a stringent 'net nanny'. Pupils are not permitted to access social networking or shopping sites. Other ICT equipment such as digital and video cameras may only be used under supervision.

## **Physical Contact**

Physical contact between school personnel and a child should be in response to the needs of the child and not the needs of the adult. While physical contact may be used to comfort, reassure or assist a child, the following should be factors in determining its appropriateness:

- It is acceptable to the child.
- It is open and not secretive.
- The age and developmental stage of the child.

## **Photographs**

St. Joseph's uses photographs as a way to celebrate and recognise the achievements of our pupils. We are mindful of the need to respect the privacy of each individual and to safeguard and protect the children. Photographs will be taken in a sensitive manner. Parental permission is sought before photographs are published in the local press or on the school website.

## **Volunteers and attendees at in-class sessions**

From time to time, parents, family members and individuals from the local community may attend the school for in-class sessions (such as Maths for Fun, Science for Fun and Family Learning Cookery) or as volunteers (Parents' Council cake sales, Fun Run, school sports, interschool matches and sports and other events, photography for the school notes). The DLP will assess each event on a case-by-case basis and will decide if Garda vetting is required for adult volunteers and attendees. This decision will be based on the following criteria:

- If the adult will be under the supervision of a staff member of St. Joseph's at all times when in contact with pupils in the school and pupil contact is only on an occasional basis, then no Garda vetting is required.
- If the adult will not be under the supervision of a staff member of St. Joseph's at all times when in contact with pupils in the school or if pupil contact is on a regular basis, then Garda vetting is required.

Adults for whom Garda vetting is required must also be familiar with and follow all the guidelines in the school's Child Protection Policy.

## 5. Curriculum Implications

In St. Joseph's, all children are cherished. In fulfilling the general aims of the Primary Curriculum we will

- Enable the child to live a full life as a child and to realise his potential;
- Enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society; and
- Prepare the child for further education and lifelong learning.

In endeavouring to realise these aims, we will create a positive school climate that is open, inclusive, respectful, fair, democratic and tolerant and that seeks to support the holistic development of all children and all adults working with our children. The strategies we will use to create this environment are detailed in our SHPE Plan and will involve:

- Creating a health-promoting physical environment
- Enhancing self-esteem
- Fostering respect for diversity
- Building effective communication within the school
- Developing appropriate home–school communication
- Catering for individual needs
- Developing democratic process
- Fostering inclusive and respectful language.

We strive to ensure that our school will be physically and emotionally safe and we will deliver the curricular content of our SPHE programme with a view to giving our children the protective skills of self-esteem and assertiveness. Co-operative interpersonal skills will be developed through working in pairs and working in groups. Older children will be encouraged to work positively and skills in negotiation, building consensus and managing conflict will be developed. It is felt that the content objectives as laid out under the 10 strand units in our SPHE programme will enable children to develop assertiveness, body integrity, skills relating to self-care, respect for others, identification of feelings and skills necessary to recognise and tell of abuse. The 10 strand units include:

- Myself
- Self identity
- Taking care of my body
- Growing and changing
- Safety and protection
- Making decisions

- Myself and my family
- My friends and other people
- Relating to others
- Developing citizenship

The SPHE programme will be supported by using the Walk Tall resources, our Alive-O programme, the Stay Safe Programme and the Copping On Programme for 6<sup>th</sup> class.

### **2<sup>nd</sup> class**

The SPHE programme as laid out under the 10 strand units above will enable the children to develop skills, knowledge, and attitudes pertaining to self-esteem, esteem for others and the environment, and skills pertaining to self-care and disclosure.

Healthy eating information on substance use and anti-bullying awareness will be introduced.

### **3<sup>rd</sup> and 4<sup>th</sup> classes**

Our SPHE programme will again be implemented according to the 10 strand units. Knowledge, skills and attitudes developed in previous classes will be built on. Children will be enabled to develop intra-personal and inter-personal skills. As children mature they will be challenged to develop their decision-making skills. They will be encouraged to develop self-protection skills pertaining to smoking and alcohol. Peer pressure and the influence of the media will also be examined. The development of self-esteem, esteem for others, assertiveness, awareness of feelings, and skills around self-protection and disclosure will underpin our teaching.

### **5<sup>th</sup> and 6<sup>th</sup> classes**

Skills, knowledge and attitudes developed in earlier classes will be enhanced. Children will continue to develop self-awareness and positive attitudes to themselves, others, their environment and the wider world in which they live. Self protection and respect for others will be fostered, decision-making skills developed, peer influence and media bias examined. Knowledge in relation to legal and illegal drugs and the prevention of substance misuse will be further developed. Children will be enabled to develop good group-building skills, anti-bullying awareness and conflict resolution skills. Self-protection will be emphasised and protection of younger, less able people. Positive attitudes to sexuality will be developed and respect for self and others fostered (see RSE policy).

## **Success Criteria**

We will evaluate the success of this policy using the following criteria:

- Delivery and participation by all staff in training
- Delivery of the SPHE curriculum
- Resources to support the delivery of SPHE
- Delivery and participation by children in the Stay Safe Programme
- Annual documentation by class teachers that they have completed the Stay Safe Programme (Appendix B)
- Assessment of these procedures by participants following a child protection case
- Feedback from all staff

## **Timeframe for implementation**

These procedures will be implemented following ratification by the BOM.

## **Timeframe for review**

At the first staff meeting of every year the DLP will remind all teachers of the current Child Protection Policy in the school and all current guidelines and procedures.

A review will be conducted based on the criteria above following any incident when the guidelines are used and otherwise on an annual basis using the checklist in Appendix A.

## **Responsibility for Review**

- BOM, DLP, Principal, all staff, Parents' Council

## **Ratification and communication**

This policy was ratified by the Board of Management. Parents will be made aware each year that the BOM has adopted as school policy the Children First Guidance and DES Child Protection Guidelines and Procedures according to the letter in Appendix C. This policy will be displayed in a public place in the main corridor. The names of the DLP and Deputy DLP will also be displayed.

Ratified by BOM: Date: \_\_\_\_\_

Signature of BOM Chairman: \_\_\_\_\_

Signature of Parents' Council Chairperson: \_\_\_\_\_

## Appendix A

### Checklist for Annual Review of the Child Protection Policy

The Board of Management will undertake an annual review of its child protection policy and the following checklist will be used for this purpose.

	Yes/No
Has the Board formally adopted a child protection policy in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools'?	
As part of the school's child protection policy, has the Board formally adopted, without modification, the 'Child Protection Procedures for Primary and Post Primary Schools'?	
Are there both a DLP and a Deputy DLP currently appointed?	
Are the relevant contact details (HSE and An Garda Síochána) to hand?	
Has the DLP attended available child protection training?	
Has the Deputy DLP attended available child protection training?	
Have any members of the Board attended child protection training?	
Has the school's child protection policy identified other school policies, practices and activities that are regarded as having particular child protection relevance?	
Has the Board ensured that the Department's "Child Protection Procedures for Primary and Post Primary Schools" are available to all school personnel?	
Has the Board arrangements in place to communicate the school's child protection policy to new school personnel?	
Is the Board satisfied that all school personnel have been made aware of their responsibilities under the 'Child Protection Procedures for Primary and Post Primary Schools'?	
Since the Board's last annual review, was the Board informed of any child protection reports made to the HSE/An Garda Síochána by the DLP?	
Since the Board's last annual review, was the Board informed of any cases where the DLP sought advice from the HSE and as a result of this advice, no report to the HSE was made?	
Is the Board satisfied that the child protection procedures in relation to the making of reports to the HSE/ An Garda Síochána were appropriately followed?	
Were child protection matters reported to the Board appropriately recorded in the Board minutes?	
Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	
Has the Board ensured that the Parents' Association (if any), has been provided with the school's child protection policy?	

	Yes/No
Has the Board ensured that the school's child protection policy is available to parents on request?	
Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	
Has the Board ensured that the SPHE curriculum is implemented in full in the school?	
Is the Board satisfied that the Department's requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	
Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?*	
Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?*	
Is the Board satisfied that the 'Child Protection Procedures for Primary and Post Primary Schools' are being fully and adequately implemented by the school?	
Has the Board identified any aspects of the school's child protection policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's child protection policy and/or its implementation that have been identified as requiring further improvement ?	
Has the Board ensured that any areas for improvement that that were identified in any previous review of the school's child protection policy have been adequately addressed?	

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Chairperson, Board of Management

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal

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Notification regarding the Board of Management's annual review of the child protection policy

To: \_\_\_\_\_

The Board of Management of \_\_\_\_\_ wishes to inform you that:

- The Board of Management's annual review of the school's child protection policy was completed at the Board meeting of \_\_\_\_\_ [date].
- This review was conducted in accordance with the checklist set out in Appendix 2 of the Department's 'Child Protection Procedures for Primary and Post Primary Schools'

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Chairperson, Board of Management

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal

## Appendix B

### St. Joseph's Child Protection Policy

Annual record of the completion of the Stay Safe Programme in each class.

I confirm that I completed the appropriate Stay Safe Programme for my class during the 20 –20 school year:

Class	Teacher's signature	Date

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Principal

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Date

## Appendix C

St. Joseph's Primary School  
Dungarvan  
Co. Waterford



Scoil Naomh Seosamh  
Dún Gharbháin  
Co. Phort Láirge

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### Child Protection Policy

Dear parents and guardians

In recent years, as a society we have become very aware of the problem of child abuse through neglect, emotional, physical or sexual abuse. Each one of us has a duty to protect children and Children First: National Guidance for the Protection and Welfare of Children (2011) notes that teachers, who are the main caregivers to children outside the family, are particularly well placed to observe and monitor children for signs of abuse.

In response to this, the Department of Education and Skills published Child Protection Procedures for Primary and Post-Primary Schools (2011) in relation to child protection and welfare. These procedures promote the safety and welfare of all children and are to be welcomed.

The Board of Management of St. Joseph's has adopted these procedures as school policy. Consequently, if school staff suspect or are alerted to possible child abuse (neglect, emotional, physical and/or sexual abuse) they are obliged to refer this matter to the Children and Family Service of the HSE. The HSE will then assess the situation and provide support for the child concerned. In our school the Designated Liaison Person for dealing with Child Protection is Maeve Saunderson, Principal and if she is absent or unavailable Mr Maria Ryan, Deputy Principal is the designated person.

Children First: National Guidance for the Protection and Welfare of Children 2011 may be accessed on the website of the Department of Children and Youth Affairs ([www.dcyia.ie](http://www.dcyia.ie)) and the Department of Education and Skills Child Protection Procedures for Primary and Post-Primary Schools can be read on the Department's website ([www.education.ie](http://www.education.ie)). Parents and guardians are also welcome to look through the procedures and the Child Protection Policy at the school on request.

Yours sincerely,

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Maeve Saunderson, Principal