

**DROM NATIONAL SCHOOL  
SCHOOL POLICY PLANNING**

**CHILD  
PROTECTION**

## Child Protection Policy

### 1. Introduction

The Board of Management of Drom National School values and encourages the participation of pupils in all activities that enhance their spiritual, physical, emotional, intellectual and social development. The school recognises the dignity and rights of all pupils and is committed to ensuring their protection and support. Management, staff and volunteers accept and recognise our responsibilities both to develop awareness of the practices which cause children harm and to create an environment that safeguards the well-being of all the children that attend the school. This policy applies to all school employees.

The Child Protection Policy of Drom National School was first formulated in 2011 and has been reviewed annually as per requirements. As part of the review for the academic year 2016 – 2017, the Board sought to revise the Child Protection Policy of the school in order to reflect the most recent applicable legislation and guidelines.

The Child Protection Procedures for Primary and Post Primary Schools 2011 attached at Appendix 1 are incorporated without modification into this Child Protection Policy. In the event of a conflict between Appendix 1 and this Policy, Appendix 1 will prevail.

The Board of Management also agrees to the implementation of the Stay Safe Programme.

The Child Protection Policy of Drom National School has been developed in accordance with:

- The requirements of the Department of Education & Skills' Child Protection Procedures for Primary and Post Primary Schools, 2011.
- Children First: National Guidance for the Protection and Welfare of Children 2011 ("Children First Guidelines").
- Department of Education & Skills Circular 0065/2011.

Queries about Child Protection Procedures in our school should be directed to:

- Chairperson of the Board: Fr. Martin Murphy, Parochial House, Drom, Templemore, Co. Tipperary.

Allegations or suspicions of child abuse should be brought to the attention of the Designated Liaison Person (DLP) or, where necessary, to the Chairperson of the Board of Management or the relevant authorities.

- Chairperson of the Board of Management: Fr. Martin Murphy, Parochial House, Drom, Templemore, Co. Tipperary. (0504) 51196
- Designated Liaison Person: Ms. Amadean Moore-Walsh, Principal, Drom NS, Drom, Templemore, Co. Tipperary. (0504) 51688
- Deputy Designated Liaison Person: Ms. Margaret Butler, Deputy Principal, Drom NS, Drom, Templemore, Co. Tipperary. (0504) 51688
- Templemore Garda Station: Main Street, Templemore, Co. Tipperary, E41 PC04. (0504) 32630
- TUSLA: Child and Family Agency, Duty and Intake Social Work Department, Civic Offices, Limerick Rd, Nenagh, Co. Tipperary. (067) 46660

## 2. Background

### 2.1 Child Abuse: Towards a Definition

Drom National School has adopted the definition of child abuse as described in the 'Children First Guidelines'.

The 'Children First Guidelines', defines child abuse by using 4 categories: neglect, emotional abuse, physical abuse and sexual abuse. It should be noted that a child may be subject to more than one form of abuse at any given time.

#### **Neglect**

Neglect can be defined in terms of an omission, where the child suffers significant harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, medical care or attachment to and affection from adults.

Harm can be defined as the ill-treatment or the impairment of the health or development of a child. Whether it is significant is determined by the child's health and development as compared to that which could reasonably be expected of a child of similar age.

Neglect generally becomes apparent in different ways over a period of time rather than at one specific point. For example, a child who suffers a series of minor injuries may not be having his or her needs met in terms of necessary supervision and safety. A child whose height or weight is significantly below average may be being deprived of adequate nutrition. A child who consistently misses school may be being deprived of intellectual stimulation.

The threshold of significant harm is reached when the child's needs are neglected to the extent that their well-being and/or development are severely affected.

#### **Emotional Abuse**

Emotional abuse is normally found in the relationship between a parent/carer and a child rather than in a specific event or pattern of events. It occurs when a child's developmental need for affection, approval, consistency and security are not met. Unless other forms of abuse are present, it is rarely manifested in terms of physical symptoms. Examples may include:-

- the imposition of negative attributes on a child, expressed by persistent criticism, sarcasm, hostility or blaming;
- conditional parenting in which the level of care shown to a child is made contingent on his or her behaviours or actions;
- emotional unavailability of the child's parent/carer;
- unresponsiveness of the parent/carer and/or inconsistent or inappropriate expectations of the child;
- premature imposition of responsibility on the child;
- unrealistic or inappropriate expectations of the child's capacity to understand something or to behave and control himself or herself in a certain way;
- under- or over-protection of the child;
- failure to show interest in, or provide age-appropriate opportunities for, the child's cognitive and emotional development;
- use of unreasonable or over-harsh disciplinary measures;
- exposure to domestic violence;
- exposure to inappropriate or abusive material through new technology.

Emotional abuse can be manifested in terms of the child's behavioural, cognitive, affective or physical functioning. Examples of these include insecure attachment, unhappiness, low self-esteem, educational and developmental underachievement and oppositional behaviour.

### **Physical Abuse**

Physical abuse is that which results in actual or potential physical harm from an interaction or lack of interaction, which is reasonably within the control of a parent or person in a position of responsibility, power or trust. There may be single or repeated incidences. Physical abuse can involve:

- severe physical punishment,
- beating, slapping, hitting or kicking,
- pinching, biting, choking or hair-pulling,
- terrorizing with threats,
- observing violence,
- use of excessive force in handling,
- deliberate poisoning,
- suffocation,
- fabricated/induced illness, or
- allowing or creating a substantial risk of significant harm to a child.

### **Sexual Abuse**

Sexual abuse occurs when a child is used by another person for their gratification or sexual arousal, or for that of others. Examples of sexual abuse include:

- exposing sexual organs or intentionally performing any sexual act in the presence of a child,
- intentional touching or molesting the body of a child, by a person or object, for the purpose of sexual arousal or gratification,
- masturbating in the presence of a child or involving the child in the act of masturbation,
- engaging in sexual intercourse with the child, whether oral, vaginal or anal,
- sexually exploiting a child which includes inciting, encouraging, propositioning, requesting or permitting a child to solicit for or to engage in, prostitution or other sexual acts. Sexual exploitation also occurs when a child is involved in the exhibition, modeling or posing for the purpose of sexual manipulation, for these purposes, of the image by computer or other means. It may also include showing sexually explicit material to children which is often a feature of the grooming process of perpetrators of abuse, or
- consensual sexual activity between an adult and a child under the age of consent.
- (In relation to child sexual abuse, it should be noted that, for the purposes of criminal law, the age of consent to sexual intercourse is 17 years).

### **Aggressive/Bullying/Sexualised Behaviour:**

While bullying is not a category in itself, it is important to be aware of it in relation to child abuse. Bullying can be defined as repeated verbal, psychological or physical aggression that is conducted by an individual or group against others. It includes behaviour such as teasing, taunting, threatening, hitting or extortion by one or more persons against a victim. Bullying can also take the form of racial abuse. Children may also be subject to non-contact bullying, via mobile phones, the internet and other personal devices.

- In Drom National School peer to peer bullying as described above will be dealt with in accordance with the school's Code of Behaviour.
- Bullying behaviour that is perpetrated by an adult against a child will be dealt with under the provisions of this policy.

Sexualised behaviour displayed by an individual child, or occurring between children is inappropriate. Should such behaviour occur the school:

- Will arrange meetings (separate meetings if there are children from more than one family implicated) with the parent(s)/guardian(s) of the child/children involved.
- May if deemed appropriate seek advice from and/or make a report to TUSLA.

In a situation where child abuse is alleged to have been carried out by another child, the child protection procedures will be adhered to for both the victim and the alleged abuser; that is, the matter will be considered a child care and protection issue for both children.

## **2.2 Responsibility to Report Suspected or Actual Abuse**

Any person who suspects that a child is being abused or is at risk of abuse, has a responsibility and a duty of care to report their concerns to TUSLA or an Garda Síochána, either directly or through the Designated Liaison Person.

*The Protection for Persons Reporting Child Abuse Act, 1998* provides immunity from civil liability to people who report child abuse 'reasonably and in good faith' to TUSLA or the Gardaí.

Members of Boards of Management and school personnel furnishing information with regard to suspicions of child abuse 'reasonably and in good faith' to the DLP or Chairperson of the Board of Management are protected under '*Qualified Privilege*' as defined by Common Law.

It is a criminal offence to make a report of child abuse 'knowing the statement to be false'.

## **2.3 The Health Service Executive**

TUSLA has a range of statutory responsibilities in the area of child welfare, family support, child protection and child care.

Once an allegation of child abuse has been reported to TUSLA, it is then a matter for TUSLA to decide upon the action, if any, which is necessitated by that report.

In the case of allegations or suspicions of child abuse by school employees the *Children First* Guidelines place an onus on TUSLA to ensure that arrangements are put in place to provide feedback to the Board of Management in regard to the progress of a child abuse investigation regarding an employee. It is clearly stated in those guidelines that efforts should be made to investigate complaints against employees promptly bearing in mind the serious implications for an innocent employee. TUSLA is required to pass on reports and records to the Board of Management and the employee in question where appropriate. The Board of Management should always be notified of the outcome of investigations. It is the responsibility of the Chairperson of the Board of Management to maintain close contact with TUSLA to ensure that TUSLA acts promptly in cases of alleged abuse involving school employees.

## **3. Roles & responsibilities**

### **3.1 The Board of Management**

The Board of Management of Drom National School acknowledges its responsibilities in respect of child protection to include the following:

- Primary responsibility for the care and welfare of pupils.
- The development and implementation of an effective child protection policy.
- The review and evaluation of the child protection policy and associated procedures.
- The appointment of a DLP and deputy DLP.
- The provision of appropriate staff development and training.
- To monitor the progress of children at risk.
- The investigation of allegations of child abuse against one of the school's employees.
- To ensure that curriculum provision aimed at the prevention of child abuse is in place.
- The development of a policy on teachers' attendance at child protection meetings/case conferences and the provision of advice to teachers before attending such meetings/conferences.

### **3.2 School Staff & Volunteers**

- All staff have a general duty of care to ensure that arrangements are in place to protect children from harm.
- Staff are responsible for adhering to the child protection procedures as detailed in the school's child protection policy and for continuous monitoring and evaluation of the effectiveness of such a programme.
- Teaching staff are responsible for the delivery of the curriculum aimed at the prevention of child abuse.

The planning and implementation of appropriate staff development and training programmes.

- All school personnel are especially well placed to observe changes in behaviour, failure to develop or outward signs of abuse in children. In situations where school staff or volunteers suspect abuse or have concerns regarding the welfare of a child they are required to act in accordance with the procedures detailed in this document.

### **3.3 Role of the Designated Liaison Person (DLP)**

- The DLP has specific responsibility for child protection.
- The DLP is the first point of contact within the school regarding suspicions or disclosures of abuse.
- This person is the Designated Liaison Person for the school in all dealings with TUSLA, An Garda Síochána and other parties, in connection with allegations of abuse.
- In instances where there are reasonable grounds for a suspicion or allegation of child abuse the DLP is responsible for reporting the matter to TUSLA, or in the case of an emergency the Garda Síochána.
- The DLP is responsible for informing the Chairperson of the Board of Management if a report involving a pupil in the school has been submitted to TUSLA or An Garda Síochána.
- The DLP of Drom National School is Ms. Amadean Moore-Walsh

### **3.4 Role of the Deputy Designated Liaison Person (DDLDP)**

- The Deputy Designated Liaison Person is responsible for performing the DLP's responsibilities if she is unavailable or in her absence.
- The DDLDP of Drom National School is Ms. Margaret Butler.

## **4. Child protection: creating a safe & secure environment**

### **4.1 Code of Good Practice for BoM members, Staff & Volunteers**

Staff & volunteers are required to comply with Chapter 3 of the Child Protection Procedures for Primary and Post Primary Schools which outlines their responsibilities.

In its policies, practices and activities, Drom National 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 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.

### **General Conduct**

- All pupils must be treated with equal respect.
- Physical punishment of pupils is not permissible.
- Verbal abuse of pupils is unacceptable.
- With the exception of support teachers, school personnel should only be alone with a pupil if exceptional and/or emergency circumstances arise. In such circumstances:
  - (i) inform the DLP as soon as possible;
  - (ii) make a note of the meeting and the reasons for it;
  - (iii) inform the pupil's parents/guardian unless to do so would put the child at further risk.Support staff should ensure that there is a view into their classroom and where feasible teach students in groups rather than on an individual basis.
- Personnel should not engage in or tolerate any behaviour that could be construed as bullying or abusive.
- Under no circumstances should school personnel give alcohol, tobacco or drugs to pupils.

### **Respect for Physical Integrity**

- The physical integrity of pupils must be respected at all times.
- Personnel must not engage in inappropriate physical contact of any kind.

### **Respect for Privacy**

- The right to privacy of pupils must be respected at all times.
- Tasks of a personal nature should be undertaken by the students themselves. In circumstances where a junior student requires assistance with such tasks, two senior students of the same gender will provide assistance to the teacher. The teacher must act with sensitivity and ensure that the assistance is provided discretely. Parents / Guardians should be fully informed as soon as is reasonably possible.

### **Pupils with Special Needs or Disability**

- Pupils with special needs or disability may depend on adults more than other pupils for their care and safety, and so sensitivity and clear communication are particularly important:
- Where it is necessary to carry out tasks of a personal nature for a pupil with special needs, this should be done with the full understanding and consent of parents or guardians.

- In carrying out such personal care tasks, sensitivity must be shown to the pupil and the tasks should be undertaken with the utmost discretion.
- Any care task of a personal nature which a pupil or young person can do for themselves should not be undertaken by personnel.
- In an emergency situation where this type of help is required, parents should be fully informed as soon as is reasonably possible.

### **Vulnerable Pupils**

- As especially vulnerable pupils may depend on adults more than other children for their care and safety, sensitivity and clear communication are of utmost importance.
- Workers should be aware that vulnerable pupils may be more likely than other pupils to be bullied or subjected to other forms of abuse, and may also be less clear about physical and emotional boundaries.
- It is particularly important that vulnerable pupils should be carefully listened to, in recognition of the fact that they may have difficulty in expressing their concerns and in order that the importance of what they say is not underestimated.

### **Handling Disclosures from Pupils**

Personnel dealing with disclosures from pupils should act with tact and sensitivity. In particular personnel who find themselves in such a situation should:

- Listen to the pupil
- Not ask leading questions or make suggestions to the pupil
- Offer reassurance but not make promises (e.g. promising not to tell anyone else)
- Not stop a pupil recalling significant events
- Not over react
- Explain that further help may have to be sought
- Make an accurate record the conversation and retain the record
- Report the matter to the DLP (or to the Chairperson of the BoM if the DLP is implicated)

### **Maintaining Records**

When child abuse is suspected, it is essential to have a record of all the information available. Personnel should note carefully what they have observed and when they observed it. Signs of physical injury should be described in detail and, if appropriate, sketched. Any comment by the child concerned, or by any other person, about how an injury occurred should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made. All records so created should be regarded as highly confidential and retained in a secure location by the DLP.

#### **4.2 Vetting of New Employees**

The Board of Management undertakes that it will comply with legal requirements and directions from the Department of Education and Skills in relation to Garda Vetting of employees and non-employees. In particular, it will comply with the requirements set out in Circular 0031/2016 and The National Vetting Bureau (Children and Vulnerable Persons) Act 2012 as amended by the Criminal Justice (Spent Convictions and Certain disclosures) Act 2016.

#### **4.3 Induction of New Employees**

The DLP will be responsible for providing all employees with:

- The Department of Education & Skills' Child Protection Procedures for Primary and Post Primary Schools, 2011
- Children First: National Guidance for the Protection and Welfare of Children 2011
- The Child Protection Policy of Drom National School.

The DLP will discuss the obligations of all staff with regard to this policy.

All teachers are expected to teach the designated SPHE objectives for their class.

#### **4.4 Supervision**

Every effort will be made to ensure that there is comprehensive supervision of pupils throughout the school day. A roster of staff on duty will be displayed in the office/staff room. Teachers will ensure that pupils are visible in the schoolyard. Pupils will not be permitted to leave the school yard or engage with adults outside of the schoolyard.

#### **4.5 One-to-One Teaching**

Parent(s)/Guardian(s) will be made aware when one-to-one teaching is deemed to be in the best interest of a pupil. Written consent will be required for all one-to-one teaching.

#### **4.6 Attendance**

Procedures with regard to the monitoring of school attendance are contained in the school's Code of Behaviour.

#### **4.7 Curriculum**

In Drom National School all children will be cherished and 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 or her 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
- Prepare the child for further education and lifelong learning.

In endeavouring to realise these aims we will create a positive school climate which is open, inclusive, respectful, fair, democratic and tolerant and which 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 SPHE 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. The circle time and bubble time methodologies will be used on a whole school basis. The No-Blame approach will be adopted in our Anti-Bullying policy. 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.

**Junior and Senior Infants**

Infant teachers will teach content objectives as laid out under the 10 strand units in our SPHE programme. They are:

- 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.

These strand units 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 SPHE programme will be supported, using the Walk Tall, Bí Folláin, Relation and Sexuality Education and Stay Safe Programmes.

**1st & 2nd Classes**

Again teachers agreed that implementing our SPHE programme as laid out under the 10 strand units named above would 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.

The SPHE programme will be supported, using the Walk Tall, Bí Folláin, Relation and Sexuality Education and Stay Safe Programmes.

**3rd and 4th 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 skills 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.

The SPHE programme will be supported, using the Walk Tall, Bí Folláin, Relation and Sexuality Education, Prim-Ed Anti-Bullying and Stay Safe Programmes.

**5th and 6th Classes**

Our SPHE programme will be implemented according to the curricular objectives as laid out under the 10 strands in the SPHE Curriculum. 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).

The SPHE programme will be supported, using the Walk Tall, Bí Folláin, Relation and Sexuality Education, Stay Safe, Prim-Ed Anti-Bullying and other relevant programmes.

#### **4.7 Use of Images of Children**

- The school undertakes to seek parents' or guardians' permission for the use of photographs of pupils for any purposes.
- At school ceremonies and other public events, the school will publicly announce the use of photographic and audio visual equipment by the school so that anyone who would rather not be photographed or videoed can remove themselves.
- Only images of pupils in appropriate dress will be used.
- Inappropriate use of images of pupils will be brought to the attention of the DLP.
- No images of any pupil may be taken by an external agency or person without receiving the prior authorisation of the school principal.

#### **4.8 Use of Technology**

- Procedures with regard to the use of technology are contained in the school's Acceptable Usage Policy.
- Students are not permitted to bring mobile phones and other electronic equipment to school or on school related activities unless otherwise stated.
- Employees and non-employees are not permitted to use their mobile phones for school related activities. Mobile phones are for personal use only.

#### **4.10 School Visitors**

Procedures with regard to school visitors are contained in the School Visitors Policy.

#### **4.11 Travel**

Best practice in relation to travel with pupils will be observed. Personnel will not undertake any car or minibus journey alone with a pupil. If, in certain circumstances, only one adult is available, there should be a minimum of two pupils present for the entire journey. In the event of an emergency, where it is necessary to make a journey alone with a pupil, (i) the DLP will be informed; (ii) a record will be made and (iii) the pupil's parent(s) or guardian(s) will be informed as soon as is possible.

#### **4.12 School Tours**

- All trips will be carefully planned in advance, to include adequate provision for safety in regard to transport, facilities, activities and emergencies. Adequate insurance will be put in place.
- Written consent by a parent or guardian specifically for each trip and related activities will be obtained in advance.
- A copy of the itinerary and contact telephone numbers will be made available to parents and guardians.
- There will be adequate, gender-appropriate, supervision for boys and girls.
- Arrangements and procedures will be put in place to ensure that rules and appropriate boundaries are maintained.
- Particular attention will be given to ensuring that the privacy of young people is respected when they are away on trips.

## **5. REPORTING CASES OF SUSPECTED CHILD ABUSE**

### **5.1 Action to be Taken by School Personnel**

If a school employee receives an allegation or has a suspicion that a pupil is being abused the school employee should follow the procedures set out in Chapter 4 of the “Child Protection Procedures for Primary and Post Primary Schools” which is attached at Appendix 1.

A list of indicators of child abuse is outlined in Appendix 3 of Child Protection Procedures for Primary and Post Primary Schools and school personnel should consult with these procedures and liaise with the DLP where they have concerns that a child may have been abused or neglected or is being abused or neglected, or is at risk of abuse or neglect.

## **6. CHILD PROTECTION CONFERENCES**

A child protection conference is a forum for the co-ordination of information from all relevant sources, including where necessary, school employees. The child protection conference plays a pivotal role in making recommendations and planning for the welfare of children who may be at serious risk. The procedures in relation to child protection conferences are set out in Chapter 4.5 of the Child Protection Procedures for Primary and Post Primary Schools and these procedures should be followed by all school personnel.

## **7. ALLEGATIONS OR SUSPICIONS OF CHILD ABUSE BY SCHOOL EMPLOYEES**

The primary concern of the Board of Management of Drom National School is to protect the pupils attending the school to whom we have a duty of care. However, as an employer, the Board of Management also has responsibilities towards its employees. In this respect, and in the event of an allegation of abuse being made against an employee of the school the Board of Management will observe the employees’ right not to be judged in advance of a full and fair enquiry.

Should an allegation of abuse be made against a school employee / a member of the Board of Management, the Board of Management undertakes to seek legal advice in respect of same.

In circumstances where such an allegation is made, the school will comply with the procedures contained in Chapter 5 of Child Protection Procedures for Primary and Post Primary Schools. All school personnel will be required to comply with these procedures.

## **8. CONFIDENTIALITY**

- All information regarding concerns of possible child abuse will be treated confidentially and will only be shared on a need to know basis in the interests of the child.
- Giving information to those who need to have that information or as required by law, for the protection of a child who may have been, or has been abused, is not a breach of confidentiality.
- Any DLP who is submitting a report to TUSLA or An Garda Síochána will inform a parent/guardian unless doing so is likely to endanger the child or place the child at further risk. A decision not to inform a parent/guardian will be recorded together with the reasons for not doing so.
- The Board of Management and staff of Drom National School give an undertaking to deal with all child protection issues with the utmost confidentiality.

## **9. RELATED POLICIES**

- Acceptable Usage Policy
- Accidents to Pupils Policy
- Anti-Bullying Policy
- Attendance Policy
- Code of Behaviour
- Communication Policy
- Mobile Phone Policy
- Record keeping Policy
- School Tour Policy
- School Visitors Policy
- Supervision Policy
- Swimming Policy

## **10. POLICY RATIFICATION**

The policy was ratified by the Board of Management of Drom National School at its meeting held on 10<sup>th</sup> October 2011 and is reviewed annually.

## **Child Protection Policy of Drom National School**

The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, practices and activities. Accordingly, in accordance with the requirements of the Department of Education and Skills' Child Protection Procedures for Primary and Post Primary Schools, the Board of Management of Drom National School has agreed the following child protection policy:

1. The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools as part of this overall child protection policy.
2. The Designated Liaison Person (DLP) is Amadean Moore-Walsh
3. The Deputy Designated Liaison Person (Deputy DLP) is Margaret Butler
4. In its policies, practices and activities, Drom National 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 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. 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 policies have been addressed in this policy:
  - Acceptable Usage Policy
  - Accidents to Pupils Policy
  - Anti-Bullying Policy
  - Attendance Policy
  - Code of Behaviour
  - Communication Policy
  - Mobile Phone Policy
  - Record keeping Policy
  - School Tour Policy
  - School Visitors Policy
  - Supervision Policy
  - Swimming Policy
6. The Board has ensured that the necessary policies, protocols or practices as appropriate are in place in respect of each of the above listed items.
7. This policy has been made available to school personnel and is readily accessible to parents on request. A copy of this policy will be made available to the Department and the patron if requested.
8. This policy will be reviewed by the Board of Management once in every school year.

This policy was adopted by the Board of Management on 10<sup>th</sup> October 2011 and reviewed on the following dates:

31<sup>st</sup> August 2012   30<sup>th</sup> August 2013   28<sup>th</sup> August 2014   27<sup>th</sup> August 2015   25<sup>th</sup> October 2016

## Child Protection Policy

Drom National School

Tick (✓) as appropriate.

- I acknowledge that I have received and read a copy of Drom National School's Child Protection Policy.
- I acknowledge that I have received a copy of Chapter 2, 3 and Appendix 1 of the Children First: National Guidelines for the Protection and Welfare of Children, 2011.
- I acknowledge that I have received a copy of Circular 65/2011: Child Protection Procedures for Primary and Post Primary Schools.
- I am aware that Amadean Moore-Walsh is the Designated Liaison Person for Drom National School.
- I am aware that Margaret Butler is the Deputy Designated Liaison Person, Drom National School.
- I agree to take part in training relating to Child Protection.
- I agree to take part in training relating to the Stay Safe Programme (TEACHING STAFF ONLY)

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Please make a copy of this document for your personal records and give the original to the Principal.

**Drom National School Annual Review of the Child Protection Policy**

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

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

As part of the overall review process, Boards of Management should also assess other school policies, 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 protection policy. Yes/No	YES
Has the Board formally adopted a child protection policy in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools'?	YES
Are there both a DLP and a Deputy DLP currently appointed?	YES
Are the relevant contact details (HSE and An Garda Síochána) to hand?	YES
Has the DLP attended available child protection training?	YES
	YES
Has the Deputy DLP attended available child protection training?	YES
Have any members of the Board attended child protection training?	YES
Has the school's child protection policy identified other school policies, practices and activities that are regarded as having particular child protection relevance?	YES
Has the Board ensured that the Department's "Child Protection Procedures for Primary and Post Primary Schools" are available to all school personnel?	YES
Has the Board arrangements in place to communicate the school's child protection policy to new school personnel?	YES
Is the Board satisfied that all school personnel have been made aware of their responsibilities under the 'Child Protection Procedures for Primary and Post Primary Schools'?	YES
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?	YES
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?	NO
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?	YES
Were child protection matters reported to the Board appropriately recorded in the Board minutes?	YES
Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	YES
Has the Board ensured that the Parents' Association (if any), has been provided with the school's child protection policy?	N/A

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.

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

To: Drom National School Parent / Guardian Community

The Board of Management of Drom National School wishes to inform you that:

- The Board of Management's annual review of the school's child protection policy was completed at a board meeting held on 25<sup>th</sup> October 2016.
- 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'