

Board of Management S.S. Peter & Paul J.N.S.

BALBRIGGAN
CO. DUBLIN



TELEPHONE
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CHILD PROTECTION POLICY – REVISED OCTOBER 2021

This document is formulated in response to recent changes in Guidance and Procedures in relation to Child Protection matters and takes account of the provisions of each of the following important pieces of legislation:

- Freedom of Information Act 2014
- The Education Act 1998
- The Child Welfare Act 2000
- Children First Act 2015
- The Protection for Persons Reporting Child Abuse Act 1997
- Data Protection Acts 1988 and 2003

These procedures are based on the publication *Children First – National Guidance for the Protection and Welfare of Children 2017*.

References

- Children First: National Guidance for the Protection and Welfare of Children 2017
- Child Protection Procedures for Primary and Post Primary Schools 2017

A copy of the school's Child Protection Policy and Child Safeguarding Statement which includes the names of the Designated Liaison Person (DLP) and Deputy DLP has been made available to all school personnel and the Parents' Association and will be readily accessible to parents on request.

It is also available on hard copy in each classroom / Support room / Office.

The Board of Management (BoM) recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in each school policy, school practices and activities. In accordance with the requirements of the Department of Education and Skills, Child Protection Procedures for Primary and Post Primary Schools, the BoM of SS Peter and Paul JNS has approved this Child Protection Policy.

The BoM has adopted and will fully implement without modification the Department of Education and Skills Child Protection Procedures for Primary and Post-Primary Schools 2011. These procedures will therefore underpin the content of this policy.

The following key personnel have been identified and ratified by the BoM:

The Designated Liaison Person (DLP) is Siobhán Whelan.

The Deputy Designated Liaison Person (Deputy DLP) is Laura Bouzzah.

In its policies, practices and activities, SS Peter and Paul JNS will adhere to the following principles of best practice in Child Protection and Welfare. Our school recognises that the

protection and welfare of children is of paramount importance, regardless of all other considerations and will therefore:

- 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
- Fully respect confidentiality requirements in dealing with child protection matters

Relationship to Characteristic Spirit of the School

Our school ethos is one which promotes a positive, supportive and secure environment where all pupils feel valued. This document strengthens and protects that ethos.

Aims

- To establish and maintain an environment where children feel safe and secure, are encouraged to talk and are listened to
- To ensure that all staff members understand their responsibilities in being alert to signs of abuse (See Appendix 1) and that they know the correct procedures for reporting and recording any such incidences
- To ensure that parents have an understanding of the legal obligations placed on the school and staff to report incidences of child abuse
- To ensure that children know that there are adults in the school that they can approach if they are worried

Specific policies named hereunder are key elements of this overall document and must be referred to in the context of this policy:

- Attendance
- Enrolment
- Code of Behaviour
- Anti-bullying
- Health & Safety
- ICT
- Supervision
- Special Ed
- Tours/Trips
- Critical Incidents

This policy will also be considered in relation to the participation by pupils in sporting activities, other extra-curricular activities and school outings. Other practices and activities, where child protection might have particular relevance, will consider the procedures outlined within this policy. 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.

Confidentiality

All information regarding concerns of possible child abuse should only be shared on a 'need to know' basis in the interests of the child. The giving of information to those who need to have that information is not a breach of confidentiality. This procedure exists for the protection of a child who may have been or has been abused. The DLP who is submitting a report to the Health Board or An Garda Síochána should inform a parent/guardian, unless doing so is likely to endanger the child or place that child at further risk. A decision not to inform a parent/guardian should be briefly recorded together with the reasons for not doing so.

In emergency situations, where the Health Board cannot be contacted, and the child appears to be at immediate and serious risk, An Garda Síochána should be contacted. A child should not be left in a dangerous situation where Health Board intervention is not forthcoming.

Designated Liaison Person

The Board of Management has designated the Principal, Ms. Whelan, as the person who has specific responsibility for Child Protection. She will be the Designated Liaison Person for the school and all dealings with health boards, An Garda Síochána and other parties, in connection with allegations of abuse. The other parties should be advised that they should conduct all matters pertaining to the processing or investigation of alleged child abuse through the Designated Liaison Person. (DES Procedures 3:2)

Where the Designated Liaison Person is unavailable, the Deputy Principal, Mrs. Bouzzah, who has been designated as Deputy DLP by the BOM will assume responsibility for Child Protection.

Both teachers will undertake training from the Child Abuse Prevention Programme at the earliest opportunity. **CAPP** provides training to the whole school community, Staff, Parents and Boards of Management on the Stay Safe Programme.

At each board of management meeting, the Designated Liaison Person or her nominated replacement, shall inform the Board of Management, that a report involving a pupil in the school has been submitted to the relevant Health Board or the Gardaí. The DLP shall also inform the school authority of the number of cases where the DLP submitted a report to the HSE or Gardaí or sought advice from the HSE and as a result of this advice, no report was made. These reports will be recorded in the minutes of the board meeting.

Role of Staff Member (Teachers, SNAs, Secretary, Caretaker and Cleaners)

It is the responsibility of all teachers and staff members to familiarise themselves with the Children First: National Guidance for the Protection and Welfare of Children (2017).

It is the role of all staff members to be observant of all pupils in their care and to report any suspicion of abuse or disclosure immediately to the DLP or in her absence, the Deputy DLP.

When recording any information in writing, it is vital that this is totally factual and quotes the child exactly.

It is also a requirement that all matters pertaining to suspicions of abuse or actual abuse be treated with the strictest confidence.

Recognition of Abuse

Child abuse can often be difficult to identify and may be present in many forms. Concerns about child protection and welfare should be shared by teachers with DLP, or in her absence the Deputy DLP.

There are commonly three stages in identification of child abuse:

1. Consider possibility

Possibility of child abuse should be considered if (a) a child appears to have suffered suspicious injury for which no reasonable explanation can be offered (b) a child is distressed without obvious reason or displays persistent or new behavioural problems (c) a child displays unusual or fearful response to carers/parents.

2. Look for signs of abuse

Signs of abuse can be physical, behavioural or developmental. Pattern of signs is likely to be more indicative of abuse. Children may hint they are being harmed and may make disclosures. **Disclosures should always be taken seriously.** Less obvious signs could be gently explored with the child without direct questioning. Play situations and drawing may reveal information. **It is important to always be open to alternative explanations for physical or behavioural signs of abuse.**

3. Record Information

If abuse is suspected, it is important to establish ground for concern by obtaining as much detailed information as possible. Observations should be accurately recorded and should include dates, times, names, locations, context and any relevant information. They should be given to the DLP and will be stored in a secure, private area.

Reasonable Grounds for Concern

- Specific indication from child that she/he was abused
- Account by person who saw child being abused
- Evidence such as injury or behaviour which is consistent with abuse and unlikely to be caused another way
- Injury or behaviour consistent with abuse and with an innocent explanation but where there are corroborative indicators supporting the concern that it may be a case of abuse
- Consistent indication over period of time that child is suffering from emotional or physical neglect

It is important that persons reporting suspected child abuse to a Health Board should establish basis for their concerns. A suspicion which is not supported by any objective indication of abuse or neglect would not constitute a reasonable suspicion or reasonable grounds for concern. They should not interview a child or child's parents/carers without first consulting with the Health Board.

Protection for Persons Reporting Child Abuse

The protection for persons reporting Child Abuse Act 1998 provides immunity from civil liability to any person who reports a child protection concern 'reasonably and in good faith' to designated officers of Health Boards or any member of an Garda Síochána (DES Procedures 1:10)

Qualified Privilege

People making a report to the DLP in good faith have 'qualified privilege' under common law. Reports made to Health Boards may be subject to provisions of the Freedom of Information Act, 1997. This act enables members of the public to obtain access to personal information relating to them which is in the possession of public bodies. However, the act also provides that public bodies may refuse access to information obtained by them in confidence (DES Procedures 1:11)

Definition and Recognition of Child Abuse

Child abuse can be categorised into four different types:

- Neglect
- Emotional abuse
- Physical abuse
- Sexual abuse

Each of these categories is defined in full in 'Children First' (Dept. of Children & Youth Affairs Chapter 2).

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, attachment to and affection from adults, medical care.

Guidelines for Recognition of Child Abuse

A list of child neglect indicators is contained in Chapter 2:2 of Children First. This policy draws particular attention to 'persistent evidence' of neglect, including indicators such as no lunch, lack of uniform, no homework, poor attendance, persistent health problems, lack of sleep indicating inappropriate television viewing late at night and other evidence that would indicate lack of supervision in the home. All signs and symptoms must be examined in the total context of the child's situation and family circumstances.

There are commonly three stages in the identification of child abuse:

1. Considering the possibility
2. Looking out for signs of abuse
3. Recording of information

Each of these stages is developed in 'Children First' (2:2)

Handling Disclosures from Children

(DES Procedures 3:5) gives comprehensive details of how disclosures should be approached. Staffs are advised to deal with each situation sensitively, reassure the child but not to make promises that cannot be fulfilled.

The adult should not ask leading questions or make suggestions. They should explain that further help may have to be sought. The discussion should then be recorded accurately.

The record should include reference to what was observed with sketches of physical injury where necessary. It should also record when the alleged incident took place. Records should be kept in a secure place. The information should then be conveyed to the school DLP.

If the reporting person and the DLP are satisfied that there are reasonable grounds for the suspicion/allegation, the procedures outlined in 'Children First' must be adhered to. Standardised reporting forms should be used (DES Procedures Appendix 4). The content of the report should follow the guidelines in 'Children First'.

Allegations or Suspicions in relation to School Employees (DES Procedures Chapter 5)

The Chairperson and the DLP are concerned with the protection of the children in their care in the first instance. However, employees must be protected against false and malicious claims. Due process must be observed in relation to allegations against employees. Legal Advice should be sought by the BoM with regard to an allegation in relation to an employee. If the allegation is against the DLP, the BoM Chairperson will assume the responsibility for reporting the matter to the Health Board.

Reporting

When an allegation of abuse is made against a school employee, the DLP should act in accordance with the procedures outlined in Children First. A written statement of the allegation should be sought from the person/agency making the report. A parent/guardian may make a statement on behalf of a child. The DLP should always inform the Chairperson of the BoM and is responsible for liaising with the HSE. The Chairperson assumes responsibility for dealing with the employee.

School employees, other than the DLP, who receive allegations against another school employee, should immediately report the matter to the DLP. School employees who form suspicions regarding conduct of another school employee should consult with the DLP.

The employee should be informed by the Chairperson (Employer) that:

- a. An allegation has been made against him/her
- b. The nature of the allegation
- c. Whether or not the Health Board or Gardaí has been informed.

The employee should be given a copy of the written allegation and any other relevant documentation. The employee should be requested to respond to the allegation in writing to the BoM within a specified period and told that this may be passed to the Gardaí, Health Board and legal advisers.

The Chairperson must take the necessary steps to protect the child and may consult the BoM in this matter. The BoM may direct that the employee take administrative leave with pay and avoid suspension, thus removing any implication of guilt. The DES should be immediately informed.

Peer Abuse

Where there are allegations or suspicions of peer abuse, the DLP will follow the same procedures:

- Parents of all parties will be notified and the DLP will inform the BoM Chairperson
- 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 the abusive behaviour recurring

School Measures Taken to Protect the Children in Our Care

There are a number of areas where common sense in our school should prevail in order to protect the children in the school and the staff who care for them. In relation to this certain points should be noted:

1. *The Stay Safe Programme* is an integral part of the SPHE curriculum in our school which addresses personal safety. All five topics in 'Stay Safe' are done over a two year period. Each topic is introduced and worked on in year one and built upon in year two. Lessons are undertaken with this programme for a two month period. Other resources are the RSE Programme.

2. A copy of the school's child protection policy, which includes the names of the Designated Liaison Person (DLP) and Deputy DLP, will be made available to all school personnel and the Parents' Association and is readily accessible to parents on request.

3. The name of the DLP, Deputy DLP and other relevant support services are displayed in a prominent position near the main entrance to the school.

4. In addition to informing the BoM of those cases where a report involving a child in the school has been submitted to the HSE, the DLP shall also inform the BoM of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made. At each BoM meeting, the Principal's Report shall include the number of all such cases and this shall be recorded in the minutes of the BOM meeting.

5. S.S. Peter & Paul J.N.S. will undertake an annual review of its Child Protection Policy and its implementation by the school. A checklist, to be used in undertaking the review is included as **Appendix 5**. The school has put in place an action plan to address any areas for improvement which might be identified in the annual review. The Board of Management shall make arrangements to inform school personnel that the review has been undertaken. Written notification that the review has been undertaken shall be provided to the Parent Association. A record of the review and its outcome shall be made available, if requested, to the patron and the DES.

- Staff should make every effort not be alone in a classroom with one child or detain a child on their own after school. In the case of special needs pupils where resource hours and assistance are sanctioned on an individual basis, it is school policy that staff in such a situation should work with the classroom door ajar, thus rendering the occupants visible at all times.
- When possible children should work in groups

- Children with physical disabilities who may require assistance in toileting will be aided by a Special Needs Assistant who has met the necessary screening requirements when being employed by the school.

It should be noted that children with disabilities may be more at risk of abuse due to a number of reasons (DES Procedures). Parents, teachers and all staff involved in services for children with disabilities need to be familiar with the indicators of abuse and to be alert for signs of abuse (Appendix 1).

Implementation and Review

The guidelines outlined in this policy are implemented with immediate effect 30th October 2021 and will be reviewed on an annual basis, following a review checklist. The school shall address any areas for improvement identified by the review. The BoM shall make arrangements to inform school personnel that the review has been undertaken. Written notification, that the review has been undertaken shall be provided to the Parents' Association.

Signed


Chairperson,
Board of Management

Date 22nd October 2021

Emergency Contact List

(To be displayed in staff-room, Principals Office etc)

OUTSIDE AGENCY	CONTACT NUMBERS
GARDA	Balbriggan 01 8412202
HOSPITAL Our Lady of Lourdes Beaumont Mater	041 9837601 01 8093000 01 8032000
FIRE BRIGADE	112/999
LOCAL GPs	Balbriggan Medical Centre 01 8412589 Castlemill Medical Centre 016905347 Bracken Clinic 8416000
HEALTH BOARD/FAMILY CENTRE	Balbriggan 01 8412138 Coolock 8164200
Brenda Lynch NEPS PSYCHOLOGIST	01 8892725
DEPT. OF EDUCATION	01 8896400
INTO	01 8047700
FR. John McNamara PARISH OFFICE	8412116
CHAIRPERSON B.O.M.	018412670
TUSLA	8708000

Appendix 1: Recognising Abuse

There are four categories of child abuse:

- Neglect
- Emotional abuse
- Physical abuse
- Sexual abuse

Definitions

Neglect is where the child suffers significant *harm* or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, medical care.

Harm can be defined as the ill-treatment or the impairment of the health or development of a child. Significance is determined by health and development of child 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. The threshold of significant harm is reached when the child's needs are neglected to the extent that his/her well-being or development is severely affected.

Emotional abuse is normally found in a relationship between care-giver and child rather than in a specific event or pattern of events. It occurs when a child's need for affection, approval, consistency and security are not met. It is rarely manifested in terms of physical signs. Examples:

- Imposition of negative attributes on children
- Conditional parenting – level of care shown is dependent on child's behaviour
- Emotional unavailability of carer/parent
- Inconsistent or inappropriate expectations of child
- Premature imposition of responsibility on child
- Under or over protection of child
- Failure to show interest in, or provide age-appropriate opportunities for child's cognitive and emotional development
- Use of unreasonable or over harsh disciplinary measures
- Exposure to domestic violence

It can be manifested in terms of child's behavioural, cognitive, affective or physical functioning – anxiousness, unhappiness, low self-esteem, underachievement. The threshold of significant harm is reached when abusive interactions dominate and become typical of relationship between child and parent/carer.

Physical Abuse is any form of non-accidental injury or injury which results from wilful or neglectful failure to protect a child e.g.

- Shaking
- Poisoning
- Excessive force in handling
- Suffocation
- Allowing risk of significant harm
- Munchausen's Syndrome by Proxy i.e. fabricating stories about child's illness – secretly administering dangerous drugs.

Sexual abuse occurs when a child is used by another person for his/her gratification or sexual arousal or for that of others e.g.

- Exposure of sexual organs or any sexual act intentionally performed in presence of child
- Intentional touching or molesting of body of child for purpose of sexual arousal or gratification
- Masturbation in presence of child or involvement of child in act of masturbation
- Sexual intercourse (oral, vaginal, anal) with child
- Sexual exploitation of child. As well as requiring or permitting a child to engage in prostitution or other sexual acts, or pose for purpose of sexual arousal this also includes showing sexually explicit material to children. Child pornography
- Consensual sexual activity involving adult and under age person i.e. under 17
- Non-contact sex abuse, offensive sexual remarks, obscene phone calls

Signs and Symptoms of Abuse

Neglect

- Abandonment or desertion
- Persistently being left alone without adequate care or supervision
- Malnourishment – lacking food, inappropriate food or erratic feeding
- Lack of warmth
- Lack of adequate clothing
- Lack of protection and exposure to danger including moral danger
- Persistent failure to attend school
- Failure to thrive not alone due to malnutrition but also due to emotional deprivation
- Failure to provide adequate care for child's medical problems
- Exploited, overworked

Note: Distinction can be made between wilful and circumstantial neglect. Wilful neglect generally is deliberate deprivation of child's most basic needs while circumstantial neglect may be due to stress/inability to cope by carer/parent. Neglect is closely correlated with low socio-economic factors and corresponding physical deprivations and is also related to parent incapacity due to learning disability or psychological disturbance.

Emotional Abuse

No one indicator is conclusive to emotional abuse.

- Rejection
- Lack of praise and encouragement
- Lack of comfort and love
- Lack of attachment
- Lack of proper stimulation
- Lack of continuity of care
- Serious over protectiveness
- Inappropriate non-physical punishment
- Family conflicts or violence
- Every child who is abused sexually, physically or neglected is emotionally abused
- Inappropriate expectations of child's behaviour

Physical Abuse

- Bruises
- Fractures
- Swollen joints
- Burns/scalds
- Abrasions/lacerations
- Haemorrhages
- Damage to body organs
- Poisonings
- Failure to thrive
- Coma/unconsciousness
- Death

Sexual Abuse

Rarely involves one incident and usually occurs over number of years. Cases usually come to light through disclosure by child or siblings/friends, suspicions of an adult, due to physical symptoms. Physical signs may not be evident due to nature of abuse and fact that disclosure was made some time after abuse took place.

Physical and behavioural signs:

- Bleeding from vagina/anus
- Difficulty/pain in passing urine/faeces
- Infection, vaginal discharge, warts/rash in genital area
- Noticeable and uncharacteristic change of behaviour
- Hints about sexual activity
- Age inappropriate understanding of sexual behaviour
- Inappropriate seductive behaviour
- Sexually aggressive behaviour with others
- Uncharacteristic sexual play with peers/toys
- Unusual reluctance to join in normal activities which involve undressing – games/swimming

Particular signs in young children (0-10):

- Mood change
- Lack of concentration - change in school performance
- Bed wetting/soiling
- Psychosomatic complaints: pains, headaches
- Skin disorders
- Nightmares, change in sleep pattern
- School refusal
- Separation anxiety
- Loss of appetite
- Isolation

APPENDIX 2: Child Protection Practices

The staff and BoM of this school have identified the following as areas of specific concern in relation to Child Protection. Following discussion and consultation, the staff and BoM have agreed that the following practices be adopted:

- Physical contact between school personnel and the child should always 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

School personnel should avoid doing anything of a personal nature for children that they can do for themselves.

School personnel should never engage in or allow:

- The use of inappropriate language or behaviours
- Physical punishment of any kind
- Sexually provocative games or suggestive comments about or to a child
- The use of sexually explicit or pornographic material

All media products (CDs, DVDs, online material etc.) should be checked for their appropriateness with regard to age and suitability.

Visitors/Guest Speakers

In exceptional circumstances, appropriately appointed and screened visiting teachers and medical personnel of varying disciplines, engaged to perform specific duties, will be left work with a class / student(s) alone at the Principal's discretion and in prior consultation and agreement with parent(s).

No other Visitors/Guest speakers will be left alone with pupils. The school (Principal/teachers) has a responsibility to check out the credentials of the visitor/guest speaker and to ensure that the material in use is appropriate.

Children with specific toileting/intimate care needs

- In all situations where a pupil needs assistance with toileting/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 those needs
- The staff to be involved in this care will be identified and provision will be made for occasions when the particular staff involved are absent. A written copy of what has been agreed will be made and kept in the child's file

Toileting accidents

If the pupil for whatever reason cannot clean or change themselves and the parents/guardians cannot be contacted, the child will be assisted by members of staff. In

all such situations, two members of staff should be present. A record of all such incidents will be kept and Principal and parents will be notified.

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 of a more serious nature will be noted in our Incident book and will be addressed under our Accident Policy as part of Health and Safety.

One-to-one teaching

- It is the policy in this school that one-to-one teaching can sometimes be in the best interest of the child
- Every effort will be made to ensure that this teaching takes place in an open environment
- Parents of children who are to be involved in one-to-one teaching will be informed and their agreement sought
- Work being carried out by Special Needs Assistants will be carried out under the direction of the class teacher in an open environment.

Attendance

Our school attendance will be monitored as per our attendance policy. With regards to child protection, we will pay particular attention to trends in non-attendance. We will also monitor non-attendance in conjunction with signs of neglect/physical/emotional abuse.

Behaviour

Children are encouraged at all times to play co-operatively and inappropriate behaviour will be addressed under our Code of Behaviour. If an incident occurs which we consider to be of a sexualised nature, we will notify the DLP who will record it and respond to it appropriately.

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. Staff will not deliver children to their homes. If a child is ill, parents will have to provide an alternative phone number for someone who will collect the child from school.

Special Needs: The Stay Safe Programme will be taught each year. Where there are children with limited academic ability, the content and activities of the lesson will be differentiated to help them to understand the message of the lesson.

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/RE programmes allow for open pupil-teacher communication, which is hoped will aid the

pupil-teacher relationship. If teachers have to communicate with pupils on a one-to-one basis, they are requested to leave the classroom door open or request a colleague to attend.

Induction of Staff

The DLP will be responsible for informing all new teachers and ancillary staff of the Child Protection Procedures (DES, 2011) and Children First Guidelines (2011), but particularly the recently published Children First – National Guidance for the Protection and Welfare of Children (2011). All new teachers are expected to teach the appropriate SPHE objectives for their class. Mrs. Heffernan will be responsible for supporting new teachers as they implement the SPHE objectives.

Induction of Pupils

All parents and children will be made aware of attendance policy 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. All new parents will be given a copy of the school's enrolment policy and Code of Behaviour.

Internet Safety

It is the intention of the Principal and Staff at SS Peter and Paul JNS to ensure that child protection concerns will be addressed in the school's Acceptable Use Policy as part of its Information and Communication Technology policy. The Stay Safe lessons in each classroom may be supplemented with appropriate resources.

Supervision

During breaks, all pupils are supervised by teachers in the school yard or indoors on a wet day. If a child requires First Aid there will be two teachers on duty. The side gate at Pineridge is kept locked during the day.

Visibility

Teachers will ensure that children are visible in the school playground. Children may not leave the school playground, except to use the toilet or for First Aid, and may not engage with adults who are outside of the school playground.

Appendix 3: How to Handle Disclosures from a Pupil

An abused child is likely to be under severe emotional stress and a staff member may be the only adult whom the child is prepared to trust. Great care should be taken not to damage that trust.

Staff members need to respond to disclosure using tact and sensitivity. Need to reassure child, retain trust while explaining need for action and possible consequences. It is important to tell the child that everything possible will be done to protect and support him/her but not to make promises that cannot be kept e.g. not to tell anyone.

The following action should be taken:

- Listen to the child
- Don't ask leading questions nor make suggestions to child
- Offer reassurance but do not make promises
- Don't stop a child recalling significant events
- Don't over react
- Explain that further help may have to be sought
- Record discussion accurately and retain the record
- Report information to DLP
- Give record of discussion to DLP who should retain this
- It is very important that staff members note carefully what they saw and when. Any comment by a child of how an injury occurred should be recorded. All records so created should be regarded as highly confidential and retained in a secure location by the DLP

Appendix 4: Child Protection Meetings/Case Conferences

The child protection conference is an essential mechanism in health boards in the effective operation of the child protection services under the Child Care Act 1991. It 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 undertaken should a staff member be requested to attend a case conference is as follows:

- A child request will be made by the Health Board for a school employee to attend a child protection conference to the DLP
- Board of Management Chairperson may through the DLP request appropriate authorities to clarify why the attendance of the school employee at the child protection conference is necessary and who else will be present
- A letter from the health board confirming attendance of teacher
- The person attending a child protection conference should provide a report to the conference on a form provided by the Health Board. Different health boards may have different reports
- School personnel, according to Children First Guidelines, should always be informed when children and/or parents/guardians are going to be present at child protection conferences. Any school personnel who may have a concern about parent/guardian involvement should contact Chairperson of child protection conference in advance for guidance
- The conference may recommend that agencies provide resources and services to the family. Participants may provide undertakings regarding actions that they agree to take. Recommendations may include the board taking legal advice with respect to an application for a Court Order to protect the child
- The school employee may be requested to keep the child's behaviour under closer observation, in a manner that is not inconsistent with the school employee's existing duties to his/her class as a whole. This may include observing a child's behaviour in terms of peer interactions, school progress, informal conversation etc.
- In all cases, individuals who refer or discuss their concerns about the care and protection of children with Health Board staff should be informed of the steps to be taken by the professionals involved. Wherever appropriate and within the limits of confidentiality, Health Board staff have a responsibility to inform persons reporting the alleged child abuse and other professionals about the outcomes of any enquiry or investigation into that reported concern.

Roles and Responsibilities of Child Protection Participants

Notwithstanding the pivotal role of the Chairperson, the quality and effectiveness of a child protection conference will depend on the willingness and commitment of all participants, particularly with regard to the following factors:

- Adequate preparation
- Provision of written reports which cover information about the child and parents/carers, past and present concerns, own current involvement and factually based assessment of the current situation and recommendations
- Open mindedness and willingness to constructively debate conflicting views, always keeping the welfare of the child paramount
- Respect for the contribution of all participants, irrespective of status or previous disagreement
- Sensitivity to the feeling of the family members present
- Acceptance of individual responsibilities and tasks and commitment to carry them out

Appendix 5: Checklist for Annual Review of the Child Protection Policy

The Board of Management must undertake an annual review of its Child Protection Policy and **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.

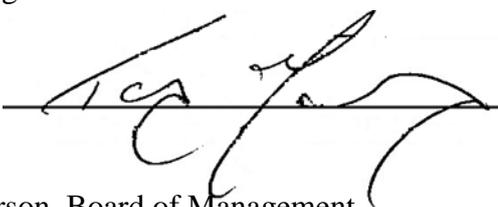
The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list of the issues to be considered. Individual Boards of Management shall include other items in the checklist that are of relevance to the school in question.

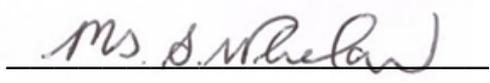
As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices and activities vis a vis their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children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

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

16. Have the minutes of each Board meeting appropriately recorded the CPOR report?	Yes
17. Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed?	Yes
18. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made?*	Yes
19. Where applicable, were unique identifiers used to record child protection matters in the Board minutes?	Yes
20. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	Yes
21. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	No
22. 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?	N/A
23. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	Yes
24. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	Yes
25. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	Yes
26. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	Yes
27. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post- primary schools)	N/A
28. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	Yes
29. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	Yes
30. Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?*	Yes
31. Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?*	Yes
32. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	Yes
33. Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	Yes
34. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	Yes
35. Is the Board satisfied that the 'Child Protection Procedures for Primary and Post Primary Schools 2017' are being fully and adequately implemented by the school?	Yes
36. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	Yes
37. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement ?	Yes
38. Has the Board ensured that any areas for improvement that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed?	Yes

*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 22nd October 2021
Chairperson, Board of Management

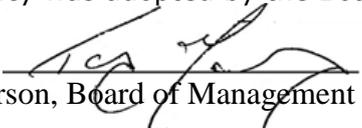
Signed  Date 22nd October 2021
Principal/Secretary to the Board of Management

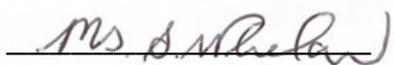
Note: Where a school is undertaking its first review, references in this checklist to the "last review" shall be taken to refer to the date on which the Child Safeguarding Statement was first put in place.

Ratification of Policy

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 22nd October 2021

Signed  Date 22nd October 2021
Chairperson, Board of Management

Signed  Date 22nd October 2021
Principal/Secretary to the Board of Management

Date of next review: Term 1 2022/2023

The Board further endorses the Principal Ms. Whelan as the school DLP and Deputy Principal, Mrs. Bouzzah as DDLP.

On behalf of the Board of Management:

 (Chairperson) Date: 22nd October 2021

Action Plan October 2021

One-to-one teaching	Door is ajar – good; Additionally, look into costing & feasibility of doors with glass panels in SET rooms	Glass panel doors remain an action – when finances permit
Parent feedback	Work with PA during review	Yes
Student feedback	Student council (1 st and 2 nd class) feedback at level appropriate to their development	Yes

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

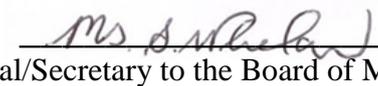
To: Parents Association

The Board of Management of SS Peter and Paul JNS 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 22nd October 2021.
- 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 
Chairperson, Board of Management

Date 22nd October 2021

Signed 
Principal/Secretary to the Board of Management

Date 22nd October 2021