



**TEMPLE  
CARRIG**  

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**SCHOOL**

## **Child Protection Guide**

**including**

**Child Safeguarding Statement and Risk Assessment**

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## **Section 1            Introduction**

Temple Carrig School acknowledges the duty of care to safeguard and promote the welfare of our students and is committed to ensuring safeguarding practice that reflects statutory responsibilities, government guidance and complies with best practice.

This policy recognises that the welfare and interests of the children are paramount in all circumstances. It aims to ensure that regardless of age, ability or disability, race, religion or belief, gender or sexual orientation, socio-economic background, all children have a positive and enjoyable learning experience in a safe and child centred environment.

Temple Carrig School acknowledges that children, disabled children and those from ethnic minority communities a can be particularly vulnerable to abuse and we accept responsibility to take reasonable and appropriate steps to ensure their welfare.

Temple Carrig School is especially conscious of its responsibilities and has put in place training and procedures to ensure all students welfare. The *Children's First Act 2015* and *Child Protection Procedures for Primary and Post-Primary Schools, 2017* places a legal obligation on teachers registered with the Teaching Council (referred to as mandated persons), to report child protection concerns at or above a defined threshold to Tusla, the Child and Family Agency. These mandated persons must also assist Tusla, on request, in its assessment of child protection concerns about children who have been the subject of a mandated report.

## Section 2 Child Safeguarding Statement

Temple Carrig School is a co-educational secondary school providing post-primary education to students from First to Sixth Year.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of Temple Carrig School has agreed the Child Safeguarding Statement set out in this document.

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

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
  - fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
  - fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters
  - adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
  - develop a practice of openness with parents and encourage parental involvement in the education of their children; and
  - fully respect confidentiality requirements in dealing with child protection matters.
- 5 The following procedures/measures are in place:
    - In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DES website.
    - In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the DES and available on the DES website.
    - In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-

- Has provided each member of staff with a copy of the school’s Child Safeguarding Statement
  - Ensures all new staff are provided with a copy of the school’s Child Safeguarding Statement
  - Encourages staff to avail of relevant training
  - Encourages Board of Management members to avail of relevant training
  - The Board of Management maintains records of all staff and Board member training
- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
  - All staff have completed the Tusla e-learning Child Protection Guidelines training course and passed the online examination to achieve certification for this course. A copy of each staff member’s certification is kept on their file.
  - The Board has appointed the abovenamed DLP as the “relevant person” (as defined in the Children First Act 2015) to be the first point of contact in respect of a child safeguarding statement.
  - All registered teachers employed by the school are mandated persons under the Children First Act 2015.
  - In accordance with the Children First Act 2015, the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school’s procedures for managing those risks is attached as an appendix to these procedures.
  - The various procedures referred to in this Statement can be accessed via the school’s website, the DES website or will be made available on request by the school.

6 This statement has been published on the school’s website and has been provided to all members of school personnel, the Parent-Teachers’ Association and the Board of Management. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the DES if requested.

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

This Child Safeguarding Statement was adopted by the Board of Management on \_\_\_\_\_

[date].

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

Signed: \_\_\_\_\_  
Principal/Secretary to the Board of Management

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## Section 3 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'?   | Y      |
| 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'?                              | Y      |
| 3. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015?  | Y      |
| 4. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?   | Y      |
| 5. Has the DLP attended available child protection training?   | Y      |
| 6. Has the Deputy DLP attended available child protection training?  | Y      |
| 7. Have any members of the Board attended child protection training?   | Y      |
| 8. Are there both a DLP and a Deputy DLP currently appointed?  | Y      |
| 9. Are the relevant contact details (Tusla and An Garda Síochána) to hand?   | Y      |
| 10. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?  | Y      |
| 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?   | Y      |
| 12. Has the Board received a Principal's Child Protection Oversight Report at each Board meeting held since the last review was undertaken?  | Y      |
| 13. Since the Board's last review, was the Board informed of any child protection reports made to Tusla/An Garda Síochána by the DLP?  | N/A    |
| 14. Since the Board's last review, was the Board informed of any cases where the DLP sought advice from Tusla/and as a result of this advice, no report to the HSE was made?   | N/A    |
| 15. Since the Board's last review, was the Board informed of any cases where an allegation of abuse or neglect was made against any member of school personnel?  | N/A    |
| 16. Has the Board been provided with and reviewed all documents relevant to the Principal's Child Protection Oversight Report?   | Y      |
| 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?                                       | N/A    |
| 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?* | N/A    |
| 19. Were child protection matters reported to the Board appropriately recorded in the Board minutes?   | Y      |

|  | Yes/No |
|--|--------|
| 20. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?  | Y      |
| 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'   | N/A    |
| 22. In relation to any cases identified at question 21 above, has the Board ensured that any notifications required 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?  | Y      |
| 24. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?  | Y      |
| 25. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?   | Y      |
| 26. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)  | N/A    |
| 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)  | Y      |
| 28. Has the Board ensured that the SPHE curriculum is implemented in full in the school?   | Y      |
| 29. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *  | Y      |
| 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?* | Y      |
| 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)?*   | Y      |
| 32. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?   | Y      |
| 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'                                      | Y      |
| 34. Has the Board sought the feedback of students in relation to the school's child safeguarding arrangements?   | Y      |
| 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?  | Y      |
| 36. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?  | N      |
| 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 ?                              | N/A    |
| 38. Has the Board ensured that any areas for improvement that that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed?   | Y      |

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

Signed: \_\_\_\_\_  
Principal/Secretary to the Board of Management

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## **Section 4            Notification regarding the Board of Management’s review of the Child Safeguarding Statement**

The Board of Management of Temple Carrig School wishes to inform you that:

- The Board of Management’s annual review of the school’s Child Safeguarding Statement was completed at the

Board meeting of \_\_\_\_\_ [date].

- This review was conducted in accordance with the “Checklist for Review of the Child Safeguarding Statement” published on the Department’s website [www.education.ie](http://www.education.ie)

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

Signed: \_\_\_\_\_  
Principal/Secretary to the Board of Management

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## **Section 5                    Definition and Recognition of Child Abuse**

### **Purpose**

This document applies to all school personnel who come in contact with children. Everyone must be alert to the possibility that children with whom they are in contact may be experiencing abuse or neglect. This document contains guidance (based on Chapter 2 of Children First National Guidance 2017) on the four main types of abuse and how abuse and neglect can be recognised.

### **Reasonable grounds for concern**

The Children First National Guidance 2017 requires that Tusla should always be informed where a person has reasonable grounds for concern that a child may have been, is being, or is at risk of being abused or neglected. If the symptoms of abuse are ignored, it could result in ongoing harm to the child. It is not necessary for a person to prove that abuse has occurred to report a concern to Tusla. All that is required is that the person has reasonable grounds for concern. It is Tulsa's role to assess concerns that are reported to it. Where a concern is reported, the information will be carefully considered with any other information available and a child protection assessment will be carried out where sufficient risk is identified.

Reasonable grounds for a child protection or welfare concern include:

- Evidence (e.g. injury or behaviour) that is consistent with abuse and is unlikely to have been caused in any other way
- Any concern about possible sexual abuse
- Consistent signs that a child is suffering from emotional or physical neglect
- A child saying or indicating by other means that he or she has been abused
- Admission or indication by an adult or a child of an alleged abuse they committed
- An account from a person who saw the child being abused

All school personnel should be familiar with signs and behaviours that may be indicative of child abuse.

The following describes the four main types of abuse: neglect, emotional abuse, physical abuse and sexual abuse and outlines how abuse and neglect can be recognised. A child may be subjected to one or more forms of abuse at any given time. Abuse and neglect can occur within the family, in a community or in an institutional setting. The abuser may be someone known to the child or a stranger, and can be an adult or another child. In a situation where abuse is alleged to have been carried out by another child, it should be considered a child welfare and protection issue for both children and child protection procedures should be adhered to for both the alleged victim and the alleged abuser. Children First National Guidance 2017 states that the important factor in determining whether the behaviour is abuse or neglect is the impact of that behaviour on the child rather than the intention of the parent/carer/other person. The definitions of neglect and abuse presented in this document are not legal definitions. They are intended to describe ways in which a child might experience abuse and how this abuse may be recognised.

### **Neglect**

Children First National Guidance 2017 outlines that child neglect is the most frequently reported category of abuse, both in Ireland and internationally. Ongoing chronic neglect is recognised as being extremely harmful to the development and wellbeing of the child and may have serious long-term negative consequences. Neglect occurs when a child does not receive adequate care or supervision to the extent that the child is harmed physically or developmentally. It is generally defined in terms of

an omission of care, where a child's health, development or welfare is impaired by being deprived of food, clothing, warmth, hygiene, medical care, intellectual stimulation, supervision and safety. Emotional neglect may also lead to the child having difficulties of attachment. The extent of the damage to the child's health, development or welfare is influenced by a range of factors. These factors include the extent, if any, of positive influence in the child's life, as well as the age of the child and the frequency and consistency of neglect. Neglect is associated with poverty, but not necessarily caused by it. It is strongly linked to parental substance misuse, domestic violence and parental mental illness and disability. A reasonable concern for the child's welfare would exist when neglect becomes typical of the relationship between the child and the parent or carer. This may become apparent where the child is seen over a period of time, or the effects of neglect may be obvious based on having seen the child once. The following are features of child neglect:

- Children being left alone without adequate care and supervision
- Malnourishment, lacking food, unsuitable food or erratic feeding
- Non-organic failure to thrive, i.e. a child not gaining weight due not only to malnutrition but also emotional deprivation
- Failure to provide adequate care for the child's medical and developmental needs, including intellectual stimulation
- Inadequate living conditions-unhygienic conditions, environmental issues, including lack of adequate heating and furniture
- Lack of adequate clothing
- Inattention to basic hygiene
- Lack of protection and exposure to danger, including moral danger or lack of supervision appropriate to the child's age
- Persistent failure to attend school
- Abandonment or desertion

### **Emotional abuse**

Emotional abuse is the systematic emotional or psychological ill treatment of a child as part of the overall relationship between a caregiver and a child. Once-off and occasional difficulties between a parent/carer and child are not considered emotional abuse. Abuse occurs when a child's basic need for attention, affection, approval, consistency and security are not met, due to incapacity or indifference from their parent or caregiver. Emotional abuse can also occur when adults responsible for taking care of children are unaware of and unable (for a range of reasons) to meet the children's emotional and developmental needs. Emotional abuse is not easy to recognise because the effects are not easily seen. A reasonable concern for the child's welfare would exist when the behaviour becomes typical of the relationship between the child and the parent or carer. Emotional abuse may be seen in some of the following ways:

- Rejection
- Lack of comfort and love
- Lack of attachment
- Lack of proper stimulation (e.g. fun and play)
- Lack of continuity of care (e.g. frequent moves, particularly unplanned)
- Continuous lack of praise and encouragement
- Persistent criticism, sarcasm, hostility or blaming of the child
- Bullying
- Conditional parenting in which care or affection of a child is made contingent on his or her behaviours or actions
- Extreme over-protectiveness
- Inappropriate non-physical punishment (e.g. locking child in bedroom)

- Ongoing family conflicts and family violence
- Seriously inappropriate expectations of a child relative to his or her age and stage of development

There may be no physical signs of emotional abuse unless it occurs with another type of abuse. A child may show signs of emotional abuse through their actions or emotions in several ways. These include insecure attachment, unhappiness, low self-esteem, educational and developmental underachievement, risk taking and aggressive behaviour. It should be noted that no one indicator is conclusive evidence of emotional abuse. Emotional abuse is more likely to impact negatively on a child where it is persistent over time and where there is a lack of other protective factors.

### **Physical Abuse**

Physical abuse is when someone deliberately hurts a child physically or puts them at risk of being physically hurt. It may occur as a single incident or as a pattern of incidents. A reasonable concern exists where the child's health and/or development is, may be, or has been damaged as a result of suspected physical abuse. Physical abuse can include the following:

- Physical punishment
- Beating, slapping, hitting or kicking
- Pushing, shaking or throwing
- Pinching, biting, choking or hair-pulling
- Use of excessive force in handling
- Deliberate poisoning
- Suffocation
- Fabricated/induced illness
- Female genital mutilation

The Children First Act, 2015 includes a provision that abolishes the common law defence of reasonable chastisement in court proceedings. This defence could previously be invoked by a parent or other person in authority who physically disciplined a child. The change in the legislation now means that in prosecutions relating to assault or physical cruelty, a person who administers such punishment to a child cannot rely on the defence of reasonable chastisement in the legal proceedings. Since 1982 corporal punishment has been banned in schools.

### **Sexual abuse**

Sexual abuse occurs when a child is used by another person for his or her gratification or arousal, or for that of others. It includes the child being involved in sexual acts (masturbation, fondling, oral or penetrative sex) or exposing the child to sexual activity directly or through pornography. Child sexual abuse may cover a wide spectrum of abusive activities. It rarely involves just a single incident and in many instances occurs over a number of years. Child sexual abuse most commonly happens within the family, including older siblings and extended family members. Cases of sexual abuse mainly come to light through disclosure by the child or his or her siblings/friends, from the suspicions of an adult and/or by physical symptoms. It should be remembered that sexual activity involving a young person may be sexual abuse even if the young person concerned does not themselves recognise it as abusive. Examples of child sexual abuse include the following:

- Any sexual act intentionally performed in the presence of the child
- An invitation to sexual touching or intentional touching or molesting of a child's body whether by a person or object for the purpose of sexual arousal or gratification
- Masturbation in the presence of a child or the involvement of a child in an act of masturbation
- Sexual intercourse with a child, whether oral, vaginal or anal
- Sexual exploitation of a child, which includes:

- Inviting, inducing or coercing a child to engage in prostitution or the production of child pornography, for example, exhibition, modelling or posing for the purpose of sexual arousal, gratification or sexual act, including its recording (on film, videotape or other media) or the manipulation, for those purposes, of an image by computer or other means]
- Inviting, coercing or inducing a child to participate in, or to observe, any sexual, indecent or obscene act
- Showing sexually explicit material to children, which is often a feature of the ‘grooming’ process by perpetrators of abuse
- Exposing a child to inappropriate or abusive material through information and communication technology
- Consensual sexual activity involving an adult and an underage person

An Garda Síochána will deal with any criminal aspects of a sexual abuse case under the relevant criminal justice legislation. The prosecution of a sexual offence against a child will be considered within the wider objective of child welfare and protection. The safety of the child is paramount and at no stage should a child’s safety be compromised because of concern for the integrity of a criminal investigation. In relation to child sexual abuse, it should be noted that in criminal law, the age of consent to sexual intercourse is 17 years for both boys and girls. Any sexual relationship where one or both parties are under the age of 17 is legal. However, it may not necessarily be regarded as child sexual abuse. Details on the exemptions for mandated reporting of certain underage sexual activity can be found in section 4.7.1 of Child Protection Procedures for Primary and Post-Primary Schools, 2017. Where a school becomes aware of underage sexual intercourse the school should take appropriate steps to inform the child’s parents. Circumstances which may make children more vulnerable to abuse and neglect School personnel dealing with children need to be alert to the possibility that a welfare or protection concern may arise in relation to children with whom they come in contact.

## Section 6 Risk assessment

Temple Carrig School has carried out an assessment of any potential for harm to a child while availing of our services. Below is a list of the areas of risk identified and the list of procedures for managing these risks. Further details can be found on the page which follows with a coded number to identify management of the risk.

|    | <b>Risk Identified</b>  | <b>Procedure in place to manage risk identified</b>  |
|----|---|--|
| 1. | New staff not vetted  | Safe recruitment procedures are in place and a vetting disclosure is obtained for new staff members.   |
| 2. | Parents not vetted for volunteering                               | All parents are required to be Garda vetted in order to volunteer for any school activity be it themed weeks, school trips and sporting activities.  |
| 3. | New Staff unaware of procedures and policies                      | New staff are made aware of policies (especially; Child Protection Policy, Child Safeguarding Statement, Child Protection Procedures for Primary and Post-Primary 2017, Health and Safety Policy, Anti- Bullying Policy and Code of Behaviour Policy) procedures and receive training on the Children’s First Act 2015, Children First National Guidance for the Protection and Welfare of Children 2017 and Child Protection Procedures for Primary and Post-Primary Schools 2017 through online courses provided by Tusla and PDST. Records are maintained of all staff and board members training<br><br>New staff are aware the Designated Liaison Person is the Principal and their role. |
| 4. | Possible playground incidents                                     | Students are carefully supervised before and after school, during breaks and lunch times by teaching staff in areas both inside and outside the campus.  |
| 5. | Possible incidents during daily arrival and departure of students | Students are carefully supervised before and after school, during breaks and lunch times by teaching staff in areas both inside and outside the campus.  |
| 6. | Parents unaware of Policies                                       | Parents are aware of the Child Safeguarding Statement, Mission Statement, Anti-Bullying Policy, Code of Behaviour policy which all outline the procedures to follow if there is an issue within the school and adhere to DES requirements. These policies are available on the school website.   |
| 7. | Bullying  | An Anti-Bullying Policy is in place and adhered to by students, staff and parents. The school has a Pastoral Care structure which is dedicated to looking after student concerns. The school also has a Wellbeing Team which is dedicated to assisting student development of good emotional health to enable to deal with issue that they may face. The school also implements a full SPHE curriculum.  |
| 8. | Students with specific vulnerabilities                            | The school has a SEN and RSE policy. The school has a pastoral Care Team that is dedicated to looking after student concerns. The school has an emotional health team that is dedicated to assisting student development of good emotional health to enable to deal with issue that they may face. The school also implements a full SPHE curriculum.  |
| 9. | Outdoor and Indoor Sports/ Clubs                                  | All sports personnel are vetted and receive training on injury management and appropriate access to child changing facilities.   |

|     |  |   |
|-----|--|---|
| 10. | School Tours/<br>Trips/Visits and school<br>activity transport         | Teaching personnel lead overseas tours and day tours all of whom are vetted and briefed on how to deal with difficult situations that may arise.  |
| 11. | Health and Safety  | School policy in place.   |
| 12. | School Events  | All personnel with access to children are fully vetted.   |
| 14. | Parents  | A parent should not be alone with a student unless he is their own.   |
| 15. | School<br>Contractors/Visitors   | All contractors/visitors should report to reception where they will be met and their business confirmed. At no time will a contractor be in the company of an individual student on his/her own.                    |
| 16. | Cleaning Staff   | All personnel with access to children are fully vetted.   |
| 17  | Canteen Staff  | All personnel with access to children are fully vetted.   |
| 18. | Administration of<br>medicine and first aid                            | All visits must be logged by office personnel and parents contacted. The school has in place a policy and procedures for administration of medication and first aid.  |
| 19. | Use of school premises<br>by other organisations                       | Appropriate signage for visitors and volunteers to enter via reception. Member of clubs that are authorised to use school facilities will be at no time be in the company of an individual students on his/her own. |
| 20. | Use of ICT by students in<br>school                                    | The school has in place an ICT Acceptable usage policy in respect of usage of ICT (including mobile phones)by students  |
| 21. | School transport<br>arrangements including<br>use of bus escorts       | Students are accompanied by a vetted member of teaching staff on all bus escorts  |
| 22. | Classroom, One-one<br>teaching and counselling                         | All staff are Garda vetted. All classrooms have adequate visibility with a window present in the door where teaching and counselling practices are carried out.   |
| 23. | Use of<br>video/photography/ other<br>media to record school<br>events | All footage is recorded using school multimedia equipment   |
| 24. | Use of<br>toilet/changing/shower<br>areas in school                    | Provision for separate toilet/shower and changing facilities are made for students and school personnel   |
| 25  | Students participation in<br>external community<br>based activities    | Students are supervised by vetted school personnel and community based members will at no time be in the company of individual students   |

## List of School Activities

|                           |   |
|---------------------------|---|
| 1, 2, 3,<br>13, 14,<br>15 | Recruitment of school personnel including - Teachers/SNA's - Office staff - Sports coaches - External Tutors/Guest Speakers - Volunteers/Parents in school activities - Visitors/contractors present in school during school hours - Visitors/contractors present during after school activities. |
| 1, 3                      | Student teachers undertaking training placement in school.  |
| 4                         | Recreation breaks for students.   |
| 5                         | Daily arrival and departure of students. Break time and lunch time school activities.   |
| 6                         | Creating awareness of school policies and procedures.   |
| 7                         | Care of children with additional needs, special educational needs or intimate care needs<br>Prevention and dealing with bullying amongst students.  |
| 7,8                       | Care of students with specific vulnerabilities/ needs such as - Students from ethnic minorities/migrants - Lesbian, gay, bisexual or transgender (LGBT) children - Students perceived to be LGBT - Students of minority religious faiths.   |
| 9                         | Sporting Activities and outdoor teaching activities.  |
| 10                        | School trips involving overnight stay and use of off-site facilities for school activities .  |
| 11                        | General health and safety.  |
| 12                        | In house school events.   |

|    |  |
|----|--|
| 13 | Recruitment of External Tutors/Guest Speakers - Volunteers/Parents in school activities - Visitors/contractors present in school during school hours - Visitors/contractors present during after school activities.          |
| 14 | Volunteers/Parents involvement in school activities.   |
| 15 | Visitors/contractors present in school during school hours and after school activities. Use of external personnel to support sports and other extra-curricular activities.   |
| 16 | Cleaning services within the school grounds.   |
| 17 | Catering by the school food company in the canteen.  |
| 18 | Administration of medicine and first aid.  |
| 19 | After school use of school premises by other organisations.<br>Use of school premises by other organisation during school day.<br>Participation by students in religious ceremonies/religious events external to the school. |
| 20 | Use of video/photography/other media to record school events. Use of Information and Communication Technology by students in school.   |
| 21 | School transport arrangements including use of bus escorts.  |
| 22 | Classroom teaching, one-to-one teaching, one-to-one counselling.   |
| 23 | Use of video/photography/other media to record school events.  |
| 24 | Use of toilet/changing/shower areas in schools .   |
| 25 | Students participating in external community-based activities.   |

## Policies and Procedures

The School has the following policies and procedures in place to address the risk of harm identified in this risk assessment:

- Anti-Bullying Policy
- SPHE Policy
- RSE Policy
- Discipline Procedures
- Health and Safety Policy
- ICT Acceptable Use Policy
- Code of Conduct

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

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

This risk assessment has been completed by the Board of Management on ..... [date]. It shall be reviewed as part of the school’s annual review of its Child Safeguarding Statement.

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

Signed: \_\_\_\_\_  
Principal/Secretary to the Board of Management

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## **Section 7            Child Safeguarding Procedures**

The Temple Carrig School Child Safeguarding Statement has been developed in line with the requirements of the Children First Act 2015, the Children First: National Guidance, Child Protection Procedures for Primary and Post-Primary Schools, 2017 and Tulsa's Child Safeguarding: A Guide for Policy, Procedure and Practice. In addition to the policies listed in our Risk Assessment, the following procedures support our intention to safeguard children while they are attending our school:

### **1. Procedure for the management of allegations of abuse or misconduct against staff or volunteers in Temple Carrig School**

The Principal of the school shall privately inform the employee/volunteer of the allegations and whether it has been reported to the Tusla and the Gardaí.

- The Principal will give the employee a written record of the allegation.
- If the employee is required to absent him/herself – the Principal will inform Tusla and the Gardaí.
- When reported to Tusla the employee has an opportunity to respond.
- The Principal will pass this response to Tusla and the Gardaí.
- The Principal will maintain close contact with the Tusla and the Gardaí – ensure strict confidence.

### **2. Procedure for the safe recruitment and selection of workers and volunteers to work in the school**

- Prevent the employment/deployment of unsuitable individuals and maintain a safe recruitment and vetting policy.
- New staff members and volunteers are required to obtain vetting disclosures through the school. All staff have been vetted.
- Promote and prioritise the safety and wellbeing of our students.
- Ensure robust safeguarding arrangements and procedures are in operation.

### **3. Procedure for the provision of, and access to, child safeguarding training and information, including the identification of the occurrence of harm**

- Provision of Child Protection training for staff, facilitated by the Tusla and PDST through relevant online courses.
- Ensure relevant policies are regularly reviewed, ensure staff understand the policies and procedures in place. Ensure everyone understands their roles and responsibilities in respect of safeguarding and are provided with appropriate information and training to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children. Revisit these policies and procedures regularly at staff meetings.

#### **4. Procedure for the reporting of a child protection or welfare concerns to Tusla**

- Staff should seek advice and guidance from the designated liaison person (The Principal) or Tusla if they are unsure about whether or not to report a concern in the school. See Appendix 1 *Temple Carrig School Procedures for Dealing with Disclosures and Reporting a Child Protection Concern*
- Staff and volunteers have a responsibility to report to Tusla using the Report Form where there is reasonable grounds for concern.
- Once the concern is reported to Tusla (and the Gardaí if necessary), a written record is securely retained. The written record should have all of the information available; what they have observed and when, signs of physical injury described in detail, any comment by the child concerned, or any other person, about how an injury occurred. The record should be signed and dated and given to the DLP who securely retains it. See Appendix 2 *TCG Record Keeping Procedures for Child Protection and Welfare*.
- It is not advised to talk to parents/guardians before reporting, as it may further endanger the child or the person making the report.
- The Principal will ensure appropriate action is taken in the event of incidents/concerns of abuse and support provided to the individuals who raise or disclose the concern.
- The Principal will ensure the confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored.

#### **5. Procedure for maintaining a list of mandated persons in the school**

- Every teacher registered with the Teaching Council is a mandated person according to the Act. A list of mandated persons employed by the school will be maintained and updated by the Principal.

#### **6. Procedure for appointing the Relevant Person**

- The Relevant Person in Temple Carrig School for the purposes of the Act will be the Designated Liaison Person (DLP) who is the Principal (Mr Alan Cox) and the Deputy Designated Liaison Person (DLP) shall be the Deputy Principal (Mr Russell Harris). The appointment of these people took place in 2015 and their reappointment was confirmed at a meeting of the Board of Management on 24<sup>th</sup> January 2019

## **Appendix 1      Temple Carrig School Procedures for Dealing with Disclosures and Reporting a Child Protection Concern**

It is important to deal with any allegation of abuse or neglect in a sensitive and competent way through listening to and facilitating the child to tell about the problem, rather than interviewing the child about details of what happened. Disclosures of abuse must be dealt with sensitively and professionally.

The following approach is suggested as best practice for dealing with these disclosures: •  
**RECOGNISE, RESPOND, RECORD, REPORT**

- React calmly
- Listen carefully and attentively
- Take the child seriously
- Reassure the child that they have taken the right action in talking to you
- Do not promise to keep anything secret. As a mandated person, you have a statutory obligation to report concerns under the Children’s First Act, 2015
- Ask questions for clarification only. Do not ask leading questions
- Check back with the child that what you have heard is correct and understood
- Do not express any opinions about the alleged abuser
- Ensure that the child understands the procedures that will follow
- Make a written record of the conversation as soon as possible, in as much detail as possible Please access guidance through ‘TCG Record Keeping Procedures for Child Protection and Welfare’ of the Temple Carrig School One Drive Child Protection Folder.
- Treat the information confidentially, subject to the requirements of the Children First National Guidance 2017 and relevant legislation

### **Actions to be taken where there is an allegation of abuse**

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

In addition, all mandated persons are required to follow the procedures below.

The DLP shall make a written record of any allegation brought to his or her attention by a member of school personnel and shall place this record in a secure location.

All school personnel must have due regard to the need for confidentiality at all times as per the Section 17 Information Document in the Temple Carrig School Staff One Drive Child Protection Folder.

### **Action to be taken where there is a concern that there could be abuse**

Where a member of school personnel has a concern that a child may have been abused or neglected, is being abused or neglected, or is at risk of abuse or neglect, he or she shall, without delay, report the matter to the DLP.

The DLP and the staff member must consider whether there are reasonable grounds for concern (as described in Chapter 2 of the Child Protection Procedures for Primary and Post-Primary School, 2017) about the welfare and protection of the child.

If the DLP and the staff member both agree that there are reasonable grounds for concern they shall then jointly consider whether the concern in question is at or above the defined threshold of harm (as set out in Chapter 4 of Child Protection Procedures for Primary and Post-Primary School, 2017) at which a report must be submitted as a mandated report to Tusla.

If the DLP and the staff member both agree that the concern is at or above the defined threshold of harm at which a mandated report must be made, the concern shall, as soon as practicable, be submitted as a mandated report to Tusla jointly by the DLP and the registered teacher concerned using the Tusla report form. The Tusla report form which is available on the Tusla website [www.tusla.ie](http://www.tusla.ie) shall be completed as comprehensively as possible and indicate, in the manner required that it is a mandated report under the Children First Act, 2015.

Where the DLP is unsure whether to report a concern to Tusla or whether a report should be submitted as a mandated report, the DLP shall seek advice from Tusla. It should be noted that Children First National Guidance 2017 sets out that Tusla can provide advice in this regard. In consulting Tusla, the DLP shall follow the procedures set out at Section 5.3.3 of these procedures of the 'Child protection Procedures for Primary and Post Primary Schools, 2017. The DLP shall inform the staff member concerned that such advice is being sought and shall, when received, inform the staff member of the advice provided.

Where Tusla advises that a mandated report should be made, the DLP and the staff member concerned shall act on that advice and a mandated report shall, as soon as practicable, be submitted to Tusla jointly by the DLP and the staff member concerned in accordance with Section 5.2.5 of the 2017 procedures.

In any case (including where the DLP has sought and considered the advice of Tusla) where the DLP and the staff member are both satisfied that the concern is not at or above the defined threshold of harm for a mandated report but both consider that it constitutes reasonable grounds for concern (as described in Chapter 2 of Child Protection Procedures for Primary and Post-Primary Schools, 2017) the DLP shall as soon as practicable, report the concern to Tusla in accordance with Section 5.4 of these procedures. In such cases (i.e. where the Temple Carrig School staff are satisfied that the concern is not at or above the defined threshold of harm for a mandated report) the staff member is not required to submit a report to Tusla.

In any case (including where the DLP has sought and considered the advice of Tusla) where either the DLP or the staff member, has any remaining doubt as to whether the concern is at or above the defined threshold of harm for a mandated report, the DLP or the staff member (or both where applicable) shall submit the report to Tusla as a mandated report in accordance with the reporting procedures set out in Section 5.4 of the 2017 procedures. Where applicable, the mandated report shall be submitted to Tusla jointly by the staff member and DLP in accordance with Section 5.2.5 of these procedures.

Where the DLP has decided not to report to Tusla or has decided not to submit the report as a mandated report to Tusla, the DLP shall advise the staff member that it still remains open to that staff member to seek advice from Tusla and to report his or her concern, or to report that concern as a mandated report to Tusla where he or she still considers that such a report is warranted. In accordance with Section 5.3.8 of the 2017 procedures, where the DLP has decided not to report to Tusla, the DLP shall give the staff member a clear statement in writing as to the reasons why action is not being taken and a copy of that statement shall be retained by the DLP. If, in such circumstances, the staff member decides to report the concern to Tusla or to report the concern as a mandated report to Tulsa, he or

she shall use the Tusla Report Form which is available on the Tusla website [www.tusla.ie](http://www.tusla.ie) and shall also provide a copy of that report to the DLP. Where that report concerns a member of school personnel, the DLP shall inform the employee.

The supports of the school shall continue to be made available to the child(ren) concerned.

**Where the allegation or concern relates to the DLP**

Where the allegation or concern relates to the DLP, the member of school personnel shall, without delay, report the matter to the Chairperson of the Board of Management. In such cases, the Chairperson, as appropriate, shall assume the role normally undertaken by the DLP and shall follow the recommended reporting procedures set out in Section 5.3 of ‘Child Protection Procedures for Primary and Post-Primary Schools, 2017’ for dealing with the allegation or concern. In addition, the relevant guidance and procedures regarding allegations of abuse made against school personnel outlined in Chapter 7 of these procedures shall also be followed.

## **Appendix 2      Record Keeping Procedures for Child Protection and Welfare**

### **RECOGNISE, RESPOND, RECORD, REPORT**

When child abuse or neglect is suspected, it is essential to have a written record of all the information available. Please find a 'Child Protection and Welfare Report Form' in the Reporting and Record Keeping Section of the Temple Carrig School Staff One Drive Child Protection Folder.

School personnel shall note carefully what they have observed and when they observed it. Signs of physical injury shall be described in detail and, if appropriate, sketched according to 3.3.3 'Dealing with disclosures from children as per the Child Protection Procedures for Primary and Post-Primary Schools, 2017. The support document 'A guide to report child protection and welfare concerns' will aid school personnel with this process and can be found in the TUSLA Support Folder of the Temple Carrig School Staff One Drive.

Any comment by the child concerned, or by any other person, about how an injury occurred shall be recorded, preferably quoting words actually used, as soon as possible after the comment has been made. The record of the discussion shall be signed, dated and given to the DLP who shall retain it.

The DLP shall record all concerns or allegations of child abuse brought to his or her attention, and the actions taken following receipt of a concern or allegation of child abuse.

The DLP shall retain a copy of every report submitted by him or her to Tusla and shall keep a record of any further actions to be taken by the DLP and of any further communications with Tusla, An Garda Síochána or other parties in relation to that report.

All records created shall be regarded as highly confidential and placed in a secure location in the Fire Proof Locked Cabinet in the Principal's Office

To allow for the effective recording and tracking of relevant records and actions, all child protection case files and any parties referenced in such files shall be assigned a unique code or serial number by the DLP located on the 'Child Protection Welfare Report Form' held by the DLP. In this context "parties" means any party whose identity, if disclosed, might lead to the identification of a child or a person against whom an allegation has been made.

All school personnel should be aware that Section 17 of the Children First Act, 2015 makes it an offence for a person to disclose information to a third party which has been shared by Tusla during the course of an assessment arising from a mandated report, save in accordance with law, or unless Tusla has given that person written authorisation to do so. Failure to comply with this section of the Act is an offence liable to a fine or imprisonment for up to six months or both. Please find details of Section 17 of the Children First Act, 2015 in the 'Reporting and Record Keeping' section of the Temple Carrig School Staff One Drive Child Protection Folder.