

**Please contact the Designated Liaison Person (DLP) for any Child Protection Related Concerns:**

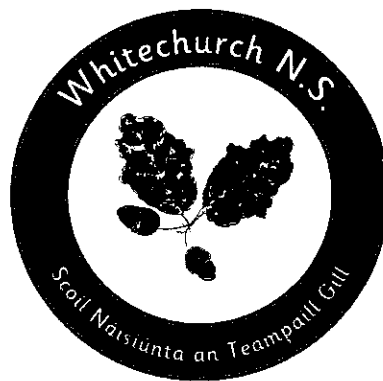
**DLP: Sarah Richards (Principal)**

**Phone ext. 214**

**DeputyDLP: Judy Brown (Deputy Principal)**

**Phone ext. 206**

# **Child Safeguarding Statement**



## **September 2024**

6 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 (revised 2023)* and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie website.
- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the Department of Education and available on the gov.ie 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 (revised 2023)*, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.
- The various procedures referred to in this Statement can be accessed via the school's website, the gov.ie website or will be made available on request by the school.

## Child Safeguarding Risk Assessment

### Written Assessment of Risk of Whitechurch National School

In accordance with section 11 of the Children First Act 2015 and with the requirement of Chapter 8 of the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*, the following is the Written Risk Assessment of Whitechurch National School

1. List of school activities	2. The school has identified the following risk of harm in respect of its activities –	3. The school has the following procedures in place to address the risks of harm identified in this assessment -
Training of school personnel in Child Protection matters	Harm not recognised or reported promptly	Child Safeguarding Statement & DES procedures provided to all staff DLP& DDLP to attend PDST face to face training All Staff to view Túsia training module & any other online training offered by PDST School personnel are required to adhere to the Child Protection Procedures for Primary Schools. All registered teaching staff are required to adhere to the Children First Act 2015. BOM annually records all instances of staff and board training
One to one teaching/ Learning Support	Harm by school personnel	School has policy/ procedures in place for one to one teaching Table between teacher and pupil whenever possible Blind up on window/glass panel in door
Care of Children with special needs, including intimate care needs	Harm by school personnel	School has procedures in place for intimate care. See Appendix 4 of Child Safeguarding Statement (formerly Child Protection Policy). School has a Special Educational Needs Policy in place.
Toilet areas	Inappropriate behaviour	Usage and supervision policy

Students participating in work experience	Harm by student	Work experience procedures in place. Child Safeguarding Statement is shown to people on work experience. People on work experience are never left on their own with pupils. Garda Vetting from 16 years. Student Teacher/ Teaching Practice Policy.
Recreation breaks for pupils	Harm to pupils	Yard rules. Code of Behaviour. Anti-Bullying Policy. Supervised at all times by staff members.
Classroom teaching	Harm to pupils	Garda Vetting of staff. CPD. Teaching Council Professional Code of Conduct. Code of Behaviour.
Outdoor teaching activities	Harm to pupils	Boundaries. Adequate Supervision. In Groups. Teaching of Stay Safe Programme. Health and Safety. Rules of the road. Walking Buddy Systems.
Sporting Activities	Harm to pupils	Inclusion ensured. Supervision. Rules in place- Code of Behaviour.
School outings	Harm to pupils	School tour policy. Adequate supervision in place. Male/Female separation for changing clothes. Critical Incident Management Policy.
School trips involving overnight stay	Harm to pupils	School tour policy. Supervision. Male/Female separation for changing clothes and for sleeping/showering arrangements. Garda vetting of supervisors.
Fundraising events involving pupils	Harm to pupils	Adequate Supervision-school ensures staff members are present to supervise if activity takes place during the school day. If the event is outside of normal school hours, parents/guardians are required to be present.

<ul style="list-style-type: none"> <li>Children on CPNS (Child Protection Notification System)</li> <li>Children with Medical Needs</li> </ul>	<p>Harm not recognised or properly or promptly reported</p>	<p>Child Safeguarding Statement &amp; DES procedures provided to and made available to all staff</p> <p>Staff to view Tusla training module &amp; any other online training offered by PDST</p> <p>Vetting Procedures</p> <p>Policy of Parents / Volunteers</p> <p>Visitors are always supervised by a member of staff and never left on their own with pupils.</p> <p>The school complies with the agreed disciplinary procedures for teaching staff and SNAs.</p>
<ul style="list-style-type: none"> <li>Recruitment of school personnel including - <ul style="list-style-type: none"> <li>Teachers</li> <li>SNA's</li> <li>Caretaker/Secretary/Cleaners</li> <li>Sports coaches</li> <li>External Tutors/Guest Speakers</li> <li>Volunteers/Parents in school activities</li> <li>Visitors/contractors present in school during school hours</li> <li>Visitors/contractors present during after school activities</li> </ul> </li> </ul>	<p>Harm to pupils / other children</p>	<p>Use of school premises by other organisations</p> <p>Policy.</p> <p>Supervision, Vetting</p> <p>Each organisation needs to update their Child Safeguarding Statement and the school will hold copies on file (by 11/3/18).</p> <p>PTA Extra Curricular Activities Liaison Person.</p>
<ul style="list-style-type: none"> <li>Use of Information and Communication Technology by pupils in school, including social media</li> </ul>	<p>Bullying</p> <p>Accessing inappropriate material</p> <p>Addictions/Overuse</p>	<p>ICT policy</p> <p>Anti-Bullying Policy</p> <p>Code of Behaviour</p> <p>AUP for pupils and staff</p> <p>Supervision, Internet Filtering</p> <p>No access to social media in school</p> <p>Regular information/ reminders to parents about cyber bullying/ technology matters</p>

		Supervision- always more than one adult present- parent volunteers who are Garda Vetted may be utilised. ECA groups required to have their own Child Protection Policy and Procedures in place.
Management of provision of food and drink	Risk of harm to pupils	Food/ drink provided in groups under supervision of school staff. Allergies are listed and all food/ drink provided is checked for potential allergens.
Use of off-site facilities for school activities eg. Pantomime in St. Columba's College and Sports Day at Marlay Park	Risk of harm to pupils	Supervision is ensured at all off-site facilities. Pupils use public bathrooms with a school staff member or their parent present to help avoid coming into contact with members of the public.

**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 (Revised 2023)*.

**Procedures to address risks of harm**

- All school personnel are provided with a copy of the school's *Child Safeguarding Statement*
- The *Child Protection Procedures for Primary and Post-Primary Schools (Revised 2023)* are made available to all school personnel
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools (Revised 2023)* and all registered teaching staff are required to adhere to the *Children First Act 2015* and it's Addendum (2019)
- The school implements in full the Stay Safe Programme
- The school implements in full the SPHE curriculum

- The school has in place procedures for the use of external sports coaches
- The school has in place a policy and clear procedures for one-to-one teaching activities
- The school has in place a policy and procedures in respect of student teacher placements
- The school has in place procedures in respect of students undertaking work experience in the school

**Important Note:** It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*. 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 was initially completed by the Board of Management on 30<sup>th</sup> January 2018 It will be reviewed and updated as part of the school’s annual review of its Child Safeguarding Statement.

Signed:  Date: 24/9/24

Chairperson, Board of Management

Signed: Sarah Richards Date: 24/9/24  
Principal/Secretary to the Board of Management

14. Has the Board received a Principal's Child Protection Oversight Report (CPOR) at each Board meeting held since the last review was undertaken?	Y
15. Since the Board's last review, did each CPOR contain all of the information required under each of the 4 headings set out in sections 9.5 to 9.8 inclusive of the procedures?	Y
16. Since the Board's last review, has the Board been provided with and reviewed all records relevant to the CPOR?	Y
17. Is the Board satisfied that the records provided are anonymised and redacted as necessary to ensure that the identities of children and any other parties, including school personnel, to whom the concern or report relates are not disclosed?	Y
18. 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?	Y
19. Have the minutes of each Board meeting appropriately recorded the CPOR?	Y
20. 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?	Y
21. 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.
22. Where applicable, were unique identifiers used to record child protection matters in the Board minutes?	Y
23. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	Y
24. 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 <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ?	N
25. In relation to any cases identified at question 20 above, has the Board ensured that any notifications required under section 5.6 of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> were subsequently issued by the DLP?	Y
26. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	Y
27. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	Y
28. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	Y
29. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	Y
30. 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.
31. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	Y
32. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	Y
33. Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form	




**Appendix 3: Notification regarding the Board of Management's review of the Child Safeguarding Statement**

To: WNS School Community.

The Board of Management of Whitechurch NS 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 24/9/24. [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:  Date: 24/9/24.

Chairperson, Board of Management

Signed: Paraly Richards Date: 24/9/24.

Principal/Secretary to the Board of Management

- Health and Safety Policy

### **B. General Conduct**

Whitechurch NS recognises that there is a need, reflected in common law, to intervene when there is an obvious risk of safety to its pupils, staff and property. As a general rule, any physical contact between school personnel and the child should be in response to the needs of the child and not the needs of the adult. While physical contact can be used to comfort, reassure or assist a child the following factors should be used in assessing its appropriateness:

- It is acceptable to the child concerned
- It is open and not secretive
- It is appropriate to the age and developmental stage of the child

School personnel should not do things of a personal nature for a child which the child can do for him/herself. All children should be treated with equal respect – favouritism is not acceptable.

School personnel should never engage in or allow:

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

The school will employ a number of strategies in order to maximise learning opportunities and reduce risks associated with the use of the Internet in school. All media products should be checked for their appropriateness with regard to age and suitability as outlined in our Acceptable Use Policy.

The Board of Management will ensure that all school personnel are familiar with the DES guidelines on child protection and that these are adhered to in the event of concerns or disclosures around child protection. The Designated Liaison Person should be notified promptly of any concerns with regard to the behaviour of a staff member or any allegations of abuse made by a child or an adult.

(See our Child Protection Policy).

### **C. Toileting/Intimate Care**

Children with specific toileting/ intimate care needs:

School personnel should not do things of a personal nature for a child which the child can do for him/herself. Normally a child who has specific toileting needs will have a special needs assistant assigned to him/her. It is very important that, before the child is enrolled in the school, a meeting is held at which all school personnel involved with the child attend along with the parents/guardians. At the meeting the needs of the child should be addressed and agreement reached as to how the school can meet those needs. It is important that those involved with the intimate care of the child agree practices which are acceptable to the staff, the child and the parents. Practices agreed should be sufficiently flexible to cover unforeseen situations, e.g. if personnel involved in assisting the child are absent.

Toileting 'Accidents':

Pupils should be toilet trained before they start school. However, it is possible that any child may have a toilet accident. The school has a selection of spare clothes that children can change into if needed. Clothes must be washed, dried and returned to school as soon

- parents who assist with transport for school trips must be Garda vetted.
- the ratio of adults to children during school tours is dependent on venue and supervision provided there but must be a minimum of 1:15 for 1st to 6th class and 1:10 for Infants.
- Supervision of pupils at the start of the school day
  - the Board of Management does not allow parents or children to enter the school grounds/premises prior to 8.10am.
  - no formal supervision of pupils by school staff takes place prior to 8.10am.
- Supervision of pupils at the end of the school day
  - a supervision rota for teaching staff and SNAs is drawn up before the start of each school year covering supervision of pupils at collection times at the end of the school day.
  - parents are asked to inform the class teacher if pupils are to be collected by someone unknown to staff.
  - if a court order is in place which prevents someone from having access to a child, an up to date copy of that order should be provided by the parents/guardians to the school.

#### **F. One to One Teaching**

Provided it is deemed appropriate for an individual, one to one teaching may be provided. This usually takes place as part of ongoing provision for Learning Support/ Resource teaching. At times, where a child is experiencing difficulties with a particular topic/ concept, or if their skills are significantly less than that of their peer group, one off individual tutoring may be provided. Parents/ Guardians are notified of arrangements for one to one teaching plans at the start of each school year in accordance with their child's IEP/ IPLP.

A timetable showing where the child is located (classroom) and with whom (staff member) is visible in the front office at all times.

The physical environment where one to one teaching/ support takes place is set up to ensure child protection is paramount. Any staff member engaging in one to one teaching/ support does so only in a room/ area that is visible to others eg. glass panel in door, or door open, or area such as foyer or corridor. Whenever possible, a table is between the teacher and pupil. The physical environment is set up in such a way as to ensure the child and staff member are at all times visible.

If a child is withdrawn by any other member of staff, the classroom teacher is informed of where the child will be and for how long.

#### **G. Visitors/ Guests**

All visitors to the school must report to the school office upon arrival. The school secretary ensures that no visitor is left on their own in the school. If the visitor is there to carry out maintenance works then either the school secretary or the caretaker will supervise their work.

## **Appendix 5: Reference Guide to the 4 Types of Abuse- Neglect, Emotional Abuse, Physical Abuse, Sexual Abuse**

### **1. Neglect**

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 well-being 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 or supervision and safety. Emotional neglect may also lead to the child having attachment difficulties. 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 you see the child 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:

- Lack of adequate clothing
- Persistent failure to attend school
- Inattention to basic hygiene
- Abandonment or desertion
- 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 protection and exposure to danger, including moral danger or lack of supervision appropriate to the child's age.

### **2. 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 their 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:

#### 4. 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 some 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. There is no reasonable threshold for sexual abuse.

Examples of child sexual abuse include the following:

- Any sexual act intentionally performed in the presence of a 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. 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.

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 illegal. However, it may not necessarily be regarded as child sexual abuse.

## **Appendix 7: Circumstances which give rise to Concern**

Children living in certain circumstances may be particularly vulnerable to harm. Children living in the following situations may be at increased risk of harm. However, it is important to note that the presence of any of these circumstances does not mean that the child is being abused:

### **A. Parent/Guardian/Carer Factors**

- Drug and alcohol misuse
- Addiction, including gambling
- Mental health issues
- Conflictual relationships
- Domestic violence
- Adolescent parents
- Parental disability issues, including learning or intellectual disability

### **B. Child Factors**

- Age
- Gender
- Sexuality
- Previous abuse
- Disability
- Communication difficulties
- Trafficked/Exploited
- Young carer
- Mental health issues, including self-harm and suicide

### **C. Community Factors**

- Cultural, ethnic, religious or faith-based norms in the family or community which may not meet the standards of child welfare or protection required in this
- Jurisdiction Culture-specific practices, including:
  - Female genital mutilation
  - Forced marriage
  - Honour-based violence
  - Radicalisation

### **D. Environmental Factors**

- Housing Issues
- Poverty/Begging
- Bullying
- Communication difficulties

## **Appendix 8: When a Child Makes a Disclosure**

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

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

There are a number of basic 'rules' that should be followed to ensure the safe handling of any disclosures of abuse from a child:

- Don't panic
- Remember that the safety and well-being of the child come before the interests of any other person
- Listen to the child and accept what the child says
- Look at the child directly, but do not appear shocked
- Don't seek help while the child is talking to you
- Reassure them that they did the right thing by telling someone
- Assure them that it is not their fault and you will do your best to help
- Let them know that you need to tell someone else
- Let them know what you are going to do next and that you will let them know what happens
- Be aware that the child may have been threatened
- Write down what the child says in their own words – record what you have seen and heard also
- Make certain you distinguish between what the child has actually said and the inferences you may have made. Accuracy is paramount in this stage of the procedure
- Tell your DLP or DDLP as possible
- As a mandated person, you must make a report to Tusla, or the Gardaí immediately. This can be done in conjunction with the DLP/DDLP
- After making the referral look after yourself. Discuss the matter with your DLP/DDLP or relevant person

### **Important Notes**

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

## **Appendix 9: Role of Designated Liaison Person**

Under the Child Protection Procedures (Revised 2023), the Designated Liaison Person (DLP) or Deputy Designated Liaison Person (DDL) remains the first point of contact for all allegations or suspicions of child abuse in the school. The requirements of the DLP are:-

1. To act as a resource person to any member of the School Staff who may have Child Protection concerns. While the DLP will be familiar with the area of Child Protection, s/he may consult with Tusla if unsure of whether or not to make a report on a particular concern. During this consultation, no details are given which might identify the parties involved.
2. To ensure that the proper reporting procedures are followed in the school so that child welfare and protection concerns are referred promptly to Tusla.
3. To record all concerns or allegations of child abuse brought to his or her attention, and the actions taken in relation to a concern or allegation of child abuse.
4. To make a report at each BoM meeting in relation to Child Protection issues in the school. In the case where the DLP is not the Principal, the non-Principal DLP will ensure that the Principal has all the data required to make the report to the BoM. This report is referred to as the Oversight Report.

Where a DLP decides not to report a concern to Tusla, the following steps should be taken:-

1. The reasons for not reporting should be recorded
2. Any actions taken as a result of the concern should be recorded
3. The Mandated Person or non-Mandated Person who raised the concern should be given a clear written explanation of the reasons why the concern is not being reported to Tusla
4. The Mandated Person or non-Mandated Person should be advised that if they remain concerned about the situation, they are free to make a report to Tusla or An Garda Síochána



**Section 8.1 3.6** requires that records of the annual review of the school's Child Safeguarding Statement and its outcome shall be retained and made available, if requested, to the patron and/or the Department.

The above is not intended to be an exhaustive list of the record keeping requirements in these procedures and school personnel should ensure that records are maintained in line with the requirements set out in these procedures.

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

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

**If TUSLA are not available and the case warrants immediate response, report to Gardai.**

**Records of Reporting**

- Record the details of the concern in the file
- Keep records of all reports made to TUSLA or Gardai
- Record details of advice sought:
  - The person you spoke to
  - The advice given

**When the DLP decides not to make a Report to TUSLA  
(Procedures 5.3.8)**

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

**Informing Parents  
(Children First Chapter 3 p.25)**

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

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

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

**Appendix 12: Child Protection Oversight Report to Board of Management Template**

<b><u>Child Protection Oversight Report (CPOR) By DLP to BoM</u></b>
Date of BoM meeting:
Any allegations of abuse raised in relation to school staff since the last BoM meeting:
Other child protection concerns raised in relation to any child since the last BoM meeting:
Child protection concerns regarding alleged bullying behaviour since the last BoM meeting:
Any other relevant information:

**Appendix 13: Tusla Child Protection and Welfare Report Form- a hard copy form is no longer used to make reports- see Tusla Portal online at [www.tusla.ie](http://www.tusla.ie) for access to the online reporting facility.**