

CHILD PROTECTION POLICY

Introductory Statement:

The Board of Management, staff, and representatives of parents of the school drafted the following policy on their school development planning day on 1/2/2008. Updates were ratified by BOM on 04/10/2011 and 10/02/2014. A further update (to change Deputy DLP) was ratified on 28/09/2015.

Rationale:

The Board of Management of St. Macartan's N.S. has adopted the Department of Education and Skills Guidelines and Procedures for schools in relation to Child Protection and welfare. This policy is an outline of how St. Macartan's N.S. proposes to implement these guidelines in order to ensure the protection and welfare of all children attending our school.

Relationship to Characteristic Spirit of the School:

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

Aims:

1. To raise awareness of child abuse among all school staff (including Teachers, SNA's, caretaker, etc.) namely, emotional, physical, sexual and neglect, among all the education partners in our school.
2. To put in place clear procedures for all school personnel dealing with suspicions and allegations of child abuse.
3. To identify other policy areas which need to be amended in light of the "Child Protection Guidelines".
4. To identify curricular content and resources that contributes to the prevention of child abuse and to enable children to properly deal with abuse if it occurs.

In its policies, practices and activities, St. Macartan's will adhere to the following principles of best practice in child protection and welfare:

The school will

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters

- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

Guidelines:

The guidelines are laid out as follows:

- 1.0 Appointment of a Designated Liaison Person (DLP).
- 2.0 Roles, Responsibilities and Guidelines.
 - 2.1 Role of the Board of Management.
 - 2.2 Role of the Staff Members (Teachers, SNA'S, Caretaker, Secretary).
 - 2.3 Role of the Designated Liaison Person.
- 3.0 Case Conferences.
- 4.0 Organisational Implications.
- 5.0 Curriculum Implications.

1.0 Appointment of s Designated Liaison Person (DLP):

- (a) The Board of Management has appointed Ronan Tighe as the Designated Liaison Person (DLP) in St. Macartan's N.S. to have specific responsibility for child protection.
- (b) Michelle Duffy has been appointed Deputy DLP to take the place of the DLP if he/she is unavailable for whatever reason.
- (c) The position of DLP will be addressed at the first meeting of each new Board of Management. The DLP will continue to act as such until such time as he/she is replaced by the Board of Management for whatever reason.

2.0 Roles and Responsibilities:

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

2.1 Role of the Board of Management:

- (a) To arrange for the planning, development and implementation of an effective child protection programme.
- (b) To monitor and evaluate its effectiveness.
- (c) To provide appropriate staff development and training.

Specifically they will:-

- (d) Appoint a DLP and deputy DLP.
- (e) Have clear procedures for dealing with allegations or suspicions of child abuse (See below)
- (f) Monitor the progress of children at risk.
- (g) Ensure that curricular provision is in place for the prevention of child abuse.
- (h) Investigate and respond to allegations of child abuse against one of the schools employees which have been reported to the Child and Family Agency (CFA) or Gardai.
- (i) To decide on teachers attendance at child protection meetings / case conferences and to advise teachers before attending such meetings / conferences.

Procedures for Board of Management in cases of allegations or suspicions of child abuse by a school employee:

A. Reporting:

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

- The DLP will immediately inform the chairperson.
- S/He will seek a written statement of the allegation from the person/agency making the allegation. Parents/Guardians may make a statement on behalf of a child.
- The DLP will seek advice from the relevant CFA and will take responsibility for reporting, based on this advice.
- If the DLP, following consultation with the CFA, decides that this matter is for reporting s/he should inform the chairperson, who should proceed in accordance with the procedures in Children First Guidelines, 2011, Page 14.
- The DLP/Deputy DLP completes a standard reporting form as comprehensively as is possible.

- When the Chairperson becomes aware of an allegation of abuse s/he will always seek legal advice and base his/her response on this advice.
- S/he will privately inform the employee of the fact and nature of the allegation and whether or not it has been reported by the DLP to the CFA. (Refer to 4.2 -4.3 pg.16 of Child Protection Guidelines and Procedures (DES, 2001) The chairperson has a duty to afford the employee fairness and due process – s/he is entitled to details and a copy of the written allegation, to advice and representation and an opportunity to respond to the Board within a week.

A Responding:

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

(c) The employee should also be afforded an opportunity to present their case and may also be accompanied.

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

2.2 Role of the Staff Member (to include Teachers, SNA's, Caretaker, Secretary, etc.)

NB All staff have been issued with 2011 DES Procedures and Chapters 2 & 3 of Children First 2011.

(a) It is the responsibility of all teachers and staff members to familiarize themselves with the Children First: National Guidelines for the Protection and Welfare of Children (2011) especially.

- * Chapter 2 Definition & Recognition of Child Abuse
- * Chapter 3 Basis for Reporting & Standard Reporting Procedures
- * Appendix 1 Signs and Symptoms of Child Abuse

(b) Guidelines for teachers and staff members in handling...

1. Disclosures from children:

(a) Where a child discloses alleged abuse to a staff member, the person receiving that information should listen carefully and supportively. Great care must be taken not to abuse the child's trust. This should not be a formal interview. The following advice is offered:

- Listen to the child.
- Do not ask leading questions or make suggestions to the child.
- Offer reassurance but do not make promises.
- Do not stop a child recalling significant events.
- Do not over-react.

- Confidentiality should not be assured – explain that further help may have to be sought.
 - Record the discussion accurately noting
What, where and when?
Descriptions and possible sketches of physical injuries.
Explanations of injuries using direct quotations if appropriate.
 - Retain the record securely.
- (b) The staff member should obtain only necessary relevant facts. It is not the responsibility of school personnel to investigate allegations of abuse.
- (c) The DLP should then be informed and given relevant records.
- (d) If the suspected abuser is the DLP then the suspicion and any records will be passed on to the Chairperson who will proceed as per guidelines.

2. Suspicions of Abuse:

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

2.3 Role of the Designated Liaison Person (DLP):

- (a) The DLP as a liaison with outside agencies, CFAs, Gardai and other parties with child protection concerns.
- (b) The DLP will inform all school personnel of the availability of the Children First Guidelines (2011) in the school. S/he will photocopy and circulate to all staff Chapters 2 & 3 & Appendix 1 of these guidelines and advice on good practice.
- (c) The DLP will be available to staff for consultation regarding suspicions or disclosures of abuse. S/he will keep records of these consultations.
- (d) The DLP will seek advice from the CFA.
- (e) The DLP will report suspicions and allegations of child abuse to the CFA or / and Garda Síochána based on this advice.
- (f) The DLP will maintain proper records in a secure, confidential manner and in a secure location.

- (g) The DLP will keep up to date on current developments regarding child protection.

Guidelines for the DLP in handling reported concerns and disclosures:

- a. Where the DLP/Deputy DLP have concerns about a child, but are not sure whether to report the matter to the CFA, they should seek appropriate advice. To do this the DLP/Deputy DLP should make informal contact with the assigned (on duty) Social Worker. The DLP/Deputy in this case, should be explicit that s/he is requesting advice and not making a report. If advised to report the matter, the DLP will act on that advice.
- b. A report will then be made to the CFA by the DLP/Deputy in person, by telephone or in writing. In the event of an emergency or non-availability of CFA staff, the report should be made to the Gardai. The DLP should also report the matter to the Chairperson of the Board of Management, who should then follow the procedures as outlined in Chapter 3 of Children First National Guidelines for the Protection and Welfare of Children (2011).
- c. A standard reporting form is completed by the DLP/Deputy as comprehensively as possible (See Appendix 1).
- d. Parents/Guardians will normally be informed that a report is being made. It may be decided that informing the parent/carer is likely to endanger the child or place the child at further risk. The decision not to inform the parent/carer should be briefly recorded together with the reasons for not doing so.
- e. When the allegation is against the DLP, the Chairperson then assumes responsibility for reporting the matter to the CFA and filling in the standard reporting form.
- f. 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 Chairperson.
 - Principal and class teachers will make arrangements to meet separately with all parents, to resolve the matter.
 - The school will make arrangements to minimize the possibility of the abusive behaviour recurring.

3.0 Child Protection Meetings (Case Conferences):

- a. A request is made from the CFA through the DLP who should consult with the Chairperson of the Board of Management of the school. The Chairperson may seek clarification through the DLP as to why the attendance of the school employee is necessary and ascertain who else will be present.

- b. The school employee may complete a report for the meeting/conference (See Appendix 3).
- c. The school employee will be advised if children/parents/guardians are going to be present. The school employee may contact the Chairperson of the Child Protection Meeting for advice.
- d. The school employee may keep a child's behaviour under closer observation, if requested to do so. This may include observing the child's behaviour, peer interactions, school progress or informal conversations.
- e. In all cases, individuals who refer or discuss their concerns about the care and protection of children with CFA staff, should be informed of the likely steps to be taken by the professionals involved. Where appropriate and within the normal limits of confidentiality, reporting staff will be kept informed about the outcomes of any enquiry or investigation following on from their report.
- f. Teachers attending a child protection meeting/case conference should familiarise themselves with the protocol outlined on pgs. 32-35 of Children First National Guidelines for the Protection and Welfare of Children (2011).

4.0 Organisational Implications:

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

The following policies have been addressed in this review:

Supervision
Accidents

Bullying
Swimming

Record Keeping	Children traveling in teachers cars
Induction of all New Staff	Induction of pupils
Communication	Attendance

Supervision:

School supervision policy will be followed by all staff to ensure that there is comprehensive supervision of children at all breaks. A further rota will be displayed to cover 11 o'clock and lunchtime breaks.

See supervision policy for agreed rules around break-times.
See supervision policy for procedures around teacher absences.

Behaviour:

Children are to be 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 sexualized nature we will notify the DLP who will record it and respond to it appropriately.

Visibility:

Teachers will ensure that children are visible in the schoolyard. Children will not be allowed to spend time in classrooms, toilets or sheds where they would not be under adult supervision. They are not to leave the school yard or to engage with any adults who are outside of the school yard. Any adults around school reported.

Visitors:

Teachers on yard duty will be aware of visitors entering the schoolyard and will ascertain their intentions. They will be supervised in the discharge of their business.

Bullying:

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

Accidents:

While every precaution will be taken under our Health and Safety Statement to ensure the safety of children, we realize that accidents will happen. Accidents will be noted in our incident book.

Swimming:

Children will be brought by bus to the swimming pool. Two teachers for supervision and an SNA where possible. All adults will act in “loco parentis” and as such will act as prudent parents in helping children to return to school as dry as possible. Children with special needs will be catered for as their need requires.

Children traveling in staff cars:

Teachers will not carry children alone in their cars at any time. At least two adults in such situations.

Record Keeping:

Teachers will keep each child’s file updated with results of assessments carried out, dates and details of meetings with parents and notes from parents. The records are kept in the bottom drawer of each teacher’s desk which is locked at all times. Roll books will be updated daily. Sensitive information regarding children will be shared on a need-to-know basis. All educational files of pupils who no longer attend this school are kept in the filing cabinet in the principal’s office for 5 years. Further details on record keeping are found in the school’s Record Keeping Policy.

Induction of Teachers and Ancillary Staff:

The DLP will be responsible for informing all new teachers and ancillary staff of the Children First Guidelines (2011). The DLP will give a copy of Chapters 2 & 3 and Appendix 1 and this Child Protection Policy to all new staff. All new teachers

are expected to teach the objectives in the SPHE programme. The principal is responsible for the monitoring of new teachers and will be responsible for supporting new teachers as they implement the SPHE objectives. The principal is also responsible for ensuring that new teachers know how to fill in the roll book correctly and informing the teacher of record keeping procedures within the school.

Induction of Pupils:

All parents and children will be made aware of attendance rules and their implications as laid down in the Education Welfare Act (2000). All parents will be informed of the programmes in place in the school that deal with personal development e.g. RSE, Walk Tall and SPHE. All new parents are given a copy of the school's enrolment policy, which outlines the procedures parents and children should use when contacting the school if there are absences or concerns of an educational/personal/family matter. Parents are encouraged to make an appointment with the class teacher/principal if they wish to discuss their child's progress. All parents are given a copy of the school's Code of Behaviour and Anti-Bullying policies.

Communication:

Every effort will be made to enhance pupil-teacher communication. If pupils have concerns they will be listened to sympathetically. The SPHE/Oral English/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.

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 correlation with signs of neglect/physical/emotional abuse.

5.0 Curriculum Implications:

Introduction.

In St. Macartan's N.S. all children will be cherished and in fulfilling the general aims of the Revised Primary Curriculum we will:

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

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

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

We strive to ensure that our school will be physically and emotionally safe and we will deliver the curricular content of our SPHE programme with a view to giving our children the protective skills of self-esteem and assertiveness. The circle time methodology will be used on a whole school basis and bubble time also. The No-Blame approach will be adopted in our Anti-Bullying policy. Co-operative interpersonal skills will be developed through working in pairs and working in groups. Older children will be encouraged to work positively with conflict and negotiation and consensus building skills developed.

Junior and Senior Infants:

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

- Self Identity.
- Taking Care of my body.
- Growing and changing.
- Safety and protection.
- Making decisions.
- Myself and my family.
- My friends and other people.
- Relating to others.

- Developing citizenship.

After discussion teachers felt that these strand units would enable children to develop assertiveness, body integrity, skills relating to self-care, respect to others, identification of feelings and skills necessary to recognize and tell of abuse. The SPHE programme would be supported, using the Walk Tall resources, our Alive-O programme and Stay Safe resources.

1st & 2nd Classes:

Again teachers agreed that implementing our SPHE programme as laid out under the 10 strand units named above would enable the children to develop skills, knowledge and attitudes pertaining to self-esteem, esteem for others and the environment and skills pertaining to self-care and disclosure. Healthy eating, positive attitudes to drug use and anti-bullying awareness will be introduced.

The SPHE programme will be supported by using the Walk Tall resources, our Alive-O programme, North Western CFA materials and Stay Safe programme.

3rd & 4th Classes:

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

Our SPHE Programme will be supported by the use of Walk Tall resources, Prim-Ed anti-bullying materials, RSE materials and Stay Safe programme.

5th & 6th Classes:

Our SPHE programme will be implemented according to the curricular objectives as laid out under the 10 strands in the SPHE Revised Primary Curriculum. Skills, knowledge and attitudes developed in earlier classes will be enhanced. Children will continue to develop self-awareness and positive attitudes to themselves, others, their environment and wider world in which they live. Self protection and respect for others will be fostered, decision-making skills developed, peer influence and media bias examined. Knowledge of drugs and positive attitudes to drug use will be further developed. Children will be enabled to develop good group-building skills, anti-bullying awareness and conflict resolution skills. Self-protection will be emphasised and protection of younger, less able people. Positive attitudes to sexuality will be developed and respect for self and others fostered (see RSE policy).

The SPHE programme will be supported by the use of the Walk Tall materials, RSE resources, Stay Safe resources and North-Western CFA resources.

Success Criteria:

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

- Deliver and participation by all staff in training.
- Deliver of the SPHE curriculum.
- Resources to support the delivery of SPHE.
- Delivery and participation by children in the Stay Safe Programme.
- Assessment of these procedures by participants following a child protection case.
- Feedback from all staff.

Timeframe for Implementation:

These procedures will be implemented following ratification by the Board of Management.

Timeframe for Review:

At the first meeting of every year the DLP will remind all teachers of the guidelines and copies of Chapter 2 & 3 & Appendix 1 of The Children First Guidelines will be given to those who require them.

A review will be conducted based on the criteria above, following any and all incidents when the guidelines are used.

Responsibility for Review:

- DLP/Principal.
- All staff.

Ratification and Communication:

Parents were notified of its existence and it is published on the school website. This updated policy was ratified on 28th September 2015.

Signed: _____ Date: _____
(Chairperson BOM)