

**CHILD PROTECTION POLICY**

Introductory Statement

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

* Freedom of Information Act 1997
* The Education Act 1998
* The Child Welfare Act 2000
* Children First – National Guidance for the Protection and Welfare of Children 2011*.*

The new procedures are based on the recently published *Children First – National Guidance for the Protection and Welfare of Children 2011.*

**References**

* ‘Children First’ (Department of Children and Youth Affairs 2011)
* ‘Child Protection Procedures for Primary and Post Primary Schools (Department of Education and Skills 2011)

The staff, and representatives of parents of the school drafted the following policy on their school development planning day on 19th June 2006

Rationale

The Board of Management (BoM) recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in each school policy, school practices and activities. Accordingly, in accordance with the requirements of the Department of Education and Skills, Child Protection Procedures for Primary and Post Primary Schools, the BoM of St. Isidore’s N.S. has approved this Child Protection Policy.

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

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| In its policies, practices and activities, Scoil San Isadóir will adhere to the following principles of best practice in Child Protection and Welfare. Our school recognises that the protection and welfare of children is of paramount importance, regardless of all other considerations and will therefore;   * Fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters * Adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect * Develop a practice of openness with parents and encourage parental involvement in the education of their children * Fully respect confidentiality requirements in dealing with child protection matters * Adhere to the above principles in relation to any pupil with a special vulnerability   Specific policies named hereunder are key elements of this overall document and must be referred to in the context of this policy:   * Attendance * Enrolment * Code of Behaviour * Bullying * Health & Safety * Record Keeping * ICT * Supervision * Special Ed * Induction of Staff * Tours/Trips * Critical Incidents   This policy will also be considered with reference to the participation by pupils in sporting activities, other extra-curricular activities and school outings. Other practices and activities, where child protection might have particular relevance, will consider the procedures outlined within this policy. The Board has ensured that the necessary policies, protocols or practices as appropriate are in place in respect of each of the above listed items.  This policy is available to all school personnel and the Parent Association and is readily accessible to parents on request. It is also available in hard copy in each classroom. A copy of this policy is available for the attention of the DES and the patron if requested.  The B.O.M. of St. Isidore’s N.S. has adopted the Department of Education and Science Guidelines and Procedures for schools in relation to Child Protection and Welfare. This policy is an outline of how St. Isidore’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. Isidore’s N.S. seeks to help the children to grow and develop into healthy, confident, mature adults, capable of realising 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 namely, emotional, physical, sexual abuse and neglect, among all members of our school community including Board of Management, teachers, pupils, parents, SNAs, secretary and caretaker. 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 contribute to the prevention of child abuse and to enable children to properly deal with abuse if it occurs.   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   * 1. Role of the Staff Members (Teachers, SNAs, Caretaker,   Secretary)  2.3 Role of the Designated Liaison Person  3.0           Case Conferences  4.0           Organisational Implications  5.0 Curriculum Implications |
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| 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   * 1. Role of the Staff Members (Teachers, SNAs, 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 a Designated Liaison Person (DLP)**   * 1. The Board of Management has appointed Catherine Cleary as the *Designated Liaison Person* (DLP) in St. Isidore’s N.S. to have specific responsibility for child protection.   2. Sharon McCullagh has been appointed as Deputy DLP to take the place of the DLP if she is unavailable for whatever reason.   3. Both teachers will undertake training from the Child Abuse Prevention Programme at the earliest opportunity. **CAPP** provides training to the whole school community (staff, parents and Boards of Management) on the stay Safe Programme.   4. 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 BOM 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. * The DLP has specific responsibility for Child Protection Procedures and will represent the school in all correspondence with Health Boards, An Garda Siochana and other parties in connection with allegations of abuse. All matters pertaining to child abuse concerns should be processed through the DLP (DES Procedures 3:2) * The DLP acts appropriately where there are reasonable grounds for suspicion or where an allegation has been made. * All staff have a general duty of care to ensure that arrangements are in place to protect children from harm.   **Confidentiality**  All information regarding concerns of possible child abuse should only be shared on a ‘need to know’ basis in the interests of the child. The giving of information to those who need to have that information is not a breach of confidentiality. This procedure exists for the protection of a child who may have been or has been abused. The DLP who is submitting a report to the Health Board or An Garda Siochána should inform a parent/guardian, unless doing so is likely to endanger the child or place that child at further risk. A decision not to inform a parent/guardian should be briefly recorded together with the reasons for not doing so.  In emergency situations, where the Health Board cannot be contacted, and the child appears to be at immediate and serious risk, An Garda Siochána should be contacted. A child should not be left in a dangerous situation where Health Board intervention is not forthcoming. 2.1    Role of the Board of Management  1. To arrange for the planning, development and implementation of an effective child protection programme. 2. To monitor and evaluate its effectiveness. 3. To provide appropriate staff development and training     Specifically they will   1. Appoint a DLP and deputy DLP. 2. Have clear procedures for dealing with allegations or suspicions   of child abuse (See below)   1. Monitor the progress of children at risk 2. Ensure that curricular provision is in place for the prevention of child abuse. 3. Investigate and respond to allegations of child abuse against one of the school’s employees which have been reported to the Health Service Executive (HSE) or Gardaí. 4. To decide on teachers attendance at child protection meetings/case conferences and to advise teachers before attending such meetings/conferences.  *Procedures for BOM in cases of allegations or suspicions of child abuse by a school employee:*  Reporting In the event of receiving a complaint or suspicion re an employee:   1. The DLP will immediately inform the chairperson. 2. 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. 3. The DLP will seek advice from the relevant HSE and will take responsibility for reporting, based on this advice. 4. If the DLP, following consultation with the HSE, decides that this matter is not for reporting, s/he must inform the Chairperson. They must then inform, in writing, the person or agency making the allegation, of the reasons for this decision. If this person or agency still has concerns, they are free to consult with or report to the relevant HSE or Gardaí on an individual basis. The provisions of the Protection for Persons reporting Child Abuse Act 1998 apply, once they report reasonably and in good faith. 5. If the DLP, following consultation with the HSE, decides that this matter is for reporting s/he should inform the Chairperson, who should proceed in accordance with the procedures in the Child Protection Guidelines (1999 p.16). 6. The DLP/Deputy DLP completes a standard reporting form as comprehensively as is possible. 7. 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. 8. 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 HSE. (Refer to 4.2 – 4.3, p.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 . b.              Responding  1. 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. 2. 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 HSE/Gardaí. 3. If administrative leave has been invoked, the chairperson will inform the DES. The HSE (in some cases the Gardaí) may also be notified in accordance with legal advice received. 4. Once it is deemed necessary by the DLP and Chairperson to make a report (after receiving advice from the HSE) the Chairperson will convene and inform a meeting of the BOM as soon as possible. 5. 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 BOM will investigate the matter. They will convene a further meeting, once the relevant information has been gathered. At this meeting the BOM will consider in detail  * the allegations made and their source, * the advice given by relevant authorities * and the written responses of the employee.  1. At this meeting also  * the person/agency who is alleging abuse by the school employee should be offered an opportunity to present his/her case to the BOM and may be accompanied by another person * Parents/guardians may act on behalf of child. * The employee should also be afforded an opportunity to present his/her case and may also be accompanied.  1. The BOM must deal with the matter sensitively and the employee must be fairly treated. 2. The BOM 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. 3. Where it is not possible for the BOM 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 HSE and receive reports and records from them where appropriate.    1. **Role of the Staff Member (to include Teachers, SNAs, Caretaker, Secretary etc)**  *It is the responsibility of all teachers and staff members to familiarise themselves with the* Children First National Guidelines for the Protection and Welfare of Children *(1999) especially*  * Chapter 3 Definition & Recognition of Child Abuse * Chapter 4 Basis for Reporting & Standard   Reporting Procedures   * Appendix 1 Signs and Symptoms Of Child Abuse    *Guidelines for teachers and staff members in handling…*  *Disclosures from children****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.  ***The staff member should obtain only necessary relevant facts. It is not the responsibility of school personnel to investigate allegations of abuse.******The DLP should then be informed and given relevant*** ***records.*** ***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:* ***Staff members who suspect abuse should refer to* Children First National Guidelines for the Protection and Welfare of Children *(1999) especially***  * Chapter 3 : Definition & Recognition of Child   Abuse  **Definition and Recognition of Child Abuse**  Child abuse can be categorised into four different types:   * Neglect * Emotional abuse * Physical abuse * Sexual abuse   **Neglect** can be defined in terms of an *omission,* where the child suffers significant harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, medical care.   * Chapter 4: Basis for Reporting and Standard Reporting Procedures * Appendix 1: Signs and Symptoms Of Child   Abuse   1. Staff members should observe and record over time the dates/signs/symptoms/behaviour causing them concern. 2. They should inform the DLP and pass on all records.    1. **Role of the Designated Liaison Person (DLP)** 3. The DLP acts as a liaison with outside agencies, HSE, Gardaí and other parties with child protection concerns 4. The DLP will inform all school personnel of the availability of the Children First Guidelines in the school. S/he will photocopy and circulate to all staff Chapters 3 & 4 & Appendix 1 of these 5. guidelines and advise on good practice 6. The DLP will be available to staff for consultation regarding suspicions or disclosures of abuse. S/he will keep records of these consultations. 7. The DLP will seek advice from the HSE. 8. The DLP will report suspicions and allegations of child abuse to the HSE or/ and An Garda Síochána based on this advice. 9. The DLP will maintain proper records in a secure, confidential manner and in a secure location. 10. The DLP will keep up to date on current developments regarding child protection.  *Guidelines for the DLP in handling reported concerns and disclosures*  1. Where the DLP/Deputy DLP have concerns about a child, but are not sure whether to report the matter to the HSE, they should seek appropriate advice. To do this the DLP/Deputy 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. 2. A report will then be made to the HSE by the DLP/Deputy in person, by telephone or in writing. In the event of an emergency or non-availability of HSE staff, the report should be made to the Gardaí. The DLP should also report the matter to the Chairperson of the BOM, who should then follow the procedures as outlined in Chapter 4 (Section 4.3) of Children First National Guidelines for the Protection and Welfare of Children (1999). 3. A standard reporting form is completed by the DLP/Deputy as comprehensively as possible (See Appendix 1, Child Protection Guidelines and Procedures, DES). 4. 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. 5. When the allegation is against the DLP, the chairperson then assumes responsibility for reporting the matter to the HSE and filling in the standard reporting form. 6. 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 minimise the possibility   of the abusive behaviour recurring.  **3.0 Child Protection Meetings (Case Conferences)**   * 1. A request is made from the HSE through the DLP who should consult with the Chairperson of the B.O.M. 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.   2. The school employee may complete a report for the meeting/conference. (See Appendix 3, Child Protection Guidelines and Procedures, DES).   3. 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.   4. 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.   5. In all cases, individuals who refer or discuss their concerns about the care and protection of children with HSE 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   6. Teachers attending a child protection meeting/case conference should familiarise themselves with the protocol outlined on pgs. 149 – 155 of Children First National Guidelines for the Protection and Welfare of Children (1999)   **4.0 Organisational Implications**  The staff and BoM of this school have identified the following as areas of specific concern in relation to Child Protection. Following discussion and consultation, the staff and BoM have agreed that the following practices be adopted:   * Physical contact between school personnel and the child should always be in response to the needs of the child and not the needs of the adult   While physical contact may be used to comfort, reassure or assist a child, the following should be factors in determining its appropriateness:   * It is acceptable to the child * It is open and not secretive * The age and developmental stage of the child   School personnel should avoid doing anything of a personal nature for children that they can do for themselves.  School personnel should never engage in or allow:   * The use of inappropriate language or behaviours * Physical punishment of any kind * Sexually provocative games or suggestive comments about or to a child * The use of sexually explicit or pornagraphic material   **All media products (Youtube, CDs, DVDs etc.) should be checked for their appropriateness with regard to age and suitability.**    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:   |  |  | | --- | --- | | *Accidents* | *Attendance* | | *Behaviour* | *Bullying* | | *Changing for Games/PE/Swimming*  *Communication*  *Induction of Pupils* | *Children travelling in staff cars Induction of all Staff*  *Internet safety* | | *One-to-One Teaching* | *Record Keeping* | | *Supervision* | *Swimming* | | *Toileting/Intimate Care Needs* | *Visibility* | | *Visitors/Guest Speakers* |  |   **Accidents**  While every precaution will be taken under our Health and Safety Statement to ensure the safety of children, we realise that accidents will happen. Accidents will be noted in our Incident book and will be addressed under our Health and Safety Policy.    **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.    **Behaviour**  Children are encouraged at all times to play co-operatively and inappropriate behaviour will be addressed under our Code of Behaviour. If an incident occurs which we consider to be of a sexualised nature we will notify the DLP who will record it and respond to it appropriately.    Bullying  Bullying behaviour will be addressed under our Anti-Bullying policy. If the behaviour involved is of a sexualised nature or regarded as being particularly abusive then the matter will be referred to the DLP.    **Changing for Games/PE/Swimming**  Pupils will be expected to dress and undress themselves for Games/PE/Swimming. Where assistance is needed, this will be done in the communal area and with the consent of parents. Under no circumstances will members of staff/volunteers be expected to or allowed to dress/undress a child unsupervised in a cubicle/private area. In such situations where privacy is required, the parents/guardians of the child will be asked to assist the child. Class teachers supervise in the female changing area. The boy’s dressing rooms are not supervised as we are an all female staff. Pool personnel have never given a satisfactory answer to our queries in this matter. Heretofore a rota of pupil’s father’s have voluntarily done the supervision.  The BoM of Scoil San Isadóir has requested that all swimming volunteers apply to be vetted. At all times there must be adequate supervision of pupils. While every effort will be made to adhere to best practice as agreed and outlined above, in the event of an emergency where this is not possible or practicable, a full record of the incident should be made and reported to the Principal and parents.  **Children travelling in staff cars**  Members of the school staff will not carry children alone in their cars at any time.  **Communication**  Every effort will be made to enhance pupil-teacher communication. If pupils have concerns they will be listened to sympathetically. The SPHE/Oral Language/RSE programmes allow for open pupil-teacher communication, which is hoped will aid the pupil-teacher relationship. If teachers have to communicate with pupils on a one-to-one basis, they are requested to leave the classroom door open or request a colleague to attend.  **Induction of Teachers and Ancillary Staff**  The DLP will be responsible for informing all new teachers and ancillary staff of the Children First Guidelines (1999). The DLP will give a copy of Chapters 3 & 4 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. Anne O’Dwyer is responsible for the mentoring of new teachers and will be responsible for supporting new teachers as they implement the SPHE objectives. Anne 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 will be given a copy of the school’s Code of Behaviour and Anti-Bullying policies at induction and they can also access these on the school website.  **Internet Safety**  It is the intention of the Principal and Staff at Scoil San Isadóir to ensure that child protection concerns will be addressed in the school’s Internet Acceptable Use Policy. The Stay Safe lessons in each classroom may be supplemented with appropriate resources. Parents are kept informed by text and/or leaflet, of any Internet Safety presentations in the area. These are also posted on the Parents Council’s page of the school website.  **One-to-One teaching**   * It is the policy in this school that one-to-one teaching can sometimes be in the best interest of the child * Every effort will be made to ensure that this teaching takes place in an open environment * Parents of children who are to be involved in one-to-one teaching will be informed and their agreement sought * Work being carried out by Special Needs Assistants will be carried out under the direction of the class teacher in an open environment. * In the case of special needs pupils where resource hours and assistance are sanctioned on an individual basis, it is school policy that staff in such a situation should work with the classroom door open, thus rendering the occupants visible at all times.   **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.  **Supervision**  School supervision policy will be followed by all staff to ensure that there is comprehensive supervision of children at all breaks and before and after school. Principal/deputy principal will be involved before/after school supervision (Supervision rota is displayed on staff notice board).  **Swimming**  Children will be brought by bus to the swimming pool. Children will line up in an orderly manner for the bus. Teachers and S.N.A.‘s will assist with supervision in the changing rooms in order to ensure the children’s safety.  Staff who take classes swimming should make sure that there are two adults in attendance at all times. The dressing rooms and pool area should be well supervised. The boy’s dressing rooms are not supervised as we are an all female staff. Pool personnel have never given a satisfactory answer to our queries in this matter. Heretofore a rota of pupils father’s have voluntarily done the supervision.  Toileting/Intimate Care Needs  In all situations where a pupil needs assistance with toileting/intimate care, a meeting will be convened, after enrolment and before the child starts school, between parents/guardians, class teacher, special needs assistant, Principal and if appropriate the pupil. The purpose of the meeting will be to ascertain the specific needs of the child and to determine how the school can best meet those needs  The staff to be involved in this care will be identified and provision will be made for occasions when the particular staff involved are absent. A written copy of what has been agreed will be made and kept in the child’s file  **Two members of staff will be present when dealing with intimate care/toileting needs. Any deviation from the agreed procedure will be recorded and notified to the DLP and the parents/guardians.**  Clean underwear and suitable clothing will be kept in the school so that if a pupil has an ‘accident’ of this nature, they will in the first instance be offered fresh clothing into which they can change.  If the pupil for whatever reason cannot clean or change themselves and the parents/guardians cannot be contacted, the child will be assisted by members of staff familiar to the child. In all such situations, **two members of staff should be present**. A record of all such incidents will be kept and Principal and parents will be notified.  Children with physical disabilities who may require assistance in toileting will be aided by a Special Needs Assistant who has met the necessary screening requirements when being employed by the school.  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 adults who are outside of the school yard.  Visitors/Guest Speakers  Appropriately appointed and Garda vetted visiting teachers of varying disciplines, engaged by the BoM of Scoil San Isadóir to perform specific duties, will be left work alone with a class at the Principal’s discretion  Visitors/Guest speakers should never be left alone with pupils. The school (Principal/teachers) has a responsibility to check out the credentials of the visitor/guest speaker and to ensure that the material in use is appropriate.  As per circular 0031/2016 statutory vetting requirements will be adhered to in all circumstances.  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.  **5.0 Curriculum Implications** *Introduction* In St. Isidore’s School all children will be cherished and in fulfilling the general aims of the Primary Curriculum we will:   * *Enable the child to live a full life as a child and to realise his or her potential* * *Enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society* * *Prepare the child for further education and lifelong learning*   In endeavouring to realise these aims we will create a positive school climate which is open, inclusive, respectful, fair, democratic and tolerant and which seeks to support the holistic development of all children and all adults working with our children. The strategies we will use to create this environment are detailed in our SPHE Plan and will involve:   * Creating a health-promoting physical environment * Enhancing self-esteem * Fostering respect for diversity * Building effective communication within the school * Developing appropriate home-school communication * Catering for individual needs * Developing democratic process * Fostering inclusive and respectful language.     We strive to ensure that our school will be physically and emotionally safe and we will deliver the curricular content of our SPHE programme with a view to giving our children the protective skills of self-esteem and assertiveness. The circle time and bubble time methodologies will be used on a whole school basis. The *No-Blame* approach will be adopted in our Anti-Bullying policy. Co-operative interpersonal skills will be developed through working in pairs and working in groups. Older children will be encouraged to work positively with conflict, 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 for others, identification of feelings and skills necessary to recognise 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 Health Board materials and the Stay Safe programme.    **3rd and 4th classes**  Our SPHE programme will again be implemented according to the 10 strand units. Knowledge, skills and attitudes developed in previous classes will be built on. Children will be enabled to develop intra-personal skills and inter-personal skills. As children mature they will be challenged to develop their decision-making skills. They will be encouraged to develop self-protection skills pertaining to smoking and alcohol. Peer pressure and the influence of the media will also be examined. The development of self-esteem, esteem for others, assertiveness, awareness of feelings, and skills around self-protection and disclosure will underpin our teaching.  Our SPHE programme will be supported by the use of Walk Tall resources, Prim-Ed anti-bullying materials, RSE materials and the Stay Safe programme.    **5th and 6th classes**  Our SPHE programme will be implemented according to the curricular objectives as laid out under the 10 strands in the SPHE 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 the wider world in which they live. Self protection and respect for others will be fostered, decision-making skills developed, peer influence and media bias examined. Knowledge 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 Southern Health board resources.   |  | | --- | | Success Criteria    We will evaluate the success of this policy using the following criteria:   * Delivery and participation by all staff in training * Delivery 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 BOM. | | Timeframe for Review    **At the first staff meeting of every year the DLP will remind all teachers of the guidelines and copies of Chapter 3 & 4 & 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   **Appendix 1: Checklist for Annual Review of the Child Protection Policy**  The Board of Management must undertake an annual review of its Child Protection Policy and the following checklist shall be used for this purpose.  The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list. The BoM may wish to include other items in the checklist that are of particular relevance to Scoil San Isadóir and reserves the right to do so if/when the need occurs.   |  |  |  |  | | --- | --- | --- | --- | |  | As part of the overall review process, Boards of Management should also assess other school policies, practices and activities vis a vis their adherence to the principles of best practice in child protection and welfare as set out in the school’s Child Protection policy | YES | NO | |  | Has the Board formally adopted a child protection policy in accordance with the ‘Child Protection Procedures for Primary and Post Primary Schools’? | YES | NO | |  | As part of the school’s child protection policy, has the Board formally adopted, without modification, the ‘Child Protection Procedures for Primary and Post Primary Schools’? | YES | NO | |  | Are there both a DLP and a Deputy DLP currently appointed? | YES | NO | |  | Are the relevant contact details (HSE and An Garda Síochána) to hand? | YES | NO | |  | Has the DLP attended available child protection training? | YES | NO | |  | Has the Deputy DLP attended available child protection training? | YES | NO | |  | Have any members of the Board attended child protection training? | YES | NO | |  | Has the school’s child protection policy identified other school policies, practices and activities that are regarded as having particular child protection relevance? | YES | NO | |  | Has the Board ensured that the Department’s ‘Child Protection Procedures for Primary  and Post Primary Schools’ are available to all school personnel? | YES | NO | |  | Does the Board have arrangements in place to communicate the school’s child protection policy to new school personnel? | YES | NO | |  | Is the Board satisfied that all school personnel have been made aware of their responsibilities under the ‘Child Protection Procedures for Primary and Post Primary Schools’? | YES | NO | |  | Since the Board’s last annual review, was the Board informed of any child protection  reports made to the HSE/An Garda Síochána by the DLP? | YES | NO | |  | Since the Board’s last annual review, was the Board informed of any cases where the DLP sought advice from the HSE and as a result of this advice, no report to the HSE was made? | YES | NO | |  | Is the Board satisfied that the child protection procedures in relation to the making of reports to the HSE/ An Garda Síochána were appropriately followed? | YES | NO | |  | Were child protection matters reported to the Board appropriately recorded in the Board minutes? | YES | NO | |  | Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely? | YES | NO | |  | Has the Board ensured that the Parents’ Association has been provided with the school’s child protection policy? | YES | NO |   **Ratification of Policy**  This policy will be reviewed by the Board of Management once in every school year.  This policy was adopted by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Chairperson of Board of Management Principal  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date of next review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The Board further endorses Catherine Cleary as the school DLP and Sharon McCullagh as Deputy DLP.  On behalf of the Board of Management:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chairperson) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Appendix C**  Dear Parents/Guardians,  In recent years, as a society, we have become very aware of the problem of child abuse through neglect, emotional, physical or sexual abuse.  Each one of us has a duty to protect children and Children First, the National Guidelines, for the Protection and Welfare of Children noted that teachers, who are the main care givers to children outside the family, are particularly well placed to observe and monitor children for signs of abuse.  In response to this, the Department of Education and Skills published procedures for all schools in relation to child protection and welfare. These guidelines promote the safety and welfare of all children and are to be welcomed.  The Board of Management of Scoil San Isadóir has adopted these guidelines as school policy. Consequently, if school staff suspect or are alerted to possible child abuse, they are obliged to refer this matter to the Health Service Executive (HSE). The HSE will then assess the situation and provide support for the child concerned.  Children First, the National Guidelines for the Protection of Children may be accessed on the website of the Department of Children and Youth Affairs.([www.dcya.ie](http://www.dcya.ie)) and the Department of Education and Skills Child Protection Procedures can be read on the Department’s website ([www.education.ie](http://www.education.ie)). Parents/Guardians are also welcome to look through the guidelines here at the school.  Yours sincerely,  Principal  **Child Protection Contacts**  **Designated Liaison Person**  **Catherine Cleary**  **Deputy DLP**  **Sharon McCullagh**  **Garda Station (Cashel)**  **Telephone: 062 75840**  **Local Contact For**  **‘The Children and Family Social Services of the HSE’**  **TELEPHONE: 052 6177302 or 052 6177303**  **Address: Social Work & Child Care Department,**  **Yellow House,**  **St. Luke’s Hospital,**  **Western Road,**  **Clonmel,**  **Co. Tipperary**  **Child Protection Concerns**  **Eimear Farrell 01 7718500**  ***Absenteeism:***  **Marie Kennedy 056 7784713**  [**marieu.kennedy@tusla.ie**](mailto:marieu.kennedy@tusla.ie)  **Duty Social Worker**  **052 6177302**  **PPSS Prevention, Partnership & Family Support Services.**  ***The Duty Social Worker***  **Niamh Dooley**  **Child & Family Agency**  **The Yellow House**  **Western Road**  **Clonmel** |