



Child Protection Policy

Child Protection

The Board of Management of Athea National School has adopted the Children First child protection guidance as school policy. The revised school policy is available on our website: www.atheans.ie.

Child Protection Contacts

Designated Liaison Person: Margaret Watters (Principal)

Phone: 085 1802164

Deputy DLP: Maura Mulvihill (Deputy Principal)

Phone: 0877592062

Garda Station: Abbeyfeale Garda Station

Phone: 069 20650

Local Contact for the Children and Family Social Services of the HSE

Tusla, 061482792

Child and Family Agency,

HSE Building ,

Ballycummin Ave, Raheen,, Limerick

Health Board

Phone: 1850 24 1850

Local hospital

Phone: 061 482219

Child Safeguarding Statement

Athea National School is a primary school providing -primary education to pupils from pre-school to Sixth Class. This includes three Special Classes.

In accordance with the requirements of the [Children First Act 2015](#), [Children First: National Guidance for the Protection and Welfare of Children 2017](#), the [Addendum to Children First \(2019\)](#), the [Child Protection Procedures for Primary and Post Primary Schools 2017](#) and [Tusla Guidance on the preparation of Child Safeguarding Statements](#), the Board of Management of Athea National School has agreed the Child Safeguarding Statement set out in this document.

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

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

- 5 The following procedures/measures are in place:
 - In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DE 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 DE website.

- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
 - Has provided each member of staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages Board of Management members to avail of relevant training
 - The Board of Management maintains records of all staff and Board member training
 - In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
 - In this school the Board has appointed the above named DLP as the "relevant person" (as defined in the Children First Act 2015) to be the first point of contact in respect of the child safeguarding statement.
 - All registered teachers employed by the school are mandated persons under the Children First Act 2015.
 - In accordance with the Children First Act 2015 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 attached as an appendix to this statement.
 - The various procedures referred to in this Statement can be accessed via the school's website, the DE website or will be made available on request by the school.
- 6 This statement has been published on the school's website and has been provided to all members of school personnel and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 7 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on 20/10/21.

Signed: *Marie Gleeson*

Chairperson of Board of Management

Date: 20/10/21

Signed: *Margaret Watters*

Principal/Secretary to the Board of Management

Date: 20/10/21

Child Safeguarding Risk Assessment

Written Assessment of Risk of Athea 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 2017](#), the following is the Written Risk Assessment of Athea National School.

1. List of school activities

Daily arrival and dismissal of pupils
 Recreation breaks for pupils
 Classroom teaching
 One-to-one teaching
 Outdoor teaching activities
 Sporting Activities
 School outings
 Use of toilets areas in schools
 Fundraising events involving pupils
 Use of off-site facilities for school activities
 Transport arrangements
 Care of children with special educational needs, including intimate care where needed
 Management of challenging behaviour amongst pupils, including appropriate use of restraint where needed
 Administration of Medicine
 Administration of First Aid
 Curricular provision in respect of SPHE, RSE, Stay Safe
 Prevention and dealing with bullying amongst pupils
 Training of school personnel in child protection matters
 Use of external personnel to supplement curriculum
 Use of external personnel to support sports and other extra-curricular activities
 Care of pupils with specific vulnerabilities/ needs such as
 -Pupils from ethnic minorities/ migrants
 -Members of the Traveller community
 -Lesbian, gay, bisexual or transgender (LGBT) children
 -Pupils perceived to be LGBT
 -Pupils of minority religious faiths
 -Children in care
 -Children on CPNS
 Recruitment of school personal including
 -Teachers/SNA's
 -Caretaker/ Secretary/ Cleaners
 -Sports coaches
 -External Tutors/ Guest speakers
 -Volunteers/ Parents in school activities
 -Visitors/ contractors present in school during hours
 -Visitors/contractors present during after school activities
 Participation by pupils in religious ceremonies/ religious instruction external to the school
 Use of Information and Communication Technology by pupils in school, including social media
 Application of sanctions under the school's Code of Behaviours including detention of pupils etc
 Student teachers undertaking training placement in school
 Use of video/ photography/ other media to record school events

After school use of school premises by other organisation during school day

2. The school has identified the following risk of harm in respect of its activities -

Risk of harm not being recognised by school personnel
 Risk of harm not being reported properly and promptly by school personnel
 Risk of child being harmed in the school by another child
 Risk of child being harmed in school by volunteer or visitor to the school
 Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons
 Risk of harm due to racism
 Risk of harm due to bullying child
 Risk of harm due to cyber-bullying child
 Risk of harm due to inadequate supervision of children in school
 Risk of harm due to inadequate supervision of children while attending out of school activities
 Risk of harm due to inappropriate relationship/ communications between child and another child or adult
 Risk of harm due to children inappropriate accessing/using computers, social media, phones and other devices while at school
 Risk of harm due to inappropriate use of online remote teaching and learning communication platform such as an uninvited person accessing the lesson link, students being unsupervised for long periods of time in breakout rooms
 Risk of harm to children with SEN who have particular vulnerabilities
 Risk of harm to child while a child receiving intimate care
 Risk of harm due to inadequate code of behaviour
 Risk of harm in one-to-one teaching, counselling, coaching situation
 Risk of harm caused by member of school personnel communicating with pupils in appropriate manner via social media, texting, digital device or other manner
 Risk of harm caused by member of school personnel accessing/ circulating inappropriate material via social media, texting, digital device or other manner
 Risk of harm due to non-teaching of SPHE, Stay Safe

3. The school has the following procedures in place to address the risks of harm identified in this assessment -

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 2017* are made available to all school personnel
School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* and all registered teaching staff are required to adhere to the *Children First Act 2015*
The school implements in full the Stay Safe Programme
The school implements in full the SPHE curriculum
The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*
The school has a yard/playground supervision policy to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
The school has in place a policy and clear procedures in respect of school outings
The school has a Health and Safety Policy
The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting
The school has a codes of conduct for school personnel (teaching and non-teaching staff)
The school complies with the agreed disciplinary procedures for teaching staff
The school has a Special Educational Needs policy
The school has an Intimate Care Policy/plan in respect of students who require such care
The school has in place a policy and procedures for the Administration of Medication to pupils
The school –

- o Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
- o Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
- o Encourages staff to avail of relevant training
- o Encourages board of management members to avail of relevant training
- o Maintains records of all staff and board member training

The school has in place a policy and procedures for the administration of First Aid
The school has in place a code of behaviour for pupils
The school has an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents
The school has in place a policy governing the use of smart phones and devices in the school by pupils as per circular 38/2018
The school has in place a Critical Incident Management Plan
The school has in place a Home School Liaison policy and related procedures
The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
The school has in place a policy and 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 for one-to-one counselling
The school has in place a policy and procedures in respect of student teacher placements
The school has in place a policy and 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 2017*

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

This risk assessment has been completed by the Board of Management on 20/10/21.

It shall be reviewed as part of the school’s annual review of its Child Safeguarding Statement.

Signed: *Marie Gleeson*

Date: 20/10/21

Chairperson, Board of Management

Signed: *Margaret Watters*

Date: 20/10/21

Principal/Secretary to the Board of Management

Distance Learning Child Safeguarding Statement

Athea National School is committed to a child-centred approach in all our work with children. We undertake to provide a safe environment and experience, where the welfare of the child is paramount.

This policy extends the Child Protection Policy of Athea National School. A copy of the school's Child Protection Policy and Statement is available:

To download at: www.atheans.ie

On request: By emailing atheans.ias@eircom.net

By writing to: Athea National School, Athea, Limerick

Distance Learning

In facilitating access to safe communication between Athea National School staff and pupils, Athea National School extends the opportunity to learn via SeeSaw. In providing these opportunities, we commit to adhering to the following best practices in the interest of safeguarding both students and staff.

Child Protection Concerns Related to Distance Learning

Communicating with students over the internet raises the following concerns in relation to child protection:

- The situation introduces the student to the idea of communicating with an adult that is not part of their family group over the internet. This is not a practice that should come to be considered normal by the student and it should be emphasised by parents that communicating in this manner is something that requires permission and supervision;
- This method of communication invites the teacher/SNA into the student's home, and vice versa, without being physically present and, therefore, possibly unknown to other members of either household. There should be an awareness on behalf of all involved that there is someone virtually present in their home and that everyone's actions need to be reflected in this.
- Athea National School staff undertake as part of our Child Protection Policy to report any concerns over child welfare to Margaret Watters (Principal), who is the Designated Liaison Person or in her absence to Maura Mulvihill (Deputy Principal and Deputy Designated Liaison Person).

Parental Consent

Written parental consent shall be sought for the purposes of:

- Engaging with the pupil in their home via live video calls (Google Meet/Zoom)
- Parental consent will be sought using consent forms.

Location and Supervision of Lessons

- All calls should be held in an area of the home that is open and accessible to the parents of the student. Lessons should not, for instance, take place in a room with a closed door without parental/guardian's supervision.
- Teachers/SNA should hold the video call in a location that respects the privacy of the pupils learning.
- Lessons will, however, need to be held in an area where student and staff members can concentrate on the call and not be unnecessarily interrupted. This may be hard to balance with younger children in the house and may take a few sessions to establish a good routine. All concerned need to show some patience in forming a routine and be willing to discuss ways to improve concentration during
- All one-to-one calls require a parent/guardian to be present during the video.
- For all one-to-one calls there will be two staff members on the video call.
- Parents are responsible for the supervision of their child during the video call.
- No lessons are permitted to be recorded by any pupils
- If a class teacher wishes to record a lesson online prior consent will be sought from parents.

Time Keeping

- All parties will login on time for a video call.
- If any party is delayed or unable to attend video-call they should make prior contact to discuss with other party where possible.
- Staff will end non-attended calls 10 minutes after start time.

Alternative Contact Methods

- All arrangements / re-arrangements to lessons must be made through a parent and teacher using email or phone call.
- Students and staff members are only allowed to communicate using SeeSaw or e-mail.

Seesaw Communication

- Seesaw may be used for all other classes to engage in school activities.
- Teachers/SNAs will respond to messages during school hours. Any messages received after these hours will be responded to the following school day.
- Pupils may request help or clarifications using this method of communication.
- Pupils may submit schoolwork via Seesaw.
- Teachers will provide feedback to pupil via Seesaw.
- If parents wish to raise any concerns or discuss anything with teacher/SNA they must use the school email or request that the teacher phone them to discuss the issues.

Boundaries Professional Distance

While encouraging and fostering a positive relationship with learners, all Athea National School staff must retain a sense of themselves as ‘professionals’ and, thus, maintain a professional distance with learners and parents in both the workplace and while working with pupils on Zoom or Seesaw. Staff members should ensure that they do not place themselves in situations where learners have undue expectations of a staff member’s ability to resolve conflicts or personal issues. Pupils and parents themselves have a responsibility to recognise the ‘professional’ nature of their relationship with a staff member and hence not hold undue expectations of how staff should relate to them in the workplace or online.

Grounds for Concern

The grounds for concern laid out in the Athea National School Child Protection Policy shall apply in all lessons given over the internet and shall apply to all children in the student’s home. If a staff member witnesses any concerning issues during the videocall they must report these to Designated Liaison Person in accordance with the Child Protection Guidelines. This includes things that happen in the background or off-camera.

If a parent has any concerns about the process or relationship between student and staff member, they should contact Margaret Watters, the Designated Liaison Person to discuss the situation. Athea National School undertakes to investigate all complaints or concerns regarding its teaching staff in line with our Child Protection Policy.

Raising Concerns

Concerns for the welfare of students will be dealt with in line with the Athea National School Child Protection Policy.

Recording of Lessons

- No recordings are to be made of lessons, without the explicit consent of both teacher and parent/guardian.

Record Keeping

- Teacher will share an agenda with pupils prior to the Zoom call
- Teacher will make a record of each call
- Details:
 - o Time & Date
 - o Consent received
 - o Location
 - o Attendees
 - o Duration
 - o Topics discussed
 - o Any concerns

General Code of Conduct

All participants in Distance Learning must agree to:

- Treat all users, educators and colleagues fairly and equally. Stimulate conversation, be respectful of others' views, and refrain from personal
- Respect the legitimate intellectual property rights, do not plagiarise work, and give credit to the originators of ideas.
- Not share the posts of others

The policy was ratified by the Board of Management of Athea National School in March 2018. It was reviewed and updated on 01/09/20 on 20/10/21.

Signed: *Marie Gleeson*

Signed: *Margaret Watters*

Chairperson of Board of Management

Principal/Secretary to the Board of Management

Date: 20/10/21

Date: 20/10/21

Child Safeguarding Risk Assessment

Athea National School, Athea, County Limerick

September 2021

To be reviewed annually or more frequently as appropriate

In accordance with section 11 of the [Children First Act 2015](#), [Children First: National Guidance for the Protection and Welfare of Children 2017](#), [the Addendum to Children First \(2019\)](#), chapter 8 of the [Child Protection Procedures for Primary and Post Primary Schools 2017](#) and [Tusla Guidance on the preparation of Child Safeguarding Statements](#), the following is the Child Safeguarding Risk Assessment for Athea National School, Athea, County Limerick. The school has identified areas of potential risk of harm to pupils in the school environment. The table below lists those potential risks and the procedures and/or policies in place for managing those risks.

	<u>List of School Activities</u>	<u>The school has the following procedures in place to address the risk identified in this assessment</u>
1.	Training of school personnel in Child Protection Matters	<ul style="list-style-type: none"> • Child Safeguarding Statement and DES procedures made available to all staff. • DLP and DDLP to attend PDST face to face training. • All staff to view Tusla training module and any other training offered by the PDST. • BOM retains all records of staff and Board training. • Visiting staff and part-time teachers to comply with Garda vetting and to be familiar with Child Safeguarding Statement.
2.	One to one teaching	<ul style="list-style-type: none"> • School has glass panels in doors of all classrooms where one to one teaching takes place.
3.	Care of children with special needs including intimate care needs	<ul style="list-style-type: none"> • School has Intimate Care Needs Policy (available on website) Two adults are present for all intimate care needs procedures. • This may be SNAs or teachers depending on availability. • RSE and SPHE can be differentiated as appropriate
4.	Toilet areas	<ul style="list-style-type: none"> • Toilet procedures. Supervision policy
5.	Curricular provision in respect of SPHE, RSE, Stay Safe Programme	<ul style="list-style-type: none"> • School implements SPHE (Social, Personal and Health Education) RSE (Relationships and Sexuality Education), Stay Safe Programmes & Weaving Well-Being Programme and facilitates staff training when available
6.	Recruitment of new staff	<ul style="list-style-type: none"> • Child Safeguarding Statement and DES procedures made available to all staff. • Staff to view Tusla training module and any other online training offered by PDST (Professional Development Service for

		Teachers) or provide certificate to prove training has previously been undertaken
7.	Management of challenging behaviour amongst pupils	<ul style="list-style-type: none"> • Health and Safety Policy Code of Behaviour
8.	External Sports Coaches – including extra-curricular activities coaches/teachers	<ul style="list-style-type: none"> • Garda vetting procedures in place.
9.	Swimming Lessons	<ul style="list-style-type: none"> • Garda vetting procedures in place.
10.	Students participating in work experience	<ul style="list-style-type: none"> • Work Experience Policy in place (available on our website). All students over 16 years of age Garda vetted.
11.	3rd Level students participating in School Placement	<ul style="list-style-type: none"> • All students over 16 years of age Garda vetted. Letter of agreement completed with 3rd Level College. Child Safeguarding Statement
12.	Volunteers / Parent Helpers	<ul style="list-style-type: none"> • Supervised by staff in open areas • Garda vetting procedures in place
13.	Supervision of children at playtime	<ul style="list-style-type: none"> • Supervision policy and procedures in place. • Rota maintained by Dep Principal
14.	Use of church & community hall	<ul style="list-style-type: none"> • Always supervised by teachers
15.	Visiting speakers	<ul style="list-style-type: none"> • Teachers remain in class with visiting speakers.
16.	Use of ICT by pupils or staff	<ul style="list-style-type: none"> • ICT and Acceptable Use policies in place. • Online teaching and learning remotely provisions included in policies • Internet Safety lessons taught to pupils throughout the school
17.	Use of mobile phones by pupils	<ul style="list-style-type: none"> • Mobile phone policy; not permitted to be used without authorisation
18.	Bullying	<ul style="list-style-type: none"> • Anti-bullying Policy and Procedures in place. Weaving Well-Being programmes taught in all classes (linked to SPHE).
19.	School Access	<ul style="list-style-type: none"> • Front door access by bell & security camera. • Access during school day through front door only. Gates locked while children outside. Visitors must sign in at office. • Access to classrooms during the school day is restricted and monitored. • CCTV cameras in place to monitor access.
20.	Administration of First Aid/Medicine	<ul style="list-style-type: none"> • Administration of Medicine policy. • Training provided on specific conditions as necessary. • Trained First Aiders; <ul style="list-style-type: none"> ➢ Cardiac First Response (6) ➢ Administration of Salbutamol, Epinephrine, and Glucagon (6)

		<ul style="list-style-type: none"> Full First Aid kits available – included schools own supply of Epi-Pen both adult and Junior and Salbutamol
21.	School trips	<ul style="list-style-type: none"> Bus Safety Policy Fully supervised by teachers. Venues chosen after careful consideration of safety and educational value.

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

In undertaking this risk assessment, the BOM has endeavored to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent. This risk assessment has been initially completed by the BOM on March 6th 2018. It was updated in 2019, 2020 and 2021. It shall be reviewed as part of the school’s annual review of its Child Safeguarding Statement.

Signed: *Marie Gleeson*

Date: 20/10/21

Chairperson, BOM

Signed: *Margaret Watters*

Date: 20/10/21

Principal/Secretary to the BOM

Programmes with relevance to Child Protection

The following programmes are taught in Athea National School in order to increase awareness around child protection issues and for the prevention of abuse in any form:

- Relationship & Sexuality Programme (RSE) – *Mandatory – Completed May/June each year*
- Stay Safe Programme New edition – *Mandatory - completed in January*
- Walk Tall Programme
- SPHE Curriculum & Making the Links (A useful manual which links the first 3 programmes to the content objectives of the SPHE curriculum.
- Athea National School Code of Behaviour & Anti-Bullying Policy

School Policies with Regards to Child Protection

The following school policies have relevance for child protection and are available for viewing in the school office.

- Child Safeguarding Statement
- Health & Safety Statement, including Accident & Injury Policy & Administration of Medicines Policy
- Code of Behaviour
- Anti-Bullying Policy
- School Attendance Policy
- Access Policy
- Supervision Policy
- Intimate Care Needs Policy
- School Tour Policy
- Guidelines for working with External Partners
- Swimming Policy
- SEN Policy
- Guidelines for Physical Interventions & Restrictive Practices
- Acceptable Use of the Internet Policy (ICT) / Mobile Phone Policy
- Disciplinary & Grievance Procedures
- Data Protection Policy
- Critical Incident Policy
- Work Experience Placement Policy

Child Protection Practices

The staff and Board of Management of this school have identified the following as areas of specific concern in relation to Child Protection. Following discussion and consultation, the staff and Board of Management 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. (See Intimate Care Policy)

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
- CDs, DVDs etc) should be checked for their appropriateness with regard to age and suitability.

Designated Liaison Person (DLP)

The DLP in Athea National School is the Principal, Margaret Watters; this appointment has been ratified by the Board of Management. The Deputy DLP is Maura Mulvihill; this appointment has also been ratified by the Board of Management.

The DLP has specific responsibility for child protection and will represent the school in all correspondence with the HSE, An Garda Síochána and other parties in connection with allegations of abuse. All matters pertaining to the processing or investigation of child abuse should be processed through the DLP.

The DLP acts in cases where there are reasonable grounds for suspicion or where an allegation has been made.

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 HSE or An Garda Síochána should inform a parent/guardian, unless doing so is likely to endanger the child or place that child at further risk. A decision not to inform a parent/guardian should be briefly recorded together with the reasons for not doing so. In emergency situations, where the HSE cannot be contacted, and the child appears to be at immediate and serious risk, An Garda Síochána should be contacted immediately. A child should not be left in a dangerous situation pending HSE intervention.

Protection for Persons Reporting Child Abuse

The Protection for Persons Reporting Child Abuse Act 1998 provides immunity from civil liability to any person who reports child abuse 'reasonably and in good faith' to designated officers of the HSE or any member of an Garda Síochána (DES Procedures 1:10).

Qualified Privilege

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

Definition and Recognition of Child Abuse

Child abuse can be categorised into four different types:

- Neglect
- Emotional abuse
- Physical abuse
- Sexual abuse

Each of these categories is defined in full in Children First but for the purpose of this policy attention is drawn to the stated definition of ‘neglect’.

Neglect can be defined in terms of an omission, where the child suffers significant harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, medical care.

Guidelines for Recognition of Child Abuse

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

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

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

Each of these stages is developed in Children First 2:2.

Handling Disclosures from Children

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

The adult should not ask leading questions or make suggestions. They should explain that further help may have to be sought. The discussion should then be recorded accurately. The record should include reference to what was observed with sketches of physical injury where necessary. It should also record when the alleged incident took place. Records should be kept in a secure place. The information should then be conveyed to the school DLP.

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

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

The Chairperson and the DLP are primarily concerned with the protection of the children in their care. However, employees must be protected against false and malicious claims. Legal advice should be sought by the board in relation to the employee. If the allegation is against the DLP, the Chairperson of the BOM will assume the responsibility for reporting the matter to the HSE.

Reporting

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

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

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

- a. That an allegation has been made against him/her
- b. The nature of the allegation
- c. Whether or not the HSE or Gardaí has been informed.

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

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

Recruitment and selection of volunteers

All staff employed (or volunteering) must be Garda Vetted through the **National Vetting Bureau (NVB)** through the Limerick Diocese and will not be allowed work with children unless they provide a copy of this to the school.

The Teaching Council arranges vetting for teachers newly appointed to the school before commencement of employment. Staff will be asked for copies of their vetting forms and these will be kept in the Principal's office. New Garda Vetting Procedures apply for all employees / volunteers.

In addition, the child protection-related Statutory Declaration must be provided by all persons appointed to teaching and non-teaching positions of any duration. The school must obtain and view the original statutory declaration and retain a copy for its own records.

Supervision of children

School routines and procedures will be followed by all staff to ensure that there is comprehensive supervision of school at all breaks and on all trips and tours. See *Supervision Policy*.

Early withdrawal of pupils

Any child leaving the school before the end of the school day must be signed out by a parent/guardian in the office. The parent / guardian should enter the school via the door near the office. If they are not known to the Principal / Deputy principal, they should be asked for identification. (If another adult is collecting the child, the school must be informed either by phone or in writing by the parent / guardian, as to the identity of the adult collecting their child.) Parents and children then exit the school again through reception. **See COVID-19 Policy for restricted access to school pandemic.*

Collection of children at home time

Infants are collected at 2pm and are released into the care of parents/guardians or adults identified to the school (by parents/guardians) at the beginning of the school year e.g. child minder etc. If a person outside of these named adults is to collect an infant pupil on a given day, the school must be informed of the identity of this other adult either verbally in person, or by phone, or in writing. Equally if a child is to be collected by a classmate's parent etc., the school should be informed in advance, again either verbally, or by phone, or in writing. If the school has not been informed of a change as above, the school will not release the pupil into the care of another adult. The school will attempt to contact the parents/guardians to confirm the collection details.

Children from 1st to 6th Class are walked by their class teacher to the school entrance, where depending on arrangements made by their family, they either are met by an adult etc. or commence their walk home. Any child remaining at this point/unsure of who is collecting them etc. is brought to the office, where a call is made to their parent/guardian. If there is a change to the collection plans made with the child, parents/guardians should contact the school so that they can update the child.

Changes in Family Circumstances

If there are any changes in family circumstances (separation of parents etc.), the school will continue to release the child into the care of either parent (assuming both have guardianship).

In the event of a court order, furnished to the school by a parent, the school will only release the child into the care of the adult/provide access as directed by the court. In such circumstances, the school has internal systems in place to ensure communication with relevant staff members, so that they are aware of these changes.

General Conduct

Children are to be encouraged at all times to play co-operatively and inappropriate behaviour will be addressed under our *Code of Behaviour* and *Anti-Bullying Policy*.

If an incident occurs which is considered to be of a sexualised nature, the reporting procedures outlined in Chapter 5 of the *DES Child Protection Procedures* will be followed.

Visibility

Teachers will ensure that children are visible in the school yard. Children will not be allowed to spend time in classrooms where they would not be under adult supervision. They are allowed leave the school yard only to go to the bathroom with the teachers consent.

One-To-Teaching/Activities

It is the policy in this school that one-to-one teaching is provided 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 (if allocated) will be carried out under the direction of the class teacher in an open environment.

Any activity which involves a child to staff member (teacher or SNA) ratio of 1:1, should take place in a room with a glass panel window on the door for visibility. Otherwise, the door of the room in which they are working should be left open for the duration. Any blinds etc, on the glass panel on the door, should be opened for the duration also. Only staff members (who are all vetted appropriately), should engage in 1:1 activities.

The Principal is responsible for ensuring that any visitors who are to work with children on a 1:1 basis are appropriately vetted (e.g. HSE nurse, Psychologist, Photographer etc.). The procedure outlined above will be followed in these cases also.

Record Keeping

Teachers will keep records on each child's reports. Roll will be updated daily using Aladdin. Sensitive information regarding children will be shared on a need-to know basis. All educational files of pupils are kept in a locked storage cabinet. Further details on record keeping will be found in the school's record keeping platform Aladdin .

Attendance

Our school attendance will be monitored as per our Attendance Policy. With regard to child protection, we will pay particular attention to trends in non-attendance. We monitor trends in non-attendance in terms of possible neglect, physical or emotional abuse. *See Attendance Policy.*

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.

Communication

Every effort will be made to enhance pupil-teacher communication. If pupils have concerns, they will be listened to sympathetically. The SPHE/Oral Language/RE programmes allow for open pupil-teacher communication, which aids 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.

Access

All school entrances are secured after the children enter the school at 9.30am and after each break. All others seeking access must do so through the main door, where the access is granted only once identity and purpose of visit has been established (via buzzer).

Visitors/Guest Speakers

Teachers on yard duty will be aware of visitors entering the school yard and will re-direct them to the office etc. as necessary. All external tutors/trades people/visitors sign in and out of school office

Guest speakers or External Teachers (even if appropriately vetted) are never left unsupervised with pupils. The class teacher or supervising teacher is responsible for the pupils at all times. The school has a responsibility to check out the credentials of the speaker and to ensure that the materials in use by guests are appropriate.

Relationships and Attitudes

Teachers should ensure that their relationships with students are appropriate to the age, maturity and sex of the children and that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought when dealing with older children.

Physical Contact with Children

Teachers are advised not to make unnecessary physical contact with children. However, a distressed child may need reassurance involving physical comforting such as a parent might provide. Physical punishment is illegal as is any form of physical response to misbehaviour, unless it is by way of restraint using the minimum force necessary to ensure the safety of the children/adults involved. *See Guidelines for Physical Interventions & Restrictive Practices.*

Whenever possible this should be done in the presence of others. First-aid to a pupil should also be administered whenever possible in the presence of others. Following any incident where a Teacher feels that his/her actions may be misconstrued, a written report of the incident should be submitted immediately to the Principal.

Swimming

Children travel to the pool in a bus accompanied by two teachers or two parents/SNAs. These parents are subject to Garda vetting. It is ensured annually that Garda Vetting for parents have been updated and are in date.

The teacher/adult stands at the door of the changing room which is slightly ajar. The teacher can then keep an eye on the children lining up in the corridor and the children in the changing room. Two parents/SNAs are allowed access to the changing room at a time. The role of the adult is supervisory only, it is not to assist. On no account should a teacher or parent be alone in the changing room with the children.

If the need arises (physical needs etc), a parent may accompany his or her own child (only) to a private cubicle if he/she is having difficulty with changing. The parent should discuss this need with the Principal in advance of lessons, so that supervising teachers/SNAs are aware that the child may be withdrawn to a private changing cubicle by their parent in this instance.

If a child needs to go to the toilet during the pool time, he/she is accompanied from the pool area to the bathroom door by the teacher and escorted back to the pool when finished.

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.

Travelling Arrangements

Teachers/staff member will not carry children alone in their cars. At least two children must travel with the member of staff in the car or another adult and child. Necessary insurance to transport children in a private vehicle should be in place.

Induction of Teachers and Ancillary Staff

The DLP, **Margaret Watters**, will be responsible for informing all new teachers and ancillary staff of this Child Safeguarding Statement, DES Child Protection Procedures and the *Children First Guidelines*.

All new teachers are expected to teach the designated SPHE objectives for their class. A member of staff, once trained, will be responsible for the mentoring of new teachers and will be responsible for supporting new teachers as they implement the SPHE objectives. The Deputy Principal is 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. the school's Communication Policy.

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, Stay Safe and SPHE. All new parents will be 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.

Toileting / Intimate Care Needs

If a child requires assistance with toileting (regularly or as a once off due to illness etc.), two members of staff should assist the child in this instance. *See Intimate Care Policy.*

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 (if allocated), 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.

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 accident policy as part of Health and Safety.

DVDs

Staff will always ensure that any DVD shown or video footage shown through services such as RTE Player / Netflix or similar, to the children is age appropriate and is educational in content.

Internet Safety

Children will only have access to websites deemed age-appropriate under the supervision of their class teacher.

Photographs of children are only placed on the school website/App/other sites deemed appropriate by the school with parental permission.

Internet Safety talks are provided annually to pupils. Athea National School is pro-technology and we attempt to make our pupils and staff aware of any dangers, to the best of our ability, especially those dangers linked with child protection concerns. *See Acceptable Usage / ICT Policy.*

School Measures Taken to Protect the Children in Our Care

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

1. Athea National School fully implements the Stay Safe programme in the Spring term each year.
2. A copy of the school's child protection policy, which includes the names of the Designated Liaison Person (DLP) and Deputy DLP, will be made available to all school personnel and is readily accessible to parents on our website.
3. The name of the DLP and other relevant support services are displayed in a prominent position near the main entrance to the school.
4. In addition to informing the school authority of those cases where a report involving a child in the school has been submitted to the HSE, the DLP shall also inform the school authority of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made. At each meeting of the Board of Management, the agenda includes an item on Child Protection; the Principal shall inform the Board of the number of all such cases and this shall be recorded in the minutes of the board meeting.
5. Athea National School will undertake an annual review of its Child Protection Policy and its implementation by the school. A checklist, to be used in undertaking the review. The school has put in place an action plan to address any areas for improvement which might be identified in the annual review. The Board of Management shall make arrangements to inform school personnel that the review has been undertaken. Written notification that the review has been undertaken shall be provided to the school community, via the website. A record of the review and its outcome shall be made available, if requested, to the patron and the DES.
6. 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.
7. Staff should not be alone in a classroom with one child or detain a child on their own after school. Some pupils with special educational needs are sanctioned resource hours and assistance on an individual basis; staff are mindful of this child protection policy when teaching these pupils and our support rooms have glass panels in the doors thus rendering the occupants visible at all times.
8. When possible children should work in groups.
9. Children with physical disabilities who may require assistance in toiletry matters will be aided by a Special Needs Assistant (if allocated by NCSE) who has met the necessary screening requirements when being employed by the school. See Intimate Care Policy. It should be noted that children with disabilities may be more at risk of abuse due to a number of reasons (DES Procedures 2:3). Parents, teachers and all staff involved in services for children with disabilities need to be familiar with the indicators of abuse and to be alert for signs of abuse.

Athea National School
Notification regarding Board of Management's Review of Child Safeguarding Statement

To: All School Personnel and all members of Athea National Schools wider school community:

The Board of Management of **Athea National School** wishes to inform you that:

- The Board of Management's annual review of the school's Child Safeguarding Statement was completed at the Board meeting of _____
- This review was conducted in accordance with the "Checklist for Review of the Child Safeguarding Statement" published on the Department of Education's 'website www.education.ie

Signed: *Marie Gleeson* Date: 20/10/21

Chairperson, Board of Management

Signed : *Margaret Watters* Date: 20/10/21

Principal/Secretary to the Board of Management

Checklist for Review of the Child Safeguarding Statement

The [Child Protection Procedures for Primary and Post Primary Schools 2017](#) require the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. The review must be completed every year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers. Undertaking an annual review will also ensure that a school also meets its statutory obligation under section 11(8) of the [Children First Act 2015](#), to review its Child Safeguarding Statement every two years.

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

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

	Yes/No
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	Yes
2. As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	Yes
3. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015?	Yes
4. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	Yes
5. Has the DLP attended available child protection training?	Yes
6. Has the Deputy DLP attended available child protection training?	Yes
7. Have any members of the Board attended child protection training?	Yes
8. Are there both a DLP and a Deputy DLP currently appointed?	Yes
9. Are the relevant contact details (Tusla and An Garda Síochána) to hand?	Yes
10. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	Yes
11. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the 'Child Protection Procedures for Primary and Post Primary Schools 2017' and the Children First Act 2015?	Yes
12. Has the Board received a Principal's Child Protection Oversight Report at each Board meeting held since the last review was undertaken?	Yes
13. Since the Board's last review, was the Board informed of any child protection reports made to Tusla/An Garda Síochána by the DLP?	No
14. Since the Board's last review, was the Board informed of any cases where the DLP sought advice from Tusla/and as a result of this advice, no report to the HSE was made?	No
15. Since the Board's last review, was the Board informed of any cases where an allegation of abuse or neglect was made against any member of school personnel?	No
16. Has the Board been provided with and reviewed all documents relevant to the Principal's Child Protection Oversight Report?	Yes
17. Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed?	Yes

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

*In schools where the ETB is the employer the responsibility for meeting the employer's requirements rests with the ETB concerned. In such cases, this question should be completed following consultation with the ETB.

Signed: *Marie Gleeson*

Date: 20/10/21

Chairperson, Board of Management

Signed: *Margaret Watters*

Date: 20/10/21

Principal/Secretary to the Board of Management

Reporting Form for Child Protection and Welfare Concerns to a Health Board

1. Date of Report
2. Name of person reporting
3. Address of person reporting
4. Relationship of reporting person with the child concerned
5. Method of report (telephone call, personal call to office)
6. Family Details

Details of Child Concerned

Surname

Forename

DOB

Male/female

Alias (known as)

Address:

Correspondence address (if different)

Telephone number

7. State whether you consider your report to indicate (a) suspected or actual child abuse or (b) need for family support, giving reasons

	Physical Abuse	Emotional Abuse	Sexual Abuse	Neglect
Suspect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
actual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Details of other family members/household members

Name	Age	Relationship to child	Employment/School	Location

In cases of emergency, or outside HSE hours, reports should be made to An Garda Síochána.

9. Name of Other Professionals Involved with Child/ren and/or Parents/Carers.

Public health nurse: School:

General practitioner:

Any other agency or professional involved (please describe the nature of any involvement):

Report Details.

10. Describe, as fully as possible the nature of the problem or incident being reported, giving details of times and dates of individual incidents, the circumstances in which they occurred, any other persons who were present at the time, and their involvement

11. Has any explanation been offered by the child, and/or parents/carers, which would account for the current problem or incident? (Details)

12. As far as possible, describe the state of the child/ren's physical, mental and emotional well-being.

13. If child abuse is being alleged, who is believed to be responsible for causing it? Include (if known) Name:

Address:

Degree of contact with child:

Degree of contact with other children:

14. Describe (in detail) any risks to which the child/ren in this situation is/are believed to be exposed.

15. How did this information come to your attention

16. What has prompted you to report your concern at this time?

17. What evidence of harm exists at present?

18. Are there any factors in the child and/or parents/carers' present situation, which may have relevance to the current concern? (for example, recent illness, bereavement, separation, addiction, mental health problem or other difficulty)

19. Are there any factors in the child and/or parents/carers' situation which could be considered protective or helpful (for example, extended family or community support)?

20. Has any action been taken in response to the current concern or incident (Details)

21. Are the child's parents/ carers aware that this concern is being reported to the HSE?

22. Is there a need for urgent protective action at this point?

23. Any other comments.

Signed: _____

Date: _____