



Policy: Child Protection Policy of Red Hill School

incorporating Legislative Procedures; Enrolment Policy; Staff Guidelines for the care & handling of Pupils; Staff Guidelines for the intimate care of Pupils; Code of Discipline & Behaviour Management Protocols; Anti-Bullying Policy for Pupils; Transport Policy; Guidelines for using & reducing Restrictive Practices Policy. Internet use Policy, Health & Safety Statement.

Date of Issue: 11th of April 2011.

Designated Liaison Person: Elaine Benson Ryan, Principal

Deputy Designated Person: Shirley Coll, Deputy Principal

Amendments/Reviews:

Reviewed July 2014

Reviewed: 29th June 2015. **Additions:** Appendix 6: Checklist for annual review of the Child Protection Policy adopted from Circular 0065/2011 Child Protection Procedures for Primary and Post Primary Schools.

Appendix 7: Child Protection Review Confirmation note for parents adopted from Circular 0065/2011 Child Protection Procedures for Primary and Post Primary Schools.

Red Hill School Transport Policy added under section 4.

Policy Guidelines for using & Reducing Restrictive Practices to be added under Section 4 when ratified. Date: Not applicable, Policy not in use. Should we delete this???

Review: March 2017. Pg. 4. "Behaviours that Challenge" changed to "Behaviours of Concern" to accurately reflect Policy title, Confidentiality Policy Included Appendix 2, retyped for clarity, content unchanged.

Next Review Date: March 2018

Aim of Policy: To provide clear guidelines to staff and parents regarding issues relating to child protection, care and handling of pupils; intimate care and behaviour management.

Documents referred to therefore should be read as a whole.

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Child Protection Policy Statement

Red hill school is committed to best practice standards of child protection. It is our aim to provide pupils with the highest possible standard of care in order to promote their well-being and protect them from harm. The board of management will promote the welfare of all children who attend the school by means of education, staff training and the implementation of a process for staff to act on any concerns they may have for a child's welfare in a timely manner. The Board of Management considers it the duty of all those employed or involved in the care and education of the children to make every reasonable effort to prevent or reduce the risk of abuse. They will also ensure that all legislation and statutory guidance concerning protection is adopted, including reporting any abuse discovered or suspected.

Introduction:

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, practices and activities. In accordance with the requirements of the Department of Education and Skills' Child Protection Procedures for Primary and Post Primary Schools, the Board of Management of Red Hill School has agreed the following Child Protection Policy:

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 as part of this overall Child Protection Policy.

2. The Designated Liaison Person (DLP) is *Elaine Benson Ryan*

3. The Deputy Designated Liaison Person (Deputy DLP) is *Shirley Coll.*

The name of the DLP and the Deputy DLP are displayed in various locations around the school-reception, staff room & Principal's Office. New staff, substitute staff and students on work experience are informed by Principal/Deputy Principal during induction. Parents are informed of the name of the DLP & Deputy DLP at the start of each school year.

4. In its policies, practices and activities, *Red Hill 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 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.

The school will also adhere to the above principles in relation to any adult pupil in the school.

5. The following policies are particularly relevant to Child Protection and as such should be interpreted collectively:

- The Code of Behaviour,
- Behaviours of Concern,
- Anti-bullying Policy,
- Supervision of Pupils,
- Intimate Care Policy,
- Pupil Attendance Strategy,
- Sporting Activities/School Outings,
- Transport Policy.
- Internet Use Policy
- Health & Safety Statement
- Confidentiality 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.

6. This policy has been made available to school personnel and the Parents' Association and is readily accessible to parents on request. A copy of this policy will be made available to the Department and the patron if requested.

7. The policy will be reviewed annually in accordance with the terms the Revised Children First Guidelines. The checklist supplied in Appendix 2 of Circular 0065/2011 will be used. School Personnel will be informed that the review has taken place. Parents will be informed in writing that the review has taken place. A record of the review shall be made available to the Patron and the Department if requested.

7. The Stay Safe Programme will be implemented in the school.

8. At each Board of Management meeting the DLP will include the number of cases where a report involving a child in the school has been submitted to the HSE. The DLP will also report the number of cases where advice was sought from the HSE involving a child.

All staff should follow the guidelines given below, which constitute general advice to staff on how to deal with a disclosure of abuse. Children disclosing abuse should be given an opportunity to have a person of their choice present if they so wish. Red Hill School will ensure that all legislation and statutory guidance concerning child protection is adopted, including reporting any abuse discovered or suspected.

PART 1: LEGISLATIVE PROCEDURES

This document has been drawn up as a response to recent changes in legislation. It further develops previous policy in this area and takes account of the provisions of the following pieces of legislation

Freedom of Information Act 1997 The Education Act 1998

The Child Welfare Act 2000

References:

In all instances of suspicion or allegations of abuse or neglect, the following two resource books will be referenced.

- "Children First" – Department of Children and Youth Affairs 2011- This edition supersedes all others and should be the only one in use.
- Revised Child Protection Procedures for Primary and Post Primary Schools – Department of Education and Skills 2011

Designated Liaison Person (DLP):

The Principal will act as DLP. Following ratification by the Board of Management. Should circumstances warrant it, the Deputy Principal shall act as DLP. The DLP has specific responsibility for child protection and will represent the school in all dealings with Health Boards, 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. Actions to be taken by the DLP in cases where there are reasonable grounds for suspicion or where an allegation has been made are in 'Child Protection DES' Chapter 3 – Section 3.2.

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 test is whether or not the person has any legitimate involvement or role in dealing with the issue.

The giving of information to those who need to have that information for the protection of a child who may have been or has been abused, is not a breach of confidentiality.

The DLP who is submitting a report to the Health Service Executive (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.

This means that even if a reported suspicion of child abuse proves unfounded, a plaintiff who took an action would have to prove that the reporter had not acted reasonably and in good faith making the report.

The act provides significant protection for employees who report child abuse. These protections cover all employees and all forms of discrimination up to and including dismissal. (Child Protection DES Chapter 1.)

Qualified Privilege:

While the legal protection outlined above only applies to reports made to the appropriate authorities (i.e. The Health Boards and An Garda Síochána), Common Law qualified privilege continues to apply as heretofore. Consequently, should a Board of Management member or school personnel furnish information with regard to suspicions of child abuse to the DLP or the Board of Management chairman, such communication would be regarded under common law as having qualified privilege.

A further definition of qualified privilege is outlined in Section 1.11 of DES Child Protection – Guidelines & Procedures.

Freedom of Information Act 1997

Reports made to Health Boards may be subject to provisions of the Freedom of Information Act 1997, which enables members of the public to obtain access to personal information relating to them which is in the possession of public bodies.

Definition and Recognition of Child Abuse

Child abuse can be categorised into four different types.

- neglect
- emotional abuse
- physical abuse
- sexual abuse

A child may be subjected to more than one form of abuse at any given time. Each of these categories is defined in full in 'Children First' (Dept. of Children & Youth Affairs Chapter 2).

Guidelines for Recognition of Child Abuse: Section 2.7 of Children First National Guidance for the protection and welfare of children

A list of child abuse indicators is contained in Appendix 1 'Children First'. It is important to stress that, no one indicator should be seen as conclusive in itself of abuse; it may indicate conditions other than child abuse. 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.

These are: -

- i. Considering the possibility
- ii. Looking out for signs of abuse
- iii. Recording of information

Each of these stages is further developed in 'Children First', Sections 2.7.2. to 2.7.6.

Handling Disclosures from Children:

(DES Procedures 3:5) gives comprehensive details of how disclosures should be approached.

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 guidelines in 'Children First'.

When information is offered in confidence the member of staff will need tact and sensitivity in responding to the disclosure. The member of staff will need to reassure the child, and retain his/her trust, while explaining the need for action and the possible consequences, which will necessarily involve other adults being informed. It is important to tell the child that everything possible will be done to protect and support him/her but not to make promises that cannot be kept e.g. promising not to tell anyone else.

The following advice is offered to school personnel to whom a child makes a disclosure of abuse.

- Listen to the child.
- Take all disclosures seriously.
- 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 overreact.
- Explain that further help may have to be sought.
- Record the discussion accurately and retain the record.

This information should then be passed onto the DLP.

If the reporting person or member of the school staff and the DLP are satisfied that there are reasonable grounds for the suspicion/allegation, the procedures for reporting as laid out in 'Children First' will be adhered to. Standardised reporting forms may be photocopied from 'Children First' Appendix 3 – Pg 78.

The Chairperson of the Board of Management will be informed before the DLP makes contact with the relevant authorities unless the situation demands that more immediate action to be taken for the safety of the child in which case the Chairman may be informed after the report has been submitted. Details of what should be included in the report are outlined in 'Children First'.

Any professional who suspects child abuse should inform parents/carers if a report is to be submitted to the Health Board or An Garda Síochána unless doing so is likely to endanger the child. In cases of emergency, where a child appears to be at immediate and serious risk, and a duty social worker is unavailable, Garda Síochána should be contacted. Under no circumstances should a child be left in a dangerous situation pending HSE intervention.

Allegations or Suspicions Re: School Employees:

The most important consideration for the Chairperson, Board of Management or the DLP is the safety and protection of the child. However, employees also have a right to protection against claims, which are false or malicious.

As employers, the Board of Management should always seek legal advice as the circumstances can vary from one case to another.

There are two procedures to be followed (Chapter 5 of the DES Guidelines deals with this issue 4.1.3 Page 15 'Child Protection')

- i. The reporting procedure
- ii. The procedure for dealing with the employee.

The DLP has responsibility for reporting the matter to the Health Board. The Chairperson, Board of Management has responsibility, acting in consultation with his/her board, for addressing the employment issues.

If the allegation is against the DLP, the Chairperson of the Board of Management will assume the responsibility for reporting the matter to the Health Board.

Reporting:

When an allegation of abuse is made against a school employee, the DLP should immediately act in accordance with the procedures outlined in Ch 3, Section 3.2, – Child Protection.

A written statement of the allegation should be sought from the person/agency making the report. The DLP should always inform the Chairperson of the Board of Management. 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 procedures outlined in Chapter 3 Children First and Chapter 5 DES Guidelines – will then be followed.

The employee, the chairperson and DLP should make the employee aware privately

- a) An allegation has been made against him/her.
- b) The nature of the allegation.
- c) That the Health Board or Gardaí has been informed.

The priority in all cases is that no child be exposed to unnecessary risk. Therefore, as a matter of urgency, the Chairperson should take any necessary protective measures. These measure should be proportionate to the level of risk and should not unreasonably penalise the employee in any way unless to protect the child.

If the nature of the allegations warrants immediate action in the Chairperson's opinion, the Board of Management should be convened to consider the matter. This may result in the Board of Management directing that the employee absent him/herself from the school forthwith while the matter is being investigated (administrative leave).

When the Board of Management is unsure as to whether this should occur, advice should be sought from the Gardaí and/or the Child Care Manager of the Health Board and the legal advisers to the Board of Management and regard be had to this advice.

Administrative Leave:

Should the Board of Management direct that the employee absent him/herself as above, such absence of the employee would be regarded as administrative leave of absence with pay and not suspension and would not imply any degree of guilt. The DES should be immediately informed.

Board of Management:

The Chairperson should inform the Board of Management of all the details and remind the members of their serious responsibility to maintain strict confidentiality on all matters relating to the issue and the principles of due process and natural justice.

PART 2: STAFF GUIDELINES RELATING TO THE GENERAL CARE & HANDLING OF PUPILS

The school follows the policies and procedures as outlined in the "Children First Guidelines" regarding disclosures or reports of abuse. The Principal, Elaine Benson Ryan is the Designated Person to which all suspicions or disclosures of child abuse must be reported. The Deputy Principal, Shirley Coll, deputises in her absence.

A. General Guidelines

Aim of this policy:

- To establish norms so that children can expect consistency from staff throughout their school day.
 - To ensure that persons coming in contact with students respect their dignity at all times.
- This can be done in many ways, for example:

1. Allowing the child to become part of the decision making process and then acting on the child's contributions.
2. Giving praise and compliments as much as possible.
3. Allocating ability and age appropriate responsibilities such as getting own lunch, putting away own coat etc.
4. Setting tasks that are achievable for the child.
5. Being careful not to talk about children when they can overhear
6. Attempting to get eye-contact when we speak to them.
7. Using reduced language or signs to assist their understanding.
8. Thanking children when they co-operate.
9. Apologising if we make a mistake.
10. Never calling children names.
11. Trying to find ways of giving children some element of control over their lives e.g. "bus-time now – help me get your coat".
12. *Keeping to a minimum the use of negative words and phrases - replace them with a positive command, for example, instead of saying "Don't go on the road," say "Stay on the footpath" or instead of "Don't hit" say "Hands down" or "Lips closed" instead of "Stop shouting" or "Sit on chair" instead of 'Get off the table' or "Keep your coat on" instead of "Don't take it off"*
13. Never using sarcasm to belittle or humiliate a child.
14. Calmness, clear messages and consistency are three key elements to remember when working with children with special needs.

Physical Handling/Use of Restraint:

Physical handling of pupils should be kept to a minimum. Staff behaviours towards pupils which could be considered abusive include shouting, pushing, pulling, dragging, ridiculing, nagging, adapting confrontational/threatening pose and focussing on negative behaviours. In instances

where restraint is considered necessary for the health and safety of the pupil, staff or others, the circumstances must be recorded and reported to the principal as soon as possible.

Restrictive measures should only be adopted:

- When there is no alternative.
- Using the least amount of restraint.
- For the shortest possible time.
- They are part of an agreed plan approved by the Principal who will consult with the multi-disciplinary team and or para-professionals employed by the BOM of Red Hill School, e.g. Behavioural Support Therapist, Occupational Therapist.
- Where training is provided.

Witnessing Possible Abuse:

If any staff member witnesses staff behaviour towards a pupil which could be considered abusive such as shouting, pushing, pulling, dragging, ridiculing, or adopting threatening poses, this behaviour must be reported to the principal as soon as it is possible to do so. It is not acceptable to ignore the behaviour or to "gossip" about it with others. The principal will listen to your report and return to you in confidence.

Multi-Disciplinary Team Members:

Multi-disciplinary team members must ensure that the child's class team knows that he/she is working alone with a child and must always work in a room where there is clear visibility. Physiotherapists and Occupational therapists who must take a 'hands on' approach with children should have another adult in the room with them or work in the hall, classroom or therapy areas where there is clear visibility.

Volunteer Workers and Students:

Volunteer workers and students may not be left alone with a child in a room. Should this occur the circumstances need to be reported to the Principal as soon as possible.

Visitors/Trades-people:

Visitors and trades-people who are working in the school must report to the Secretary's Office or the Principal's Office, such visitors are not permitted to be alone in a room with a pupil from the school under any circumstances. Visitors may not spend prolonged periods of time in any classroom or area occupied by children unless by prior arrangement with the Principal who will ensure that pupils are adequately supervised. Visitors wishing to view the school and its facilities are escorted by the Principal or person nominated by her.

Bruises, rashes or marks:

Unexplained bruises, rashes or marks which are a cause for concern must be immediately reported to the class teacher who must then notify the Principal. Any bruises or marks sustained at school must be reported to the Deputy Principal/Principal as soon as it is feasible to do so.

Accident/Incident Recording:

A standard reporting form is available in every classroom and from the Principals' office for reporting incidents. The incident report should record what happened, the action that the staff member(s) took to manage the situation and the reason why it was necessary to take this action. Information provided should be brief and factual and should avoid emotional, judgemental language. If SNAs only are present during an incident it is good practice to fill the incident report out with the class teacher if possible so that s/he is fully aware of the incident.

B. Recognising Child Abuse:

The ability to recognise child abuse depends as much on a person's willingness to accept the possibility of its existence as it does on knowledge and information. It is important to note that child abuse is not always readily visible and may not be clearly observable. If a child appears to have suffered an inexplicable injury, seems distressed, displays unusual behaviour problems, appears fearful in the presences of others or makes a direct or indirect disclosure, please report your concerns to a class teacher or the principal immediately. *Do not question the child or comment on your concerns with him/her.*

Child abuse can be categorised into four different types: neglect, emotional abuse, physical abuse and sexual abuse. A child may be subjected to more than one form of abuse at any given time. The following are summaries of definitions found in the "**Children First Guidelines.**"

Neglect:

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

Emotional Abuse:

Emotional abuse is normally to be found in the relationship between a caregiver and a child rather than in a specific event or pattern of events. It occurs when a child's needs for affection, approval consistency and security are not met.

Physical Abuse:

Physical abuse is any form of non-accidental injury that causes significant harm to a child.

Sexual Abuse:

Sexual abuse occurs when a child is used by another person for his/her own gratification or sexual arousal or for that of others.

The following advice is offered to school personnel to whom a child makes a disclosure of abuse.

- Listen to the child.
- Take all disclosures seriously.
- 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 overreact.

- Explain that further help may have to be sought.
- Record the discussion accurately and retain the record.

This information should then be passed onto the DLP.

Please read Part 1 of the schools Child Protection Policy for further advice and information or contact the DLP.

Appendix 1 - Body Map

Name of individual: _____

H&S Incident Form Date.: _____

Name of Staff Member 1: _____

Job Title of Staff Member 1: _____

Name of Staff Member 2: _____

Job Title of Staff Member 2: _____

Details, address & telephone no.: _____

Date marks observed/Body map completed: ____ / ____ / ____ (date, month & year)

Signature of Teacher: _____ Date: ____/____/____ (date, month & year)

Instructions for completing the body map:

When you notice an injury on a pupil. First Aider record as accurately as possible the following information for each injury by drawing on the body map in black ink:

1. Indicate the exact site of the injury (using arrows if necessary)
2. Use the following key to indicate the different types of injury i.e. (A) bruising (B) etc.
3. Use the space provided to make a 'close-up' drawing(s) of body parts/injuries highlighting and indicate where they appear on the body map.
4. Provide brief details for each injury e.g.
 - (a) measurements of the injury (a ruler is provided to assist with measurement),
 - (b) approximate shape of the injury e.g. round, square, straight line
 - (c) colour of the injury - if more than one colour say so
 - (d) is the skin broken?
 - (e) is there any swelling at the site of the injury or elsewhere?
 - (f) is there a scab? / any blistering? / any bleeding?
 - (g) is the injury clean? or is there grit / fluff etc?
 - (h) does the site of the injury feel hot?

Appendix 1 - Body Map



A - Pressure ulcers



B - Bruising



C - cuts, wounds



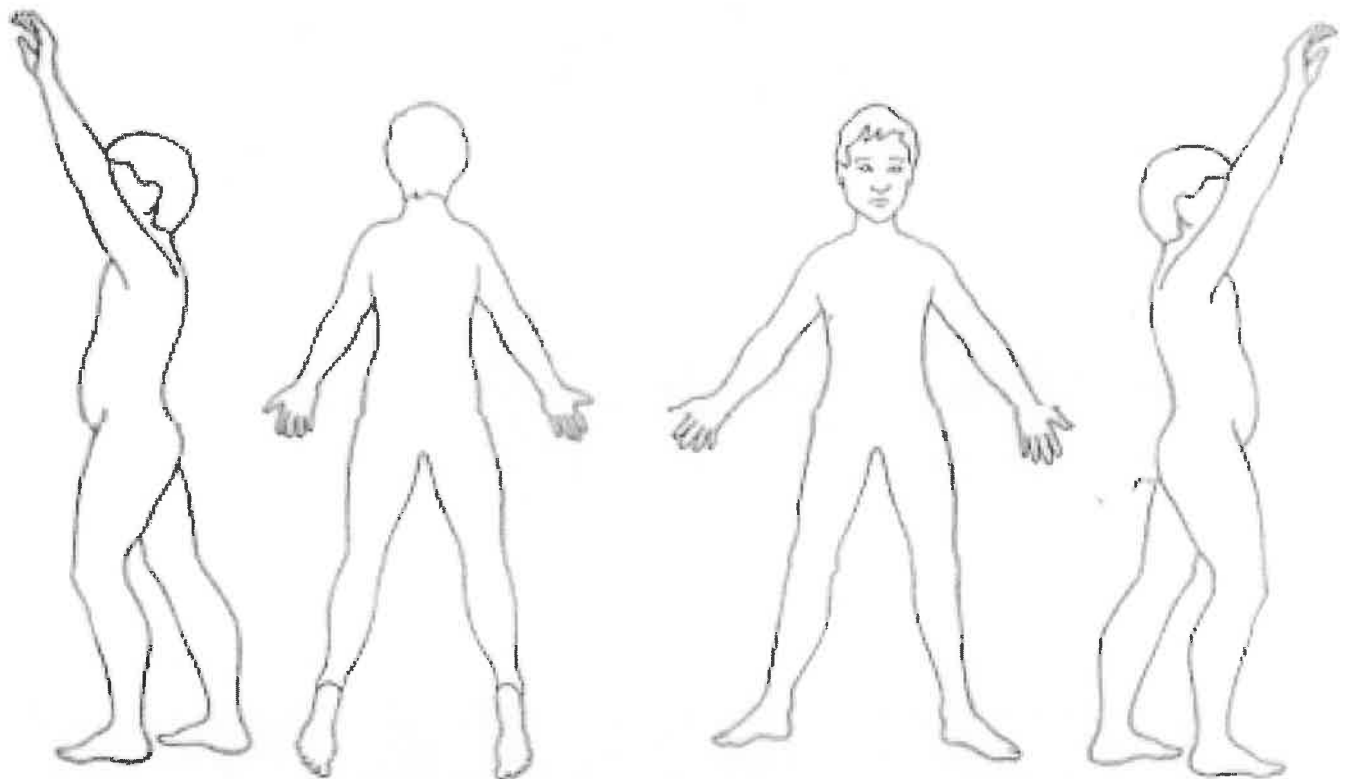
D - scratches, red areas (not broken down)



E - scalds, burns



F - other (specify e.g. bites/scratches)



Please use the space below to make "close up" drawing(s) of each injury. Please indicate where each injury is located on the body and provide brief details of each injury.

Child Protection Policy: APPENDIX 2
Internal reporting forms

To: The Designated Liaison Person _____

This form should be completed to record a report of any form of alleged or suspected abuse.
It should be completed by the person:

- (a) Who observes the incident(s)
- (b) To whom the allegation or suspicion of abuse is initially reported or identified by,

Where there is more than one child user involved a separate form should be completed in respect of each individual.

On completion, the form should be forwarded to the Designated Liaison Person.

Details of Person Making this Report:

Name: _____ Job Title _____

Location: _____ Date: _____ Time: _____

Alleged Victim Details:

Name: _____ Date of Birth: _____

Home Address: _____

Residential Address (if appropriate)

Relationship to Alleged Victim: _____

Contact Phone Number: _____

Disclosed to _____ Date of Disclosure: _____

Time of Disclosure: _____ Location of Disclosure: _____

Location: _____

Date: _____ Time: _____

Please give **factual** account of what was either observed by you or reported to you.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Child Protection Policy: Appendix 3

STANDARD REPORT FORM

For use in reporting child protection and/or welfare concerns to the HSE

http://www.tusla.ie/uploads/content/Children_First_SRF.pdf

Hard copy of this document available in all policy folders.

Child Protection Policy: Appendix 4
Limerick HSE Contact Details

LIMERICK Social Work Department, Ballynanty Health Centre,
Ballynanty, Limerick(East Team), Co. Limerick
(061) 457 100

Social Work Department Roxtown Health Centre, Roxtown Terrace,
Old Clare Street, Limerick (East Team) , Co. Limerick
(061) 417 622
(061) 483 091

Parkbeg Social Work Department, Parkbeg House, 2 Elm Drive,
Caherdavin Lawns, Ennis Road, Limerick, Co. Limerick
(061) 206 820

Social Work Department, Southill Health Centre, O'Malley Park,
Southill, Limerick, Co. Limerick
(061)209985

Newcastlewest Social Work Department, Newcastlewest Health Centre,
Newcastle West, Co. Limerick.
(069) 62155

Child Protection Policy: Appendix 5: 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 Red Hill School and reserves the right to do so if/when the need occurs.

1.	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
2.	Has the Board formally adopted a child protection policy in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools'?	YES	NO
3.	As part of the school's child protection policy, has the Board formally adopted, without modification 'Child Protection Procedures for Primary and Post Primary Schools'?	YES	NO
4.	Are there both a DLP and a Deputy DLP currently appointed?	YES	NO
5.	Are the relevant contact details (HSE and An Garda Síochána) to hand?	YES	NO
6.	Has the DLP attended available child protection training?	YES	NO
7.	Has the Deputy DLP attended available child protection training?	YES	NO
8.	Have any members of the Board attended child protection training?	YES	NO
9.	Has the school's child protection policy identified other school policies, practices and activities that regarded as having particular child protection relevance?	YES	NO
10.	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
11.	Does the Board have arrangements in place to communicate the school's child protection policy to new school personnel?	YES	NO
12.	Is the Board satisfied that all school personnel have been made aware of their responsibilities under 'Child Protection Procedures for Primary and Post Primary Schools'?	YES	NO
13.	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
14.	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
15.	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
16.	Were child protection matters reported to the Board appropriately recorded in the Board minutes?	YES	NO
17.	Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	YES	NO
18.	Has the Board ensured that the Parents' Association has been provided with the school's child protection policy?	YES	NO

Child Protection Policy: Appendix 6:

Notification regarding the Board of Management's annual review of the Child Protection Policy

To: Parents -

The Board of Management of Red Hill School wishes to inform you that:

- The Board of Management's annual review of the school's Child Protection Policy was completed at the Board meeting of 27/3/17
- This review was conducted in accordance with the checklist set out in Appendix 2 of the Department's 'Child Protection Procedures for Primary and Post Primary Schools'

Signed [Signature] Date: 27-3-17
Chairperson, Board of ManagementSigned [Signature] Date: 27/3/17
Principal

References

Children First National Guidelines for the Protection and Welfare of Children 2011—Office of the Minister for Children and Youth Affairs.

Child Protection Guidelines and Procedures – Department of Education and Science 2001

Child and Adult Protection, Rehab Care's Statement of Policy, Guidelines and Practice 2006

This policy was adopted by the Board of Management on 19/06/2015 [date]

Signed: Paul Dempsey Signed: Elaine Benson Ryan
Chairperson of Board of Management Principal

Date: 29/06/2015 Date: 29/06/2015

Date of next review: June 2017

Reviewed 27/3/17

Signed: Elaine Benson Ryan
Principal

Signed: [Signature] 27.8.17