

# Belmayne Educate Together

Child Protection



## Child Protection Policy 2017-2018

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. Accordingly, 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 Belmayne ETNS 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 Sinéad O'Meara.
3. The Deputy Designated Liaison Person (Deputy DLP) is Fiona Ní Ghloinn. In Fiona's absence reports can be made to Joe Kavanagh. In Joe's absence reports can be made to Gearóid O'Flaharta. In Gearóid's absence reports can be made to Viv Gaynor i.e the school's ISM Team.
4. In its policies, practices and activities, Belmayne ETNS 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.

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### Child Protection Policy September 2017-2018

- This policy was circulated to the staff where further amendments were made and then to The Parents Council. The 2017-2018 edition was ratified at the Board of Management Meeting by the Chairperson Carol Norton. Each Teacher keeps a copy of the Child Protection Policy on their desk or stuck to the wall beside their desk.
- This policy serves to give an outline only of the Children First National Guidance for the Protection and Welfare of Children 2011. This Policy outlines policy and procedures that staff in Belmayne ETNS follow in light of concerns and reporting. This policy also outlines Parental Responsibility regarding concerns relating to same. The full document can be read on [www.hse.ie](http://www.hse.ie).
- Belmayne ETNS's ethos is such as to support where possible families who are experiencing challenges through referrals to outside agencies, support in class, behaviour modification, meetings etc. by the Principal, the Board of Management, Staff, access to our Home School Community Liaison Co-Ordinator and liaising with outside agencies.

### Background Research and Key Principles:

#### Background:

Some parents, for a range of reasons, are not able to provide proper care for their children. These families need more intensive assessment, support and direct interventions to ensure the safety and well-being of their children. People working with children and the wider public should know that early action by them is very often the best way to protect children and to enable a family to stay together. Professionals also have an important part to play and their actions need to reflect the principles and objectives of the Children First: National Guidance for the Protection and Welfare of Children, 2011.

Professionals and others working with children need to pay particular attention to the needs of children who may be at risk of abuse. Research tells us that children whose parents misuse drugs or alcohol are more at risk of neglect or maltreatment. Parents who have a learning disability or mental illness may need particular support in carrying out their parenting role.

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Research indicates that most abuse occurs in the family home. Children may be abused by persons other than those living in the immediate family. This may happen where a child is in contact with a relative, a family friend or acquaintance, or a person whose professional or voluntary activity brings them into contact with a child. In all instances, the best interests and safety of the child must be prioritised. Good practice at the front line is based on clear policies and principles (Children First: National Guidance 2011).

### Key principles of best practice in child protection and welfare

The Key Principles of the National Guidance that should inform best practice in child protection and welfare are:

- (i) The welfare of children is of paramount importance.
- (ii) Early intervention and support should be available to promote the welfare of children and families, particularly where they are vulnerable or at risk of not receiving adequate care or protection. Family support should form the basis of early intervention and preventative interventions.
- (iii) A proper balance must be struck between protecting children and respecting the rights and needs of parents/carers and families. Where there is conflict, the child's welfare must come first.
- (iv) Children have a right to be heard, listened to and taken seriously. Taking account of their age and understanding, they should be consulted and involved in all matters and decisions that may affect their lives. Where there are concerns about a child's welfare, there should be opportunities provided for their views to be heard independently of their parents/carers.
- (v) Parents/carers have a right to respect and should be consulted and involved in matters that concern their family.
- (vi) Factors such as the child's family circumstances, gender, age, stage of development, religion, culture and race should be considered when taking protective action. Intervention should not deal with the child in isolation; the child's circumstances must be understood within a family context.
- (vii) The criminal dimension of any action must not be ignored.
- (viii) Children should only be separated from parents/carers when alternative means of protecting them have been exhausted. Re-union should be considered in the context of planning for the child's future.
- (ix) The prevention, detection and treatment of child abuse or neglect requires a coordinated

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multidisciplinary approach, effective management, clarity of responsibility and training of personnel in organisations working with children.

(x) Professionals and agencies working with adults who for a range of reasons may have serious difficulties meeting their children's basic needs for safety and security should always consider the impact of their adult client/patient's behaviour on a child and act in the child's best interests.

Belmayne Educate Together N.S. in providing education and services for children should :

- Acknowledge the rights of children to be protected, treated with respect, listened to and have their own views taken into consideration.
- Recognise that the welfare of children must always come first, regardless of all other considerations.
- Develop a child protection policy that raises awareness about the possibility of child abuse occurring and outlines the steps to be taken if it is suspected.
- Adopt the safest possible practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take risks and leave themselves open to accusations of abuse or neglect.
- Adopt and consistently apply clearly defined methods of recruiting staff and volunteers.
- Develop procedures for responding to accidents and complaints.
- Remember that early intervention with children who are vulnerable or at risk may prevent serious harm from happening to them at a later stage.
- Remember that a child's age, gender and background affect the way they experience and understand what is happening to them
- Provide child protection training for workers. This should clarify the responsibilities of both organisations and individuals, and clearly show the procedures to be followed if child abuse is suspected.
- Develop a policy of openness with parents that involves consulting them about everything that concerns their children, and encouraging them to get involved with the organisation wherever possible.
- Co-operate with any other child care and protection agencies and professionals by sharing information when necessary and working together towards the best possible outcome for the children concerned.

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- Make links with other relevant organisations in order to promote child protection and welfare policies and practices.
- Remember that valuing children means valuing workers as well; insisting on safe practices, eliminating the necessity for staff to take risks and providing them with support will make for a healthier and safer organisation.

## Protecting and promoting children's rights in your organisation means

- Creating an environment, in which children are valued, encouraged and affirmed, have their rights respected and are treated as individuals.
- Taking steps to ensure that children know their rights and responsibilities.
- Accepting that the welfare of the child is the most important consideration of any organisation providing services to children.
- Eliminating as far as possible any threatening, violent or degrading behaviour.
- Adopting a child protection policy to keep children as safe as possible.

## Role of Parents and Guardians

Child Protection is not simply a school staff issue. As Parents you also have a role to play in the context of Child Protection. Please do not feel you are interfering/over analysing/being nosey.

Calls can be made without giving your name if you feel that may compromise you or your family. A duty social worker is available to take your call. Often what is visible and a concern, can be much worse behind closed doors.

## What should I do if I am concerned about a child?

Society has a duty of care towards children and everyone should be alert to the possibility that children with whom they are in contact may be being abused or at risk of being abused.

This national guidance is designed to encourage people to report concerns or suspicions to the HSE Children and Family Services.

As a member of the public, if you have concerns about a child's safety or welfare, you should contact your local HSE Children and Family Service office for advice.

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Professionals and those involved in organisations working with children who have concerns about a child should discuss these with the *Children First* designated liaison person in their organisation, or contact the HSE Children and Family Services office for advice.

If you are worried about a child's safety or welfare, you should contact the HSE Child and Family Services Social Work Service.

If you think a child is in immediate danger and you cannot contact the HSE Child and Family Services, you should contact the Gardai at any Garda Station.

### School Procedures: Roles and responsibilities of Schools

- School authorities have primary responsibility for the care and welfare of their pupils. The Department of Education and Skills is responsible for developing and implementing child protection procedures for schools based on the *Children First: National Guidance*. The aim of such procedures is to give direction to school management and staff regarding the identification of and response to child protection concerns and the continued support of the child. It is the responsibility of the Department of Education and Skills to inspect and evaluate the implementation of these procedures for education staff.

### School Philosophy and Ethos

- Children enrolled in Belmayne Educate Together National School will be supported in reaching their full potential: educationally, mentally, physically, emotionally and socially. This support will be differentiated in an atmosphere and environment in which children feel safe, valued and secure and in which respect for self and others is the norm.

Our school operates under the direct patronage of Educate Together. The four underlying principles of our ethos are:

Co-educational

Child-centred

Multi denominational

Democratically run

### Aims of Children Protection within a Staff Context

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- To raise awareness of the importance of child protection among all school staff (including teachers, SNAS, cleaners, secretary, caretaker, after school childcare workers etc).
- To put in place clear procedures for all school personnel dealing with suspicions and allegations of child abuse.
- To identify curricular content and resources, that contribute to the prevention of child abuse and to enable children to properly deal with abuse if it occurs.
- To promote the welfare of all the pupils in our care.

### Responsibilities of School Management

It is the responsibility of the Board of Management of each school:

- To have clear procedures, which teachers and other school staff must follow where they suspect, or are alerted to, possible child abuse or neglect, including where a child discloses abuse or neglect.
- To designate a senior member of staff to have specific responsibility for child protection cooperation. Our Designated Liason Person is The Principal Sinéad O Meara. The Deputy DLP is The Deputy Principal Fiona Ní Ghloinn. We also have another member of staff Viv Gaynor who updates staff on new policy or guidelines as required to ensure staff remain up skilled.
- To monitor the progress of children considered to be at risk;
- To contribute to the prevention of child abuse or neglect through curricular provision; such as Walk Tall, Stay Safe, RSE.
- To provide or access in-service training for teachers and members of the Board of Management and Parents' Council.
- To ensure that they have a good working knowledge of child protection issues and procedures.
- To have clear written procedures in place concerning action to be taken where allegations are received against school employees.

Management arrangements within primary and post-primary schools should provide for the following:

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- (i) the planning, development and implementation of an effective child protection programme;
- (ii) continuous monitoring and evaluation of the effectiveness of such a programme;
- (iii) the effective implementation of agreed reporting procedures;
- (iv) the planning and implementation of appropriate staff development and training programmes.
- (iv) to inform parents that we teach the Stay Safe Programme in school and that we follow the Children First: National Guidance for the Protection and Welfare of Children, 2011.

### Role of the Teacher

Teachers are particularly well placed to observe and monitor children for signs of abuse and neglect. They are the main care-givers to children outside the family context and work regularly with children in the school setting.

### Role of the HSCL

Teachers work in close contact with our Home School Community Liaison HSCL Gearóid O'Flaharta. The Home School Community Liaison will visit families on the request of the School Management or the Class Teacher.

Teachers have a general duty of care to ensure that arrangements are in place to protect children and young people from harm. In this regard, children need to be facilitated to develop their self-esteem, confidence, independence of thought and the necessary skills to cope with possible threats to their personal safety, both within and outside the school.

### Responsibilities of school staff

- If a child discloses to a teacher or to other school staff that he or she is being harmed by a parent/carer or any other person, including another child, the person who receives that information should listen carefully and supportively. This applies equally where the child implies that he or she is at risk of being harmed by a parent/carer or any other person. It also applies equally if a parent/carer or any other person discloses that he or she has harmed, or is at risk of harming, a child.
- The child should not be interviewed formally; the teacher or other staff member should obtain only necessary relevant facts if and when clarification is needed.

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- Confidentiality must never be promised to a person making a disclosure subject to the provisions of the Data Protection Acts and the requirement to report to the HSE Children and Family Services must be explained in a supportive manner.
- The discussion should be recorded accurately (on paper first - using the reporting sheet) and the record retained securely. The teacher or other staff member should then inform the Designated Liaison Person, Sinéad O Meara, who is responsible for reporting the matter to the HSE Children and Family Services, or in the event of an emergency and the unavailability of the HSE, to An Garda Siochana.
- A Reporting Sheet is with each Policy in the Teacher's Policy Files. Procedures on how to handle a disclosure and note take are on the shared server and step by step instructions are outlined further in this document. After the initial disclosure has been reported to the DLP , the teacher must then type the disclosure up and add it to the child's personal file on Aladdin, the file must be locked down and password protected to ensure confidentiality so that the DLP/DDLP can only access the file. Permission must be sought from the DLP Sinéad O'Meara if monitoring documents or disclosure documents are to be shared with other agencies. Records should always be photocopied before been given to Social Workers/Gardai etc. Original copy should be kept on file in the school.

### Aladdin

Aladdin is software that is used in many Irish schools to record data about the pupils in the school. For example; the child's date of birth, parent's contact details, addresses, next of kin, siblings in the school, attendance, punctuality, the results of standardised tests and behavioural incidents etc. Aladdin helps schools to produce statistics for the Department of Education and eases the burden of lengthy and time consuming administration tasks. Aladdin gives teachers the full educational history of a child and a snapshot of where they are at academically and socially. It is also a very useful tool for collating information of a more sensitive nature and is especially useful for enabling the school to meet its obligation to roll out the most effective Child Protection strategies. Teachers are asked to now log CP disclosures and one off incidences (monitoring) on Aladdin. To ensure that confidentiality, privacy and dignity of the child and family are preserved, it is suggested that the following members of staff will have access to Aladdin with restrictions in place for some staff members.

In the interests of best practice ISM members ( Joe Kavanagh and Viv Gaynor ) will not have access to classes that their own children are in.

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### Access on Aladdin

Full Access- Sinéad O'Meara - Principal and DLP

Full Access- Fiona Ní Ghloinn- Vice Principal and DDLP

Full Access-Home School Community Liaison Teacher- Gearóid O'Flatharta

Full Access- Gearóid O'Flatharta- ISM Member and Postholder with Responsibility for Roll Books and Aladdin

Restricted Access- Paula Mc Carthy / Susan Christie- School Secretary with specific responsibility for Enrolments

Full Access - Viv Gaynor-ISM Member and Postholder with specific responsibility for Child Protection , until 2018.

Partial Access - Joe Kavanagh - ISM Member and Postholder with specific responsibility Health and Safety- Excluding Jessica's Class 2017-18 and Ronan's Class 2017-18.

Classroom Teachers - Restricted Access- only their own class

Support Teachers- Restricted Access - only files pertaining to resource children, GAM children, classes that they are support liaison to.

SNAs - only the children that they directly work with

• It is the school's policy that the DLP/DDLP informs the parent/guardian that a disclosure has been made and that social services (HSE Children and Family Services/ An Garda Síochana) have been contacted. However if the DLP/DDLP decides that by informing parents/guardians (that a report has been made by them) will endanger the child/children further , the DLP/DDLP may choose not to disclose the report to the parents immediately.

### Procedure regarding an allegation against a Staff Member

- The DLP, Sinéad O Meara must write down the concerns by the parent/child and must immediately inform the Chairperson of the Board of Management.
- In the event that either the DLP or the Chairperson are under scrutiny then it is the Deputy DLP who takes the place of the DLP and the Treasurer who takes the place of the Chairperson.
- The Board of Management Handbook, Appendix 56-Guideline for dealing with Allegations or Suspicions of Child Abuse and the Child First National Guidelines must be followed.
- A full investigation is followed.
- The DLP and staff member are both advised to seek legal advice immediately.

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### Procedures

The procedures for dealing with allegations /suspicions/disclosures of Child Abuse are set down in the Children First Guidelines and will be followed.

### Organisational Implications of good practice

#### The Prefabricated Classrooms

Special consideration is required when looking at the prefab buildings.

When teaching in the prefabs, teachers must have their mobile phones on the desk at all times in case contact needs to be made with the office/Principal/Vice Principal/ISM. Phone numbers list of ISM is stuck by the teachers' desk.

- A red card system is in place, whereby the children know that in the event of an injury to a child/teacher or in the case of an emergency, two children take a red card from a designated place (by the main classroom door) and go and give it to the nearest adult. The nearest adult being the neighbouring teacher. The neighbouring teacher will raise the alarm and will get the required support into the classroom where the situation is occurring. Thus enabling the classroom teacher to deal with the critical incident and ensure the safety of the class. Teachers are asked to teach an SPHE lesson with the children in their classes in September each year to explain and role play out this emergency scenario.
- Parents, in the event of being late and **irrespective of bad weather** must check in at the office. The Secretary or another member of staff will then take the child to their classroom/prefabs.
- Parents must not collect children or drop children off in the prefab classrooms , this must be done through the office.
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- Children who are sick, have appointments or who are sent home from school must be signed out of school by the adult collecting them. This sign out sheet is in the main office. The child's name, reason for leaving the premises, adult collecting them, date and time will be recorded on this sheet.
- If an adult is returning a child to the school premises after attending an appointment during school hours , the parent must sign the child back into school.
- This sheet will be retained by the school for our Child Protection records.

### Supervision and One to One Teaching

- Every effort will be made to ensure that there is comprehensive supervision of children throughout the school day.
- A roster of staff on duty in the yards, in the corridors, in the prefabs and on the park will be drawn up and displayed in the administration area/staff room. A paper copy will be given to each member of staff.
- Teachers will ensure that the children are visible in the schoolyard. Children will not leave the schoolyard or engage with adults outside of the schoolyard.
- The gate beside the 3<sup>rd</sup>/4<sup>th</sup> class prefabs will be closed over during all yards.
- Children are not permitted to spend break times in the classrooms. If a child is too sick to go to the yard they should not be in school.
- Where children are working one-to-one with a teacher, they must be in a classroom that has visibility to others outside the room-e.g. a glass panel in the door.
- Parents must go to the office to notify the school that they are taking their child early and sign the child out on the aforementioned sign out sheet.
- In the event that a parent comes to the yard to collect their child, the supervising teacher will not allow the child leave without the class teacher having been contacted first.
- At certain times of the day children from the prefabs will access the main school building to attend Team Teaching lessons, EAL lessons or Learning Support. At other times Senior Children (3<sup>rd</sup> - 6<sup>th</sup> class) may be sent to the main building to carry out jobs like preparing the school lunches. On other occasions children from the Student Council may access the main building to participate in meetings, drop into classes or participate in any events that are pertinent to the role as Student Council members. As a rule older, trusted children who have demonstrated their trustworthiness will be allowed to access the main building without teacher supervision. The class teacher /team teacher is permitted to use their own discretion as to which children are permitted to walk to and from lessons. However children who have SEN or who are not mature enough to return to the classroom must be collected and dropped back by the support teacher.

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- If the teacher is sending children on errands to the main school building from the prefabs or vice versa or within the main building itself, they must send two children together and never one child alone.

• All children must remain seated during break time and lunch time. Children who move around the classroom during the break are at risk of having an accident or getting into conflict with another child. By remaining seated, the risk of accidents or conflict is reduced. Children who persistently break this rule will be sanctioned as per our Positive Behaviour Policy.

### End of School Day

- Where a child is being collected by someone other than the Parents/Guardian, we ask that the school is informed. If the school is not informed the teacher will not hand the child over until contact has been made with the Parent/ Guardian to clarify the situation. Instead children will be placed in the care of the After School Club and will be charged five euro to cover the cost of the childcare provided.
- Children from 2nd class upwards/new entrants from 2<sup>nd</sup> - 6<sup>th</sup>, may walk home with parental permission. Parental permission must be received in writing. This can be a letter or an email. Once received the letter must be scanned/email - screen grabbed onto the child's profile on Aladdin for future reference. Thereafter once permission is on file the school will assume that permission extends for the duration of the child's education in Belmayne ETNS. Should a parent wish to revoke this permission, the school must be informed in writing by the parent and this communication must also be kept on the child's Aladdin file as outlined above.
- If it comes to the attention of the staff at Belmayne ETNS that a child is returning home or to a place where there is no or inadequate adult supervision this neglect will be referred onto the DLP.
- Teachers must not release a child to the parent directly between the hours of 8.40 AM - 2.20PM , this must be processed through the office, so the parent/adult signs the child out of the building and gives a reason why they are taking the child out during school hours.
- Line up of children in the morning time and dismissal in the evening time must be conducted in an orderly, calm fashion. This is to ensure each child goes home with the

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adult. All classes are allocated a line up/dismissal position outside the school buildings. Children must wait in the line and are asked not to leave the line until the teacher has called them and has seen/made eye contact with the adult collecting them. Children are asked not to leave the line until they are called by the teacher. Children who leave the line without permission will be sanctioned as per our Positive Behaviour Policy. Parents too, are asked to be patient and respect this process. Please see the appendices for line up and dismissal areas for each class for 2017-2018.

- If the teacher or staff member becomes aware or suspects that the parent/adult/guardian collecting the child is intoxicated from alcohol/drugs or other substances. Or that the parent/adult/guardian is behaving in an unusual way (psychiatric episode) the teacher will inform the DLP/DDLP immediately. Legally the school cannot prevent a child from being released to the named adult, however if the DLP/DDLP deem that the child is at risk or in danger a report to An Garda Síochana will be made immediately following the child's release into that adult's care.

### Visitors

As the school is growing and getting busier, we must ensure that visitors do not have unsupervised access to children.

- Children must not allow adults into the main school building by pressing the 'release door button' from the inside. Typically this occurs when the secretaries are on break or are temporarily away from the main office. Children are only permitted to allow other pupils into the building. All mainstream teachers are asked to complete a Child Protection lesson during SPHE in September on the aforementioned, explaining the reasons why any visitor /adult must be signed in ( Fire Drills & Fire Safety). Teachers are asked to give children the specific language they must use if they are approached by an adult seeking access. "You have to be signed in by office staff to pass this door".
- All visitors to the school except school staff are expected to report to the office on arrival. Parents are not allowed to enter classes. Notes/gym gear/forgotten lunches must be given to the office. This is applicable to all Parents including Parents Council unless parents have been invited in for assembly/to give input or help in the class.
- All Visitors will be requested to wear a visitor badge to highlight the fact that they are

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temporary visitors to our School. Visitor Badges are kept in the School Office.

- Staff on yard duty will be aware of visitors entering the schoolyard and direct them to the school office. The drop-off/pick-up of children throughout the teaching day will be processed through the school office. Including children arriving late who attend class in the Prefabricated Classrooms.
- Parents, in the event of being late and **irrespective of bad weather** must check in at the office. The Secretary or another member of staff will then take the child to their classroom/prefabs.
- To prevent parents from coming into the school via the back entrance near the staff room. Joe/ Viv/Caterina/ Elaine/ Anne will lock the door from 8.40 am until 9.15 am. This will ensure that parents will follow the check in procedures already outlined and will enable us to monitor those families who are habitually late ( educational neglect)
- We often have teenagers/trainee childcare workers/teachers in the school. While minors do not have to be vetted, any adults who are in the classes on placement must provide Garda vetting to the Board of Management. None of the aforementioned will have unsupervised access to children in our school.

### Coaches / Guest Speakers who Visit our School

Coaches, visitors or guest speakers ( i.e. speakers who deliver RSE sessions and may ask for unsupervised access when discussing sensitive issues with the class) are never given unsupervised access to the pupils in Belmayne ETNS.

Coaches working under the auspices of the G.A.A., F.A.I , I.R.F.U or any other Sporting Body have been Garda vetted through different vetting procedures and this offers the school an additional safeguard; however teachers will always remain present during these coaching sessions.

### Substitute Teachers

In the event that a teacher is absent from school and a substitute teacher is employed to cover for the absent teacher. He/She will be asked to bring with them and provide their Garda Vetting Certificate to the Principal/ Secretary.

Sub teachers working in our school are also asked to fill in the sub teacher notebook located in the main office, leaving their Teaching Council number and PPS number in the

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notebook.

## Bullying, Peer Abuse and Cyber Bullying

Bullying behaviour will be addressed under our Anti-Bullying Policy and Cyber Bullying under our ICT policy. If the behaviour involved is of a sexualised nature or regarded as being particularly concerning, the matter will be referred to the DLP. We will be reviewing the Information Booklet this year through the PC , Student Council and staff for families.

## Behaviour

Children are to be encouraged at all times to play co-operatively and to show respect for themselves and others. Our Positive Behaviour Policy clarifies this. The school will through the school ethos promote, value and reward good behaviour.

## Toilets

It is school policy that only one child is permitted to enter the toilet at a time. Teachers should ensure that children have an opportunity to use the toilet prior to breaks. Children who need to use the toilet during yard time must seek the permission of the teacher on yard. If in an exceptional circumstance a toilet needs to be used, the child must use the following toilets Red Yard - Kevin's classroom toilet in the prefab, Basketball court/area outside main door - Jessica's Classroom Toilet , Room 1. Field area - Becky's Classroom - main building , Room 4. In infant classes an /SNA will supervise the child's trip to the toilet. He/ she will never take one child alone to the toilets. He/She will take at least two children.

## - Wetting / Soiling Accidents

1. If a child has a wetting accident during the school day, a staff member will assist them to change into dry clothes. Before assisting the child the staff member will inform a second staff member and the second person will remain in the room adjoining the toilet area. Alternatively, the child may be taken to the administration area where two staff members will be present to assist the child.
2. It is school policy to call a Parent/Guardian if a child soils themselves in school and requires intimate care.

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In the unlikely event of failing to make contact staff will follow the procedures as for (1) above. All accidents of this nature will be reported to Parents/Guardians

### Staff Cars

In rare instances such as an emergency where a staff car must be used to transport a child, a child will never be taken alone. However it is not the policy in Belmayne ETNS to transport children by staff cars to games etc.

### School Tours/Trips

School staff accompanying children on school tours/trips (including after school sporting events) will deliver a duty of care commensurate with the trip/venue. The higher the risk factor the higher the number of teachers/responsible adults involved. As per School Tour Policy, hired buses/vehicles must provide safe transportation and a functioning seatbelt for every child/adult.

Where children are attending football matches etc and parents are giving children other than their own children lifts, this is a local arrangement between parents and is nothing to do with the school

From 2017/2018 the information booklet will include permission for children to attend all tours and trips unless a parent opts out. This prevents children being left behind where permission slips are not returned and parents cannot be contacted prior to the trip. If a parent does not want a child to attend a trip/tour/outing, they must put their objection in writing or email to the teacher in advance. Otherwise permission will be assumed by the school.

### Toileting Arrangements on School Trips/Tours/Outings/ Matches

- The toilet must be located and a teacher/SNA must bring a group of children to the toilets together. A teacher /SNA must never take a child to the toilets alone. If the toilets are arranged as a male block and a female block. The teacher should go into the block first to check that they are safe for the children to use and clear of other adults and members of the public. Boys should be instructed to use a cubicle and not a urinal where possible. Both boys and girls should be instructed not to lock the door but to close it over. The teacher/ SNA must wait for the children at the entrance being aware that other children/ members of the public may use the facilities.
- If the teacher / SNA is unable to adequately supervise and manage the toileting trip. He/She should return with the group of children to the main class and request additional help.

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volunteers who come to help out on school trips should never be allowed/asked to supervise a toileting trip as they may not have Garda vetting. A parent helper may only be permitted to bring their own child to the toilet. Parents should be made aware of this before the trip and teachers can explain the reasons why to them.

### Induction of Teachers and Ancillary Staff/PC

It is the responsibility of the designated Special Duty Post Holder ( Viv Gaynor) to inform all new teachers and ancillary staff of the Children First Guidelines and the school's Child Protection Policy.

The designated Duty post Holder will also inform the new PC re guidelines.

### Attendance and Punctuality

School attendance and punctuality are monitored carefully. The NEWB will be informed of any concerns relating to a child's attendance. We will issue a letter to parents when their child has missed 20 days. Children who miss 20 days or more will be reported to the NEWB in accordance with legislation. Lateness is recorded by the class teacher.

Repeated lateness is a form of educational neglect (Child First Guidelines) and teachers will inform parents through a school note where there are concerns. If the lateness continues the parents will be asked to meet the Principal. If the lateness continues it will be reported to the DLP.

### One-to One Teaching

Parents will be made aware when one-to-one teaching is in the best interests of the child. Where possible, children in Learning Support/Resource /EAL will be taught in small groups. The door to the room will have a glass panel in each room/ group teaching.

### Parental Involvement

As parents are often on the premises and encouraged in the school, it is impossible to ask each parent to be Garda vetted. All members of the PC will be vetted from March 2017. Therefore for the Health and Safety of the children, parents should be encouraged not to access corridors/classrooms/staffroom in particular unless invited. Parent volunteers in school will not have unsupervised access to children during school hours. Information regarding health or

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background

information relating to families must be displayed in the staff room for teachers and S.N.A.s to be fully informed (custody /access issues or medical needs of children in school).

The afterschool room is sometimes available to parents prior to the afterschool commencing for meetings/classes. As the school gets bigger the After School room will be used as an additional resource/learning support room.

### Intimate Care

If any child in our school requires intimate care the procedures involved with such care will be agreed in consultation with the pupil, their Parents/Guardians and any other personnel involved in the care of the pupil. This is in keeping with best practice, keeps the best interests of the child to the fore and maintains the child's personal dignity. Such procedures, when agreed will be communicated to all parties involved and recorded on Aladdin .

### Curricular Implications

1. The Stay Safe Programme will be taught in Senior Infants, First Class, Third Class and Fifth Class.
2. The SPHE programme will be supported by the Walk Tall Programme and the RSE Programme.
3. Our Learn Together Programme will also enhance the children's learning regarding Personal safety

The School has also provided additional classes/support for children who are grieving/dealing with parental separation etc through the Rainbows Programme.

Pupils should be educated regarding Children's' Rights. Children should also through Role Play and Circle Time have the opportunity to discuss situations where another child might disclose information to them. Children should explore when it is not appropriate to keep a secret and whom they should discuss situations with should they arise.

### Points to remember for Staff:

- The severity of a sign does not necessarily equate with the severity of the abuse. Severe and potentially fatal injuries are not always visible. Neglect and emotional and/or psychological abuse tend to be cumulative and effects may only be observable in the longer term. Explanations that are inconsistent with the signs should constitute a cause for concern.
- Neglect is as potentially fatal as physical abuse. It can cause delayed physical, psychological and emotional development, chronic ill-health and significant long-term



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damage.

It may place children at serious risk of harm. It may also precede, or co-exist with, other forms of abuse and must be acted upon.

- Experiencing recurring low-level abuse may cause serious and long-term harm. Cumulative harm refers to the effects of multiple adverse circumstances and events in a child's life. The unremitting daily impact of these circumstances on the child can be profound and exponential, and diminish a child's sense of safety and well-being.
- Child abuse is not restricted to any socio-economic group, gender or culture. All signs must be considered in the wider social and family context. Serious deficits in child safety and welfare transcend cultural, social and ethnic norms, and must elicit a response
- Challenging behaviour by a child or young person should not render them liable to abuse. Children in certain circumstances may present management problems. This should not leave them vulnerable to harsh disciplinary measures or neglect of care.
- Exposure to domestic violence is detrimental to children's physical, emotional and psychological well-being. The adverse effects of domestic violence have been well established.
- While the impact of neglect is most profound on young children, it also adversely affects adolescents. Neglect renders young people liable to risk-taking behaviours, such as running away, early school leaving, anti-social behavior, mental health and addiction problems, including the risk of suicide.
- It is sometimes difficult to distinguish between indicators of child abuse and other adversities suffered by children and families. Deprivation, stress, addiction or mental health problems should not be used as a justification for omissions of care or perpetration of harm by parents/carers. The child's welfare must be the primary consideration.
- Neglectful families may be difficult to engage. Research shows that families may be reluctant to seek help in response to experiencing the factors associated with neglect. HSCL should attempt to engage and have some links with home in a supporting role
- Families where neglect and abuse are prevalent may go to considerable lengths to deceive professionals. It is important for professionals to approach cases with a wary trustfulness, seek evidence to substantiate claims of improvement and speak with the children concerned individually.
- Social workers need good observation and analytical skills in order to be able to understand the nature of the relationship between a parent and child, to understand signs of non-compliance, to work alongside a family and to come to safe and evidence-based judgements about the best course of action.
- Working in the area of child abuse and neglect is dealing with uncertainty. Social workers and other professionals should adopt a 'respectful uncertainty' on parental reporting of improvement until supported by clear evidence.

### Children with additional vulnerabilities

Certain children are more vulnerable to abuse than others. Such children include those with disabilities, children who are homeless and those who, for one reason or another, are

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separated from their parents or other family members and who depend on others for their care and protection. The same categories of abuse - neglect, emotional abuse, physical abuse and sexual abuse - are applicable, but may take a slightly different form. For example, abuse may take the form of deprivation of basic rights, harsh disciplinary regimes or the inappropriate use of medications or physical restraints (see Chapter 8 National Guidance 2011).

### Synopsis of Staff Responsibility

- Each member of staff has a duty of care to all the children in the school.
- Staff must familiarise themselves with the Child First National Guidelines
- Staff must act within the Child First and DES guidelines and each staff member should familiarise themselves with these documents.
- Staff should ensure that children can identify adults whom they trust if they feel they need to talk, this is facilitated through the SPHE programme and the Learn Together Programme. Children should be educated about Children's Rights
- Teachers must keep adequate notes and documentation regarding incidents, disclosure and conversations/comments with children/adults concerned/parents/guardians. Often isolated incidents may not appear a concern but when many areas of concern are documented, this can often highlight concerns. Log and note take anything of concern on the child's pupil profile on Aladdin.
- Standard disclosure forms are available on the shared server, staff must use these forms to record disclosures or concerns. See appendices.
- The Home School Liaison Co-ordinator can be offered to a family to offer supports
- Teachers should note any children, who are particularly withdrawn, upset, become angry/ volatile or use inappropriate language/ behaviour. Sudden changes in behaviour should also be noted.
- Teachers should not probe children or ask leading questions. If a child discloses information the teacher should write information down straight away or as soon as possible in order to ensure accuracy. Reports should not include a teacher's opinion on a situation. Facts need only to be recorded.
- Teachers/staff should never, ever promise a child that they will keep the information a secret.
- Any concerns should be directed to the DLP/Deputy DLP when the DLP is not available. If the DLP and Deputy DLP are not in the building, the next most senior member of staff takes on the relevant role. This is Joe Kavanagh.
- If a teacher believes that the concern has not been followed appropriately they must then request to meet with the Chairperson. It is good practice that prior to this occurring if possible that the teacher would inform the DLP/Deputy DLP of their ongoing concerns as often further information may be available to the Principal that may not have been shared with all staff members.
- Children must be handed over to parents unless the Garda Siochána is present and have

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informed the school not to do so. However staff can contact the Garda Siochana where concerned ,to follow up on this.

- Supports should be put in place or sought by the Board of Management for staff/families/children where necessary, appropriate and available.
- Educate Together Head Office have personnel available should the Board Of Management, Parents, Staff of pupils have concerns or wish to have clarity regarding a situation.

### DLP - their role

The DLP must furnish a child protection report at every board meeting.

The report consists of - reporting to the board the number of cases in the school for that period and where advice was sought.

This needs to be recorded into the minutes of the meeting but no other details need to be released.

If a child is transferring from our school to another school and there were child protection concerns, the DLP should advise the principal of the new school that the school had child protection concerns. In the standard Transfer Letter a section will be included for the classroom teacher /Principal to tick a box to indicate whether the school had any child protection concerns. No other details will be disclosed on this form. The DLP should also contact the HSE to advise them that the child is moving on.

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### Checklist for Annual Review of the Child Protection Policy 2017- 2018

The Board of Management must undertake an annual review of its child protection policy every October 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. Individual Boards of Management may wish to include other items in the checklist that are of particular relevance to the school in question.

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	Yes
Has the Board formally adopted a child protection policy in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools'?	Yes
As part of the school's child protection policy, has the Board formally adopted, without modification, the 'Child Protection Procedures for Primary and Post Primary Schools'?	Yes
Are there both a DLP and a Deputy DLP currently appointed?	Yes
Are the relevant contact details (HSE and An Garda Síochána) to hand?	Yes-suggestion that they should also be placed near the alarm as parents may need them or staff may need them in a hurry-staff also to put in phone? Eg Coolock Soc. Service and Garda Station-do at staff meeting
Has the DLP attended available child protection training?	Yes
Has the Deputy DLP attended available child protection training?	Yes
Have any members of the Board attended child protection training?	Yes
Has the school's child protection policy identified	

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other school policies, practices and activities that are regarded as having particular child protection relevance?	Yes
Has the Board ensured that the Department's "Child Protection Procedures for Primary and Post Primary Schools" are available to all school personnel?	Yes
Has the Board arrangements in place to communicate the school's child protection policy to new school personnel?	Yes - training of After School staff on 6/9/2017. Training of the new teaching staff 6/11/2017
Is the Board satisfied that all school personnel have been made aware of their responsibilities under the 'Child Protection Procedures for Primary and Post Primary Schools'?	Yes-PC? As they are around a lot-
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
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?	No
Is the Board satisfied that the child protection procedures in relation to the making of reports to the HSE/ An Garda Síochána were appropriately followed?	Yes
Were child protection matters reported to the Board appropriately recorded in the Board minutes?	Yes-Sinead reported to Carol and Carol reported to BOM
Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	Yes
Has the Board ensured that the Parents' Association (if any), has been provided with the school's child protection policy?	Yes?? Ask Viv
Has the Board ensured that the school's child protection policy is available to parents on request?	Yes-putting on website
Has the Board ensured that the Stay Safe programme is implemented in full in the school?	Yes-Fiona going back to staff re next term

# Belmayne Educate Together



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Has the Board ensured that the SPHE curriculum is implemented in full in the school?	Yes
Is the Board satisfied that the Department's requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	Yes-still awaiting feedback from all teachers but Sinead and Susan have all ancillary, SNA's and PC covered again through vetting
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?*	Yes
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)?*	GAA and other coaches have been asked to vet and vetting for outside school activities we have put in place also. Cannot vet every parent who volunteers but teachers must always be present and children are not left alone with unvetted people.
Is the Board satisfied that the 'Child Protection Procedures for Primary and Post Primary Schools' are being fully and adequately implemented by the school?	Yes
Has the Board identified any aspects of the school's child protection policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's child protection policy and/or its implementation that have been identified as requiring further improvement ?	

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Has the Board ensured that any areas for improvement that were identified in any previous review of the school's child protection policy have been adequately addressed?	The inclusion of trips and permission re
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Signed: Carol Norton

Date December 2017 Chairperson, Board of Management

Signed Sinéad O Meara

Date December 2017 Principal

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Notification regarding the Board of Management's annual review of the child protection policy

To: \_\_\_\_\_

The Board of Management 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 November 2017

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 Carol Norton Chairperson

Date Dec 6th 2017

Signed Sinéad O Meara

Principal

Date Dec 6<sup>th</sup> 2017

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

This policy will be reviewed by the Board of Management once in every school year.

This policy was adopted by the Board of Management on..... 6<sup>th</sup> of Dec 2017

Signed: Carol Norton  
Chairperson of Board of Management

Signed: Sinéad O Meara  
Principal

Date: \_\_\_\_\_ Date: \_\_\_\_\_

# Belmayne Educate Together National School



Date of next review: \_Dec 2018\_\_\_\_\_

## Appendices

### Monitoring Suggestions

Teachers are the only professionals who are in regular day to day contact with school-aged children and, because of that, we have a key role in situations where there are suspicions that a child is being abused. When there are such concerns, it is essential to keep an objective and factual record of all the information available (*DES Procedures*, p. 21/22, paragraph 3.6). We may also be requested, following a child protection conference, to keep a child under observation in a manner that is not inconsistent with our existing duties (*DES Guidelines*, p. 28, paragraph 4.5.7). This hand-out has been created to assist teachers in this regard.

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**Useful Hint:** Enter your observations under the various headings as appropriate. This will help to categorise your observations and enable you to note an emerging pattern or a deteriorating situation.

Possible Areas for Monitoring	Best Practice Suggestions
<b>Name of School</b>  <i>Using agreed record form ensure school standard is applied</i>	<ul style="list-style-type: none"><li>• Record observations using code to protect anonymity of child</li><li>• Keep in secure place</li><li>• Strictly confidential</li></ul>
<b>Attendance and Punctuality</b>  <i>Dates and times are important, since patterns or absence or lateness can be very revealing. If late, note if brought to school by parent/carer/older sibling and record any explanation offered.</i>	<ul style="list-style-type: none"><li>• Remember to sign and date each entry</li></ul>
<b>Appearance, Hygiene and Care</b>  <i>Record observations of the child's appearance, for example, poor hygiene, inappropriate clothing, no lunch.</i>	<ul style="list-style-type: none"><li>• Record observations in chronological order</li></ul>
<b>Physical Injury</b>  <i>Give detailed description including, in the child's or carer's own words, if any explanation is offered.</i>	<ul style="list-style-type: none"><li>• Include sketch of injury, if appropriate</li></ul>
<b>Child's Behaviour</b>  <i>A child may become increasingly aggressive, tense, unresponsive or show other signs of distress. Any sexualised behaviour should be noted.</i>	<ul style="list-style-type: none"><li>• Describe what you have observed factually</li></ul>



## National School

<p><b>Child's Language</b></p> <p><i>The child may not have the language/be afraid to verbalise clearly what is happening. They may however drop hints or refer to what is happening obliquely.</i></p>	<ul style="list-style-type: none"> <li>• Record child's exact words, not the adult equivalents</li> </ul>
<p><b>Child's Drawings, Writing or Play</b></p> <p><i>A young child may show few signs of abuse when he/she experiences a sense of security in a busy, structured classroom setting therefore careful observation of the child in less formal or unstructured settings are important.</i></p> <p><i>Always include the context in your record eg "when returning from the PE Room", "during small break", "when lining up for home time."</i></p>	<ul style="list-style-type: none"> <li>• Remember context can be very important</li> </ul>
<p><b>Mood Changes</b></p> <p><i>Child may, for example, become quiet and tense towards end of day or if collected by a certain adult. This might also happen on certain days or before or after certain activities.</i></p> <p><i>Again, remember to include the context in your recording.</i></p>	<ul style="list-style-type: none"> <li>• Note time, context and situation - facts only</li> </ul>

**Remember monitoring should be systematic, continuous and requires perseverance**

# Belmayne Educate Together

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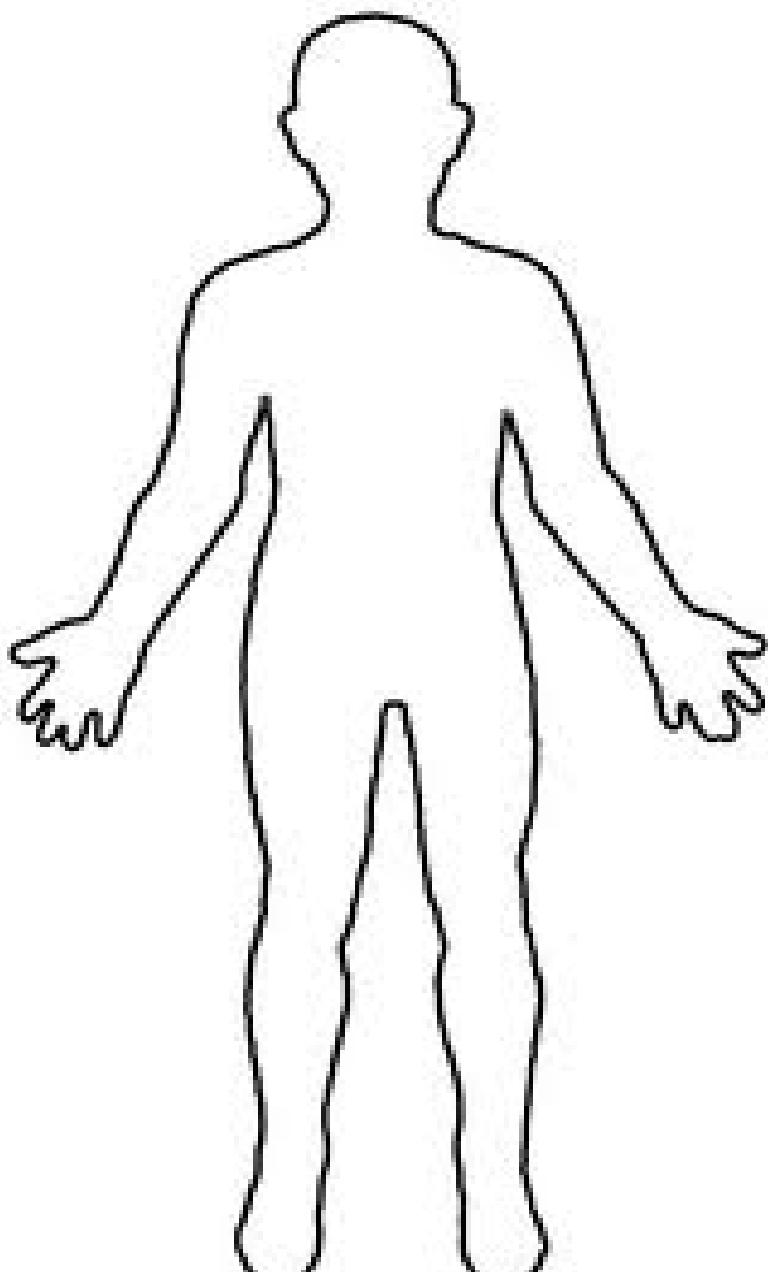


CP Record Sheet		
Initials of Child /Enrolment Number		
Date	Observation	Signed

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<b>Code:</b>	<b>Date:</b>
Indicate signs of injury, if necessary, on outline below:	



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### **Disclosure – Steps to be taken by teachers**

- If a child discloses to a teacher or to other school staff that he or she is being harmed by a parent/carer or any other person, including another child, the person who receives that information should listen carefully and supportively. This applies equally where the child implies that he or she is at risk of being harmed by a parent/carer or any other person. It also applies equally if a parent/carer or any other person discloses that he or she has harmed, or is at risk of harming, a child.
- The child should not be interviewed formally; the teacher or other staff member should obtain only necessary relevant facts if and when clarification is needed.
- Confidentiality must never be promised to a person making a disclosure subject to the provisions of the Data Protection Acts and the requirement to report to the HSE Children and Family Services must be explained in a supportive manner.
- The discussion should be recorded accurately on the standard disclosure form and the record retained securely. The teacher or other staff member should then inform the Designated Liaison Person, Sinead O Meara, who is responsible for reporting the matter to the HSE Children and Family Services, or in the event of an emergency and the unavailability of the HSE, to An Garda Siochana.

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### Contact Phone Numbers

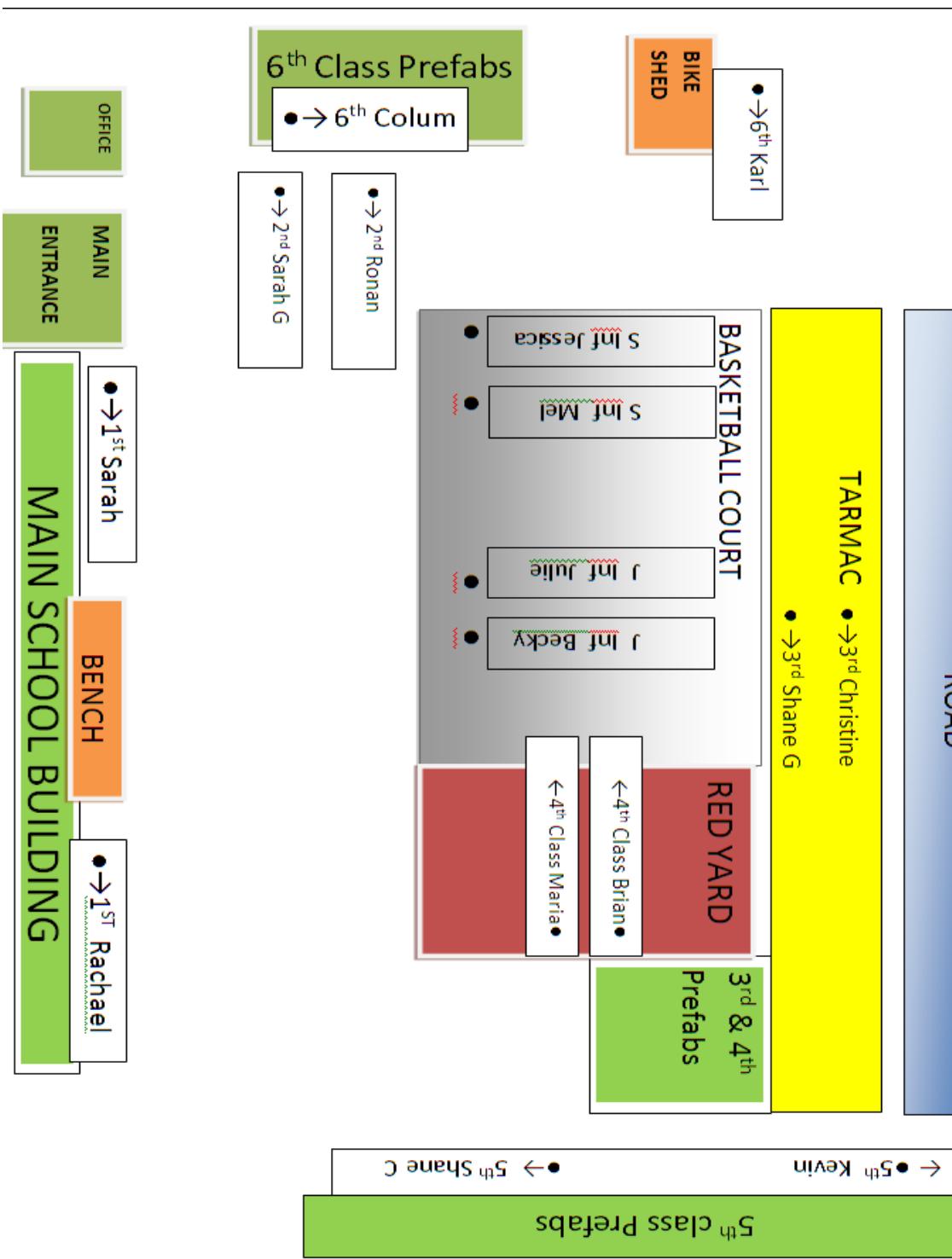
H.S.E. <b>DUBLIN NORTH</b>	Health Centre, Cromcastle, Coolock, Dublin 5	(01) 816 4200 (01) 816 4244
<b>An Garda Síochána</b>	Oscar Traynor Road, Coolock, Dublin 5	(01)6664200

# Belmayne Educate Together National School



## Line Up and Dismissal Positions for Classes 2017 - 2018

### Morning Line Up- Whole school

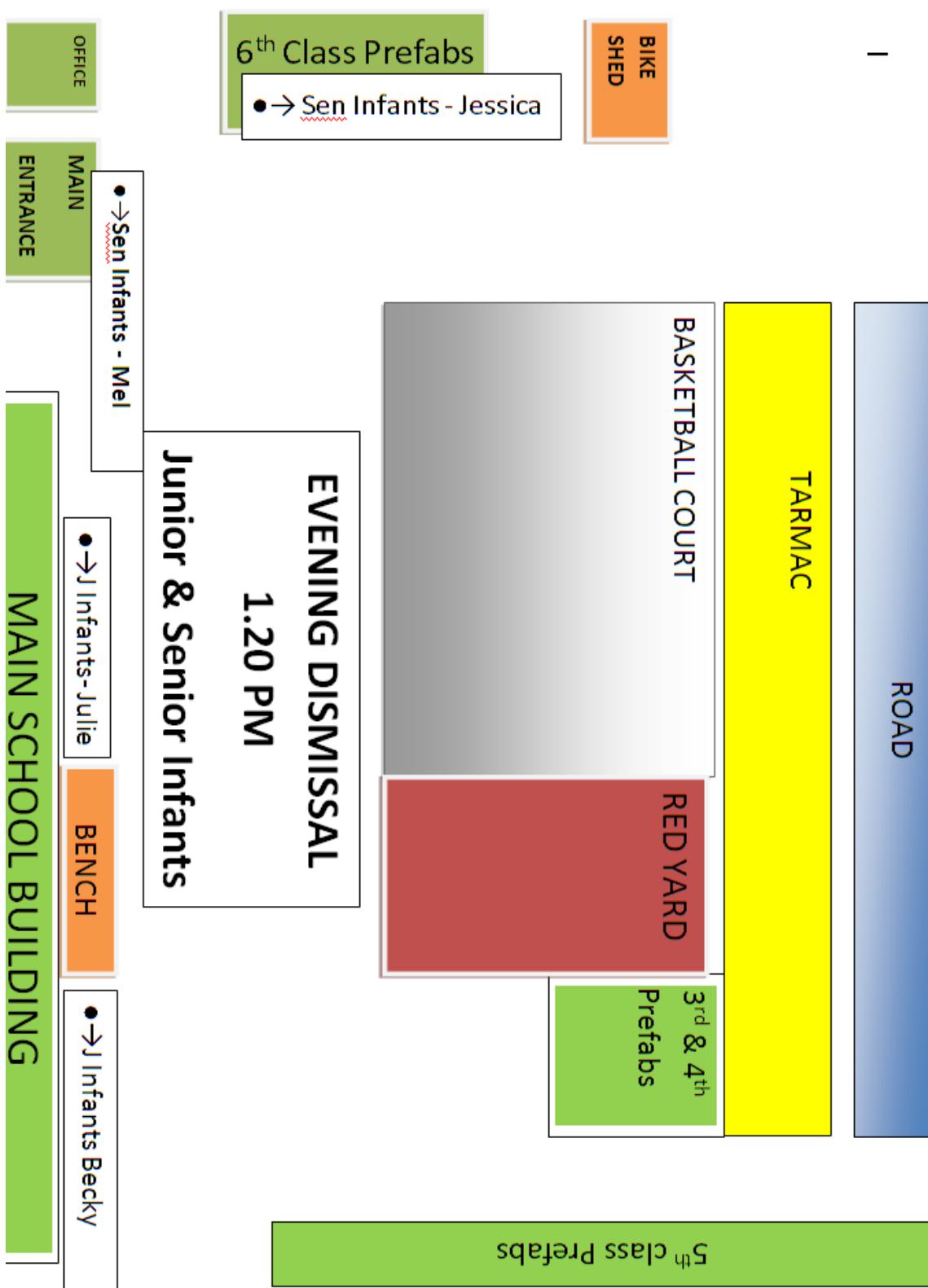


# Belmayne Educate Together



## National School

Evening -Infant Dismissal



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## National School

Evening- 1<sup>st</sup> -6<sup>th</sup> Class Dismissal

