



*Assumption Junior School*  
*Walkinstown*  
*Dublin 12*

# **School Policy**

**on**

# **Child Protection**

**This policy is set out in accordance with the Department of Education and Science Guidelines and Procedures for schools in relation to child protection and takes account of the *Children First: National Guidance for the Protection and Welfare of Children (2011)*. The Chairperson of the Board of Management and/or the Principal will be happy to clarify any issues arising from the policy.**

**August 2014**

## **Introduction:**

The Board of Management and staff are committed to fulfilling their respective responsibilities in the protection of pupils' welfare, are mindful of the remit of agencies such as the TÚSLA and the Gardaí in this area, and undertake to co-operate fully with these agencies in cases of abuse or suspected abuse. This policy outlines how the DES guidelines will be implemented in order to ensure that the school plays its part in the protection and welfare of our pupils.

The role of the school requires that all staff members

- have an awareness of the types of child abuse
- are able to recognise the indicators of abuse and are vigilant for those signs
- are aware of procedures to be followed should they have a reasonable suspicion that a child is being abused
- are aware of how to respond in the event of a disclosure of abuse being made to them
- know how to keep appropriate records of disclosures, indications of abuse witnessed, reports made etc
- will maintain appropriate confidentiality in all cases of abuse or suspected abuse
- will incorporate appropriate programmes, such as Stay Safe and RSE, into their teaching to help pupils develop the skills necessary for avoidance of abuse, reporting of abuse etc.

The Board of Management will include Child Protection on the agenda for every meeting, will ensure that there is a Designated Liaison Person (DLP) and a Deputy Designated Liaison Person named each school year and will arrange for training for both should it be necessary and available.

Where a staff member becomes aware that a child is being abused, or has a reasonable suspicion that abuse may be happening, that staff member shall report the case to **Julie McCann**, or, if she is unavailable, to **Emily Branigan**. These are the people designated by the Board to liaise with social workers (TÚSLA) or, if necessary, with the Gardaí.

These elements of the school's policy are detailed below.

It is important to remember that it is not the responsibility of school staff to make enquiries of parents or guardians, and in many cases, it could be counter-productive for them to do so. It is a matter for the appropriate personnel to investigate suspected abuse and to determine what action to take, including informing An Garda Síochána.

## **Definition and Recognition of Child Abuse**

Child abuse can be categorised as follows:

- neglect
- emotional abuse
- physical abuse
- sexual abuse

Each of these categories is dealt with in detail in Chapter 2 (pp 8 – 12) and Appendix 1 of *Children First* (pp 70 - 74), a copy of which is available to all staff members online and which is available in the office. It is expected that all long term staff will familiarise themselves with the signs and symptoms of abuse.

Staff members might have reasonable grounds for concern that a child has been/is being abused, or is at risk of abuse because of the following, for example:

- a disclosure by the child of specific information that s/he was abused
- an account by a person who is aware that a child is being abused
- evidence, such as an injury or behaviour, which is consistent with abuse and unlikely to be caused in another way
- an injury or behaviour which is consistent with abuse and with an innocent explanation but where there are corroborative indicators supporting the concern that it is a case of abuse – e.g. a pattern of injuries, an implausible explanation, other indicators of abuse, dysfunctional behaviour

Other than in very obvious cases, there should be consistent evidence over a period of time, particularly in a case of neglect, before reasonable grounds for concern are established.

### **Dealing with Disclosures from Pupils (Section 3.5, p. 20, Child Protection)**

An abused child is likely to be under severe emotional stress and a staff member may be the only adult whom the child is prepared to trust. Great care should be taken not to damage that trust. 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 her/his 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 her/him, 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
- Do not ask leading questions nor make suggestions to the child
- Offer reassurance but do not make promises
- Do not stop a child recalling significant events
- Do not over react
- Explain that further help may have to be sought
- Record the discussion accurately and retain the record

This information should then be reported to the DLP and a written record of the discussion should be given to and retained by the DLP.

## **Keeping Records**

When child abuse is suspected, reported or observed, it is essential to have a record of all relevant information. Staff should note carefully what they have observed and when they observed it. Signs of physical injury should be described in detail and, if appropriate, sketched. Any comment by the child concerned, or by any other person, about how an injury occurred should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made.

All such records should be regarded as highly confidential and are to be retained in a secure location by the DLP only.

## **Reporting Concerns**

(a) **Staff members:** if a staff member receives an allegation or has a suspicion that a pupil is being abused, s/he shall report the matter to the DLP only, and without delay. The need for confidentiality at all times should be borne in mind.

(b) **The DLP:** if the staff member and the Designated Liaison Person are satisfied that there are reasonable grounds for the suspicion or allegation, the DLP shall report the matter to the Duty Social Worker immediately (or to the Gardaí if no social worker is available) using the Standard Reporting Form (attached) as a template for the report.

When a report is being made to the TÚSLA, the Chairperson of the Board of Management of the school will be informed.

Parents/guardians of the child will also be informed that a report has been made unless doing so is likely to endanger the child or place him/her at further risk. A decision not to inform a parent/guardian will be briefly recorded and filed, together with the reasons for not doing so.

In cases where there concerns about a child, but we are unsure whether to make a formal referral, the DLP will, without naming the child involved, ask for advice from the social worker, making it explicit that he/she is requesting advice only. If the social worker advises that a referral should be made, the DLP shall act on that advice.

If following the consultation with the social worker, the DLP decides that the concerns of the school employee should not be referred on, the school employee will be given a clear statement, in writing, as to the reasons why action is not being taken. The school employee should be advised that, if he/she remains concerned about the situation, he/she is free to consult with or report to the TÚSLA as a private citizen. Any such report, made in good faith, would be covered by the Protection for Persons Reporting Child Abuse Act, 1998.

In all cases where a referral has been made to the HSE, the DLP will keep in contact with the social worker until he/she is satisfied that action is being taken or until he/she is assured that no further action is required.

A record will be kept on file of every consultation with, and referral to TÚSLA. These records will be regarded as highly confidential, with access being limited to those who have a need to know based on their relationship with the child, the parents/guardians of the child (on application) and, where appropriate, the school's or the parents' legal representatives.

## **Child Protection Conferences**

If the school receives a request from the HSE for a school employee to attend a child protection conference, the DLP will consult with the Chairperson of the Board of Management and may request clarification as to why the attendance of the school

employee at the child protection conference is considered necessary and who else is going to be present. If the person attending a child protection conference is required to provide a report to the conference, that report will be based on the template in Appendix 3, *Child Protection*. It is expected that we would be informed in advance when a pupil and/or parents/guardians are going to be present at child protection conferences.

Arising from a case conference, we may be requested to keep the child's behaviour under closer observation and report our observations. This may include observing the child's behaviour, peer interactions, school progress or informal conversations. We will comply with such requests provided we can do so in a manner that is consistent with our overall roles/duties.

## **Allegations of Abuse against a School Employee**

The most important consideration to be taken into account by the Board of Management is the protection of pupils, and their safety and well-being must be a priority. However, because of the involvement of school employees, the Board of Management has duties in respect of them as well and will give due regard to the rights and interests of the employee against whom an allegation is made.

As employers, the Board of Management will take legal advice in the event of an allegation of abuse against an employee.

There are two procedures to be followed:

- i) the reporting procedure in respect of the allegation;
- ii) the procedure for dealing with the employee.

In general the same person should not have responsibility for dealing with the reporting issue and the employment issue. The Designated Liaison Person is responsible for reporting the allegation/suspicion to the HSE while the Chairperson of the Board of Management, in consultation with the Board, is responsible for addressing the employment issues. However, where the allegation of abuse is against the Designated Liaison Person, the Chairperson of the Board of Management will assume the responsibility for reporting the matter to the HSE.

School employees may be subject to erroneous or malicious allegations. Therefore any allegation of abuse will be handled with sensitivity and the employee will be fairly treated. This includes the right not to be judged in advance of a full and fair enquiry.

Where an allegation of abuse is made against a school employee, the DLP will immediately act in accordance with the procedures outlined above. A written statement of the allegation should be sought from the person/agency making the allegation (parents/guardians may make a statement on behalf of the child).

Whether or not the matter is being reported to the appropriate health board, the Designated Liaison Person should always inform the Chairperson of the Board of Management of the allegation.

School employees, other than the Designated Liaison Person, who receive allegations of abuse being committed by another school employee, or who form suspicions of such abuse, should report the matter without delay to the DLP who will follow the reporting procedure above.

## **Action to be taken by Chairperson**

The Chairperson will privately inform the employee of the following:

- i) the fact that an allegation has been made against him/her
- ii) the nature of the allegation and
- iii) whether or not the matter has been reported

The employee will be given a copy of the written allegation, and any other relevant documentation and will be advised to consult the INTO. The employee should be requested to respond to the allegation in writing to the Board of Management within a specified period of time. The employee will be told that his/her explanation to the Board of Management may also have to be passed on to TÚSLA.

At this stage, it should be remembered that the first priority should be to ensure that no child is exposed to unnecessary risk. The Chairperson will, as a matter of urgency take any necessary protective measures. These measures should be proportionate to the level of risk and should not unreasonably penalise the employee, financially or otherwise, unless necessary to protect children.

If, in the Chairperson's opinion, the nature of the allegation warrants immediate action, s/he will, on behalf of the Board of Management, direct that the employee absent him/herself from the school with immediate effect. Where the Chairperson is unsure as to whether the nature of the allegations warrants the absence of the employee from the school while the matter is being investigated, s/he should consult with TÚSLA and/or An Garda Síochána for advice as to the action that those authorities would consider necessary. Following those consultations, the Chairperson will have due regard for the advice offered.

Any absence by a school employee would be regarded as administrative leave of absence with pay and not a suspension. Such a leave of absence would not imply any degree of guilt on the part of the school employee. Where such a leave of absence is invoked, the Department of Education and Science should be contacted with regard to:

- i) formal approval for the paid leave of absence of the school employee; and
- ii) sanction for the employment of a substitute teacher

## **The Board of Management**

The Chairperson will convene an immediate meeting of the Board and inform the Board members of the nature of the allegations, the action taken in respect of same and the outcome of any consultations with TÚSLA and/or an Garda Síochána. Members of the Board of Management are reminded of their serious responsibilities to maintain strict confidentiality about all matters relating to the issue. The principles of due process and natural justice will be adhered to by the Board.

This policy was ratified by the Board of Management on \_\_\_\_\_

It will be reviewed annually in January each year and may be amended in the future on the basis of how effectively it regulates child protection procedures in the school *e.g.*

- *are all staff aware of symptoms of abuse and how to respond in the event of suspicions and/or allegations of abuse*
- *if there has been cause to use the reporting procedures, how smoothly did they work and is there a need to amend any part of the policy*
- *other criteria listed in DES Checklist for Annual Review of the Child Protection Policy*

**Signed:** \_\_\_\_\_  
**(Chairperson)**

## 2. Definition and Recognition of Child Abuse

### 2.1 Types of child abuse

- 2.1.1 This chapter outlines the principal types of child abuse and offers guidance on how to recognise such abuse. Child abuse can be categorised into four different types: neglect, emotional abuse, physical abuse and sexual abuse. A child may be subjected to one or more forms of abuse at any given time. More detail on each type of abuse is given in Appendix 1.
- 2.1.2 In the *Children First: National Guidance*, 'a child' means a person under the age of 18 years, excluding a person who is or has been married.

### 2.2 Definition of 'neglect'

- 2.2.1 Neglect can be defined in terms of an *omission*, where the child suffers significant harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, and/or medical care.
- 2.2.2 Harm can be defined as the ill-treatment or the impairment of the health or development of a child. Whether it is *significant* is determined by the child's health and development as compared to that which could reasonably be expected of a child of similar age.
- 2.2.3 Neglect generally becomes apparent in different ways *over a period of time* rather than at one specific point. For example, a child who suffers a series of minor injuries may not be having his or her needs met in terms of necessary supervision and safety. A child whose height or weight is significantly below average may be being deprived of adequate nutrition. A child who consistently misses school may be being deprived of intellectual stimulation.
- 2.2.4 The *threshold of significant harm* is reached when the child's needs are neglected to the extent that his or her well-being and/or development are severely affected.

### 2.3 Definition of 'emotional abuse'

- 2.3.1 Emotional abuse is normally to be found in the *relationship* between a parent/carer and a child rather than in a specific event or pattern of events. It occurs when a child's developmental need for affection, approval, consistency and security are not met. Unless other forms of abuse are present, it is rarely manifested in terms of physical signs or symptoms. Examples may include:
- (i) the imposition of negative attributes on a child, expressed by persistent criticism, sarcasm, hostility or blaming;
  - (ii) conditional parenting in which the level of care shown to a child is made contingent on his or her behaviours or actions;
  - (iii) emotional unavailability of the child's parent/carer;
  - (iv) unresponsiveness of the parent/carer and/or inconsistent or inappropriate expectations of the child;
  - (v) premature imposition of responsibility on the child;
  - (vi) unrealistic or inappropriate expectations of the child's capacity to understand something or to behave and control himself or herself in a certain way;
  - (vii) under- or over-protection of the child;
  - (viii) failure to show interest in, or provide age-appropriate opportunities for, the child's cognitive and emotional development;
  - (ix) use of unreasonable or over-harsh disciplinary measures;
  - (x) exposure to domestic violence;
  - (xi) exposure to inappropriate or abusive material through new technology.

2.3.2 Emotional abuse can be manifested in terms of the child's behavioural, cognitive, affective or physical functioning. Examples of these include insecure attachment, unhappiness, low self-esteem, educational and developmental underachievement, and oppositional behaviour. The *threshold of significant harm* is reached when abusive interactions dominate and become *typical* of the relationship between the child and the parent/carer.

## 2.4 Definition of 'physical abuse'

2.4.1 Physical abuse of a child is that which results in actual or potential physical harm from an interaction, or lack of interaction, which is reasonably within the control of a parent or person in a position of responsibility, power or trust. There may be single or repeated incidents.

Physical abuse can involve:

- (i) severe physical punishment;
- (ii) beating, slapping, hitting or kicking;
- (iii) pushing, shaking or throwing;
- (iv) pinching, biting, choking or hair-pulling;
- (v) terrorising with threats;
- (vi) observing violence;
- (vii) use of excessive force in handling;
- (viii) deliberate poisoning;
- (ix) suffocation;
- (x) fabricated/induced illness (*see Appendix 1 for details*);
- (xi) allowing or creating a substantial risk of significant harm to a child.

## 2.5 Definition of 'sexual abuse'

2.5.1 Sexual abuse occurs when a child is used by another person for his or her gratification or sexual arousal, or for that of others. Examples of child sexual abuse include:

- (i) exposure of the sexual organs or any sexual act intentionally performed in the presence of the child;
- (ii) intentional touching or molesting of the body of a child whether by a person or object for the purpose of sexual arousal or gratification;
- (iii) masturbation in the presence of the child or the involvement of the child in an act of masturbation;
- (iv) sexual intercourse with the child, whether oral, vaginal or anal;
- (v) sexual exploitation of a child, which includes inciting, encouraging, propositioning, requiring or permitting a child to solicit for, or to engage in, prostitution or other sexual acts. Sexual exploitation also occurs when a child is involved in the exhibition, modelling or posing for the purpose of sexual arousal, gratification or sexual act, including its recording (on film, video tape or other media) or the manipulation, for those purposes, of the image by computer or other means. It may also include showing sexually explicit material to children, which is often a feature of the 'grooming' process by perpetrators of abuse.
- (vi) consensual sexual activity involving an adult and an underage person. In relation to child sexual abuse, it should be noted that, for the purposes of the criminal law, the age of consent to sexual intercourse is 17 years for both boys and girls. An Garda Síochána will deal with the criminal aspects of the case under the relevant legislation.

2.5.2 It should be noted that the definition of child sexual abuse presented in this section is not a legal definition and is not intended to be a description of the criminal offence of sexual assault.

## 2.6 Recognising child neglect or abuse

2.6.1 Child neglect or abuse can often be difficult to identify and may present in many forms. A list of indicators of child abuse is contained in Appendix 1. 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 context of the child's situation and family circumstances.

## 2.7 Guidelines for recognition

2.7.1 The ability to recognise child abuse can depend as much on a person's willingness to accept the possibility of its existence as it does on their knowledge and information. There are commonly three stages in the identification of child neglect or abuse:

- (i) considering the possibility;
- (ii) looking out for signs of neglect or abuse;
- (iii) recording of information.

### **Stage 1: Considering the possibility**

2.7.2 The possibility of child abuse should be considered if a child appears to have suffered a suspicious injury for which no reasonable explanation can be offered. It should also be considered if the child seems distressed without obvious reason or displays persistent or new behavioural problems. The possibility of child abuse should also be considered if the child displays unusual or fearful responses to parents/carers or older children. A pattern of ongoing neglect should also be considered even when there are short periods of improvement.

### **Stage 2: Looking out for signs of neglect or abuse**

2.7.3 Signs of neglect or abuse can be physical, behavioural or developmental. They can exist in the relationships between children and parents/carers or between children and other family members/other persons. A cluster or pattern of signs is more likely to be indicative of neglect or abuse. Children who are being abused may hint that they are being harmed and sometimes make direct disclosures. Disclosures should always be taken very seriously and should be acted upon, for example, by informing the HSE Children and Family Services. The child should not be interviewed in detail about the alleged abuse without first consulting with the HSE Children and Family Services. This may be more appropriately carried out by a social worker or An Garda Síochána. Less obvious signs could be gently explored with the child, *without direct questioning*. Play situations, such as drawing or story-telling, may reveal information.

2.7.4 Some signs are more indicative of abuse than others. These include:

- (i) disclosure of abuse by a child or young person;
- (ii) age-inappropriate or abnormal sexual play or knowledge;
- (iii) specific injuries or patterns of injuries;
- (iv) absconding from home or a care situation;
- (v) attempted suicide
- (vi) underage pregnancy or sexually transmitted disease;
- (vii) signs in one or more categories at the same time. For example, signs of developmental delay, physical injury and behavioural signs may together indicate a pattern of abuse.

2.7.5 Many signs of abuse are non-specific and must be considered in the child's social and family context. It is important to be open to alternative explanations for physical or behavioural signs of abuse.

### **Stage 3: Recording of information**

2.7.6 If neglect or abuse is suspected and acted upon, for example, by informing the HSE Children and Family Services, it is important to establish the grounds for concern by obtaining as much information as possible. Observations should be accurately recorded and should include dates, times, names, locations, context and any other information that may be relevant. Care should be taken as to how such information is stored and to whom it is made available.

## **2.8 Children with additional vulnerabilities**

2.8.1 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 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 also Chapter 8*).

## **2.9 Fatal child abuse**

2.9.1 In the tragic circumstances where a child dies as a result of abuse or neglect, there are four important aspects to be considered: criminal, child protection, bereavement and notification.

2.9.2 Criminal aspects: This is the responsibility of An Garda Síochána and they must be notified immediately. The Coroner must also be notified and his or her instructions complied with in relation to post-mortems and other relevant matters.

2.9.3 Child protection aspects: These will be particularly relevant if there are other children in the family/in the same situation, and will therefore require immediate intervention by the HSE Children and Family Services to assess risk.

2.9.4 Bereavement aspects: The bereavement needs of the family must be respected and provided for and all family members should be given an opportunity to grieve and say goodbye to the deceased child.

2.9.5 Notification aspects: The HSE should notify the death of a child to the National Review Panel and to the Health Information and Quality Authority in accordance with the HIQA's *Guidance for the Health Service Executive for the Review of Serious Incidents, including deaths of children in care* (HIQA, 2010):

- all deaths of children in care, including natural causes;
- all deaths of children known to the child protection system;
- serious incidents involving a child in care or known to the child protection services.

Managers and staff should cooperate fully with any review undertaken to establish the facts of the case and any actions that should be taken, to identify learning that will improve services in the future and to provide assurance to the public (*see Chapter 5, Section 5.20*).

## 2.10 Points to remember

- 2.10.1 **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.
- 2.10.2 **Neglect is as potentially fatal as physical abuse.** It can cause delayed physical, psychological and emotional development, chronic ill-health and significant long-term 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.
- 2.10.3 **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.
- 2.10.4 **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.
- 2.10.5 **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.
- 2.10.6 **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.
- 2.10.7 **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 behaviour, mental health and addiction problems, including the risk of suicide.
- 2.10.8 **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 commissions of harm by parents/carers. The child's welfare must be the primary consideration.
- 2.10.9 **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.
- 2.10.10 **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.
- 2.10.11 **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.
- 2.10.12 **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

# Child Protection Policy

## Assumption Junior School

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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 Schools, the Board of Management of Assumption Junior 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 **Julie McCann (Acting Principal)**
  1. The Deputy Designated Liaison Person (Deputy DLP) is **Emily Branigan (Acting Deputy Principal)**
3. In its policies, practices and activities, Assumption Junior 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; and
  - fully respect confidentiality requirements in dealing with child protection matters.
4. The Board will continue to ensure that the necessary procedures and practices are in place in respect of each of the following areas that are particularly relevant to child protection:

<input type="checkbox"/> Child Protection Policy	<input type="checkbox"/> Attendance Strategy	<input type="checkbox"/> Work Placements
<input type="checkbox"/> Code of Behaviour	<input type="checkbox"/> Supervision of Pupils	<input type="checkbox"/>
<input type="checkbox"/> Anti-bullying Policy	<input type="checkbox"/> School Outings/Activities	
  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. This policy will be reviewed by the Board of Management once in every school year.

This policy was adopted on behalf of the Board of Management on **September 1<sup>st</sup> 2014**

Signed: Seán Balf

Date: **February 20<sup>th</sup> 2017**

Date of next review: **February 2018**

