Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Child Protection Procedures for Schools 2025

PLE for Whole School Staff

CC BY NC

Expectations and Overview

Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Expectations

Confidentiality

All school personnel must have due regard to the need for confidentiality at all times.

Share information on a “need to know” basis in the interests of the child.

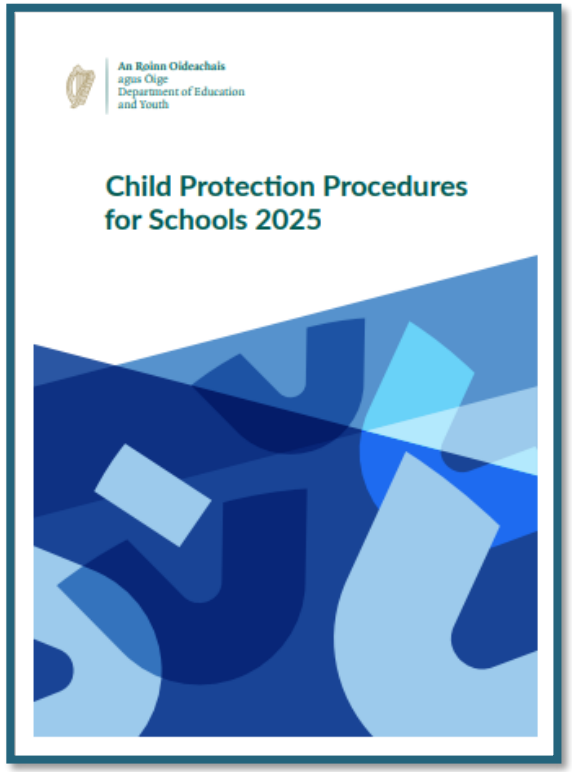
Does the person have any legitimate involvement or role in dealing with the issue?

Giving information to those who need to have that information, for the protection of a child **is not a breach of confidentiality**.

It is an offence to disclose information to a third party which has been shared by Tusla unless Tusla has given that person written authorisation to do so.

Section 1.1.1, 1.1.13, 4.2.11

Important Information



The **Child Protection Procedures for Schools 2025** and the accompanying **Circular 0041/2025** should be the primary source of information for school personnel on matters relating to child protection.

The content of this Professional Learning Event is not intended to replace the need to fully engage with the Child Protection Procedures for Schools 2025.

PLE Overview

Session 1	Overview, Terminology, Types of Child Abuse
Session 2	Roles and Responsibilities, Recording and Reporting
Session 3	Oversight, Child Safeguarding, Training and Supports

Supports

Employee Assistance Service

Folláine le Chéile Wellbeing Together

SMS:
Text 'Hi' to 087 145 2056
WhatsApp:
Text 'Hi' to 087 369 0010
Freephone IRE:
1800 411 057

Supports

www.gov.ie

- An Garda Síochána
- One in Four
- Rape Crisis Centre
- Connect Counselling
- Toward Healing
- Samaritans
- National Counselling Service
- MyMind.org

Session One Outcomes

By the end of this session, participants will have:

examined the rationale for child protection in schools

explored the key elements and structure of the Child Protection Procedures for Schools 2025

considered key terminology in the Child Protection Procedures for Schools 2025

explored types of child abuse.

Rationale for the Child Protection Procedures

Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Rationale for Child Protection

Oide

Why is Child Protection important?

The Reality for Some Students

1 min.

The Reality for Some Students

Child abuse has no boundaries.

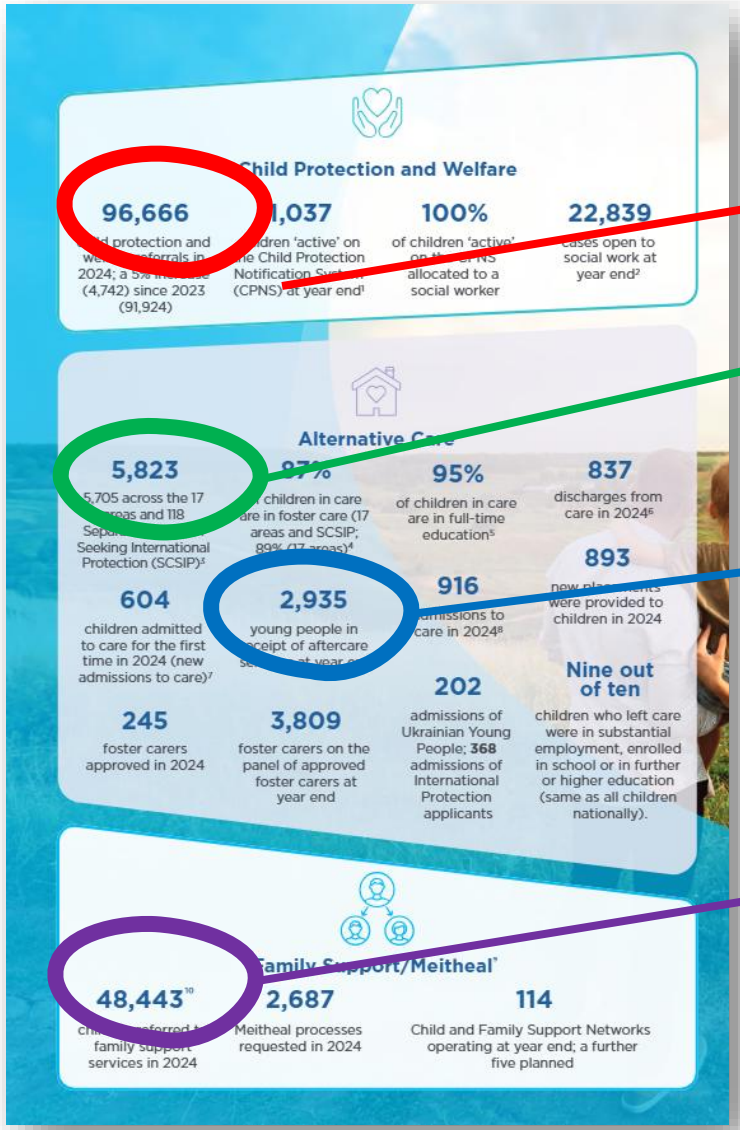
Abused and neglected children can be found in almost every school in the country.

Stay Safe

(The Stay Safe Programme, pg1)

Tusla Annual Report 2024

Oide



96, 666 referrals

5,823 children - in care

2,935 young people - in receipt of aftercare services

48,443 children - referred to family support services

TUSLA
Ireland's Child & Family Agency

The Power of School Personnel

It is the responsibility of everyone in society to keep children and young people safe from harm.

Effective child protection depends on the skills, knowledge and values of personnel working with children and families.

School personnel are particularly well-placed to observe and monitor students for signs of abuse and neglect.
They are the main caregivers to students outside the family context and have regular contact with students in the school setting.

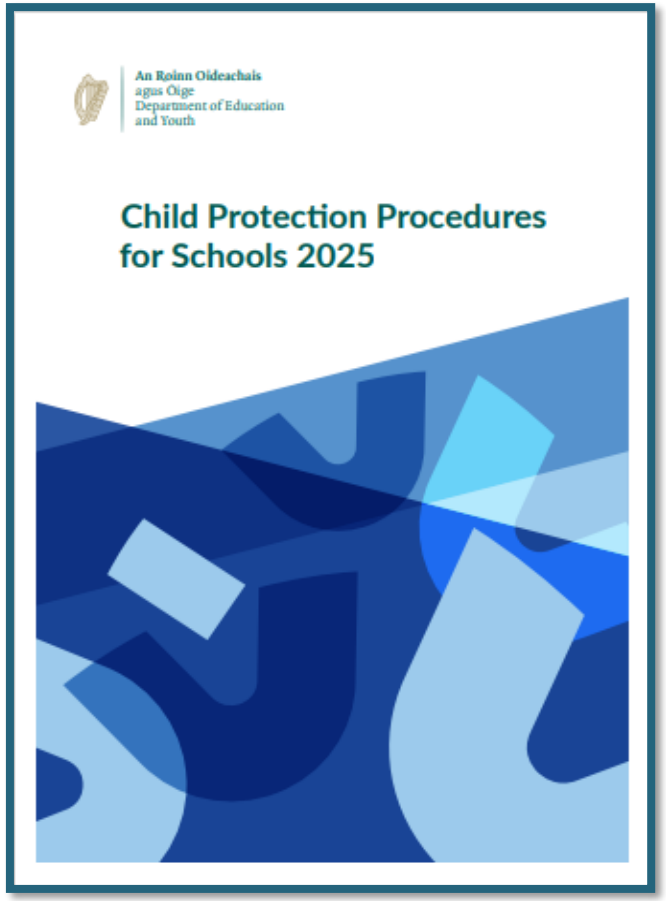
Section 9.5.3, Chapters 5 & 11

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Child Protection Procedures for Schools 2025

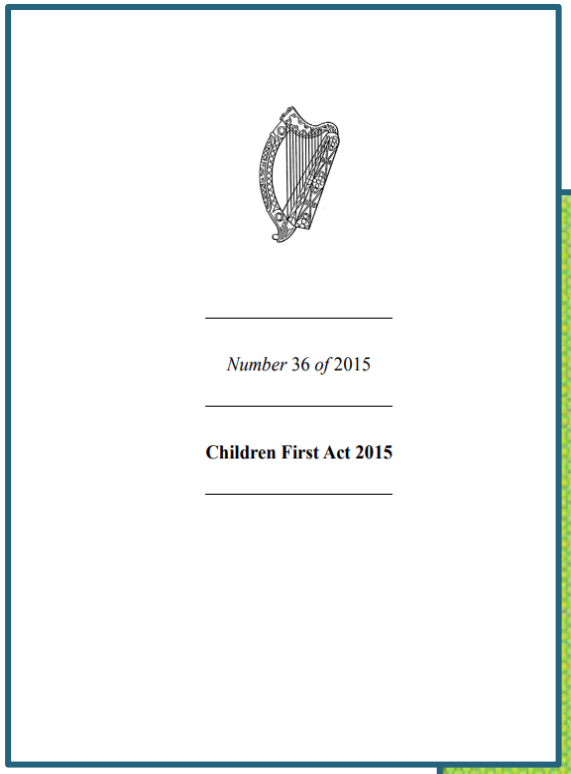


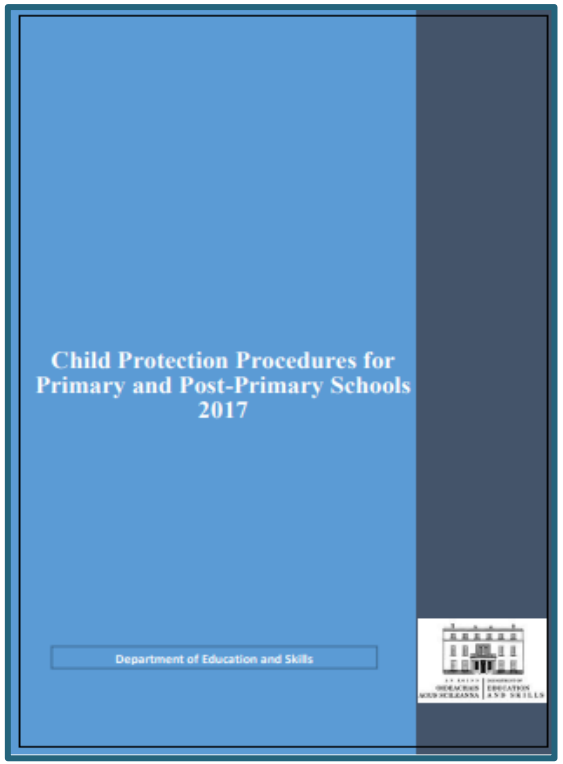
Oide

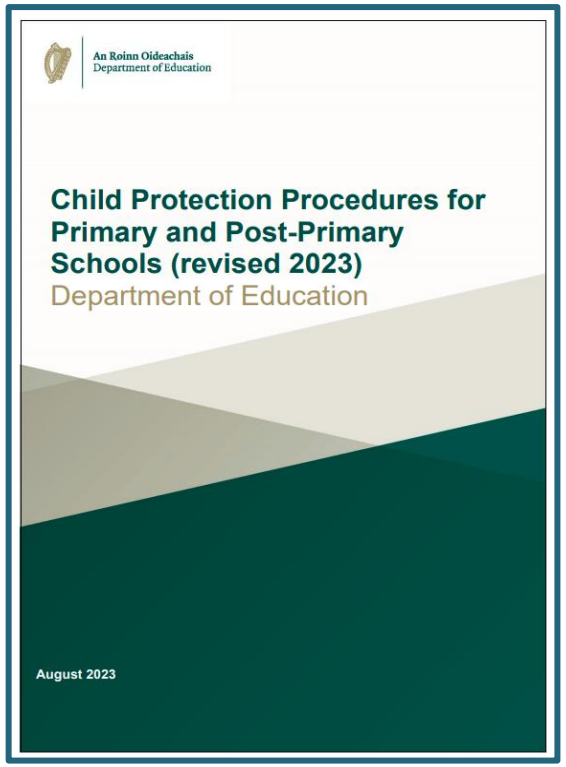
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Child Protection in Schools







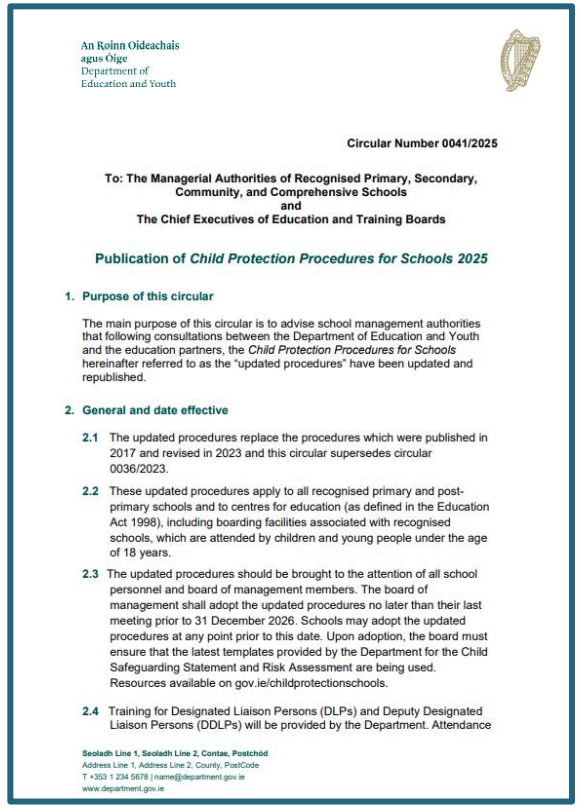
Circular 0041/2025

Adoption of 2025 Procedures no later than **31st December 2026**.

Schools may adopt the updated procedures at any point prior to this date.

The board must ensure that the latest templates for the Child Safeguarding Statement and Risk Assessment are being used.

Appendix 1 outlines the summary of chapters and main changes.



An Roinn Oideachais
agus Óige
Department of
Education and Youth

Circular Number 0041/2025

To: The Managerial Authorities of Recognised Primary, Secondary, Community, and Comprehensive Schools
and
The Chief Executives of Education and Training Boards

Publication of *Child Protection Procedures for Schools 2025*

1. Purpose of this circular

The main purpose of this circular is to advise school management authorities that following consultations between the Department of Education and Youth and the education partners, the *Child Protection Procedures for Schools* hereinafter referred to as the "updated procedures" have been updated and republished.

2. General and date effective

2.1 The updated procedures replace the procedures which were published in 2017 and revised in 2023 and this circular supersedes circular 0036/2023.

2.2 These updated procedures apply to all recognised primary and post-primary schools and to centres for education (as defined in the Education Act 1998), including boarding facilities associated with recognised schools, which are attended by children and young people under the age of 18 years.

2.3 The updated procedures should be brought to the attention of all school personnel and board of management members. The board of management shall adopt the updated procedures no later than their last meeting prior to 31 December 2026. Schools may adopt the updated procedures at any point prior to this date. Upon adoption, the board must ensure that the latest templates provided by the Department for the Child Safeguarding Statement and Risk Assessment are being used. Resources available on gov.ie/childprotectionschools.

2.4 Training for Designated Liaison Persons (DLPs) and Deputy Designated Liaison Persons (DDLPs) will be provided by the Department. Attendance

Seoladh Líne 1, Seoladh Líne 2, Contae, Postchód
Address Line 1, Address Line 2, County, PostCode
T +353 1 234 5678 | name@department.gov.ie
www.department.gov.ie

Circular 41/2025

Chapter Titles

Oide

Glossary of Terms

Chapter 1: Introduction

Chapter 2: Definition and Recognition of Child Abuse

Chapter 3: Retrospective Abuse Allegations

Chapter 4: Roles and Responsibilities

Chapter 5: Reporting of Concerns

Chapter 6: How To Make a Report to Tusla

Chapter 7: Allegations or Suspicions of Child Abuse Regarding School Employees

Chapter 8: Record Keeping

Chapter 9: Child Safeguarding Requirements

Chapter 10: Recruitment Procedures and Requirements for Garda Vetting

Chapter 11: Training and Supports

Chapter 12: Oversight

Appendices

School Personnel

Designated Liaison Person

Deputy Designated Liaison Person

Mandated Person

Non-Mandated Person

Glossary of Terms Pg. 4 - 7

Role of the DLP and the DDLP

Designated Liaison Person

The person nominated by the board of management to act as the point of contact for Tusla (the Child and Family Agency), An Garda Síochána, and others in matters relating to child protection concerns or allegations.

Deputy Designated Liaison Person

The person appointed by the board of management to act as Liaison Person (DDLP) deputy to the Designated Liaison Person (DLP). The DDLP takes on the responsibilities of the DLP when the DLP is unavailable.

Who are Mandated and Non-Mandated Persons?

Oide

The following is a sample, non-exhaustive list of mandated and non-mandated persons in a school:

Mandated Persons	Non-Mandated Persons
Teacher	SNA
Public Health Nurse	Caretaker
Doctor	Secretary
Dentist	Bus Escort
Social Worker	School Meals' Personnel
Garda	Cleaners
Occupational Therapist	Parent Association members
Speech and Language Therapist	Parent/ Carer
Member of Clergy	
Foster Carer	
Psychologist	

Appendix A

Key Terminology in the Child Protection Procedures 2025

Section 1.2, 2.1, 2.2, 2.3

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Child Protection and Child Safeguarding

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Definition of Child Protection

Child protection is the activity of protecting children who are suffering

or may be likely to suffer

or are at risk of suffering from harm as a result of abuse,

including neglect, emotional abuse, physical abuse and sexual abuse.

Definition of Child Safeguarding

Child safeguarding is broader than child protection and is about ensuring safe practice and appropriate responses by workers and volunteers to concerns about the safety or welfare of children, including online concerns, should these arise.

Child safeguarding is about protecting the child from harm, promoting their welfare and in doing so creating an environment which enables children and young people to grow, develop and achieve their full potential.

Our Current Practice
Activity

Discuss and record what child safeguarding and child protection look like in your school.

What are you doing well?

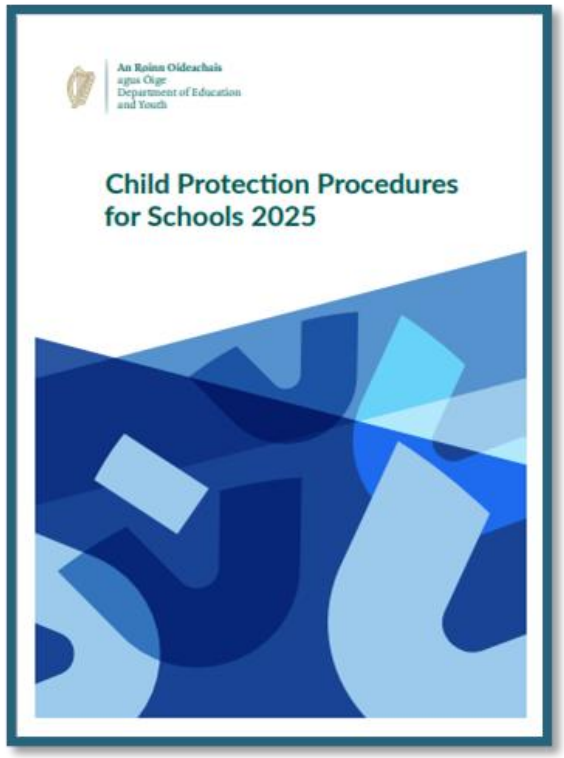
Child Protection and Welfare Concerns

Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Key Responsibility of all School Personnel

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.

In any situation where a member of school personnel receives an allegation or has a suspicion that a child may have been abused or neglected, is being abused or neglected, or is at risk of abuse or neglect, they shall, without delay, report the matter to the designated liaison person (DLP).



Children First Guidance, Chapter 1

What are Reasonable Grounds for Concern?

Oide

- Evidence (for example, injury or behaviour) that is consistent with abuse and is unlikely to have been caused in any other way.
- Any concern about possible sexual abuse.
- Consistent signs that a child is suffering from emotional or physical neglect.
- A child saying or indicating by other means that they have been abused.
- Admission or indication by an adult or a child of an alleged abuse they committed.
- An account from a person who saw the child being abused.

Section 2.1

Reasonable Grounds for Concern

Tusla should **always be informed where a person has reasonable grounds for concern** that a child may have been, is being, or is at risk of being abused or neglected.

→

It is not necessary for a person to have proof that abuse has occurred to report a concern to Tusla.

↓

All that is required is that the person has reasonable grounds for concern.

←

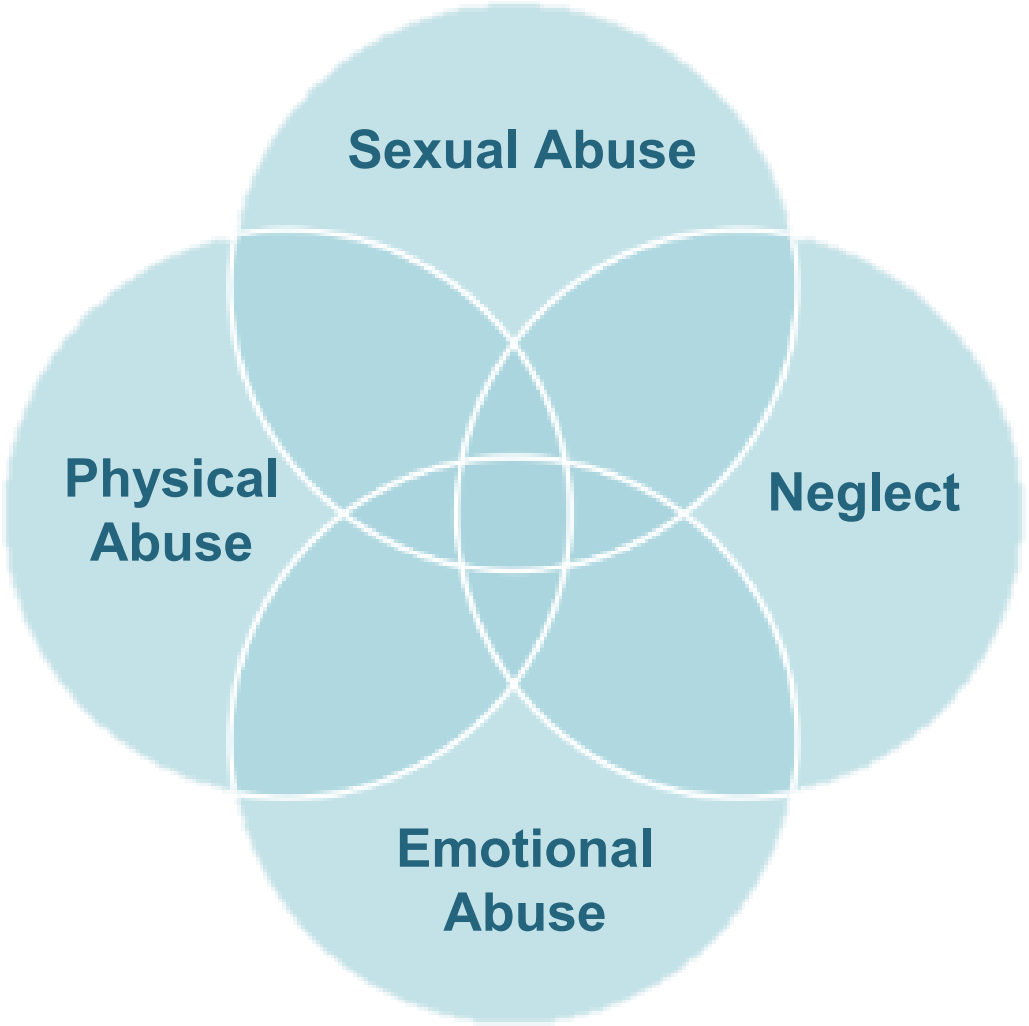
It is Tusla's role to assess concerns that are reported to it.

Section 2.1

Types of Child Abuse

Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Four Main Types of Child Abuse



Section 2.2

Neglect

Neglect occurs when a child does not receive adequate care or supervision, to the extent that the child is harmed physically or developmentally.

Neglect is generally defined in terms of an omission of care, where a child's health, development or welfare is impaired by being deprived of food, clothing, warmth, hygiene, medical care, intellectual stimulation, supervision and safety. Emotional neglect may also lead to the child having difficulties of attachment. The extent of the damage to the child's health, development or welfare is influenced by a range of factors. These factors include the extent, if any, of positive influence in the child's life, as well as the age of the child and the frequency and consistency of neglect.

Neglect is associated with poverty, but not necessarily caused by it, nor is poverty necessarily a factor. It is strongly linked to parental substance misuse, domestic violence and parental mental illness and disability.

Section 2.2.1

Emotional Abuse

Emotional abuse is the systematic emotional or psychological ill treatment of a child as part of the overall relationship between a caregiver and a child.

Abuse occurs when a child's basic need for attention, affection, approval, consistency and security are not met, due to incapacity or indifference from their parent or caregiver.

Section 2.2.2

Physical Abuse

Physical abuse is when someone deliberately hurts a child physically or put them at risk of being physically hurt.

Physical abuse may occur as a single incident or as a pattern of incidents.
A reasonable concern exists where the child's health and/or development is, may be, or has been damaged as a result of suspected physical abuse.

Section 2.2.3

Sexual Abuse

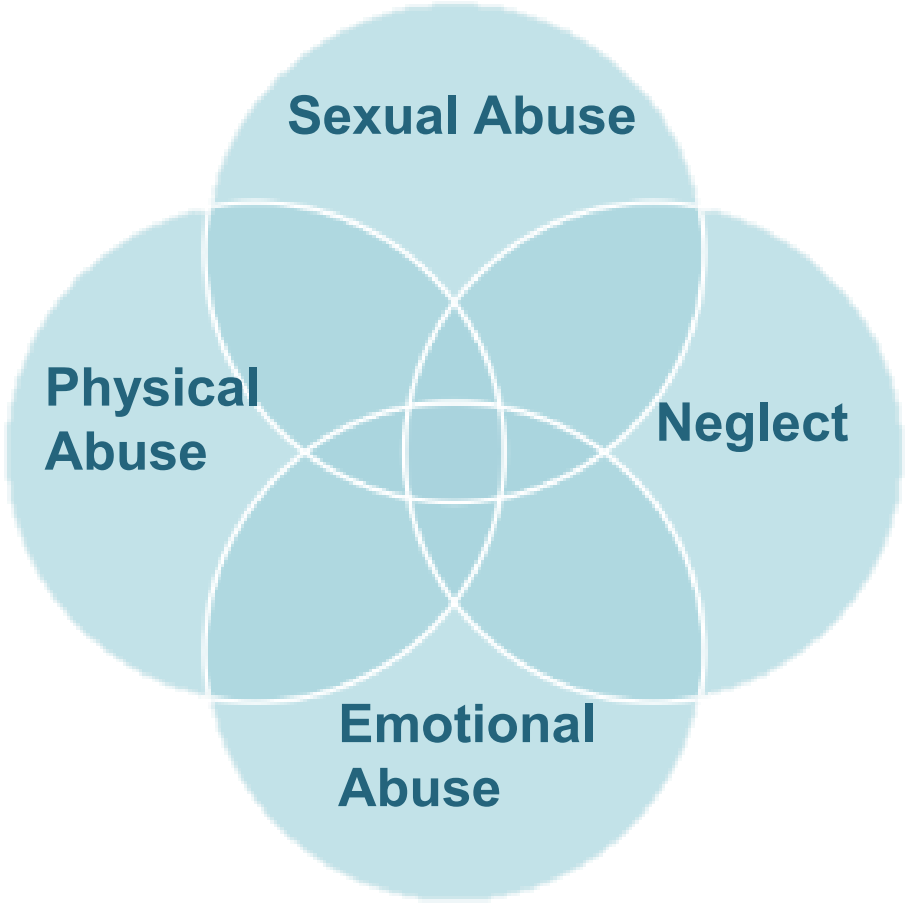
Sexual abuse occurs when a child is used by another person for his or her gratification or arousal, or for that of others.

Sexual abuse includes the child being involved in sexual acts (masturbation, fondling, oral or penetrative sex) or exposing the child to sexual activity directly or through pornography. Child sexual abuse may cover a wide spectrum of abusive activities. It rarely involves just a single incident and in many instances occurs over a number of years. Child sexual abuse most commonly happens within the family, including older siblings and extended family members.

Sexual abuse always reaches a threshold of harm.

Section 2.2.4, 4.2.4

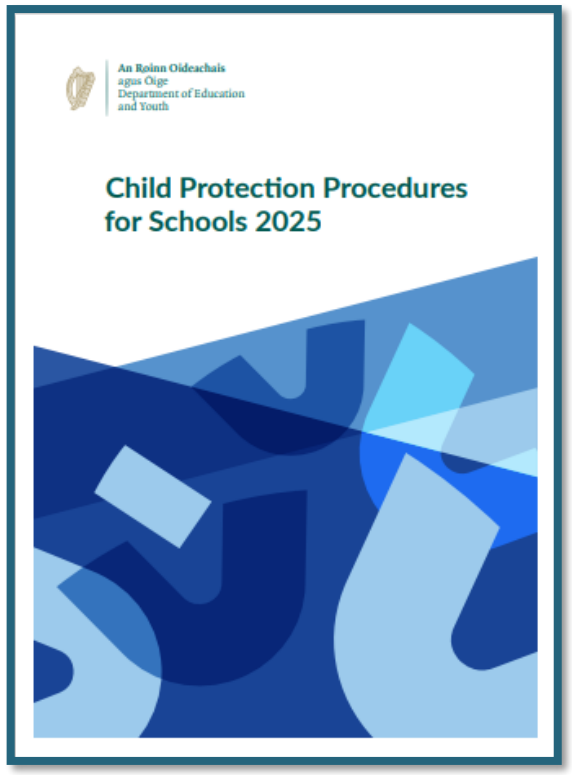
Types of Child Abuse
Activity



In groups, consider and record how you would recognise each type of abuse.

Section 2.2

Break/Sos



The Child Protection Procedures for Schools 2025 and the accompanying Circular 0041/2025 should be the primary source of information for school personnel on matters relating to child protection.

The content of this Professional Learning Event is not intended to replace the need to fully engage with the Child Protection Procedures for Schools 2025.

Session Two Outcomes

By the end of this session, participants will have:

explored circumstances that make children more vulnerable to abuse and neglect

gained an understanding of the roles and responsibilities of all school personnel

understood how to deal with disclosures from children

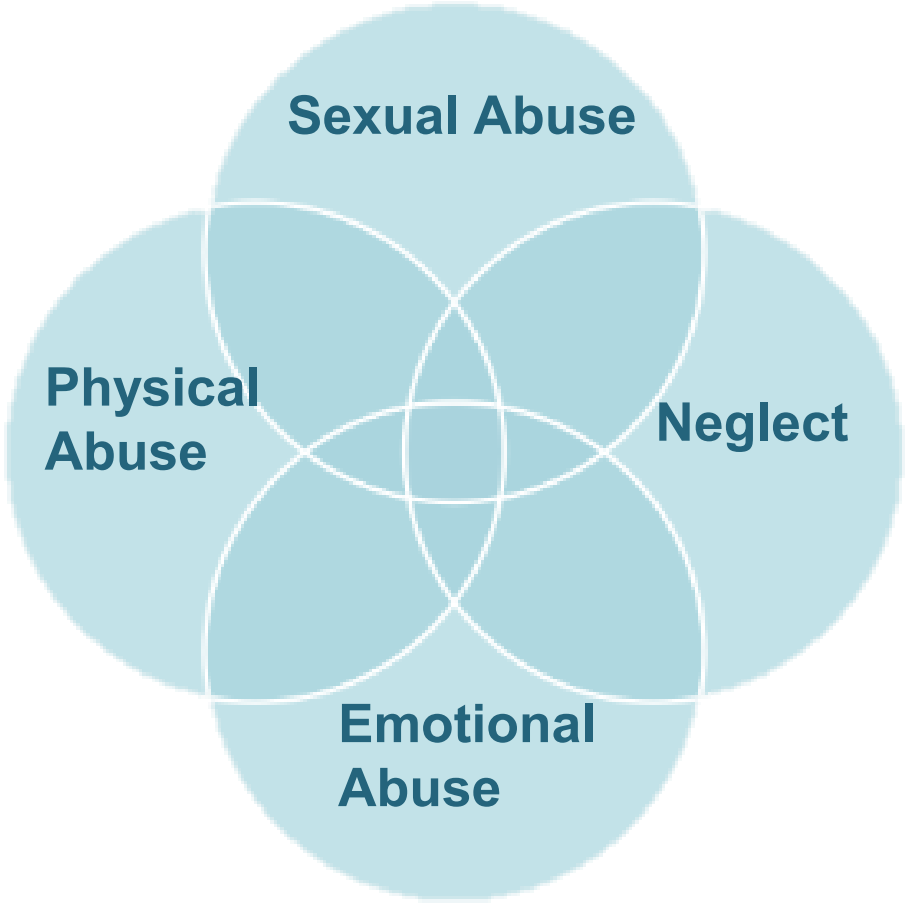
developed an awareness of record keeping requirements

understood the relevant steps to be taken when reporting a concern

considered the requirements and procedures in relation to allegations or suspicions of child abuse regarding school employees.

Types of Child Abuse

Feedback on Activity



How do we recognise each type of abuse?

Section 2.2

Recognising Neglect

Children being left alone without adequate care and supervision
Malnourishment, lacking food, unsuitable food or erratic feeding
Nonorganic failure to thrive, that is, a child not gaining weight due not only to malnutrition but also emotional deprivation
Failure to provide adequate care for the child's medical and developmental needs, including intellectual stimulation
Inadequate living conditions – unhygienic conditions, environmental issues, including lack of adequate heating and furniture
Lack of adequate clothing
Inattention to basic hygiene
Lack of protection and exposure to danger, including moral danger or lack of supervision appropriate to the child's age
Persistent failure to attend school
Abandonment or desertion

Section 2.2.1

Recognising Emotional Abuse

Rejection	Bullying
Lack of comfort and love	Conditional parenting in which care or affection of a child is made contingent on their behaviours or actions
Lack of attachment	Extreme overprotectiveness
Lack of proper stimulation e.g. fun and play	Inappropriate nonphysical punishment e.g. locking child in bedroom
Lack of continuity of care e.g. frequent moves, particularly unplanned	Ongoing family conflicts and family violence
Continuous lack of praise and encouragement	Seriously inappropriate expectations of a child relative to their age and stage of development
Persistent criticism, sarcasm, hostility or blaming of the child	

Section 2.2.2

Recognising Physical Abuse

Physical punishment
Beating, slapping, hitting or kicking
Pushing, shaking or throwing
Pinching, biting, choking or hairpulling
Use of excessive force in handling
Deliberate poisoning
Suffocation
Fabricated/induced illness
Female genital mutilation

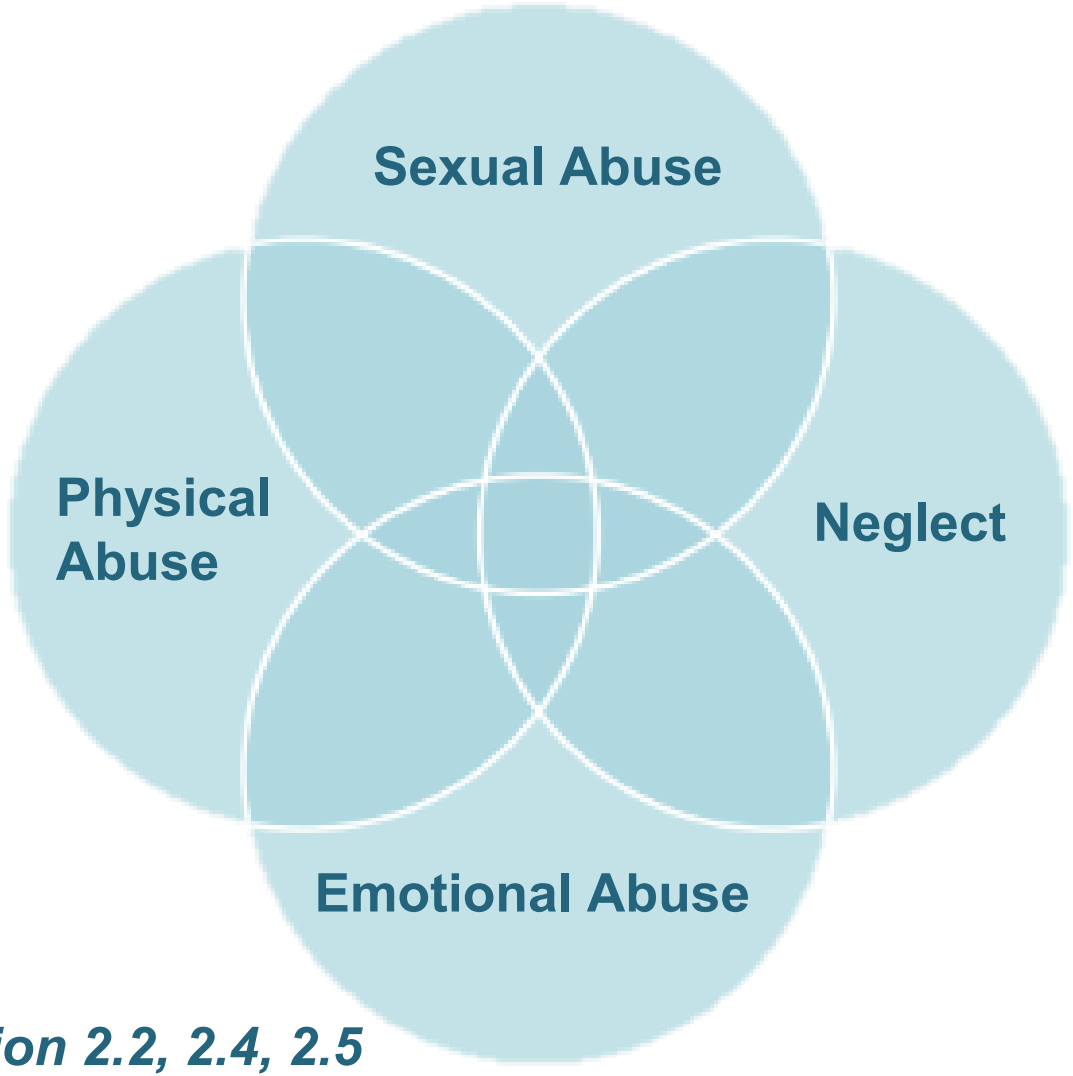
Section 2.2.3

Recognising Sexual Abuse

Any sexual act intentionally performed in the presence of the child
An invitation to sexual touching or intentional touching or molesting of a child's body whether by a person or object for the purpose of sexual arousal or gratification
Masturbation in the presence of a child or the involvement of a child in an act of masturbation
Sexual intercourse with a child, whether oral, vaginal or anal
Exposing a child to inappropriate or abusive material through information and communication technology
Consensual sexual activity involving an adult and an underage person
Sexual exploitation of a child, which includes: - Inviting, inducing or coercing a child to engage in prostitution or the production of child pornography; - Inviting, coercing or inducing a child to participate in, or to observe, any sexual, indecent or obscene act; - Showing sexually explicit material to children, which is often a feature of the 'grooming' process by perpetrators of abuse

Section 2.2.4

Types of Child Abuse



Bullying

Behaviours of Concern and Crisis Situations

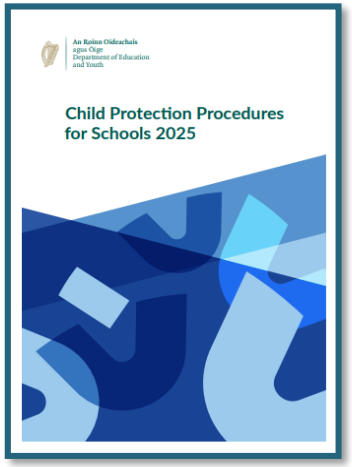
Section 2.2, 2.4, 2.5

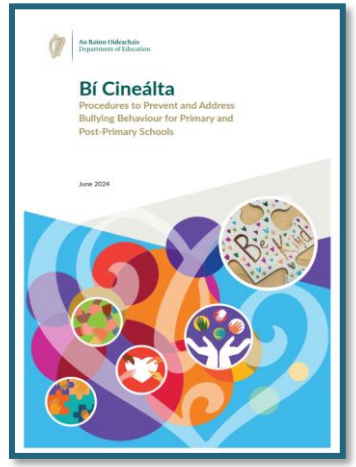
When Bullying Becomes a Child Protection Concern

Generally, bullying behaviour can be addressed without the involvement of Tusla. However, bullying behaviour can become a child protection concern when it results in significant physical or emotional harm, or where it becomes a persistent and severe problem and measures taken to address it are not effective.

In determining when bullying behaviour should be reported to Tusla, the following factors should be considered:

- Impact on the child
- Protective/appropriate action taken by parents/carers
- Protective/appropriate action taken by school
- Engagement of child/family with support services such as NEPS.

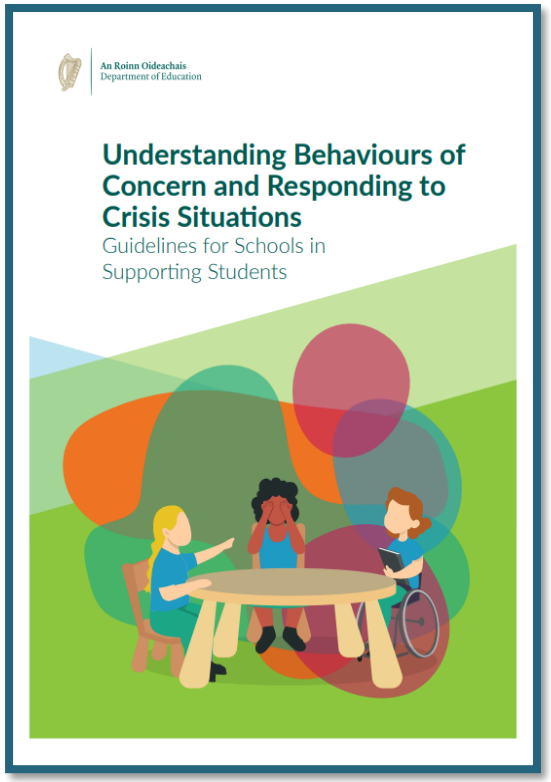




Section 2.4

Behaviours of Concern and Crisis Situations

Seclusion



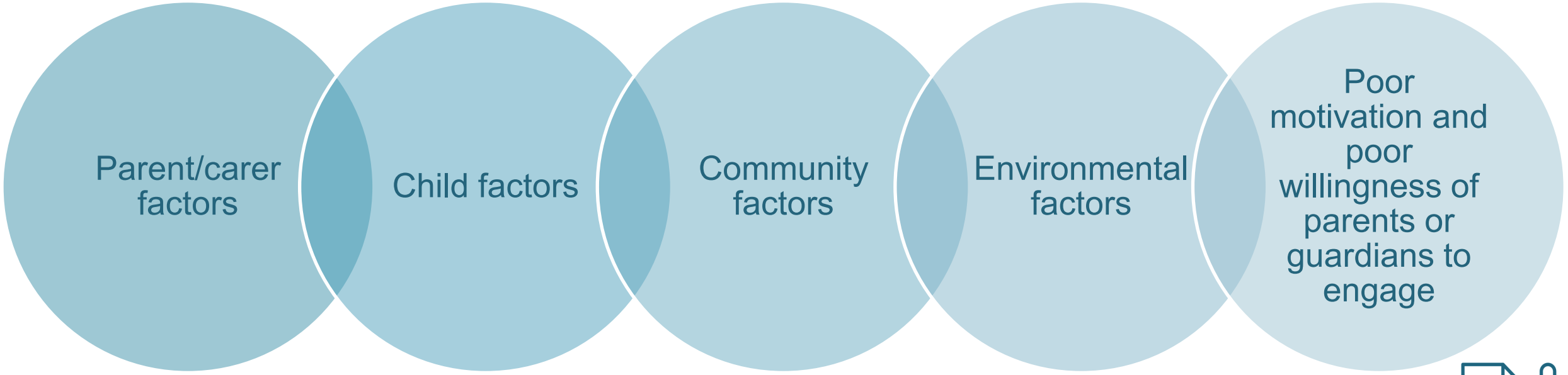
Physical Restraint

Section 2.5, 2.5.1

Circumstances Making Children More Vulnerable to Abuse and Neglect

Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

What Circumstances Make Children More Vulnerable to Abuse and Neglect?
Activity



Section 2.7

Circumstances Which May Make Children More Vulnerable to Abuse and Neglect

It is important to remember that the presence of any of these factors does not necessarily mean that a child in those circumstances or settings is being abused.

Parent or Carer Factors

- Drug and alcohol misuse.
- Addiction, including gambling.
- Mental health issues.
- Parental disability issues, including learning or intellectual disability.
- Conflictual relationships.
- Domestic violence.
- Adolescent parents.

Child Factors

- Age.
- Gender.
- Sexuality.
- Disability.
- Mental health issues including self-harm and suicide.
- Communication difficulties.
- Trafficked/Exploited.
- Previous abuse.
- Young carer.

Section 2.7

Circumstances Which May Make Children More Vulnerable to Abuse and Neglect

It is important to remember that the presence of any of these factors does not necessarily mean that a child in those circumstances or settings is being abused.

Community Factors

- Cultural, ethnic, religious or faith-based norms in the family or community which may not meet the standards of child welfare or protection required in this jurisdiction.
- Culture-specific practices, including:
  Female genital mutilation;
  Forced marriage;
  Honour-based violence;
  Radicalisation.

Environmental Factors

- Housing issues, including where children are in temporary accommodation or in precarious housing situations.
- Children who are out of home and not living with their parents, whether temporarily or permanently.
- Poverty/begging.
- Bullying.
- Internet and social media-related concerns.

Section 2.7

Circumstances Which May Make Children More Vulnerable to Abuse and Neglect

It is important to remember that the presence of any of these factors does not necessarily mean that a child in those circumstances or settings is being abused.

Poor Motivation and Poor Willingness of Parents/Guardians to Engage

- Non-attendance at appointments.
- Lack of insight or understanding of how the child is being affected.
- Lack of understanding about what needs to happen to bring about change.
- Avoidance of contact and reluctance to work with services.
- Inability or unwillingness to comply with agreed plans.

These factors should be considered as part of being alert to the possibility that a child may be at risk of suffering abuse and in bringing reasonable concerns to the attention of Tusla.

Section 2.7

Roles and Responsibilities

Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

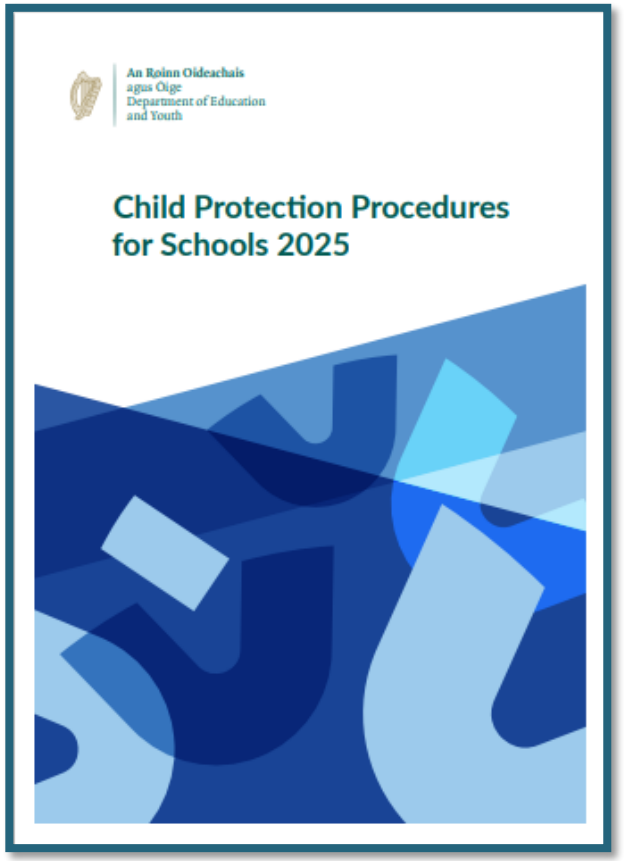
Responsibilities of All School Personnel

All school personnel have roles and responsibilities in relation to the safeguarding of children.

Be familiar with the Child Protection Procedures including the four main types of abuse.

Know how to record what has been observed.

Know how to report child protection and welfare concerns.



Section 4.1

Role of the DLP and the DDLP

The DLP:

is normally the principal

acts as a key resource person to any member of school personnel with a child protection concern

ensures that the reporting requirements are followed correctly and promptly

ensures appropriate records are properly maintained

provides, as a standalone item, a Child Protection Oversight Report at BOM meetings

ensures child protection issues are identified and reported as early as possible.

The DDLP:

assumes the responsibilities of the DLP in the absence of the DLP. They support the work of the DLP

Section 12.1

Important to Note

It is not the case that an allegation can be received by either the DLP or DDLP.

If both the DLP and the DDLP are onsite,

it is always the DLP who receives the report.

Dealing with Disclosures

Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Disclosures of Abuse
Activity

Although there will always be barriers to children talking about the complex issue of child abuse, teachers can create conditions which support children in making disclosures.

(Nohilly & Treacy, 2024)

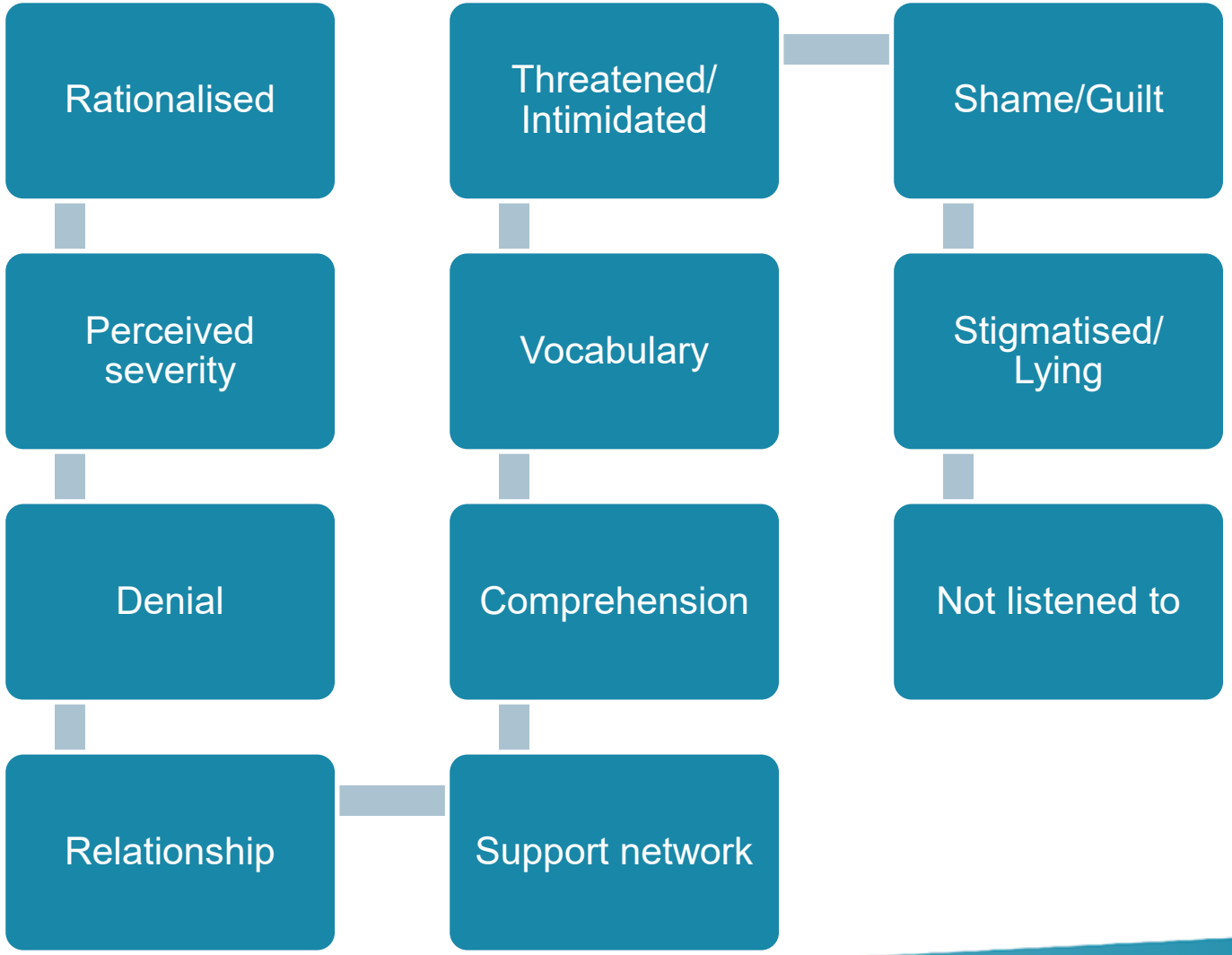
Discuss and record:

1. What barriers prevent students from disclosing abuse?

2. What conditions support students in making disclosures?

Disclosures of Abuse

Barriers that Prevent Students from Disclosing Abuse



(Nohilly & Treacy, 2024)

Disclosures of Abuse

Conditions that Support Students to Disclose Abuse

Trusted adult	Change in nature of abuse
Engaged listening	Wanting to protect others
Anger towards perpetrator	Unable to cope any longer
Extra-familial abuse	Multiple forms of abuse
Geographical distance	Identification of abuse by an adult
Intervention by others	Being believed/Someone can help
SPHE – Social, Personal and Health Education	Positive classroom culture & climate

(Nohilly & Treacy, 2024)

Dealing with Disclosures from Children

It is important that all members of school personnel are aware and prepared for responding to a child who may disclose abuse.

- Stay calm and listen without interrupting
- Take the disclosure seriously and reassure the child
- Let the child speak freely, at their own pace
- Don't promise secrecy or show judgment
- Ask only supportive, non-leading questions
- Confirm understanding and explain what happens next
- Keep information confidential
- Record details promptly, using the child's words; don't ask them to write it
- Report to the Designated Liaison Person (DLP)

Section 2.9

Dealing with Disclosures from Children

Ongoing Support

Disclosure is a huge step for a child. It is important to ensure that the child feels safe, and that any actions necessary for that safety are taken.

Following a disclosure by a child, school personnel should continue to offer support, particularly by:

- Maintaining a positive relationship with the child.
- Keeping lines of communication open by listening carefully to the child.

It must always be remembered that school personnel have a supportive, not an investigative role.

Any further disclosure should be treated as a first disclosure and responded to as a first disclosure.

Withholding/Sharing of Information

Under the, **Criminal Justice (Withholding of Information on Offences against Children and Vulnerable Persons) Act 2012** it is a criminal offence to withhold information about a serious offence, including a sexual offence, committed against a person under 18 years of age or a vulnerable person.

The **Data Protection Acts 1988 to 2018, and General Data Protection Regulation (GDPR)** do not prevent the sharing of information on a reasonable and proportionate basis for the purposes of child protection.

Section 16(3) of the Children First Act 2015 provides that a mandated person, including a registered teacher who shares information with Tusla pursuant to a mandated assistance request made by Tusla in accordance with section 16 of the Act is protected from civil liability in relation to the sharing of that information with Tusla.

Section 1.1.6, 1.1.11, 4.2.10, 4.2.12

Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Record Keeping for All School Personnel

Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Written Record

Make a written record of the conversation as soon as possible, in as much detail as possible, preferably quoting words actually used.

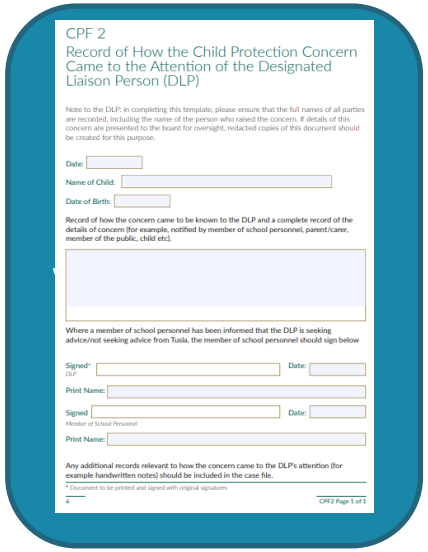
It is important to note that there is no need to anonymise this record at this point.

Signs of physical injury should be described in detail and, if appropriate, sketched. Photographs should not be taken.

While a child should be allowed to make a written statement if they wish to do so, it is important to note that the child should not be asked to write the account of their disclosure for the record.

Factcheck the written record with the child, where possible.

Sign and date the written record and give to the DLP.


CPF 2

Record of How the Child Protection Concern Came to the Attention of the Designated Liaison Person (DLP)

Note to the DLP: in completing this template, please ensure that the full names of all parties are recorded, including the name of the person who raised the concern. If details of this concern are presented to the board for oversight, redacted copies of this document should be created for this purpose.

Date:

Name of Child:

Date of Birth:

Record of how the concern came to be known to the DLP and a complete record of the details of concern (for example, notified by member of school personnel, parent/carer, member of the public, child etc).

Where a member of school personnel has been informed that the DLP is seeking advice/not seeking advice from Tusla, the member of school personnel should sign below

Signed* DLP: Date:

Print Name:

Signed Member of School Personnel: Date:

Print Name:

Any additional records relevant to how the concern came to the DLP's attention (for example handwritten notes) should be included in the case file.

* Document to be printed and signed with original signatures

6 CPF2 Page 1 of 1

Section 2.9, 5.1.1, 5.2.1

Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Reporting of Child Protection Concerns

Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

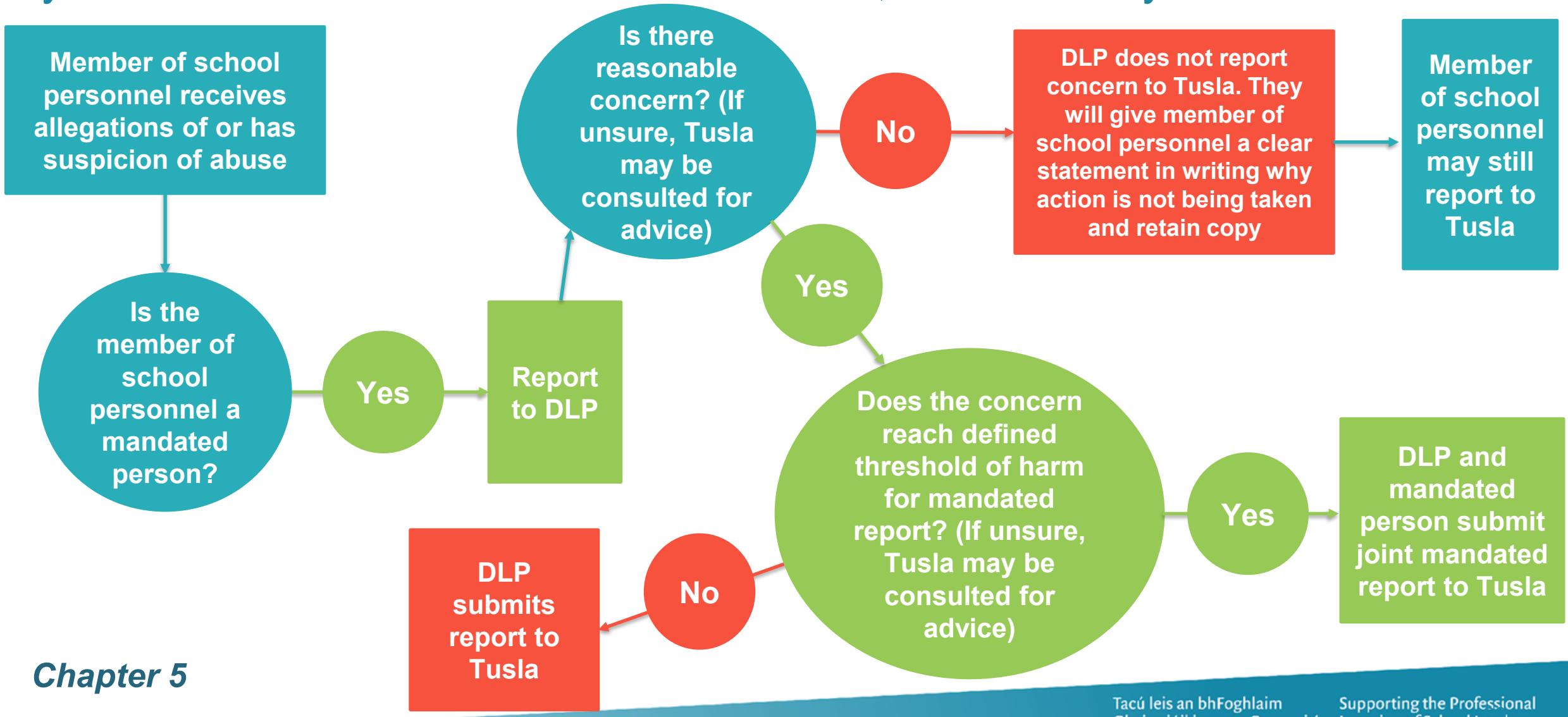
Relevant Terminology

Threshold of harm

Mandated person

Reporting of Concerns

If you had a concern that a child was at risk, what would you do?



Chapter 5

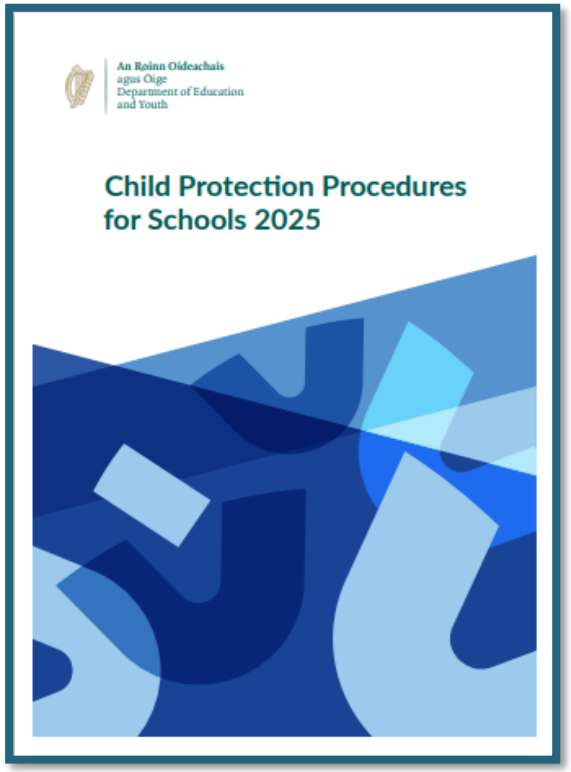
Reporting of Concerns

What if the concern relates to the DLP?

Report the matter to Chairperson of the board of management or the Chief Executive Officer of the ETB.

Chairperson or CEO shall assume the role of the DLP and follow the relevant procedures.

The DDLP shall support the chairperson or CEO in their role as DLP in such a case.



Section 5.1.9, 4.3.5

Reporting of Concerns

What can I expect when I report a concern?

Concern raised by school personnel	The DLP should: - inform you that advice is being sought from Tusla. - inform you of the advice when received. - keep a record of this fact.
If DLP decides not to report to Tusla	The DLP should: - give a clear, written statement as to the reasons why action is not being taken. - keep a record of this statement.

If you are still concerned, you are free to consult with or report to Tusla yourself.

The Tusla report form can be downloaded from www.tusla.ie

If you make a report to Tusla, a copy of the report must be provided to the DLP.

Section 5.3.4

Reporting of Concerns

Informing Parents/Not Informing Parents

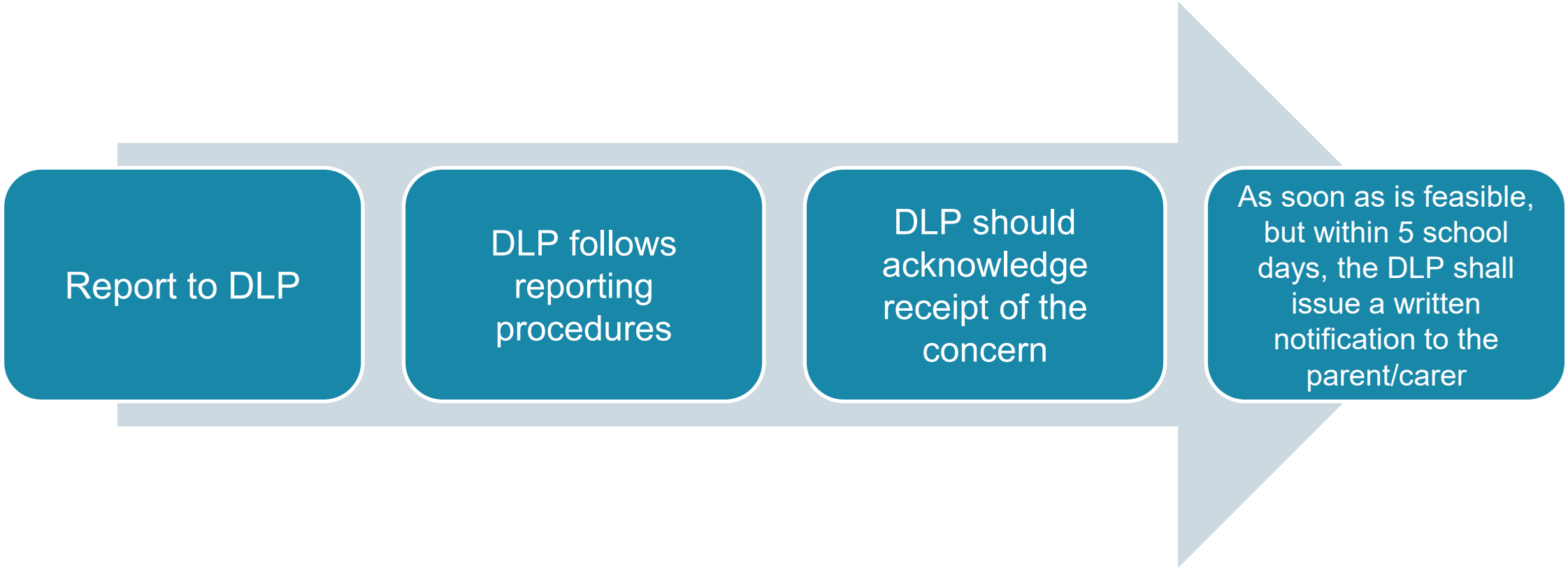
Informing parents/carers	The DLP, rather than the member of school personnel concerned, has responsibility for informing the parent/carer of a child protection concern/report.

Not informing a parent/carer that a report is being made to Tusla	It is not necessary to inform a parent/carer that a report is being made: - If by doing so, the child will be placed at further risk; or - In cases where the family's knowledge of the report could impair Tusla's ability to carry out a risk assessment; or - If the reporter is of the reasonable opinion that by doing so it may place the reporter at risk of harm from the family.

Section 5.3.6, 5.3.7, 5.3.8

Reporting of Concerns

Where a Parent Reports a Child Protection Concern About Their Own Child



Section 5.4

Reporting of Concerns

Where a Person, Not a Member of School Personnel, Raises a Child Protection Concern That Is Not About Their Own Child

Section 5.5

Mandated Assisting

Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Statutory Responsibilities of Mandated Persons

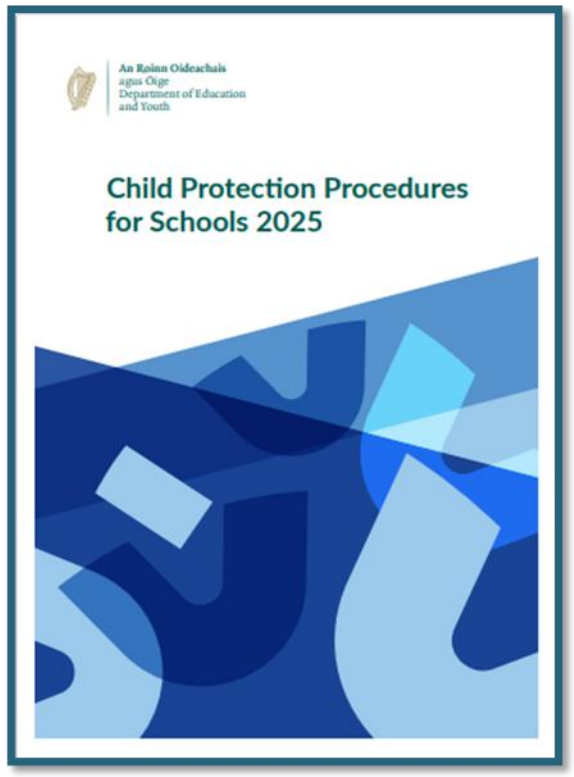
There are two main statutory responsibilities of a mandated person:

a) To report any knowledge, belief or reasonable grounds to suspect that a child has been harmed, is being harmed or is at risk of being harmed to Tusla.

b) To assist Tusla in assessing a concern which has been the subject of a mandated report, if requested by Tusla.

Section 4.2.1

Mandated Assisting



Tusla may request a mandated person to provide any necessary and proportionate information and assistance to aid Tusla in assessing the risk to a child arising from a mandated report.

A mandated person must comply with this request, regardless of who made the mandated report.

Mandated assistance may include a request to supply further information over the phone, produce a verbal or written report or attend a meeting.

Section 4.2.9

Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Allegations or Suspicions of Child Abuse Regarding School Employees

Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Allegations or Suspicions of Child Abuse Regarding School Employees

Procedures to Be Followed

There are two sets of procedures to be followed where there is an allegation against a school employee:

- The reporting of the child protection concern to Tusla
- The procedure for dealing with the employment matters.

Where there is an allegation against a member of school personnel, it is recommended that the same person would not have responsibility for dealing with the reporting issue and the employment issue.

The DLP is responsible for reporting the matter to Tusla.
The employer is responsible for addressing the employment issues

Section 7.1.1

Allegations or Suspicions of Child Abuse Regarding School Employees

Contents of Chapter 7

Section 7.1 Introduction

Section 7.2 Reporting Procedure

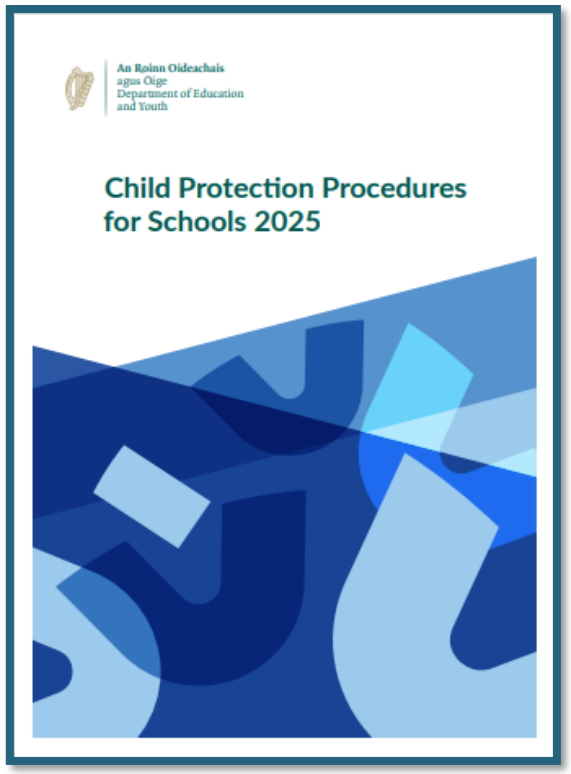
Section 7.3 Action to be Taken by the Employer in Relation to the Employee

Section 7.4 Disciplinary Action

Section 7.5 Action to be Taken Where a Child Protection Concern Is Raised by a Parent/Carer About a Member of School Personnel

Section 7.6 Information Sharing by Tusla

Lunch/Lón



The **Child Protection Procedures for Schools 2025** and the accompanying **Circular 0041/2025** should be the primary source of information for school personnel on matters relating to child protection.

The content of this Professional Learning Event is not intended to replace the need to fully engage with the Child Protection Procedures for Schools 2025.

Session Three Outcomes

By the end of this session, participants will have:

become aware of oversight roles and obligations

gained knowledge and understanding of child safeguarding practices

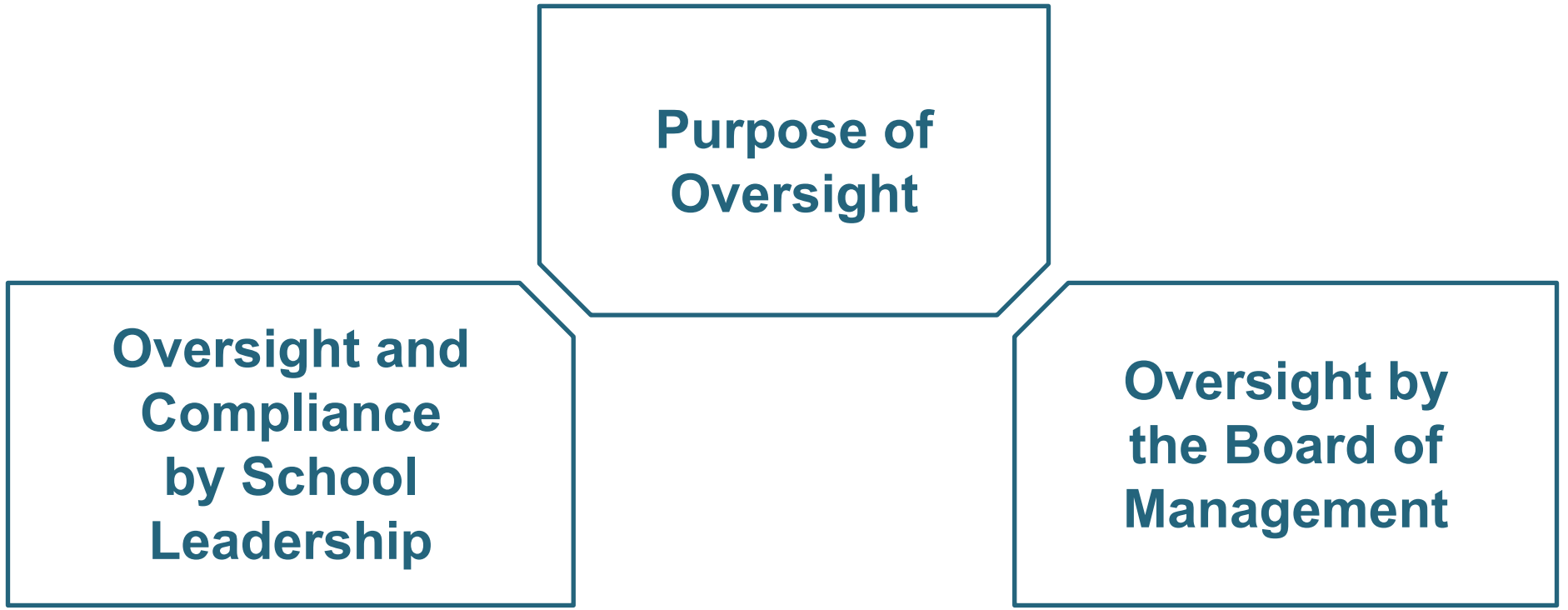
explored and considered the Child Safeguarding Statement and Risk Assessment including the student friendly statement

explored training requirements and supports available.

Oversight

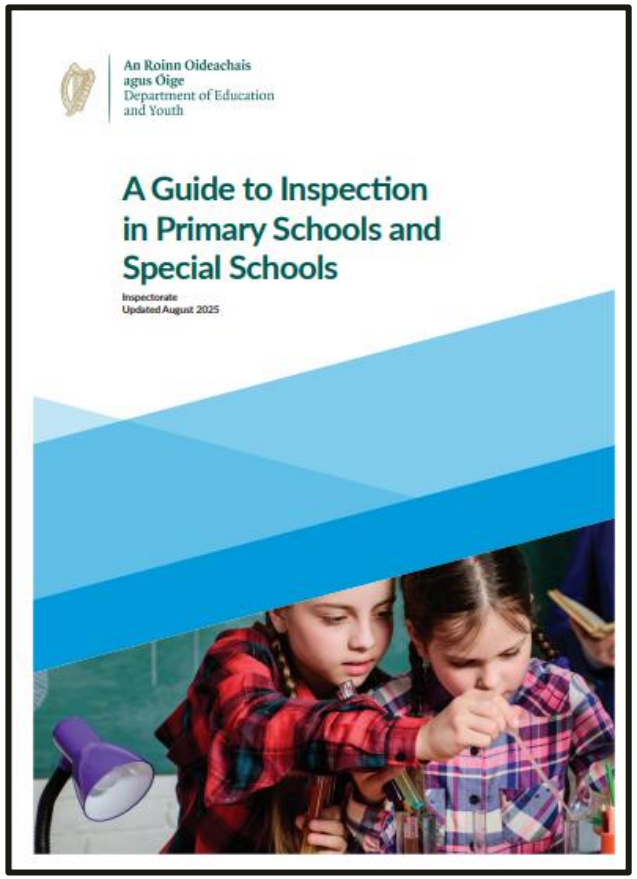
Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Oversight within Schools



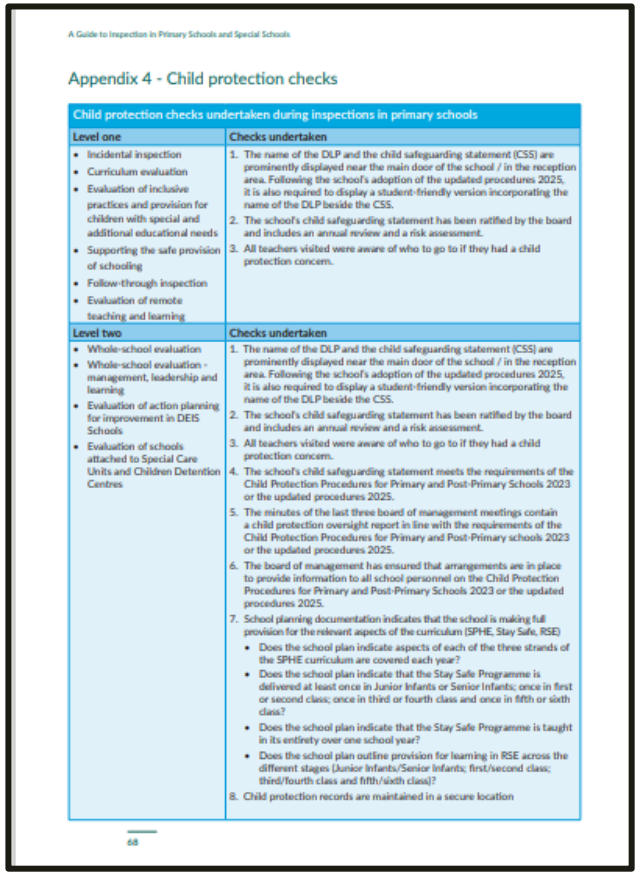
Chapter 12, Section 12.1, 12.2

Oversight by the Department's Inspectorate
Primary and Special Schools


An Roinn Oideachais
agus Óige
Department of Education
and Youth

A Guide to Inspection in Primary Schools and Special Schools

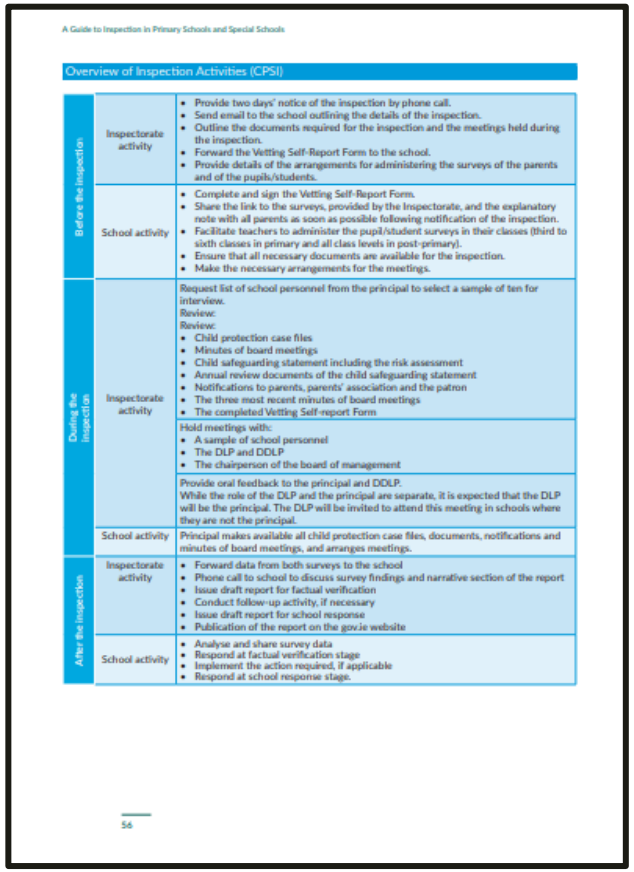
Inspectorate
Updated August 2025


A Guide to Inspection in Primary Schools and Special Schools

Appendix 4 - Child protection checks

Child protection checks undertaken during inspections in primary schools	
Level one	**Checks undertaken**
• Incidental inspection • Curriculum evaluation • Evaluation of inclusive practices and provision for children with special and additional educational needs • Supporting the safe provision of schooling • Follow-through inspection • Evaluation of remote teaching and learning	1. The name of the DLP and the child safeguarding statement (CSS) are prominently displayed near the main door of the school / in the reception area. Following the school's adoption of the updated procedures 2025, it is also required to display a student-friendly version incorporating the name of the DLP beside the CSS. 2. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment. 3. All teachers visited were aware of who to go to if they had a child protection concern.
Level two	**Checks undertaken**
• Whole-school evaluation • Whole-school evaluation - management, leadership and learning • Evaluation of action planning for improvement in DEIS Schools • Evaluation of schools attached to Special Care Units and Children Detention Centres	1. The name of the DLP and the child safeguarding statement (CSS) are prominently displayed near the main door of the school / in the reception area. Following the school's adoption of the updated procedures 2025, it is also required to display a student-friendly version incorporating the name of the DLP beside the CSS. 2. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment. 3. All teachers visited were aware of who to go to if they had a child protection concern. 4. The school's child safeguarding statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2023 or the updated procedures 2025. 5. The minutes of the last three board of management meetings contain a child protection oversight report in line with the requirements of the Child Protection Procedures for Primary and Post-Primary schools 2023 or the updated procedures 2025. 6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools 2023 or the updated procedures 2025. 7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE) • Does the school plan indicate aspects of each of the three strands of the SPHE curriculum are covered each year? • Does the school plan indicate that the Stay Safe Programme is delivered at least once in Junior Infants or Senior Infants; once in first or second class; once in third or fourth class and once in fifth or sixth class? • Does the school plan indicate that the Stay Safe Programme is taught in its entirety over one school year? • Does the school plan outline provision for learning in RSE across the different stages (Junior Infants/Senior Infants; first/second class; third/fourth class and fifth/sixth class)? 8. Child protection records are maintained in a secure location

68


A Guide to Inspection in Primary Schools and Special Schools

Overview of Inspection Activities (CPSI)

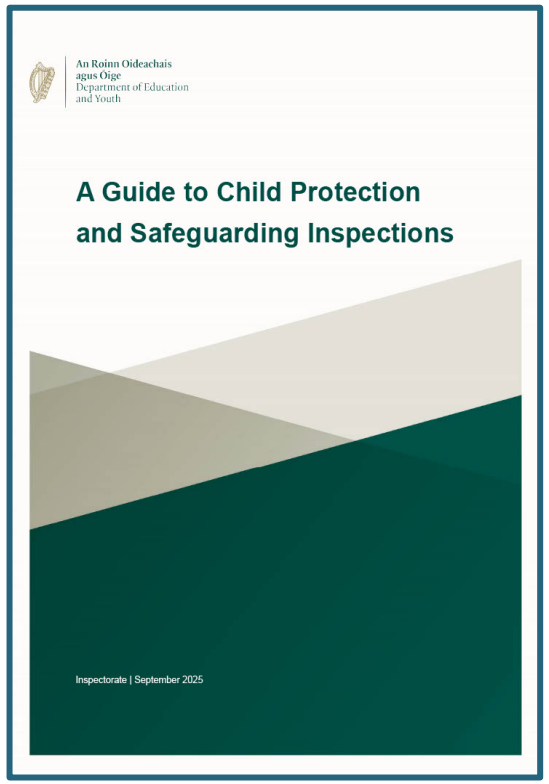
Before the inspection	Inspectorate activity	• Provide two days' notice of the inspection by phone call. • Send email to the school outlining the details of the inspection. • Outline the documents required for the inspection and the meetings held during the inspection. • Forward the Vetting Self-Report Form to the school. • Provide details of the arrangements for administering the surveys of the parents and of the pupils/students.
	School activity	• Complete and sign the Vetting Self-Report Form. • Share the link to the surveys, provided by the Inspectorate, and the explanatory note with all parents as soon as possible following notification of the inspection. • Facilitate teachers to administer the pupil/student surveys in their classes (third to sixth classes in primary and all class levels in post-primary). • Ensure that all necessary documents are available for the inspection. • Make the necessary arrangements for the meetings.
During the inspection	Inspectorate activity	Request list of school personnel from the principal to select a sample of ten for interview. Review: Review: • Child protection case files • Minutes of board meetings • Child safeguarding statement including the risk assessment • Annual review documents of the child safeguarding statement • Notifications to parents, parents' association and the patron • The three most recent minutes of board meetings • The completed Vetting Self-report Form
		Hold meetings with: • A sample of school personnel • The DLP and DDLP • The chairperson of the board of management
		Provide oral feedback to the principal and DDLP. While the role of the DLP and the principal are separate, it is expected that the DLP will be the principal. The DLP will be invited to attend this meeting in schools where they are not the principal.
	School activity	Principal makes available all child protection case files, documents, notifications and minutes of board meetings, and arranges meetings.
After the inspection	Inspectorate activity	• Forward data from both surveys to the school • Phone call to school to discuss survey findings and narrative section of the report • Issue draft report for factual verification • Conduct follow-up activity, if necessary • Issue draft report for school response • Publication of the report on the gov.ie website
	School activity	• Analyse and share survey data • Respond at factual verification stage • Implement the action required, if applicable • Respond at school response stage.

56

Section 12.4.4

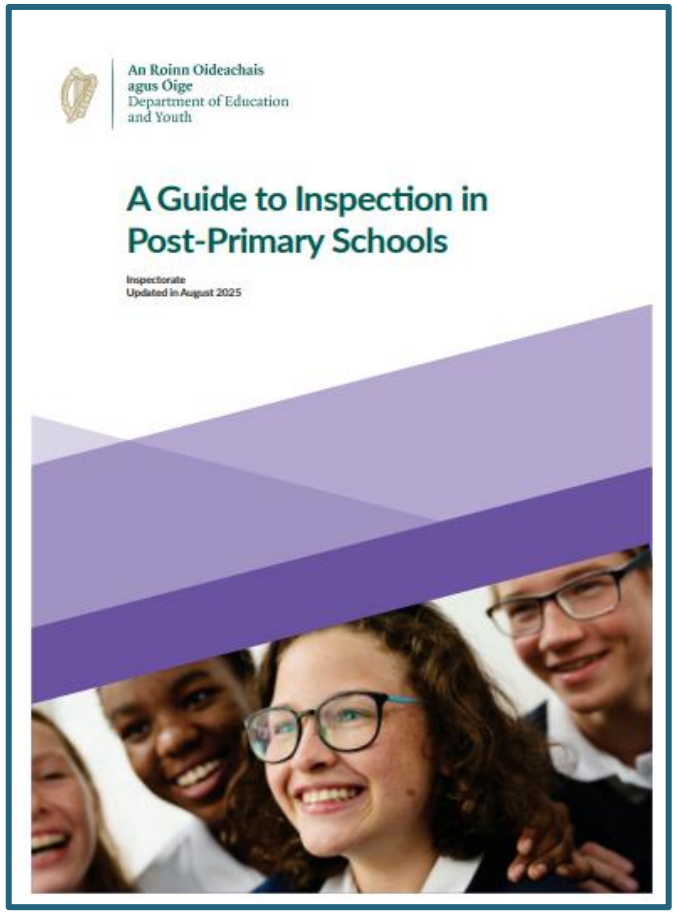
Oversight by the Department's Inspectorate

CPSI Key Features



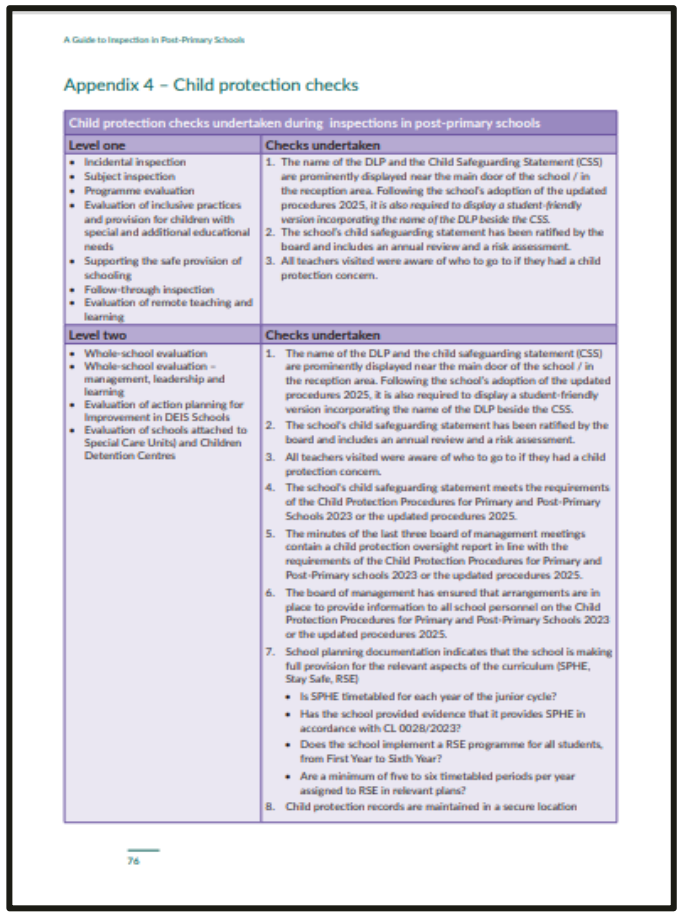
- A single day inspection
- Two days' notice provided
- Two surveys administered for parents and pupils
- Meetings with DLP, DDLP, Chairperson and a selection of school personnel
- Review documentation
- Feedback meeting between inspectors, principal (DLP) and DDLP
- Results of surveys will be discussed with school in follow up call
- Draft inspection report will follow
- One report, stating the level of compliance of the school on the day of the inspection, and the follow up activity (if required), will issue to the school and be published on the gov.ie website.

Oversight by the Department's Inspectorate
Post-Primary


An Roinn Oideachais agus Óige
Department of Education and Youth

A Guide to Inspection in Post-Primary Schools

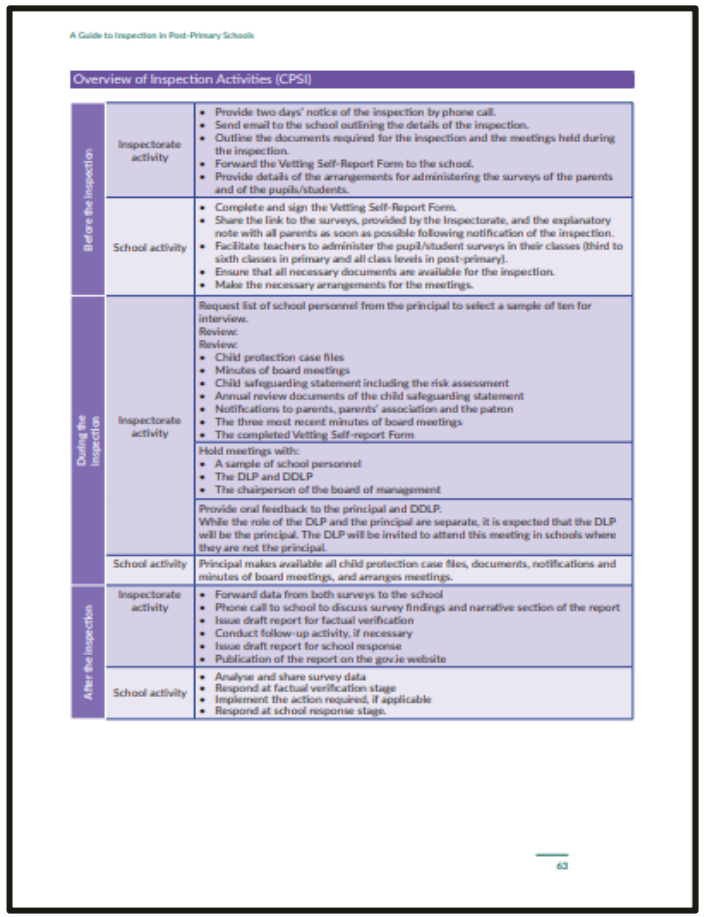
Inspectorate
Updated in August 2025


A Guide to Inspection in Post-Primary Schools

Appendix 4 – Child protection checks

Child protection checks undertaken during inspections in post-primary schools	
Level one	**Checks undertaken**
• Incidental inspection • Subject inspection • Programme evaluation • Evaluation of inclusive practices and provision for children with special and additional educational needs • Supporting the safe provision of schooling • Follow-through inspection • Evaluation of remote teaching and learning	1. The name of the DLP and the Child Safeguarding Statement (CSS) are prominently displayed near the main door of the school / in the reception area. Following the school's adoption of the updated procedures 2025, *it is also required to display a student-friendly version incorporating the name of the DLP beside the CSS.* 2. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment. 3. All teachers visited were aware of who to go to if they had a child protection concern.
Level two	**Checks undertaken**
• Whole-school evaluation • Whole-school evaluation – management, leadership and learning • Evaluation of action planning for improvement in DEIS Schools • Evaluation of schools attached to Special Care Units) and Children Detention Centres	1. The name of the DLP and the child safeguarding statement (CSS) are prominently displayed near the main door of the school / in the reception area. Following the school's adoption of the updated procedures 2025, it is also required to display a student-friendly version incorporating the name of the DLP beside the CSS. 2. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment. 3. All teachers visited were aware of who to go to if they had a child protection concern. 4. The school's child safeguarding statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2023 or the updated procedures 2025. 5. The minutes of the last three board of management meetings contain a child protection oversight report in line with the requirements of the Child Protection Procedures for Primary and Post-Primary schools 2023 or the updated procedures 2025. 6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools 2023 or the updated procedures 2025. 7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE) • Is SPHE timetabled for each year of the junior cycle? • Has the school provided evidence that it provides SPHE in accordance with CL 0028/2023? • Does the school implement a RSE programme for all students, from First Year to Sixth Year? • Are a minimum of five to six timetabled periods per year assigned to RSE in relevant plans? 8. Child protection records are maintained in a secure location

76


A Guide to Inspection in Post-Primary Schools

Overview of Inspection Activities (CPSI)

Before the inspection	Inspectorate activity	• Provide two days' notice of the inspection by phone call. • Send email to the school outlining the details of the inspection. • Outline the documents required for the inspection and the meetings held during the inspection. • Forward the Vetting Self-Report Form to the school. • Provide details of the arrangements for administering the surveys of the parents and of the pupils/students.
	School activity	• Complete and sign the Vetting Self-Report Form. • Share the link to the surveys, provided by the Inspectorate, and the explanatory note with all parents as soon as possible following notification of the inspection. • Facilitate teachers to administer the pupil/student surveys in their classes (third to sixth classes in primary and all class levels in post-primary). • Ensure that all necessary documents are available for the inspection. • Make the necessary arrangements for the meetings.
During the inspection	Inspectorate activity	Request list of school personnel from the principal to select a sample of ten for interview. Review: Review: • Child protection case files • Minutes of board meetings • Child safeguarding statement including the risk assessment • Annual review documents of the child safeguarding statement • Notifications to parents, parents' association and the patron • The three most recent minutes of board meetings • The completed Vetting Self-report Form
		Hold meetings with: • A sample of school personnel • The DLP and DDLP • The chairperson of the board of management
		Provide oral feedback to the principal and DDLP. While the role of the DLP and the principal are separate, it is expected that the DLP will be the principal. The DLP will be invited to attend this meeting in schools where they are not the principal.
	School activity	Principal makes available all child protection case files, documents, notifications and minutes of board meetings, and arranges meetings.
After the inspection	Inspectorate activity	• Forward data from both surveys to the school • Phone call to school to discuss survey findings and narrative section of the report • Issue draft report for factual verification • Conduct follow-up activity, if necessary • Issue draft report for school response • Publication of the report on the gov.ie website
	School activity	• Analyse and share survey data • Respond at factual verification stage • Implement the action required, if applicable • Respond at school response stage.

63

Section 12.4.4

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Child Safeguarding

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

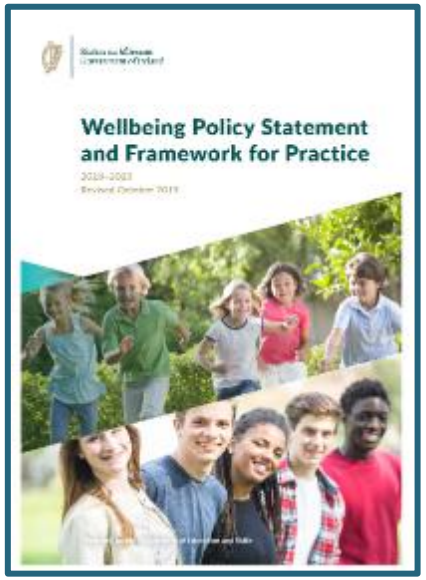
What is Child Safeguarding?

2 mins.

Child Safeguarding

Activity

Child safeguarding is about protecting the child from harm, promoting their welfare and in doing so creating an environment which enables children and young people to grow, develop and achieve their full potential.

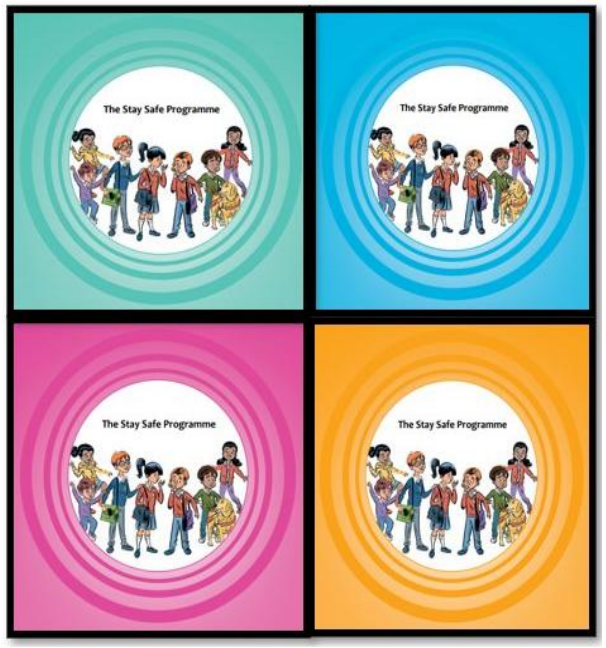


What safeguarding practices are happening in your school under each of the four key areas of wellbeing?

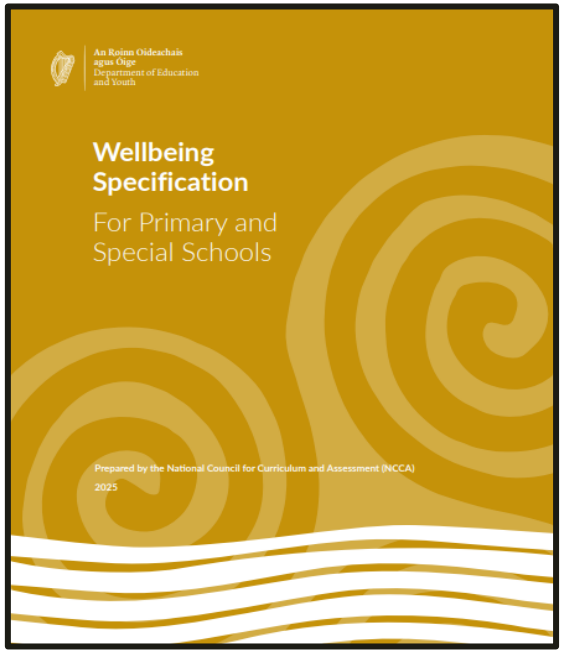
Section 1.2

Child Safeguarding
Curricular Provision and Child Abuse Prevention - Primary

Circular 65/2011 outlines that all primary schools are required to fully implement the Stay Safe programme.



The Learning Outcomes in the Wellbeing specification have been developed to align with Stay Safe programme, and the programme must still be taught.



Section 9.2

Child Safeguarding
Curricular Provision - Primary

Webwise Supports

Sensitive Language Grid

NCCA – SPHE/RSE Toolkit

- Resources to Teach SPHE/RSE
- Preparing to Teach
- Teaching SPHE/RSE

webwise.ie

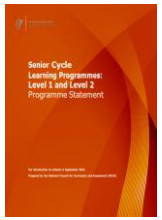
Class	Strand /Strand Unit	Sensitive Content Objectives *consult curriculum – for complete objectives in Growing/ Changing and Taking Care of my Body*	Language	Pages in RSE Manuals for sensitive objectives	Pages in Walk Tall for sensitive objectives	Supplementary resources
Junior /Senior Infants	Myself ▪ Growing and changing ▪ Taking care of my body	Growing and changing ▪ Become aware of new life and birth in the word ▪ Develop an awareness of human birth Taking care of my body ▪ Name parts of the male and female body using anatomical terms	Womb, Breast-feeding Penis Vagina	New Life p68 My Body p147 Caring for New Life p137	Senior Infants Our Amazing Bodies p94	▪ Anatomically correct dolls ▪ Picture books of new baby ▪ Visit of baby to class
First/ Second Class	Myself ▪ Growing and changing ▪ Taking care of my body	Growing and changing ▪ Begin to understand that reproduction, birth, growth and death are all part of new life cycles Taking care of my body ▪ Name the parts of the male and female body using appropriate anatomical terms and identify some of their functions	Penis, Vagina, vulva, womb, breast - feeding, *Urethra*	The Wonder of new Life p59 /151 How my Body Works p67/ 161 Growing Means Changing p77/171	Second Class Our Amazing Bodies p37	▪ Picture books of going to the doctors ▪ Books / activities on Life cycles ▪ Birth and new life in nature
Third/ Fourth Class	Myself ▪ Growing and changing ▪ Taking care of my body	Growing and changing ▪ Understand the physical changes taking place in both the male and female body ▪ Realise that changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal Taking care of my body ▪ Recognize and discuss how feelings and emotions are affected by the physical changes that take place during puberty ▪ Discuss the stages and sequence of development of human baby from conception to birth	Revise above. Umbilical cord Changes in Puberty (4th class)	Preparing for New Life p69 The wonder of new life p169 As I Grow and Change p93 Growing and Changing p195	Third Class as I Grow I Change p175 Fourth Class Seven Changing and Growing p140	▪ Body Systems ▪ Picture books on Growing and Changing ▪ Body Systems ▪ Picture books on Growing and Changing
Fifth/ Sixth Class	Myself ▪ Growing and changing ▪ Taking care of my body	Growing and changing ▪ Understand sexual intercourse, conception and birth within the context of a loving committed relationship Taking care of my body ▪ Identify and discuss the physical changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone ▪ Understand the reproductive system of both male and female adults	Revise above Wet dreams Busy Bodies language Semen Sexual intercourse Periods	My Body Grows and Changes p81 The Wonder of New Life p92 Caring for New Life p103 Different Kinds of Love p141	Fifth Class My Amazing Body p345 Sixth Class Creation p121	▪ Busy Bodies PowerPoint recap ▪ Question Box ▪ Puberty Quizzes ▪ Busy Bodies DVDs ▪ Power points recap ▪ Question Box ▪ Puberty Quizzes

Child Safeguarding

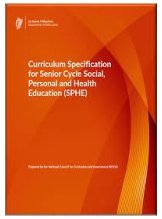
Curricular Provision and Child Abuse Prevention – Post Primary

‘SPHE should be [timetabled] once per week, not exceeding one hour per class.’ *(TY Programme Statement p.18)*

‘The Senior Cycle SPHE specification will replace LCA Social Education module 1 (Social and Health Education 1) and module 4 (Social and Health Education 2).’ *(Circular 12/2025)*



‘Learning in SPHE is provided through the module on Personal Care and the Senior Cycle SPHE specification..’ *(SC L2LP Programme Statement p.12)*



‘Schools have until September 2027 to introduce the Senior Cycle SPHE specification for all other students entering fifth year.’ *(Circular 12/2025)*

Child Safeguarding
Curricular Provision – Post-Primary

2023 Toolkit

Preparing to teach

Teaching SPHE/RSE

Resources for teaching and learning SPHE/RSE 2023

NCCA – JC SPHE/RSE Toolkit

NCCA – SC SPHE/RSE Toolkit

Preparing to teach

Teaching SPHE

Resources for teaching and learning SPHE/RSE

webwise.ie

Webwise Supports

Child Safeguarding

Visitors to Schools/ Outside Events/ Teacher Sharing

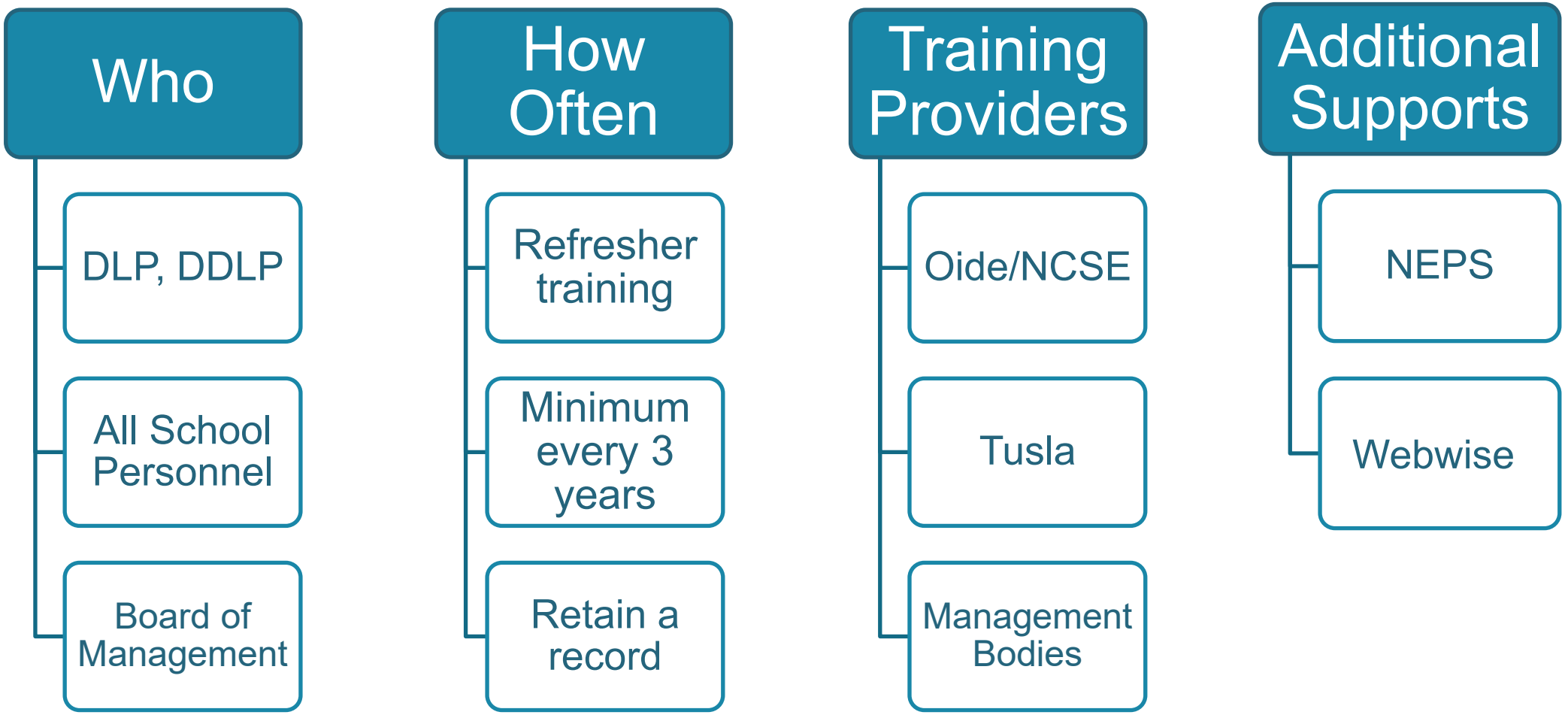
Visitors to Schools

Outside Events

Teacher Sharing

Section 10.2, 10.4

Child Safeguarding
Training and Supports



Chapter 11

Child Safeguarding Statement and Risk Assessment

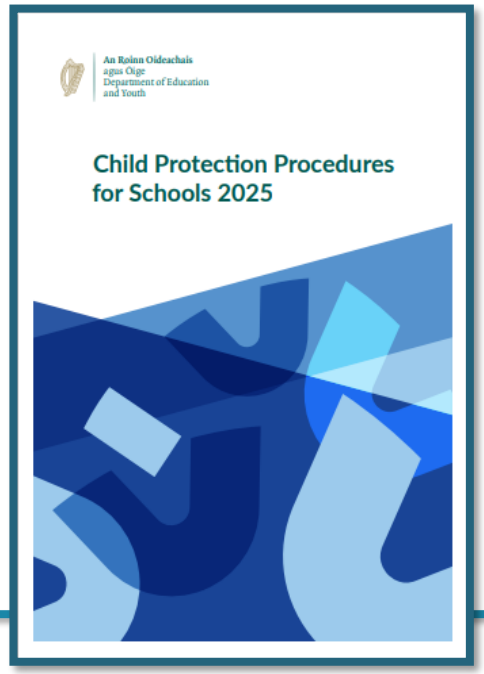
Location of Child Protection Procedures and Children First National Guidance

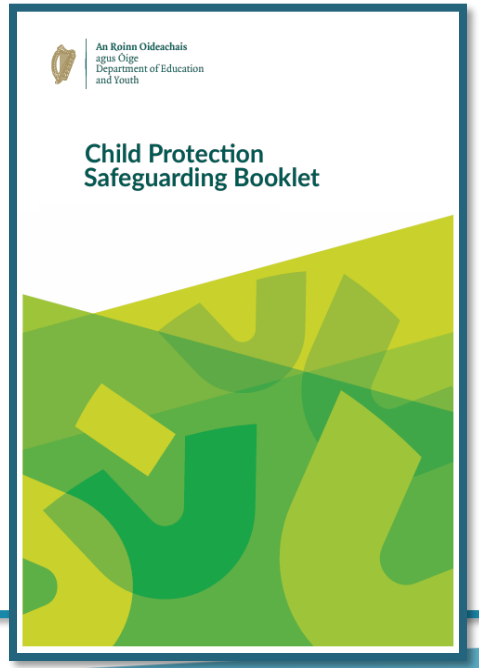
Student Friendly Child Safeguarding Statement

Child Safeguarding Statement

Publication, Display and Sharing

Annual Review





Risk Assessment in Child Safeguarding Statement

Oide

Purpose
Section 9.5.1

Template
Section 9.5.2

Online Safety
Section 9.5.3

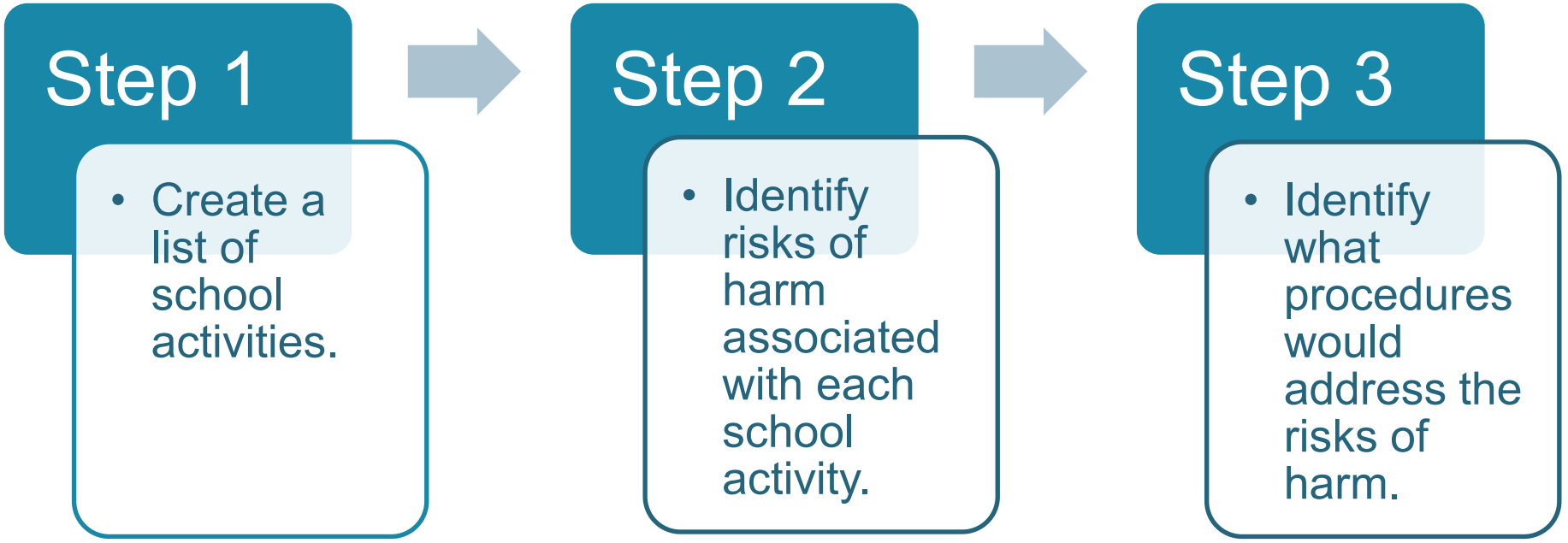
After School Activities
Section 9.6

Boarding Facilities
Section 9.7

School Trips
Section 9.8

Child Safeguarding Statement and Risk Assessment

This risk assessment involves considering and documenting the potential for harm to come to children while they are in the school's care.



Section 9.5

Child Safeguarding Statement and Risk Assessment

Activity

1. Read the worked examples in the Risk Assessment in your PLB.
2. From the perspective of your own personal role within the school (mainstream class teacher, special class teacher, SET, SNA, secretary, bus escort, caretaker, etc), consider some typical school activities outlined.
3. Identify the specific risks against the school activity.
4. List which measures and procedures are/will be put in place to mitigate the risks.

List of School Activities	Risks Identified Against Each School Activity	Measures in Place to Mitigate Risk
Administration of Medicine	Risk of child being harmed by a member of school personnel	The school has in place a policy and procedures for the administration of medication to pupils. The school has in place a policy and procedures for the administration of First Aid.

Student Friendly Child Safeguarding Statement

Schools must also provide a student-friendly version of the statement so that children know what to do or who to speak to if they have a concern.

The name and photograph of the DLP shall be on the student-friendly version of the statement.

The school's student-friendly version shall be displayed next to the Child Safeguarding Statement near the main entrance to the school. Schools may also wish to consider placing the student friendly version at other areas of the school frequently used by students (e.g. student entrances).

The DEY provides student-friendly templates for schools to use which are available on www.gov.ie/childprotectionschools.

Student-friendly Child Safeguarding Statement (primary)

Editable version available on www.gov.ie

Insert school crest here

Child Safeguarding in our School

Child safeguarding is what we do in our school to keep children and young people safe from harm.

We teach the ***Stay Safe Programme*** to help you feel safe at school and in your life outside of school too.

We also think about other ways to keep everyone safe and we write these down. This is called our **Child Safeguarding Statement**.

We check this every year. When we do this we will ask you what you think about safeguarding in our school.

If someone says or does something to hurt you or makes you feel uncomfortable, you can tell an adult that you trust.

Who to go to:	What we will do:
☑ **Any trusted adult** For example, a teacher, SNA, secretary/caretaker or the principal	☑ Listen and understand ☑ Guide or look for help

Every school has a person in charge of child safeguarding. This person is called the **Designated Liaison Person** or **DLP**. The DLP for our school is

Insert **name** and **photo** of the Designated Liaison Person. Display this poster, with the child safeguarding statement, at an **appropriate height** for pupils to view.
It is open to schools to print on plain white or coloured paper, on either an A3 or A4 sized page and to translate to the home languages of the pupils.

Section 9.10.2

Student Friendly Child Safeguarding Statement

Schools must also provide a student-friendly version of the statement so that children know what to do or who to speak to if they have a concern.

The name and photograph of the DLP shall be on the student-friendly version of the statement.

The school's student-friendly version shall be displayed next to the Child Safeguarding Statement near the main entrance to the school. Schools may also wish to consider placing the student friendly version at other areas of the school frequently used by students (e.g. student entrances).

The DEY provides student-friendly templates for schools to use which are available on www.gov.ie/childprotectionschools.

Student-friendly Child Safeguarding Statement (post-primary)

Editable version available on www.gov.ie

Insert school crest here

Child Safeguarding in our School

Child safeguarding is what we do in our school to keep children and young people safe from harm.

We think about how to keep everyone safe and we write down how we will do that.

This is called our **Child Safeguarding Statement**.

We check this every year. When we do this we will ask you what you think about safeguarding in our school.

It is important that you feel safe at school and in your life outside of school too.

If someone says or does something to hurt you or makes you feel uncomfortable, you can tell an adult that you trust.

Who to go to:	What we will do:
☑ **Any trusted adult** For example, your Year Head or Tutor, a teacher, SNA, the Principal or Deputy	☑ Listen and understand ☑ Guide or look for help

Every school has a person in charge of child safeguarding. This person is called the **Designated Liaison Person** or **DLP**. The DLP for our school is

Insert **name** and **photo** of the Designated Liaison Person. Display this poster, with the child safeguarding statement, at an **appropriate height** for students to view. It is open to schools to print on plain white or coloured paper, on either an A3 or A4 sized page and to translate to the home languages of the students.

Section 9.10.2

Student Friendly Child Safeguarding Statement

Activity

Review the sample Student Friendly Child Safeguarding Statement.

In your day-to-day role, what steps could you take to ensure that the key messages of the Student Friendly Child Safeguarding Statement are known and understood by all children?

Child Safeguarding Statement and Risk Assessment Annual Review

Oide

When

Reviewed each calendar year or as soon as practicable after there has been a material change in any matter to which the statement refers.

How

Complete the DEY qualitative review document
Consult with parents
Consult with school personnel
Consult with children
Identify areas for improvement

Who to Inform

School Personnel
Parents' Association
School Patron
School Website

Sections 9.11 and 9.12

Consultation as Part of the CSS and RA Annual Review

Seek feedback from **school personnel** in relation to the school's compliance with the child safeguarding requirements and retain a record of the consultation.

Seek feedback from **parents** in relation to the school's compliance with the child safeguarding requirements and retain a record of the consultation.

Seek the views of **children** on the school's child safeguarding arrangements in a manner appropriate to the age and maturity of the children concerned.

Sections 9.11.2 and 9.11.3

Key Learning Reflection

Activity

3 Things I learned

2 Actions I will take

1 Question I have

Resources and Supports

Section 6.1

New booklets containing updated templates have been provided to support schools in implementing the updated procedures.

The booklets and other supports, including those available from Tusla, are available on: www.gov.ie/childprotectionschools

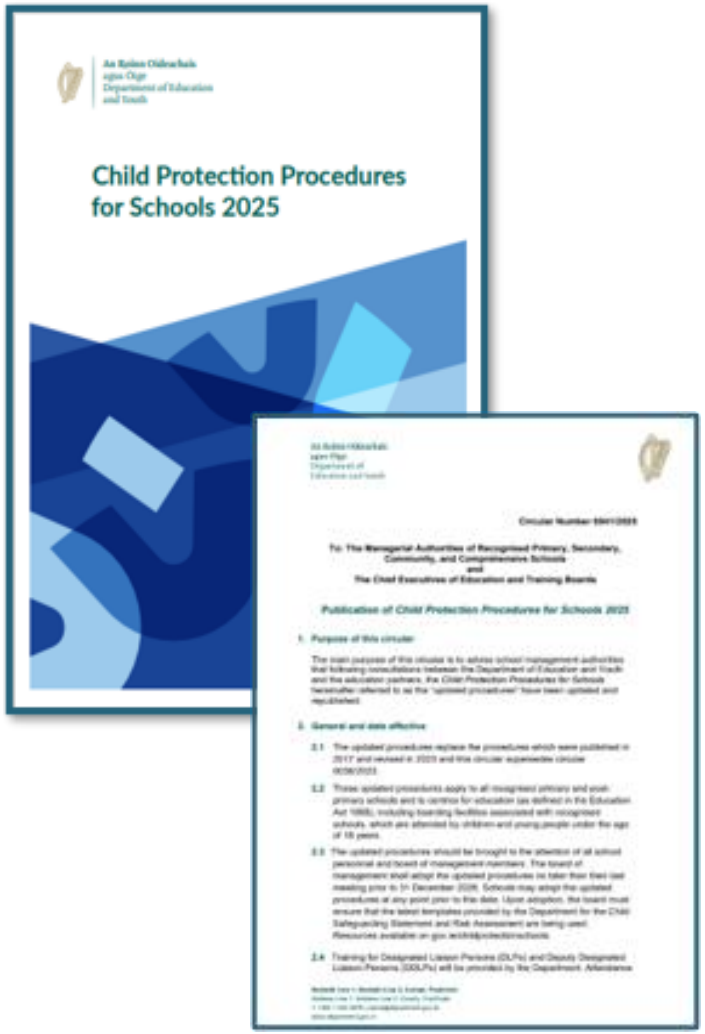
Circular 41/2025

Queries

Section 7.2

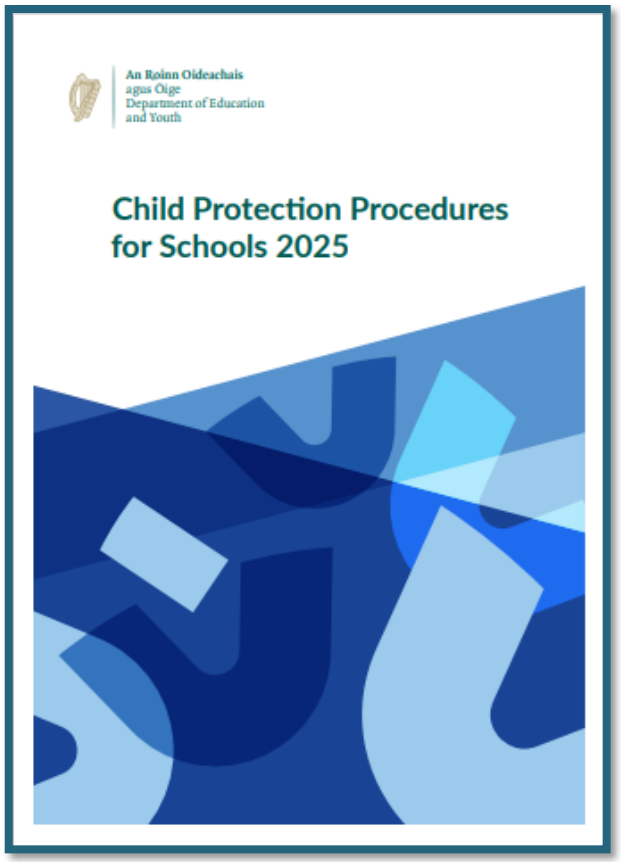
General queries in relation to the updated procedures should be e-mailed to the Department at:

childprotection@education.gov.ie



Circular 41/2025

Important Reminder



The **Child Protection Procedures for Schools 2025** and the accompanying **Circular 41/2025** should be the primary source of information for school personnel on matters relating to child protection.

The content of this Professional Learning Event is not intended to replace the need to fully engage with the Child Protection Procedures for Schools 2025.