



Oide

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Supporting the Professional
Learning of School Leaders
and Teachers

Child Protection Procedures for Schools 2025

PLE for DLP/ DDLP

Facilitators:

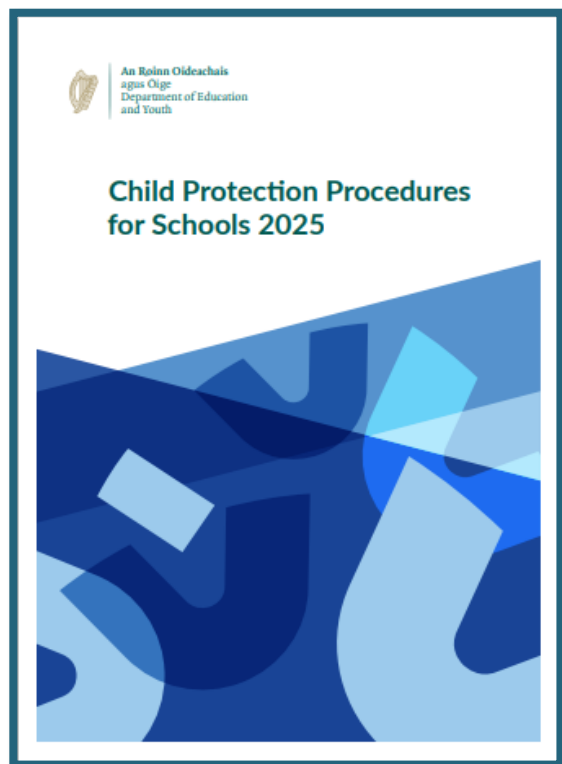


Expectations





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.

Check-In



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Name

Role within the school

School context

PLE Overview



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Session 1 09:30 - 11:00	Child Protection Procedures for Schools 2025 Recap of Key Terminology What's New in the 2025 Procedures? Roles of the DLP and the DDLP Reporting of Concerns
Break 11:00 - 11:15	
Session 2 11:15 - 13:00	Reporting of Concerns Reporting to Tusla Record Keeping Oversight
Lunch 13:00 - 14:00	
Session 3 14:00 - 15:30	Child Safeguarding Recruitment Procedures and Garda Vetting Allegations or Suspicions of Child Abuse Regarding School Employees Training and Supports Next Steps



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

An Garda Síochána

One in Four

Rape Crisis Centre

Connect Counselling

Toward Healing

Samaritans

National Counselling
Service

MyMind.org

www.gov.ie

Section 3.1



Session One Outcomes

By the end of this session, participants will have:

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 new content in the Child Protection Procedures for Schools 2025

understood the role of the DLP and the DDLP as per the Child Protection Procedures for Schools 2025

explored key steps necessary to report concerns.



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Child Protection Procedures for Schools 2025



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An Roinn Oideachais
agus Oige
Department of Education
and Youth

Child Protection Procedures for Schools 2025

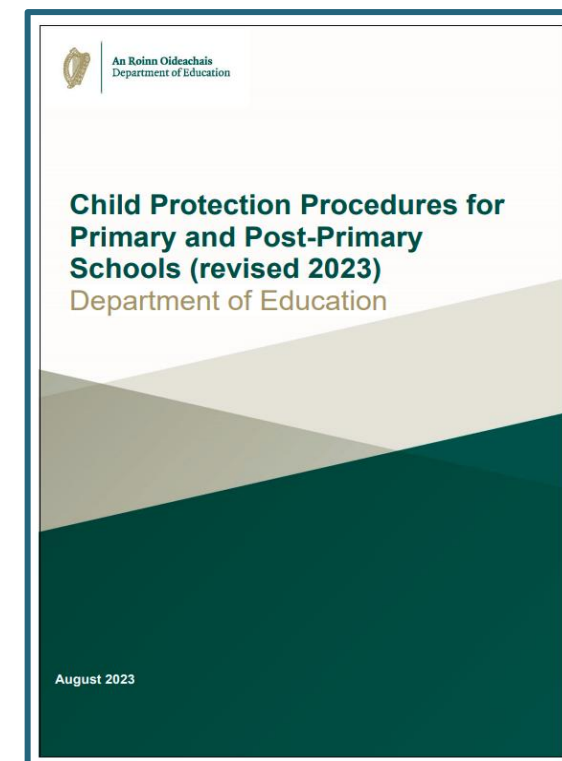
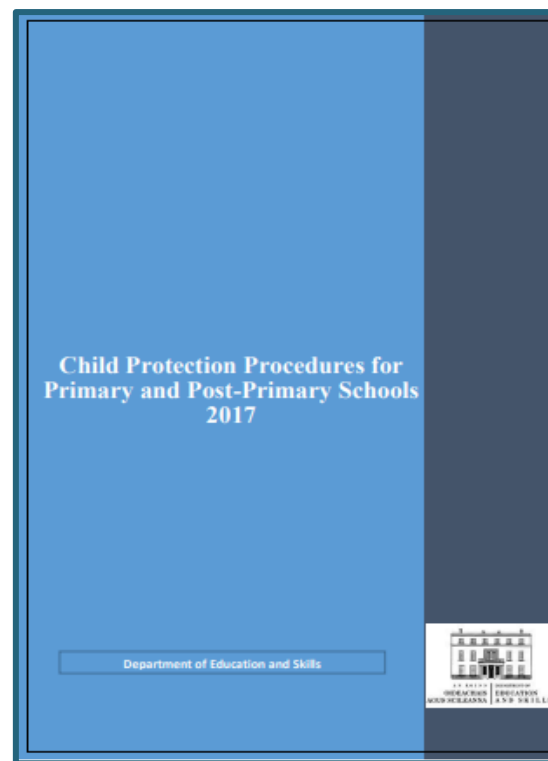
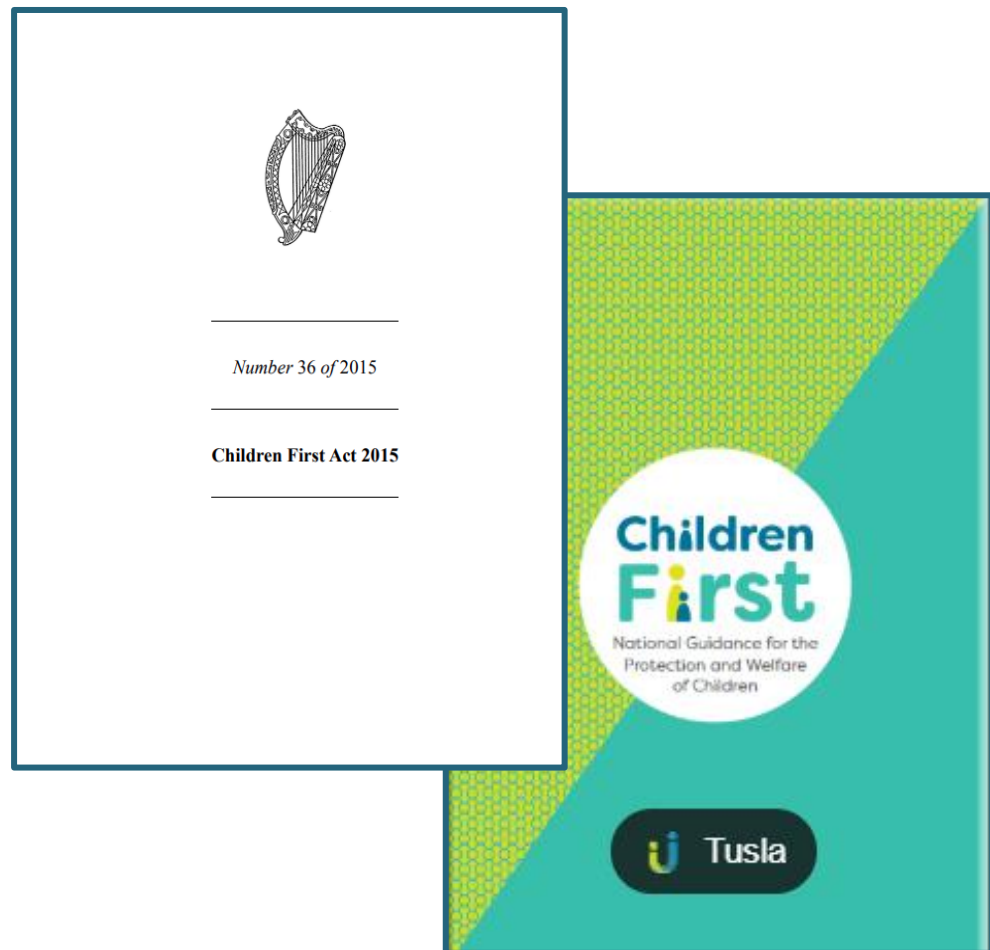


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Child Protection in Schools





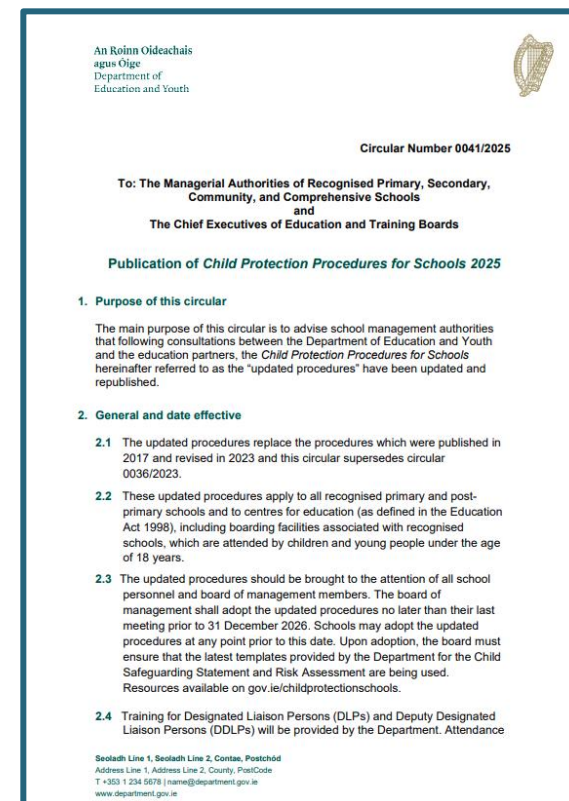
Circular 41/2025

Adoption of 2025 Procedures no later than **31st 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 for the Child Safeguarding Statement and Risk Assessment are being used.

Appendix 1 outlines the summary of chapters and main changes.





Child Protection Procedures for Schools

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



Who's who in the 2025 Procedures?

Child/
Student

Designated
Liaison
Person

Relevant
Person

Mandated
Person

School
Personnel

Deputy
Designated
Liaison
Person

Parent/Carer

Non-
Mandated
Person

Let's Recap

Key Terminology



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Child
Protection

Child
Safeguarding

Reasonable
Grounds for
Concern

Types of
Child Abuse

Threshold of
Harm

Section 1.2, 2.1, 2.2, 2.3

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Definition of Child Protection and Child Safeguarding

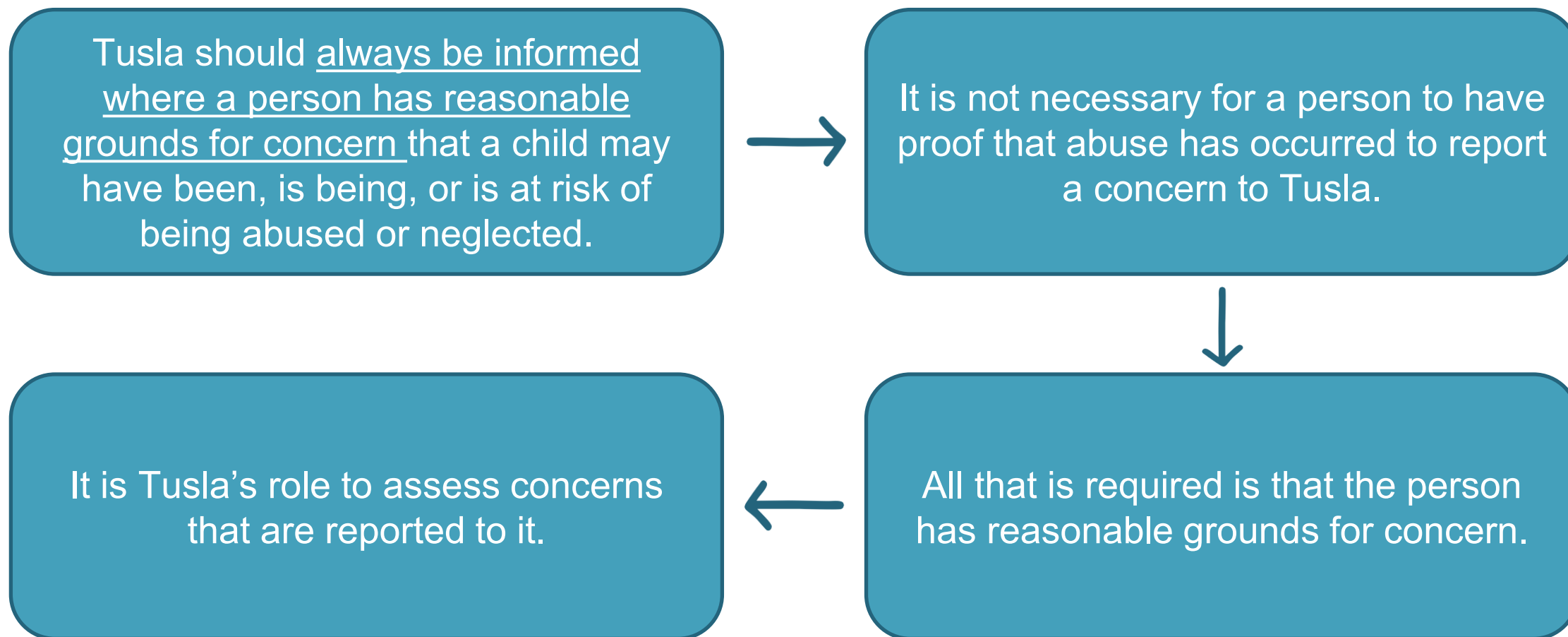
Child protection is the activity of protecting children who are suffering or may be likely to suffer or are at risk of suffering from harm as a result of abuse, including neglect, emotional abuse, physical abuse and sexual abuse.

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.

Section 1.2



Reasonable Grounds for Concern



Section 2.1

What are Reasonable Grounds for Concern?



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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.

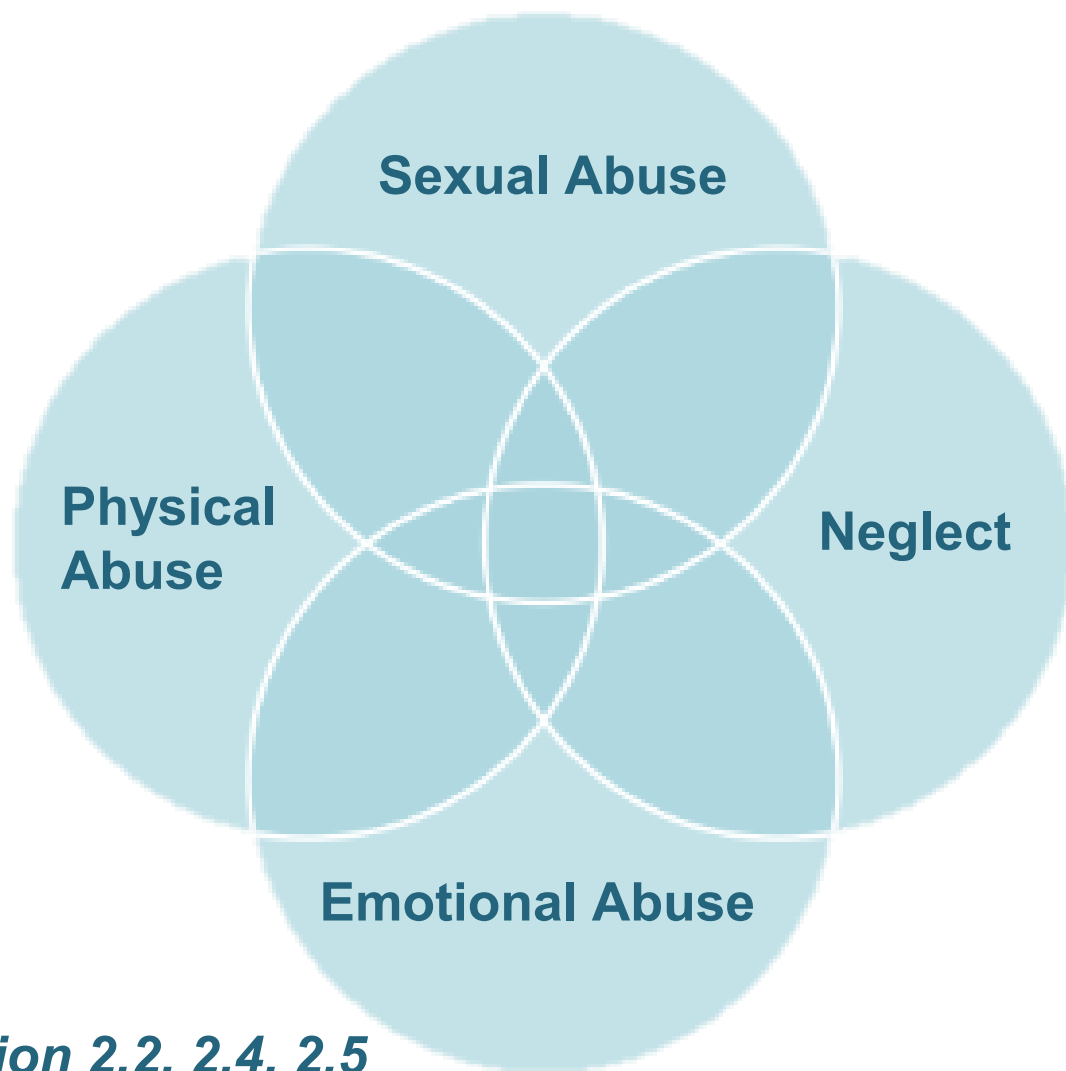
Admission or indication by an adult or a child of an alleged abuse they committed.

An account from a person who saw the child being abused.

Section 2.1



Types of Child Abuse



Section 2.2, 2.4, 2.5



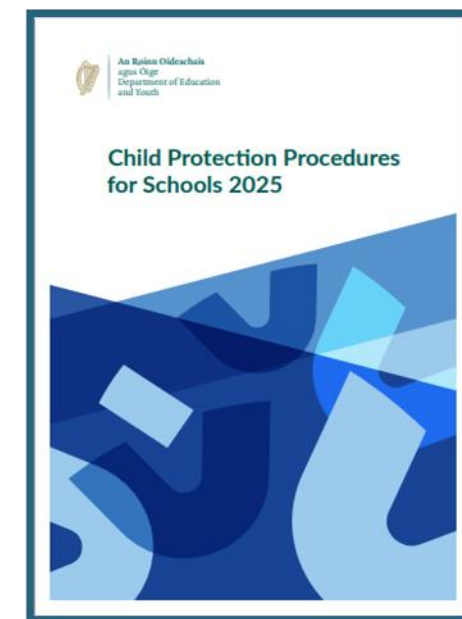
Peer-to-Peer Issues

Abuse can also occur among peers – including in instances where one student is over the age of 18.

Where there is any uncertainty in relation to concerns that may arise among peers, where they are both under the age of 18, or where one or more are adults, Tusla should be consulted for advice.

Where reasonable grounds for concern exist, Tusla should always be informed.

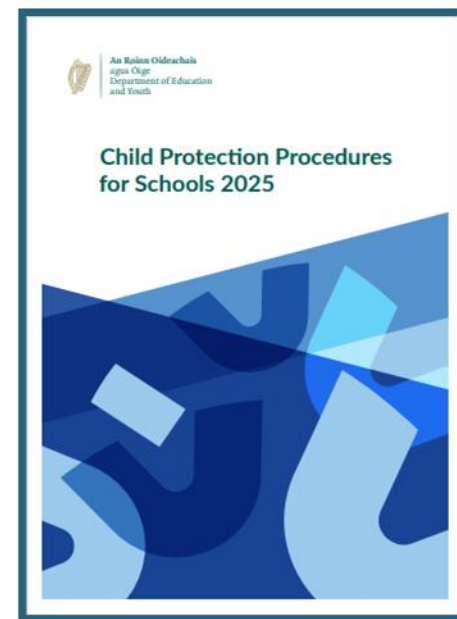
Section 2.8





What is the Threshold of Harm?

The threshold of harm is reached when the mandated person knows, believes or has reasonable grounds to suspect that a child has been, is being or is at risk of being ill treated to the point where **the child's health, development or welfare have been or are being seriously affected, or are likely to be seriously affected.**

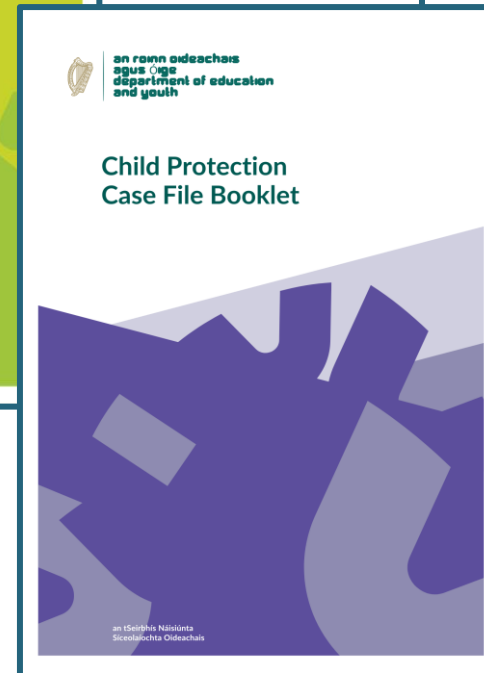
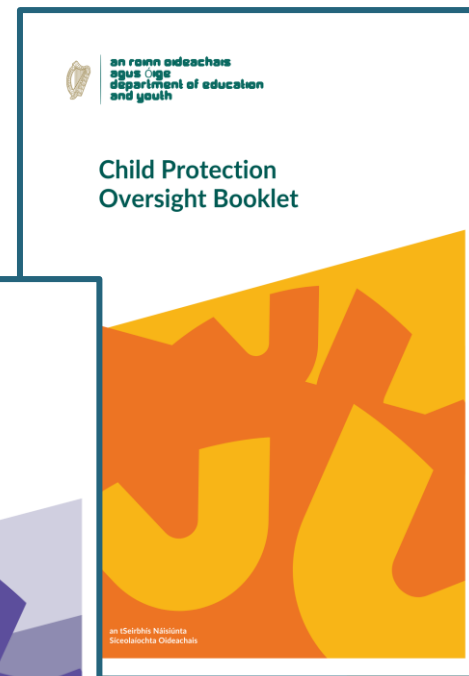
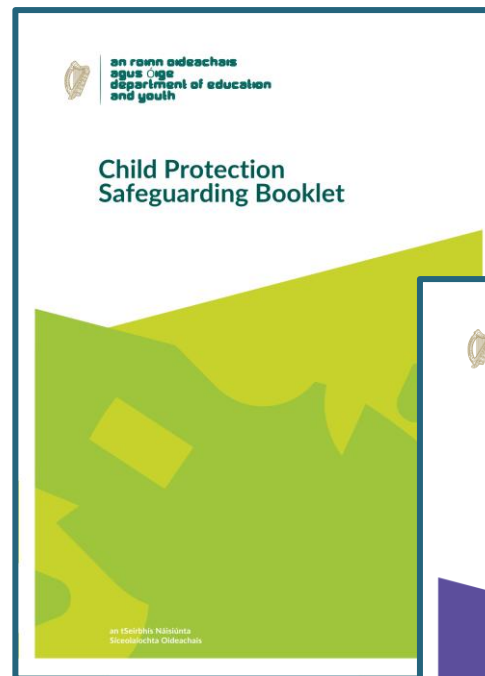
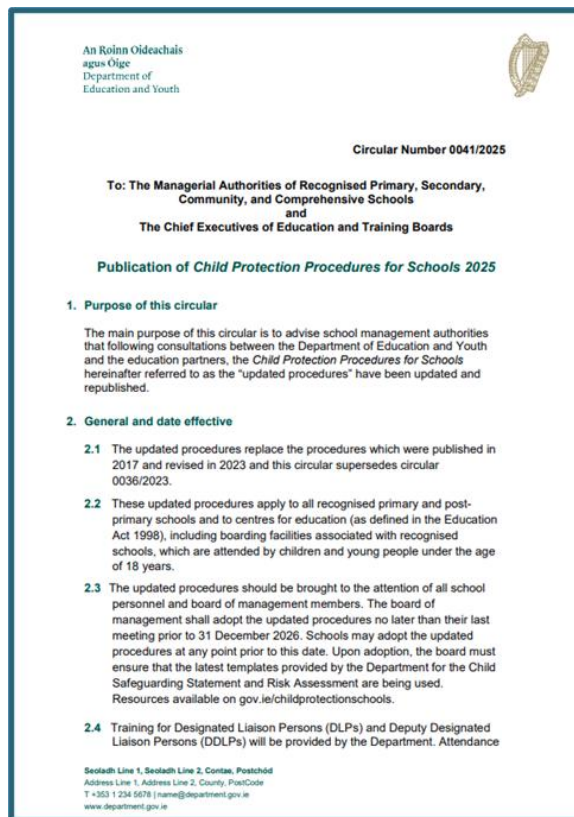


Section 2.3

What's New?



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Circular 41/2025, Appendix 1

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Retrospective Abuse Allegations

3.1 Responding to a Retrospective Abuse Allegation

An adult may disclose abuse that took place in their childhood to a member of school personnel.

- Tact
- Empathy
- Sensitivity
- Understanding
- Support



Retrospective Abuse Allegations

3.2.2 Mandated Persons

A report will have to be made to Tusla where the person against whom there is an allegation may pose a current risk to children.

3.3 Non-mandated persons should bring any retrospective abuse disclosures to the attention of the DLP.

3.4 In some instances, the concern may need to be reported directly to An Garda Síochána. It is a criminal offence to withhold information about a serious offence, including a sexual offence, against a person under 18 years or a vulnerable person.



Role of the DLP and the DDLP

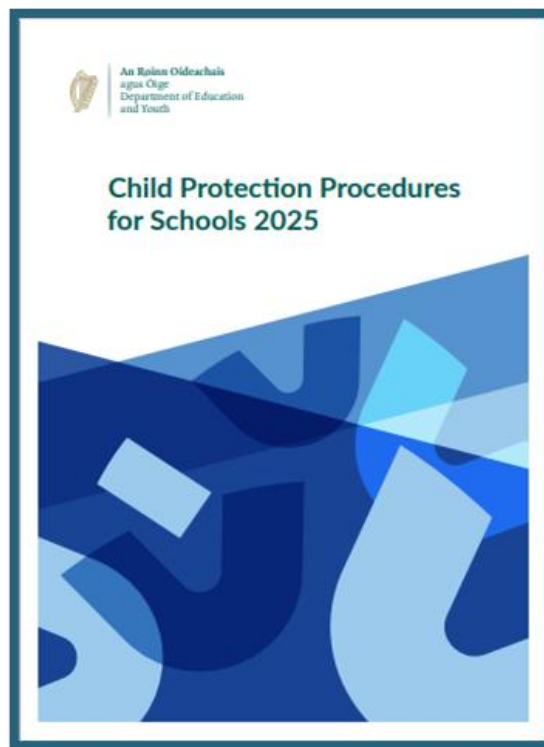




Role of the DLP and the DDLP

Role of the DLP

Section 4.3.4



Role of the DDLP

Section 4.3.5



What is the Expanded Role of the DDLP?

Think, Pair, Share, Record

Support the DLP to ensure that the child protection procedures are followed.

Support the DLP with accurate record keeping.

Support the DLP in ensuring that all reporting protocols are adhered to.

The DLP shall keep the DDLP up to date with active cases.

What are the practical implications of this for your school?



Section 4.3.5



Role of the DLP/DDLP

Points to Note

The Tusla duty social worker should always be contacted when the DLP requires advice.

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.

There is one DLP in the school and one DDLP.

The support of the DDLP cannot be used as a screening process or cause any time delay in reporting.

In the case of an allegation against the DDLP, the DLP **cannot** seek the support of the DDLP when managing that case.



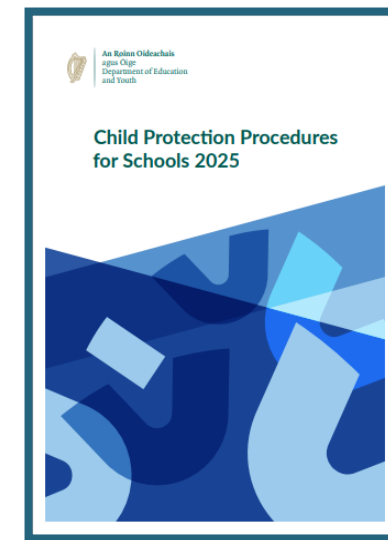
Role of DLP/DDLP

Display of Information

The names of the DLP, the DDLP and the relevant person (that is, the person who is the first point of contact in respect of the provider's child safeguarding statement. In a school setting this is the designated liaison person) shall be recorded in the Child Safeguarding Statement.

New:

The name and photograph of the DLP shall be displayed in a prominent position near the main entrance to the school, using the template for the student-friendly Child Safeguarding Statement.



Sections 4.3.5, 9.10.2



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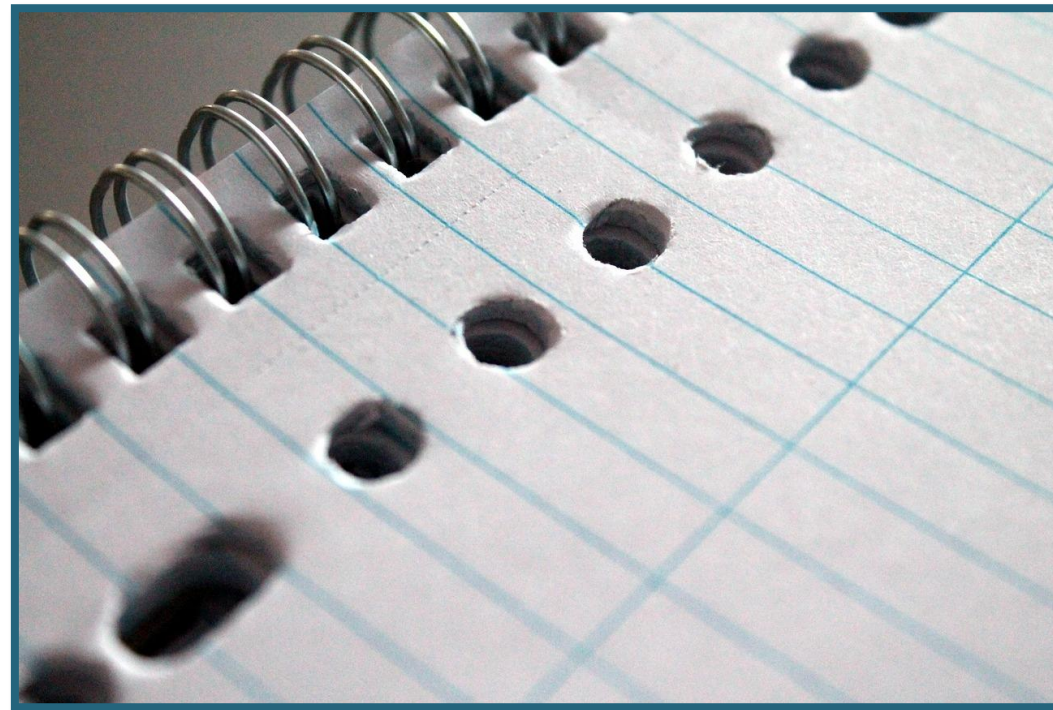
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Reporting of Concerns



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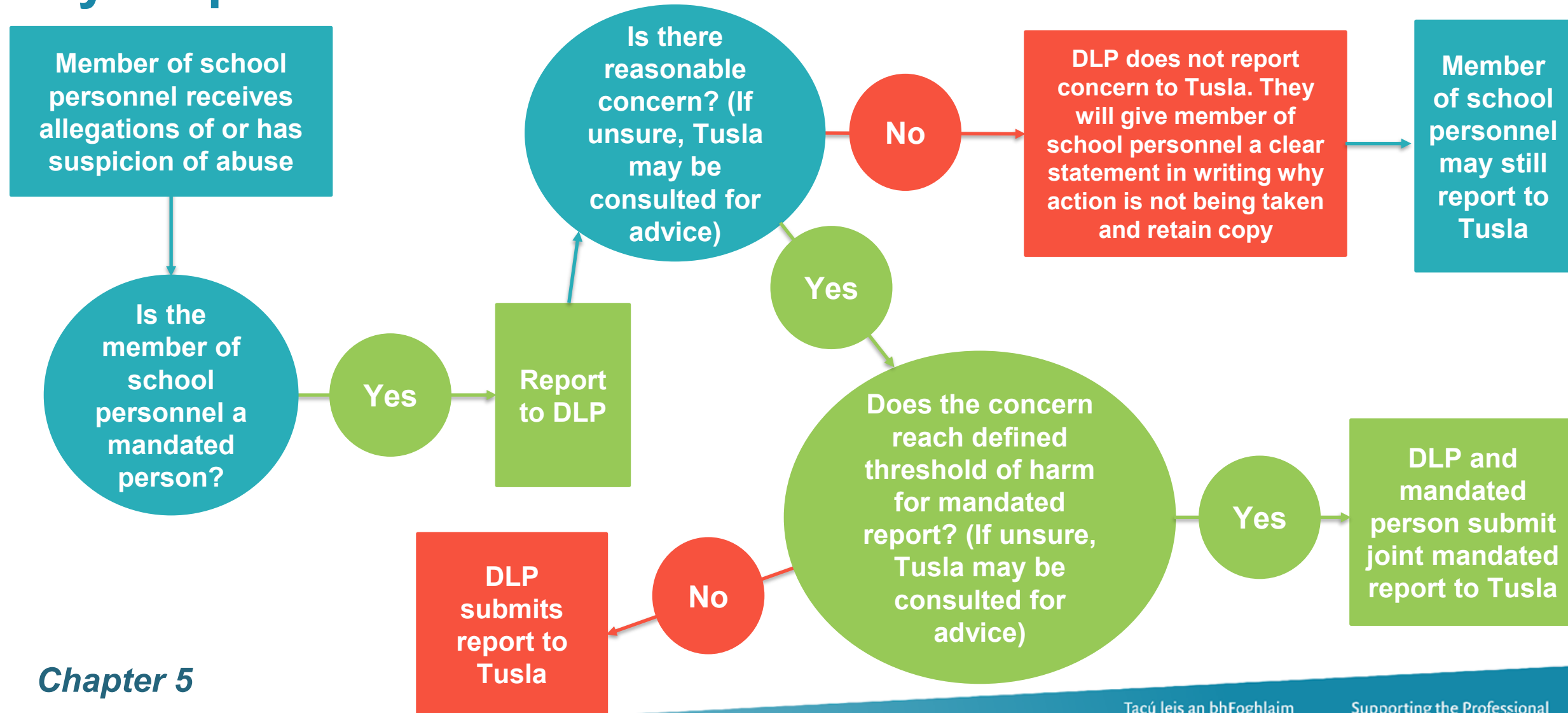
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Reporting of Concerns

Key Steps



Oide



Chapter 5

Reporting of Concerns

Record Keeping and Communication with School Personnel



Oide

In all cases where the DLP has sought the advice of Tusla

The DLP shall retain a record of the consultation which will note:

The date

The full name of the
Tusla official

The advice given

Section 5.3.4

Reporting of Concerns



Oide

Record Keeping and Communication with School Personnel

Concern raised by school personnel	The DLP shall inform them that advice is being sought from Tusla. Inform them of the advice when received. Keep a record of this fact.
If DLP decides not to report to Tusla	Give a clear, written statement as to the reasons why action is not being taken. Keep a record of this statement and place in CP case file.
If member of school personnel is still concerned	They are free to consult with or report to Tusla themselves. If they make a report to Tusla, a copy of the report shall be provided to the DLP.

Section 5.3.4

Reporting of Concerns

Where the Allegation Relates to the DLP



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Where the allegation or concern relates to the DLP, the school employee shall, without delay, report the matter to Chairperson of the Board of Management or the Chief Executive Officer of the ETB.

Where the parent/carer has a child protection concern related to the DLP they may either report the matter to a school employee or directly to the Chairperson of the BOM or the CEO 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, 5.4.3

Key Learning Activity



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1

Note your **key learning points** from session 1.



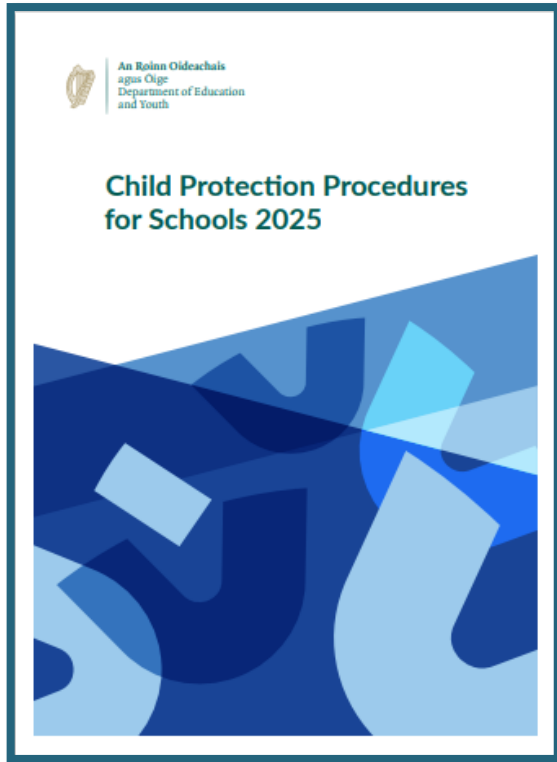
2

List any **resulting actions** for you as DLP/ DDLP?

Break/Sos



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Session Two Outcomes

By the end of this session, participants will have:

understood additional relevant steps to be taken when reporting a concern

developed an awareness of the steps to be taken when reporting to Tusla

engaged with the templates and key elements of record keeping

become aware of oversight roles and obligations

explored the Child Protection Oversight Report

Child Protection Procedures for Schools



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Glossary of Terms

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Appendices



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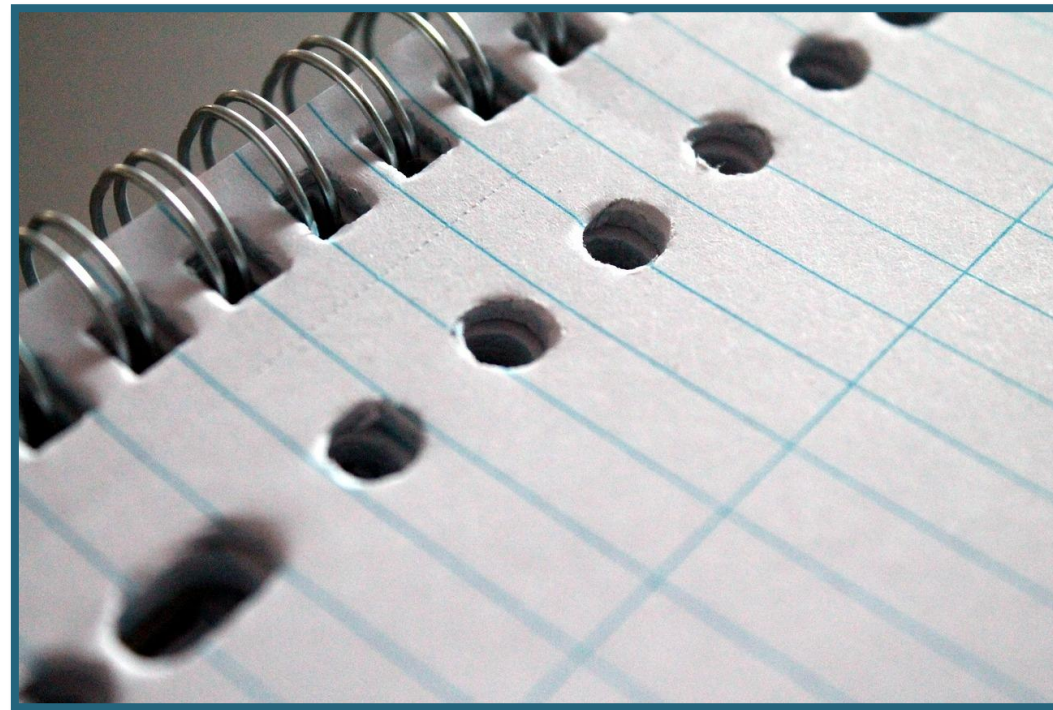
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Reporting of Concerns



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Reporting of Concerns

Informing Parents

Informing Parents/Carers of a Child Protection Concern

The DLP should inform parents/carers when a child protection concern arises in relation to their child as soon as practicable after they become aware of the concern.

A record of the communication should be kept.

Informing a Parent/Carer that a Report Concerning their Child is being made to Tusla

It is good practice to inform the parent/carer that a report concerning their child is being made and the reasons for the decision to make the report.

Where a registered teacher is submitting a report to Tusla, the DLP, rather than the teacher concerned, shall assume the responsibility for informing the parent/carer.

Reporting of Concerns

Informing Parents



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When a Parent/Carer Should **Not** be Informed of a Report to Tusla

It is not necessary to inform a parent/carers 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.

In certain circumstances Tusla may have advised the DLP not to inform the parent/carers, and in such cases that advice should be followed.

The DLP shall note on the child protection case file where the parent/carers has not been notified for the above reasons.

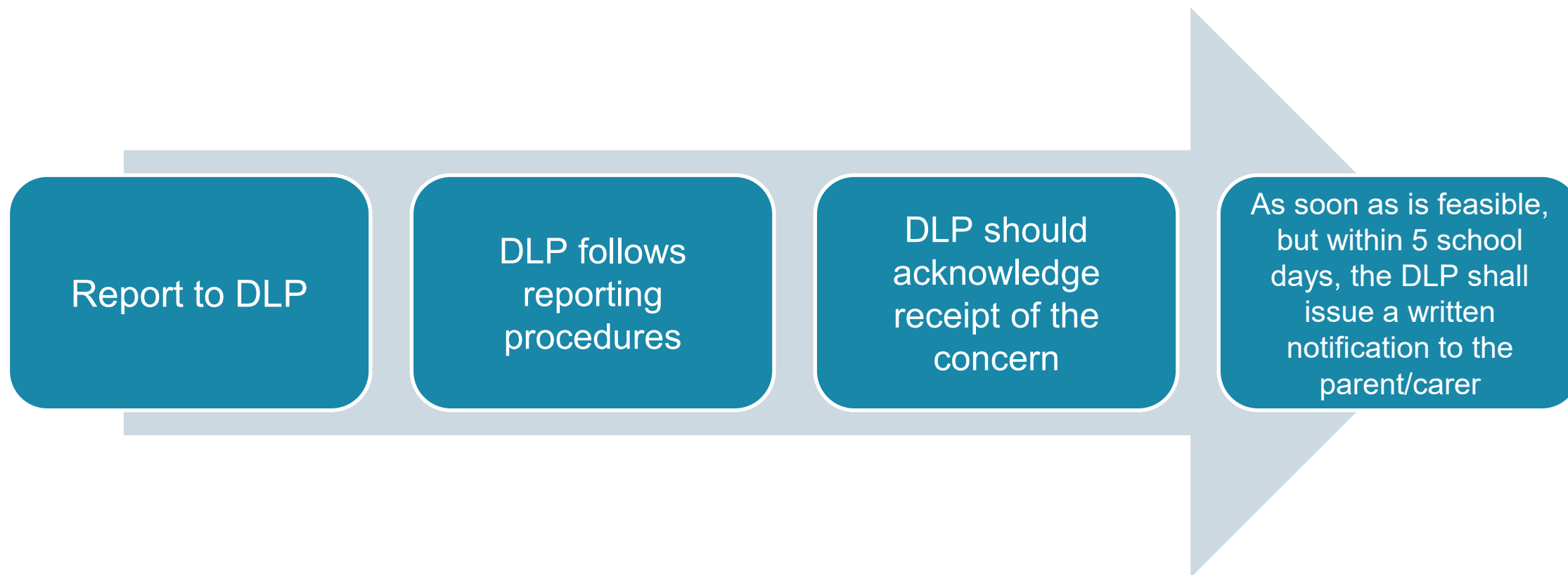
Where the DLP is uncertain about informing the parent/carers they should seek advice from Tusla.

Section 5.3.8



Reporting of Concerns

Action to Be Taken When a Parent Reports a Child Protection Concern About Their Own Child



Section 5.4



Reporting of Concerns

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



Section 5.5



Reporting of Concerns

Children who Transfer Schools

Where a child transfers from or leaves a school (including transfers from primary to post-primary or where the child is understood to be leaving the jurisdiction) and where the DLP has previously made a child protection report relating to that child, or is aware that a child protection report relating to that child has been made by a member of school personnel to Tusla in the past, the DLP should inform Tusla of the child's transfer/move.

A record of this should be retained on the child protection file relating to the original referral.

Section 5.7



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Reporting to Tusla



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Reporting to Tusla

Statutory Responsibilities of Mandated Persons



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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; *and*

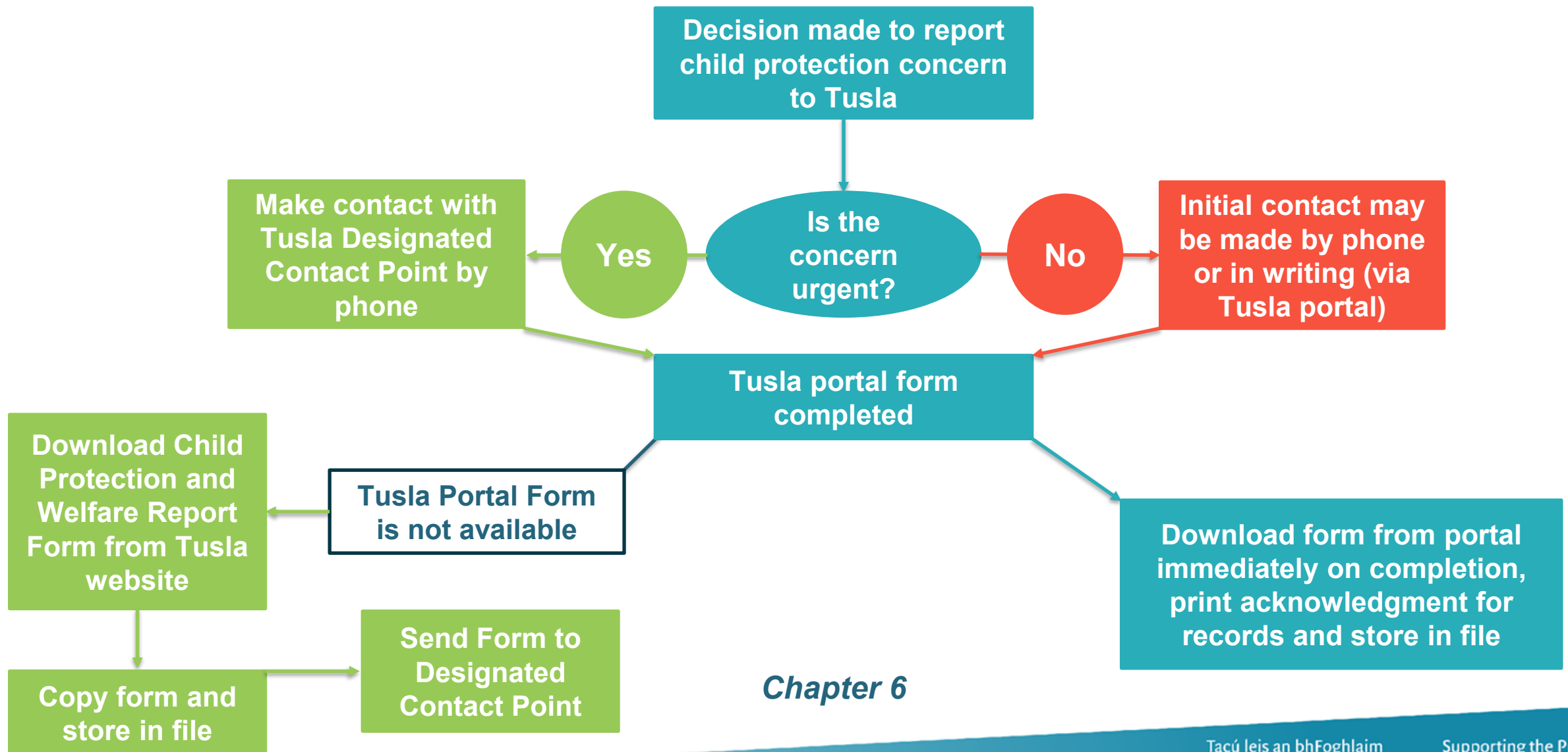
b) To assist Tusla in assessing a concern which has been the subject of a mandated report, if requested by Tusla.

Section 4.2.1

How to Make a Report to Tusla



Oide



Chapter 6



Reporting Concerns to Tusla

Tusla Child Protection and Welfare Report Form

TUSLA An Ghníomhaireacht um Leasú agus an Troughlach Child and Family Agency

Child Protection and Welfare Report Form

MANDATED PERSONS AND NON MANDATED PERSONS
(Children First Act 2015 & Children First National Guidance)

Use block letters when filling out this form.
Fields marked with an * are mandatory.

1. Tusla Area (this is where the child resides)*

2. Date of Report*

3. Details of Child

First Name*	Surname*
Male* ☐	Female* ☐
Address*	Date of Birth*
	Estimated Age*
	School Name
Eircode	School Address

4. Details of Concerns*

Please complete the following section with as much detail about the specific child protection or welfare concern or allegation as possible. Include dates, times, incident details and names of anyone who observed any incident. Please include the parents and child's view, if known. Please attach additional sheets, if necessary.

Please see 'Tusla Children First – A Guide for the Reporting of Child Protection and Welfare Concerns' for additional assistance on the steps to consider in making a report to Tusla

5. Type of Concern

Child Welfare Concern	☐
Emotional Abuse	☐
Neglect	☐
Physical Abuse	☐
Sexual Abuse	☐

6. Details of Reporter

First Name	Surname
Address if reporting in a professional capacity, please use your professional address	Organisation
	Position Held
	Mobile No.
	Telephone No.
Eircode	Email Address

TUSLA An Ghníomhaireacht um Leasú agus an Troughlach Child and Family Agency

Child Protection and Welfare Report Form

MANDATED PERSONS AND NON MANDATED PERSONS
(Children First Act 2015 & Children First National Guidance)

Is this a Mandated Report made under Sec 14, Children First Act 2015? Yes ☐ No ☐

Mandated Person's Type

7. Details of Other Persons Where a Joint Report is Being Made

First Name	Surname
Address if reporting in a professional capacity, please use your professional address	Organisation
	Position Held
	Mobile No.
	Telephone No.
Eircode	Email Address

8. Parents Aware of Report

Are the child's parents/carers aware that this concern is being reported to Tusla? Yes ☐ No ☐

If the parent/carer does not know, please indicate reasons:

9. Relationships

Details of Mother

First Name	Surname
Address	Mobile No.
	Telephone No.
	Email Address
Eircode	

Is the Mother a Legal Guardian? Yes ☐ No ☐

Details of Father

First Name	Surname
Address	Mobile No.
	Telephone No.
	Email Address
Eircode	

TUSLA An Ghníomhaireacht um Leasú agus an Troughlach Child and Family Agency

Child Protection and Welfare Report Form

MANDATED PERSONS AND NON MANDATED PERSONS
(Children First Act 2015 & Children First National Guidance)

Is the Father a Legal Guardian? Yes ☐ No ☐

10. Household Composition

First Name	Surname	Relationship	Date of Birth	Estimated Age	Additional Information e.g. school, occupation, other

11. Details of Person(s) Allegedly Causing Harm

First Name*	Surname*
Male* ☐	Female* ☐
Address	Date of Birth
	Estimated Age
	Mobile No.
Eircode	Telephone No.
Occupation	Email Address
Position Held	Organisation

Relationship to Child

Address at time of alleged incident

If name unknown please indicate reason

12. Details of Person(s) Allegedly Causing Harm

First Name*	Surname*
Male* ☐	Female* ☐
Address	Date of Birth
	Estimated Age
	Mobile No.
Eircode	Telephone No.
Occupation	Email Address
Position Held	Organisation

Relationship to Child

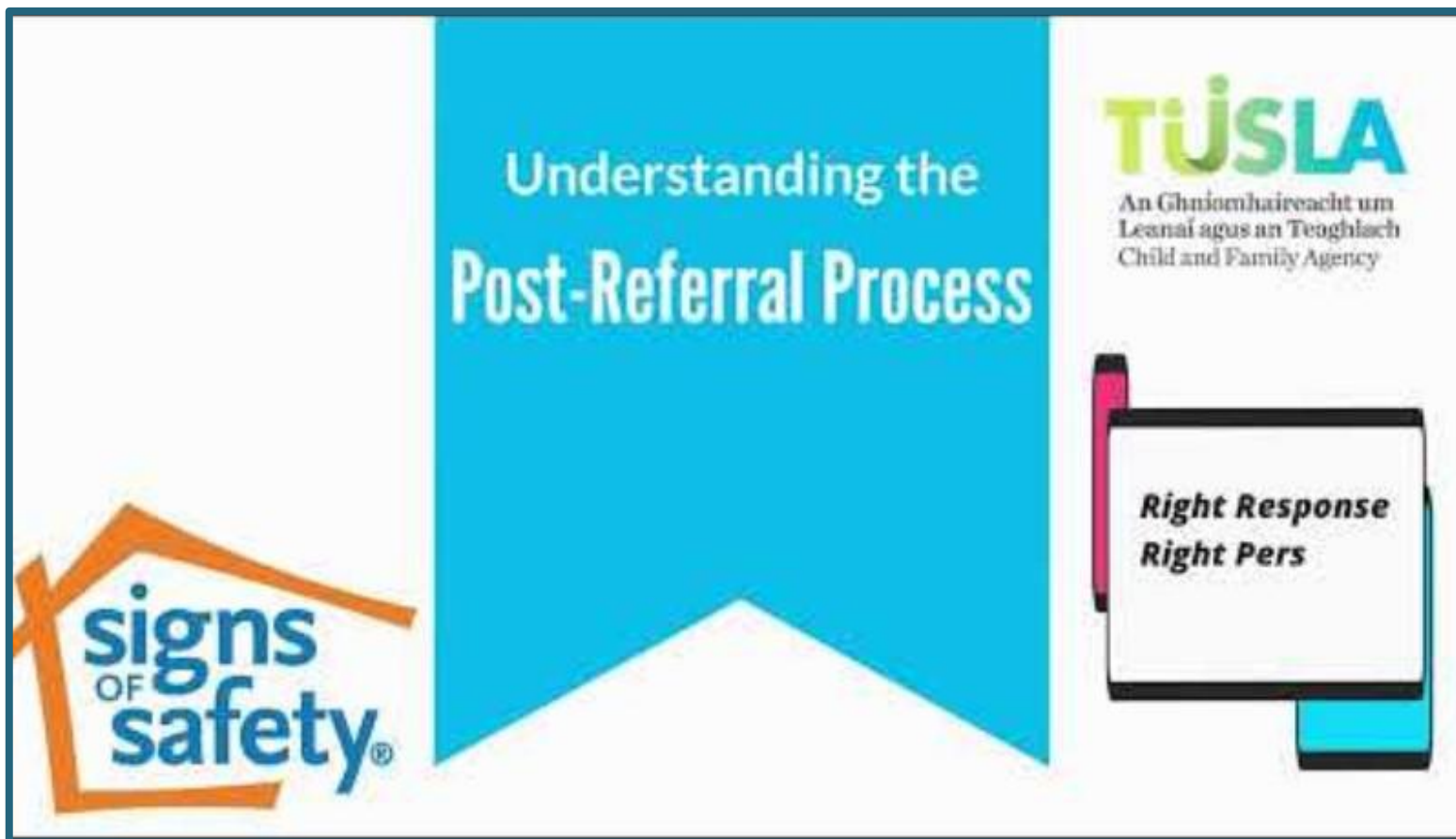
Address at time of alleged incident

If name unknown please indicate reason





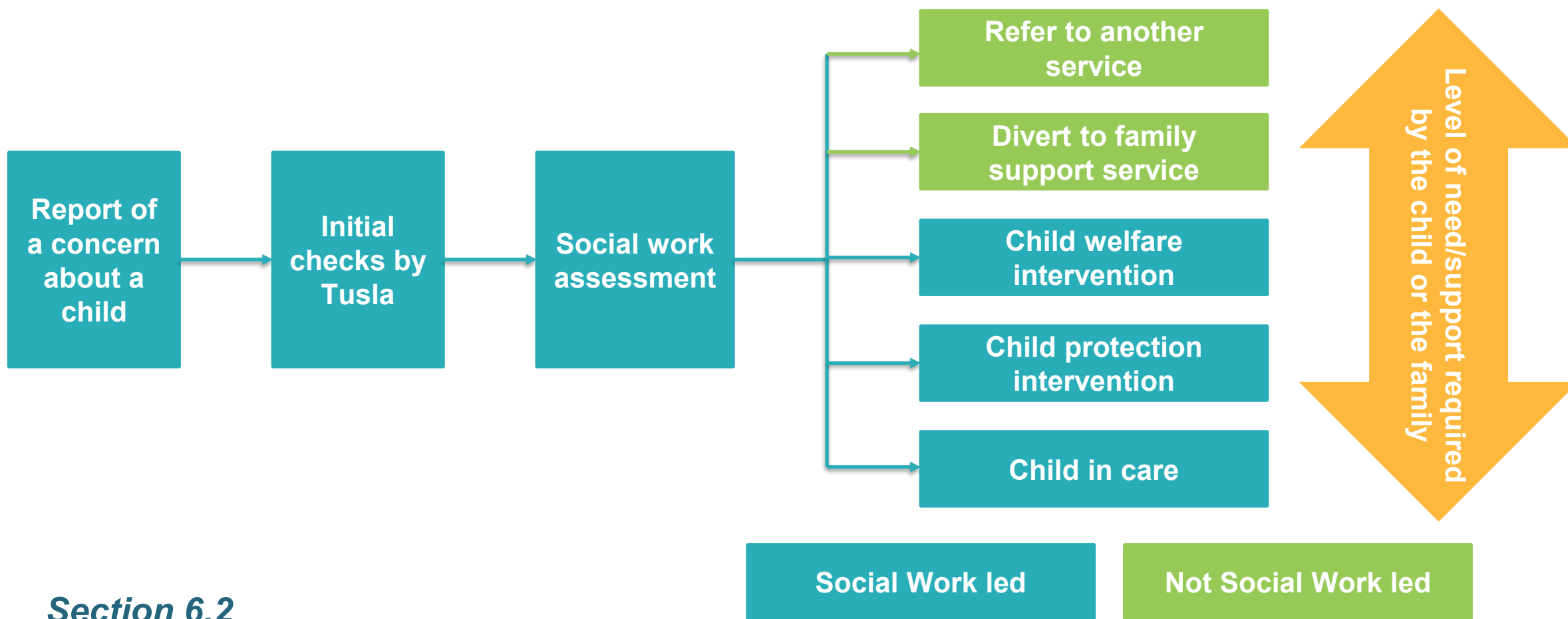
What Happens After a Report Is Received by Tusla?



8 mins.



What Happens After a Report Is Received by Tusla?



Section 6.2



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Record Keeping



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Record Keeping

Record Management and Child Protection Case Files

Record Management

All records created shall be regarded as highly confidential and placed in a secure location. Data protection and GDPR requirements apply. It is good practice for a DLP to have a set of blank child protection case files/documents ready for use.

What is a Child Protection Case File?

This is a dedicated file (kept separate from other cases) with a unique reference number, containing all original, unaltered and unredacted hard copy documents and records relevant to a child protection case.



Section 8.1.1, Child Protection Case File Booklet

Record Keeping



Oide

When a member of school personnel has a child protection concern

Report the matter without delay to the DLP.

The member of school personnel shall note carefully what they have observed and when they observed it. Signs of physical injury shall be described in detail. Photographs should not be taken.

Any comment by the child, or by any other person, about the circumstances of the alleged abuse or how an injury occurred shall be recorded, preferably quoting words actually used, as soon as possible after the comment has been made.

It should be noted that it is not the role of the school to investigate child protection concerns or to collect further evidence.

There should be no anonymisation of the record at this point.

The record of the discussion shall be signed, dated and given to DLP. It shall be retained on the child protection case file.

Where an allegation of abuse is made by an adult, a written statement should be sought from this person and retained on the child protection case file.

Section 5.1.1, 5.2.1

Record Keeping

Original Records



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- ✓ **When a concern relevant to child protection is raised with the DLP, this always generates a case file.**
- ✓ **A hard copy file containing original papers/records must be maintained by the DLP for all child protection concerns.**
- ✓ **All original papers/records must be retained in full/unaltered and unredacted on the relevant hard copy files which must be regarded as highly confidential and must be stored in a secure location by the DLP, that can only be accessed by the DLP or DDLP.**
- ✓ **Where any records have been created digitally, these must be printed out and placed on the hard copy file. All digital copies and drafts must be securely and permanently deleted.**

Record Keeping

Secure Storage of Child Protection Records



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All child protection records created shall be regarded as strictly confidential and placed in a secure location.

A secure location is a robust lockable location to which personnel, other than the DLP and Deputy Designated Liaison Person (DDLDP), do not have access.

Child protection records should not be stored digitally. Where records have been created digitally, they must be printed and included in the paper file. All digital versions and drafts must be securely and permanently deleted.



Child Protection Case File Booklet



Record Keeping

Child Protection Case Files

Case file numbers

Unique codes and serial numbers

List of unique codes and serial numbers

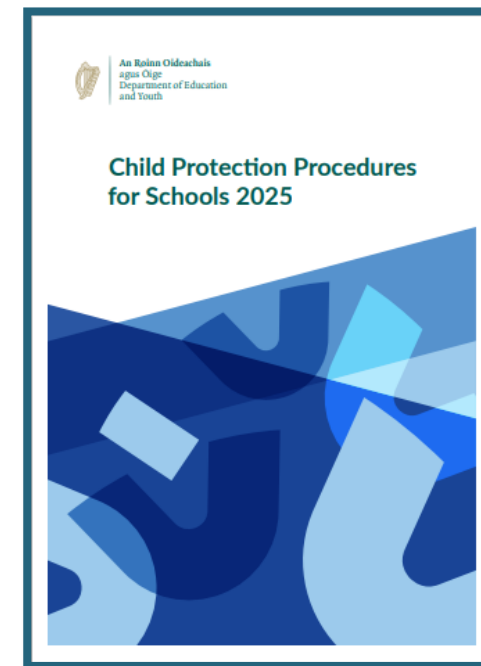
How to assign a code

Redaction

Child Protection Master List

Retention of reports to Tusla

Inspectorate access to documentation



Section 8.2, 8.3, 8.4, 8.10

Record Keeping

Child Protection Case File Booklet

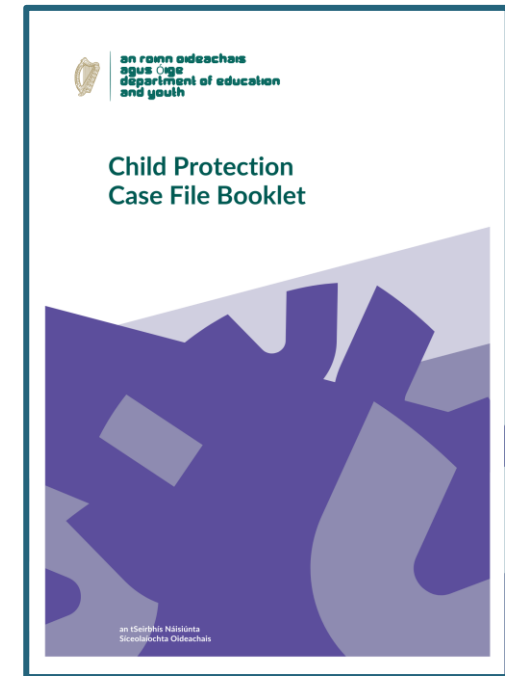


Oide

The templates and documents provided in the Child Protection Case File Booklet are provided to support you in preparing a child protection case file.

In pairs, peruse the Child Protection Case File Booklet.

Discuss how the Child Protection Case File Booklet will assist you in preparing a child protection case file.





Oide

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Supporting the Professional
Learning of School Leaders
and Teachers

Oversight



Oide



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Supporting the Professional
Learning of School Leaders
and Teachers



Purpose of Oversight

The main aims of the Children First Act 2015 and the Children First National Guidance 2017 are to ensure that concerns about child abuse wherever they arise are reported promptly and properly to Tusla and that organisations that provide services to children keep those children safe from harm.

In order to ensure that these aims are met in the schools' sector, it is essential that an appropriate oversight and compliance framework is in place.

There are two areas requiring oversight:
compliance with **reporting** obligations
compliance with **child safeguarding** obligations.



Chapter 12, Introduction



Oversight and Compliance by School Leadership

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.

Section 12.1

Oversight by the Board of Management



Oide

The Board of Management

is charged with the direct governance of a school.

should satisfy itself that the school has robust procedures in place to enable it to deal fully and properly with all child protection matters.



has responsibility to ensure that the Child Protection Procedures are implemented in full.

has responsibility to quality assure the effectiveness of the school's Child Protection measures on a regular basis.

The principal shall provide a Child Protection Oversight Report (CPOR) as a standalone item at each board meeting.

Section 12.2



Child Protection Oversight Report

What type of BOM Meeting?

If there are any cases to report under any of the headings, an in-person board of management meeting shall be convened to allow the CPOR to be provided, with no member joining the meeting by conference call or online.

The CPOR may only be provided at an online meeting where no new cases have arisen under any of the headings set out in sections 12.3.4, 12.3.5, 12.3.6 or 12.3.8, since the last Board meeting.

Section 12.3



Child Protection Oversight Report

Case Files That Require BOM Oversight

Concerns about members
of school personnel



Concerns arising from
alleged bullying behaviour
amongst pupils

Concerns (about students)
which were not reported to
Tusla by the DLP

Section 8.5



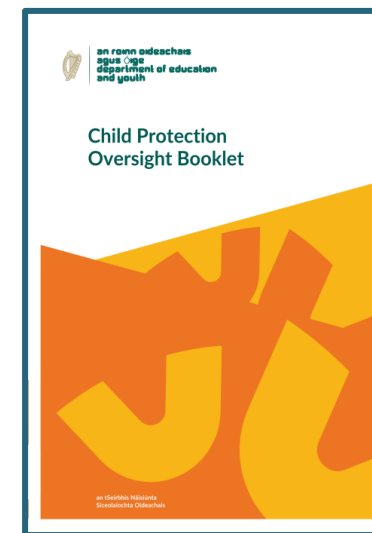
Child Protection Oversight Report

Case Files That Do Not Require BOM Oversight

Where case files do not relate to:

- concerns about members of school personnel
- concerns which were not reported to Tusla by the DLP, and
- concerns arising from alleged bullying behaviour amongst pupils

such files do not require board oversight.



These case files shall be assigned a case file number.

Section 8.6, CP Oversight Booklet, pg. 6



Child Protection Oversight Report

Documentation

Records shall

be anonymised and redacted to ensure identities of any children and other parties are not disclosed.

be provided at the board meeting.

be recovered after the matter has been dealt with and placed in the appropriate case file by the DLP.

Records shall not

be separately circulated to or retained by any members of the board of management.

Section 12.3.1

Board meeting minutes shall

specify the documents provided to the board meeting.

not name any children or any other parties to whom the concern or report relates but shall record the matter by reference to the unique code or serial number assigned to the case/parties concerned.



Oversight by the Board of Management

Documentation continued

Under the principles of data minimisation, the DLP shall place a signed note on case files indicating the number of copies distributed and recovered, keeping one redacted copy in the appropriate case file (e.g. note that eight copies were distributed, eight returned and seven shredded). The DLP shall shred the extra copies.

This will ensure all copies are accounted for.

Child Protection Oversight Report



Oide

Which documents and records?

Copies of all records and notes pertaining to how the concern came to be known to the DLP.

Copies of any records and notes pertaining to the seeking of Tusla advice in relation to the concern and to the advice given.

Copies of any reports submitted to Tusla by any member of school personnel in relation to the concern.

Copies of any other records of communications with Tusla, An Garda Síochána or any other party in relation to the concern (including any acknowledgement of receipt of the report by Tusla).

Copies of any notification issued under *Section 5.3, 5.4 or 5.5* of these procedures.

Copies of any statement provided to a member of school personnel under *Section 5.3.4* of these procedures.

Section 12.3.7



Child Protection Oversight Report Template

At each board of management meeting, as a standalone item, the principal shall include a Child Protection Oversight Report containing information under 4 headings as follows:

- a. Allegations of abuse made against members of school personnel (12.3.4)
- b. Other child protection concerns in respect of students in the school (i.e. concerns that do not involve any allegation of abuse against a member of school personnel) (12.3.5)
- c. Child protection concerns arising from alleged bullying behaviour amongst students (12.3.6)
- d. Summary data in respect of reporting (12.3.8)

Section 12.3



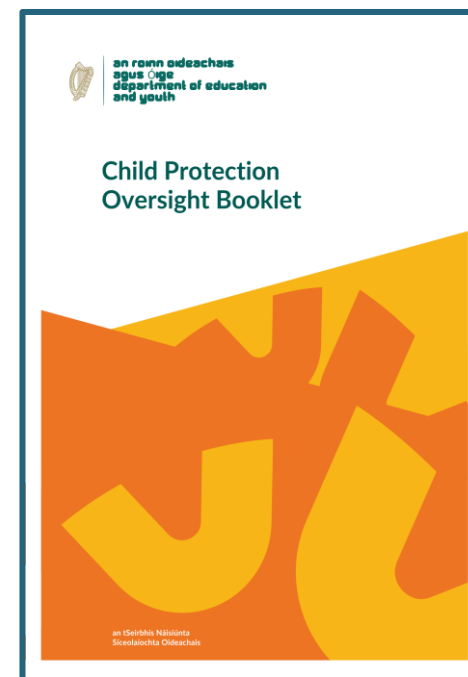
Oversight

Child Protection Oversight Booklet

The templates and documents provided in the Child Protection Oversight Booklet are provided to support you in preparing for the board of management to carry out its oversight role in relation to child protection case files.

In pairs, peruse the Child Protection Oversight Booklet.

Discuss how these supports would assist you in preparing a Child Protection Oversight Report.





Other Relevant Sections



Confidentiality

Section 12.3.2



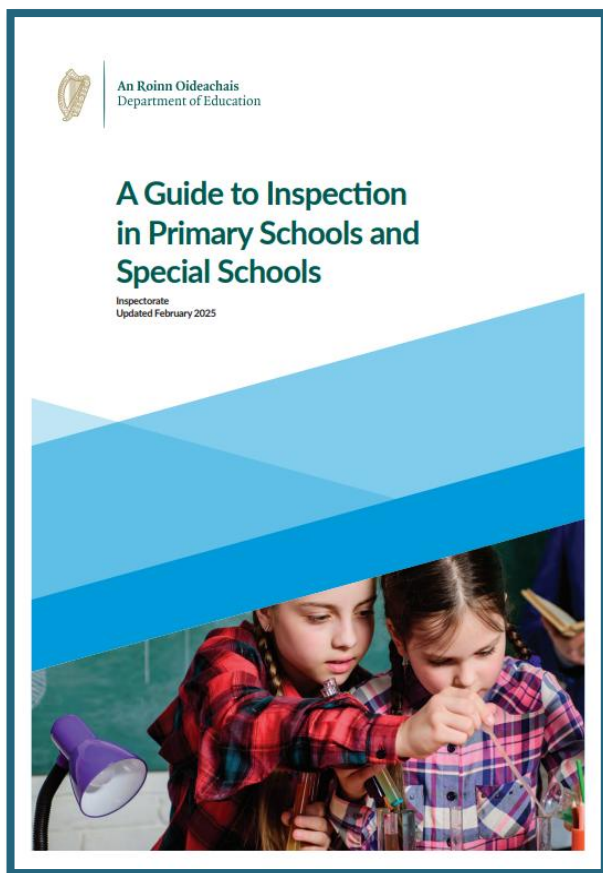
Where BoM Has Not Complied
With Procedures

Section 12.3.3



Oversight by the Department's Inspectorate

Primary 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	- The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school. - The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment. - All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
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	- The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school. - The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment. - All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons. - The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023). - The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools (revised 2023). - 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, (revised 2023) - School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE). - Child protection records are maintained in a secure location.

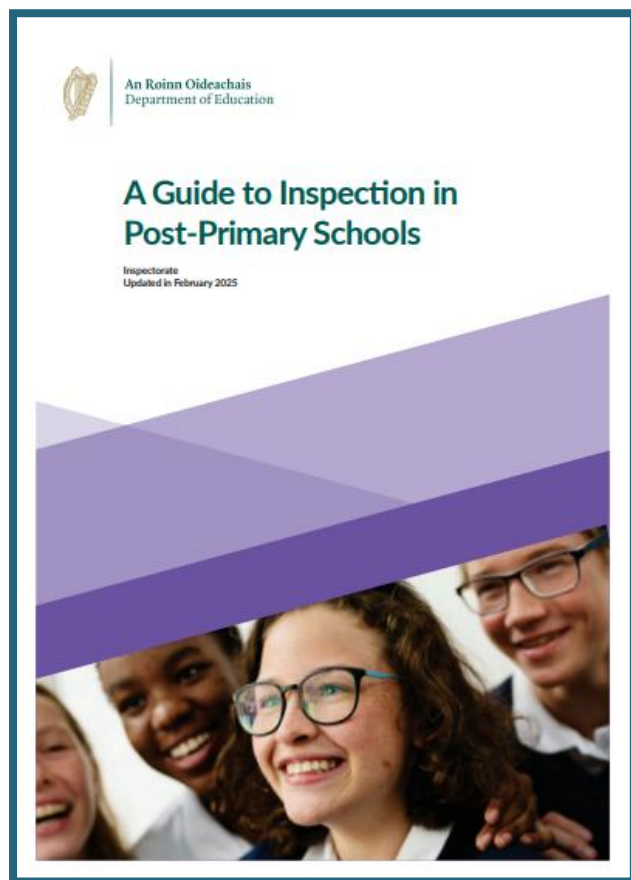
Overview of inspection activities: Child protection and safeguarding inspection

Before the inspection	Notification	Between twenty-four and forty-eight hours' notification to school (In some cases, child protection and safeguarding inspections may be conducted without notification.)
	Inspectorate activity	Inspector liaises with principal to: - outline the format of the inspection - confirm the documentation required Make arrangements for meetings with: - chairperson of board of management - group(s) of pupils Make arrangements for parent surveys School Contact Form Inspector forwards the Vetting Self-Report Form to the school
	School activity	Principal: - completes and returns the School Contact Form to the inspector - distributes instructions outlining how parents can complete the online survey (Initial child protection and safeguarding inspection) Ensures that: - the Vetting Self-Report Form is signed and completed - all necessary documents are available for the inspection - practical arrangements for the meetings are in place
During the inspection	Inspectorate activity	Inspector requests class lists and list of school personnel from the principal Review of documentation: - child protection records - minutes of board of management meetings - child safeguarding statement, including risk assessment - school plan for SPHE and Stay Safe - a sample of individual teachers' timetables - a sample of monthly progress records - Acceptable use policy Meetings with: - a sample of school personnel - Designated Liaison Person - Deputy Designated Liaison Person - chairperson of board of management and, if available, other board representatives - group(s) of pupils - SPHE/RSE co-ordinator (where there is an SPHE/RSE co-ordinator in the school) and/or principal - representatives of the parents association (in the Final child protection and safeguarding inspection) Feedback to the principal and DLP (in cases where the DLP is not the principal) The chairperson of the board of management may also attend.
	School activity	Principal makes available any records, documents and arranges meetings
	Inspectorate activity	Collated survey responses shared with the school
After the inspection	Inspectorate activity	Draft report issued for factual verification and for school response
	School activity	Report reviewed for factual verification School may submit a school response
	Inspectorate activity	Publication of final report on www.gov.ie/school-reports

Section 12.4.4



Oversight by the Department's Inspectorate Post-Primary



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 are prominently displayed near the main entrance to the school.
	2. The Child Safeguarding Statement has been ratified by the board of management and includes an annual review and a risk assessment.
- 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	3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
	4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023).
- 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	5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023).
	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, (revised 2023).
- 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	7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE).
	8. Child protection records are maintained in a secure location.

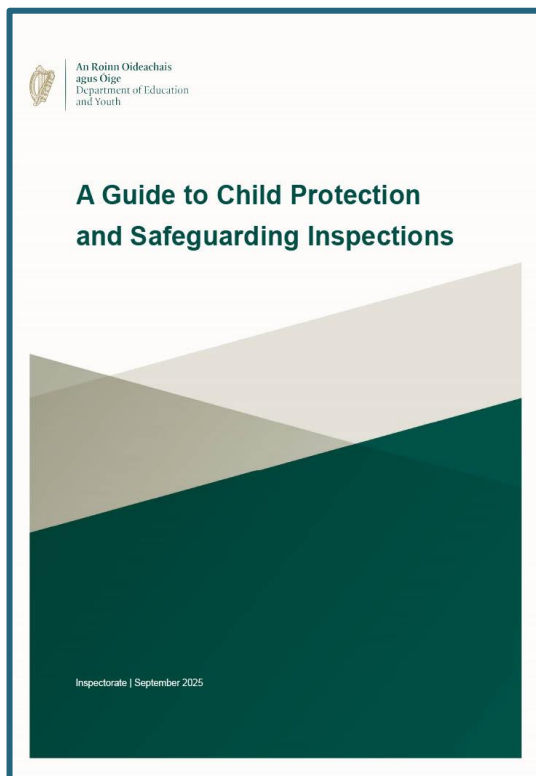
Overview of inspection activities: Child protection and safeguarding inspection		
Before the inspection	Notification	Between twenty-four and forty-eight hours' notification to school (In some cases, child protection and safeguarding inspection visits may be conducted without notification.)
	Inspectorate activity	Inspector liaises with principal to: - outline the format of the inspection - confirm the documentation required Make arrangements for meetings with: - chairperson of board of management - group(s) of students Make arrangements for parent surveys
	School activity	Confirm School Contact Form details Inspector forwards the Vetting Self-Report Form to the school
During the inspection	Inspectorate activity	Principal ensures that: - the Vetting Self-Report Form is signed and completed - distribute instructions outlining how parents can complete the online survey (Initial child protection and safeguarding inspection) - all necessary documents are available for the inspection - practical arrangements for the meetings are in place Inspector requests class lists and list of school personnel from the principal
	Inspectorate activity	Review of documentation: - child protection records - minutes of board of management meetings - child safeguarding statement, including risk assessment - subject plan for SPHE and RSE and Wellbeing Programme - school timetable - acceptable use policy Meetings with: - a sample of school personnel - Designated Liaison Person - Deputy Designated Liaison Person - chairperson of board of management and, if available, other board representatives - group(s) of students - SPHE/RSE co-ordinator (where there is an SPHE/RSE co-ordinator in the school) and/or principal - representatives of the parents association (in the final child protection and safeguarding inspection) Feedback to the principal and DLP (in cases where the DLP is not the principal) The chairperson of the board of management may also attend.
	School activity	Principal makes available any records, documents and arranges meetings
After the inspection	Inspectorate activity	Collated survey responses shared with the school
	Inspectorate activity	Draft report issued for factual verification and for school response
	School activity	Report reviewed for factual verification
After the inspection	School activity	School may submit a school response
	Inspectorate activity	Publication of final report on www.gov.ie/school-reports

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.

Key Learning Activity



Oide

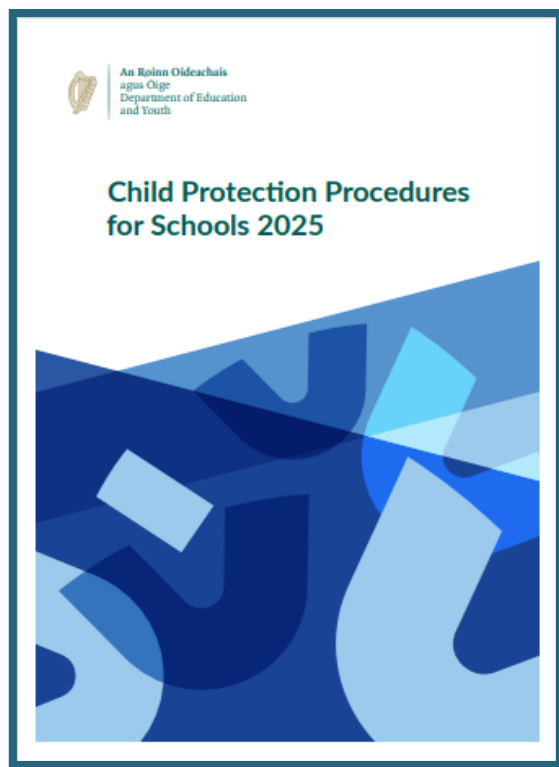
1

Note your **key learning points** from session 2.



2

List any **resulting actions** for you as DLP/ DDLP?



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:

have practically applied learning relating to the journey of a child protection case

gained knowledge and understanding of child safeguarding practices

explored recruitment procedures and requirements for garda vetting

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

explored details of training and relevant supports available

identified next steps in the implementation of the Child Protection Procedures for Schools 2025.

Child Protection Procedures for Schools



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



The Journey of a Case

Pair Activity: Discuss and Record

Scenario 1:

A teacher brings a child protection concern (not involving bullying or a member of school personnel) to your attention. On seeking advice from Tusla you are advised that the concern meets the threshold of harm.

Scenario 2:

An SNA brings a child protection concern (not involving bullying or a member of school personnel) to your attention. You seek advice from Tusla. You are advised that the concern does not meet the threshold of harm. In considering the advice, you also form the opinion that it does not constitute reasonable grounds for concern, and you decide not to report the matter to Tusla.

What steps do you take?

What supports/templates could you use?

How is this information included in the CPOR?

Does the BOM require oversight of this case file?
Why/ Why not?





Oide

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Oide

Child Safeguarding



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What is Child Safeguarding?



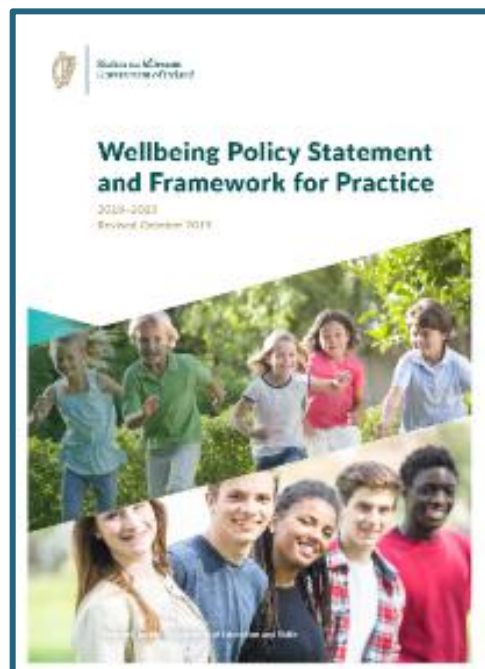
1min. 28 secs.



Child Safeguarding Activity

Child protection and welfare considerations permeate all aspects of school life and therefore must be appropriately reflected in all of the school's policies, procedures and practices.

Section 9.1



What systems and structures have you found to be effective to safeguard students?





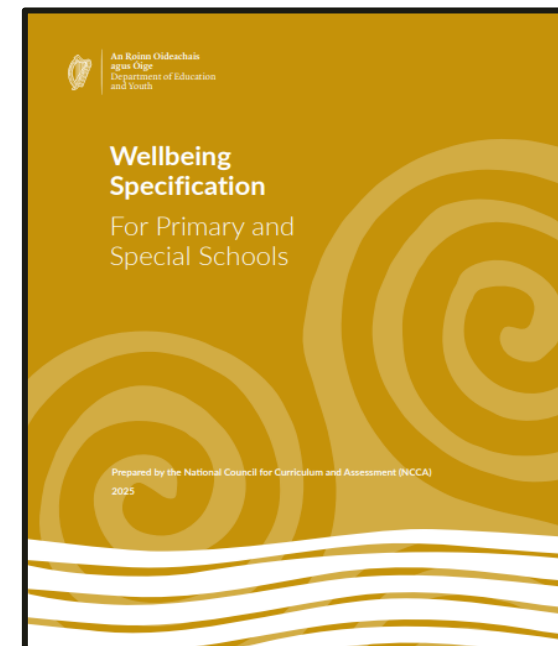
Child Safeguarding

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

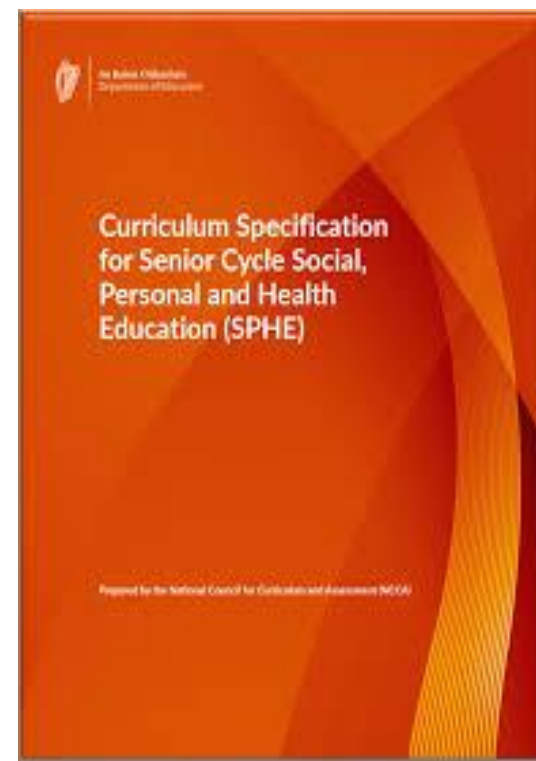
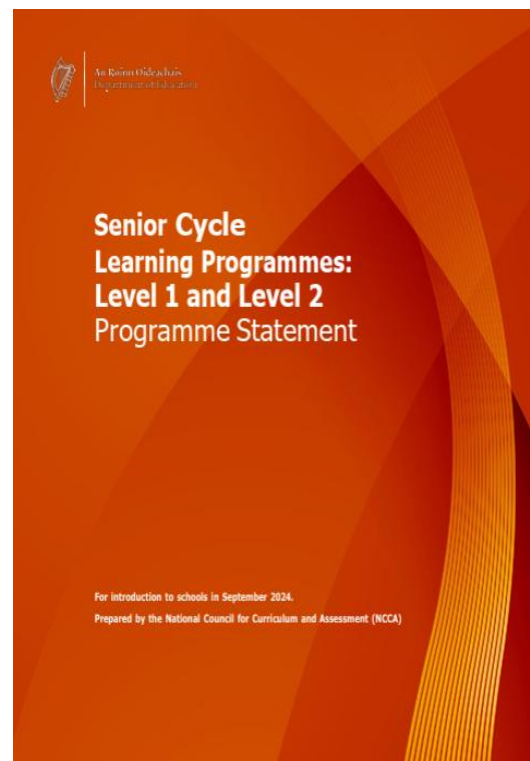
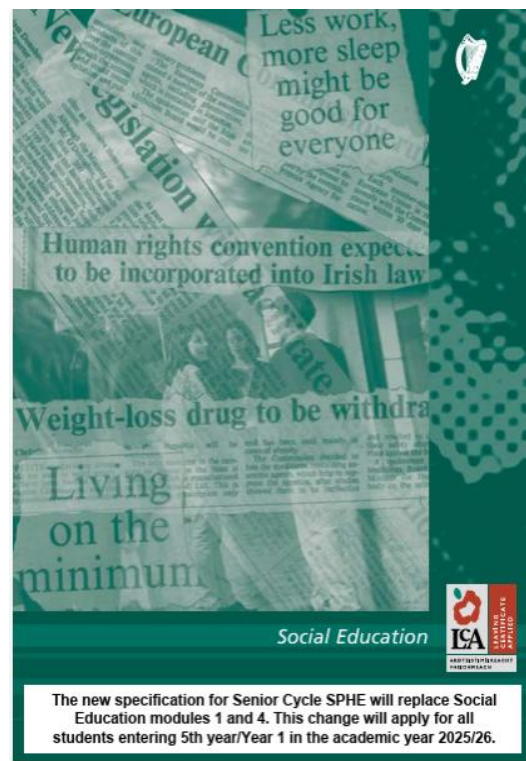
Class	Strand /Strand Unit	Sensitive Content Objectives <i>consult curriculum – for complete objectives in Growing/ Changing and Taking Care of my Body</i>	Language	Pages in RSE Manuals for sensitive objectives	Pages in Walk Tall for sensitive objectives	Supplementary resources
Junior /Senior Infants	Myself - Growing and changing - Taking care of my body	Growing and changing - Become aware of new life and birth in the world - 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 p88 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 (4 th class)	Preparing for New Life p89 The wonder of new life p169 As I Grow and Change p83 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 p82 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



Oide



Child Safeguarding

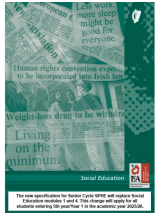
Curricular Provision and Child Abuse Prevention – Post Primary



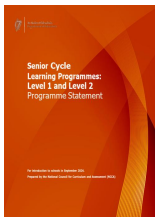
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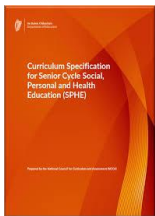
‘SPHE should be [timetabled] once per week, not exceeding one hour per class.’ *(TY Programme Statement p.18)*



‘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 Supports



Child Safeguarding Statement and Risk Assessment



Oide

Statutory Obligations
Section 9.4.1

Location of Child Protection Procedures
and Children First National Guidance
Section 9.4.2

Timeframe for
Completion
Section 9.9

Child Safeguarding Statement and Risk Assessment

Annual Review
Section 9.11

Student Friendly Child Safeguarding
Statement
Section 9.10.2

Publication, Display
and Sharing
Section 9.10.1

Chapter 9



Risk Assessment in Child Safeguarding Statement



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 Annual Review

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

DEY qualitative document shall be used when conducting the annual review.

Consultation with Parents and School Personnel

Consultation with Children

Identification of Areas of Improvement

Informing School Personnel and Parents' Association of the Review

Oversight by the Board of Management

Sections 9.11 and 9.12



Safeguarding

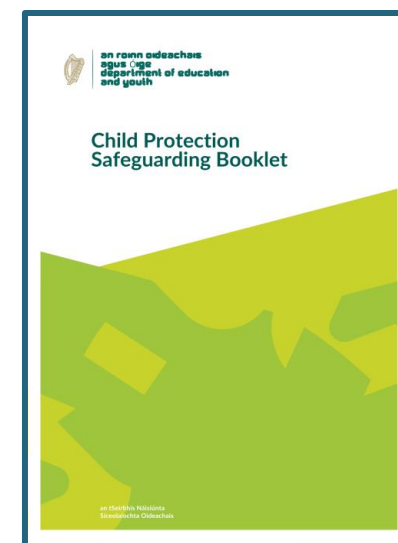
Child Protection Safeguarding Booklet

The templates provided in the Child Protection Safeguarding Booklet are provided to support schools in the development and review of the Child Safeguarding Statement.

The Child Protection Safeguarding Booklet contains three templates which must be used.

In pairs, peruse the Child Protection Safeguarding Booklet.

Discuss how these new supports might be used to gather feedback from school personnel, parents/carers and students in relation to the school's compliance with safeguarding requirements.





Oide

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Oide

Recruitment Procedures and Requirements for Garda Vetting



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Supporting the Professional
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Recruitment Procedures and Requirements for Garda Vetting

Garda Vetting
Requirements

Section 10.1

Teacher Sharing

Section 10.2

Recruitment
Procedures

Section 10.3

Visitors to school/
Outside events

Section 10.4



Chapter 10



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Allegations or Suspensions 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



Oide

In the context of allegations or suspicions of child abuse regarding school employees, the primary goal is to protect the children within the school.

Each school authority has a duty of care, as an employer, in respect of its employees.

The employee shall be treated fairly, which includes the right not to be judged in advance of a full and fair process and as applicable, in accordance with the relevant disciplinary procedures.

Employers should note that legal advice should always be sought in these cases as circumstances can vary from one case to another and it is not possible in these procedures to address every scenario.

It is essential that the matter is treated in the strictest confidence at all times and that the identity of the employee shall not be disclosed, other than as required under the procedures within this document.

The requirement for treating matters in confidence does not prevent a DLP from informing a parent/carer about an allegation of abuse that is related to their child.

Allegations or Suspicions of Child Abuse Regarding School Employees

Contents of Chapter 7



Oide

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

Legal advice should always be sought in cases where there are allegations or suspicions of child abuse regarding school employees.

Chapter 7

Key Learning Activity



Oide

1

Note your **key learning points** from **session 3**.



2

List any **resulting actions** for you as DLP/DDLP?



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Training and Supports



Oide

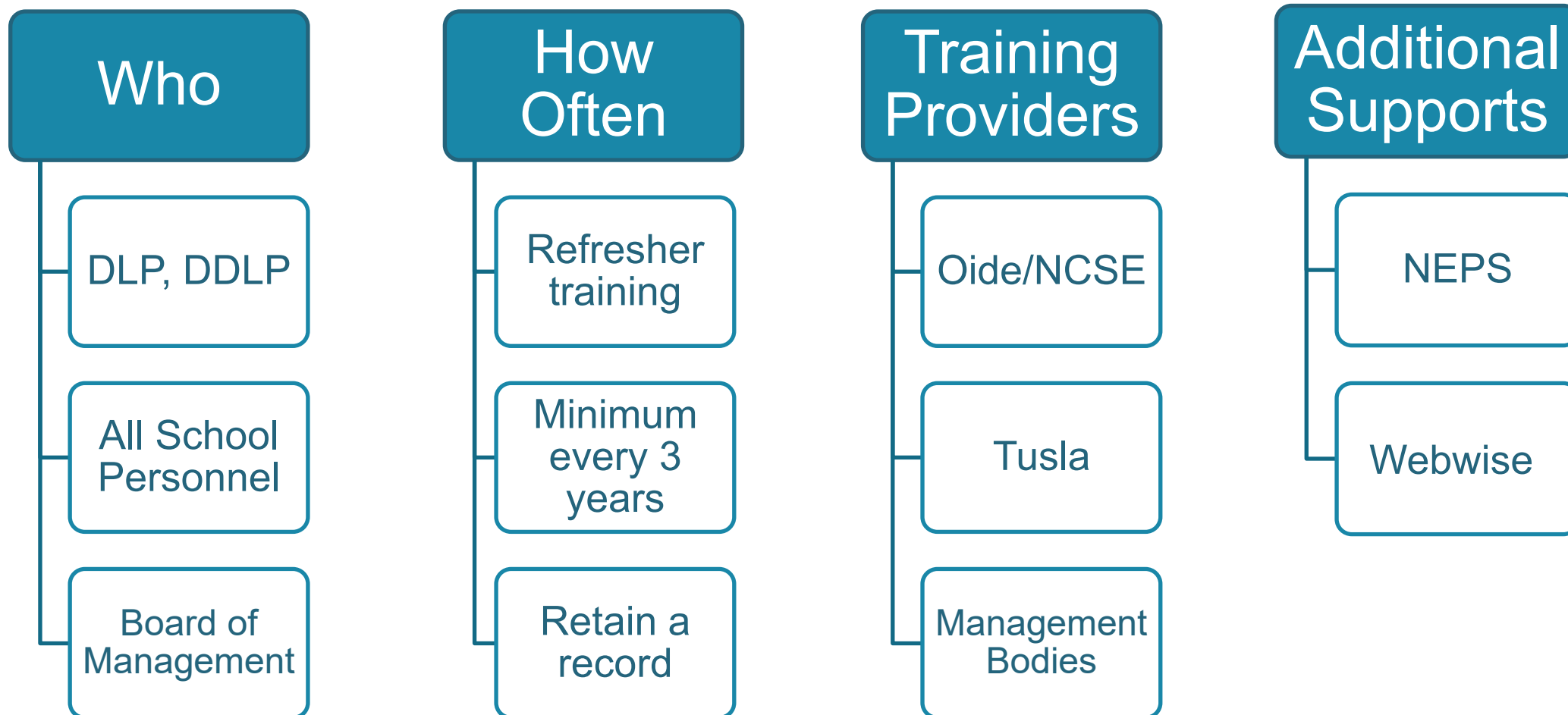


Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Training



Outline of Whole School Closure Day



Oide

Session 1

Child Protection Procedures for Schools 2025
What's New in the 2025 Procedures?
Key Terminology
Types of Child Abuse

Session 2

Roles and Responsibilities
Dealing with Disclosures from Children
Reporting of Concerns
Reporting to Tusla
Record Keeping Requirements

Session 3

Oversight
Child Safeguarding
Recruitment Procedures and Requirements for Garda Vetting
Training and Supports
Child Safeguarding Statement and Risk Assessment



Resources and Supports

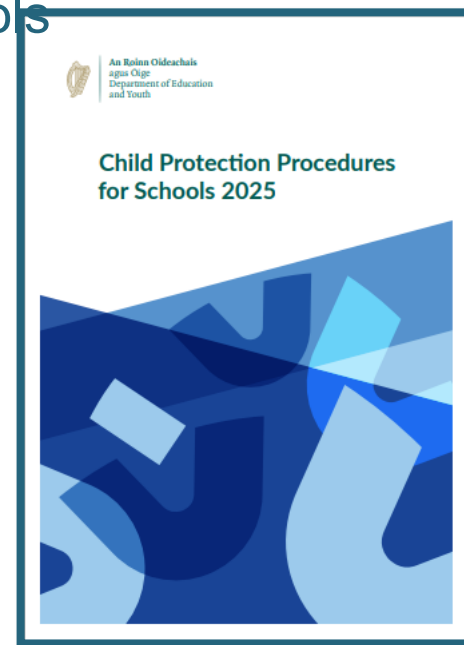
Section 6.1

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

Further supports and resources are available on <https://oide.ie/primary/home/wellbeing/child-protection/>

PLU will be releasing an FAQ document.



Circular 41/2025

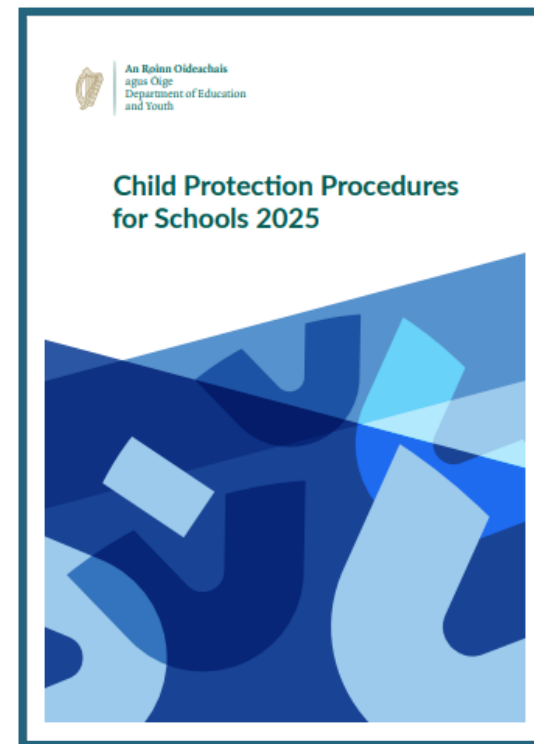


Queries

Section 7.2

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

cpreport@education.gov.ie



Circular 41/2025



Next Steps

Consider key
learning and
reflections from
today

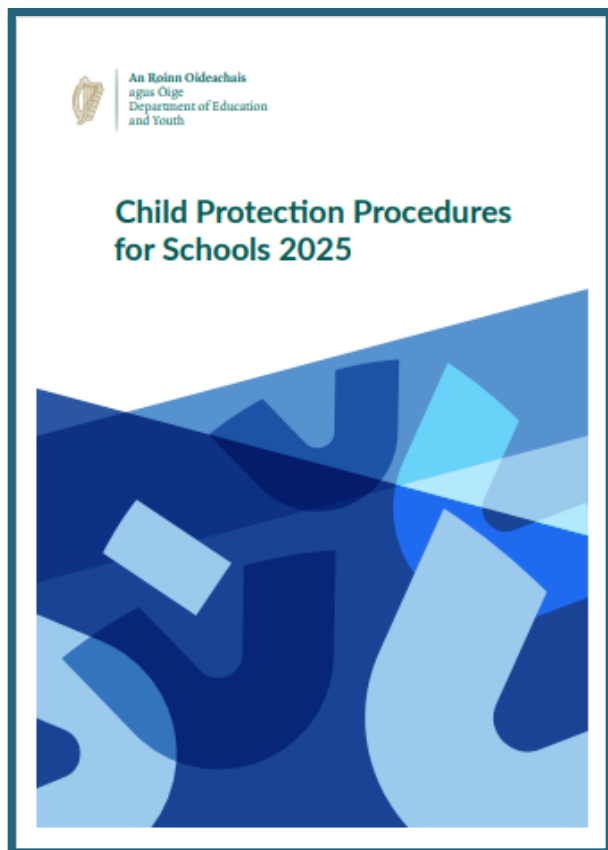
Explore resources
available including
DEY support
booklets

Whole-Staff PLE
(if not already
completed)

Adopt and
implement
procedures by
December 2026



Important Reminder



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.