



Oide

Téid leis an bhFeidhlim
Ghairmiúil i measc Ceannairí
Scolle agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Key Learning & Actions



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The Journey of a Case

Scenario 1
A teacher has a child protection concern (not involving bullying or a member of school personnel) about a student in her class. She brings the child protection concern to your attention. On seeking advice from Tusla, you are advised that the concern meets the threshold of harm.

Steps to be taken	Support/Template and source
How is this information included in the CPOR?	
Does the BOM require oversight of this case file? Why/ Why not?	

The Journey of a Case

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 and should not be reported. On foot of the advice, you decide not to report the matter to Tusla.

Steps to be taken	Support/Template and source
How is this information included in the CPOR?	
Does the BOM require oversight of this case file? Why/ Why not?	

Role of DDLP

What are the practical implications of the expanded role of the DDLP in your school?

Child Safeguarding

What systems and structures do you have in place to safeguard students?

