

Child Protection Procedures for Schools 2025

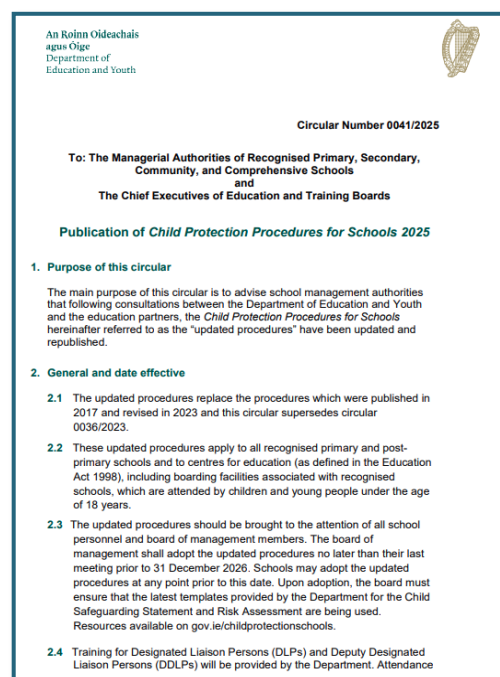
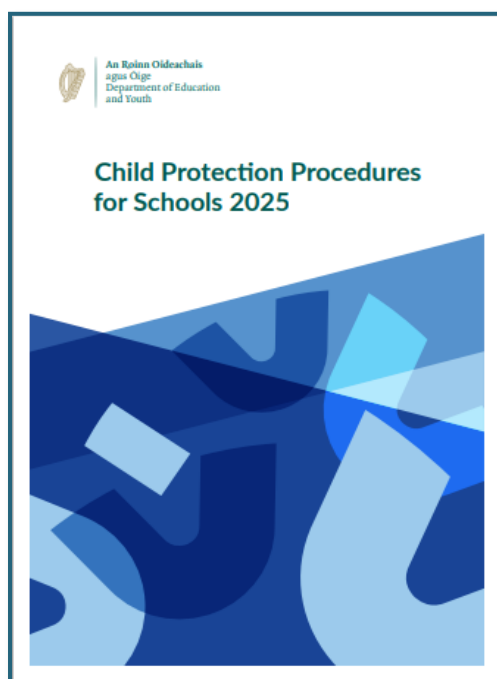
DLPs and DDLPs

Professional Learning Booklet
2025-2026

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 and Professional Learning Booklet is not intended to replace the need to fully engage with the Child Protection Procedures for Schools 2025.



Useful websites



Key Learning Activity

1. Note your key learning points.

2. List any resulting actions for you as DLP/DDLP.

Session One

Session Two

Session Three

Summary of Chapters and Main Changes

Chapter 1 – Introduction

This chapter provides an introduction to the procedures and includes details of the legal framework on which child welfare and protection policy is based.

It has been updated to include The Harassment, Harmful Communications and Related Offences Act 2020 and The Online Safety and Media Regulation (OSMR) Act 2022.

Chapter 2 – Definition and Recognition of Child Abuse

This chapter describes the four main types of abuse and outlines how abuse can be recognised. It also includes a section on dealing with disclosures from children.

The chapter has been updated to incorporate sections relating to when bullying becomes a child protection concern and the interaction between Understanding Behaviours of Concern and Responding to Crisis Situations – Guidelines for Schools in Supporting Students and child protection matters.

Chapter 3 – Retrospective Abuse Allegations

This is a new chapter in the procedures in respect of retrospective abuse allegations – abuse that an adult experienced which occurred in their childhood. It outlines when a mandated person is required to report such allegations to Tusla and/or An Garda Síochána, incorporating the Addendum to Children First (2025), and provides advice to schools on how to respond when an adult brings an allegation to their attention.

Chapter 4 – Roles and Responsibilities

This chapter outlines the roles and responsibilities of all school personnel in relation to the safeguarding of children. It has been updated to ensure clarity on the role of mandated persons and non-mandated members of school personnel. It outlines the role of the board of management and the patron in respect of child protection matters. It also includes details of the expanded role of the Deputy Designated Liaison Persons (DDLPS).

Chapter 5 – Reporting of Concerns

This chapter outlines the reporting procedures to be followed for all school personnel to ensure that where they receive 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, that the matter is reported without delay. It provides specific details of action to be taken by members of school personnel, registered teachers, the DLP and DDLP in such cases. It also outlines action to be taken when a parent reports a child protection concern in relation to their own child or where a child protection concern is raised by someone outside the school community.

Chapter 6 – How to Make a Report to Tusla

This chapter outlines the procedures to follow to ensure that all child protection and safeguarding concerns are reported to Tusla, including where urgent intervention is required. It also outlines what happens after the report is received by Tusla.

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

This chapter provides guidance to schools in situations where an allegation of abuse is made against a school employee, including allegations against the DLP or a member of the board of management. It has been updated to include allegations against volunteers and a section on child protection concerns raised by a parent against a member of school personnel.

Chapter 8 – Record Keeping

This chapter outlines the key principles of record keeping in respect of child protection concerns. It has been included as a separate chapter in the procedures to support adherence to best practice in relation to record keeping. It includes guidance on the creation of child protection case files, storage of records, and requirements around redaction and anonymisation of files.

Chapter 9 – Child Safeguarding Requirements

This chapter provides guidance to school boards of management in relation to meeting their statutory obligations in respect of the provision of a child safeguarding statement and risk assessment. It includes guidance on the publication, display and sharing of the school's Child Safeguarding Statement, the process of undertaking a risk assessment, and the annual review of the Child Safeguarding Statement.

Chapter 10 – Recruitment Procedures and Requirements for Garda Vetting

This chapter provides guidance for schools on recruitment procedures and Garda vetting. It has been updated to strengthen the requirements on seeking references and provision of references. It also reinforces the requirement for schools to ensure

that all persons taking up positions in the school must provide valid statutory declarations and form of undertakings.

Chapter 11 – Training and Supports

This new chapter outlines the necessity of boards of management to ensure that all school personnel and board of management members have the necessary familiarity with the procedures to enable them to fulfil their responsibilities. It includes the need to ensure that training is refreshed at least every three years.

Chapter 12 – Oversight

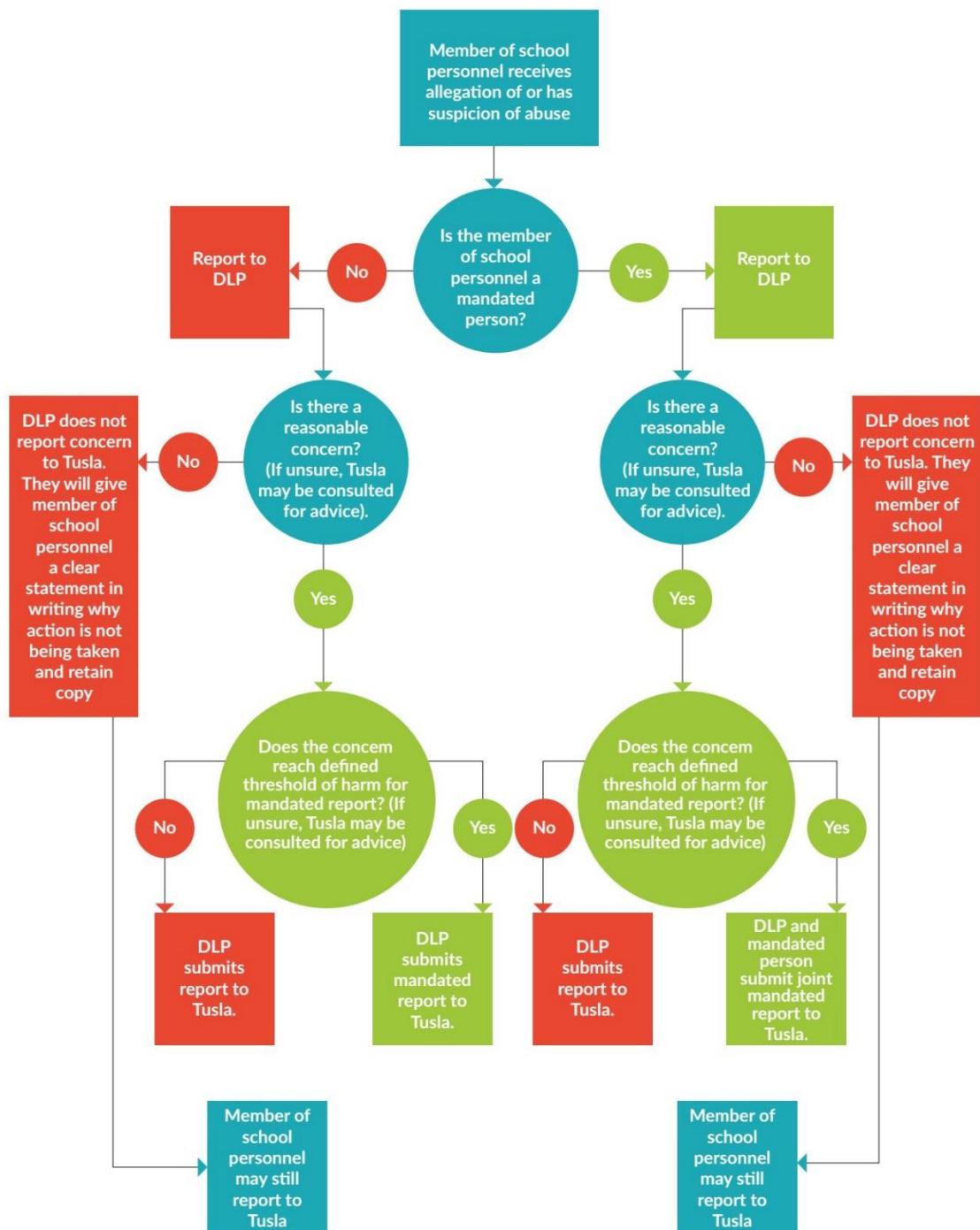
This chapter outlines the important oversight measures required to ensure and demonstrate that the statutory obligations of the Children First Act and the best practice obligations of Children First National Guidance are being adhered to.

The Expanded Role of the DDLP

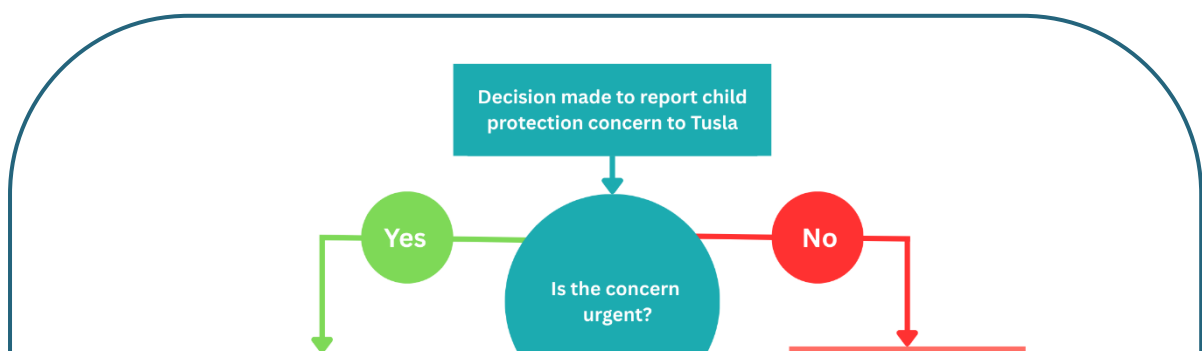
- Support the DLP to ensure that the child protection procedures are followed.
- Support the DLP with accurate record keeping.
- Support the DLP in ensuring that all reporting protocols are adhered to.
- The DLP shall keep the DDLP up to date with active cases.

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

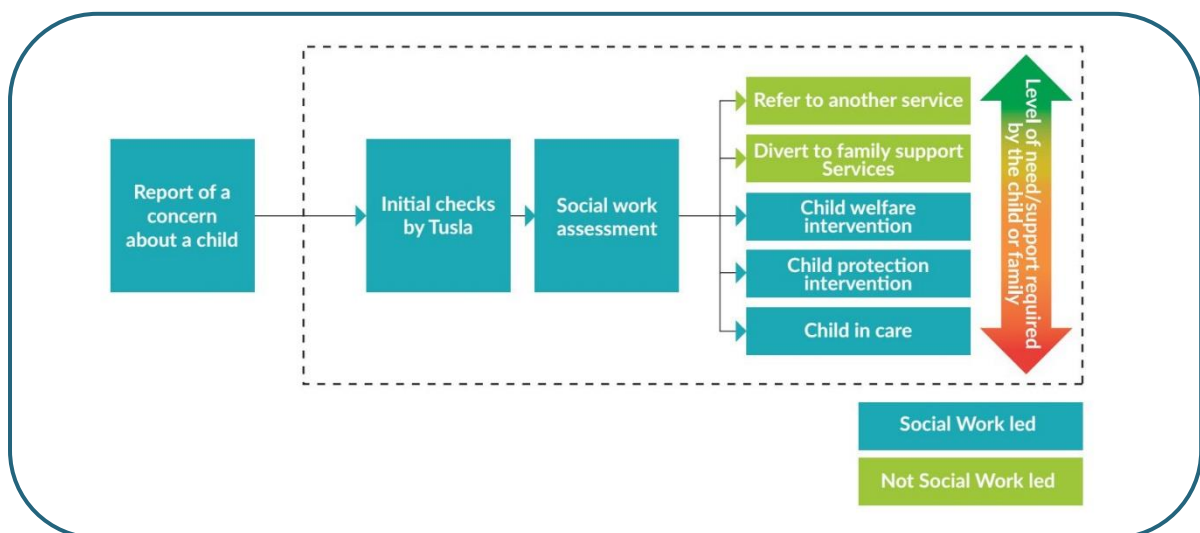
Reporting of Concerns – Key Steps



How to Make a Report to Tusla



What Happens After a Report Is Received by Tusla



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?	

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.

Steps to be taken	Support / Template and source

How is this information included in the CPOR?

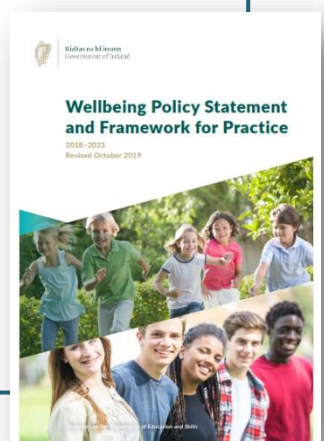
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Does the BOM require oversight of this case file? Why / Why not?

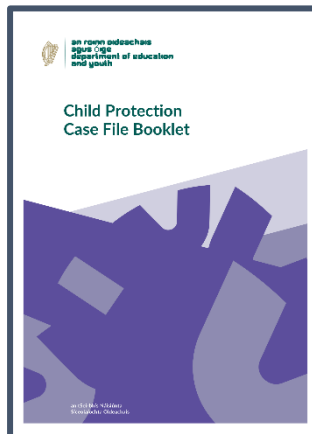
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Child Safeguarding Activity

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

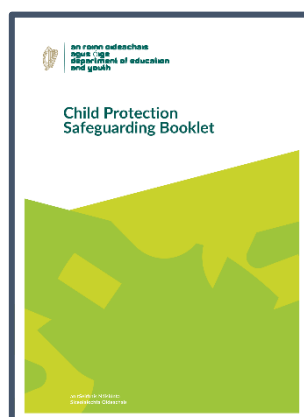
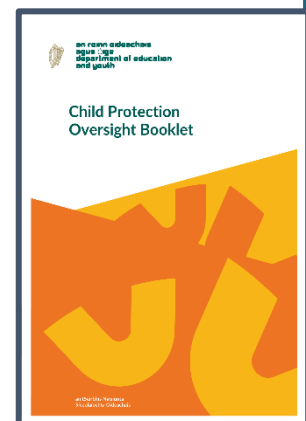


Child Protection Booklets



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

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



Discuss how these new supports might be used to gather feedback from all stakeholders in relation to the school's compliance with safeguarding requirements.

Tusla Report Form



DEY CP Support Booklets



Notes

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