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and Teachers

# Child Protection Procedures for Schools 2025

PLE for Whole School Staff

Facilitator:



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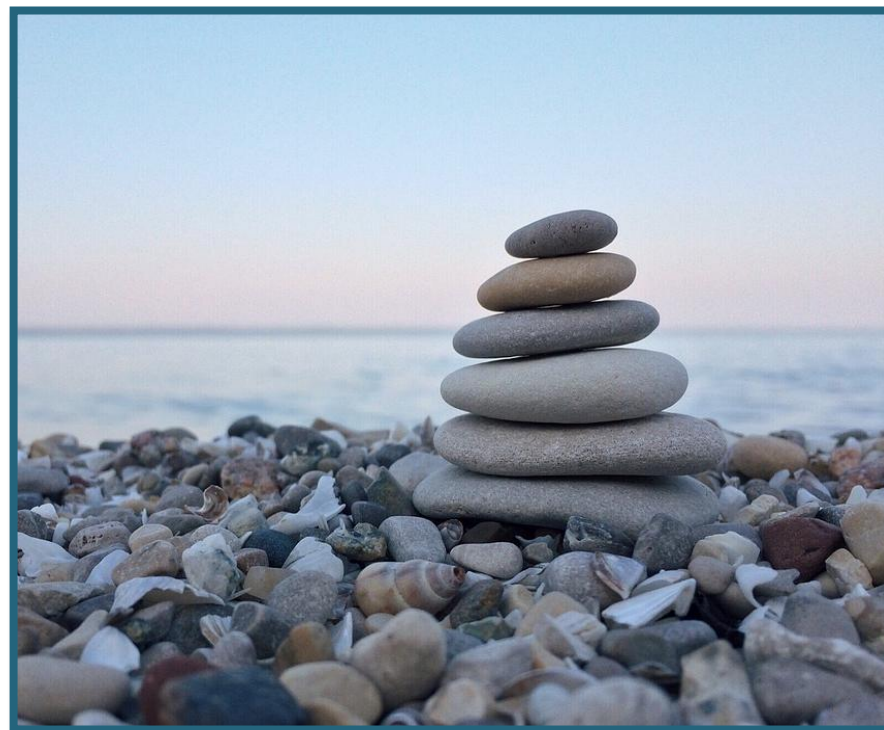
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# Expectations and Overview



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# Expectations



# Confidentiality



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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.**

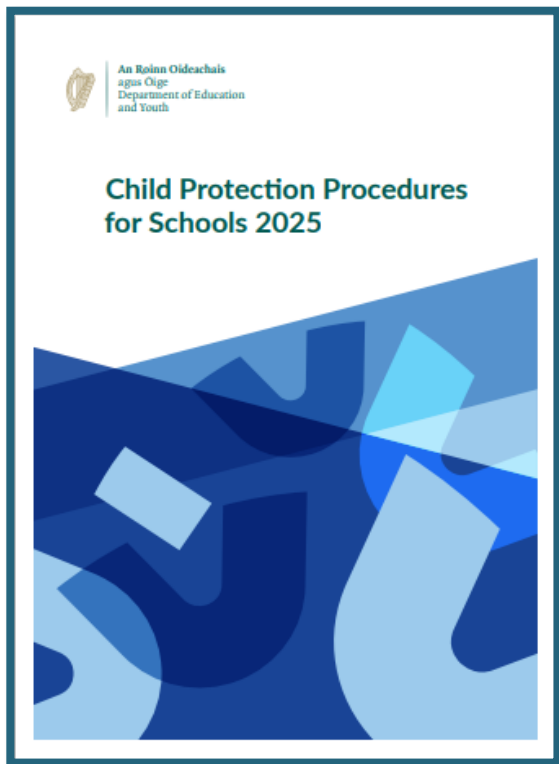


It is an offence to disclose information to a third party which has been shared by Tusla unless Tusla has given that person written authorisation to do so.

**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**.

# Check-In



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Name

Role within the school

School context

# Check-In



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Name

Role within the school



|                                   |                                                      |
|-----------------------------------|------------------------------------------------------|
| <b>Session 1</b><br>09:30 – 11:00 | Overview, Terminology, Types of Child Abuse          |
| <b>Break 11:00 - 11:15</b>        |                                                      |
| <b>Session 2</b><br>11:15 – 13:00 | Roles and Responsibilities, Recording and Reporting  |
| <b>Lunch 13:00– 14:00</b>         |                                                      |
| <b>Session 3</b><br>14:00 – 15:30 | Oversight, Child Safeguarding, Training and Supports |

# Supports

Employee Assistance Service



**Folláine le Chéile  
Wellbeing Together**

**SMS:**

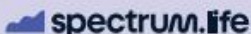
**Text 'Hi' to 087 145 2056**

**WhatsApp:**

**Text 'Hi' to 087 369 0010**

**Freephone IRE:**

**1800 411 057**



## Employee Assistance Service.

The Employee Assistance Service is a free and confidential service that provides wellbeing support to teachers, SNAs and all school staff. This service is provided by Spectrum.Life.

Your Employee Assistance Service is available 24/7, 365 days a year, providing\*:

|                         |                                      |                         |
|-------------------------|--------------------------------------|-------------------------|
| 'In The Moment' Support | Online Cognitive Behavioural Therapy | Referral to Counselling |
|-------------------------|--------------------------------------|-------------------------|

\*On the initial contact, our case manager will complete a quick assessment and when appropriate, referral to short term counselling will be made.

Register for your wellbeing app:  
[wellbeingtogether.spectrum.life/login](https://wellbeingtogether.spectrum.life/login)  
Organisation code: yIVIU17

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



Scan the QR Code to learn more





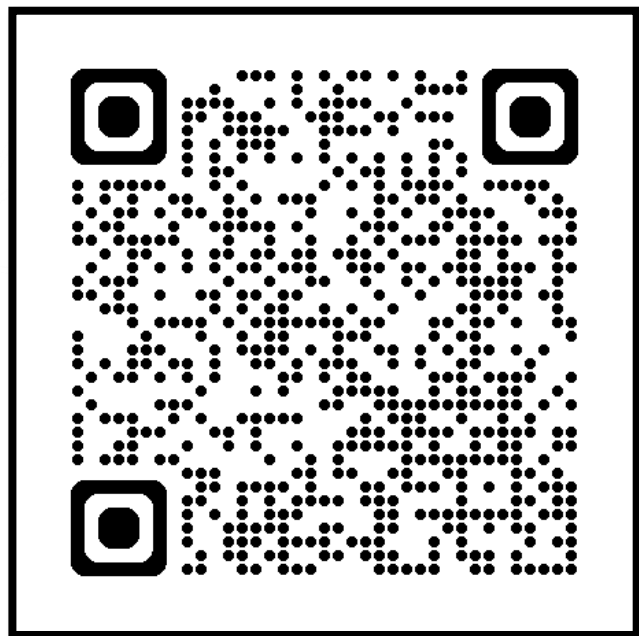
An Roinn Oideachais  
Department of Education



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# Supports



[www.gov.ie](http://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.



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# Rationale for the Child Protection Procedures



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# Rationale for Child Protection

**Why is Child Protection  
important?**

# The Reality for Some Students



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1 min.

*ispcc.ie*

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# The Reality for Some Students

Child abuse has no boundaries.

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



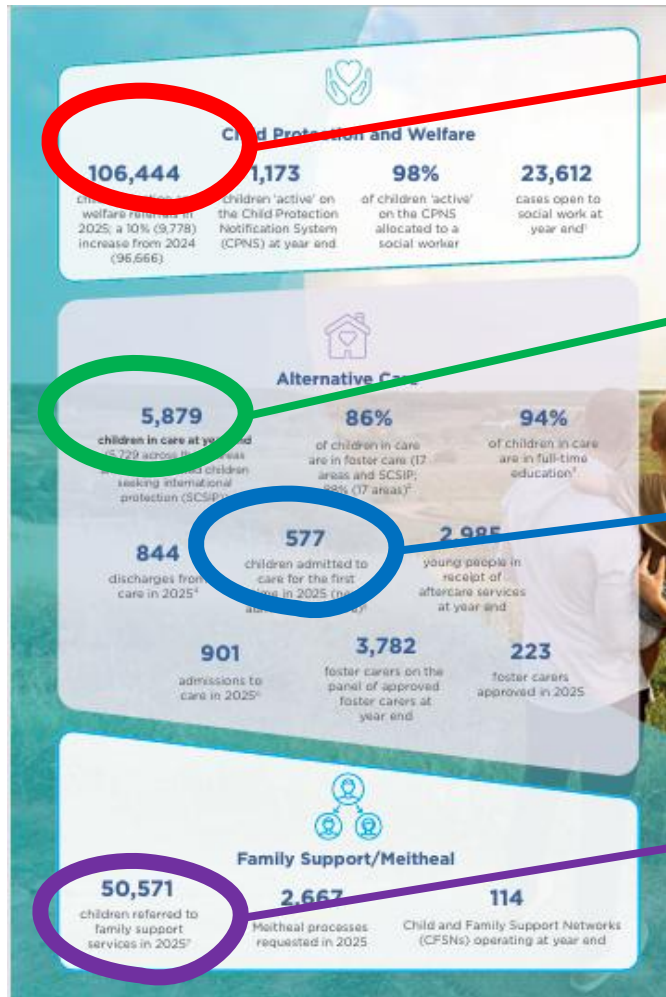
***Stay Safe***

***(The Stay Safe Programme, pg1)***

# Tusla Annual Report 2025



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**106,444** referrals

**5,879** children - in care

**2,985** young people - in receipt of aftercare services

**50,571** children - referred to family support services



# 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*



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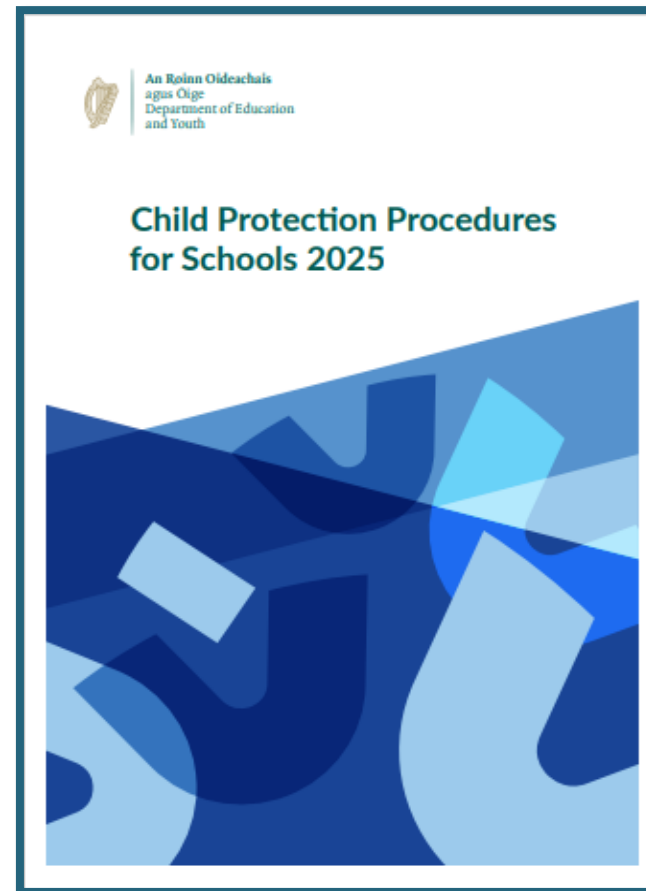
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# Child Protection Procedures for Schools 2025



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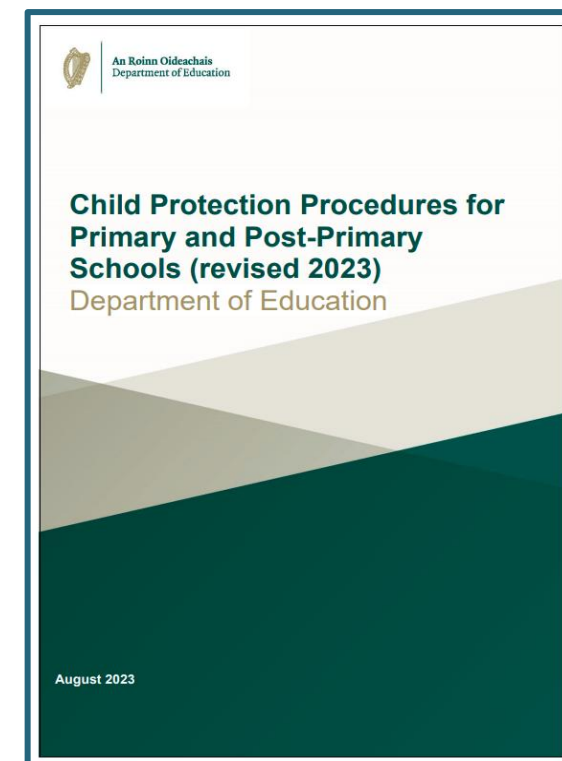
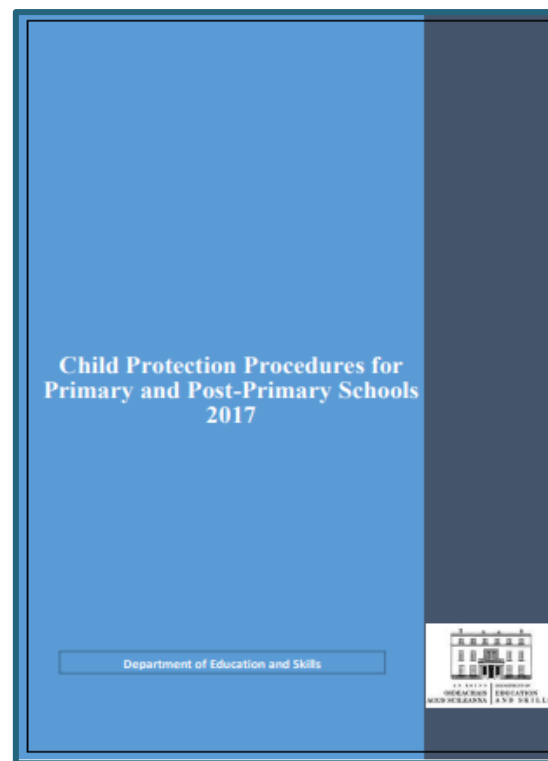
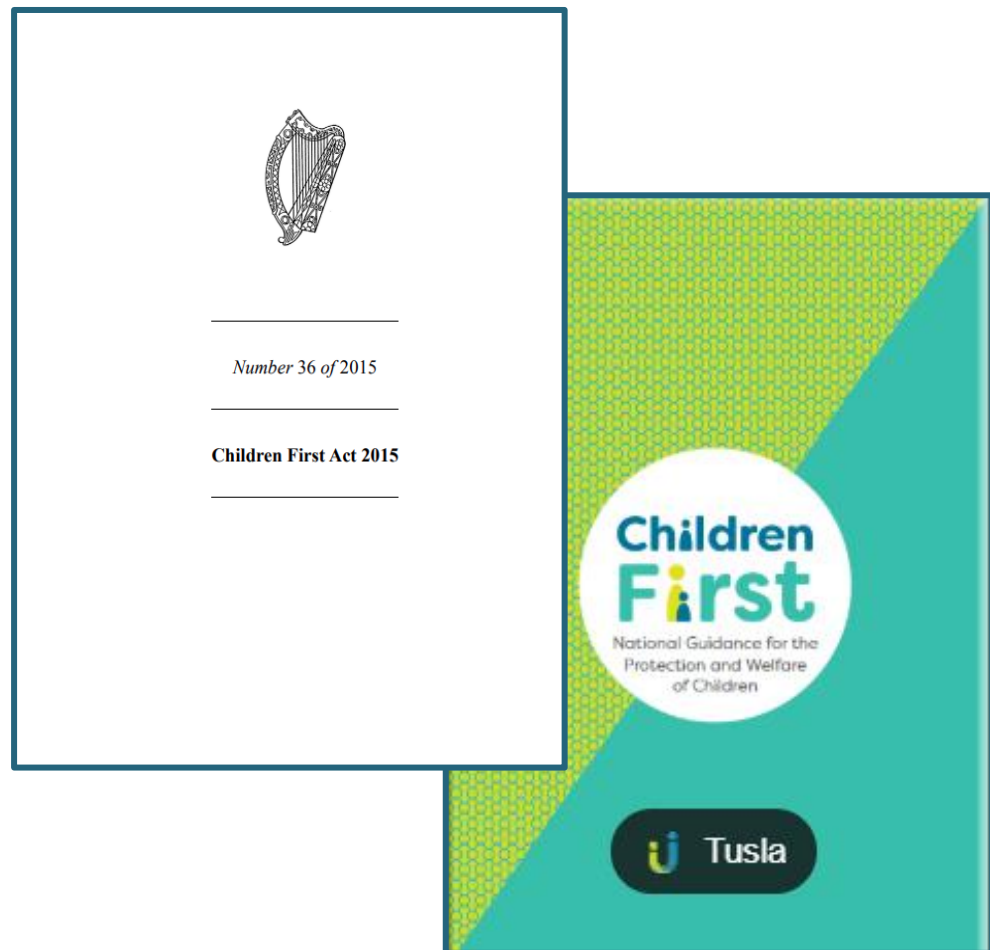


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# Child Protection in Schools



# Circular 0041/2025



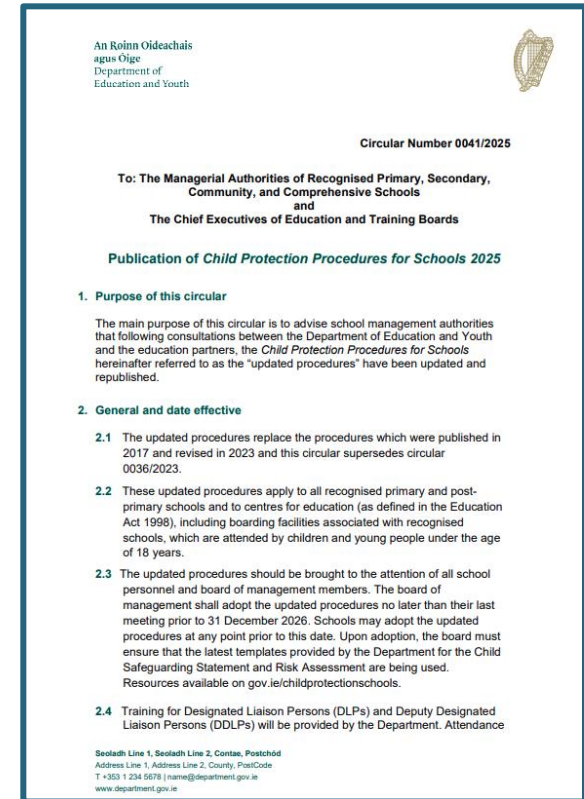
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Adoption of 2025 Procedures no later than **31st December 2026**.

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.



Circular 41/2025

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# Chapter Titles



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## **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



# 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?



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

## Mandated Persons

Teacher  
Public Health Nurse  
Doctor  
Dentist  
Social Worker  
Garda  
Occupational Therapist  
Speech and Language Therapist  
Member of Clergy  
Foster Carer  
Psychologist

## Non-Mandated Persons

SNA  
Caretaker  
Secretary  
Bus Escort  
School Meals' Personnel  
Cleaners  
Parent Association members  
Parent/ Carer

## Appendix A

# Key Terminology in the Child Protection Procedures 2025



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Child  
Protection

Child  
Safeguarding

Reasonable  
grounds for  
concern

Types of  
Child Abuse

*Section 1.2, 2.1, 2.2, 2.3*

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# Child Protection and Child Safeguarding



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# 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



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

What are you doing well?





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# Child Protection and Welfare Concerns



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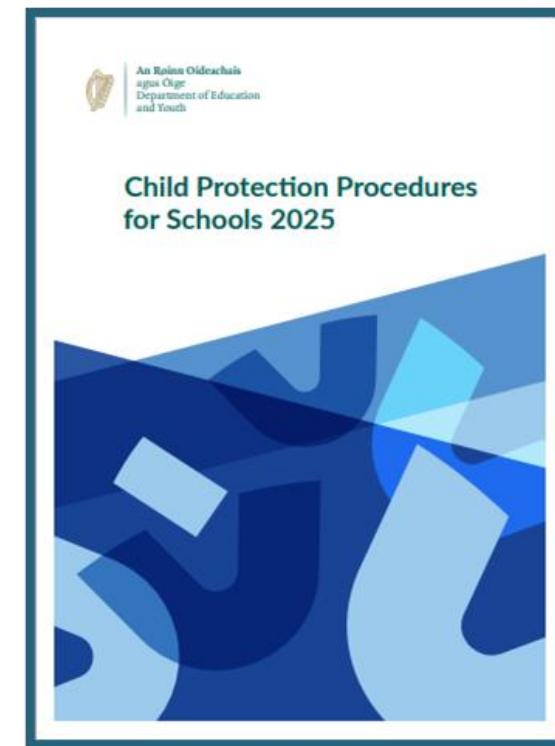
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## Key Responsibility of all School Personnel

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?



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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.

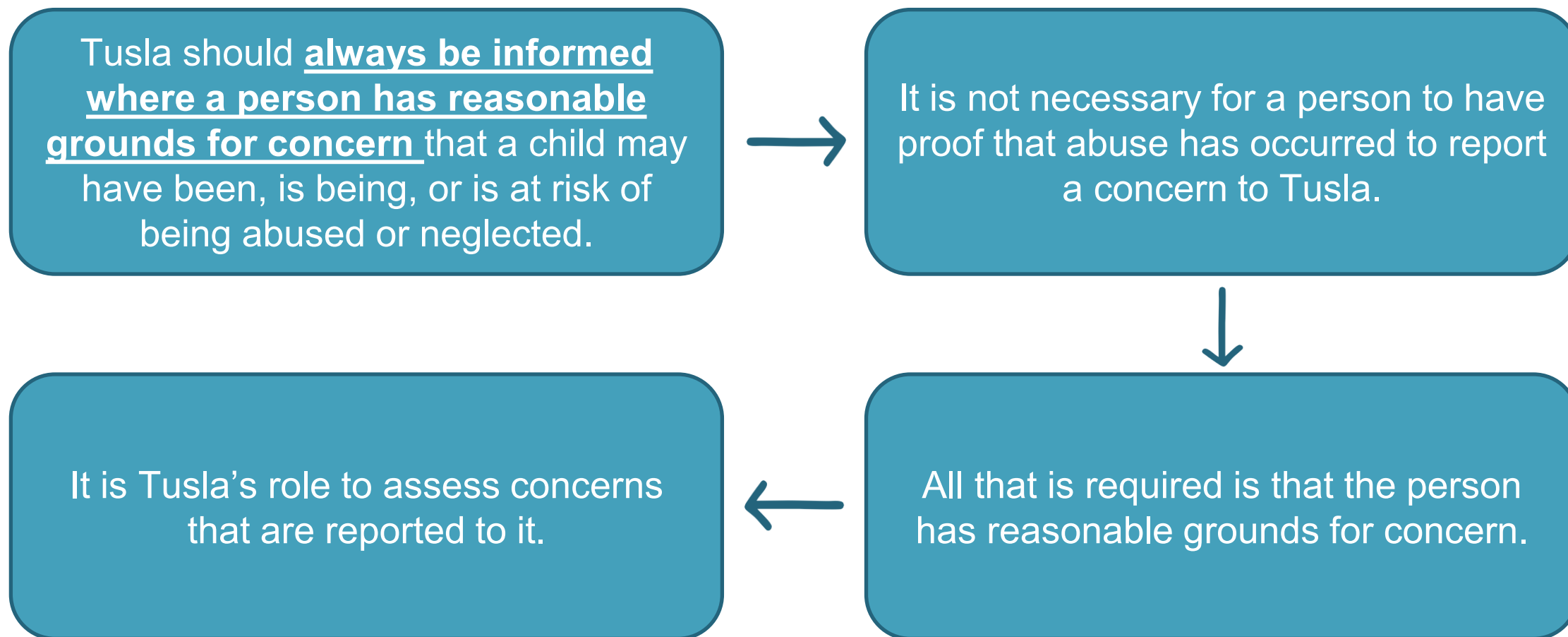
Admission or indication by an adult or a child of an alleged abuse they committed.

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

## Section 2.1



# Reasonable Grounds for Concern



## Section 2.1



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# Types of Child Abuse



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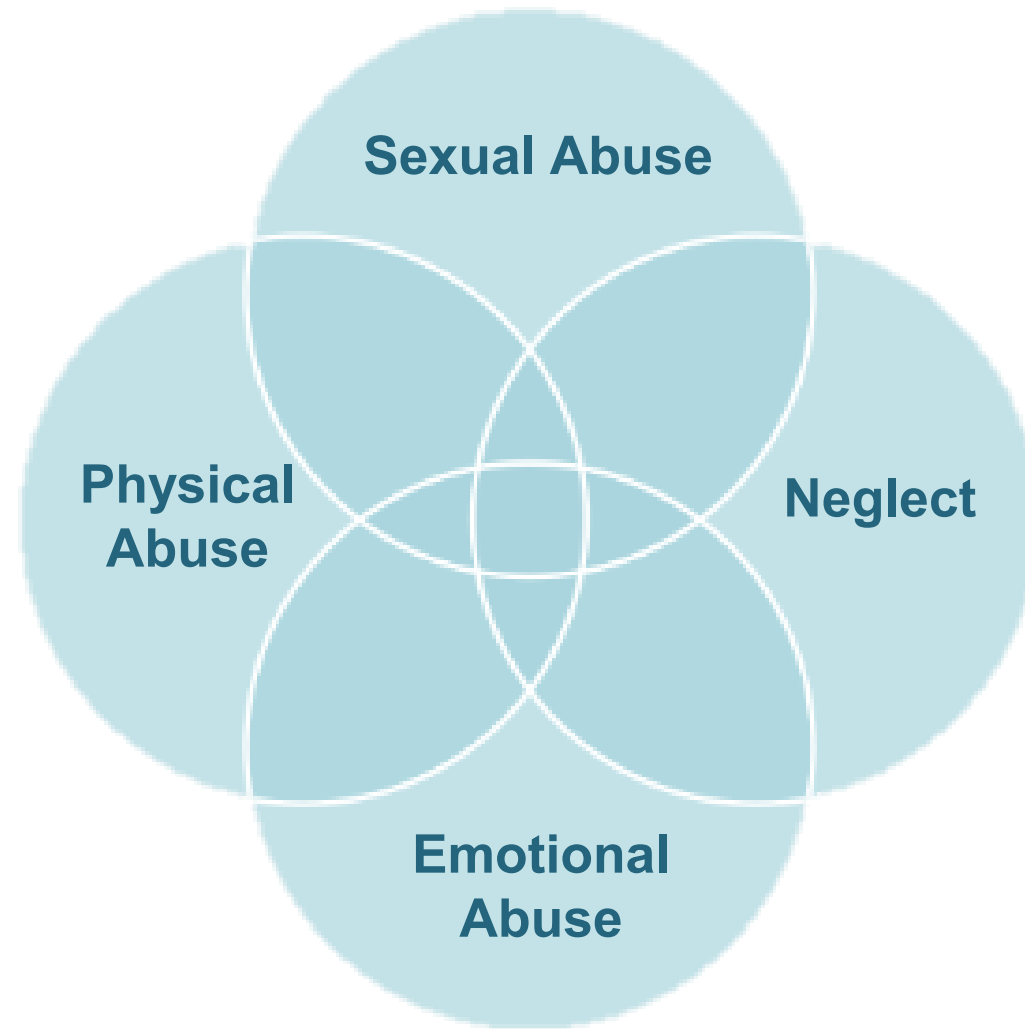
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# Four Main Types of Child Abuse



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## Section 2.2



**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.**

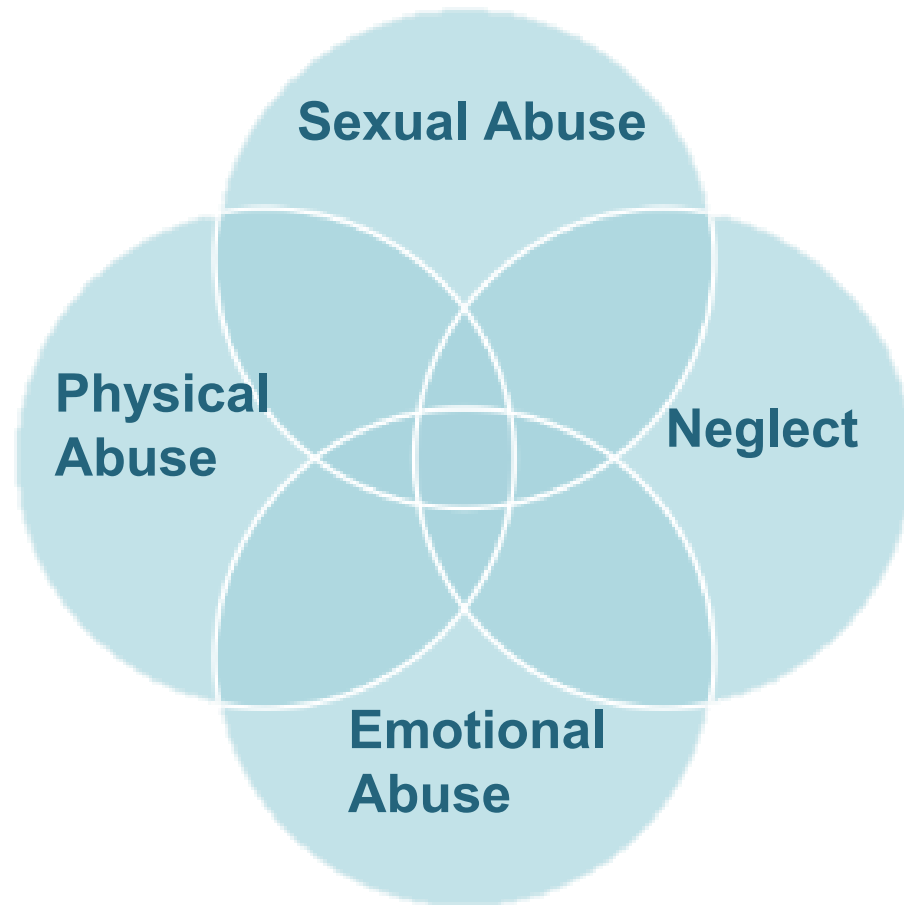
## Section 2.2.4, 4.2.4

# Types of Child Abuse

## Activity



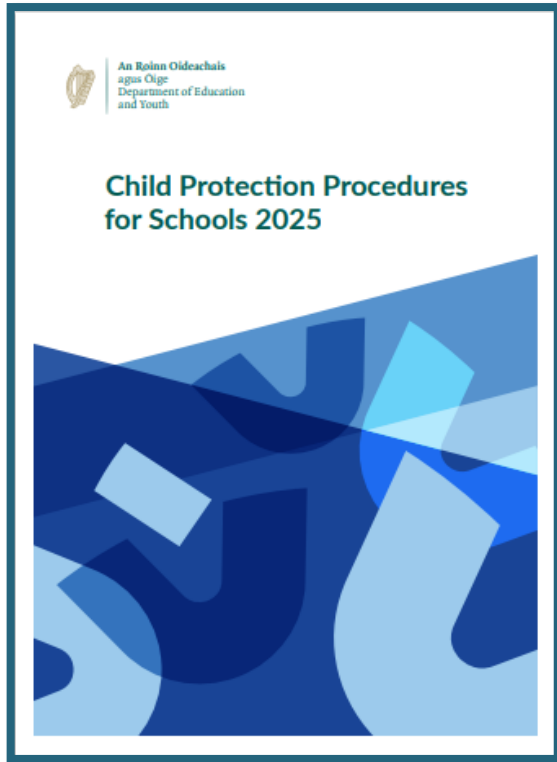
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In groups, consider and record how you would recognise each type of abuse.



### Section 2.2



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

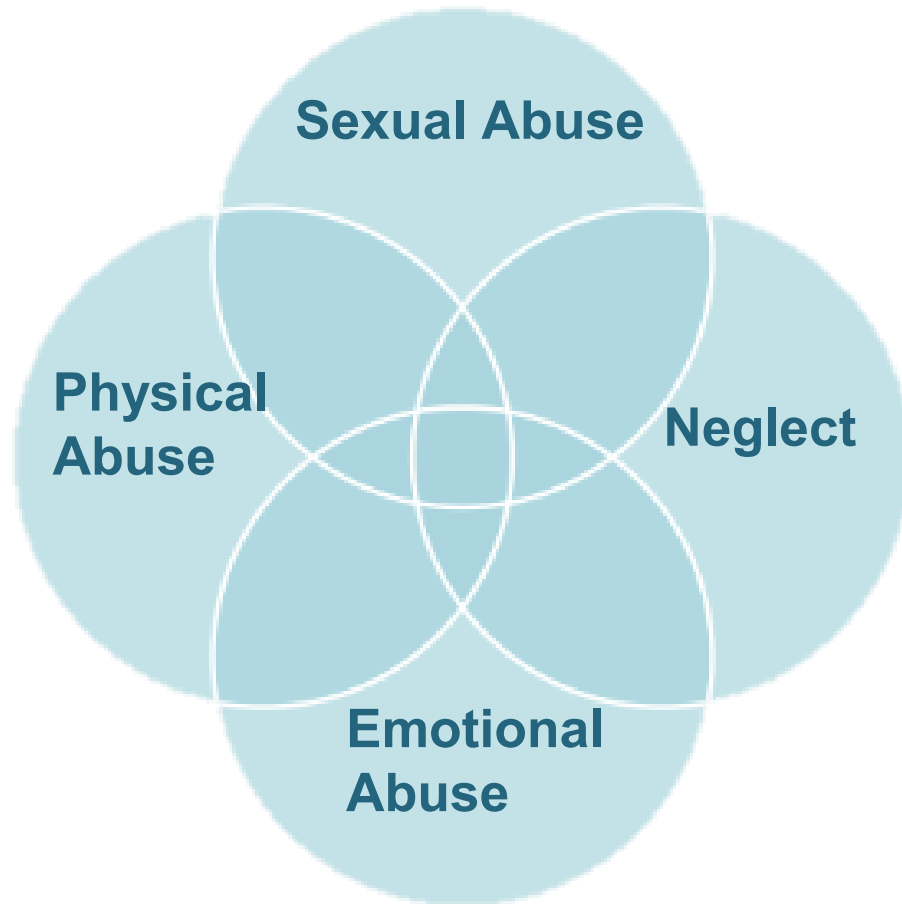
considered the requirements and procedures in relation to allegations or suspicions of child abuse regarding school employees.

# Types of Child Abuse

## Feedback on Activity



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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<br>e.g. fun and play                           | Inappropriate nonphysical punishment<br>e.g. locking child in bedroom                                         |
| Lack of continuity of care<br>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



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|                                          |
|------------------------------------------|
| 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



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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

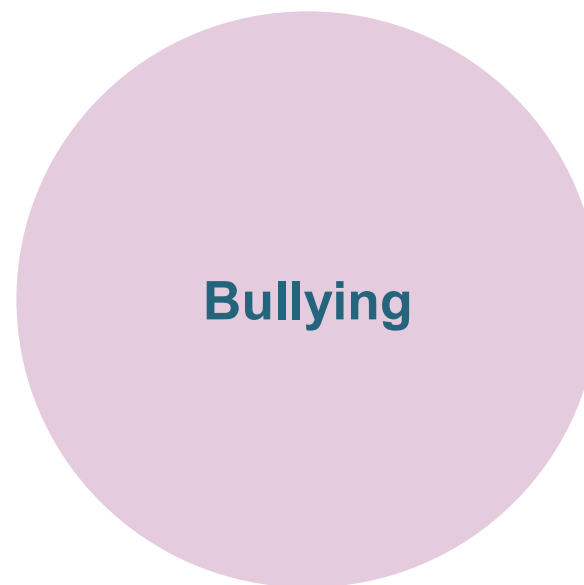
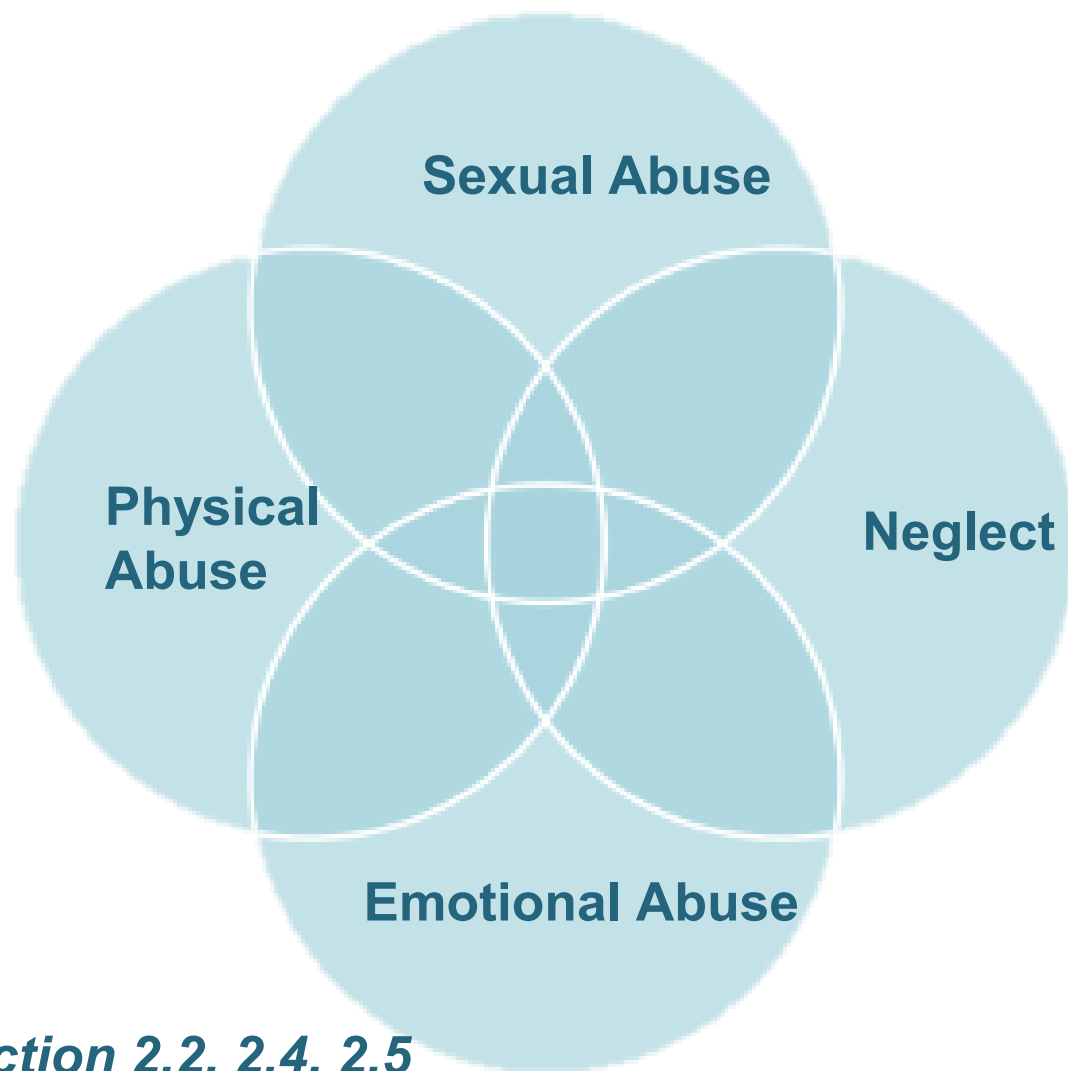
*Sexual exploitation of a child, which includes:*

- 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



**Section 2.2, 2.4, 2.5**

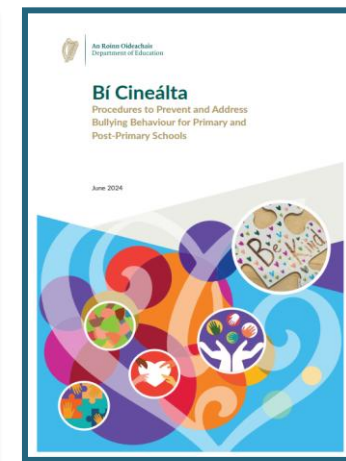
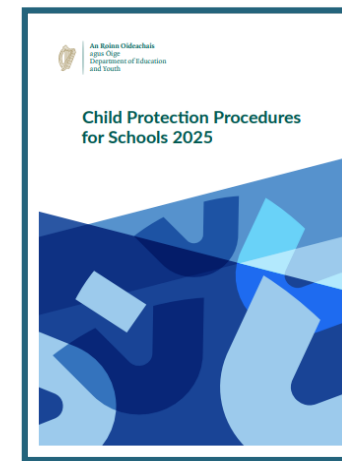


# When Bullying Becomes a Child Protection Concern

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.

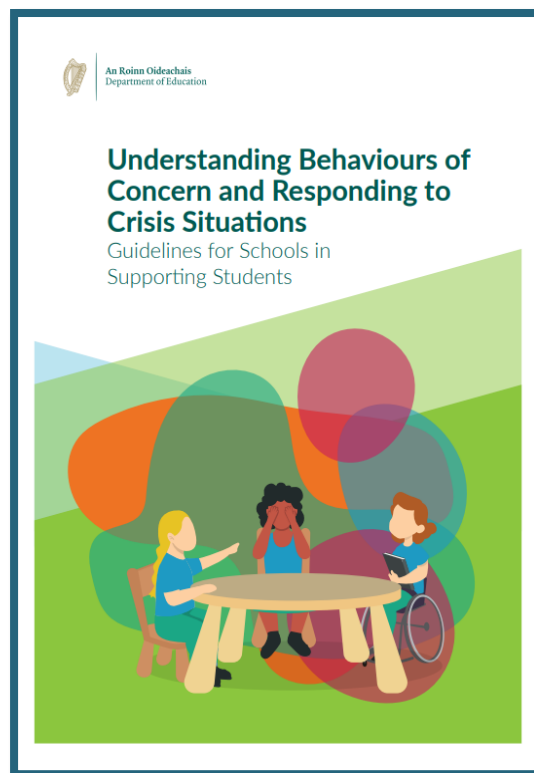


## Section 2.4



# Behaviours of Concern and Crisis Situations

Seclusion



Physical Restraint

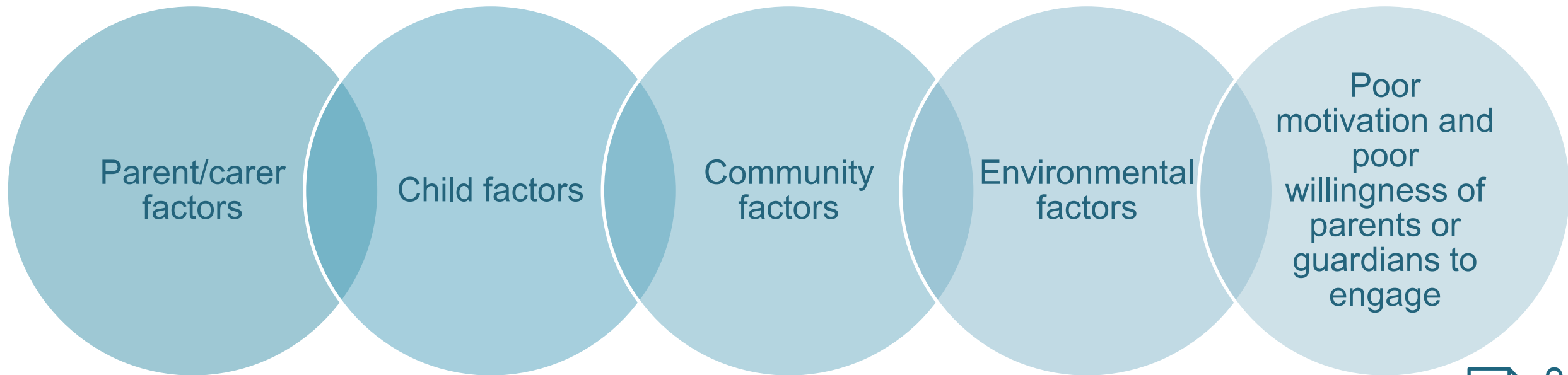
## Section 2.5, 2.5.1

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

## Activity



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**Section 2.7**



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# Circumstances Making Children More Vulnerable to Abuse and Neglect



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# Circumstances Which May Make Children More Vulnerable to Abuse and Neglect



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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



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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



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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



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# Roles and Responsibilities



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# Responsibilities of All School Personnel



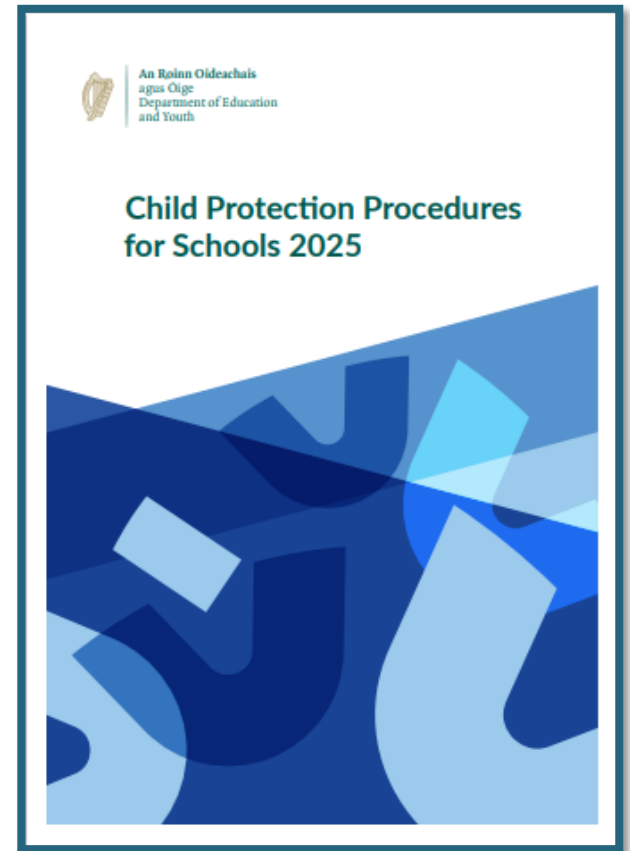
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**All school personnel** have roles and responsibilities in relation to the safeguarding of children.

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

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# 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*



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# Dealing with Disclosures



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# 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.





# 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?

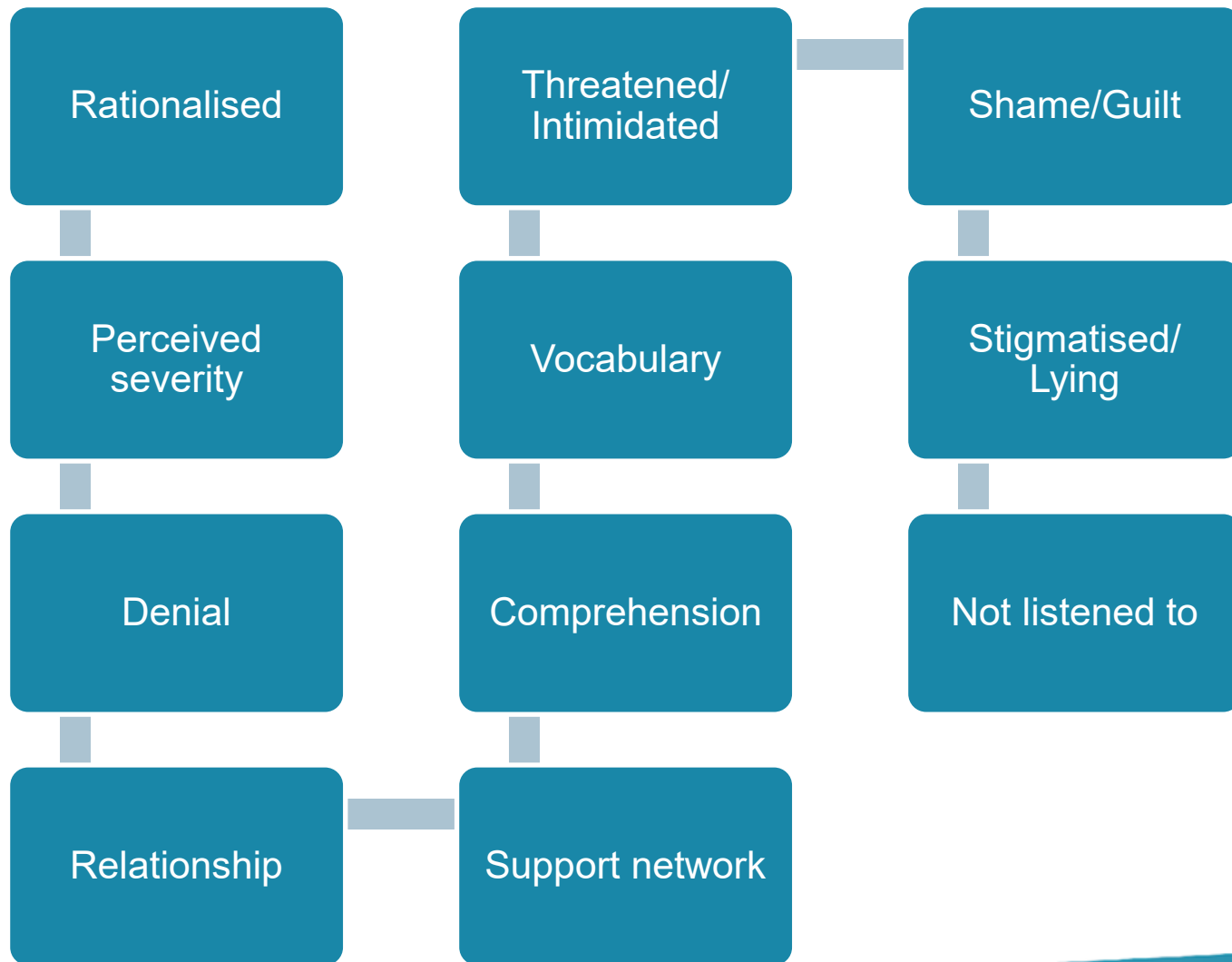


# Disclosures of Abuse

## Barriers that Prevent Students from Disclosing Abuse



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(Nohilly & Treacy, 2024)

# Disclosures of Abuse

## Conditions that Support Students to Disclose Abuse



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|                                              |                                      |
|----------------------------------------------|--------------------------------------|
| 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



Oide

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



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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.

### ***Section 2.9***



# 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**



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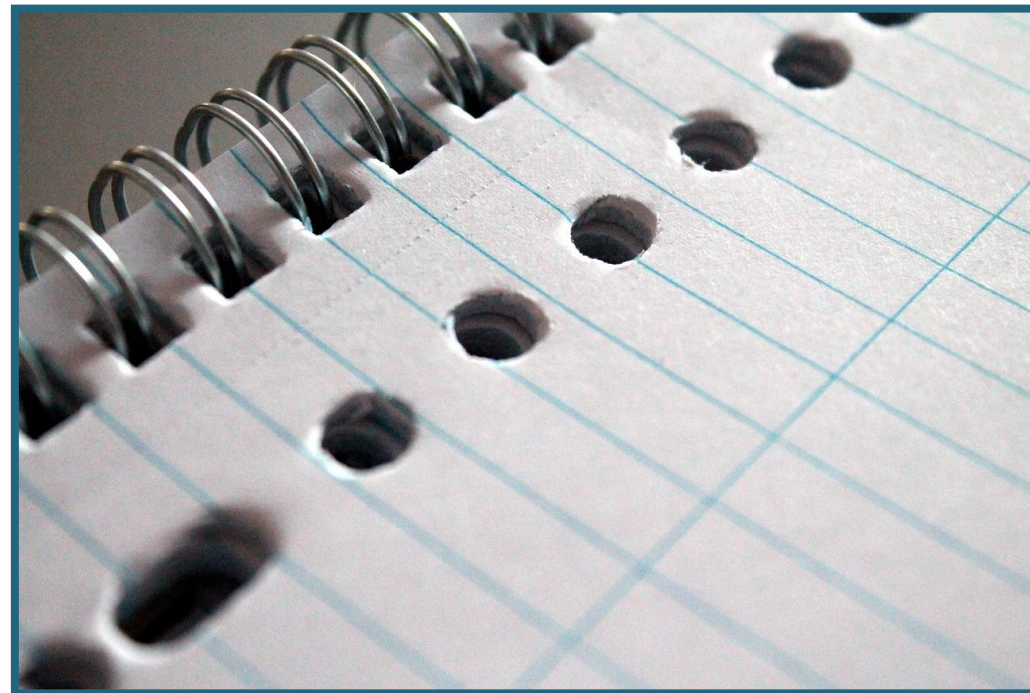
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Oide

# Record Keeping for All School Personnel



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## 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.

### **Section 2.9, 5.1.1, 5.2.1**



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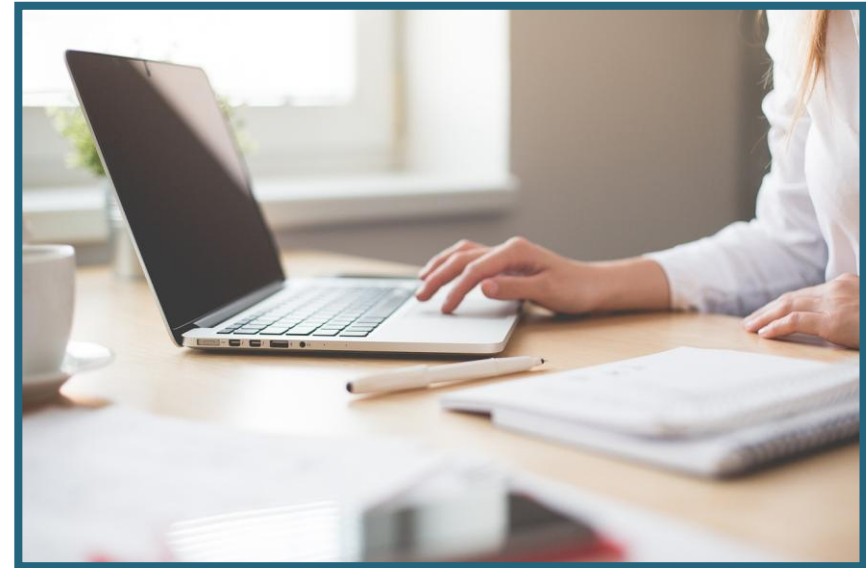
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# Reporting of Child Protection Concerns



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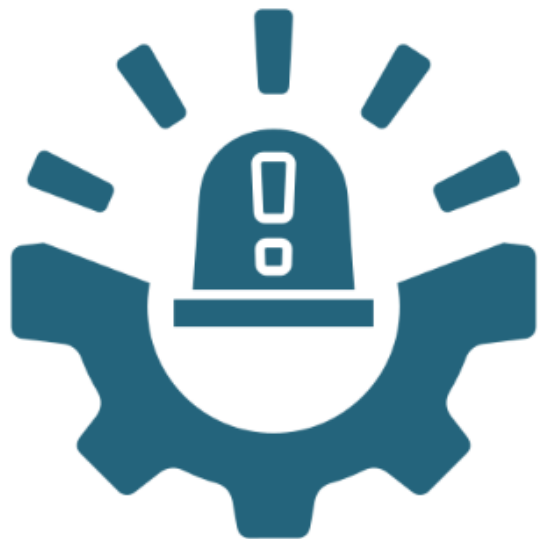


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# Relevant Terminology



Threshold of harm



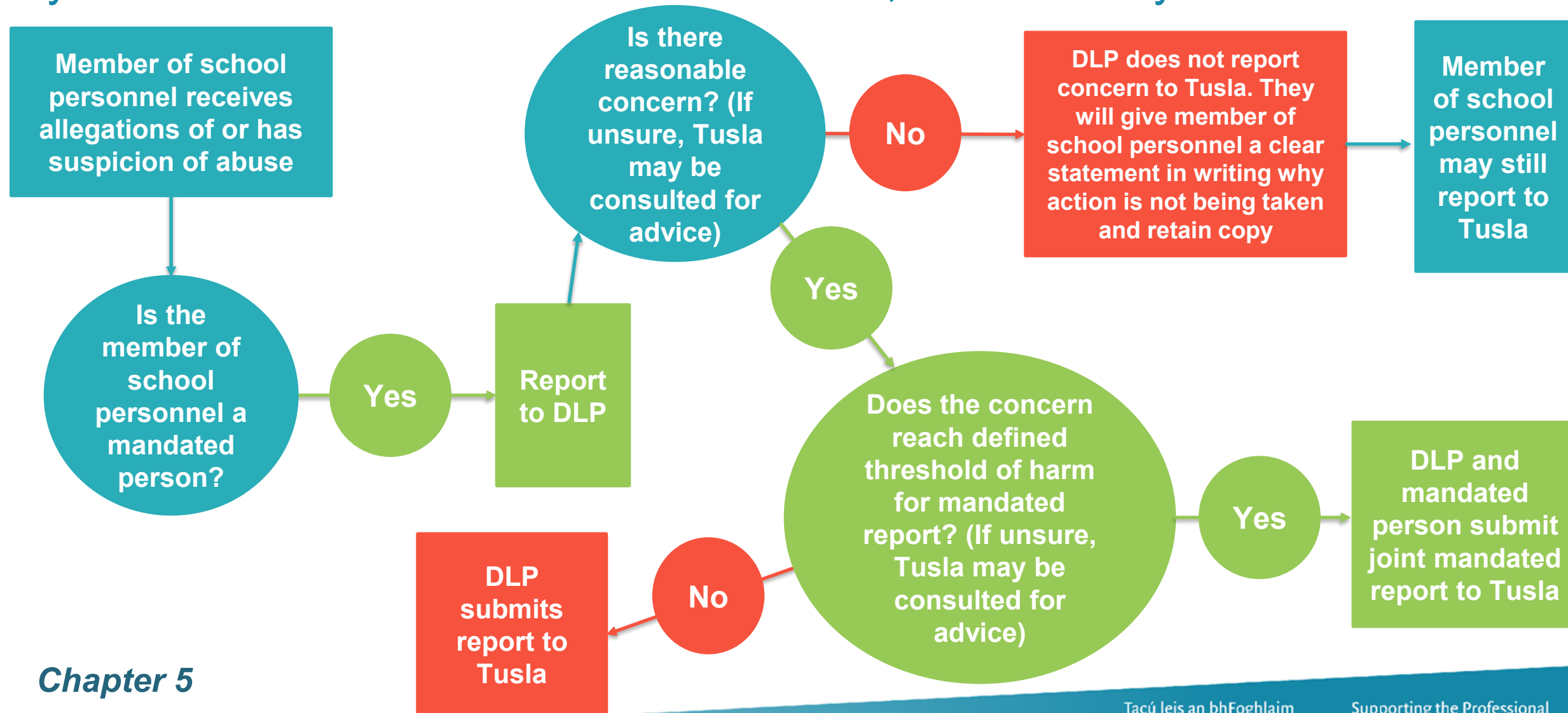
Mandated person

# Reporting of Concerns



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





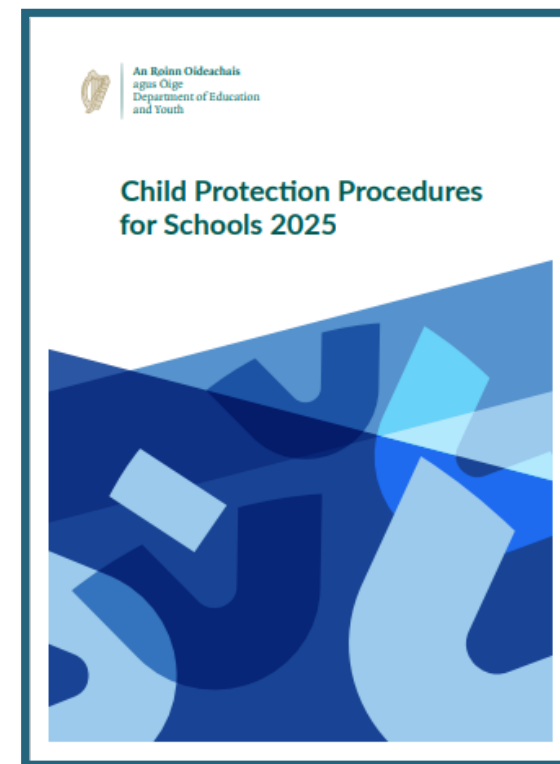
# Reporting of Concerns

## 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](http://www.tusla.ie)

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



# 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:

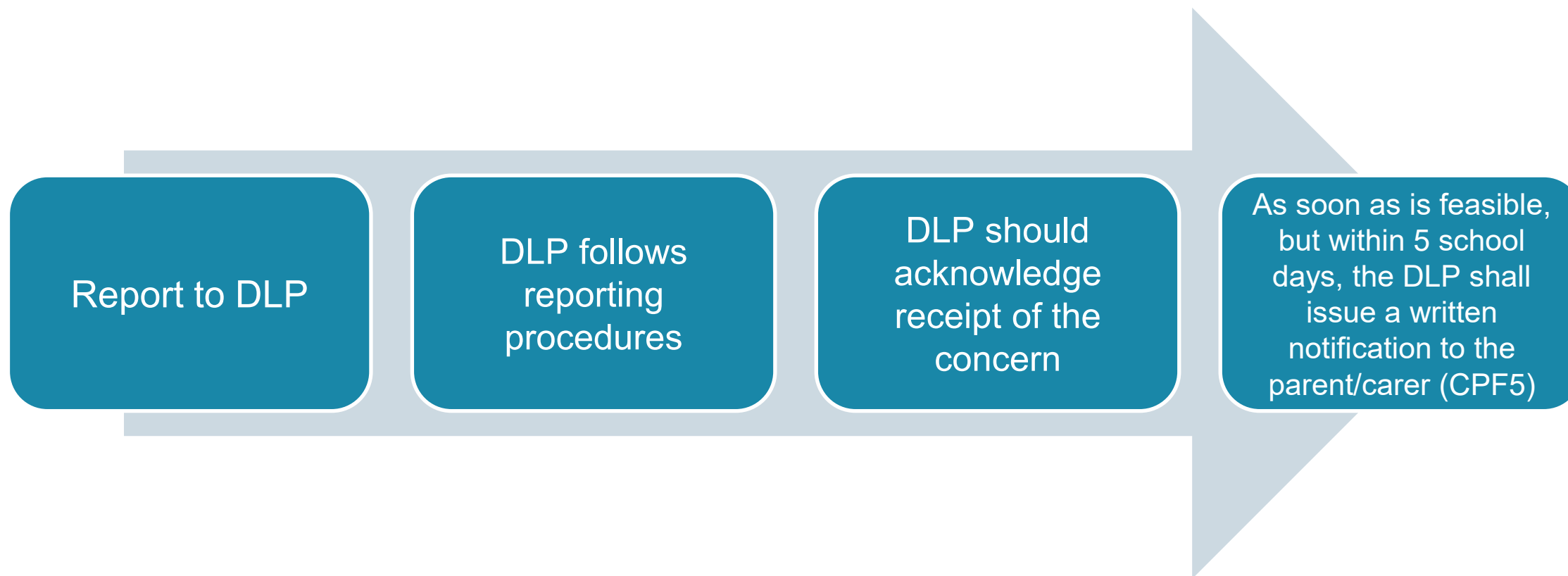
- If by doing so, the child will be placed at further risk; or
- In cases where the family's knowledge of the report could impair Tusla's ability to carry out a risk assessment; or
- If the reporter is of the reasonable opinion that by doing so it may place the reporter at risk of harm from the family.

**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



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# Mandated Assisting



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# Statutory Responsibilities of Mandated Persons

There are two main statutory responsibilities of a mandated person:

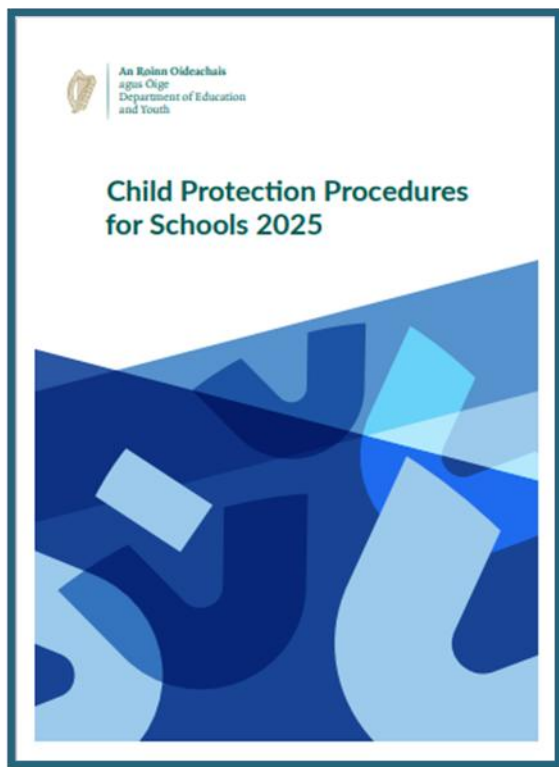
a) To report any knowledge, belief or reasonable grounds to suspect that a child has been harmed, is being harmed or is at risk of being harmed to Tusla.

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



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# Allegations or Suspensions of Child Abuse Regarding School Employees



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# Allegations or Suspicions of Child Abuse Oide

## 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



Oide

**Section 7.1** Introduction

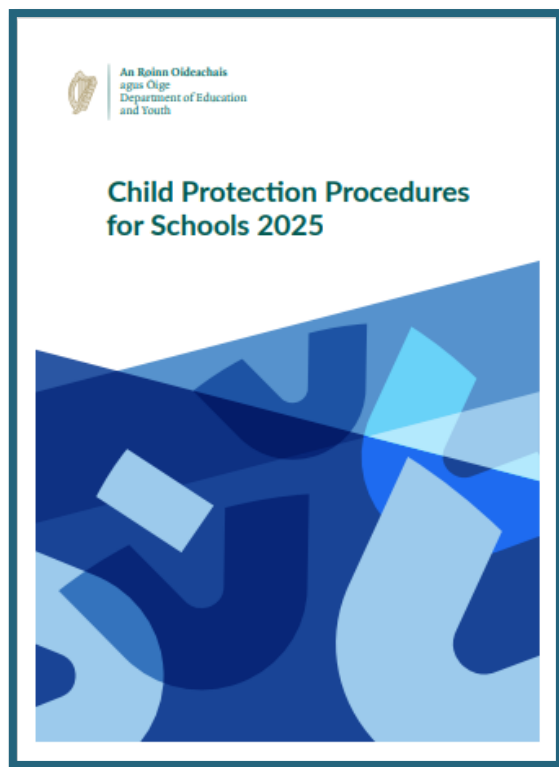
**Section 7.2** Reporting Procedure

**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



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 procedures to be followed with retrospective abuse allegations

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.



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# Retrospective Abuse Allegations



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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.



# Retrospective Abuse Allegations

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# Oversight



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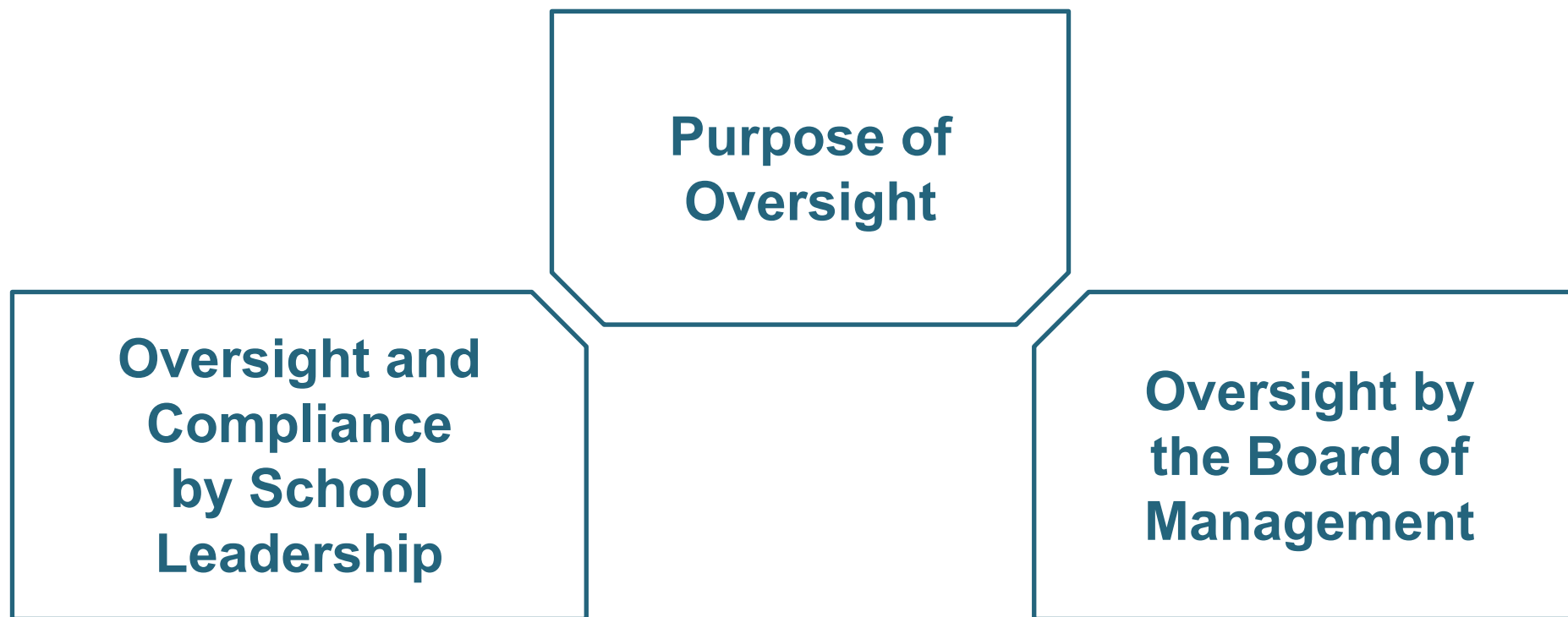


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# Oversight within Schools



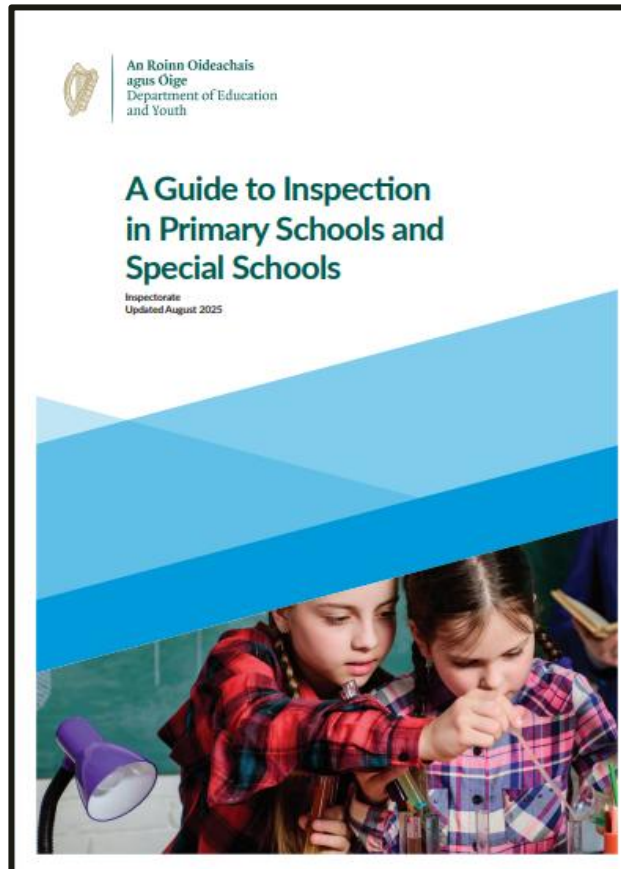
*Chapter 12, Section 12.1, 12.2*

# Oversight by the Department's Inspectorate

## Primary and Special Schools



Oide



A Guide to Inspection in Primary Schools and Special Schools

### Appendix 4 - Child protection checks

| Child protection checks undertaken during inspections in primary schools                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level one</b>                                                                                                                                                                                                                                                                                                                                               | <b>Checks undertaken</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"><li>Incidental inspection</li><li>Curriculum evaluation</li><li>Evaluation of inclusive practices and provision for children with special and additional educational needs</li><li>Supporting the safe provision of schooling</li><li>Follow-through inspection</li><li>Evaluation of remote teaching and learning</li></ul> | <ol style="list-style-type: none"><li>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.</li><li>The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment.</li><li>All teachers visited were aware of who to go to if they had a child protection concern.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Level two</b>                                                                                                                                                                                                                                                                                                                                               | <b>Checks undertaken</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"><li>Whole-school evaluation</li><li>Whole-school evaluation - management, leadership and learning</li><li>Evaluation of action planning for improvement in DEIS Schools</li><li>Evaluation of schools attached to Special Care Units and Children Detention Centres</li></ul>                                                | <ol style="list-style-type: none"><li>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.</li><li>The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment.</li><li>All teachers visited were aware of who to go to if they had a child protection concern.</li><li>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.</li><li>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.</li><li>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.</li><li>School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE)<ul style="list-style-type: none"><li>Does the school plan indicate aspects of each of the three strands of the SPHE curriculum are covered each year?</li><li>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?</li><li>Does the school plan indicate that the Stay Safe Programme is taught in its entirety over one school year?</li><li>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)?</li></ul></li><li>Child protection records are maintained in a secure location</li></ol> |

A Guide to Inspection in Primary Schools and Special Schools

### Overview of Inspection Activities (CPSI)

| Before the inspection | Inspectorate activity                                                                                                                                                                                                                                                                                                                                                                                                                                                       | School activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Before the inspection | <ul style="list-style-type: none"><li>Provide two days' notice of the inspection by phone call.</li><li>Send email to the school outlining the details of the inspection.</li><li>Outline the documents required for the inspection and the meetings held during the inspection.</li><li>Forward the Vetting Self-Report Form to the school.</li><li>Provide details of the arrangements for administering the surveys of the parents and of the pupils/students.</li></ul> | <ul style="list-style-type: none"><li>Complete and sign the Vetting Self-Report Form.</li><li>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.</li><li>Facilitate teachers to administer the pupil/student surveys in their classes (third to sixth classes in primary and all class levels in post-primary).</li><li>Ensure that all necessary documents are available for the inspection.</li><li>Make the necessary arrangements for the meetings.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                       | Inspectorate activity                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>Request list of school personnel from the principal to select a sample of ten for interview.</li><li>Review:<ul style="list-style-type: none"><li>Child protection case files</li><li>Minutes of board meetings</li><li>Child safeguarding statement including the risk assessment</li><li>Annual review documents of the child safeguarding statement</li><li>Notifications to parents, parents' association and the patron</li><li>The three most recent minutes of board meetings</li><li>The completed Vetting Self-Report Form</li></ul></li><li>Hold meetings with:<ul style="list-style-type: none"><li>A sample of school personnel</li><li>The DLP and DDLP</li><li>The chairperson of the board of management</li></ul></li><li>Provide oral feedback to the principal and DOLP. 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.</li></ul> |
| During the inspection | Inspectorate activity                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Principal makes available all child protection case files, documents, notifications and minutes of board meetings, and arranges meetings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                       | School activity                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"><li>Forward data from both surveys to the school</li><li>Phone call to school to discuss survey findings and narrative section of the report</li><li>Issue draft report for factual verification</li><li>Conduct follow-up activity, if necessary</li><li>Issue draft report for school response</li><li>Publication of the report on the gov.ie website</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| After the inspection  | Inspectorate activity                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>Analyse and share survey data</li><li>Respond at factual verification stage</li><li>Implement the action required, if applicable</li><li>Respond at school response stage.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                       | School activity                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Section 12.4.4

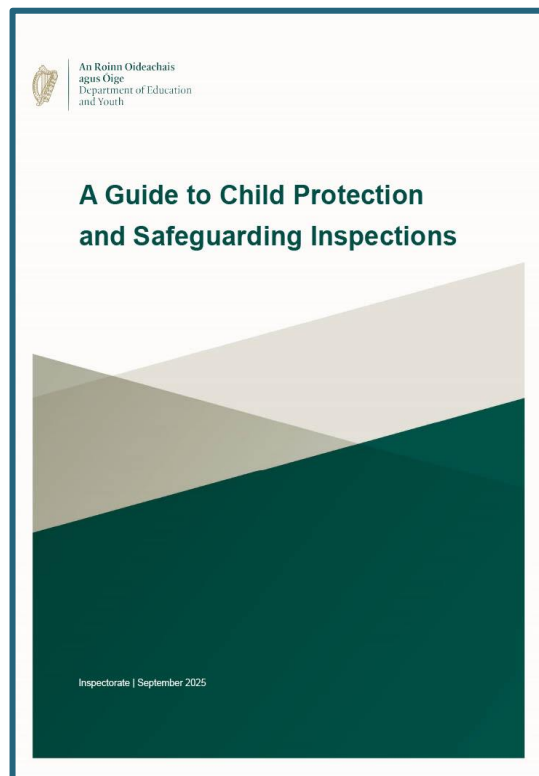
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# Oversight by the Department's Inspectorate

## CPSI Key Features

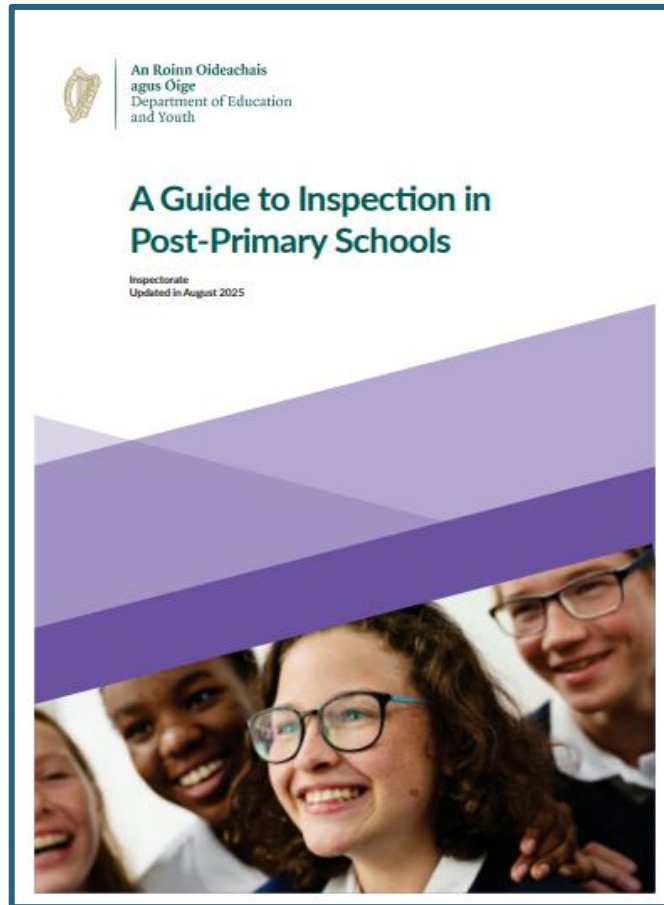


- A single day inspection
- Two days' notice provided
- Two surveys administered for parents and pupils
- Meetings with DLP, DDLP, Chairperson and a selection of school personnel
- Review documentation
- Feedback meeting between inspectors, principal (DLP) and DDLP
- Results of surveys will be discussed 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



Oide



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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"><li>Incidental inspection</li><li>Subject inspection</li><li>Programme evaluation</li><li>Evaluation of inclusive practices and provision for children with special and additional educational needs</li><li>Supporting the safe provision of schooling</li><li>Follow-through inspection</li><li>Evaluation of remote teaching and learning</li></ul> | <ol style="list-style-type: none"><li>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.</li><li>The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment.</li><li>All teachers visited were aware of who to go to if they had a child protection concern.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Level two                                                                                                                                                                                                                                                                                                                                                                                | Checks undertaken                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"><li>Whole-school evaluation</li><li>Whole-school evaluation – management, leadership and learning</li><li>Evaluation of action planning for improvement in DEIS Schools</li><li>Evaluation of schools attached to Special Care Units and Children Detention Centres</li></ul>                                                                          | <ol style="list-style-type: none"><li>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.</li><li>The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment.</li><li>All teachers visited were aware of who to go to if they had a child protection concern.</li><li>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.</li><li>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.</li><li>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.</li><li>School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE)<ul style="list-style-type: none"><li>Is SPHE timetabled for each year of the junior cycle?</li><li>Has the school provided evidence that it provides SPHE in accordance with CL 0028/2023?</li><li>Does the school implement a RSE programme for all students, from First Year to Sixth Year?</li><li>Are a minimum of five to six timetabled periods per year assigned to RSE in relevant plans?</li></ul></li><li>Child protection records are maintained in a secure location</li></ol> |

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A Guide to Inspection in Post-Primary Schools

### Overview of Inspection Activities (CPSI)

| Phase                 | Activity              | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Before the inspection | Inspectorate activity | <ul style="list-style-type: none"><li>Provide two days' notice of the inspection by phone call.</li><li>Send email to the school outlining the details of the inspection.</li><li>Outline the documents required for the inspection and the meetings held during the inspection.</li><li>Forward the Vetting Self-Report Form to the school.</li><li>Provide details of the arrangements for administering the surveys of the parents and of the pupils/students.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                       | School activity       | <ul style="list-style-type: none"><li>Complete and sign the Vetting Self-Report Form.</li><li>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.</li><li>Facilitate teachers to administer the pupil/student surveys in their classes (third to sixth classes in primary and all class levels in post-primary).</li><li>Ensure that all necessary documents are available for the inspection.</li><li>Make the necessary arrangements for the meetings.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| During the inspection | Inspectorate activity | <p>Request list of school personnel from the principal to select a sample of ten for interview.</p> <p>Review:</p> <ul style="list-style-type: none"><li>Child protection case files</li><li>Minutes of board meetings</li><li>Child safeguarding statement including the risk assessment</li><li>Annual review documents of the child safeguarding statement</li><li>Notifications to parents, parents' association and the patron</li><li>The three most recent minutes of board meetings</li><li>The completed Vetting Self-report Form</li></ul> <p>Hold meetings with:</p> <ul style="list-style-type: none"><li>A sample of school personnel</li><li>The DLP and DDLP</li><li>The chairperson of the board of management</li></ul> <p>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.</p> |
|                       | School activity       | <p>Principal makes available all child protection case files, documents, notifications and minutes of board meetings, and arranges meetings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| After the inspection  | Inspectorate activity | <ul style="list-style-type: none"><li>Forward data from both surveys to the school</li><li>Phone call to school to discuss survey findings and narrative section of the report</li><li>Issue draft report for factual verification</li><li>Conduct follow-up activity, if necessary</li><li>Issue draft report for school response</li><li>Publication of the report on the gov.ie website</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                       | School activity       | <ul style="list-style-type: none"><li>Analyse and share survey data</li><li>Respond at factual verification stage</li><li>Implement the action required, if applicable</li><li>Respond at school response stage.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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## Section 12.4.4

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers



Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers



Oide

# Child Safeguarding



Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers



# What is Child Safeguarding?



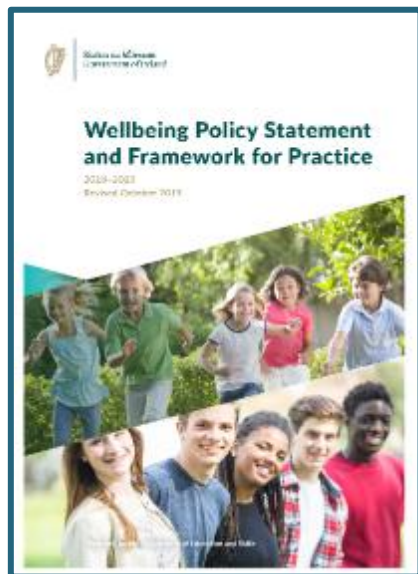
2 mins.



# 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



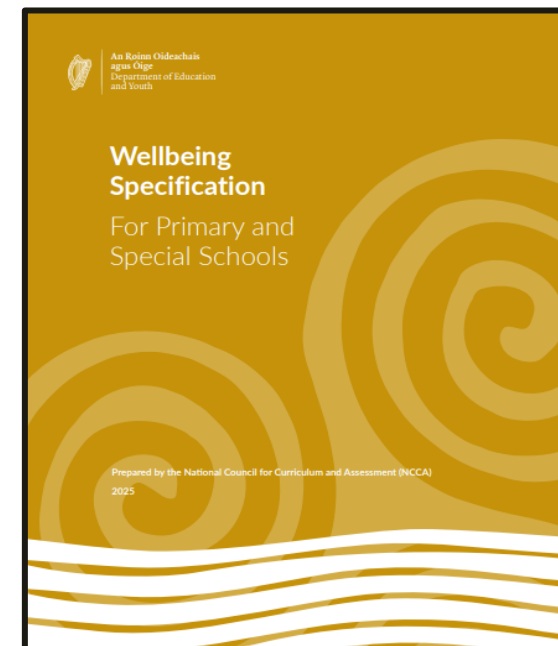
# Child Safeguarding

## 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

| 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 <i>for sensitive objectives</i>                                                                    | Pages in Walk Tall <i>for sensitive objectives</i>                                  | Supplementary resources                                                                                                                                                                                                    |
|------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Junior /Senior Infants | Myself <ul style="list-style-type: none"><li>Growing and changing</li><li>Taking care of my body</li></ul> | Growing and changing <ul style="list-style-type: none"><li>Become aware of new life and birth in the word</li><li>Develop an awareness of human birth</li><li>Taking care of my body</li><li>Name parts of the male and female body using anatomical terms</li></ul>                                                                                                                                                                                                                                                                                  | Womb, Breast-feeding, Penis, Vagina                                                 | New Life p68<br>My Body p147<br>Caring for New Life p137                                                                | Senior Infants Our Amazing Bodies p94                                               | <ul style="list-style-type: none"><li>Anatomically correct dolls</li><li>Picture books of new baby</li><li>Visit of baby to class</li></ul>                                                                                |
| First/ Second Class    | Myself <ul style="list-style-type: none"><li>Growing and changing</li><li>Taking care of my body</li></ul> | Growing and changing <ul style="list-style-type: none"><li>Begin to understand that reproduction, birth, growth and death are all part of new life cycles</li><li>Taking care of my body</li><li>Name the parts of the male and female body using appropriate anatomical terms and identify some of their functions</li></ul>                                                                                                                                                                                                                         | Penis, Vagina, vulva, womb, breast -feeding, Urethra                                | The Wonder of new Life p59 /151<br>How my Body Works p67/ 161<br>Growing Means Changing p77/171                         | Second Class Our Amazing Bodies p37                                                 | <ul style="list-style-type: none"><li>Picture books of going to the doctors</li><li>Books / activities on Life cycles</li><li>Birth and new life in nature</li></ul>                                                       |
| Third/ Fourth Class    | Myself <ul style="list-style-type: none"><li>Growing and changing</li><li>Taking care of my body</li></ul> | Growing and changing <ul style="list-style-type: none"><li>Understand the physical changes taking place in both the male and female body</li><li>Realise that changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal</li><li>Taking care of my body</li><li>Recognize and discuss how feelings and emotions are affected by the physical changes that take place during puberty</li><li>Discuss the stages and sequence of development of human baby from conception to birth</li></ul> | Revise above, Umbilical cord, Changes in Puberty (4 <sup>th</sup> class)            | Preparing for New Life p69<br>The wonder of new life p169<br>As I Grow and Change p93<br>Growing and Changing p195      | Third Class as I Grow I Change p175<br>Fourth Class Seven Changing and Growing p140 | <ul style="list-style-type: none"><li>Body Systems</li><li>Picture books on Growing and Changing</li><li>Body Systems</li><li>Picture books on Growing and Changing</li></ul>                                              |
| Fifth/ Sixth Class     | Myself <ul style="list-style-type: none"><li>Growing and changing</li><li>Taking care of my body</li></ul> | Growing and changing <ul style="list-style-type: none"><li>Understand sexual intercourse, conception and birth within the context of a loving committed relationship</li><li>Taking care of my body</li><li>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</li><li>Understand the reproductive system of both male and female adults</li></ul>                                                                                 | Revise above, Wet dreams, Busy Bodies, language, Semen, Sexual intercourse, Periods | My Body Grows and Changes p81<br>The Wonder of New Life p92<br>Caring for New Life p103<br>Different Kinds of Love p141 | Fifth Class My Amazing Body p345<br>Sixth Class Creation p121                       | <ul style="list-style-type: none"><li>Busy Bodies PowerPoint recap</li><li>Question Box</li><li>Puberty Quizzes</li><li>Busy Bodies DVDs</li><li>Power points recap</li><li>Question Box</li><li>Puberty Quizzes</li></ul> |



# 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

## Visitors to Schools/ Outside Events/ Teacher Sharing



Visitors to Schools



Outside Events



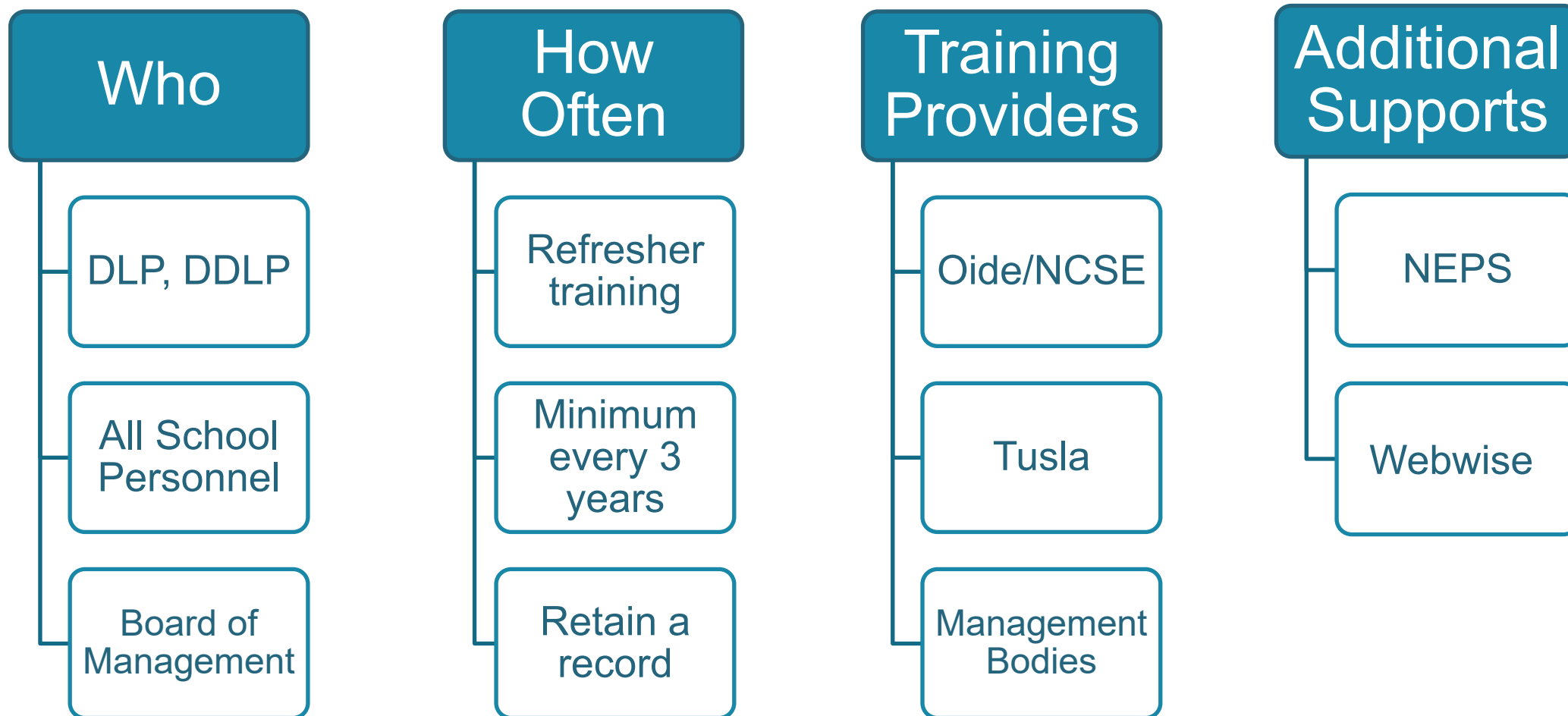
Teacher Sharing

**Section 10.2, 10.4**



# Child Safeguarding

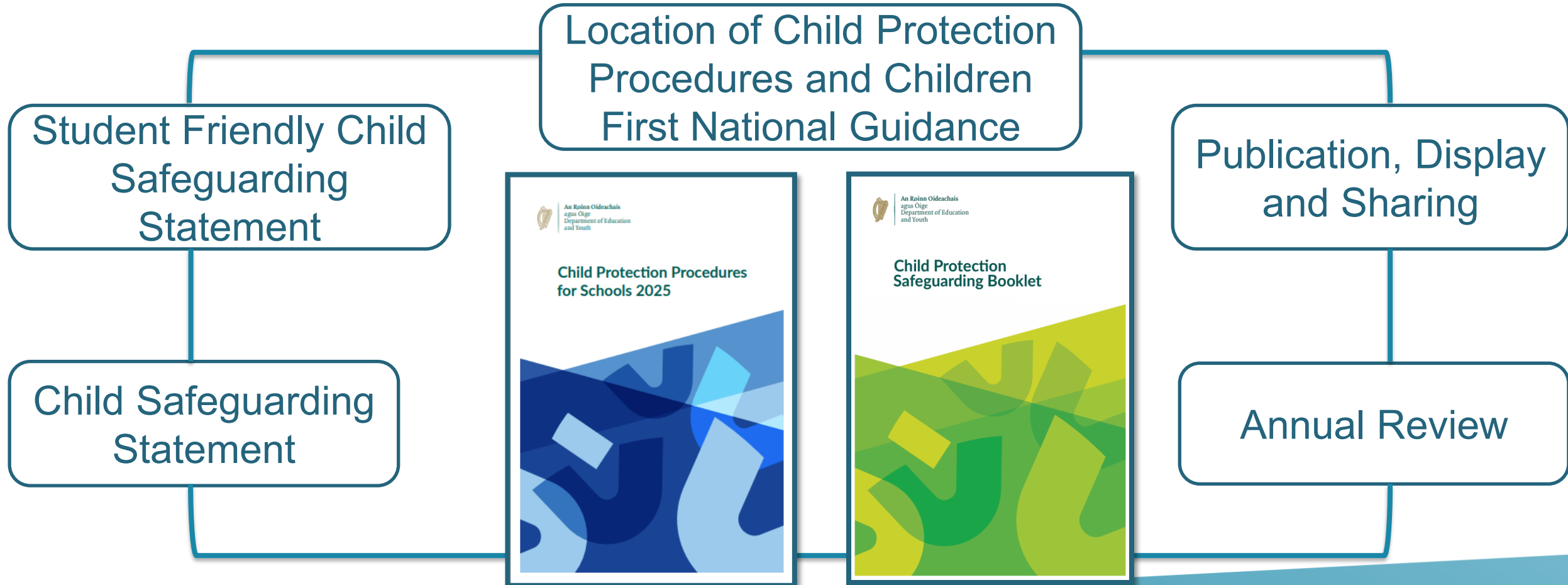
## Training and Supports



# Child Safeguarding Statement and Risk Assessment



Oide





# 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*

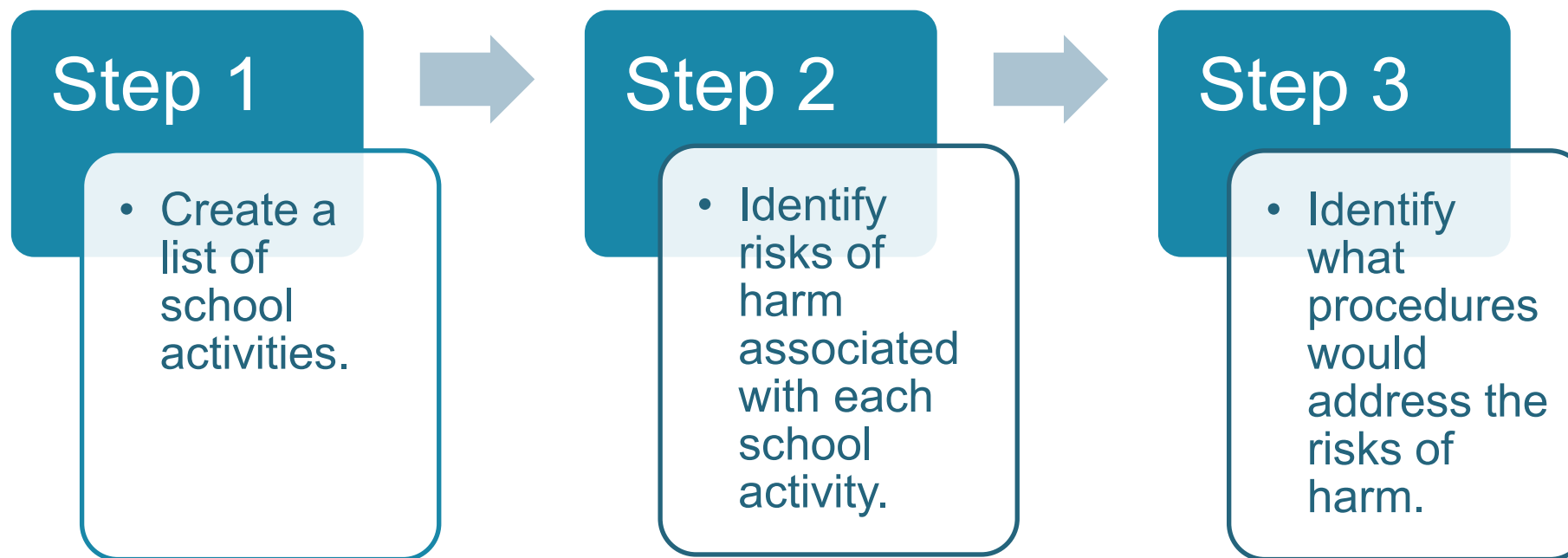


School Trips  
*Section 9.8*



# Child Safeguarding Statement and Risk Assessment

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 | <p>The school has in place a policy and procedures for the administration of medication to pupils.</p> <p>The school has in place a policy and procedures for the administration of First Aid.</p> |



# Student Friendly Child Safeguarding Statement



Oide

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](http://www.gov.ie/childprotectionschools).

**Student-friendly Child Safeguarding Statement (primary)**  
Editable version available on [www.gov.ie](http://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:**  
☒ **Any trusted adult**  
For example, a teacher, SNA, secretary/caretaker or the principal

**What we will do:**  
☒ 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

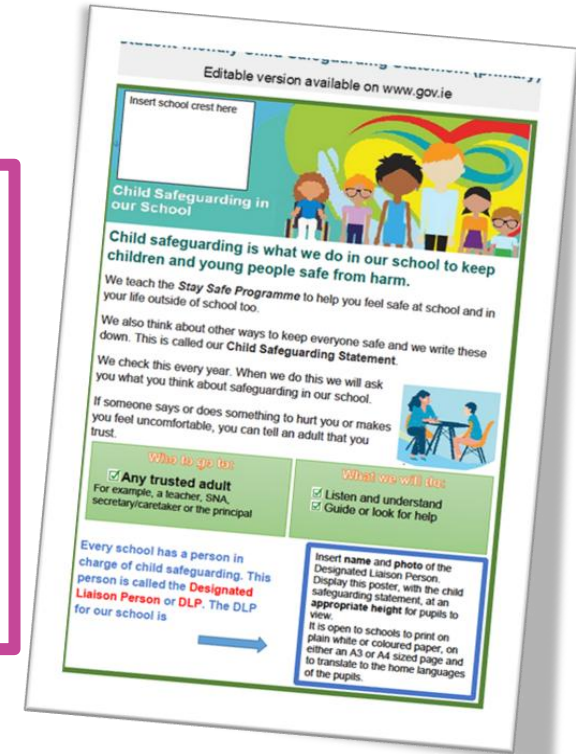
# Student Friendly Child Safeguarding Statement Activity



Oide

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

## 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



Oide

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](http://www.gov.ie/childprotectionschools)





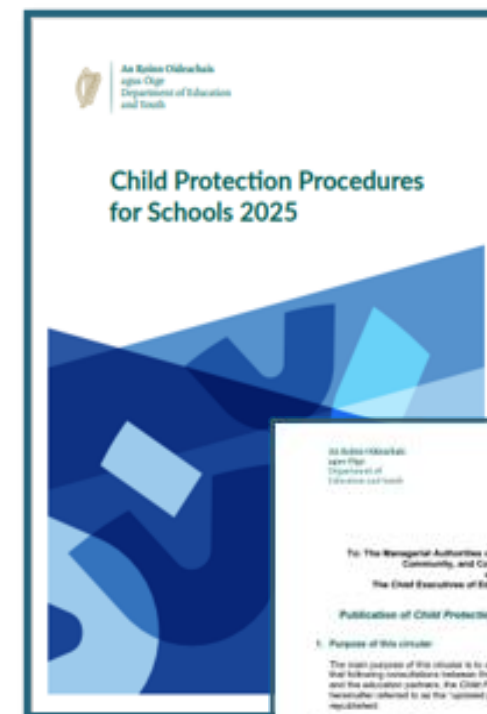
# Queries

## Section 7.2

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

**[cpreport@education.gov.ie](mailto:cpreport@education.gov.ie)**

**Circular 41/2025**



# Questions

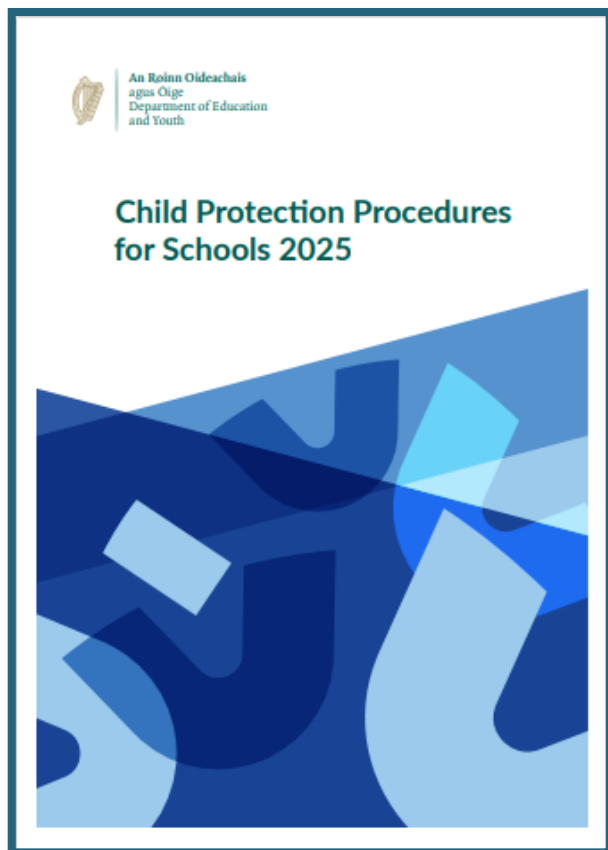


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# Important Reminder



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**.

