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Supporting the Professional
Learning of School Leaders
and Teachers

Child Protection Procedures for Schools 2025

PLE for School Personnel

Facilitators:



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Expectations and Overview



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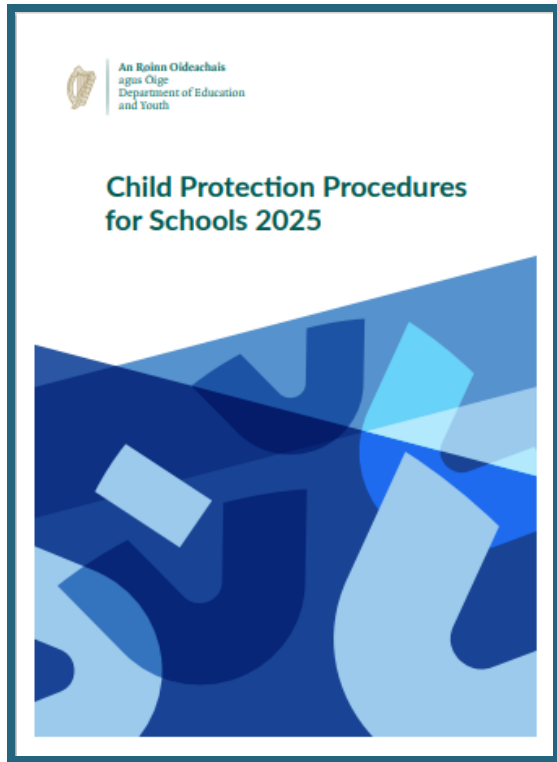


Expectations





Important Information



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

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



PLE Overview

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

Supports

Employee Assistance Service



**Folláine le Chéile
Wellbeing Together**

SMS:

Text 'Hi' to 087 145 2056

WhatsApp:

Text 'Hi' to 087 369 0010

Freephone IRE:

1800 411 057



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
Organisation code: y1V1U17

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





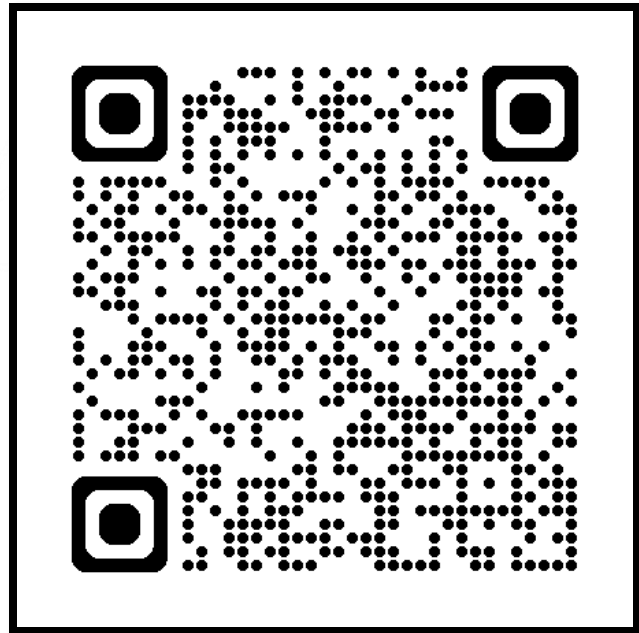
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Supports



www.gov.ie

An Garda Síochána

One in Four

Rape Crisis Centre

Connect Counselling

Toward Healing

Samaritans

National Counselling
Service

MyMind.org



Session One Outcomes

By the end of this session, participants will be able to:

- explain the rationale for child protection in schools
- describe the key elements and structure of the Child Protection Procedures for Schools 2025
- understand key terminology in the Child Protection Procedures for Schools 2025
- recognise 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?



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The Reality for Some Students



1 min.



The Reality for Some Students

Child abuse has no boundaries.

It occurs at every socioeconomic level, crosses ethnic and cultural lines, and is found within all religions and at all levels of education.

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

Stay Safe





Tusla Annual Report 2024

96,666 referrals to Child Protection and Welfare Services.

5,823 children in care at the end of 2024, **87%** of whom were in foster care.

48,443 children were referred to family support services in 2024.

2,935 young adults were in receipt of aftercare services at the end of 2024.





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.



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Child Protection Procedures for Schools 2025



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Department of Education
and Youth

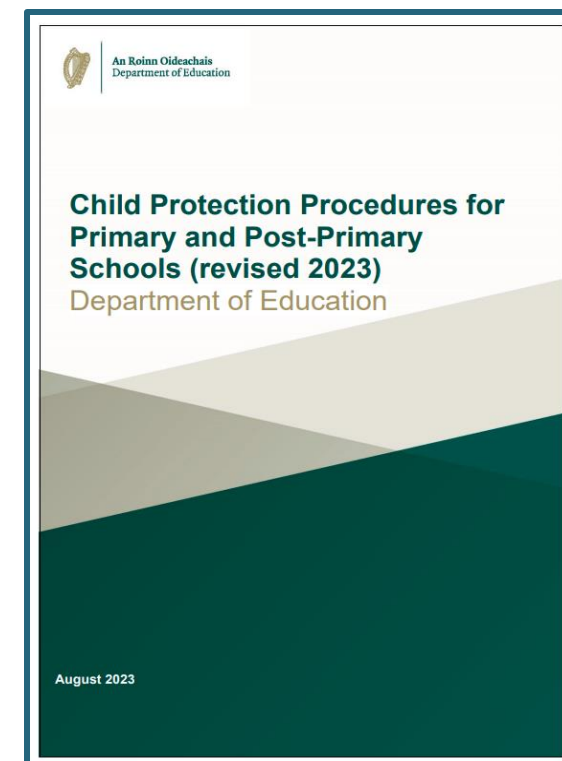
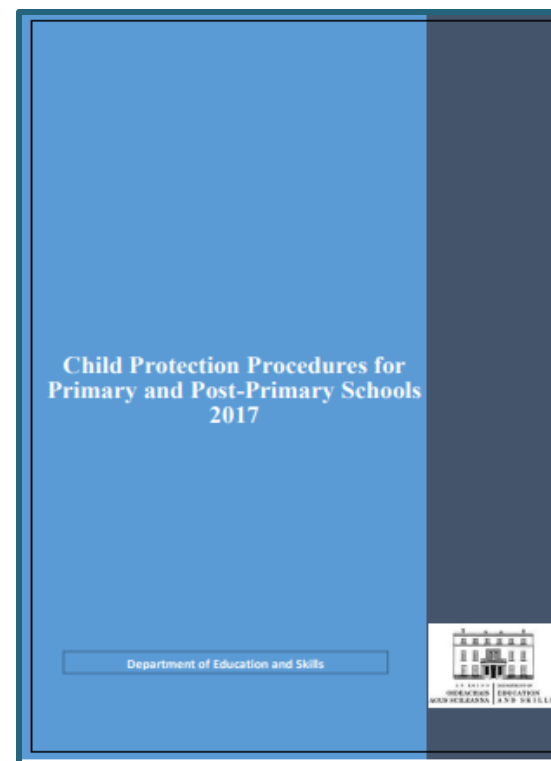
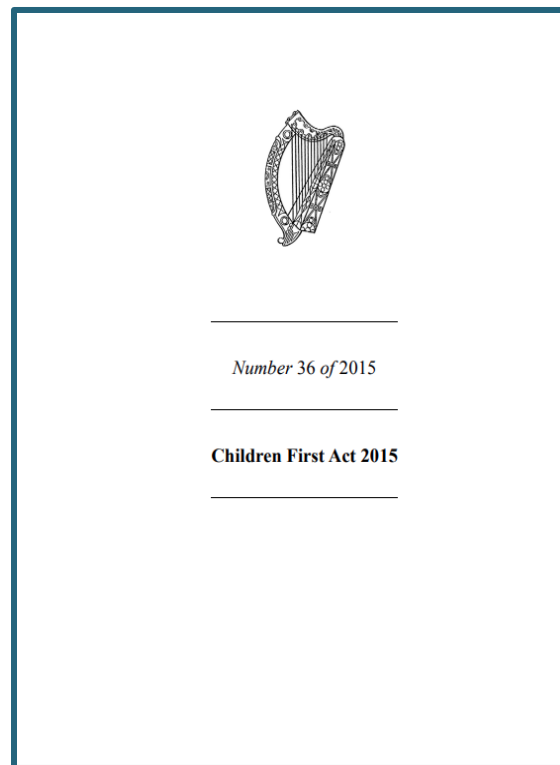
Child Protection Procedures for Schools 2025





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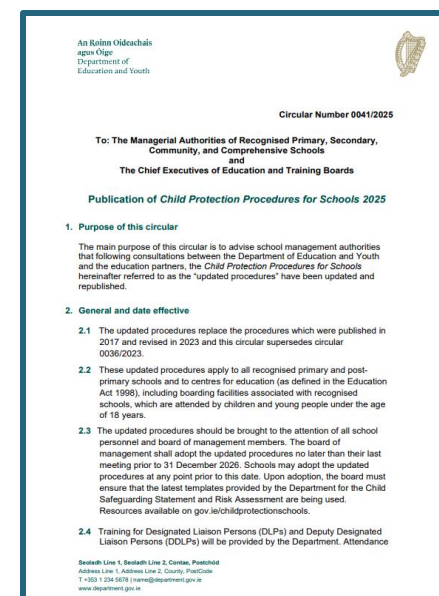
Child Protection in Schools





Circular 41/2025

- Adoption of 2025 Procedures no later than **31st December 2026**.
- Schools may adopt the updated procedures at any point prior to this date.
- Upon adoption, the board must ensure that the latest templates for the Child Safeguarding Statement and Risk Assessment are being used.
- Appendix 1 outlines the summary of chapters and main changes.



Child Protection Procedures in Schools – the Chapters



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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



Confidentiality



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

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

The test is whether or not the person has 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.



School Personnel

Designated
Liaison
Person

Mandated
Person

Deputy
Designated
Liaison
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 deputy to the Designated Liaison Person (DLP).
The DDLP takes on the responsibilities of the DLP when the DLP is unavailable.



Who are Mandated Persons?

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

Mandated Persons

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



Who are Non-Mandated Persons?

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

Non-Mandated Persons

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



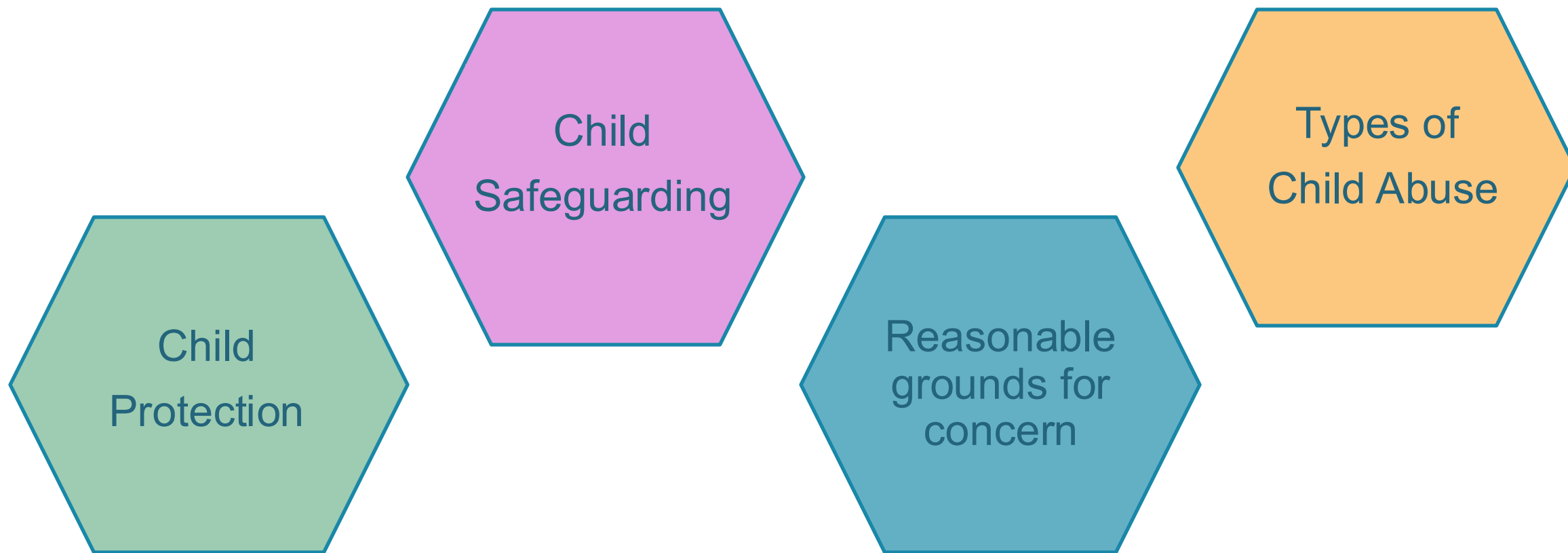
A Definition of a Child/Student

A child is any person under 18 years of age, excluding individuals who are or have been married. It is important to note that students over the age of 18 who are still enrolled in school do not fall under this definition.

A student is any child under the age of 18 years who is currently enrolled in and attending a recognised primary or postprimary school or centre of education within the meaning of the Education Act 1998.



Key Terminology in the Child Protection Procedures 2025





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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

What does best practice look like
in our school?

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





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Child Protection and Welfare Concerns



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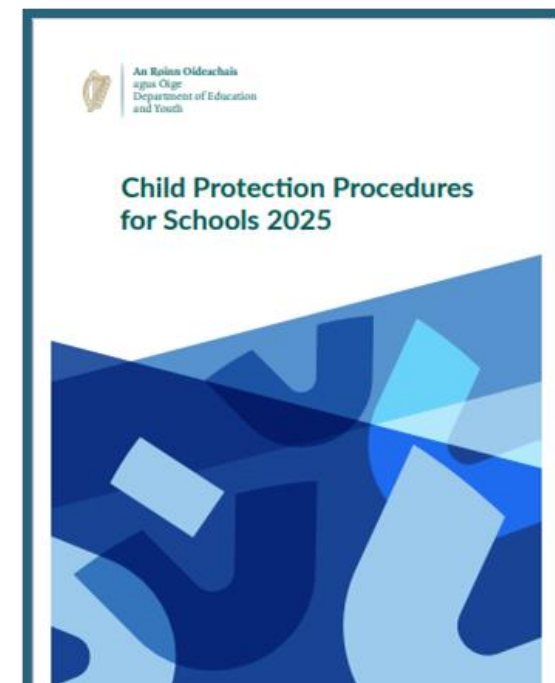
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Key Responsibility of all School Personnel

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).



If you see something,
say something



What are Reasonable Grounds for Concern?

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.



Reasonable Grounds for Concern

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



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



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

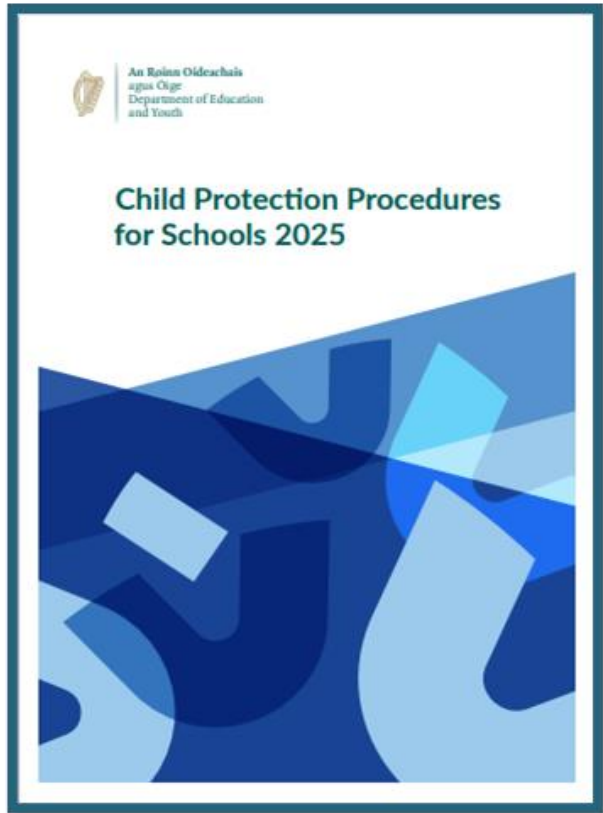


It is Tusla's role to assess concerns that are reported to it.

What is the Threshold of Harm?



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



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Types of Child Abuse



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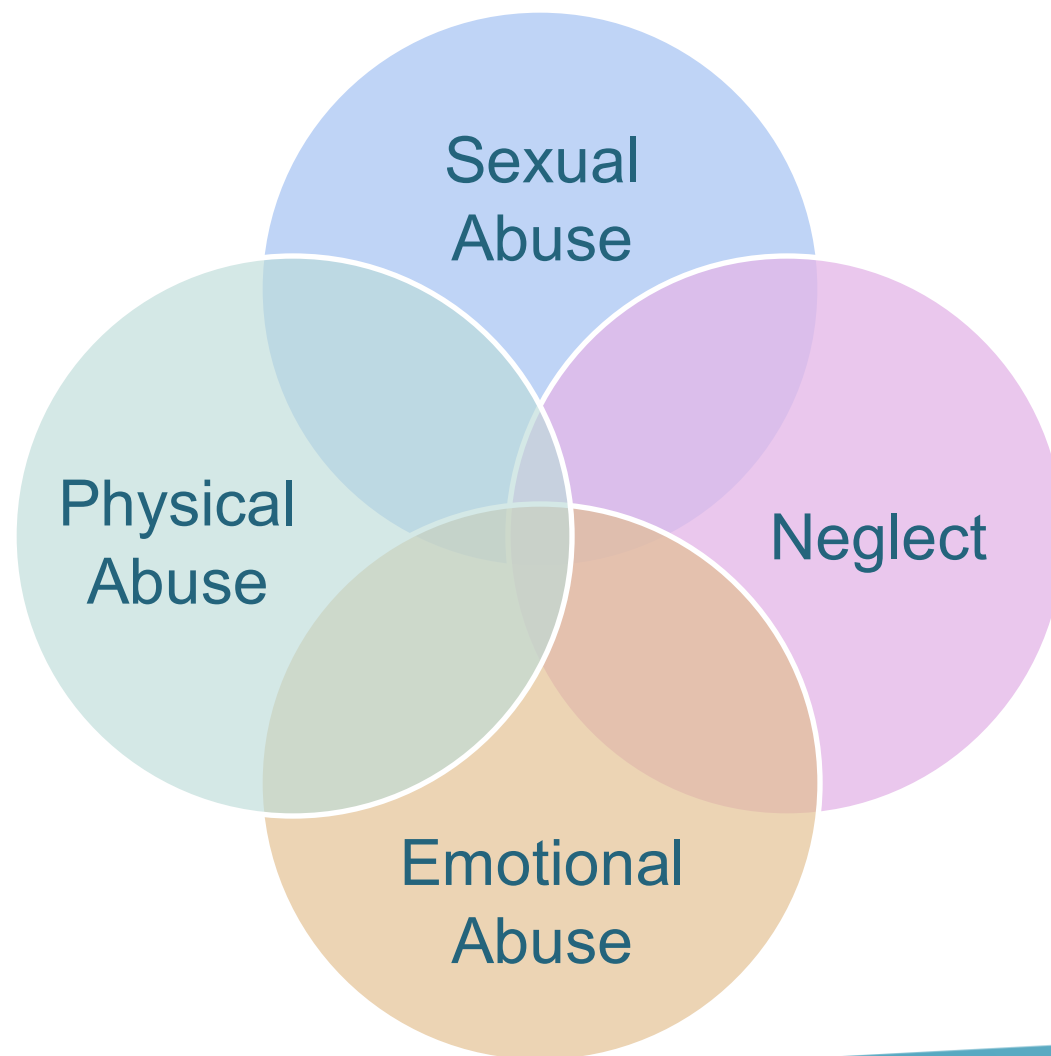


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Four Main Types of Child Abuse



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.



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.



Physical Abuse

Physical abuse is when someone deliberately hurts a child physically or puts 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.



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.

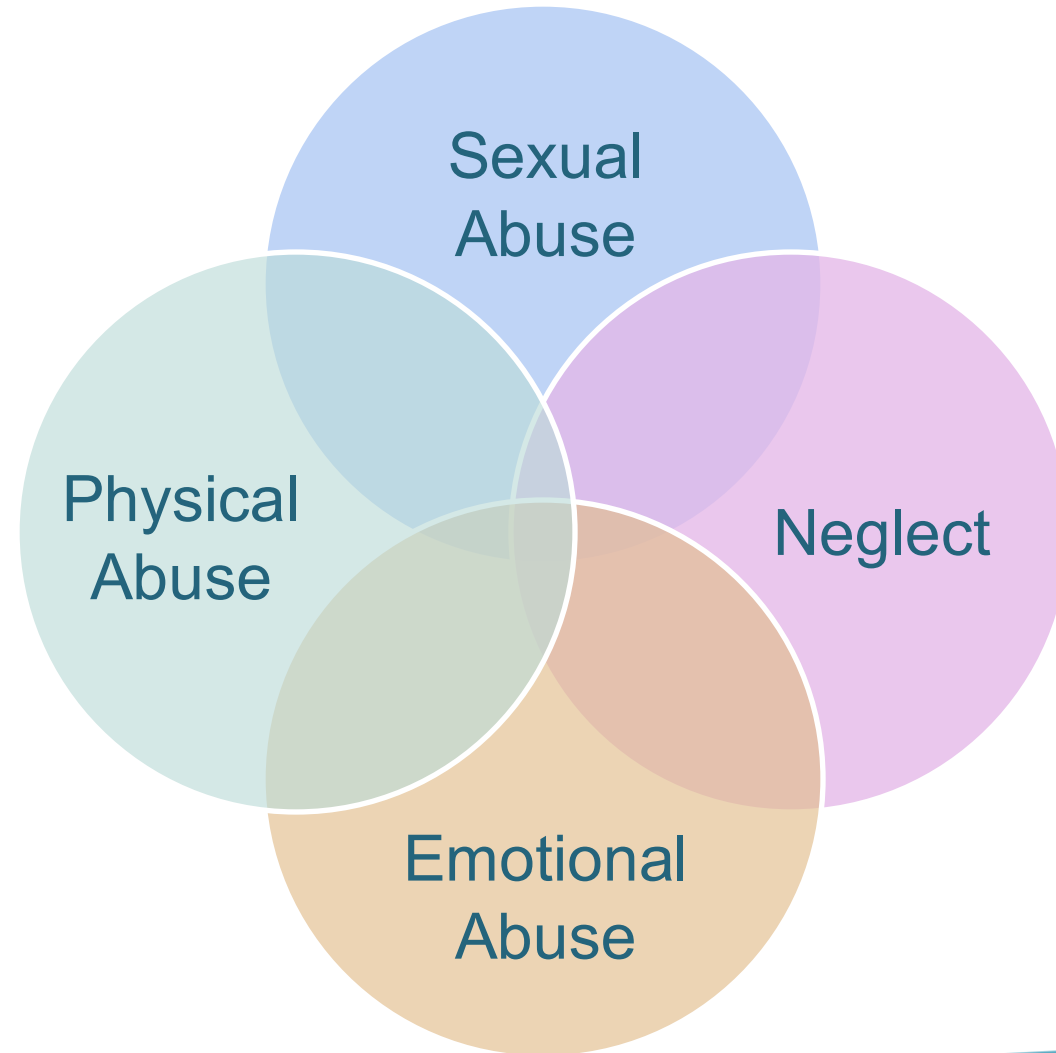
Sexual abuse always reaches a threshold of harm.

Coco's Law

Recognising Types of Child Abuse



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Recognising Neglect



Failure to provide adequate care for the child's medical and developmental needs, including intellectual stimulation

Abandonment or desertion

Inadequate living conditions

Malnourishment, lacking food, unsuitable food or erratic feeding

Persistent failure to attend school

Lack of adequate clothing

Lack of protection and exposure to danger

Non organic failure to thrive

Inattention to basic hygiene

Children being left alone without adequate care and supervision

Recognising Emotional Abuse



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Rejection

Bullying

Lack of comfort and love

Lack of attachment

Inappropriate non
physical punishment

Lack of continuity of
care

Seriously inappropriate
expectations of a child
relative to their age and
stage of development

Ongoing family conflicts
and family violence

Extreme over-
protectiveness

Lack of proper
stimulation

Conditional parenting in
which care or affection
of a child is made
contingent on their
behaviours or actions

Continuous lack of
praise and
encouragement

Persistent criticism,
sarcasm, hostility or
blaming of the child

Recognising Physical Abuse



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Physical punishment

Deliberate poisoning

Suffocation

Beating, slapping, hitting
or kicking

Use of excessive force
in handling

Pushing, shaking or
throwing

Female genital
mutilation

Pinching, biting, choking
or hair-pulling

Fabricated/ induced
illness

Recognising Sexual Abuse

Exposing a child to inappropriate or abusive material through information and communication technology

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

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

Any sexual act intentionally performed in the presence of the child

Consensual sexual activity involving an adult and an underage person

Masturbation in the presence of a child or the involvement of a child in an act of masturbation

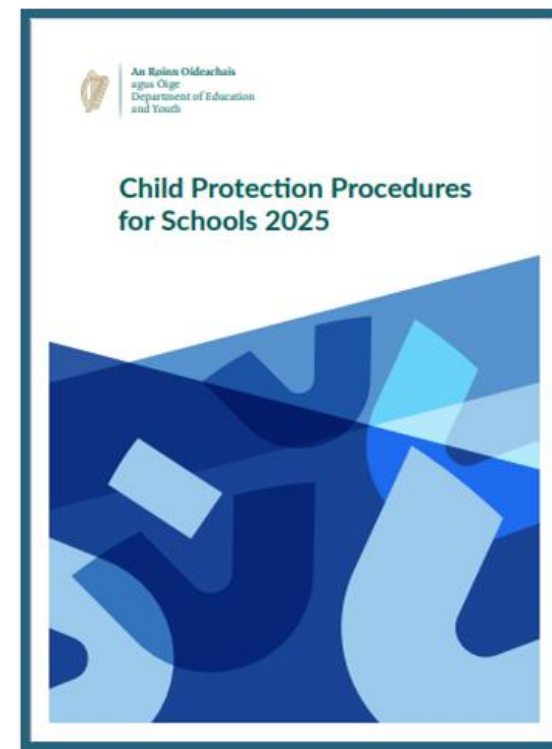
Sexual intercourse with a child, whether oral, vaginal or anal



Recognising Types of Abuse - Activity

Read through the scenarios and use Sections 2.2.1 – 2.2.4 to:

1. Identify the predominant type of abuse evident.
2. Identify the relevant examples of abuse.





Scenario Worked Example:

In September, Conor enrolled in 5th year. He tells the Guidance Counsellor that this is his fourth post primary school. He doesn't feel supported at home and states that "he begged not to move again" but was ignored. He often appears anxious and jumpy, especially when loud noises occur. In class, he mentions that fights and violence are a normal part of his home life. His mood frequently changes from being withdrawn to angry, this further highlights his feelings of rejection.

1. Which is the predominant type of abuse evident in this scenario?
2. Identify the relevant examples of abuse in the scenario.

Emotional Abuse: (Section 2.2.2. pg.19)



In September, Conor enrolled in 5th year. He tells the Guidance Counsellor that this is his **fourth post primary school**

> Lack of continuity of care (e.g. frequent moves, particularly unplanned).

supported at home and states that “he begged **not to move again**”

> Lack of continuity of care (e.g. frequent moves, particularly unplanned).

He often appears anxious and jumpy, especially when loud noises occur. In class, he mentions that **fights and violence**

> Ongoing family conflicts and family violence.

normal part of his home life. His mood frequently changes from being withdrawn to angry, this further highlights his feelings of **rejection.**

> Rejection.

Scenario 1



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Piotr takes the bus to school and sometimes has unexplained bruises and cuts on his arms and legs. When asked about injuries, he gives inconsistent explanations ("I fell off my bike", "I walked into a door"). He is nervous changing for PE or when participating in extra-curricular activities. He is also nervous around adults, particularly male staff members. He wears long sleeves even on hot days. Whenever he is asked to do a practical task, he tends to use excessive force. The SNA notices Piotr flinching when approached suddenly and he is reluctant to leave school at the end of the day.

1. Which is the predominant type of abuse evident in this scenario?
2. Identify the relevant examples of abuse in the scenario.

Scenario 1: Physical Abuse (Section 2.2.3. pg.20)



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Piotr takes the bus to school and sometimes has **unexplained bruises and cuts** on his arms and legs. When asked about injuries, he gives inconsistent explanations ("I fell off my bike", "I walked into a door"). He is nervous changing for PE or when participating in extra-curricular activities. He is also **nervous around adults, particularly male staff members**. He wears long sleeves even on hot days. Whenever he is asked to do a practical task, **he tends to use excessive force**. The SNA notices **Piotr flinching** when approached suddenly and he is **reluctant to leave school** at the end of the day.

> Physical punishment.

Consider reasonable grounds for concern here:

Scenario 2



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Sarah describes herself as "stupid" and says she "can't do anything right". Her schoolwork is deteriorating despite previously being a good student. She is anxious and overly eager to please. During parent-teacher meetings, her parents frequently criticise her in front of staff and dismiss her achievements. Despite the fact that she is in 1st year, they allude to her needing to get top grades in her leaving cert. Sarah lacks confidence and rarely engages with peers. Despite encouragement to join after school extra-curricular activities, Sarah alludes to the fact that she must return home immediately after school to study or she will be punished.

1. Which is the predominant type of abuse evident in this scenario?
2. Identify the relevant examples of abuse in the scenario.

Scenario 2: Emotional Abuse

(Section 2.2.2 pg. 18)



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Sarah describes herself as "stupid" and says she "can't do anything right". Her schoolwork is deteriorating despite previously being a good student. She is anxious and overly eager to please. During parent-teacher meetings, her parents frequently criticise her in front of her and dismiss her achievements. Despite the fact that she is in 1st year, they allude to her needing to get top grades in her leaving cert. Sarah lacks confidence and rarely engages with peers. Despite encouragement to join after school extra-curricular activities, Sarah alludes to the fact that she must return home immediately after school to study or she will be punished.

> Persistent criticism, sarcasm, hostility or blaming of the child.

> Continuous lack of praise and encouragement.

Scenario 3



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Various school personnel notice that Zaneta has become very withdrawn around the school over the past month. Her attendance has become inconsistent. When she does attend, she often looks tired and avoids eye contact. One day, she submits an essay about feeling trapped at home and wanting to "escape her nightmare." She tells the school secretary that she's often hungry because there's not always food in the house, stating: "I'm starving, we ran out of bread and Mam didn't have money this week." During a group discussion in SPHE class she mentions: "Sure my brother gets locked in the room when Dad comes home from drinking, so he won't get hurt."

1. Which is the predominant type of abuse evident in this scenario?
2. Identify the relevant examples of abuse in the scenario.

Scenario 3: Neglect and Physical Abuse

(Section 2.2.2 and 2.2.3 pg. 18-20)



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Various school personnel notice that Zaneta has become very withdrawn around the school over the past month. Her attendance has become inconsistent. When she does attend, she often looks tired and avoids eye contact. One day, she submits an essay about feeling trapped at home and wanting to "escape her nightmare." She tells the school secretary that she's often hungry because there's not always food in the house, stating: "I'm starving, we run out of food. My Mam didn't have money this week." During a group discussion in SPHE class she mentions: "Sure my brother gets locked in the room when Dad comes home from drinking, so he won't get hurt."

> Persistent failure to attend school.

> Lack of comfort and love.

> Malnourishment, lacking food, unsuitable food or erratic feeding.

> Physical punishment.

> Ongoing family conflicts and family violence.

Scenario 4



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Alex has become suddenly withdrawn and avoids certain school personnel and peers. He displays age-inappropriate sexual knowledge and has made reference during his SPHE classes to being shown intimate images and explicit content online at home. He is often tired and has difficulty concentrating in class. Friends report that Alex is reluctant to go home and tries to stay at school late. He has become secretive about his phone and laptop use. He talks about adult online friends who he is regularly in touch with. He refuses to share any details about them when asked.

1. Which is the predominant type of abuse evident in this scenario?
2. Identify the relevant examples of abuse in the scenario.

Scenario 4: Sexual Abuse (Section 2.2.4 pg. 20)



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Alex has become suddenly withdrawn and avoids certain school personnel and peers. He displays age-inappropriate sexual knowledge and has made reference during his SPHE classes to being shown intimate images and explicit content online at home.

He is often tired and concentrating in class. Friday

> Exposing a child to inappropriate or abusive material through information and communication technology.

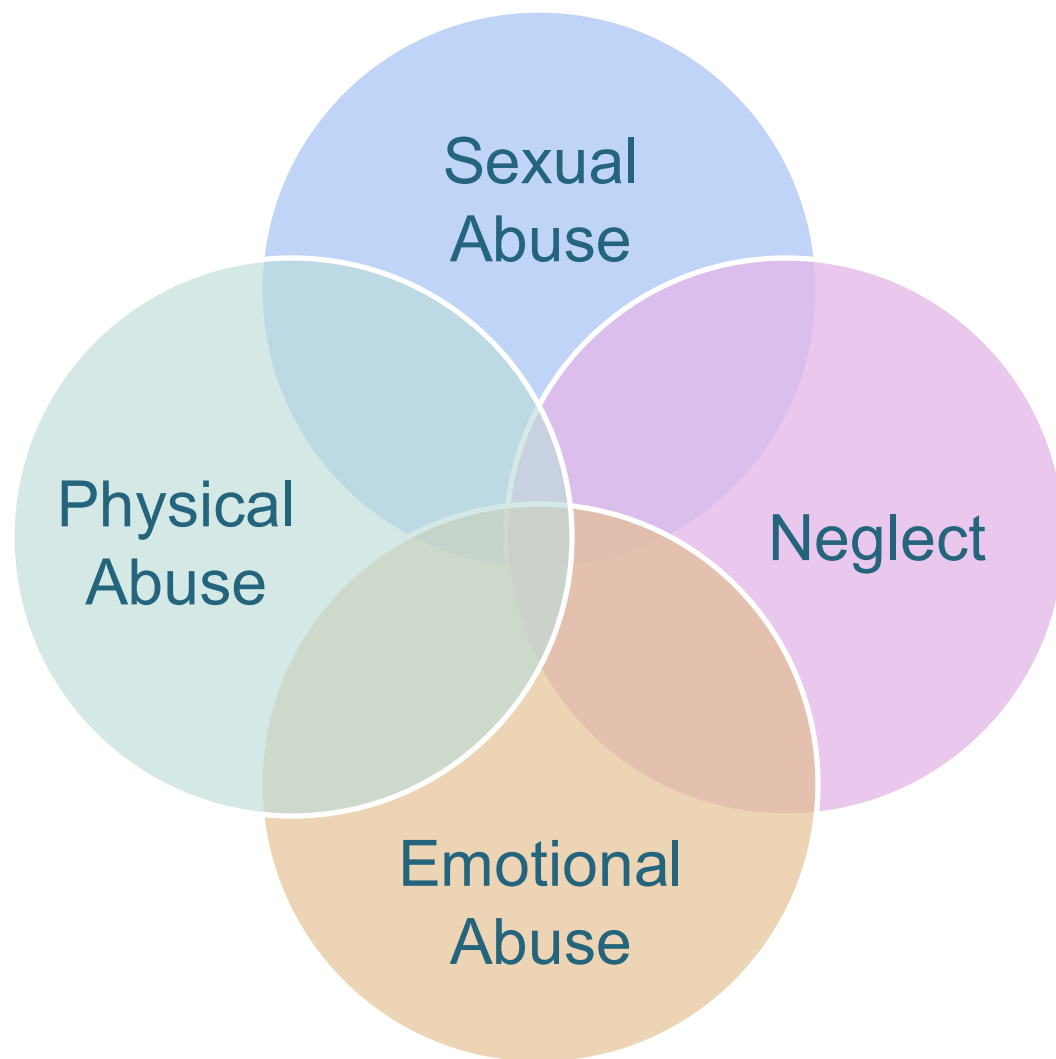
Alex is reluctant to go home and tries to stay at school late. He has become secretive about his phone and laptop use. He talks about adult online friends who he is regularly in touch with. He refuses to talk about them when asked.

> Sexual exploitation of a child, which includes:

~ Showing sexually explicit material to children, which is often a feature of the 'grooming' process by perpetrators of abuse.



Types of Child Abuse



Bullying

Behaviours
of Concern
and Crisis
Situations



When Bullying Becomes a Child Protection Concern

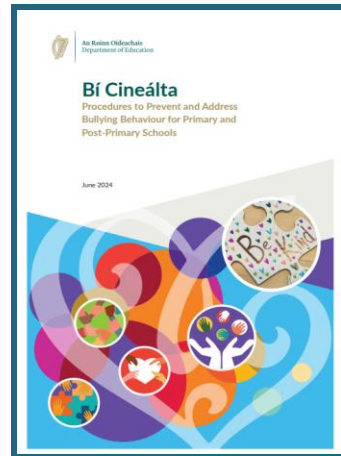
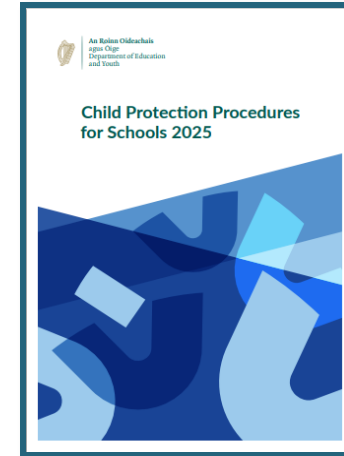


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Generally, bullying behaviour can be addressed without the involvement of Tusla. However, bullying behaviour can become a child protection concern when it results in significant physical or emotional harm, or where it becomes a persistent and severe 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:

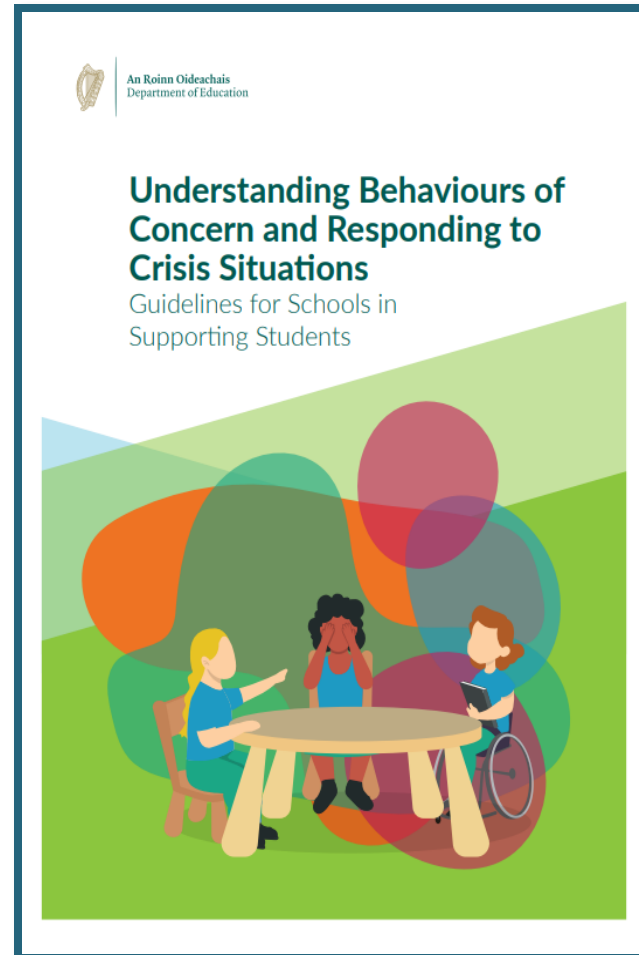
- Impact on the child
- Protective/appropriate action taken by parents/carers
- Protective/appropriate action taken by school
- Engagement of child/family with support services such as NEPS.





Behaviours of Concern and Crisis Situations

Seclusion



Physical
Restraint



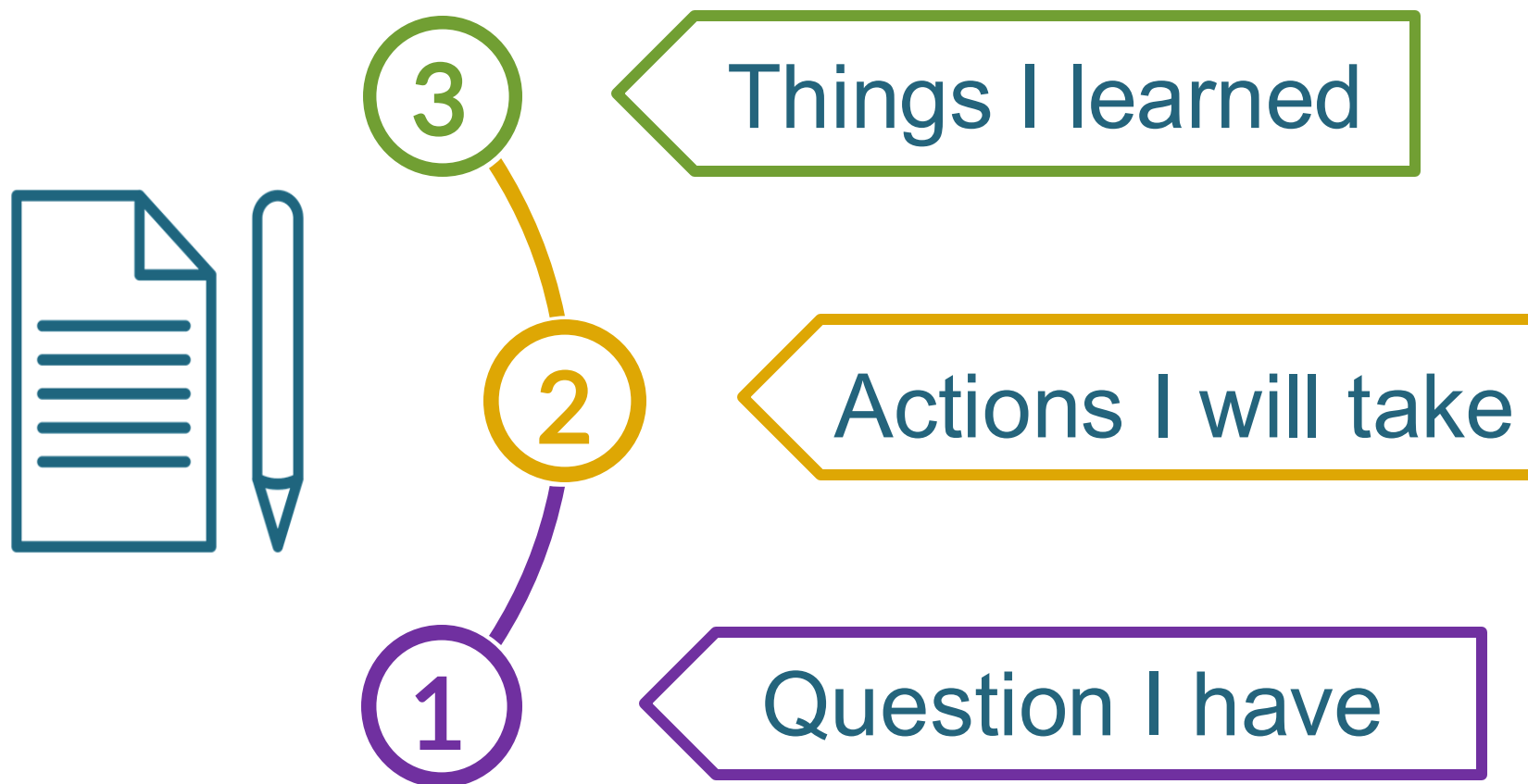
Session One Outcomes

By the end of this session, participants will be able to:

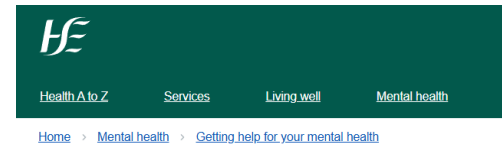
- explain the rationale for child protection in schools
- describe the key elements and structure of the Child Protection Procedures for Schools 2025
- understand key terminology in the Child Protection Procedures for Schools 2025
- recognise types of child abuse.



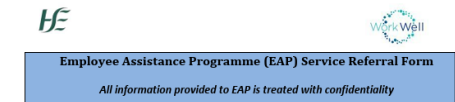
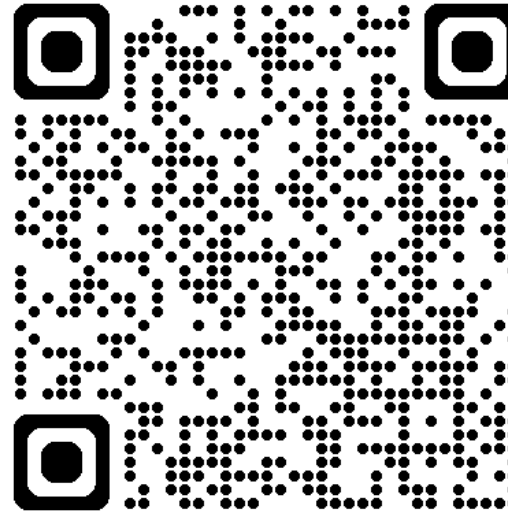
Key Learning Reflection - Activity



Supports



National Counselling Service
(NCS)

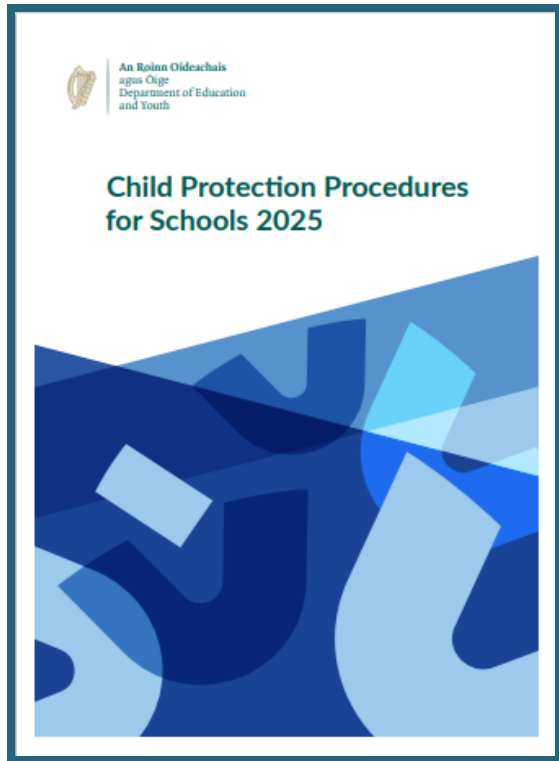




Break/Sos



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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 be able to:

- discuss circumstances that make children more vulnerable to abuse and neglect
- explain the roles and responsibilities of all school personnel
- deal with disclosures from children
- implement the record keeping requirements
- understand the relevant steps to be taken when reporting a concern
- consider the requirements and procedures in relation to allegations or suspicions of child abuse regarding school employees.



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Circumstances Making Children More Vulnerable to Abuse and Neglect



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What Circumstances Make Children More Vulnerable to Abuse and Neglect?

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

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guardians to
engage



Circumstances Which May Make Children More Vulnerable to Abuse and Neglect

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.



Circumstances Which May Make Children More Vulnerable to Abuse and Neglect

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.



Circumstances Which May Make Children More Vulnerable to Abuse and Neglect

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.



Circumstances Which May Make Children More Vulnerable to Abuse and Neglect

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

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.



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Roles and Responsibilities



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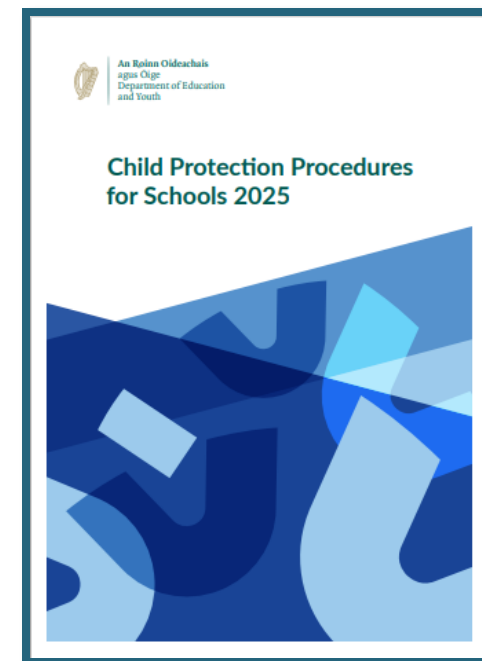


Responsibilities of All School Personnel

Be familiar with Child Protection Procedures including the role of the school.

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

Know how to report child protection concerns.





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.



Role of the DLP and the DDLP

The DDLP:

- **has an expanded role in the 2025 procedures.** This expanded role is to support the principal with child protection cases, reporting and recording.
- assumes the responsibilities of the DLP in the absence of the DLP. They support the work of the DLP

However:

- 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.



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Dealing with Disclosures





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?



Barriers that Prevent Students from Disclosing Abuse

- May rationalise that the abuse is tolerated/allowed
- Perceived severity of the abuse
- Denial that abuse is occurring
- Relationship to the perpetrator
- No-one to turn to
- Developmentally unable to comprehend abuse
- Do not have the vocabulary to articulate concerns
- Threatened/ intimidated by the perpetrator
- Feeling shame/ guilt / embarrassment
- Fear of being stigmatised or accused of lying
- Not feeling seen or listened to





Conditions that Support Students to Disclose Abuse

- Positive relationship with a trusted adult
- Engaged listening by an adult
- Intervention by others
- Learning about healthy relationships and sex education
- Believing someone could help
- Identification of abuse by an adult
- Feeling they would be believed
- Positive classroom climate and atmosphere



Dealing with Disclosures from Children



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



Consider how you might deal with a disclosure from a child.

Dealing with Disclosures from Children



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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)

Dealing with Disclosures from Children



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Ongoing Support

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

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.

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

Dealing with Disclosures from Children



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What implications does this have for you in your role in the school community?



Withholding / Sharing of Information

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.



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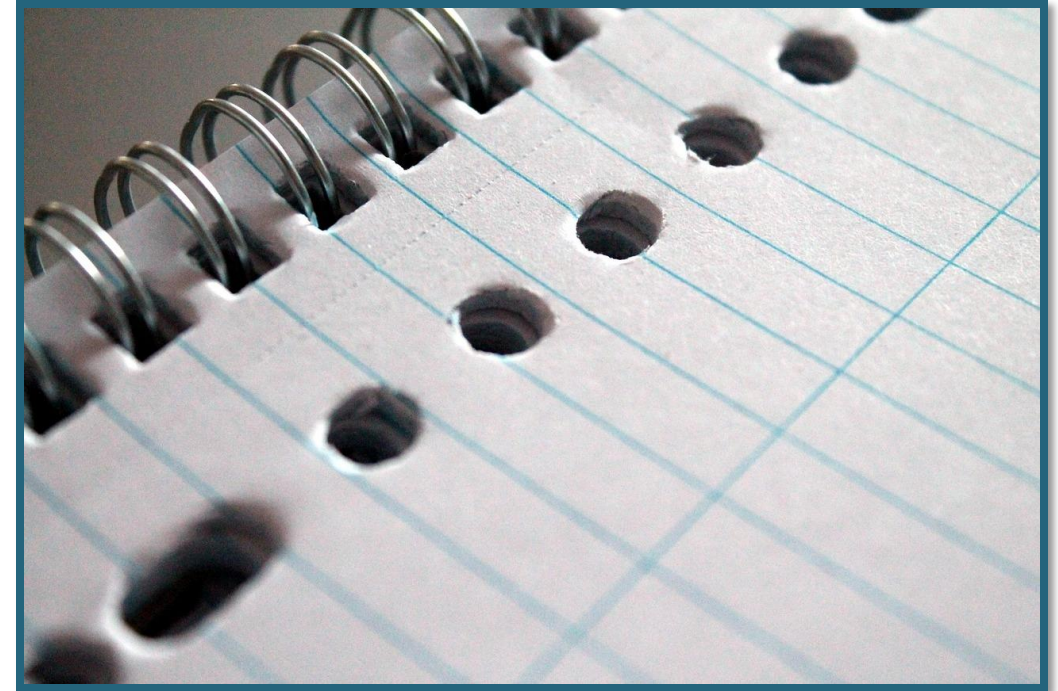
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Record Keeping for All School Personnel



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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.



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Reporting of Child Protection Concerns



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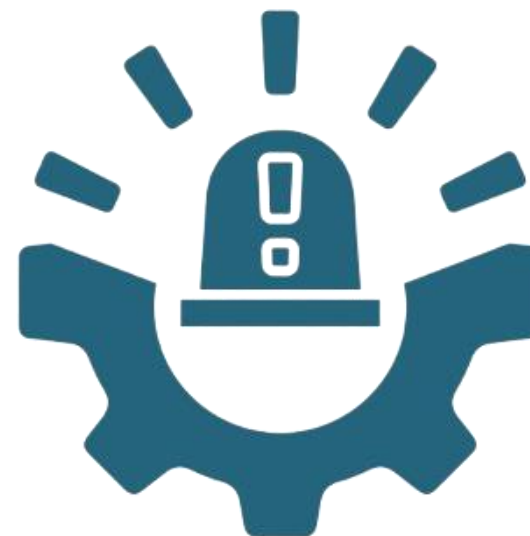
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Relevant Terminology



Reasonable Grounds for
Concern



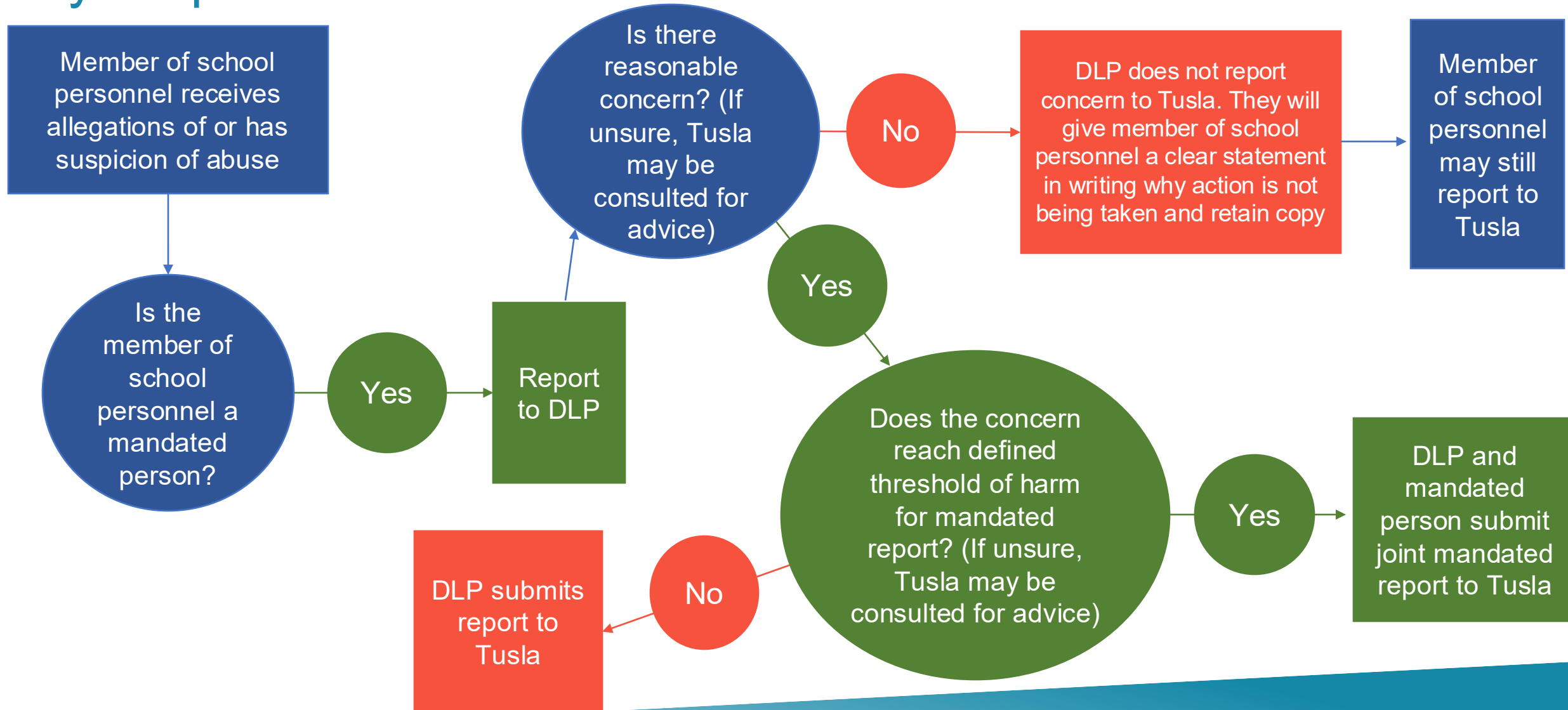
Threshold of harm

Reporting of Concerns

Key Steps



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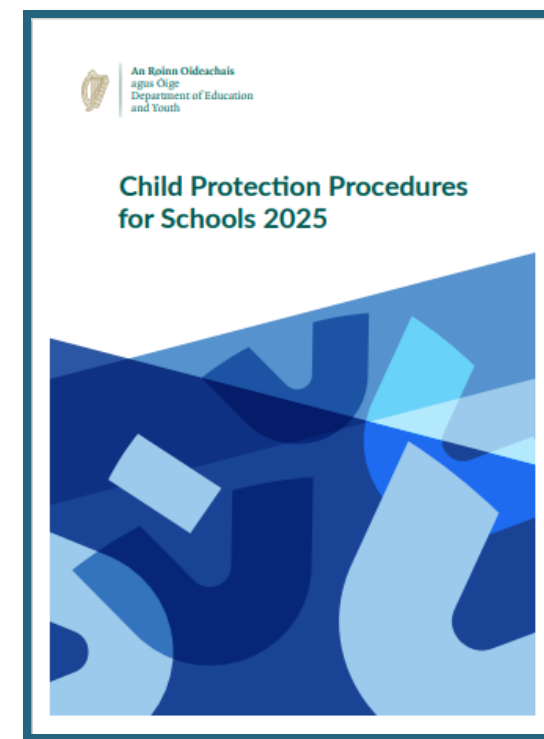
Reporting of Concerns

What if the concern relates to the DLP?

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

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

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





Reporting of Concerns

What can I expect when I report a concern?

Concern raised by school personnel

The DLP should:

- inform you that advice is being sought from Tusla.
- inform you of the advice when received.
- keep a record of this fact.

If DLP decides not to report to Tusla

The DLP should:

- give a clear, written statement as to the reasons why action is not being taken.
- keep a record of this statement.

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

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

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



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.

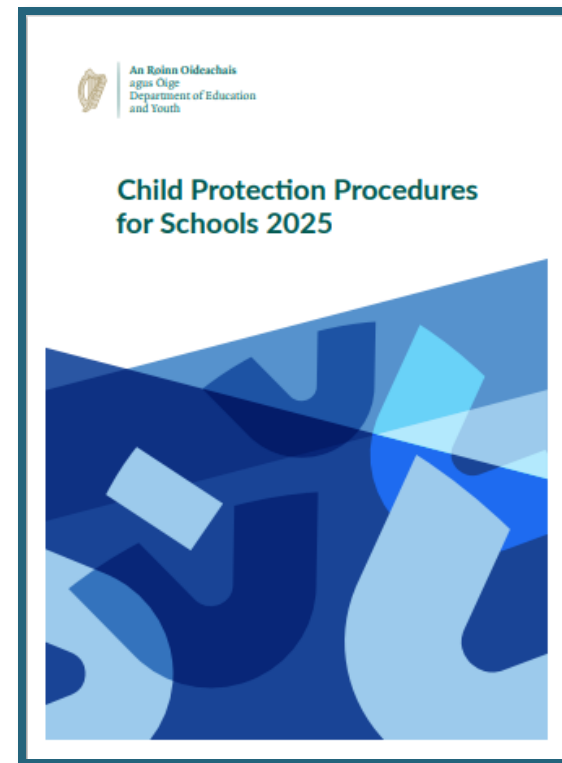


Reporting of Concerns

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.

In the event that both DLP and DDLP are absent and unavailable, and where there is no staff member formally acting in their role, the chairperson of the board of management, or in an ETB school the Chief Executive or their delegate, shall assume the role normally undertaken by the DLP.





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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.

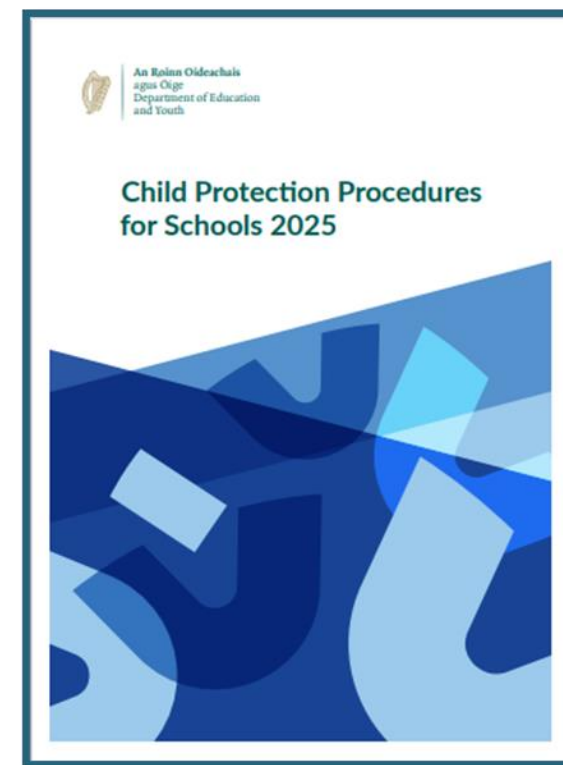


Mandated Assisting

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.





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Allegations or Suspensions of Child Abuse Regarding School Employees



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Allegations or Suspicions of Child Abuse Regarding School Employees Procedures to Be Followed

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

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

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

The DLP is responsible for reporting the matter to Tusla.

The employer is responsible for addressing the employment issues



Allegations or Suspicions of Child Abuse Regarding School Employees

Contents of Chapter 7:

Section 7.1 Introduction

Section 7.2 Reporting Procedure

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

Section 7.4 Disciplinary Action

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

Section 7.6 Information Sharing by Tusla



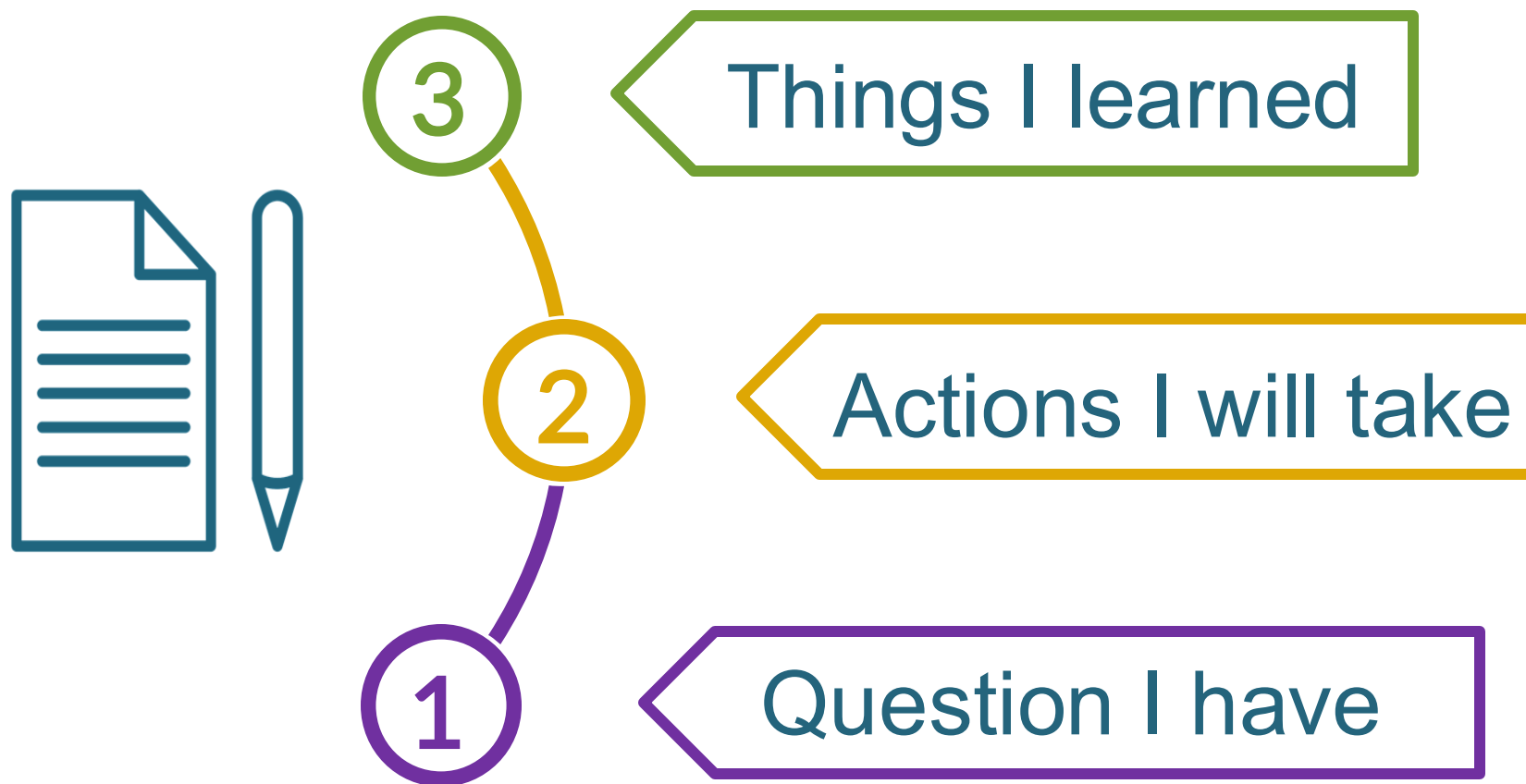
Session Two Outcomes

By the end of this session, participants will be able to:

- discuss circumstances that make children more vulnerable to abuse and neglect
- explain the roles and responsibilities of all school personnel
- deal with disclosures from children
- implement the record keeping requirements
- understand the relevant steps to be taken when reporting a concern
- consider the requirements and procedures in relation to allegations or suspicions of child abuse regarding school employees.

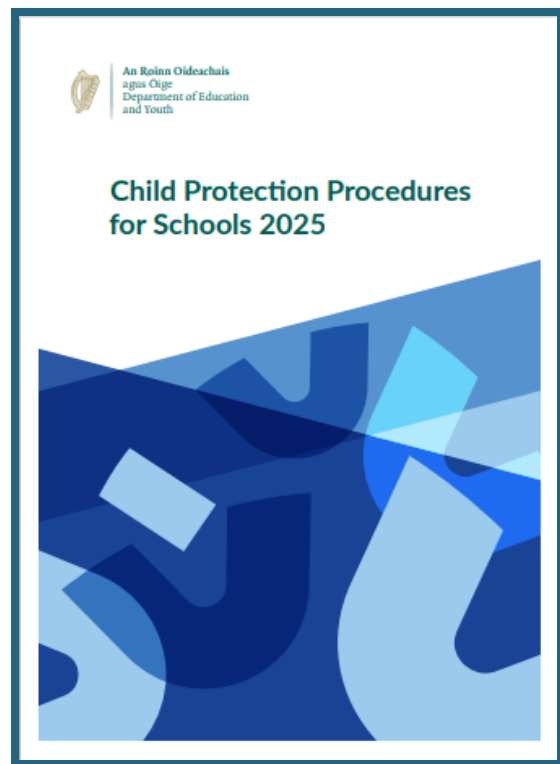


Key Learning Reflection - Activity





Lunch/Lón



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

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





Session Three Outcomes

By the end of this session, participants will have:

- become aware of oversight roles and obligations
- gained knowledge and understanding of child safeguarding practices
- explored and considered the Child Safeguarding Statement and Risk Assessment including the student friendly statement
- explored training requirements and supports available.



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Oversight



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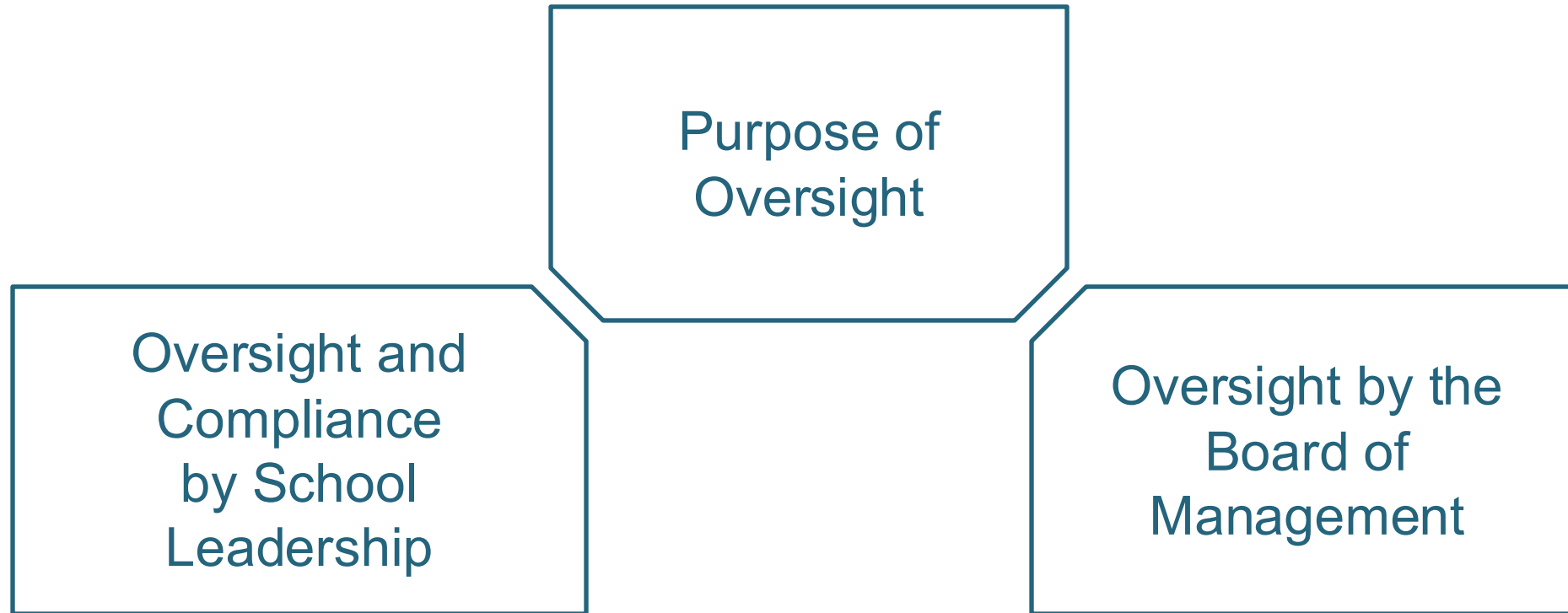


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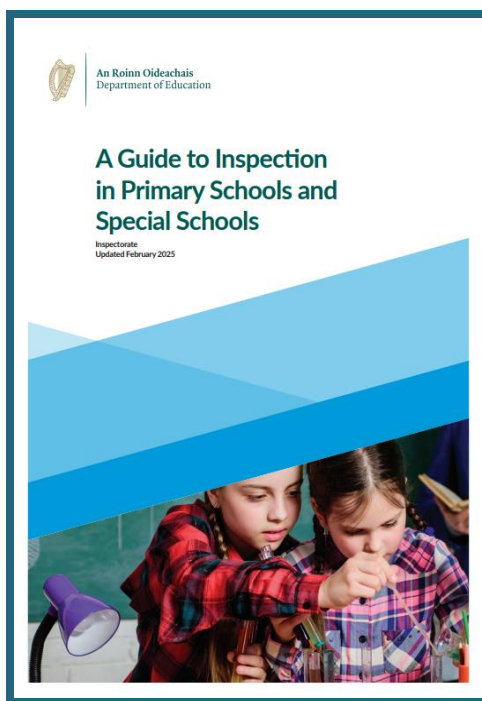


Oversight within Schools





Oversight by the Department's Inspectorate Primary and Special Schools



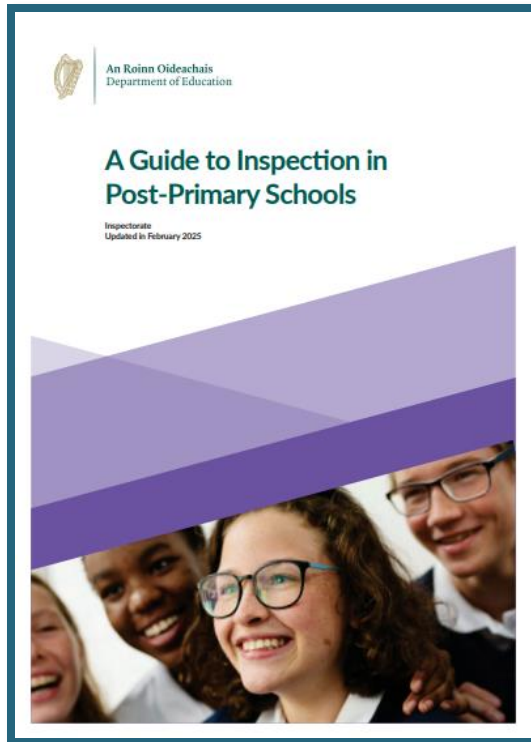
Appendix 4 - Child protection checks	
Child protection checks undertaken during inspections in primary schools	
Level one	Checks undertaken
<ul style="list-style-type: none">Incidental inspectionCurriculum evaluationEvaluation of inclusive practices and provision for children with special and additional educational needsSupporting the safe provision of schoolingFollow-through inspectionEvaluation of remote teaching and learning	1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
	2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
	3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
Level two	Checks undertaken
<ul style="list-style-type: none">Whole-school evaluationWhole-school evaluation - management, leadership and learningEvaluation of action planning for improvement in DEIS SchoolsEvaluation of schools attached to Special Care Units and Children Detention Centres	1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
	2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
	3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
	4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023).
	5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools (revised 2023).
	6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools, (revised 2023)
	7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE).
	8. Child protection records are maintained in a secure location.

Overview of inspection activities: Child protection and safeguarding inspection	
Before the inspection	
Notification	Between twenty-four and forty-eight hours' notification to school (In some cases, child protection and safeguarding inspections may be conducted without notification.)
Inspectorate activity	Inspector liaises with principal to: <ul style="list-style-type: none">outline the format of the inspectionconfirm the documentation required
	Make arrangements for meetings with: <ul style="list-style-type: none">chairperson of board of managementgroup(s) of pupils
	Make arrangements for parent surveys
School activity	School Contact Form
	Inspector forwards the Vetting Self-Report Form to the school
	Principal: <ul style="list-style-type: none">completes and returns the School Contact Form to the inspectordistributes instructions outlining how parents can complete the online survey (Initial child protection and safeguarding inspection)
During the inspection	Ensures that: <ul style="list-style-type: none">the Vetting Self-Report Form is signed and completedall necessary documents are available for the inspectionpractical arrangements for the meetings are in place
	Inspector requests class lists and list of school personnel from the principal
	Review of documentation: <ul style="list-style-type: none">child protection recordsminutes of board of management meetingschild safeguarding statement, including risk assessmentschool plan for SPHE and Stay Safea sample of individual teachers' timetablesa sample of monthly progress recordsAcceptable use policy
	Meetings with: <ul style="list-style-type: none">a sample of school personnelDesignated Liaison PersonDeputy Designated Liaison Personchairperson of board of management and, if available, other board representativesgroup(s) of pupilsSPHE/RSE co-ordinator (where there is an SPHE/RSE co-ordinator in the school) and/or principalrepresentatives of the parents association (in the Final child protection and safeguarding inspection)
	Feedback to the principal and DLP (in cases where the DLP is not the principal) The chairperson of the board of management may also attend.
	School activity
	Principal makes available any records, documents and arranges meetings
	Inspectorate activity
	Collated survey responses shared with the school
	Draft report issued for factual verification and for school response
After the inspection	School activity
	Report reviewed for factual verification
Inspectorate activity	School may submit a school response
	Publication of final report on www.gov.ie/school-reports

Oversight by the Department's Inspectorate Post-Primary



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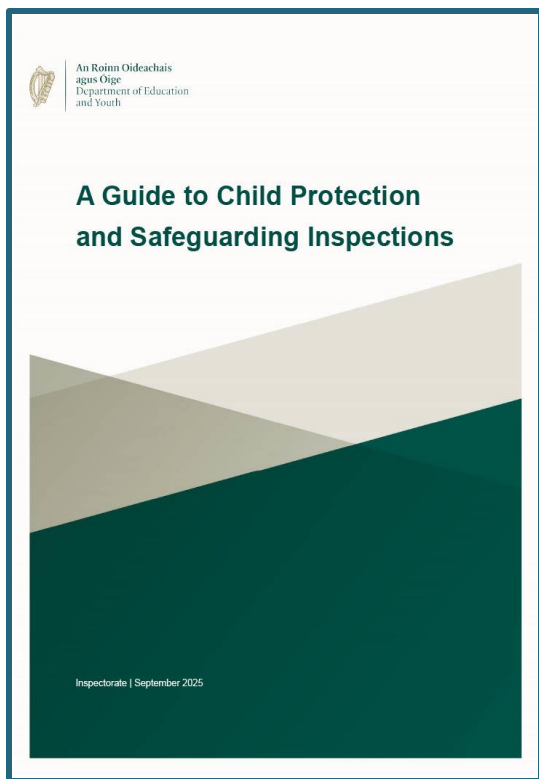
Child protection checks undertaken during inspections in post-primary schools	
Level one	Checks undertaken
<ul style="list-style-type: none"> Incidental inspection Subject inspection Programme evaluation Evaluation of inclusive practices and provision for children with special and additional educational needs Supporting the safe provision of schooling Follow-through inspection Evaluation of remote teaching and learning 	<ol style="list-style-type: none"> The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school. The Child Safeguarding Statement has been ratified by the board of management and includes an annual review and a risk assessment. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
Level two	Checks undertaken
<ul style="list-style-type: none"> Whole-school evaluation Whole-school evaluation – management, leadership and learning Evaluation of action planning for improvement in DEIS Schools Evaluation of schools attached to Special Care Units and Children Detention Centres 	<ol style="list-style-type: none"> The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school. The Child Safeguarding Statement has been ratified by the board of management and includes an annual review and a risk assessment. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023). The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023). The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools, (revised 2023). School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE). Child protection records are maintained in a secure location.

Before the inspection	Notification	Between twenty-four and forty-eight hours' notification to school (In some cases, child protection and safeguarding inspection visits may be conducted without notification.)
	Inspectorate activity	Inspector liaises with principal to: <ul style="list-style-type: none"> outline the format of the inspection confirm the documentation required Make arrangements for meetings with: <ul style="list-style-type: none"> chairperson of board of management group(s) of students Make arrangements for parent surveys Confirm School Contact Form details Inspector forwards the Vetting Self-Report Form to the school
	School activity	Principal ensures that: <ul style="list-style-type: none"> the Vetting Self-Report Form is signed and completed distribute instructions outlining how parents can complete the online survey (Initial child protection and safeguarding inspection) all necessary documents are available for the inspection practical arrangements for the meetings are in place
During the inspection	Inspectorate activity	Inspector requests class lists and list of school personnel from the principal Review of documentation: <ul style="list-style-type: none"> child protection records minutes of board of management meetings child safeguarding statement, including risk assessment subject plan for SPHE and RSE and Wellbeing Programme school timetable acceptable use policy Meetings with: <ul style="list-style-type: none"> a sample of school personnel Designated Liaison Person Deputy Designated Liaison Person chairperson of board of management and, if available, other board representatives group(s) of students SPHE/RSE co-ordinator (where there is an SPHE/RSE co-ordinator in the school) and/or principal representatives of the parents association (in the final child protection and safeguarding inspection) Feedback to the principal and DLP (in cases where the DLP is not the principal) The chairperson of the board of management may also attend.
	School activity	Principal makes available any records, documents and arranges meetings
	Inspectorate activity	Collated survey responses shared with the school
After the inspection	Inspectorate activity	Draft report issued for factual verification and for school response
	School activity	Report reviewed for factual verification
	Inspectorate activity	School may submit a school response Publication of final report on www.oide.ie/school-reports



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.



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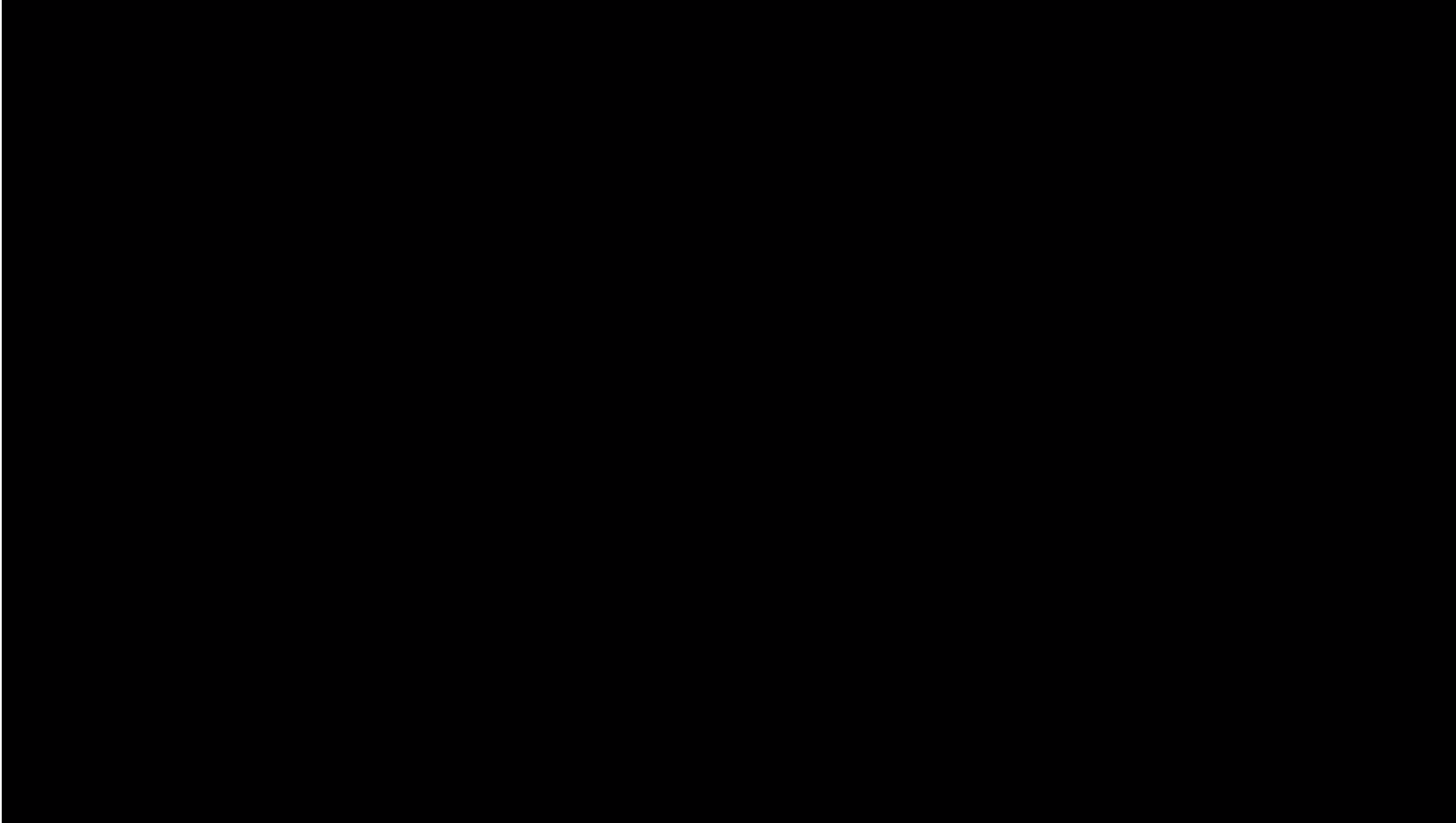
Child Safeguarding



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What is Child Safeguarding?

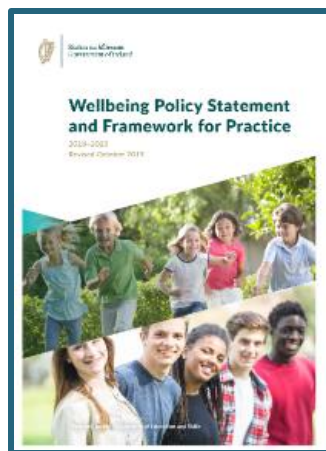


2 mins.



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?





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.

Child Safeguarding - Curricular Provision - Primary



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Webwise Supports



Sensitive Language Grid

NCCA – SPHE/RSE Toolkit

Resources to Teach SPHE/RSE

Preparing to Teach

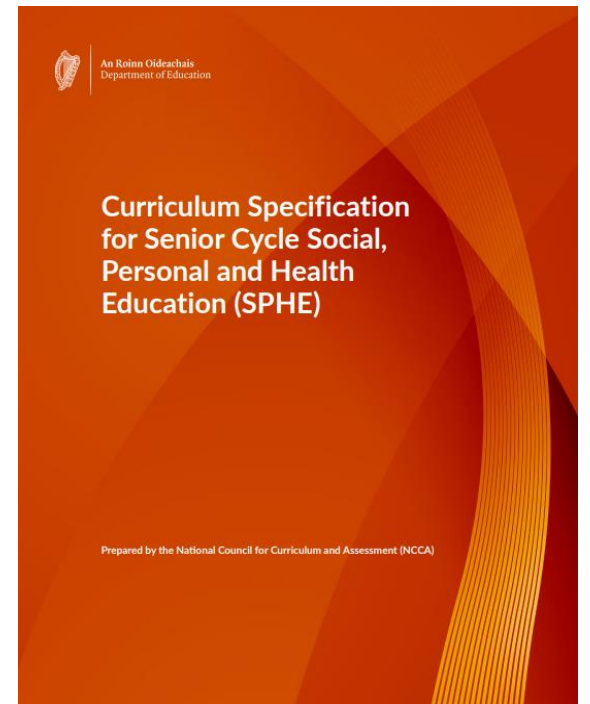
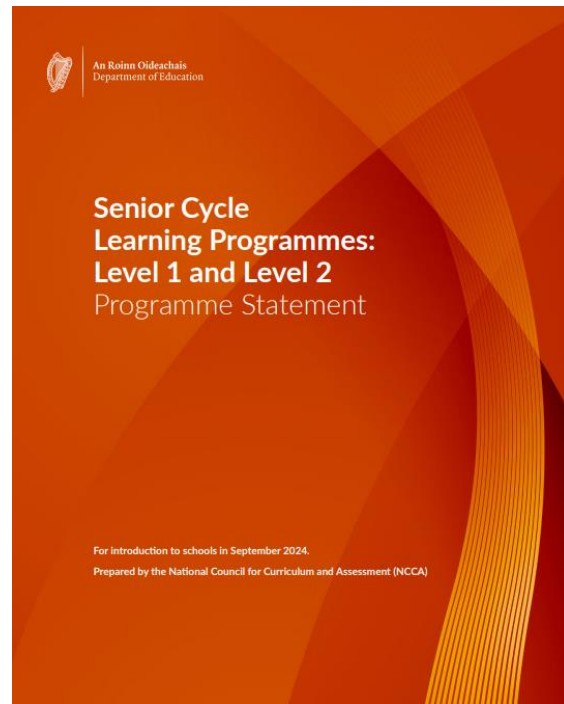
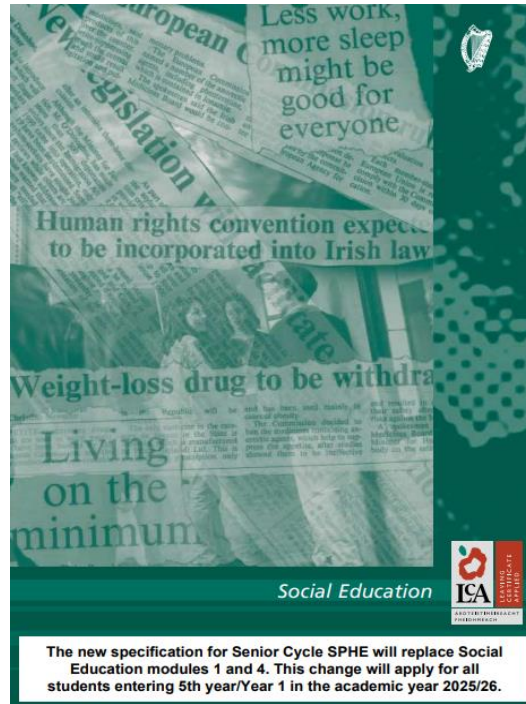
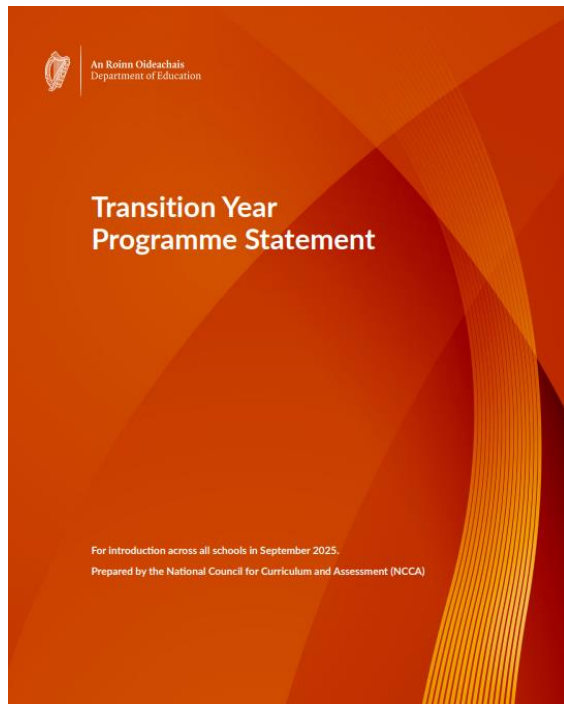
Teaching SPHE/RSE

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

Child Safeguarding: Curricular Provision and Child Abuse Prevention – Post Primary



Oide



Child Safeguarding: Curricular Provision and Child Abuse Prevention – Post Primary



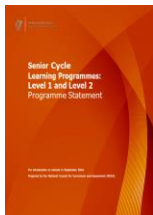
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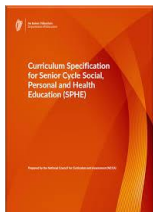
TY: 'SPHE should be [timetabled] once per week, not exceeding one hour per class' as of September 2025.' (*TY Programme Statement p.18*)



LCA: 'The Senior Cycle SPHE specification will replace LCA Social Education module 1 and 4 ... for all LCA students entering 5th year/year one of the LCA Programme in the 2025/2026 academic year.' (*Circular 12/2025*)



SC L1/L2LP: 'Learning in SPHE is provided through the module on Personal Care and the Senior Cycle SPHE specification' as of September 2025. (*SC L1/L2LP Programme Statement p.12*)



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

Child Safeguarding: Curricular Provision – Post-Primary



Oide

NCCA – JC SPHE/RSE Toolkit

NCCA – SC SPHE/RSE Toolkit



Preparing to teach



Teaching SPHE



Resources for
teaching and learning
SPHE/RSE

Webwise Supports



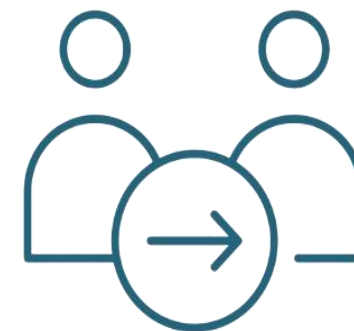
Child Safeguarding



Visitors to Schools



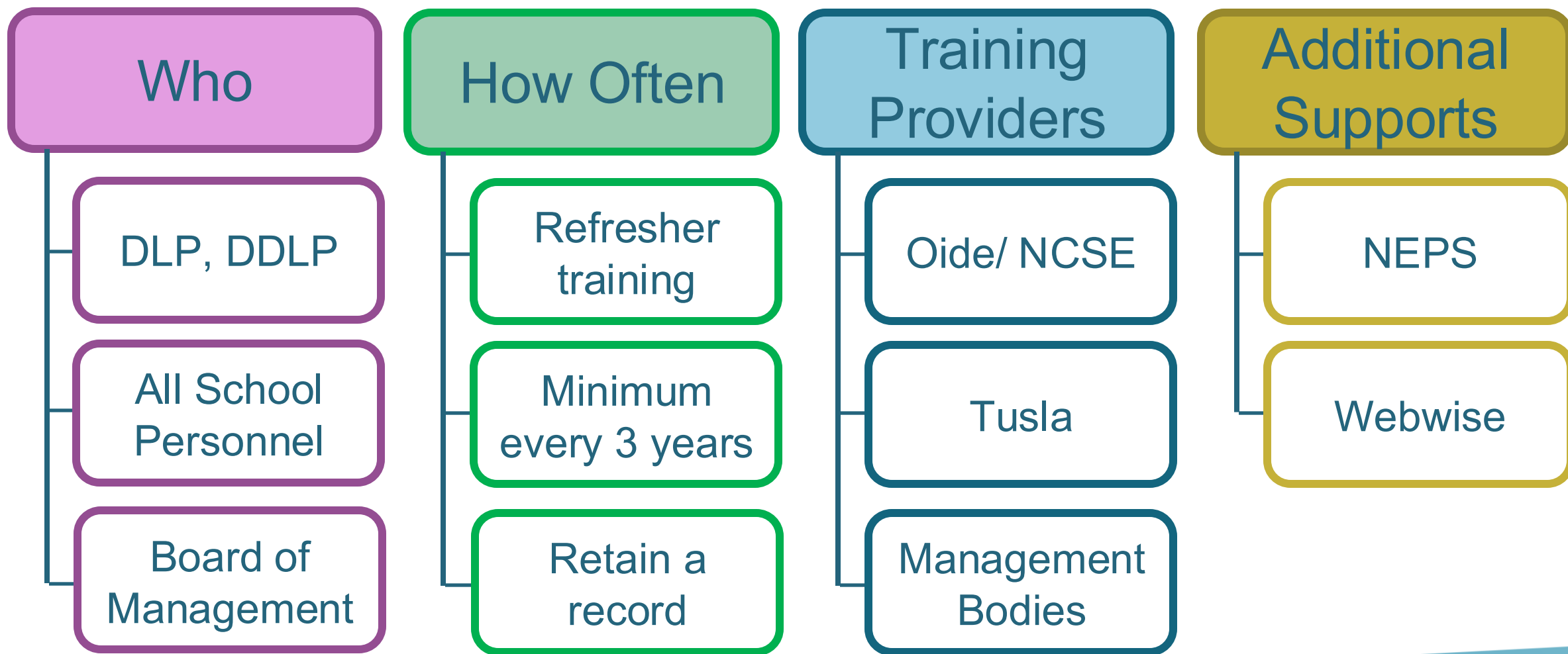
Outside Events



Teacher Sharing



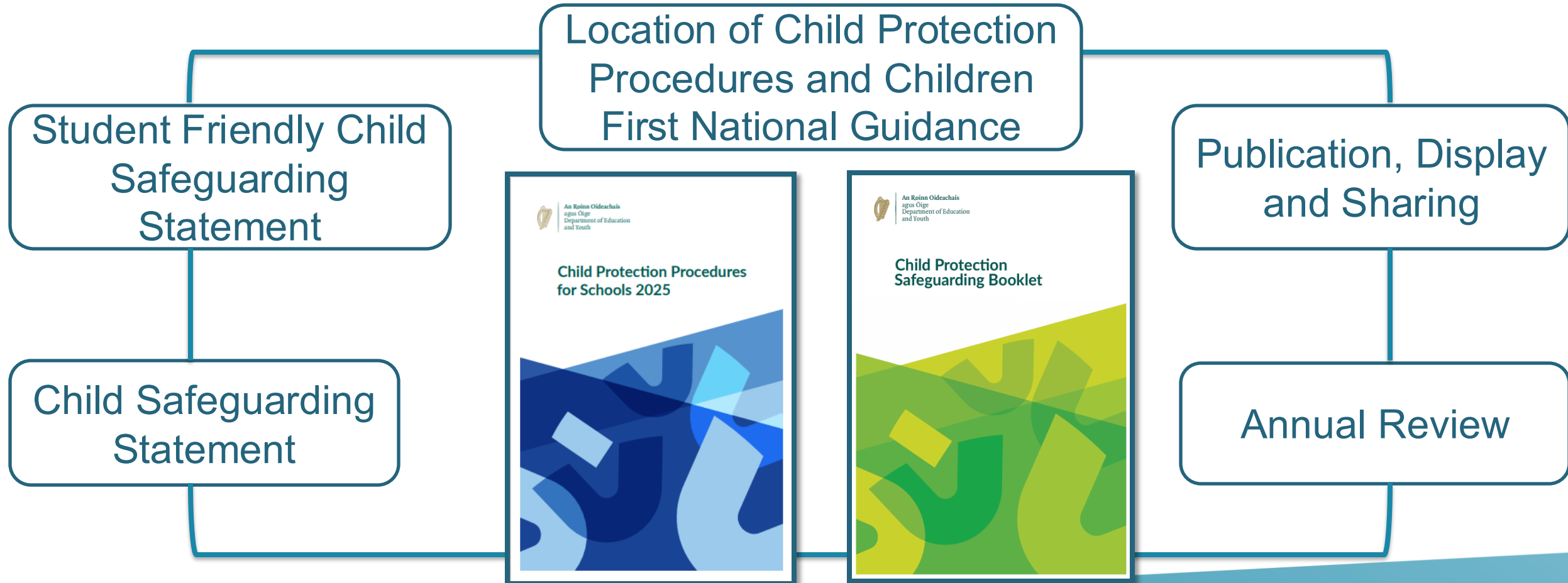
Child Safeguarding -Training and Supports



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



Oide

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>



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.



Student Friendly Child Safeguarding Statement



Oide

Insert school crest here

Child Safeguarding in our School

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

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

This is called our **Child Safeguarding Statement**. We check this every year. When we do this we will ask you what you think about safeguarding in our school. It is important that you feel safe at school and in your life outside of school too.

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

Who to go to:	What we will do:
<input checked="" type="checkbox"/> Any trusted adult For example, your Year Head or Tutor, a teacher, SNA, the Principal or Deputy	<input checked="" type="checkbox"/> Listen and understand <input checked="" type="checkbox"/> Guide or look for help

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

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

- 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.
- It must have the name and photograph of the DLP.
- Shall be displayed next to the Child Safeguarding Statement near the main entrance to the school.
- May be placed at other frequently visited locations (e.g. student entrances).
- Templates provided by DEY; available at: www.gov.ie/childprotectionschools.

Student Friendly Child Safeguarding Statement - Activity



Oide

Review the sample Student Friendly Child Safeguarding Statement.

Focus question:

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?

Insert school crest here



Child Safeguarding in our School

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

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

This is called our **Child Safeguarding Statement**. We check this every year. When we do this we will ask you what you think about safeguarding in our school. It is important that you feel safe at school and in your life outside of school too.



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

Who to go to:	What we will do:
<input checked="" type="checkbox"/> Any trusted adult For example, your Year Head or Tutor, a teacher, SNA, the Principal or Deputy	<input checked="" type="checkbox"/> Listen and understand <input checked="" type="checkbox"/> Guide or look for help

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



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

Child Safeguarding Statement (CSS) and Risk Assessment (RA) Annual Review



Oide

When?

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

How?

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

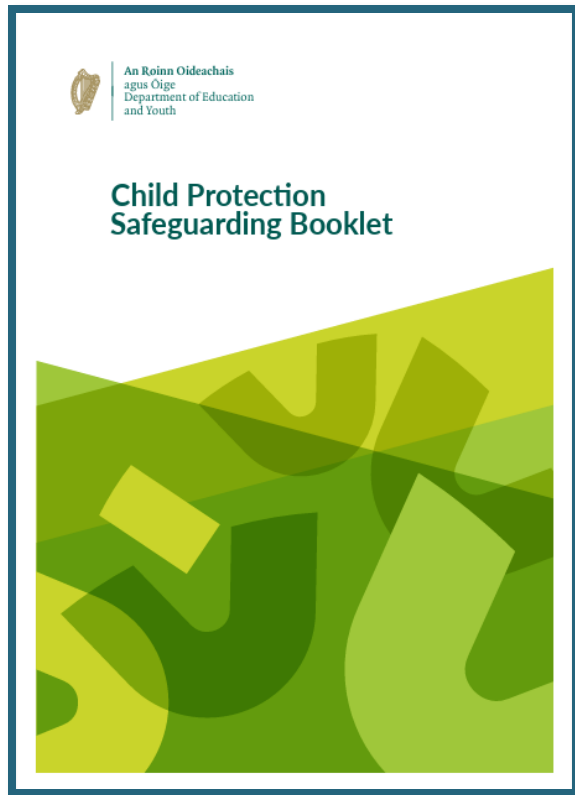
Who to Inform?

School Personnel
Parents' Association
School Patron
School Website

Consultation as Part of the CSS and RA Annual Review



Oide



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



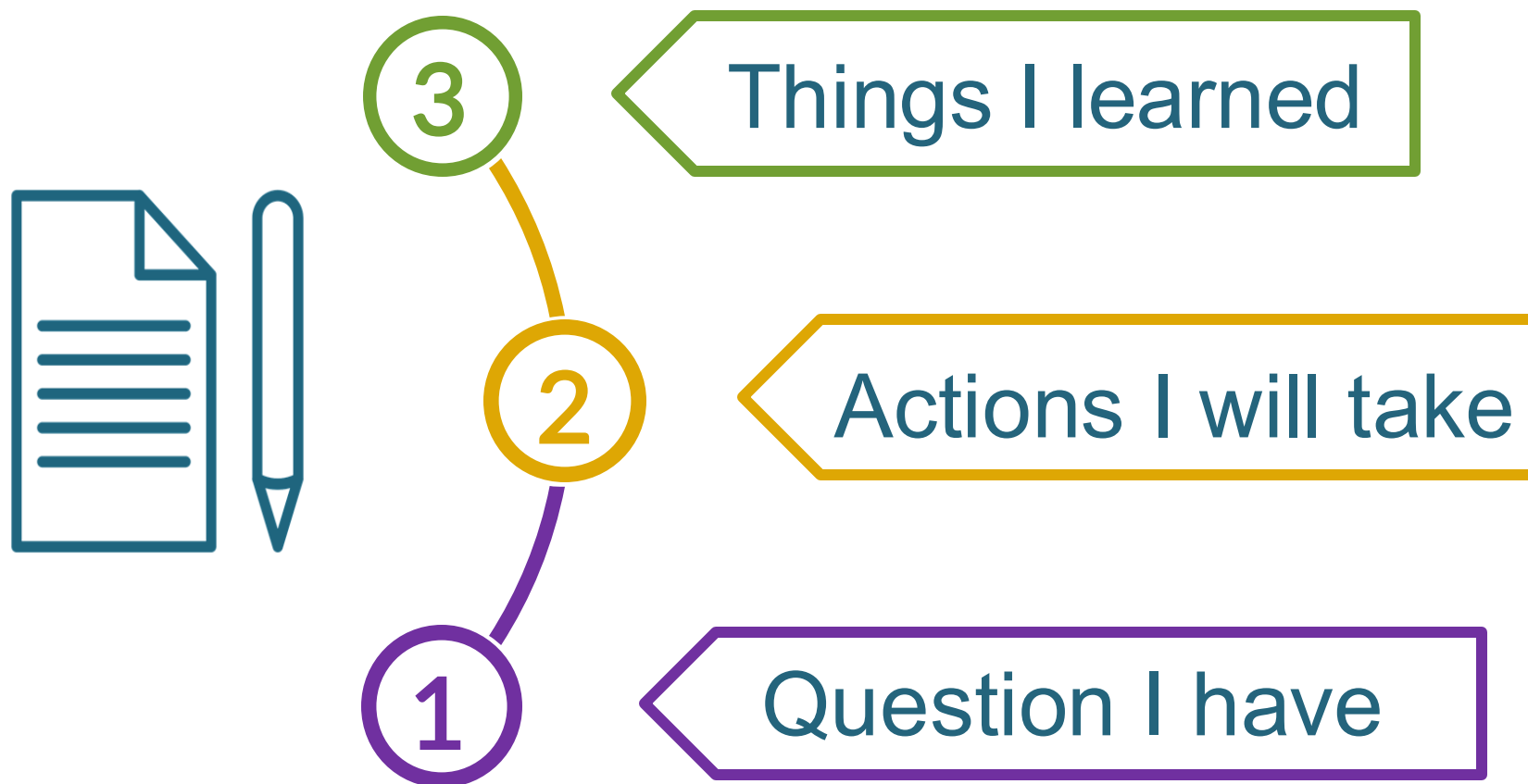
Session Three Outcomes

By the end of this session, participants will have:

- become aware of oversight roles and obligations
- gained knowledge and understanding of child safeguarding practices
- explored and considered the Child Safeguarding Statement and Risk Assessment including the student friendly statement
- explored training requirements and supports available.



Key Learning Reflection - Activity





Resources and Supports

New booklets containing updated templates have been provided to support schools in implementing the updated procedures. The booklets and other supports, including those available from Tusla, are available on:

www.gov.ie/childprotectionschools

Further supports and resources are available on:

<https://oide.ie/post-primary/home/wellbeing/child-protection/>



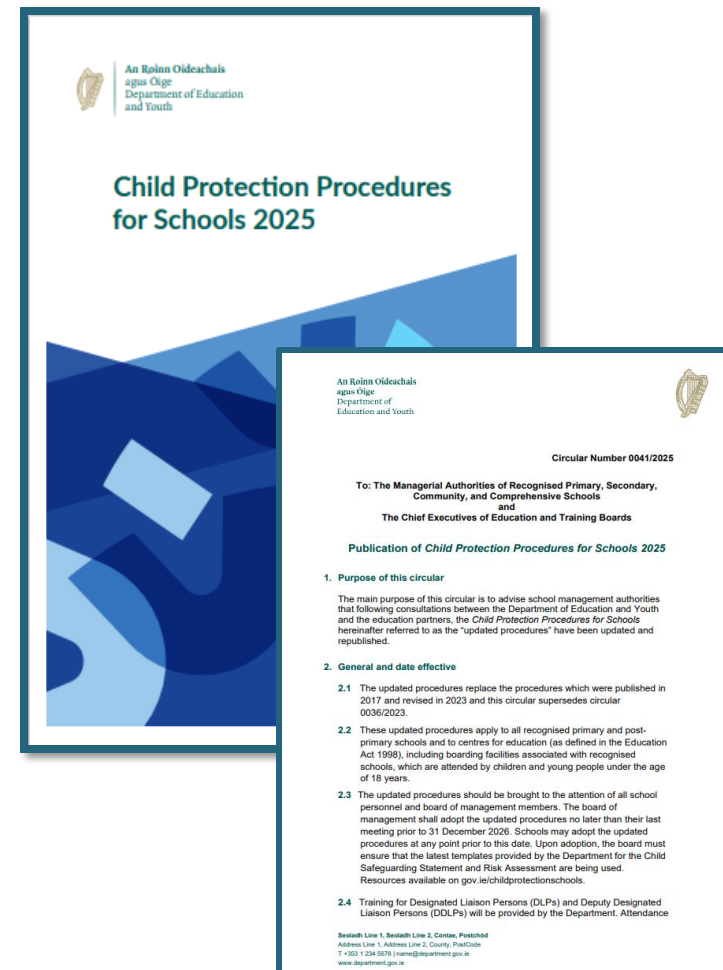


Queries

Circular 41/2025, Section 7.2

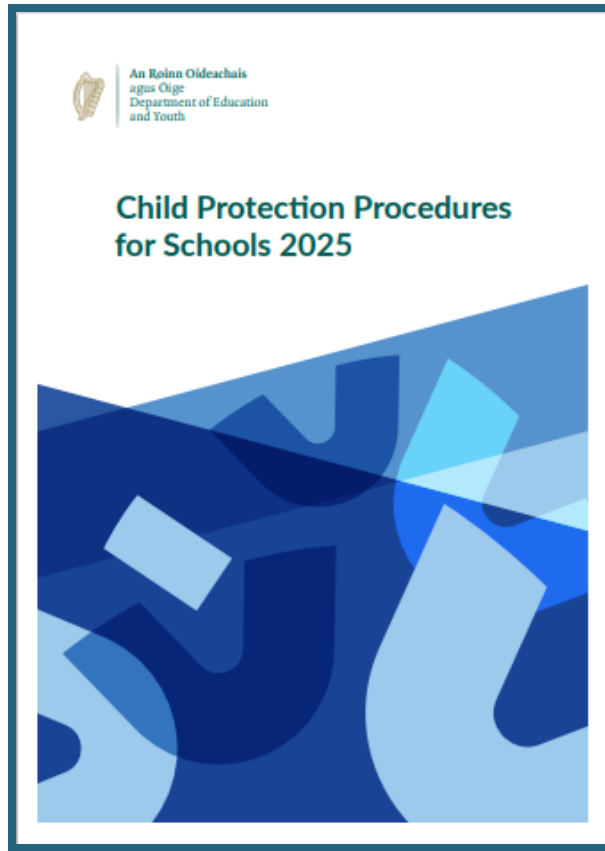
General queries in relation to the updated procedures should be e-mailed to the Department at:

childprotection@education.gov.ie





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.



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