

Polasaí Um Chosaint Leanaí

Gaelscoil na gCeithre Maol

Réamhráiteas

Is scoil sinn atá i láthair le hoideachas d'ardchaighdean a chur ar fáil do gach duine is cuma cén aois, gnéas, reiligiúin agus aicme iad. Glacann an Bord Bainistíochta leis go bhfuil fíorthábhacht le caomhnú leanaí agus leas leanaí maidir le gach gné de shaol na scoile agus nach mór sin a bheith le sonrú ar pholasaithe, modhanna oibre agus beartaíocht uile na scoile. Dá réir sin, ag teacht lena n-éilítear faoi 'Nósanna Imeachta maidir le Caomhnú Leanaí na Roinne Oideachais agus Scileanna, tá an polasaí seo a leanas maidir le caomhnú leanaí aontaithe ag Bord Bainistíochta Scoil na gCeithre Maol

- Tá glactha ag an mBord Bainistíochta le 'Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus i Scoileanna Iarbhunscoile' na Roinne agus déanfar a gcur i bhfeidhm go hiomlán, gan athrú gan leasú, mar chuid den pholasaí ginearálta maidir le caomhnú leanaí.
- An Duine Idirchaidrimh Ainmnithe (DCA): Frances Ní Bhriain
- An Leas-Dhuine Idirchaidrimh Ainmnithe (Leas-DCA): Arlene Bhreathnach
- I ndáil le polasaithe, modhanna oibre agus beartaíocht de chuid Scoil na gCeithre Maol cloífear leis na prionsabail seo a leanas den dea-chleachtas maidir le caomhnú leanaí agus leas leanaí.
- Cuireadh an polasaí seo ar fáil d'fhoireann na scoile agus do Chumann na dTuismitheoirí agus tá sé ar fáil go héasca ag tuismitheoirí ach a iarraidh. Cuirfear cóip den pholasaí seo ar fáil don Roinn agus don phátrún sa chás go n-iarrtar é.
- Beidh ainm an Duine Idirchaidrimh Ainmnithe (DCA): agus an Leas-Dhuine Idirchaidrimh Ainmnithe (DCA) ar thaispeáint in áit fheicéalach gar don phríomhbhealach isteach sa scoil. Déanfaidh an scoil:
 1. Glacadh leis go bhfuil fíorthábhacht le caomhnú leanaí agus leas leanaí, gan bheann ar aon cheist eile;
 2. Comhoibriú go hiomlán leis na húdaráis chuí faoin reachtaíocht maidir le caomhnú leanaí agus cúrsaí leasa leanaí

3. Gnásanna sábháilte a ghlacadh chuici féin d'fhonn an dóigh go dtarlódh dochar nó tionóisc do leanbh a mhaolú oiread agus is féidir agus an lucht oibre a chosaint ó chall dul i mbaol nach gá a bhféadfadh gurb é toradh a bheadh air go gcuirfí drochúsáid nó faillí ina leith;

4. Gnás ionracais a thabhairt chun cinn le tuismitheoirí agus iad a spreagadh a bheith rannpháirteach in oideachas a gcuid leanaí; agus

5. Meas iomlán a léiriú ar riachtanais rúndachta agus í ag déileáil le cúrsaí caomhnaithe leanaí

6. Cuirfear cóip den pholasaí seo ar fáil do gach ball foirne mar aon leis an chuid sin de Threoirlínte agus Nósanna Imeachta na Roinne Oideachais agus Eolaíochta um Chosaint Leanáí. Tá sé mar dhualgas ar an bhfoireann uile iad féin a chur ar an eolas faoi 'Leanáí ar dTús' 2011, agus faoi threoirlínte agus nósanna imeachta an DES um chosaint leanaí.

Aidhmeanna

Timpeallacht shlán, iontaobhach, freagrach agus oscailte a chruthú.

Oideachas ar scileanna sábháilteachta pearsanta a dhíríonn go sainiúil ar dhrochúsáid a chosc a chur ar fáil do gach leanbh sa scoil.

Feasacht agus freagracht ar chosaint leanaí a fhorbairt i measc phobal uile na scoile.

Nósanna imeachta don dea-chleachtas a chur i bhfeidhm chun na leanaí agus an fhoireann a chosain.

A dheimhniú go mbíonn eolas agus tuiscint ag foireann uile na scoile ar na treoirlínte 'Leanáí ar dTús' agus ar na treoirlínte agus na nósanna imeachta maidir le himní nó nochtadh eolais faoi dhrochúsáid leanaí a chur in iúl.

Oiliúint leanúnach a chur ar fáil don fhoireann sna réimsí seo agus i réimsí eile.

Cosc

- Is é an clár Fan Slán an príomhfhoinsé a bhíonn in úsáid i scoileanna chun oideachas a chur ar pháistí maidir le drochúsáid a chosc. Tá an clár seo á mhúineadh mar chuid de churaclam OSPS na scoile faoin tsnáithe Sábháilteacht agus Cosaint (Sábháilteacht Phearsanta).

- Nuair a chláraíonn tuismitheoirí a bpáiste cuirfear in iúl dóibh go mbíonn an clár Fan Slán in úsáid sa scoil agus cuirfear cóip de Threoirlínte na dTuismitheoirí ar Fan Slán ar fáil dóibh.

- Déanfar ceachtanna foirmiúla an chláir a theagasc go hiomlán gach dara bliain mar atá leagtha síos i bplean timthrialla dhá bhliana an OSPS.

Cleachtais:

Leanfaidh an fhoireann go léir (múinteoirí, cúntóirí riachtanas speisialta, foireann tacaíochta, rúnaíochta, feighlíochta srl.) sa scoil seo na moltaí don tuairisciú ar ábhair inní nó ar nochtadh eolais mar atá luaite i 'Leanaí ar dTús' agus i ndoiciméad na Roinne Oideachais agus Eolaíochta, 'Treoirlínte agus Cleachtais um Chosaint Leanaí'.

Tá Bord Bainistíochta na scoile seo tar éis Frances Ní Bhriain (Príomhoide Gníomhach) a cheapadh mar Dhuine Ainmnithe Idirchaidrimh (DLP) agus Arlene Bhreathnach (Leas Príomhoide) mar leas-Dhuine Ainmnithe Idirchaidrimh.

Tá sé comhaontaithe ag foireann agus bainistíocht na scoile:

Gach ábhar inní/nochtadh a bhaineann le cosaint leanaí a thuairisciú nuair a tharlaíonn sé sa chéad ásc chuig an DLP (nó an leas DLP nuair is cuí).

♣Go mbeadh gach tuairisc chuig an DLP dátaithe agus sínithe ag an duine a dhéanann an tuairisc sin.

Cloí go dian le rúndacht a chothabháil - ba chóir eolas agus ábhair inní nó nochtadh de dhrochúsáid a thabhairt ar bhun riachtanais.

Nósanna Imeachta:

Aithníonn foireann agus bord bainistíochta na scoile na réimsí seo a leanas mar réimsí inní i leith chosaint leanaí. Tar éis plé agus díospóireacht d'aontaigh an fhoireann agus an bord bainistíochta go nglacfaí leis na nósanna imeachta seo a leanas:

a) Teagmháil fhisiceach:

Ba chóir go mbeadh teagmháil fhisiceach idir phearsanra na scoile agus an leanbh mar fhreagairt ar riachtanais an linbh agus ní riachtanais an duine fásta.

Cé gur féidir teagmháil fhisiceach a úsáid chun sólas a thabhairt nó chun an leanbh a chur ar a suaimhneas nó chun cabhrú le leanbh ba chóir na coinníollacha seo a leanas a leanúint agus an t-íomchuíbheas (appropriateness) a mheas:-

1. Go mbeadh sé inghlactha ag an leanbh
2. Go mbeadh sé oscailte agus nach mbeadh sé rúnda
3. Aois agus céim forbartha an linbh

Ba chóir do phearsanra na scoile aon rud a bhfuil nádúr pearsanta ag baint leis agus go bhfuil

an gasúr in ann a dhéanamh dó/di féin a sheachaint.

b) Leanaí a bhfuil cúnamh leithris /riachtanais cúram pearsanta:

Aon uair a bhíonn cúnamh leithris/riachtanais cúram pearsanta ag leanbh tionólfar cruinniú cúraim, roimh chlárú agus sula dtosaíonn an leanbh an scoil, idir tuismitheoirí/caomhnóirí, múinteoir ranga, cúntóir riachtanas speisialta, príomhoide agus más cuí, an dalta. Is é cuspóir an chruinnithe ná chun riachtanais an linbh a fháil amach agus chun na bealaí is fearr ar féidir leis an scoil freastal ar na riachtanais sin a dhéanamh amach. Cuirfear na comhaltaí foirne a bheidh páirteach sa chúram seo in aithne agus déanfar socraithe d'ócáidí nuair a bheidh na comhaltaí foirne as láthair. Déanfar cóip scríofa den mhéid a chomhaontófar agus coinneofar i gcomhad an linbh é.

Cé go ndéanfar chuile iarracht beirt chomhaltaí foirne a bheith i láthair nuair a bheifear ag déileáil le cúram pearsanta/cúnamh leithris beidh amanna ann nach dtarlóidh sé seo agus déanfar é seo a phlé leis na tuismitheoirí/caomhnóirí. Déanfar taifead ar aon nós imeachta a imíonn ón gcleachtas agus cuirfear in iúl don DLP agus do na tuismitheoirí/caomhnóirí é.

c) Cuairteoirí / Aoichainteoirí:

Níor chóir cuairteoirí/aoichainteoirí a fhágáil leo féin le leanaí riamh. Tá an scoil (príomhoide/múinteoirí) freagrach as teastais aitheantais an chuirteora/ aoichainteora a sheiceáil agus a chinntiú go bhfuil an t-ábhar atá in úsáid acu cuí.

d) Timpistí leithris:

Coinneofar fo-eadaí glana agus éadach oiriúnach sa scoil agus má bhíonn 'timpiste' den chineál sin ag dalta, taingfear éadach glan dó/di ar féidir leis/léi athrú isteach ann.

Muna mbíonn dalta ar cibé cúis in ann é/í féin a ghlanadh a gcuid éadach a athrú iad féin agus nach féidir teagmháil a dhéanamh leis na tuismitheoirí/caomhnóirí tabharfaidh comhaltaí foirne a bhfuil aithne ag an leanbh orthu cúnamh don leanbh.

I ngach cás den chineál sin ba chóir go mbeadh beirt chomhaltaí foirne i láthair.

Coinneofar taifead ar eachtraí den chineál sin agus cuirfear an príomhoide agus na tuismitheoirí ar an eolas.

e) Teagasc duine ar dhuine:

Is é polasaí na scoile é go bhfuil teagasc duine ar dhuine níos fearr do leas an linbh go minic.

Déanfar gach iarracht lena chinntiú go mbeidh an teagasc sin ar siúl i dtimpeallacht oscailte. Cuirfear tuismitheoirí leanaí atá páirteach i dteagasc duine ar dhuine ar an eolas agus lorgófar a gcomhaontuithe.

Déanfar obair a dhéanann ár gcúntóirí riachtanais speisialta faoi stiúir an mhúinteora ranga i dtimpeallacht oscailte.

f) Éadaí a athrú do Chluichí/ Corpoideachas/ Snámh:

Beifear ag súil go n-athróidh daltaí a gcuid éadaigh iad féin do chluichí / corpoideachas / snámh. Sa chás go dteastaíonn cúnamh déanfar é sin sna saoráidí pobail agus le cead ó tuismitheoirí. Ní bheifear ag súil agus ní cheadófar ar chúinse ar bith go n-athróidh comhalta foirne/oibrí deonach éadaigh an linbh i saoráidí príobháideacha nó i gcubhachail. Má theastaíonn príobháideachas iarrfar ar an tuismitheoir/caomhnóir cúnamh a thabhairt don leanbh.

g) Maoirseoireacht:

Ní mór go mbeadh maoirseoireacht dhóthanach ann do na gasúir an t-am ar fad. Beidh beirt ar an gclós í gcónaí ag am lóin.

Cé go ndéanfar gach iarracht cloí leis an gcleachtas is fearr, de réir mar atá aontaithe thuas, má tharlaíonn i gcás éigeandála nach mbíonn sé indéanta ná practiciúil an cleachtas aontaithe a leanacht ba chóir cuntas iomlán den eachtra a chlárú agus a chur in iúl don phríomhoide agus do na tuismitheoirí. 6

Nuair a bhíonn ar bhall foirne comhair leighis/céad chabhair a chur ar pháiste cinntítear go ndéanfar é in áit poiblí.

Ní bheidh aon pháiste ag taisteal ina (h)aonar le haon bhall foirne. Má bhíonn ar bhall foirne páiste aonair a thógáil ina (h)aonar beidh ar dhuine fásta eile a bheidh i láthair.

Ní scaoilfear aon pháiste abhaile le duine nach bhfuil aitheanta don fhoireann muna mbíonn cead faighte ó tuismitheoir an pháiste agus an múinteoir ranga curtha ar an eolas roimh ré.

h) Earcú agus roghnú baill foirne:

Leanfar go dlúth le treoirlínte na Roinne Oideachais agus baill foirne á gceapadh. Beifear ag súil go gcuirfidh gach iarrathóir sonraí pearsanta, sonraí de thaithí oibre agus ainmneacha do mholtóirí ar fáil don Bhord Bainistíochta. Beidh ar chuile iarrathóir-múinteoirí agus baill

foirne eile- iarrtas a dhéanamh ar ghrinnfhiosriú Garda mar atá leagtha síos i gciorcalán 0031/2016.

Beidh ar oibrithe deonach sa scoil chuile obair a dhéanamh faoi theoir an mhúinteoir ranga.

i) Sábháilteacht ar an Idirlín:

Ní bhíonn cead ag na páistí úsáid a bhaint as an idirlín muna mbíonn múinteoir i láthair.

Tá blocáil déanta ar shuíomhanna caidrimh cosúil le Facebook agus Twitter. Ní féidir leis na páistí UTube aimsiú gan maoirseacht. Ba chóir safe tube a úsáid ar google classroom agus sa seomra ranga.

Níl cead ag na páistí fón póca a thabhairt ar scoil.

Cosaint Leanaí - Mí-úsáid

Tá dualgas ar gach duine a mbíonn ag plé le páistí féachaint chuige go bhfuil siad saor ó bhuaire, imní agus mí-úsáid. Is gá a bheith aireach agus ar an eolas maidir leis na comharthaí atá ann ó thaobh mí-úsáid leanaí de.

Thíos faoi, gheobhaidh tú cur síos cuimsitheach ar na comharthaí a mbaineann le gach ceann den ceithre cinéal mí-úsáid. Tá se an-thábhachtach go dtuigeann gach ball den fhoireann iad, sa chaoí is má tá siad le feiceáil i dtaobh aon pháiste sa scoil, go n-aithneoidh tú iad agus go rachaidh tu chuig an DCA leo.

Tá freagrachtaí faoi leith a mbaineann le foireann bhainistíocht agus mhúinteoireacht na scoile. Arís, is gá tú fein a chur ar an eolas maidir leis na freagrachtaí a mbaineann leis agus an cur chuige ceart le leanúint.

Tá ceithre cinéal mí-úsáid ann i leith páistí. Tá comharthaí faoi leith ag baint le chuile ceann agus tá comhartha comóntaí ann freisin. Ní gá go mbeadh chuile comhartha le feiceáil sula ndéanann tú tuairisciú, ach ní shin le rá má tá comhartha amháin ann go bhfuil fadhb.

Má tá buairt ort téigh chuig an DCA a thógfaidh ó shin é.

1. Faillí

Is féidir cur síos a dhéanamh air seo sa chaoí is go bhfuil dochar á dhéanamh ar an bpáiste ná moil á chur ar fhorbairt an pháiste de dheasca easpa bia, éadaí, teas, gloineacht, spreagadh intleachtúil, maoirseacht, sábháilteacht agus leigheas.

Má tá faillí i gceist go hiondúil bíonn sé ar siúl go rialta ar feadh tamaill seachas díreach go

pointe amháin. Muna bhfuil páiste ag fás mar ba cheart dá haois d'fhéadfadh sé/sí a bheith ag fulaingt neamhair ó thaoibh bia de. Muna bhfuil páiste ag teach tar scoile go rialto tá sé/sí ag fulaingt ó neamh fhorbairt inchinne.

D'fhéadfadh le hasláithreachtaí rialta nó leanúineacha a bheith mar chomhartha ar fadhbhanna sa bhaile. Is ionann asláithreacht rialta agus neamhaird.

Comharthaí Faillí

1. Gan aon duine fásta a bheith thart
2. Páiste a bheith sa bhaile gan maoirseacht oiriúneach ar siúl
3. Easpa bia, bia mí-oiriúnach nó gan béilte rialta a bheith ar fail go rialta
4. Easpa teas
5. Easpa éadaí oiriúnacha don aimsir m.sh. bristí & t-léine sa geimhreadh
6. Asláithreachtaí rialta sa scoil
7. Gan aire á thabhairt go fadhbhanna sláinte an pháiste
8. Ag déanamh oibre nach bhfuil oiriúnach dá haois
9. Páiste nach bhfuil ag fás, ní amháin de dheasca bia ach mí-úsáid mothúchánach
10. Gan maoirseacht ceart ar siúl ó thaobh dul chun cinn mhoraltacht an pháiste
11. Easpa chosaint

2. Mí-úsáid Mothúchánach

Tá sé seo le fáil sa chaidreamh idir an tuismitheoir/caomhnóir nó é siúd a thugann aire don pháiste agus an pháiste é féin. Is rud leanúnach é seo seachas díreach eachtra faoi Leith. Tarlaíonn sé nair nach dtugtar aird ar riachtannais an pháiste ó thaobh grá, leanúnachas, dea-mheas agus sábháilteacht de. Ní bhíonn comhartha fisiciúla le féiceáil go hiondúil; ach amháin má tá mí-úsáid eile i gceist. Ach é sin ráite má tá mí-úsáid eile i gceist, bíonn sé seo le fáil leis.

Comharthaí mí-úsáid mothúchánach

1. Diúltú
2. Easpa moladh
3. Easpa compórd agus grá
4. Easpa leanúnachas ó thaobh cúrsaí aire de

5. A bheith faoi churam daoine atá i bhfad ró-chosantach do leas an pháiste.

6. Píonós neamhfisiciúl mí-oiriúneach m.sh. a bheith faoi ghlas i seomraí

7. Foiréigean nó coimhlint clainne

* Gach páiste a ndéantar mí-úsáid gneiss/fisiciúl nó neamhaird air/uirthi, déantar seo orthu

8. A bheith ag súil le rudaí mí-oiriúnach dá haois ón páiste m.sh. iad a bheith amuigh ag obair srl

3. Mí-úsáid Fisiciúl

'Séard atá i gceist le mí-úsáid fisiciúl ná gortú d'aon saghas nach timpiste is cúis leis, nó gortú d'aon saghas atá mar thoradh ar neamhaird ar chosaint an pháiste. Is féidir leis na rudaí seo a leanas á áireamh sa ghrúpa seo- craitheadh páistí/ a bheith ró-gharbh/truailliú déanghnó/Munchaesons/ag scaoileadh le nó ag cruthú suíomh a d'fhéadfadh an dochar a dhéanamh do pháiste.

Comharthaí

1. Brúite

Brúite ginearálta: - go hiondúil bíonn siad seo le féiceáil in áiteanna a bhfuil cnámh in aice leis an gcraiceann, m.s.h. smig/srón/éadan/uileann/glúin. Beidh na brúite seo gan rianta cinnte ar na taobhanna.

* Bí aireach faoi brúite ar an tóin/cúl an lorga/cheathrú/droim/bun an droma/muinéal/béal/baill ghiniúna

Brúite nach timpiste iad - go minic fágfar na lámhe má buailltear páiste, m.sh. le lámh/bata/cros

(a) Má tá brúite timpeall an mhuinéil, seans mhaith nach timpiste a bhí ann

(b) Bí aireamh faoi súile nó cluasa dubha. Ní féidir súil dubh a fháil mar thoradh ar thitim ar an dtalamh.

(c) Is féidir le brúite mar thoradh ar cur fola inmheanach de dheasca craitheach.

2. Dónna

Dónna ginearálta - go hiondúil dó de dheasca timpiste is toradh é d'uisce nó eile a bheith tite orthu nó i ndiadh teacht i dteagbháil le rud ar nós pota srl

Dónna nach timpistí iad - go minic bíonn patrúin ann nach gcloínn le miniú na dtuistí nuair nach timpiste a mbíonn ann.

Más toradh é ar dhó uisciúil nó eile, go hiondúil beidh an páiste i ndiadh a bheith curtha faoi in aghaidh a toile agus mar sin bíonn line díreach ann seachas 'splash'. Freisin, d'fhéadfadh leis an bpáiste i ndiadh a bheith curtha in aghaidh rud te m.sh. 10 teasadóir,/sorn. Beidh rianta soiléire fágtha ó toitíní - go háirithe in áiteanna nach mbeadh oscailte go sin.

Má tá amhras ann, teigh chuig an DCA a thógfaidh ó sin é.

* Bí ag faire amach roimh cnámha briste/borradh & srl.

4. Mí-Úsáid Gnéis

Nóta tábhachtach: Ós rud é go mbaineann gach drochúsáid ghnéasach leis an gcatagóir díobhála a théann i gcion go tromchúiseach ar shláinte, leas nó forbairt linbh, ní mór gach ábhar inní faoin drochúsáid ghnéasach a thaisceadh mar thuairisc shainordaithe chuig Tusla. Tá eisceacht amháin ann, a bhaineann le gníomhaíocht ghnéasach áirithe i measc déagóirí sinsearacha a bhfuil cur síos le fáil uirthi i rannán 4.7 de na nósanna imeachta seo. (Nosanna imeachta um Chosaint Leanáí 2017)

Ag cur láimh nó ag baint úsáid as corp an pháiste ar son sásamh gnéasúil. Gnéas d'aon saghas a bheith ann idir duine fásta agus páiste. Páiste a úsáid go gairsiúil ar son airgid, m.sh. iad a chur ar teip/idirlíon srl

Go hiondúil, tarlaíonn mí-úsáid gneiss ar bhonn leamíneach thar na blianta seachas díreach eachtra amháin a bheith i gceist. Go minic, tarlaíonn sé seo taobh istigh den chlann.

Tagann na cásanna seo chun cinn go formhór mar gheall ar:

- i) Ráiteas ón bpáiste/deirfiúr/dearthar nó cairde an pháiste
- ii) Buairt ó dhaoine fásta
- iii) Comharthaí fisiciúla

Comharthaí Ginearálta:

Cur fola óna baill ghiniúna

Reacrachtaí/pianta ag dul chuig an leithreas

Athrú in iompar an pháiste

Tagairtí de ghníomhaíochtaí gnéasúla

Tuisicnt mí-oiriúnach dá haois ar ghnéas

A bheith gairsiúl le pháiste eile

Easpa páirt a ghlacadh i gníomhaíochtaí go mbionn orthu a gcuide éadaí a bhaint, m.sh. snámh

Comhartáí a mbaineann go hiondúil le

Athrú íomh sa pháiste.

Gearanta, m.sh. pianta sa cheann/bolg & srl

Diultú dul ar scoil

Troimliú

Fanacht leo féin

Easpa spéis i mbia

Gan a bheith sásta scaoileadh le daoine.

Freagrachtaí na Scoile

Tá dualgas faoi leith ar phobal na scoile. Is gá don scoil proiséas soiléar a bheith i bhfeidhm.

Freagrachtaí an Bhoird

i) Treoirlínte soiléire a chur ar fáil d'fhoireann na scoile

ii) DCA a cheapadh - is faoin duine seo atá sé a bheith ag plé leis na gardaí/Boird

sláinte/múinteoirí le buairteanna/cathaoirleach & srl

iii) Ag féachaint ar dul chun cinn na daltaí atá faoi bhuairt.

Chuige sin tá Frances Ní Bhriain ceapaithe mar DCA agus Arlene Bhreathnach ceapaithe mar Leas DCA do Scoil na gCeithre Maol. Tá múinteoirí na scoile curtha ar an eolas maidir leis an bproiséas atá le leanúint i dtaobh mí-úsáide. (Auginín 1)

Ról an Mhúinteora

Is ceart do gach múinteoir cláraithe a thabhairt faoi deara go bhfuil an oibleagáid reachtúil tuairisc shainordaithe a dhéanamh chuig Tusla leagtha ar an múinteoir ar leith mar dhuine sainordaithe faoin Acht um Thús Áite do Leanaí 2015 agus go bhfuil feidhm aige seo is cuma an dtuairiscíonn an DIA an imní i gceist nó nach dtuairiscíonn.

Sásaíonn, áfach, múinteoir cláraithe a dhéanann tuairisc shainordaithe chuig Tusla i gcomhar leis an DIA an oibleagáid reachtúil atá air nó uirthi chun tuairisciú chuig Tusla faoin Acht um Thús Áite do Leanaí 2015.(Nosanna imeachta um Chosaint Leanaí 2017)

- 1) Má tá inní ar bhall d'fhoireann na scoile maidir le mí-úsáid, is gá dó/dí dul chuig an DCA.
- 2) Má insíonn páiste do mhúinteoir go bhfuil dochar á dhéanamh air/uirthi ba chóir éisteacht leis an bpáiste go báiil agus gan brú a chur air/uirthí
- 3) Níor cheart agallamh foirmeálta a chur ar an bpáiste. Faigh sonraí soiléire más gá & coiméad cuntais más féidir.
- 4) Bá chóir éisteacht leis an bpáiste.
- 5) Cuir an páiste ar a shuaimhneas, ach ná tábhair aon ghealltanais dó/dí, m.sh. gan gealltanais nach féidir a chomhlíonadh a thabhairt, m.sh. ag gealladh gan an scéal a insint d'éinne eile.
- 6) Ná cuir treoircheistean ar an bpáiste agus ná dean moltaí
- 7) Ná cuir bac ar pháiste agus é/í ag cuimhniú ar eachtraí suntasacha
- 8) Ná lig don scéal dul i bhfeidhm ort as cuimse
- 9) Mínigh dó/dí go mb'fhéidir go gcaithfear tuilleadh cabhrach á lorg
- 10) Déan an diospóireacht a chlárú go cruinn chomh luath agus is féidir agus coinnigh an taifead. *Úsáid foclaíocht an pháiste
- 11) Téigh chuig an DCA
- 12) Má tá buairt ar fhoireann faoi mí-úsáid éinne, ba chóir go mbeifí ag coinneáil taifead dá chuire rud - fiú na gortaithe beaga. Beidh siad uilig de dhíth má tá cás le tabhairt. Ba chóir úsáid a bhaint as an bhfoclaíocht ceart sa taifead i.e. 'luaite' díreacha
- 13) Tá dualgas ar mhúinteoir tuairisciú amháin- ní iniúchadh, deileáil leis nó anailis a dhéanamh air
- 14) D'fhéadfadh le do thuairisc a bheith mar mionpháirt níos leithne. (Appendix 3)

Ról an DCA

Áit a bhfuil aon amhras ar an DIA maidir le tuismitheoir/cúramóir a chur ar an eolas faoi thuairisc a bheith á déanamh chuig Tusla, iarrfaidh an DIA comhairle ar Thusla (Nosanna imeachta um Chosaint Leanaí 2017)

Má thagann ball foirne chugat agus tú bunús réasúnta ann is gá tuairisciú don Boird Sláinte láithreach.

- 1) Tá oibre soisialta (094 9042030 - Paddy Martin) ar dualgas go laethúil. Labhair go pearsanta/ar an bhfón nó scríobh chuige láithreach.

- 2) Ba chóir don té atá ag déanamh an tuairisc a bheith ar fáil le labhairt leis an oibre soisialta.
- 3) I gcás práinne agus nach bhfuil an oibre soisialta ar fáil, is féidir dul díreach chuig na Gardaí.
- 4) Ba chóir cláí leis an bhfoirm Thuairiscithe Chaighdeánach an oiread is gur féidir. Ba chóir an Cathaoirleach a chur ar an eolas faoi ag an bpointe seo más féidir, ach is féidir an tuairisciú a dhéanamh gan é a phlé leis.
- 5) Is ag an bpointe seo a dhéantar cinneadh faoi na tuismitheoirí. Ba chóir don DCA é seo a rá leis na tuistí mura cosúil go gcuirfeadh sé seo an páiste i gcontúirt nó go dtarraingeoidh sé baol breise ar an bpáiste. Má dhéantar an cinneadh seo, déan taifead den fáth.
- 6) Má tá tú ag cur na tuistí ar an eolas faoi, ná é fiosrúchán - Cuir litir chucu ag rá go bhfuil sé déanta.
- 7) Ní fút atá sé breithe a dhéanamh ar an scéal, Labhair leo/scriobh chucu go díreach, gan do dhearcadh féin a leiriú.
- 8) Mínigh na treoirlínte dóibh agus na dualgas atá ort.
- 9) Déan taifead de.

*Tugtar díolúina ó dhlítheanas sibhealta d'aon dhuine a thugann tuairisc faoi mhí-úsáid páistí go réasúnta agus le hintinn mhaith.

10) Muna bhfuil duine cinnte faoin imní atá orthu, ba chóir don DCA fiosrú le Tusla. Ní gá ag an pointe seo sonraí a thabhairt faoin dálda.

11) Má dhéanann an DCA cinneadh, tar éis caint le Tusla, nach gá leanúint, is gá don DCA tuairisc scríofa a thabhairt don mball foirne ag miniú na fáthanna. (Bá chóir don DCA an moladh sin a fháil ó Tusla i scríbhinn leis)

12) Má ghlaotar thú go Comhdháil um Chaomhnú páistí, is gá na taifead uilig a bhreith leat.

*Tá cead ionadaí a fhostú má tá an comhdháil ar siúl le linn am scoile - ach litir a fháil.

Líomhaintí ó Thuismitheoirí

(1) Tá sé rí thabhdachtach tuismitheoirí atá ag déanamh líomhaintí a chur chuig an DCA

(2) Ar an bpointe, is gá a shoiléiriú dó/dí nach féidir leat gealltanais a thabhairt nach rachaidh tú níos faide ná seo lena h-ainm

(3) Is gá a leiriú dó/dí go bhféadfadh sí a bheith freagrach as an todhchaí muna dtéann sí chuig Tusla.

Líomháintí ó amhrás i Leith fostaithe na Scoile

Sé an rud is tabháchtaí atá le cur san áireamh ag an Bord bainistíochta ná cosaint na bpáistí agus caithfear tús áite a thabhairt dá shábháilteacht agus dá bhfollaire, toisc fostaithe scoile a bheith páirteach, áfach bíonn dualgais ar an mBord Bainistíochta i dtaca leo siúd freisin.

Ba chóir comhairle dlí á lorg i gcásamh mar seo

NB: Ba cheart go mbeadh an DCA ag plé leis an mBord agus an Cathaoirleach leis an bhfostaí i gcomhairle leis an mBord. Níor cheart go mbeadh an duine céanna ag plé leis an dhá rud - ach amháin sa chás go bhfuil an líomhain ann i gcoinne an DCA.

Tá cearta ag an bhfostaí gan bheith curtha amach ar juraí go dtí go bhfuil fiosrú iomlán déanta.

An Modh Tuairiscithe

Ba chóir don duine atá i mbun na líomhain dul chuig an DCA, faigh ráiteas scríofa faoin líomhain ón duine nó ó thuiste/chaomhnóir an dalta. Beidh Tusla ag braith ar an taifead seo! Bíodh sé cruinn.

Coinnigh an Cathaoirleach ar an eolas.

Má fhaigheann fostaí eile sa scoil líomhain faoi fhostaí eile, caithfidh sé dul chuig an DCA láithreach. Má tá bunús réasúnta leis, bá chóir don DCA dul chuig Tusla agus an Cathaoirleach.

Ról an Chathaoirligh:

Is gá don Cathaoirleach na nithe seo a leanas a chur ina luí ar fhostaí scoile a luaithe is gur féidir:

(1) Go bhfuil líomhain déanta

(2) Nádúr na líomhna

(3) Cé acu nó nach bhfuil an tuairisc faoi seo tógtha ag an DCA do Tusla.

Ba chóir cóip scríofa den líomhain a thabhairt don mhúinteoir. Is gá iarraidh ar an bhfostaí freagra scríofa a thabhairt den Bhord taobh istigh d'am faoi Leith. Ta rúndacht ag teastáil anseo. Mar aon le gach cás de mhí-úsáid taobh istigh den scoil, níor cheart aon duine nach mbaineann sé leo a chur ar an eolas faoi. Mínigh anseo go mbeidh ar an mbord an freagra a thabhairt do Tusla.

Is gá comhairle dlí a lorg. Lórg é seo i dtosach, roimh dhul chuig Tusla. Lorg comhairle ó Bhrainise dleathúil an INTO, nó téigh go dlíodóir áitiúil.

Más é tuairim an Cathaoirligh go n-éilíonn an líomhain beart láithreach, ba chóir don Chathaoirleach, thar ceann an Bhoird, a ordú den fhostú fanacht as láthair ón scoil láithreach. Muna bhfuil an Cathaoirleach cinnte, ba chóir dó dul ar thóir comhairle ó Tusla nó na Gardaí.

Má tharlaíonn thuasluaite is ar bhonn asláithreachta fostaí, le pá iomlán agus ní fionraíocht. Ní comhartha ciontach é seo. Ba chóir an Roinn a chur ar an eolas le

(1) Faomhadh foirmiúil do chead scoir an fhostaí

(2) Cead na Roinne a fháil ionadaí a fháil

*Is gá Cathaoirleach an Bord Bainistíochta a chur ar an eolas. Ba chóir tuairisc cruinn a thabhairt ar seo.

Athbhreithniú & Monatóireacht

Déanfaidh an Bord Bainistíochta monatóireacht agus athbhreithniú ar an bpolasaí go bliantiúil agus ag amanna eile de réir mar is gá.

Ghlac an Bord Bainistíochta leis an bpolasaí seo Aibreán 2017

Ath-bhreithniú déanta ar an bplean seo 27^ú Meán Fómhair 2022.

Siniú: 

Cathaoirleach an Bhoird Bainistíochta

Siniú: 

Príomh-Oide

Child Protection Policy

Gaelscoil na gCeithre Maol

Introduction

This school is committed to the provision of the highest standard of education to everyone regardless of the age, gender, creed or social class. The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, practices and activities. Accordingly, in accordance with the requirements of the Department of Education and Skills' Child Protection Procedures, the Board of Management of Scoil na gCeithre Maol has agreed the following child protection policy:

- The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools as part of this overall child protection policy.
- The Designated Liaison Person (DLP) is Frances Ní Bhriain
- The Deputy Designated Liaison Person (Deputy DLP) is Arlene Bhreathnach
- In its policies, practices and activities, Scoil na gCeithre Maol will adhere to the following principles of best practice in child protection and welfare:
 - This policy has been made available to school personnel and the Parents' Association and is readily accessible to parents on request. A copy of this policy will be made available to the Department and the patron if requested.
 - The names of the Designated Liaison Person (DLP) and the Deputy Designated Liaison Person will be prominently displayed at the entrance to the school.

The school will:

1. Recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
2. Fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters
3. Adopt safe practices to minimise the possibility of harm or accidents happening to

children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;

4. Develop a practice of openness with parents and encourage parental involvement in the education of their children;

5. Fully respect confidentiality requirements in dealing with child protection matters.

6. Provide a copy of this policy to all staff as well as 'Child Protection Guidelines and Procedures 2017' (Dept. of Education and Science). All staff must become familiar with guidelines as well as 'Children First' (National Guidance for the Protection and Welfare of Children, 2011)

Aims

To create a secure, reliable, responsible and open environment.

To teach personal safety skills that focus specifically on preventing abuse for every child in school.

To develop an awareness of and responsibility for child protection in the whole school community.

To put in place procedures for best practice to protect our children and whole school community

To ensure that all school staff have knowledge of and understanding of the Guidelines 'Children First', and the procedures to follow if they have concerns or there is a disclosure of abuse.

To provide ongoing training to staff in these areas & in other areas.

Prevention

- The Stay Safe program is the primary means to educate children in the prevention of abuse. This program is taught as part of SPHE curriculum under the strand Safety and Protection (Personal Safety).

- When a child's parent registers them they will be notified that the Stay Safe program is in use in the school and a copy of Guidelines for Parents to Stay Safe will be made available.

- Formal lessons of the Stay Safe programme will be taught every two years as set out in two-year cycle plan for SPHE.

Practice:

The whole team in this school (teachers, special needs assistants, support staff, secretarial, caretaking etc.) will follow the recommendations for reporting concerns or disclosures as outlined in 'Children First' & the 'Child Protection Guidelines and Procedures'.

The schools Board of Management has appointed Frances Ní Bhriain (Acting Principal) as Designated Liaison Person (DLP) and Arlene Bhreathnach (Vice Principal) as deputy Designated Liaison Person.

It is agreed by staff and school management:

All concerns / disclosure regarding child protection be reported to the DLP (or deputy DLP if appropriate) as soon as possible.

That all reports to the DLP be dated and signed by the person making the report.

Confidentiality must be maintained.

Procedures:

The staff and board of management of the school recognise the following as areas of concern for child protection. After discussion the staff & board of management agreed on and adopted the following procedures:

a) Physical contact:

Any physical contact between school personnel and the child should only be in response to the needs of the child.

While physical contact can be used to comfort, reassure or help children these conditions should be followed and the appropriateness considered: -

1. Would it be acceptable to the child
2. Open and not confidential
3. Appropriate to the age and stage of the child's development

School personnel should avoid doing anything for the child that they should be able to do themselves.

b) Toileting/personal care needs:

Any specific toileting and care needs need to be discussed before registration and before the child starts school. This may involve Parents/guardians, classroom teachers, special needs assistant, principal and if appropriate, the student.) The purpose of the meeting is to determine the child's needs and to the best ways the school can meet those needs. A written record of this should be kept on the child's file.

While every effort will be made to have two staff members present when dealing with personal care/assisted toileting there will be times this does not happen. These instances will be recorded and the DLP and the parents/guardians will be notified.

c) Guests/Guest Speakers:

Visitors/speakers should never be left alone with children. The school principal is responsible for the identification and vetting of visitors/guest speakers.

d) Toilet Accidents:

Clean underwear and a change of clothes will be available to change into if necessary. If a child is unable to clean/change him/herself and the parents/guardians cannot be contacted a member of staff known to the child will assist them. In such cases there will always be two members of staff present. A record of such incidents will be kept & the principal and parents will be informed.

e) Teaching one to one:

School policy is that teaching one-to-one is often in the best interests of the child. Every effort will be made to ensure that teaching takes place in an open environment. Parents will be informed of one-to-one teaching and their agreement will be sought.

Our special needs assistants will work under the direction of the classroom teacher in an open environment.

f) Changing Clothes for Games/PE/Swimming:

It is expected that students will change their own clothes for games/PE/swimming. Where children need assistance it will take place in an open place and with parental permission.

Under no circumstance will staff members be permitted to change a child's clothing in private or in a cubicle. If privacy is requested, then the parent/guardian need to assist the child themselves.

g) Supervision:

There must be adequate supervision of the children at all times. There will always be two adults supervising the yard at lunch-times.

While every effort is made to comply with best practice, as agreed above, if in the case of an emergency it is neither possible nor practical to follow the agreed practice a full account of the incident will be recorded and communicated to the principal and parents.

When a staff member has to medically assist a child or administer first aid it shall be done in a public place.

No individual child shall travel alone with a member of staff. If a member of staff member has to take a single child somewhere alone he/she must have another adult present.

A child WILL not be released to anyone they do not recognise as a parent/guardian unless they are informed in advance.

h) Staff Recruitment and selection:

The Board of Management will closely follow the guidelines as set down by the Department of Education and Science for the appointed of staff. The Board of Management must ensure that they have all the candidates' details, details of work experience, qualifications, names of referees. Each employee must be Garda vetted as laid down in circular 0031/2016.

All volunteers in the school must work under the guidance of the class teacher.

i) Safety on the Internet:

Children are not allowed to use the internet unless a teacher is present. Sites such as Facebook and Twitter have been blocked. The children are not allowed to use YouTube unsupervised and safe-tube is recommended and should be used in classroom and on google classroom platforms.

The children are not allowed mobile phones to school.

Child Protection

Everyone who is involved with the education of children has a responsibility to ensure that

they are free from fear, worry and abuse. Therefore, it is important to be aware & knowledgeable of the signs of child abuse. Below there is a comprehensive list of the signs of the four types of abuse. It is important that all staff know these, so that if they see them they will recognise them and therefore take their concerns to the DLP.

The school management board and the school staff have certain responsibilities and these are outlines. Everyone must make be aware of their responsibilities and follow the proper procedures.

There are 4 types of child abuse. There are many signs associated with each type of abuse and there are many common signs also. There is no need to see all of the signs before reporting your concerns, and it may also be the case that just one sign may not indicate a problem.

Any concerns should be discussed with the DLP.

1. Neglect

Can be defined in terms of an omission, where the child suffers significant harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, medical care. If a child is being neglected in this manner it is usually over a period of time and not just a once off incident. If a child is not growing as is appropriate to their age they may be suffering from neglect due to inadequate nourishment. If a child is absent from school on a regular basis they may be suffering from neglect due to inadequate intellectual development. Regular absence or continuous may be seen as a sign of problems at home. Regular absenteeism can often be seen as a sign of neglect.

Signs of Neglect

1. Being left alone without having an adult around
2. Inadequate supervision
3. Frequently having a lack of food, inadequate food or regular meals.
4. Lack of heating
5. Lack of suitable clothing i.e. wearing t-shirt in winter (without a jacket)
6. Regular absenteeism from school

7. Neglect of the child's health issues
8. Having to do work unsuitable in relation to their age
9. Child not thriving - not only due to lack of food but lack of emotional support
10. Inadequate support at home of the child's progress
11. Lack of protection from harm

2. Emotional Abuse

Emotional Abuse is normally to be found in the relationship between caregiver and a child rather than in specific events or patterns of events. It occurs when a child's needs for affection, approval, consistency and security are not met. Unless other forms of abuse are present, it is rarely manifested in terms of physical signs or symptoms.

Usually there may be no physical signs visible, unless the child suffers from another form of abuse. That said, when there is another form of abuse psychological neglect also occurs.

Signs of Emotional Abuse

1. Rejection
 2. Lack of praise
 3. Lack of affection and attention
 4. Lack of adequate care of the child's needs
 5. Under the care of adults who are not interested in the good of the child
 6. Unsuitable or harsh punishment i.e. locked in a room for a long period of time,
 7. Violence or domestic conflict
- * Every child who is abused physically, sexually or through neglect suffers from this.
8. The child may be looking forward to things unsuitable to their age i.e. to be out working at a young age.

3. Physical Abuse

What's involved here is physical abuse or injuries of any kind that are not the result of an accident but due to the neglect of the protection of the child. The following can be included - shaking/being too rough/harm/Munchausens/dropping or creating an environment that is dangerous and where the child could get hurt.

Signs of physical abuse

Bruises

General bruising: - generally these are to be seen in places that bruise easily where a bone is close to the skin i.e. chin/nose,forehead/elbow/knee. These bruises usually don't have a regular edge to them.

* Be vigilant when there is bruising on the back of the shin/bum/thigh/back/base of the back/neck/mouth/genitalia.

Non accidental bruising - often see marks left when a child is hit i.e. by hand/stick/belt.

(d) Bruising around the neck is unlikely to be accidental

(e) Be alert to black eyes or ears. You cannot get a black eye from falling on the ground

(f) Bruising can be as a result of internal bleeding caused by shaking.

Burns

General Burns - usually as a result of an accident with water or something else hot spilling on them or coming into contact with something hot i.e. saucepan.

Non accidental Burns - often there is a pattern there that does not correspond with the explanation given for the burn.

If the burn is as a result of a hot water burn against their will there is usually a line visible rather than a 'splash' burn. There may be a burn as a result of the child being held against something hot i.e. heater/cooker. In the case of cigarette burns there may be a clear mark.

If you have any worries you should go directly to the DLP who will take it from there.

* Watch out for broken bones/swelling etc.

4. Sexual Abuse

Important note: As all sexual abuse falls within the category of seriously affecting a child's health welfare or development, all concerns about sexual abuse must be submitted as a mandated report to Tusla. There is one exception which deals with certain sexual activity between older teenagers which is outlined in section 4.7 of these procedures. (Child Protection Procedures 2017)

Sexual abuse occurs when a child is used by another person for his/her gratification or sexual arousal. Sexual abuse also occurs when the child's sexuality is used as a means of making money i.e. filming/pornography.

Often sexual abuse of a child takes place over a long period of time, but it may be the result of a once off incident. It often occurs within the home or with adults known to the child.

Often these cases come to light in the event of a disclosure

iv) Statement from the child him/herself/sister/brother/friend of the child

v) Worry from an adult

vi) Obvious physical signs

Signs of sexual abuse

1) Bleeding from the genital area

2) Discomfort/pain going to the toilet

3) Change in the child's behaviour

4) Reports (discussing) of sexual activity

5) Inappropriate understanding of sexual terms/sex relative to their age

6) The child may be inappropriate with other children

7) Lack of involvement in activities that may involve taking off clothes i.e. swimming.

Signs generally associated with abuse

A change in the child's self-image

Complaints of pain i.e. headache, pain in the tummy etc

Refusing to go to school

Nightmares

Isolation - Staying to themselves in class/yard

Lack of interest in food

Not comfortable in the company of people

Responsibilities of the School

The whole school community is responsible for the wellbeing of every child in our care.

It is important that there be an open and clear procedure in place.

Responsibilities of the Board of Management

i) Put in place clear guidelines and procedures to be followed by all staff.

ii) Appoint the Designated Liaison Person. It is this person who will liaise with the

Gardaí/HSE/Staff/Chairperson/Guardians, etc.

iii) Monitor the progress of the child there are concerns about.

To that end, Frances Ní Bhriain has been appointed as DLP and Arlene Bhreathnach as Deputy DLP in Scoil na gCeithre Maol. All staff in the school was informed of the process & procedures put in place to deal with child abuse. (Appendix 1)

Role of the Teacher

Every registered teacher should note that as a mandated person the statutory obligation under the Children First Act 2015 to make a mandated report to Tusla rests with the individual teacher and this applies regardless of whether or not the DLP reports the concern in question. However a registered teacher who makes a mandated report to Tusla jointly with the DLP meets his or her statutory obligation to report to Tusla under the Children First Act 2015 (Child Protection Procedures 2017)

- 1) If any member of the teaching staff has any concern about the abuse of any child, they should take it to the DLP
 - 2) If a child makes a disclosure about their abuse to any member of staff, they should listen carefully and without putting pressure on the child
 - 3) There will be no formal interview. Get and record as many details as possible.
 - 4) The child should be listened to.
 - 5) Put the child at their ease but don't promise anything e.g. that you can help with the situation or that you won't tell anyone else.
 - 6) Don't ask any leading questions and don't make suggestions.
 - 7) Don't stop the child from telling you what they remember about the abuse.
 - 8) Don't let the details get to you- stay detached
 - 9) Explain to them that you may have to look for help in dealing with the situation
 - 10) Record the conversation as soon as possible after the event and keep a record.
- *Use the language that the child used.
- 11) Go to the DLP
 - 12) If a member of staff has any worries about the abuse of any child they should keep a

record of everything - even little cuts & bruises. All evidence will be needed if there is a case taken against the abuser. Make sure that the appropriate language is used in the records i.e direct quotes.

13) The teacher is only responsible for reporting - not investigating, dealing with or analysing of details.

14) Your report is only one part of a wider investigation. (Appendix 3)

Role of the Designated Liaison Person

Where the DLP has any doubt as to whether to inform a parent/carer that a report concerning his or her child, is being made to Tusla, the DLP shall seek the advice of Tusla (*Child Protection Procedures 2017*)

If a member of staff comes to you with a reasonable concern it has to be reported to the Tusla immediately.

1) Tusla area manager is Paddy Martin and he should be contacted directly/on the phone (094 904030) or written to immediately.

2) The person who is making the report should be available to speak to the social worker.

3) In urgent cases and when the social worker cannot be contacted, the DLP should contact the Gardaí directly.

4) The standard reporting form (Appendix 2) should be adhered to if possible. The Board of Management's chairperson should be notified at this stage, but the report can be made without their knowledge.

5) At this stage a decision is made about the parents. The DLP should inform the parents if this does not put the child in danger or put them at greater risk. If this is the case make sure to keep a record of your decision.

6) If you are informing the parents about the abuse, don't make any inquiries - just send them a letter stating what has been done.

7) It is not up to you as DLP to make any decision. Speak/write to them directly stating the facts.

8) Explain the Guidelines and the responsibilities you have.

9) Keep a record of all communication.

*There will be no liability in Civil law for anyone who makes a reasonable report of child abuse with good intentions.

10) If there is considerable doubt over the concerns of staff, the DLP must enquire with Tusla. At this point it may be an anonymous discussion and no personal details need to be given - just to look for advice.

11) If the DLP decides after discussing it with the Tusla that there is no need to follow up and make a report, the DLP needs to make a written report for the member of staff outlining the reasons for this decision (The DLP should also get these recommendations from Tusla in writing).

12) If you are called to a Child Protection Conference all records should be taken with you.

*A substitute teacher can be employed if this conference takes place during school time - you just need a letter of proof.

Allegations from Parents

(1) It is important for parents making allegations to speak directly to the DLP

(2) At this point it is important to clarify to him/her that you can't promise to take the allegation any further without being able to use their name.

(3) It is important also to explain to the parent that they may be responsible for the future outcome of the case if they don't take it to Tusla.

Allegations or Concerns about a Member of Staff

The most important thing for the Board of Management is child protection. Consequently, children's safety and well-being is our primary concern. However, the Board of Management also has a duty of care to our staff also.

Therefore, it is important to seek legal advice in these cases.

NB: It is important that the DLP discusses these allegations with the Board. The chairperson will meet with the accused employee with the advice of the Board. The DLP should not be involved with both sides unless the allegation is made against the DLP.

The employee has rights and these should be respected. They should not be suspended until the entire investigation is concluded.

Reporting Method

The person who makes the allegation must go to the DLP with it. The DLP must get a written account of the allegation from the person or parent/guardian making it. Tusla will be depending on this report. It should be accurate.

The chairperson should be kept informed.

If one staff member makes an allegation against another staff member, they must go to the DLP immediately. If there is a reasonable basis for it the DLP must make a report to Tusla and inform the chairperson.

Role of the Chairperson

The chairperson should inform the alleged employee:

- (1) That an allegation has been made
- (2) The nature of the allegation
- (3) That the allegation has been reported to Tusla by the DLP

A written copy of the allegation should be given to the teacher. They may be asked to give a written response to the Board of Management within a specified time frame. Confidentiality is vital. No one not directly involved in the case should have any knowledge about it. Explain that the Board of Management must be in contact with Tusla.

It's vital that legal advice be sought. This should be sought before contacting the HSE. The Legal Department of INTO can be contacted or a local solicitor.

If, in the opinion of the chairperson the allegation is founded they may as head of the Board of Management ask the staff member to stay away from the school immediately. If the chairperson is unsure, they should seek advice from the Tusla or Gardaí.

If the above happens the employee is suspended with pay and without prejudice. It is not a sign of guilt. The Department of Education and Science must be informed:

- (1) Formal approval to suspend the employee
- (2) Permission to get a substitute

*The chairperson of the Board of Management must be informed. An accurate report should be provided.

Review & Monitoring

The Board of Management will monitor and review this policy annually and at other times if necessary.

This policy was adopted by the Board of Management in April 2017.

This plan was reviewed on the 27th September 2022.

Signed: 
Chairperson of Board of Management

Signed: 
Principal