

# SCOIL FREASTOGAIL MUIRE

## Child Protection Policy

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### Introductory Statement

The Board of Management, staff, and representatives of parents of Scoil Freastogail Muire drafted the following policy on their school development planning day on 4<sup>th</sup> February 2004 and revised it subject to BOM approval on 19/12/2011.

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### Rationale

The BOM of Scoil Freastogail Muire has adopted the Department of Education and Science Guidelines and Procedures for schools in relation to Child Protection and Welfare. This policy is an outline of how of Scoil Freastogail Muire proposes to implement these guidelines in order to ensure the protection and welfare of all children attending our school.

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### Relationship to Characteristic Spirit of the School

Scoil Freastogail Muire seeks to help the children to grow and develop into healthy, confident, mature adults, capable of realising their full potential as human beings. We strive to create a happy, safe environment for the children where they feel secure, knowing that if they have concerns, they will be listened to with understanding and respect and they will be acted on.

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### Aims

1. To raise awareness of child abuse among all school staff (including Teachers, SNA's, Secretary, Caretaker, Cleaners etc.), namely, emotional, physical, sexual and neglect, among all the education partners in our school.
  2. To put in place clear procedures for all school personnel dealing with suspicions and allegations of child abuse.
  3. To identify other policy areas which need to be amended in light of the 'Child Protection Guidelines'.
  4. To identify curricular content and resources that contribute to the prevention of child abuse and to enable children to properly deal with abuse if it occurs.
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## Guidelines.

The guidelines are laid out as follows.

- 1.0 Appointment of Designated Liason Person (DLP) and a Deputy Designated Liason Person (DDLDP)
- 2.0. Roles Responsibilities and Guidelines.
  - 2.1. Role of BOM.
  - 2.2. Role of Staff Members (Teachers, SNA's, Caretaker, Secretary etc)
  - 2.3. Role of Designated Liason Persons.
- 3.0. Case Conferences.
- 4.0. Organisational Implications.
- 5.0. Curriculum Implications.

### 1.0 Appointment of a Designated Liaison Person (DLP)

- a. The Board of Management has appointed School Principal, Gerard Doyle as the *Designated Liaison Person* (DLP) in Scoil Freastogail Muire to have specific responsibility for child protection.
- b. Maura O Sullivan Dep. Prin. has been appointed as Deputy DLP to take the place of the DLP if he is unavailable for whatever reason or to assist & work with the DLP.
- c. The position of DLP will be addressed at the first meeting of each new Board of Management. The DLP will continue to act as such until such time as he/she is replaced by the BOM for whatever reason.

### 2.0 Roles and Responsibilities:

- The Board of Management has primary responsibility for the care and welfare of their pupils.
- The DLP has specific responsibility for child protection in the school.
- All staff have a general duty of care to ensure that arrangements are in place to protect children from harm.

### 2.1 Role of the Board of Management

- a. To arrange for the planning, development and implementation of an effective child protection programme.
- b. To monitor and evaluate its effectiveness.
- c. To provide appropriate staff development and training

Specifically they will

- d. Appoint a DLP and deputy DLP.
- e. Have clear procedures for dealing with allegations or suspicions of child abuse (See below)
- f. Monitor the progress of children at risk
- g. Ensure that curricular provision is in place for the prevention of child abuse.
- h. Investigate and respond to allegations of child abuse against one of the school's employees which have been reported to the Health Board or Gardai.
- i. To decide on teachers' attendance at child protection meetings/case

conferences and to advise teachers before attending such meetings/conferences.

***Procedures for BOM in cases of allegations or suspicions of child abuse by a school employee:***

### **A. Reporting**

In the event of receiving a complaint or suspicion re an employee:

- i. The DLP will immediately inform the chairperson.
- ii. S/He will seek a written statement of the allegation from the person/agency making the allegation. Parents/Guardians may make a statement on behalf of a child.
- iii. The DLP will seek advice from the relevant Health Board and will take responsibility for reporting, based on this advice.
- iv. If the DLP, following consultation with the Health Board, decides that this matter is not for reporting, s/he must inform the Chairperson. They must then inform, in writing, the person or agency making the allegation, of the reasons for this decision. If this person or agency still has concerns, they are free to consult with or report to the relevant Health Board or Gardaí on an individual basis. The provisions of the Protection for Persons reporting Child Abuse Act 1998 apply, once they report reasonably and in good faith.
- v. If the DLP, following consultation with the Health Board, decides that this matter is for reporting s/he should inform the Chairperson, who should proceed in accordance with the procedures in the *Child Protection Guidelines (1999 pg.16)*.
- vi. The DLP/Deputy DLP completes a standard reporting form as comprehensively as is possible.
- vii. When the Chairperson becomes aware of an allegation of abuse s/he will always seek legal advice and base his/her response on this advice.
- viii. S/he will privately inform the employee of the fact and nature of the allegation and whether or not it has been reported by the DLP to the Health Board. (Refer to 4.2 - 4.3, pg.16 of *Child Protection Guidelines and Procedures (DES, 2001)*). The chairperson has a duty to afford the employee fairness and due process - s/he is entitled to details and a copy of the written allegation, to advice and representation and an opportunity to respond to the Board within a week .

### **B Responding**

- i. When the Chairperson becomes aware of an allegation of abuse s/he will always seek legal advice and base his/her response on this advice.
- ii. The Chairperson will consider whether there is any risk to pupils' safety. If the Chairperson considers that there is a risk - s/he may require the employee to take immediate administrative leave. If unsure the chairperson will consult with the Health Board/Gardaí.

- iii. If administrative leave has been invoked, the chairperson will inform the DES. The Health Board (in some cases the Gardaí) may also be notified in accordance with legal advice received.
- iv. Once it is deemed necessary by the DLP and Chairperson to make a report (after receiving advice from the Health Board) the Chairperson will convene and inform a meeting of the BOM as soon as possible.
- v. Where the alleged abuse has taken place within the school, or relates to the abuse of pupils of the school, by school employees outside of school time, the BOM will investigate the matter. They will convene a further meeting, once the relevant information has been gathered. At this meeting the BOM will consider in detail
  - the allegations made and their source,
  - the advice given by relevant authorities
  - and the written responses of the employee.
- vi. At this meeting also
  - the person/agency who is alleging abuse by the school employee should be offered an opportunity to present his/her case to the BOM and may be accompanied by another person
  - Parents/guardians may act on behalf of child.
  - The employee should also be afforded an opportunity to present their case and may also be accompanied.
- vii. The BOM must deal with the matter sensitively and the employee must be fairly treated.
- viii. The BOM will make a decision on action, if any, based on their investigation and will inform the employee of this in writing. They will also inform the DES of the outcome, if the employee has been absent on administrative leave.
- ix. Where it is not possible for the BOM to conduct an enquiry into allegations (e.g. where abuse has occurred in past employment, or where the employee is undergoing investigation by relevant authorities), the Chairperson will act on advice of authorities. The Chairperson will maintain close contact with the Health Board and receive reports and records from them where appropriate.

## 2.2. Role of the Staff Members (to include Teachers, SNA's, Caretaker, Secretary Cleaners etc.)

a. It is the responsibility of all teachers and staff members to familiarise themselves with the *Children First National Guidelines for the Protection and Welfare of Children (1999)* especially

- Chapter 3 Definition & Recognition of Child Abuse
- Chapter 4 Basis for Reporting & Standard Reporting Procedures
- Appendix 1 Signs and Symptoms Of Child Abuse

b. Guidelines for teachers and staff members in handling...

### 1. Disclosures from children

a. Where a child discloses alleged abuse to a staff member, the person receiving that information should listen carefully and supportively. Great care must be taken not to abuse the child's trust. This should not be a formal interview. The follow advice is offered:

- Listen to the child.
- Do not ask leading questions or make suggestions to the child.
- Offer reassurance but do not make promises.
- Do not stop a child recalling significant events.
- Do not over-react.
- Confidentiality should not be assured - explain that further help may have to be sought.
- Record the discussion accurately noting
- *What, where and when?*
- *Descriptions and possible sketches of physical injuries.*
- *Explanations of injuries using direct quotations if appropriate.*
- Retain the record securely.

b. The staff member should obtain only necessary relevant facts. It is not the responsibility of school personnel to investigate allegations of abuse.

c. The DLP should then be informed and given relevant records.

d. *If the suspected abuser is the DLP then the suspicion and any records will be passed on to the Chairperson who will proceed as per guidelines.*

## 2. Suspicions of Abuse:

Staff members who suspect abuse should refer to *Children First National Guidelines for the Protection and Welfare of Children* (1999) especially

- Chapter 3 :Definition & Recognition of Child Abuse
- Chapter 4: Basis for Reporting and Standard Reporting Procedures
- Appendix 1: Signs and Symptoms Of Child Abuse

- 1) Staff members should observe and record over time the dates/signs/symptoms/behaviour causing them concern.
- 2) They should inform the DLP and pass on all records.

### 2.3. Role of the Designated Liaison Person (DLP)

- The DLP acts as a liaison with outside agencies, Health Boards, Gardaí and other parties with child protection concerns
- The DLP will inform all school personnel of the availability of the Children First Guidelines in the school. S/he will photocopy and circulate to all staff Chapters 3 & 4 & Appendix 1 of these guidelines and advise on good practice
- The DLP will be available to staff for consultation regarding suspicions or disclosures of abuse. S/he will keep records of these consultations.
- The DLP will seek advice from the Health Board.
- The DLP will report suspicions and allegations of child abuse to the Health Board or/ and Gárda Síochána based on this advice.
- The DLP will maintain proper records in a secure, confidential manner and in a secure location.
- The DLP will keep up to date on current developments regarding child protection.
  - a. whether to report the matter to the Health Board, they should seek appropriate advice. To do this the DLP/Deputy should make informal contact with the assigned (on duty) Social Worker. The DLP/Deputy in this case, should be explicit that s/he is requesting advice and not making a report. If advised to report the matter, the DLP will act on that advice.
  - b. A report will then be made to the Health Board by the DLP/Deputy in person, by telephone or in writing. In the event of an emergency or non-availability of Health Board staff, the report should be made to the Gardaí. The DLP should also report the matter to the Chairperson of the BOM, who should then follow the procedures as outlined in Chapter 4 (Section 4.3) of Children First National Guidelines for the Protection and Welfare of Children (1999).
  - c. A standard reporting form is completed by the DLP/Deputy as comprehensively as possible (See Appendix 1).
  - d. Parents/guardians will normally be informed that a report is being made. It may be decided that informing the parent/carer is likely to endanger the child or place the child at further risk. The decision not to inform the parent/carer should be briefly recorded together with the reasons for not doing so.
  - e. When the allegation is against the DLP, the chairperson then assumes responsibility for reporting the matter to the Health Board and filling in the

standard reporting form.

- f. Where there are allegations or suspicions of Peer Abuse the DLP will follow the same procedures.
- Parents of all parties will be notified and the DLP will inform the Chairperson.
  - Principal and class teachers will make arrangements to meet separately with all parents, to resolve the matter.
  - The school will make arrangements to minimise the possibility of the abusive behaviour recurring.

### **3.0 CHILD PROTECTION MEETINGS (Case Conferences):**

- a. A request is made from the Health Board through the D.L.P. who should consult with the Chairperson of the B.O.M. of the school. The Chairperson may seek clarification through the D.L.P. as to why the attendance of the school employee is necessary and ascertain who else will be present.
- b. The school employee may complete a report for the meeting/conference. (See Appendix 3).
- c. The school employee will be advised if children/parents/guardians are going to be present. The school employee may contact the Chairperson of the Child Protection Meeting for advice.
- d. The school employee may keep a child's behaviour under closer observation, if requested to do so. This may include observing the child's behaviour, peer interactions, school progress or informal conversations.
- e. In all cases, individuals who refer or discuss their concerns about the care and protection of children with Health Board staff, should be informed of the likely steps to be taken by the professionals involved. Where appropriate and within the normal limits of confidentiality, reporting staff will be kept informed about the outcomes of any enquiry or investigation following on from their report
- f. Teachers attending a child protection meeting/case conference should familiarise themselves with the protocol outlined on pgs. 149 - 155 of Children First National Guidelines for the Protection and Welfare of Children (1999)

## 4.0 Organisational Implications

School procedures already in place and new procedures being put in place will be examined with reference to the Children First Guidelines and any Child Protection issues that may arise will be address.

The following policies have been addressed in this review:

*Supervision*

*Bullying*

*Accidents*

*Swimming*

*Record Keeping*

*Children travelling in teachers cars*

*Induction of all New Staff*

*Induction of Pupils*

*Communication*

*Attendance*

*Vetting of Staff Members*

### Vetting of Staff Members

A School Vetting Policy is in place to ensure that all adults helping children are supervised by individuals that will not place children at risk. All new staff members are obliged to submit a Garda vetting clearance Certificate to the BOM. A Character Reference Form may also be issued for completion to adults assisting with children. (See Character Reference Form).

### Supervision

School supervision policy will be followed by all staff to ensure that there is comprehensive supervision of children at all breaks and before and after school. Principal/deputy/assistant principal will be involved before/after school supervision. A rota is displayed throughout the school to cover Morning break and Lunchtime breaks.

**(See supervision policy for agreed rules and procedures around break-times.)**

**(See policy for procedures around teacher absences).**

### Behaviour

Children are to be encouraged at all times to play co-operatively and inappropriate behaviour will be addressed under our Code of Behaviour. If an incident occurs which we consider to be of a sexualised nature we will notify the DLP who will record it and respond to it appropriately.

### Visibility

Teachers will ensure that children are visible in the schoolyard. Children will not be allowed to spend time in classrooms, toilets or sheds where they would not be under adult supervision. They are not to leave the school yard or to engage with adults who are outside of the school yard. School security doors are to be closed as appropriate

### Visitors

All visitors must report to the school office. Parents visiting the school beyond normal opening and dismissal times must also report to the school office. Teachers on yard duty will be aware of coaches/visitors entering the schoolyard and will ascertain their intentions. They will be supervised in the discharge of their business.  
**(See Document 'School Courtesy, Persons in Charge of School Pupils')**

## Bullying

Bullying behaviour will be addressed under our Anti-Bullying policy. If the behaviour involved is of a sexualised nature or regarded as being particularly abusive then the matter will be referred to the DLP.

## Accidents

While every precaution will be taken under our Health and Safety Statement to ensure the safety of children, we realise that accidents will happen. Accidents will be noted in our Incident book and will be addressed under our accident policy as part of Health and Safety.

## Swimming

Children will be brought by bus to the swimming pool. Children will line up in an orderly manner for the bus as stated in our dismissal policy as part of Health and Safety. Parents will assist with supervision in the changing rooms in order to ensure the children's safety. All adults will act in 'loco parentis' and as such will act as prudent parents in helping children to return to school as dry as possible. Parent helpers will be briefed around our swimming procedures.

## Children travelling in staff cars

Teachers will not carry children alone in their cars at any time.

## Record Keeping

Teachers will keep each child's file updated with results of assessments carried out, dates and details of meetings with parents and notes from parents. The records are kept in the children's files in the staff room. Temporary records i.e. while file is active should be kept in each teacher's desk which is locked at all time. Roll books will be updated daily. Sensitive information regarding children will be shared on a need-to-know basis. All educational files of pupils who no longer attend this school are kept in the filing cabinet in the principal's/main office for 5 years. Further details on record keeping are found in the School's Record Keeping Policy.

## Induction of Teachers and Ancillary Staff

The DLP will be responsible for informing all new teachers and ancillary staff of the Children First Guidelines (1999). The DLP will give a copy of Chapters 3 & 4 and Appendix 1 and this Child protection policy to all new staff. All new teachers are expected to teach the objectives in the SPHE programme. The Co-ordinator of SPHE is responsible for the mentoring of new teachers and will be responsible for supporting new teachers as they implement the SPHE objectives. The Co-ordinator of SPHE is also responsible for ensuring that new teachers know how to fill in the roll book correctly and informing the teacher of record keeping procedures within the school.

## Induction of Pupils

All parents and children will be made aware of attendance rules and their implications as laid down in the Education Welfare Act (2000). All parents will be informed of the programmes in place in the school that deal with personal development e.g. RSE, Walk Tall and SPHE. All new parents are given a copy of the school's enrolment policy, which outlines the procedures parents and children should

use when contacting the school if there are absences or concerns of an educational/personal/family matter. Parents are encouraged to make an appointment with the class teacher/principal if they wish to discuss their child's progress. All parents are given a copy of the school's Code of Behaviour and Anti-Bullying policies.

## **Communication**

Every effort will be made to enhance pupil-teacher communication. If pupils have concerns they will be listened to sympathetically. The SPHE/Oral English/RE programmes allow for open pupil-teacher communication, which is hoped will aid the pupil-teacher relationship. If teachers have to communicate with pupils on a one-to-one basis, they are requested to leave the classroom door open. Further details on communication are found in the **School's Communication Policy**.

## **Attendance**

Our school attendance will be monitored as per our attendance policy. With regards to child protection we will pay particular attention to trends in non-attendance. We will also monitor non-attendance in correlation with signs of neglect/physical/emotional abuse.

## **5.0 Curriculum Implications**

### **Introduction**

In of Scoil Naomh Iosaf all children will be cherished and in fulfilling the general aims of the Revised Primary Curriculum we will :

- *Enable the child to live a full life as a child and to realise his or her potential*
- *Enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society*
- *Prepare the child for further education and lifelong learning*

In endeavouring to realise these aims we will create a positive school climate which is open, inclusive, respectful, fair, democratic and tolerant and which seeks to support the holistic development of all children and all adults working with our children. The strategies we will use to create this environment are detailed in our SPHE Plan and will involve:

- Creating a health-promoting physical environment
- Enhancing self-esteem
- Fostering respect for diversity
- Building effective communication within the school
- Developing appropriate home-school communication
- Catering for individual needs
- Developing democratic process
- Fostering inclusive and respectful language

We strive to ensure that our school will be physically and emotionally safe and we will deliver the curricular content of our SPHE programme with a view to giving our children the protective skills of self-esteem and assertiveness. The circle time methodology will be used on a whole school basis. Co-operative interpersonal skills will be developed through working in pairs and working in groups. Older children will

be encouraged to work positively with conflict and negotiation and consensus building skills developed.

### **Junior and Senior Infants**

Infant teachers will teach content objectives as laid out under the 10 strand units in our SPHE programme. They are

- Self Identity
- Taking care of my body
- Growing and changing
- Safety and protection
- Making decisions
- Myself and my family
- My friends and other people
- Relating to others
- Developing citizenship

After discussion teachers felt that these strand units would enable children to develop assertiveness, body integrity, skills relating to self-care, respect for others, identification of feelings and skills necessary to recognise and tell of abuse.

The SPHE programme would be supported, using the Walk Tall resources, our Alive-O programme and Stay Safe resources.

### **1<sup>st</sup> & 2<sup>nd</sup> classes**

Again teachers agreed that implementing our SPHE programme as laid out under the 10 strand units named above would enable the children to develop skills, knowledge and attitudes pertaining to self-esteem, esteem for others and the environment and skills pertaining to self-care and disclosure. Healthy eating, positive attitudes to drug use and anti-bullying awareness will be introduced.

The SPHE programme will be supported by using the Walk Tall resources, our Alive-O programme, North Western Health Board materials and Stay Safe programme.

### **3<sup>rd</sup> and 4<sup>th</sup> classes**

Our SPHE programme will again be implemented according to the 10 strand units. Knowledge, skills and attitudes developed in previous classes will be built on. Children will be enabled to develop intra-personal skills and inter-personal skills. As children mature they will be challenged to develop their decision-making skills. They will be encouraged to develop self-protection skills pertaining to smoking and alcohol. Peer pressure and the influence of the media will also be examined. The development of self-esteem, esteem for others, assertiveness, awareness of feelings, and skills around self-protection and disclosure will underpin our teaching.

Our SPHE programme will be supported by the use of Walk Tall resources, Prim-Ed anti-bullying materials, RSE materials and Stay Safe programme.

### **5<sup>th</sup> and 6<sup>th</sup> classes**

Our SPHE programme will be implemented according to the curricular objectives as laid out under the 10 strands in the SPHE, Revised Primary Curriculum. Skills, knowledge and attitudes developed in earlier classes will be enhanced. Children will

continue to develop self-awareness and positive attitudes to themselves, others, their environment and wider world in which they live. Self protection and respect for others will be fostered, decision-making skills developed, peer influence and media bias examined. Knowledge of drugs and positive attitudes to drug use will be further developed. Children will be enabled to develop good group-building skills, anti-bullying awareness and conflict resolution skills. Self-protection will be emphasised and protection of younger, less able people. Positive attitudes to sexuality will be developed and respect for self and others fostered (**see RSE policy**).

The SPHE programme will be supported by the use of the Walk Tall materials, RSE resources, Stay Safe resources and North-Western Health Board resources.

## Success Criteria

We will evaluate the success of this policy using the following criteria:

- Delivery and participation by all staff in training
- Delivery of the SPHE curriculum
- Resources to support the delivery of SPHE
- Delivery and participation by children in the Stay Safe Programme
- Assessment of these procedures by participants following a child protection case
- Feedback from all staff

## Timeframe for Implementation

These procedures was implemented following ratification by the BOM

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## Timeframe for Review

At the first staff meeting of every year the DLP will remind all teachers of the guidelines and copies of Chapter 3 & 4 & Appendix 1 of The Children First Guidelines will be given to those who require them.

A review will be conducted based on the criteria above, following any and all incidents when the guidelines are used.

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## Responsibility for Review

- DLP / Principal, Deputy DLP and BOM.
  - All Staff
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## Ratification and Communication

This policy was ratified on 4<sup>th</sup> March 2004 and reviewed on Dec 1<sup>st</sup> 2008 by BOM and Staff members on Monday Dec. 8<sup>th</sup> 2008 Inservice Seminars Attended by DLP & DDLP and Staff in-service on Wednesday March 24<sup>th</sup> 2010.

Parents are notified of its existence in the school's Information Booklet which also notes that the principal is the DLP. A Copy is placed on the Parents' Notice Board annually with further copies available on request.

This policy was again reviewed by BOM on June 19<sup>th</sup> 2013 on advice of Mary Cullhane School Inspector. M/s Maura O Sullivan Dep. Prin. was appointed The Deputy Designated Liason Person in place of M/s Brid Leonard who is job sharing for year 2013/2014.



# SCOIL NAOMH IOSAF

## Baltinglass

Since September 2007 all personnel working with children have to be vetted. This is to establish whether or not a risk to children could exist. Consequently the Board of Management (BOM) of Scoil Naomh Iosaf is obliged to enquire as to the suitability of every employee by the Board. This is primarily for the safety of the children but can also act for the safety of the adult working with children.

However, when an adult assists a teacher and is working with children in the above school, rather than having such personnel vetted, the BOM are obliged to seek a written character references for each assisting adult. A written character reference is deemed adequate as such an adult is assisting under the supervisory role of a school teacher.

### Character Reference Form

\_\_\_\_\_ will be assisting a student(s) at Scoil Naomh Iosaf during this school year. Could you please provide a character reference for him/her?

1) How long have you known this person? \_\_\_\_\_

2) Do you believe that he/she have the patience and reliability to work with children? **Tick one box:**

Yes

No

3) What special qualities does he/she have?

\_\_\_\_\_

\_\_\_\_\_

3) Is he/she a risk to children or others? **Tick one box:**

Yes

No

please elaborate below – such information must be based on established facts and could be made known to the authorities)

\_\_\_\_\_

\_\_\_\_\_

5) Do you have any other comments?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

Print Name

## 2. Parents/Adult Helping Teacher(s) Guidelines

- The involvement of parents or other adult personnel is in a voluntary capacity and remuneration is not part of the process.
- All personnel working with children have to be vetted/signed up on a trust basis if working with school pupils.
- The teacher must be ever present with the adult and be in a supervisory capacity of both the children and the adult(s).
- Such supervisory capacity cannot be transferred to another teacher without the expressed agreement of the other person.
- Those assisting must be given instructions of an agreed role of service to the pupil(s) and/or teacher.
- The Board of Management must be informed of the personnel and be aware of the tasks and duties being assigned to these adults.
- The Board of Management must inform the school's insurance firm prior to their commencement date and if necessary and if the BOM is agreeable to the proposition, the BOM may implement the required conditions attached to having such personnel assisting in the school.
- All those working / assisting in any capacity in the school must be briefed regarding *The Safety, Health and Welfare at Work Act, 2005* incorporating regulations and adult responsibilities pertaining to the school. A copy of the school's *Safety, Health and Welfare at Work Act, 2005* must be given to each participating adult.
- As adults, such personnel have an obligation to be vigilant of any risks factors attached to their environment and bring to the attention of the teacher when a risk factor becomes apparent.
- A copy of "School Courtesy, Persons in Charge of School Pupils" must be given to each person assisting and if necessary the relevant matters explained to each person.
- If an adult is planning to assist pupils other than their own child/children, it is necessary to inform the parents of the other children of this intention. Written permission from the parent(s) has to be given to the school prior to the commencement of such assistance.
- The School's Principal /Deputy Principal must be informed relating to the ongoing assistance being given.
- The recruitment process of these 'assisting adults' must be open and transparent and all such personnel being made aware that the Board of Management can terminate their involvement in the school at any time.
- The involvement of personnel in a voluntary capacity in assisting in the school does not give any rights or to such persons if employment opportunities arise in the school.
- Where two or more classes are present in the one year, it is desirable that the practice of seeking assistance is agreed by the teachers of these classes and that the assistance given is common to all the parties involved.

## **3.Children Helping Children**

### **Guidelines**

**Aims/Reasons for Reading Buddies or Yard Mates**

**Indoors v Outdoors for Yard Mates**

**Who should help? Any Restrictions!**

**Yard games**

**What times? Timetable –**

**How frequent? /rota etc.**

**What preparation/training /guidelines:**

**See Powerpoint Presentation on Reading Buddies**

**Opting Out of Reading Buddies or Yard Mates**

**Time out of Class - any issues**

**Time out of Yard/break - any issues**

**Having Lunch prior to yard mates time**

**Supervising Reading Buddies or Yard Mates**

**Correction issues if required**

**Informing Parents of Related Issues**

## **4.Children Helping Teacher**

### **Guidelines**

**What activities**

**Who should help? Any Restrictions!**

**What times?**

**How frequent?**

**What preparation?**

**Risks involved**

**Thing not to do e.g.**

**Going out to Car, Climbing Ladder, Going to Staff room**