

CTI Clonmel

Raheen College

Gaelcholáiste Chéitinn



Child Protection Policy

General Code of Practice for All Staff

This document is a compilation of procedures and codes of practice which addresses the risks of harm as identified for CTI. All references to child in this code refer to those under 18 years of age, the terms "student" and "child" are interchangeable and follow the procedures and codes of practice contained herein.

It is imperative that all staff members of the CTI familiarize themselves with this document.

In all dealings with the students in our care we must be cognizant of the rights of the child in terms of child protection and recognise the need for intervention where appropriate.

As a general rule any physical contact between school personnel and any child within the school is not permitted. In some cases (eg administering first aid) - it is unavoidable. In such cases physical contact should be:

- acceptable to the child concerned
- open and not secretive

School staff members should not do things of a personal nature for a student which the student can do for him/herself.

All students should be treated with respect.

School staff should never engage in or allow:

- the use of inappropriate language or behaviours, e.g sarcasm
- physical punishment of any kind
- sexually provocative games or sexually suggestive comments about or to a child
- the use of sexually explicit or pornographic material etc.
- taking students' photographs (and putting them on Vshare)
- school staff must use staff toilets, never students' toilets

Communication

Staff will ensure that all communication with students, colleagues, parents, school management and others is appropriate, including communication via electronic media, such as email, texting and social network sites.

Texting students, particularly outside school hours, should be avoided, unless it is absolutely necessary and for stated school purpose.

Staff members must never have students as "friends" on social network sites.

Staff may not take a student on their own outside the school.

MEDIA/ INFORMATION TECHNOLOGY

All media products e.g. CD's, DVD's, ipads used at school, computer software etc. – should be checked for their appropriateness with regard to age of students and suitability for students. Where a doubt exists with regard to the suitability of material, parents, principal and/or board of management should be consulted as necessary.

Photography

The use of cameras or a camera on phones or any recording device is prohibited as per the School's Code of Behaviour.

Photographing and/or recording of staff by students without express permission is prohibited.

- Photographing and/or recording of students by students is prohibited unless with the permission of teachers and the agreement of the student being photographed and/or recorded.
- Photographing and/or recording of students who give consent by staff is allowed as part of curricular, co-curricular and extra-curricular activities.
- Teachers will handle and store all such photographs/recordings/digital files in a professional manner, as for all school data, and use such material for school purposes only.
- Cameras and/or recording devices of any sort must never be used in Toilets, Changing Areas or Sleeping Areas.
- Parental permission for use of student photos and videos for school promotional purposes is sought on enrolment to the school.
- School ipads, not personal ipads, are to be used for recording school events.

INTIMATE CARE

Toileting

Students with specific toileting/intimate care needs

Normally a student who has specific toileting needs will have a special needs assistant assigned to him/her. It is very important that, before the student is enrolled in the school, a meeting is held at which all school personnel involved with the student attend along with the student's parents/guardians. At the meeting the needs of the student should be addressed and agreement reached as to how the school can meet those needs. It is important that those involved with the intimate care of the student agree practices which are acceptable to the student, the parents and the staff.

Practices agreed should be sufficiently flexible to cover unforeseen situations, e.g. if designated SNA(s) involved in assisting the child is/are absent.

The Board of Management must be made aware of the agreement arrived at between the parties involved.

Changing for Games/PE and Swimming

At second level it is assumed that all students are able to change their own clothes. However, in the rare circumstance where a teacher or SNA needs to help students to change clothing, appropriate steps should be taken to ensure that reasonable protection is afforded to the students and staff members involved. Due regard needs to be given to potential health, safety and abuse concerns that could arise. Accordingly:

- a balance is struck between the student's right to privacy and adequate supervision with due regard to gender issues
- where a student needs assistance with changing, an agreement should be reached between student, parents and staff as to how best those needs can be met
- boundaries will vary depending on age/needs of student and on the physical constraints affecting the child
- staff should avoid assisting students with anything of a personal nature that the student can do for him/herself
- a report of any incident must be submitted made to the principal, parents and Board of Management, as appropriate.

It is recommended practice to have at least two adults present while students are changing for swimming or at any 'out-of-school' event.

SUPERVISION OF STUDENTS

Staff are required to supervise before school, at break, lunch and after school per their supervision slot on their timetable. Staff should circulate inside and outside the building within the school grounds as per rota, supervising in particular wherever students are congregating.

Should an accident take place during supervision the teacher on duty must record the accidents or incidents that took place in the accident book which is in the office of each school building.

Toilet Breaks

- It is expected that students visit the toilet before school and during breaks. Toilet visits within minutes of the bell are unreasonable.
- Toilet visits during class times are permitted in case of emergency.

Students are not permitted to leave the school, during the school day, unless they are accompanied by a parent or a nominated representative of a parent. If the person collecting a child from school is not a parent and does not have a note in writing or advance permission (given in person or on the phone by the parent) the student's parent will be called. If we are unable to contact the parent the student will not be permitted to leave.

Where there is a court order in place which prevents someone from having access to a child, a copy of that order will be requested by the school. In the event of the parent/guardian's non compliance with the court order the Gardaí should be summoned to the school to enforce it.

ADMINISTERING FIRST AID

It is recommended that first aid should be administered in the presence of other students or another adult. The staff member should seek help in the first instance, however, no member of the staff should hesitate to provide first aid in an emergency even if another person is not present, in line with the good Samaritan law.

ONE-TO-ONE TEACHING

Additional Learning Support in CTI is provided in a small group context. However, if a student needs specific support on a one to one basis the following guidelines must be adhered to:

- The teacher providing intervention/support must be visible at all times through an open door or a clear glass pane.
- Staff members will not detain a student alone in a classroom or in an area of school where they may not be visible to others.
- If a student is availing of one to one support – parents will be advised.
- If a teacher is providing an extra class for students, on a one to one basis, Principal, Deputy Principal and other staff members must be made aware of this. See guidelines below.

“Prudent behaviour is required in one-to-one contact with students since staff members are vulnerable to allegations of all sorts that can arise in such situations. Reasonable and sensible precautions should be taken e.g. doors should be left open while a staff member is engaged in discussions with a student. One-to-one meetings with students should take place only on the school premises with records being kept of times, dates and contents of such meetings.” – Staff Handbook Second Edition 2010.

Code of Practice for One-to-One Counselling by the Guidance Counsellor

The Children First Act 2015 and the CTI's overall Health & Safety Policy is adhered to at all times. All students in CTI have access to a guidance counsellor as outlined in the school diary.

Prior to a Counselling Session

- ❖ To ensure the safe and effective delivery of a guidance programme an Appointments System for Personal Counselling/Careers/Vocational Guidance Interviews operates.
 - Appointments are made in consultation with the student to reduce disruption.
 - For 6th Year Appointments a list is put up on the wall in the base classroom where students are asked to fill in their preferred time.
 - A copy of this is put up in the staffroom for all teachers to see.
 - The Guidance Counsellor makes all teachers aware that these appointments are taking place.
 - Students have to ask the permission of their class teacher before attending for appointment.
 - The class teacher has the right to refuse a student leave for an appointment, If a teacher refuses, a discussion usually takes place with the teacher and the appointment is then rescheduled.

- ❖ In the case of personal counselling appointments:
 - The appointment is made with the student at a time that is convenient to them and the Guidance Counsellor.
 - The Guidance Counsellor will notify the subject teacher prior to a scheduled appointment, where appropriate and will usually return the student to their class following an appointment.

During a one-to-one counselling Session

- ❖ In order to protect the Guidance Counsellor from allegation of misconduct:
 - The student will sit at one side of the desk and the counsellor the other in clear view of the window during a Vocational/Career/ Counselling session.
 - During a Personal Counselling session the student will sit with their back to the door, thus maintaining discretion should someone walk into the office unintentionally. The counsellor will face the door and sit back from the student.
 - The boundaries of confidentiality are explained and are outlined below.

Boundaries of Confidentiality

A professional relationship involving confidentiality is at the core of the Guidance Counselling Service in the CTI Clonmel. Confidentiality of the student will be respected provided it is in the best interest of the student and that no other party will be endangered

by it and legal requirements are met. However, confidentiality will not be guaranteed in the following circumstances:

- ❖ When a student poses a danger to him/herself or others;
- ❖ When a student discloses an intention to commit a crime;
- ❖ When the counsellor suspects abuse or neglect;
- ❖ When a court orders a counsellor to make records available.

All students will be made aware of the boundaries of confidentiality at the beginning of a personal counselling session. Should a student begin to disclose something of a sensitive nature during a Vocational/Career session they will be asked to stop, the boundaries will be explicitly explained to them before the commencement of the session. Students will be given a clear understanding of what information will remain private & what will be disclosed to others.

After a one-to-one Counselling Session

Depending on the nature of the issue discussed in the counselling session, the Guidance Counsellor will decide on a course of action.

- In the event of a disclosure the Guidance Counsellor will adhere to Children First Act 2015 Guidelines and refer the information to the CTI's DPL without delay.
- In all other cases the Guidance Counsellor in consultation with the student may deem it best to refer the student to a person or agency best equipped to deal with the issue.
- Where a student wishes to engage in more one-to-one counselling with the Guidance Counsellor, the Guidance Counsellor will after the first formal session inform their parent/guardian and note on the file that they have informed the parent/guardian..

Record-keeping Procedures

- Record keeping is an integral part of the Guidance & Counselling Service in the CTI Clonmel. All records are kept in accordance with the 'Freedom of Information Act' and the 'Data Protection Act. The Guidance Counsellor is cognisant of an NCGE publication on 'Data Protection for the Guidance Counsellor- Compliant Data Management and reviews it annually.
- "Counsellors maintain records necessary for rendering professional services to their students and as by laws, regulations, or agency or institutional procedures. All notes taken during a Careers/Vocational Counselling sessions are shown to the student at the end of the session, the notes are filed and stored in a secure place.

Notes taken after a Personal Counselling session are usually of a sensitive nature. Files are coded to protect the identity of the student and are kept in a secure place. Student records are kept for 7 years (minimum). The detailed records of personal counselling sessions should contain some of the actual words and phrases used by the student. To ensure accuracy the Guidance Counsellor should try to write up notes as soon as possible after the session and keep them brief. Notes taken should not be misleading and should not be subjective.

VISITOR/GUEST SPEAKERS

VISITORS/GUEST SPEAKERS MUST NEVER be left alone with students. The teacher organising the speaker has a responsibility to check out the credentials of the visitor/guest speaker and to ensure that the content/material in use is appropriate. The organising/class teacher must remain with the students for the full duration of the visit. Visitors/Guest Speakers must sign the Sign-In Book at Reception in Raheen College and at Reception in Gaelcholáiste Chéitinn.

Guest Activity Providers eg (TY, Sports Provider) must present Garda Vetting to organising Teacher/Principal

VISITORS/GUEST ACTIVITY PROVIDERS MUST NEVER be left alone with students. The teacher organising the activity provider has a responsibility to check out the credentials of the visitor/guest activity provider and to ensure that the content/material in use is appropriate. The organising/class teacher must remain with the students for the entire duration of the activity.

SCHOOL PLACEMENT – CODE OF PRACTICE (RC & GCC)

Introduction

School placement is a critical part of initial teacher education and is designed to give the student teacher an opportunity to experience teaching and learning in a real environment, to apply educational theory in a variety of teaching and learning situations and school contexts, and to participate in school life in a way that is structured and supported. This policy outlines the procedures to be followed to ensure the process works for everyone's benefit.

Role of the Student Teacher

Student Teachers are expected to take a proactive approach to their own learning and to participate constructively in a broad range of placement experiences. They are expected to engage fully in school life and seek and avail of opportunities to observe and work alongside other teachers. The school community expects that the Student Teacher will engage with it in a respectful and courteous manner having due regard for the values and standards set out in the various school policies. Teaching Practice students are expected to keep all information regarding students and the general running of the school confidential and exercise discretion where appropriate both inside and outside the school.

Placement Procedures

Request from third Level Institution should be sent to the Deputy Principal/Principal. Sanction should be sought from the Deputy Principal/Principal by the Student Teacher. The Student Teacher must be Garda Vetted and must present certificate confirming this vetting to the Principal.

Principal should consult with relevant teachers.

Classes should be allocated to student teacher by DP/Principal/Muinteoir I bhFeighil in consultation with the Co-operating Teacher.

Student Teachers should never be allocated 6th or 3rd Year classes.

The Principal/Deputy Principal/Muinteoir I bhFeighil should meet with the Student Teacher prior to the commencement of placement.

In consultation with the Principal & relevant subject teachers a timetable will be created for the Student Teacher & a copy given to the Principal, Deputy Principal & relevant teachers.

The Cooperating teacher will organise a formal meeting with the Student Teacher prior to commencement of placement.

The Cooperating teacher will familiarise Student Teacher with Vsware.

The Cooperating teacher will furnish Student Teachers with relevant material including

- o Timetable.
- o Map of the school.

- o Staff Handbook.
- o Names of Class Tutors & relevant room numbers.
- o Child Protection Guidelines & Policy.
- o Relevant policies
- o Relevant Procedures- Financial procedures, changing class, absence for school activity, booking school facilities, procedure for sick leave, procedure for referring students to the Year Head/ Student Support Team, procedures for supervising exams, etc.

Procedure to be followed

The Co -operating Teacher must remain on school premises when Student Teacher is in his\her classes unless otherwise agreed with Principal.

The Co -operating Teacher may in conjunction with the S.E.N coordinator provide extra support for some students during this time.

The Co -operating Teacher should introduce the Student Teacher to the class and outline the plan of work for the class. He/she should ensure that the Student Teacher is familiar with class rules/ procedures.

The Co -operating Teacher should remain in the classroom for initial classes.

The Co -operating Teacher should afford the Student Teacher opportunities to observe his\her teaching and should observe the Student Teacher's teaching and give feedback to him/her.

The Co -operating Teacher should work collaboratively with the Student Teacher, the college/university placement Tutor and the school Principal and bring any concerns regarding the Student Teacher's practice or professional conduct to the attention of the Principal.

The Co -operating Teacher should furnish report to third level institutions on request. Student Teachers should never meet with parents on their own without prior approval of Principal.

Responsibility

Co -operating Teacher retains primary responsibility for the progress of the students. He/she should be available to meet with parents in relation to a child's progress.

Co -operating Teacher should be on school premises when Student Teacher is taking his\her class unless prior permission given by Principal to be elsewhere.

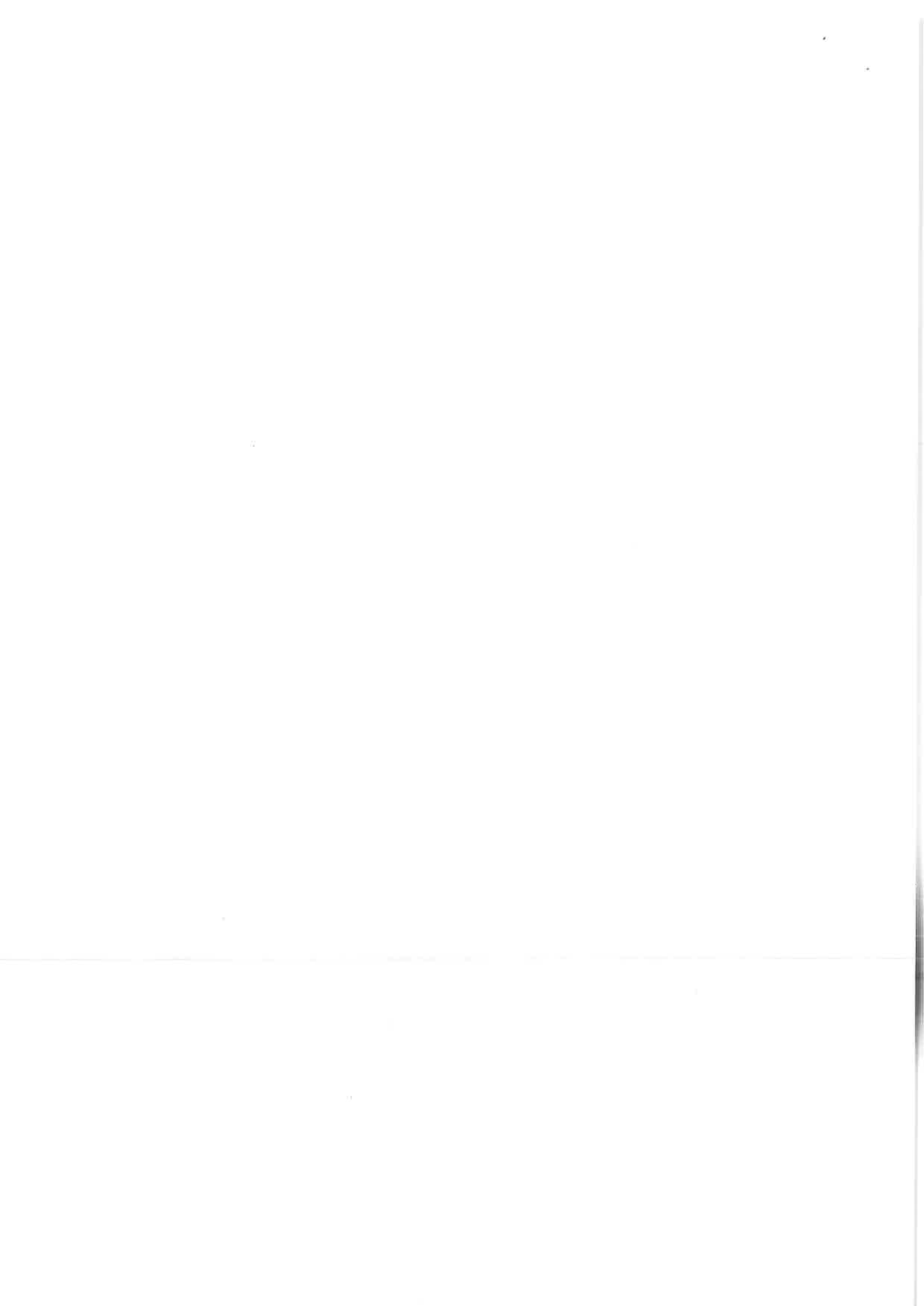
Where the application, commitment and quality of teaching fail to meet the expected standard, and where advice and guidance have not been adhered to, the Principal retains the right to terminate a Student Teacher's work placement in the school.

POLICIES, PROCEDURES AND PROGRAMMES

The school has the following policies in place to address the risks of harm identified in this assessment -

- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* and all registered teaching staff are required to adhere to the *Children First Act 2015*

- The school has the following policies in place
 - The school has in place a code of behaviour for pupils
 - The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*
 - The school has in place a policy and clear procedures in respect of school outings
 - The school has a Health and safety policy
 - The school has an Inclusion Policy (Special Educational Needs policy)
 - The school has in place a policy and procedure for the administration of medication to pupils
 - The school has in place an ICT policy in respect of usage of ICT by pupils
 - The school has in place a mobile phone policy in respect of usage of mobile phones by pupils
 - The school has in place a Home School Liaison policy and related procedures
 - The school has in place a Critical Incident Management Plan



Child Safeguarding Risk Assessment – Central Technical Institute

In accordance with section 11 of the Children First Act 2015 and with the requirement of Chapter 8 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*, the following is the Written Risk Assessment of Central Technical Institute.

1. List of school activities

- Daily arrival and dismissal of students
- Recreation breaks for students
- Classroom teaching
- One-to-one teaching
- One-to-one counselling
- Outdoor teaching activities
- Sporting Activities
- School outings
- School trips involving overnight stay
- School trips involving foreign travel
- Use of toilet/changing areas in the school
- Annual Fun Day
- Fundraising events involving students
- Use of off-site facilities for school activities
- School transport arrangements (buses etc)
- Care of children with special educational needs, including intimate care where needed
- Care of any vulnerable adult students
- Management of challenging behaviour amongst students
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE
- Prevention and dealing with bullying amongst students
- Training of school personnel in child protection matters

- Use of external personnel to supplement curriculum
- Use of external personnel to support sports and other extra-curricular activities
- Care of students with specific vulnerabilities/ needs such as
 - Students from ethnic minorities/migrants
 - Members of the Traveller community
 - Lesbian, gay, bisexual or transgender (LGBT) children
 - Students perceived to be LGBT
 - Students of minority religious faiths
 - Children in care
- Recruitment of school personnel including -
 - Teachers/SNA's
 - Caretaker/Secretary/Cleaners
 - Sports coaches
 - External Tutors/Guest Speakers
 - Volunteers/Parents in school activities
 - Visitors/contractors present in school during school hours
 - Visitors/contractors present during after school activities
- Use of Information and Communication Technology by students in school
- Application of sanctions under the school's Code of Behaviour including detention of students, confiscation of phones etc.
- Students participating in work experience in the school
- Students from the school participating in work experience elsewhere
- Student teachers undertaking training placement in school
- Use of video/photography/other media to record school events
- After school use of school premises by other organisations
- Use of school premises by other organisation during school day
- Breakfast club

- Homework club/evening study

2. The school has identified the following risk of harm in respect of its activities -

- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of student being harmed in the school by a member of school personnel
- Risk of student being harmed in the school by another student
- Risk of student being harmed in the school by volunteer or visitor to the school
- Risk of student being harmed by a member of school personnel, a member of staff of another organisation or other person while student participating in out of school activities e.g. school trip, swimming lessons
- Risk of harm due to bullying of student
- Risk of harm due to inadequate supervision of student in school
- Risk of harm due to inadequate supervision of student while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between student and another student or adult
- Risk of harm due to students inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to students with SEN who have particular vulnerabilities
- Risk of harm to student while a student is receiving intimate care
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with students in appropriate manner via social media, texting, digital device or other manner
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

3. The school has the following procedures in place to address the risks of harm identified in this assessment -


- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* and all registered teaching staff are required to adhere to the *Children First Act 2015*
- Tipperary ETB ensures that–
 - All school personnel are provided with a copy of the school’s Child Safeguarding Statement
 - School personnel are required to adhere to the Child Protection procedures for Primary and Post Primary schools 2017
 - The Child Protection Procedures for Primary and Post-Primary Schools 2017 are made available to all school personnel
 - All new staff are provided with a copy of the school’s Child Safeguarding Statement
 - The school has a code of conduct for school personnel (Teaching Council Code of Conduct; Dignity in the Workplace
 - Tipperary ETB adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting
 - The school complies with the agreed disciplinary procedures for teaching staff
 - Staff are encouraged to avail of relevant training
 - The school implements in full the SPHE/ RSE curriculum
 - The school is in the process of implementing in full the Wellbeing Programme at Junior Cycle
 - Board of management members are encouraged to avail of relevant training
 - Records of all staff and board member training are maintained
- The school has the following policies in place
 - The school has in place a Code of Behaviour for students
 - The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools*

- The school has in place a policy and clear procedures in respect of school outings, trips, tours at home and abroad
 - The school has a Health and Safety policy
 - The school has an Inclusion Policy (Special Educational Needs policy)
 - The school has in place a policy and procedure for the Administration of Medication to students
 - The school has in place an ICT policy in respect of usage of ICT by students
 - The school has in place a Mobile Phone policy in respect of usage of mobile phones by students
 - The school has in place a Home School Liaison policy and related procedures
 - The school has in place a Critical Incident Management Plan
- The school has the following procedures and codes of practice
 - The school has a yard supervision procedure to ensure appropriate supervision of students during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
 - The school has in place a procedure for the Administration of First Aid
 - The school has in place procedures for the use of external persons to supplement delivery of the curriculum
 - The school has in place clear procedures for one-to-one teaching activities
 - The school has in place a procedures for one-to-one counselling
 - The school has in place procedures in respect of student teacher placements
 - The school has in place procedures in respect of students undertaking work experience in the school

Important Note: It should be noted that risk in the context of this risk assessment is the risk of "harm" as defined the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post- Primary Schools 2017*

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

This risk assessment has been completed by the Board of Management on [date]. It shall be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Signed  Date 20/1/2019

Chairperson, Board of Management

Signed _____ Date ~~20/1/2019~~

Principal/Secretary to the Board of Management