



## **Child Safeguarding Statement**

Last reviewed 26 June 2023

<b>Introduction</b>	<b>3</b>
<b>Description of the Services that the Organisation Provides</b>	<b>3</b>
Claddagh Choral Education Programme	3
Event and Productions	3
Corporate Workplace Initiatives	3
<b>Declaration of Guiding Principles</b>	<b>3</b>
<b>Section 1: Child Protection Policy Statement</b>	<b>5</b>
<b>Section 2: Code of behaviour for staff</b>	<b>6</b>
Child-centred approach	6
Good practice	6
Inappropriate behaviour	7
Physical contact	8
Health and safety	8
<b>Section 3: Reporting procedures</b>	<b>9</b>
Who to contact about issues related to child protection and welfare	9
Dealing with a Disclosure	10
Reporting Procedures	10
<b>Section 4: Confidentiality statement</b>	<b>11</b>
<b>Section 5: Recruitment and Selection Policy Statement</b>	<b>12</b>
<b>Section 6: Staff Management Policy Statement</b>	<b>13</b>
<b>Section 7: Policy Statement on the Involvement of Primary Carers</b>	<b>14</b>
<b>Section 8: Dealing with an Allegation Against Staff</b>	<b>15</b>
<b>Section 9 - Complaints and comments procedures</b>	<b>16</b>
In the event of complaints or comments:	16
Accidents procedure	16
<b>Appendix 1: Definitions of Abuse</b>	<b>17</b>
<b>Appendix 2: List of Health Service Executive Area Social Work Department Contact Details</b>	<b>19</b>
<b>Appendix 3: List of Health Service Executive ‘Keeping Safe’ Information and Advice Persons</b>	<b>20</b>
<b>Appendix 4: Standard Form for Reporting Child Protection and/or Welfare Concerns</b>	<b>21</b>
<b>Appendix 5: Sample Volunteer reference Form</b>	<b>22</b>
<b>Appendix 6: Declaration Form</b>	<b>23</b>
<b>Appendix 7: Key Actions Checklist</b>	<b>24</b>
<b>Appendix 8: Further reading/reference</b>	<b>26</b>
<b>Appendix 9: Child Safeguarding Risk Assessment</b>	<b>27</b>

# Introduction

Claddagh School of Music, also known as Claddagh Choral, is an Arts organisation based in Galway. The organisation provides 3 main services: an education programme consisting of 5 choirs; an event/production service; and a corporate workplace initiative.

## Description of the Services that the Organisation Provides

### *Claddagh Choral Education Programme*

The education programme consists of weekly rehearsals in multiple locations in Galway City. Depending on the group the choirs rehearse 1-6 hours per week. The choirs are;

- Galway City Children's Choir Jr. (ages 6-9)
- Galway City Children's Choir Sr. (ages 10-12)
- Galway City Youth Choir (ages 13-18)
- Voice of Galway (18+)
- Galway City Chamber Choir (18+)

### *Event and Productions*

Our events and productions have led to work in multiple venue types in Ireland and abroad as well as productions for national TV and broadcast. Through our productions and events we have hosted world class choral groups and leaders making Galway Ireland's platform for global choral music.

### *Corporate Workplace Initiatives*

We offer multiple corporate initiatives for some of the world's largest companies. Workplace choral initiatives have been proven of great benefit to companies. Through this work we have facilitated global initiatives involved in 40+ countries.

## Declaration of Guiding Principles

Claddagh School of Music is committed to complying with national legislation and guidance for safeguarding children. The best interest of a child is paramount to our organisation and we are committed to providing services that are child centred. Through our weekly choral rehearsals for children and young people, we wish to ensure that no child or young person is disadvantaged or treated differently because of gender, social or ethnic background, family status, sexual orientation, religion or disability. We want the children and young people to come to rehearsals feeling safe and to leave feeling excited about the music they are learning. It is important that

the children and young people involved feel able to participate and express themselves and their creativity.

Our guiding principles apply to all paid staff, volunteers, committee/board members and students on work placement within our organisation. All committee/board members, staff, volunteers and students must sign up to and abide by these guiding principles and our child safeguarding procedures.

We will review our guiding principles and child safeguarding procedures every two years or sooner if necessary due to service issues or changes in legislation or national policy.

Our Designated Liaison Person is Stephen Carroll

Contact details: 087 260 2481

Our Deputy Designated Liaison Person is: Kate McBrearty

Contact details: 086 877 3012

# Section 1: Child Protection Policy Statement

Claddagh School of Music is committed to a child-centred approach to our work with children and young people. We undertake procedures to provide a safe environment and experience, where the welfare of the child/young person is paramount. We will adhere to the recommendations of *Children First: National Guidelines for the Protection and Welfare of Children*, published by the Department of Health and Children. We have implemented procedures covering:

- Code of behaviour for all staff;
- Reporting of suspected or disclosed abuse (see Appendix 1 for categories of abuse);
- Confidentiality;
- Recruitment and selecting staff;
- Managing and supervising staff;
- Involvement of primary carers;
- Allegations of misconduct or abuse by staff;
- Complaints and comments;
- Incidents and accidents.

This policy will be reviewed on 15/01/2024

Stephen Carroll

Date: 04/07/2023

## Anti-bullying

Part of empowering children and young people is making sure that they are protected from bullying behaviour while attending your organisation. Children First: National Guidance for the Protection and Welfare of Children, p.12, defines bullying as:

“Bullying can be defined as repeated aggression – whether it is verbal, psychological or physical – that is conducted by an individual or group against others. It is behaviour that is intentionally aggravating and intimidating, and occurs mainly among children in social environments such as schools. It includes behaviours such as physical aggression, cyberbullying, damage to property, intimidation, isolation/exclusion, name calling, malicious gossip and extortion. Bullying can also take the form of identity abuse based on gender, sexual preference, race, ethnicity and religious factors. With developments in modern technology, children can also be the victims of non-contact bullying, via mobile phones, the Internet and other personal devices.”

The main types of bullying include:

- verbal (includes sexual harassment)
- physical (includes sexual abuse)
- social
- psychological

- [cyberbullying](#) (online bullying)
- bullying at work

## Verbal bullying

Verbal bullying can be face-to-face, written or over the phone. It includes name-calling, put-downs, slugging and threats.

## Physical bullying

Physical bullying can include being punched, tripped, kicked and having things stolen or damaged.

## Social bullying

Social bullying is often one of the hardest types of bullying to identify and deal with. Social bullying includes being left out, ignored or having rumours spread about you.

## Psychological bullying

Psychological bullying can be hard to identify. It is often less direct and can feel like it is in your head. It can include intimidation, dirty looks, stalking, manipulation or unpredictable reactions.

## Cyberbullying

This type of bullying happens online. It can include receiving offensive and abusive messages. It also includes hacking into other people's accounts or spreading rumours online.

Cyberbullying can be difficult to deal with. You may not know what to do at first. But many new laws have been introduced to protect people from online bullying.

[Learn more about cyberbullying](#)

## Being bullied at work

Bullying at work can take the form of psychological or social intimidation.

No one should feel intimidated or threatened at work. Employers and employees have a duty by law to provide a safe and healthy work environment.

[Learn more about dealing with bullying at work](#)

## What are the signs/symptoms that someone is being cyber-bullied?

Some signs or symptoms that may present when a child or young person is experiencing bullying/cyber-bullying include:

- More frequent health problems – headaches, stomach aches, frequent absenteeism, sleep problems, depression, or suicidal thoughts;
- Behavioural and emotional changes – distressed, anxious, frustrated, fearful, angry;

- School related changes – inability to concentrate, drop in academic performance, reluctance to attend school;
- Negative emotional expressions after use of social media – poor self-image, sadness, hopelessness, loneliness, suspicion of others
- Changes in online behaviour – more careful or cautious approaches to communicating online;
- Being emotionally upset during or after using the Internet or the phone;
- Being very secretive or protective of their digital life;
- Wanting to stop using the computer or mobile phone;
- Being nervous or jumpy when getting an instant message, text, or email;
- Avoiding discussions about computer or mobile phone activities; and
- Physical symptoms such as self-harm, eating disorders and/or risky behaviours.

### Anti-bullying Procedures: Prevention

- Model respectful behaviour to all members of the community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in rehearsals.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the organisation – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN. Give constructive feedback to pupils when respectful behaviour and respectful language are absent. Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Actively promote the right of every member of the community to be safe and secure in rehearsals.
- All staff can actively watch out for signs of bullying behaviour.

## Section 2: Code of behaviour for staff

The code of behaviour can be categorised under the following headings:

- Child-centred approach;
- Good practice;
- Inappropriate behaviour;
- Physical contact;
- Health and safety.

### *Child-centred approach*

- Treat all children and young people equally;
- Listen to and respect children and young people;
- Involve children and young people in decision-making, as appropriate;
- Provide encouragement, support and praise (regardless of ability);
- Use appropriate language (physical and verbal);
- Have fun and encourage a positive atmosphere;
- Offer constructive criticism when needed;
- Treat all children and young people as individuals;
- Respect a child's or young person's personal space;
- Discuss boundaries on behaviour and related sanctions, as appropriate, with children and young people and their primary carers;
- Agree group 'contract' before beginning session;
- Encourage feedback from group;
- Use age-appropriate teaching aids and materials;
- Lead by example;
- Be aware of a child's or young person's other commitments when scheduling rehearsals or activities, e.g., school or exams;
- Be cognisant of a child's or young person's limitations, due to a medical condition for example;
- Create an atmosphere of trust;
- Respect differences of ability, culture, religion, race and sexual orientation.

### *Good practice*

- Register each child/young person (name, address, phone, special requirements, attendance, emergency contact);
- Make primary carers, children/young people, visitors and facilitators aware of the Child Protection Policy and procedures;
- Have emergency procedures in place and make all staff aware of these procedures;
- Be inclusive of children and young people with special needs;



- Plan and be sufficiently prepared, both mentally and physically;
- Report any concerns to the Designated Person and follow reporting procedures;
- Encourage children and young people to report any bullying, concerns or worries and to be aware of anti-bullying policy. (For further information on anti-bullying policy see 'Our Duty to Care', Fact sheet 2, Department of Health and Children, 2002);
- Observe appropriate dress and behaviour;
- Evaluate work practices on a regular basis;
- Provide appropriate training for staff and volunteers;
- Report and record any incidents and accidents;
- Update and review policies and procedures regularly;
- Keep primary carers informed of any issues that concern their children;
- Ensure proper supervision based on adequate ratios according to age, abilities and activities involved; observe appropriate gender balance for residential;
- Ensure clear communication between artist and organisations; have guidelines and a prompt sheet for artists;
- Have a written agreement with any external organisation that an artist is working with;
- Don't be passive in relation to concerns, i.e., don't 'do nothing';
- Don't let a problem get out of control;
- If we take a rehearsal on our own it will be in an open environment with the full knowledge and consent of primary carers;
- Avoid if at all possible giving a lift to a child/young person and if you do then make sure that primary carers are informed;
- Maintain awareness around language and comments made. If you think that something you said may have caused offence or upset, then try to address it in a sensitive manner.

### *Inappropriate behaviour*

- Avoid spending excessive amounts of time alone with children/young people;
- Don't use or allow offensive or sexually suggestive physical and/or verbal language<sup>4</sup>.
- Don't single out a particular child/young person for unfair favouritism, criticism, ridicule, or unwelcome focus or attention;
- Don't allow/engage in inappropriate touching of any form;
- Don't hit or physically chastise children/young people;
- Don't socialise inappropriately with children/young people, e.g., outside of structured organisational activities.

### *Physical contact*

- Seek consent of child/young person in relation to physical contact (except in an emergency or a dangerous situation);
- Avoid horseplay or inappropriate touch;
- Check with children/young people about their level of comfort when doing touch exercises.

### *Health and safety*

- Don't leave children unattended or unsupervised;
- Manage any dangerous materials;
- Provide a safe environment;
- Be aware of accident procedures and follow accordingly.

## Section 3: Reporting procedures

### *Who to contact about issues related to child protection and welfare*

Stephen Carroll has been designated as the person to contact if you have an issue or concern about any aspect of a child's or young person's safety and welfare. It is the responsibility of this person to support and advise staff about policy and procedures in relation to child protection and to ensure that procedures are followed. It is also the responsibility of the Designated Person to liaise with the Health Service Executive or Gardaí where appropriate.

Stephen Carroll can be contacted at 087 260 2481.

Kate McBrearty has been designated as deputy to Stephen Carroll and can be contacted at 0868773012.

The following excerpt from *Children First: National Guidelines for the Protection and Welfare of Children* (4.3.2 - p.38) shows what would constitute reasonable grounds for concern:

- (i) specific indication from the child or young person that they has been abused;
- (ii) an account by a person who saw the child/young person being abused;
- (iii) evidence, such as an injury or behaviour, which is consistent with abuse and unlikely to be caused another way;
- (iv) an injury or behaviour which is consistent both with abuse and with
- (v) an innocent explanation but where there are corroborative indicators supporting the concern that it may be a case of abuse [an example of this would be a pattern of injuries, an implausible explanation, other indications of abuse, dysfunctional behaviour]; consistent indication, over a period of time, that a child is suffering from emotional or physical neglect.

Staff should record the following information in relation to children and young people:

- Suspicions;
- Concerns;
- Worrying observations;
- Behavioural changes;
- Actions and outcomes.

## *Dealing with a Disclosure*

- Stay calm and listen to the child/young person, allow them enough time to say what they needs to say;
- Don't use leading questions or prompt details;
- Reassure the child/young person but do not promise to keep anything secret;
- Don't make the child/young person repeat the details unnecessarily;
- Explain to the child/young person what will happen next (explanation should be age-appropriate).

## *Reporting Procedures*

- The reporting procedure should be known and accessible to all staff;
- The person who expresses the concern should be involved and kept informed;
- Actions and outcomes should be noted;
- Record all details, including the date, time and people involved in the concern or disclosure and the facts (for example in an incident book). Information recorded should be factual. Any opinions should be supported by facts;
- Inform the Designated Person or his or her deputy, if unavailable;
- The most appropriate person should discuss the concern or consult with primary carers. Parents, carers or responsible adults should be made aware of a report to the Health Service Executive unless it is likely to put the child/young person at further risk;
- The Designated Person may contact the Health Service Executive Duty Social Work Department for an informal consultation prior to making a report;
- Information will be shared on a strictly 'need to know' basis (see below: Confidentiality statement);
- If there are reasonable grounds for concern as outlined above, the designated person will contact the Duty Social Worker in the Health Service Executive area using the standard reporting form available from the Health Service Executive. (See Appendix 4 for sample form.) Reports to the Duty Social Worker can be made verbally initially and then followed by the standard reporting form. Reports should be made to the Health Service Executive without delay;
- If the Designated Person or Deputy Designated Person is not available, contact the local Duty Social Worker of the Health Service Executive directly;
- In case of emergencies outside of Health Service Executive Social Work Department hours, contact the Gardaí. In situations that threaten the immediate safety of a child/ young person, it may be necessary to contact the Gardaí.

## Section 4: Confidentiality statement

Claddagh School of Music is committed to ensuring peoples' rights to confidentiality. However, in relation to child protection and welfare we undertake that:

- Information will only be forwarded on a 'need to know' basis in order to safeguard the child/young person;
- Giving such information to others for the protection of a child or young person is not a breach of confidentiality;
- We cannot guarantee total confidentiality where the best interests of the child or young person are at risk;
- Primary carers, children and young people have a right to know if personal information is being shared and/or a report is being made to the Health Service Executive, unless doing so could put the child/young person at further risk;
- Images of a child/young person will not be used for any reason without the consent of the parent/carer (however, we cannot guarantee that cameras/videos will not be used by attendees at public performances);
- Procedures will be put in place in relation to the use of images of children/ young people;
- Procedures will also be put in place for the recording and storing of information in line with our confidentiality policy.

## **Section 5: Recruitment and Selection Policy Statement**

Claddagh School of Music will ensure that staff are carefully selected, trained and supervised to provide a safe environment for all children and young people, by observing the following principles:

- Roles and responsibilities will be clearly defined for every job (paid or voluntary);
- Posts will be advertised widely;
- We will endeavour to select the most suitably qualified personnel;
- Candidates will be required to complete an application form;
- Candidates will be asked to sign a declaration form;
- At least two written references that are recent, relevant, independent and verbally confirmed will be necessary;
- No person who would be deemed to constitute a 'risk' will be employed;
- Some of the exclusions would include:
  - any child-related convictions;
  - refusal to sign application form and declaration form;
  - insufficient documentary evidence of identification;
  - concealing information on one's suitability to working with children;
- There will be a relevant probationary period;
- All staff will be required to consent to Garda clearance, and where available, this will be sought.

## **Section 6: Staff Management Policy Statement**

To protect both staff (paid and voluntary) and children/young people, we undertake that:

New staff will:

- Take part in a mandatory induction training session;
- Be made aware of the organisation's code of conduct, child protection procedures, and the identity and role of who has been designated to deal with issues of concern;
- Undergo a probationary or trial period.

All staff will:

- Receive an adequate level of supervision and review of their work practices;
- Be expected to have read and signed the Child Protection Policy Statement;
- Be provided with child protection training.

## Section 7: Policy Statement on the Involvement of Primary Carers

We are committed to being open with all primary carers.

We undertake to:

- Advise primary carers of our child protection policy;
- Inform primary carers and schools of all activities and potential activities;
- Issue contact/consent forms where relevant;
- Comply with health and safety practices;
- Operate child-centred policies in accordance with best practice;
- Adhere to our recruitment guidelines;
- Ensure as far as possible that the activities are age-appropriate;
- Encourage and facilitate the involvement of parent(s), carer(s) or responsible adult(s), where appropriate.

If we have concerns about the welfare of the child/young person, we will:

- Respond to the needs of the child or young person;
- Inform the primary carers on an on-going basis unless this action puts the child or young person at further risk;
- Where there are child protection and welfare concerns we are obliged to pass these on to the Duty Social Worker and, in an emergency, the Gardaí;
- In the event of a complaint against a member of staff, we will immediately ensure the safety of the child/young person and inform primary carers as appropriate.

As a child-centred organisation, we are committed to putting the interest of the child/young person first. To that end we will:

- Contact local Health Service Executive and Gardaí where there is a child protection welfare concern;
- Encourage primary carers to work in partnership with us under the guidelines set out by our organisation to ensure the safety of their children;
- Have a designated contact person available for consultation with primary carers in the case of any concern over a child or young person's welfare.



## Section 8: Dealing with an Allegation Against Staff

Two separate procedures must be followed:

1. In respect of the child/young person Stephen Carroll will deal with issues related to the child/young person.
2. In respect of the person against whom the allegation is made Stephen Carroll will deal with issues related to the staff member.
  - The first priority is to ensure that no child or young person is exposed to unnecessary risk;
  - If allegations are made against the Designated Person, then the Deputy Designated Person should be contacted;
  - The reporting procedures outlined in Section 3: “Reporting Procedures” of these guidelines should be followed. Both the primary carers and child/young person should be informed of actions planned and taken. The child/young person should be dealt with in an age-appropriate manner;
  - The staff member will be informed as soon as possible of the nature of the allegation;
  - the staff member should be given the opportunity to respond;
  - The chairperson/head of the organisation should be informed as soon as possible;
  - Any action following an allegation of abuse against an employee should be taken in consultation with Health Service Executive and Gardaí;
  - After consultation, the chairperson/head of the organisation should advise the person accused and agreed procedures will be followed.

## **Section 9 - Complaints and comments procedures**

In the event of complaints or comments:

- Complaints or comments will be responded to within 2 weeks;
- Stephen Carroll has responsibility for directing complaints/comments to the appropriate person;
- Verbal complaints will be logged and responded to.

### **Accidents procedure**

- The organisation must maintain an up-to-date register of the contact details of all children/young people involved in the organisation;
- Children/young people's details should be cross-referenced between the incident book and file;
- External organisations with whom your organisation has dealings must provide proof that they have public liability insurance;
- First-aid boxes should be available and regularly re-stocked;
- The location of the first-aid box(es) must be made known to staff;
- Availability of first-aid should be in accordance with the organisation's Health and Safety guidelines. The location of accident/incident books must be made known to staff;
- Children and young people must be advised of risks of dangerous material;
- Record details of risky equipment used and take steps to minimise risk;
- Take cognisance of responsibility for first-aid on off-site trips.

# Appendix 1: Definitions of Abuse

There are four main categories of abuse as outlined in *Children First: National Guidelines for the Protection and Welfare of Children*. The following is a synopsis of the information contained in that document. For the full definitions please refer to *Children First: National Guidelines for the Protection and Welfare of Children* 1993 (pp.32-34).

## Neglect

“Neglect can be defined as being 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....The threshold of significant harm is reached when the child’s needs are neglected to the extent that his or her well-being and/or development are severely affected.” (*Children First* p.31)

## Emotional abuse

Emotional abuse usually happens where there is a relationship between a carer and a child rather than as a specific incident or incidents.

“Unless other forms of abuse are present, it is rarely manifested in terms of physical signs or symptoms.” (*Children First* p.31)

Rather, it can manifest in the child’s behaviour or physical functioning. Examples of these include ‘anxious’ attachment, unhappiness, low self-esteem, educational and developmental underachievement and uncooperative or hostile behaviour.

“The threshold of significant harm is reached when interaction is predominantly abusive and becomes typical of the relationship between the child and the parent/ carer.” (*Children First* p.32)

Examples of emotional abuse in children include:

- Imposition of negative attributes on children, expressed by persistent criticism, sarcasm, hostility or blaming;
- Emotional unavailability by the child’s parent/carer;
- Unresponsiveness, inconsistent or inappropriate expectations of the child;
- Premature imposition of responsibility on the child;
- Unrealistic or inappropriate expectations of the child’s capacity to understand something or to behave and control him/herself in a certain way;
- Under or over-protection of the child;
- Use of unreasonably harsh discipline;
- Exposure to domestic violence.

## **Physical abuse**

Physical abuse is any form of non-accidental injury or injury which results from wilful or neglectful failure to protect a child.

Examples of physical injury include the following:

- Shaking;
- Use of excessive force in handling;
- Deliberate poisoning;
- Suffocation;
- Allowing or creating a substantial risk of significant physical harm to a child.

## **Sexual abuse**

Sexual abuse involves the use of a child for gratification or sexual arousal by a person for themselves or others.

Examples of sexual abuse include:

- Exposure of the sexual organs or any sexual act intentionally performed in the presence of a child;
- Intentional touching or molesting of the body of a child whether by a person or object for the purpose of sexual arousal or gratification;
- Masturbation in the presence of the child or involvement of the child in an act of masturbation;
- Sexual intercourse with a child whether oral, vaginal or anal;
- Sexual exploitation of a child may also include showing sexually explicit material to children which is often a feature of the 'grooming' process by perpetrators of abuse;
- Consensual sexual activity involving an adult and an under-age person.

## **Complicating factors and circumstances which may make children more vulnerable to harm**

Children First: National Guidance for the Protection and Welfare of Children and the Child Protection and Welfare Practice Handbook 2 identify a number of known complicating factors and circumstances which may make children more vulnerable to harm that need to be considered when identifying, responding to and assessing child protection concerns.

Complicating factors are features of the child or young person's circumstances that are known to be associated with heightened risk to health, development and welfare.

Children First: National Guidance for the Protection and Welfare of Children also identifies a number of circumstances which may make children and young people more vulnerable to harm. It provides a list of issues in a child/young person's life that may place them at a greater risk of abuse. It is important to remember that identifying additional vulnerability to risk of abuse does not mean that any specific child in those circumstances or settings is being abused.

With the use of new technologies and smart phones being a feature of everyday life it is important to consider the internet and online safety in relation to safeguarding children.

Complicating factors in child protection are identified in Children First National Guidance for the Protection and Welfare of Children under the following five headings:

1. Parent or Carer Factors
2. Child Factors
3. Community Factors
4. Environmental Factors
5. Poor Motivation or Willingness of Parents/Guardians to Engage.

For more information and detail, see the Tusla Child Protection and Welfare Practice Handbook 2, available on the Tusla website, [here](#).

## **Appendix 2: List of Health Service Executive Area Social Work Department Contact Details**

The HSE Duty Social Work Contact List by County can be found [here](#).

## **Appendix 3: List of Health Service Executive 'Keeping Safe' Information and Advice Persons**

A full list of advice persons can be found on page 32 of [this document](#).

## **Appendix 4: Standard Form for Reporting Child Protection and/or Welfare Concerns**

A sample form for reporting child protection and/or welfare concerns can be found on page 34 of [this document](#).



## **Appendix 5: Sample Volunteer reference Form**

A sample volunteer reference form can be found on page 36 of [this document](#).

# Appendix 6: Declaration Form

## Declaration Form Confidential

Declaration form for all those working with children and young people.

Surname: \_\_\_\_\_

First Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Place of birth: \_\_\_\_\_

Address: \_\_\_\_\_

Tel. No: \_\_\_\_\_

Mobile No: \_\_\_\_\_

Any other name(s) previously known as: \_\_\_\_\_

Is there any reason that you would be considered unsuitable to work with children and young people? Yes No

If yes, please outline the reason below.

Have you ever been convicted of a criminal offence? Yes No If yes, please state below the nature and date(s) of the offence (s):

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix 7: Key Actions Checklist

Key things to do	who is responsible	By when	Done
Involve C.E.O. (if not already)			
Appoint Designated Person (D.P.) and Deputy Designated Person (D.D.P.)			
Establish what support is available for the D.P. and D.D.P.			
Draw up code of behaviour for staff			
Devise Child Protection Policy Statement			
Devise policy for recruitment, training, support and supervision (including a Volunteer Reference Form and a Sample Declaration Form)			
Establish procedures around recording information (on incidents and suspicions) and around reporting incidents			
Draw up a confidentiality statement			
Devise procedures to be followed in the event of an allegation against staff			

Seek feedback on your new guidelines from legal advisor			
Inform the Board of new Child Protection policies and procedures			
Plan induction for staff/new staff/ volunteers/interns			
Let parents and children and young people know about your new policies and procedures around Child Protection (for example with a fact sheet)			
Review the policy annually			
<b>Please note: this is not a definitive list</b>			

## Appendix 8: Further reading/reference

*Our Duty to Care - The principles of good practice for the protection of children and young people* Department of Health and Children 2002

• *Children First: National Guidelines for the Protection and Welfare of Children* Department of Health and Children 1999

• *Child Protection Guidelines* National Youth Federation 2004 • *Code of Ethics Good practice for Children's Sport* Irish Sports

Council 2000

• *Code of Good Practice: Child Protection for the Youth Work Sector*

Department of Education and Science 2003 Legislation relating to child protection and welfare:

• Child Care Act 1991

• Protections for Persons Reporting Child Abuse Act 1998 • UN Convention on the Rights of the Child 1992

# Appendix 9: Child Safeguarding Risk Assessment

Written Assessment of Risk of Claddagh School of Music

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 Claddagh School of Music.

List of activities	The organisation has identified the following risk of harm in respect of its activities –	The organisation has the following procedures in place to address the risks of harm identified in this assessment -
<ol style="list-style-type: none"> <li>1. Outdoor teaching activities</li> <li>2. Choir outings</li> <li>3. Choir retreats trips involving overnight stay</li> <li>4. Choir trips involving foreign travel</li> <li>5. Use of toilet areas in venues</li> <li>6. Fundraising events involving pupils</li> <li>7. Use of off-site facilities for activities</li> <li>8. Transport arrangements including use of bus escorts</li> <li>9. Care of children with special educational needs</li> <li>10. Management of challenging behaviour amongst pupils, including</li> </ol>	<ol style="list-style-type: none"> <li>1. Outdoor teaching activities:               <ol style="list-style-type: none"> <li>a. Risk of accidents or injuries due to uneven terrain, weather conditions, or lack of proper supervision.</li> <li>b. Exposure to potential hazards in the outdoor environment, such as poisonous plants or wildlife.</li> </ol> </li> <li>2. Choir outings:               <ol style="list-style-type: none"> <li>a. Risk of children getting separated from the group or getting lost in unfamiliar surroundings.</li> <li>b. Safety concerns when crossing roads or using public transportation.</li> <li>c. Possibility of encounters with strangers or unsafe individuals.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Outdoor teaching activities:               <ol style="list-style-type: none"> <li>a. Develop risk assessment protocols for outdoor locations, considering factors such as terrain, weather, and safety hazards.</li> <li>b. Ensure there is an adequate ratio of qualified staff to supervise and monitor children during outdoor activities.</li> <li>c. Establish clear communication protocols and emergency procedures for outdoor teaching activities.</li> </ol> </li> <li>2. Choir outings:               <ol style="list-style-type: none"> <li>a. Implement a system to track and monitor</li> </ol> </li> </ol>

<p>appropriate use of restraint where required</p> <ol style="list-style-type: none"> <li>11. Management of provision of food and drink</li> <li>12. Administration of First Aid</li> <li>13. Prevention and dealing with bullying amongst pupils</li> <li>14. Training of organisation personnel in child protection matters</li> <li>15. Care of pupils with specific vulnerabilities/needs such as       <ol style="list-style-type: none"> <li>a. Pupils from ethnic minorities/migrants</li> <li>b. Members of the Traveller community</li> <li>c. Lesbian, gay, bisexual or transgender (LGBT) children</li> <li>d. Pupils perceived to be LGBT</li> <li>e. Pupils of minority religious faiths</li> <li>f. Children in care</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>3. Choir retreats involving overnight stays:       <ol style="list-style-type: none"> <li>a. Supervision challenges during the night, which may lead to inadequate monitoring or potential misconduct among children.</li> <li>b. Risk of accidents or injuries during recreational activities or when using shared facilities.</li> </ol> </li> <li>4. Choir trips involving foreign travel:       <ol style="list-style-type: none"> <li>a. Safety concerns related to international travel, including unfamiliar environments, cultural differences, and potential language barriers.</li> <li>b. Increased risk of children becoming separated from the group or experiencing travel-related issues.</li> </ol> </li> <li>5. Use of toilet areas in venues:       <ol style="list-style-type: none"> <li>a. Potential for accidents, inappropriate behaviour, or incidents of bullying or harassment in unsupervised toilet areas.</li> <li>b. Risk of unsanitary conditions or lack of hygiene</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li>children during outings, including check-in/check-out procedures.</li> <li>b. Designate responsible adults as chaperones to supervise and ensure the safety of children during outings.</li> <li>c. Conduct safety briefings before each outing, addressing rules, boundaries, and emergency procedures.</li> </ol> </li> <li>3. Choir retreats involving overnight stays:       <ol style="list-style-type: none"> <li>a. Maintain an appropriate staff-to-child ratio for overnight stays, ensuring adequate supervision and monitoring during all activities, including during the night.</li> <li>b. Establish comprehensive codes of conduct and behavioral expectations for children during retreats.</li> <li>c. Ensure appropriate accommodation facilities with proper security</li> </ol> </li> </ol>
---	---	--

<p>g. Children on CPNS</p> <p>h. Children with medical needs</p>	<p>facilities in certain venues.</p> <p>6. Fundraising events involving pupils:</p> <ul style="list-style-type: none"> <li>a. Potential for exploitation or inappropriate behaviour from individuals involved in fundraising activities.</li> <li>b. Safety concerns related to handling money or participating in activities with strangers.</li> </ul> <p>7. Use of off-site facilities for activities:</p> <ul style="list-style-type: none"> <li>a. Increased risk of accidents or injuries due to unfamiliar environments and lack of control over the facility's safety measures.</li> <li>b. Challenges in ensuring proper supervision and security outside the organisation's premises.</li> </ul> <p>8. Transport arrangements, including the use of bus escorts:</p> <ul style="list-style-type: none"> <li>a. Safety concerns during transportation, such as accidents, injuries, or incidents of bullying or harassment on buses.</li> <li>b. Risks associated with using external transportation services, including</li> </ul>	<p>measures and separate sleeping arrangements for staff and children.</p> <p>4. Choir trips involving foreign travel:</p> <ul style="list-style-type: none"> <li>a. Conduct thorough risk assessments for international trips, considering factors such as destination safety, local laws, and emergency procedures.</li> <li>b. Obtain necessary permissions, authorizations, and informed consent from parents/guardians for children's participation in foreign travel.</li> <li>c. Appoint designated responsible adults to accompany and supervise children throughout the trip.</li> </ul> <p>5. Use of toilet areas in venues:</p> <ul style="list-style-type: none"> <li>a. Implement policies and procedures for safe and supervised use of toilet areas, including guidelines for staff supervision</li> </ul>
--	--	---



	<p>the reliability and suitability of the vehicles and drivers.</p> <p>9. Care of children with special educational needs:</p> <ul style="list-style-type: none"> <li>a. Challenges in providing appropriate support, supervision, and accommodations for children with special needs.</li> <li>b. Ensuring inclusivity and preventing discrimination or isolation of children with disabilities.</li> </ul> <p>10. Management of challenging behaviour among pupils, including appropriate use of restraint where required:</p> <ul style="list-style-type: none"> <li>a. Risk of staff not being equipped with the training to handle situations</li> </ul> <p>11. Management of provision of food and drink:</p> <ul style="list-style-type: none"> <li>a. Risk of allergies or dietary restrictions being unknown.</li> </ul> <p>12. Administration of First Aid:</p> <ul style="list-style-type: none"> <li>a. Risk of staff being ill-equipped due to lack of training.</li> <li>b. Risk of First-Aid kit being ill-equipped.</li> </ul> <p>13. Prevention and dealing with bullying among pupils:</p> <ul style="list-style-type: none"> <li>a. Risk of children bullying each</li> </ul>	<p>and strategies to prevent bullying or inappropriate behaviour.</p> <ul style="list-style-type: none"> <li>b. Conduct regular inspections of toilet facilities to ensure cleanliness, maintenance, and appropriate hygiene practices.</li> <li>c. Train staff on recognizing signs of abuse, bullying, or unsafe situations in toilet areas and how to respond appropriately.</li> </ul> <p>6. Fundraising events involving pupils:</p> <ul style="list-style-type: none"> <li>a. Establish guidelines and protocols for fundraising events, including appropriate adult supervision, clear boundaries, and rules for handling money.</li> <li>b. Conduct background checks and screening for volunteers or external individuals involved in fundraising activities.</li> <li>c. Educate children about personal safety and stranger</li> </ul>
--	--	---

	<p style="text-align: center;">other physically or emotionally.</p> <p>14. Training of organisation personnel in child protection matters:</p> <ul style="list-style-type: none"> <li>a. Risk of poor training, not ensuring all staff members receive appropriate training on child protection policies, procedures, and identifying signs of abuse.</li> <li>b. Not regularly updating training to stay informed about new developments and best practices in child protection.</li> </ul> <p>15. Care of pupils with specific vulnerabilities/needs:</p> <ul style="list-style-type: none"> <li>a. Risk of bullying or discrimination by staff or peers.</li> </ul>	<p style="text-align: center;">awareness during fundraising events.</p> <p>7. Use of off-site facilities for activities:</p> <ul style="list-style-type: none"> <li>a. Conduct thorough assessments of off-site facilities to ensure they meet safety standards and have appropriate security measures in place.</li> <li>b. Develop transportation plans and protocols for travelling to off-site facilities, including emergency procedures and communication channels.</li> <li>c. Maintain a record of contact information for all participants and share it with relevant staff members in case of emergencies.</li> </ul> <p>8. Transport arrangements, including the use of bus escorts:</p> <ul style="list-style-type: none"> <li>a. Ensure that all transportation providers meet safety regulations and have appropriate insurance coverage.</li> </ul>
--	--	--

		<ul style="list-style-type: none"><li>b. Implement a procedure for verifying the credentials and qualifications of bus escorts, if applicable.</li><li>c. Establish guidelines for safe behaviour during transportation and address any potential risks or concerns specific to bus travel.</li></ul> <p>9. Care of children with special educational needs:</p> <ul style="list-style-type: none"><li>a. Develop individualised care plans for children with special needs, in consultation with parents/guardians, educators, and relevant specialists.</li><li>b. Provide staff members with appropriate training and resources to support children with special needs effectively.</li><li>c. Foster an inclusive and supportive environment where children with special needs are respected, valued, and included in all activities.</li></ul>
--	--	---

		<p>10. Management of challenging behaviour among pupils, including appropriate use of restraint where required:</p> <ul style="list-style-type: none"><li>a. Establish a behaviour management policy that includes strategies for de-escalation, positive reinforcement, and promoting positive behaviour.</li><li>b. Provide staff members with comprehensive training on behaviour management techniques and the appropriate use of restraint, adhering to legal and ethical guidelines.</li><li>c. Document and report incidents of challenging behaviour, including the use of restraint, following proper protocols and ensuring timely communication with parents/guardians.</li></ul> <p>11. Management of provision of food and drink:</p> <ul style="list-style-type: none"><li>a. Addressing potential</li></ul>
--	--	--

		<p>allergies, dietary restrictions, or medical conditions when providing food and drink.</p> <ul style="list-style-type: none"> <li>b. Ensuring proper hygiene and safe food handling practices to prevent foodborne illnesses.</li> <li>c. Establish procedures for safe food handling, storage, and preparation, considering dietary restrictions, allergies, and cultural preferences.</li> <li>d. Train staff members in food safety practices and ensure they are aware of any specific dietary needs or medical conditions of the children.</li> <li>e. Only pre-packaged food will be served</li> </ul> <p>12. Administration of First Aid:</p> <ul style="list-style-type: none"> <li>a. The need for trained personnel to provide immediate and appropriate medical assistance in</li> </ul>
--	--	---

		<p>case of injuries or medical emergencies.</p> <ul style="list-style-type: none"><li>b. Maintaining proper records and procedures for administering First Aid and communicating with parents or guardians.</li><li>c. Designate trained personnel responsible for administering First Aid and maintaining First Aid kits.</li><li>d. Develop clear protocols for documenting and reporting injuries or medical incidents and communicating with parents/guardians.</li><li>e. Regularly review and update First Aid procedures to align with current best practices and guidelines.</li></ul> <p>13. Prevention and dealing with bullying among pupils:</p> <ul style="list-style-type: none"><li>a. Develop and implement a comprehensive anti-bullying policy that clearly defines bullying, outlines reporting mechanisms, and details</li></ul>
--	--	--

		<p>disciplinary measures.</p> <ul style="list-style-type: none"><li>b. Provide staff members with training on identifying and addressing bullying behaviour, promoting a positive and inclusive atmosphere within the organisation.</li><li>c. Establish a system for monitoring and documenting incidents of bullying and taking appropriate action, such as providing support to victims and educating bullies on the consequences of their actions.</li></ul> <p>14. Training of organisation personnel in child protection matters:</p> <ul style="list-style-type: none"><li>a. Providing support and intervention for victims and addressing the underlying causes of bullying.</li><li>b. Ensure that all staff members receive training on child protection policies, recognizing signs of abuse,</li></ul>
--	--	---

		<p>and reporting procedures.</p> <ul style="list-style-type: none"><li>c. Regularly update training to address new developments, legislation, and best practices in child protection.</li><li>d. Maintain records of staff training, ensuring that all personnel are aware of their responsibilities in safeguarding children.</li></ul> <p>15. Care of pupils with specific vulnerabilities/needs:</p> <ul style="list-style-type: none"><li>a. Promote a culture of respect, acceptance, and inclusion within the organisation, addressing specific vulnerabilities and needs sensitively.</li><li>b. Provide training and resources to staff members to promote understanding and support for children from diverse backgrounds or with specific vulnerabilities.</li><li>c. Establish clear protocols for handling confidential information and ensuring the privacy and dignity of</li></ul>
--	--	---



		children with specific vulnerabilities or needs.
--	--	--