# FREQUENTLY ASKED QUESTIONS
# CHILD PROTECTION PROCEDURES FOR SCHOOLS

## Contents

ADDENDUM TO CHILD PROTECTION PROCEDURES FOR SCHOOLS 2025 ..... 3
Amendments: ..... 4
Adopting the 2025 Procedures ..... 5
Applying the Procedures ..... 8
Students Aged 18 or Older ..... 8
Hospital schools or other schools where children are residential – other than boarding facilities ..... 8
Boarding Facilities Associated with Recognised Schools ..... 8
Child Protection Booklets and Templates ..... 9
School Completion Programme ..... 9
Attendance Issues ..... 10
Children Who Reside in Northern Ireland ..... 10
Chapter 1 – Introduction ..... 11
Chapter 3 Retrospective Abuse Allegations ..... 11
Chapter 4 Roles and Responsibilities ..... 11
4.1.3 Mandated Persons ..... 11
Section 4.3.3 Absence of the DLP and DDLP ..... 11
Chapter 5 Reporting of Concerns ..... 12
5.1.1 Reporting to the DLP ..... 12
5.1.3 Mandated and Joint Reporting ..... 13
Informing Parents of a Child Protection Concern ..... 13
5.7 Children who Transfer School ..... 13
Moving between Primary and Post Primary, moving schools within the jurisdiction or moving outside the jurisdiction ..... 13
Cross-School Activities ..... 14
Reporting Process for Outside Organisations Hosting School Related Events – During School Hours ..... 15

Reporting Process for Outside Organisations Hosting School Related Events – Outside of School Hours ..... 16
Chapter 6 – How to Make a Report to Tusla ..... 17
Access to Tusla Portal ..... 17
Chapter 7 – Allegations or Suspicions of Child Abuse Regarding School Employees ..... 17
7.3 Action to be Taken by Employer in Relation to the Employee ..... 17
Chapter 8 Record Keeping ..... 18
Chapter 9 Child Safeguarding Requirements ..... 18
9.5.3 Online Safety ..... 18
School Shared Spaces with Separate Entitles ..... 21
Chapter 10: Recruitment Procedures and Requirements for Garda Vetting ..... 22
10.3.3 Statutory Declaration and Form of Undertaking ..... 25
Chapter 11 Training and Supports ..... 28
Oide Training ..... 30
Tusla Training ..... 31

# ADDENDUM TO CHILD PROTECTION PROCEDURES FOR SCHOOLS 2025

Please note the corrections below for the hard copy of the Child Protection Procedures for Schools 2025, which arose due to a printing error. These changes have already been incorporated into the online version.

| **Amendment 1** | |
|---|---|
| Page Number | 46, incomplete sentence in bullet 5 |
| Replacement text | >All school personnel must have due regard to the need for confidentiality at all times. Requirements of confidentiality, as outlined elsewhere in this document, do not prevent *the DLP from communicating with parents in relation to their child*. |

| **Amendment 2** | |
|---|---|
| Page Number | 91. Section 10.4 first paragraph. Replace “shall” with “should”<br><br>Second Paragraph. Word “must” deleted. |
| Replacement text | When a child protection concern arises while a child is in the care of the school or participating in a school related event, the DLP should be informed. The responsibility for child protection *should* not be delegated to an outside organisation hosting the children for an activity/event.<br><br>It is imperative that the school ensures that any outside agency involved with the school have in place appropriate child protection procedures and training for their staff. The outside agency should also be made aware that their staff or volunteers *should,* in addition to their own child protection procedures and reporting obligations, report any child protection concern relating to a student in the school, to the DLP |

# Amendments:

**Child Protection Oversight Booklet – CPOR1**

Section 4 - Summary data in respect of reporting has been amended to reflect 12.3.8 of the procedures. This updated version is available on the website - Child Protection Oversight Booklet.pdf and within the word version of the booklet.

**Child Protection Safeguarding Statement and Risk Assessment – CSS1**

The Child Safeguarding Statement and Risk Assessment does not account for the requirements in 9.4.2. of the procedures – Location of Copies of Child Protection Procedures and Children First Guidance.

Details of the location of the *Child Protection Procedures for Schools 2025* and the *Children First National Guidance 2017* should be appended to the CSS1 – Child Safeguarding and Risk Assessment (if you are using the hard copy version). The online versions have an additional page added to reflect this requirement.

# Retranslation – Irish Version

Retranslation of the Irish Version of the Child Protection Procedures for Schools and Associated Templates due to issues with quality of translation provided by previous company.

The updated translated documents are available on www.gov.ie/childprotectionschools

**This Frequently Asked Questions document sets out responses to frequently asked questions relating to the Child Protection Procedures for Schools 2025. You should refer to the appropriate section of the procedures in the first instance. The FAQ will be updated as required. Where a question is not answered within the procedures or the FAQ, the question can be sent to cpreport@education.gov.ie**

**Updated: 30 June 2026**

# Adopting the 2025 Procedures

**When can a board of management adopt the updated procedures?**
The 2023 procedures and associated templates remain in place until schools formally adopt 2025 procedures. Schools must have adopted the 2025 procedures by 31 December 2026 and can implement the updated procedures at any point prior to this date.

It is recommended that training is undertaken by the DLP/DDLP and Board of Management prior to adopting the new procedures.

**Which child safeguarding statement template should we use at our next review?**
The Child Protection Procedures for Schools 2025 and support booklets are located under Supports for Schools at the following link Child protection procedures in schools

Every school must review its Child Safeguarding Statement and Risk Assessment each calendar year, therefore if your school has not already completed the review in 2025, it must be done this calendar year.

The 2023 procedures and associated templates remain in place until schools formally adopt 2025 procedures. The choice of template will depend on the procedures adopted by your school on the date of the review.

**Is there a list of changes to the child protection procedures 2025?**
Yes. Appendix 1 of Circular 41/ 2025 provides a summary of the chapters and main changes.

**Will training address these changes?**
Yes. Training on the new procedures for DLPs and DDLPs will be provided in Term 1 2025. Training for all school personnel, including mandated and non-mandated persons, will be scheduled thereafter.

**Upon adoption of the new procedures, should a school update the records in a current child protection casefile using the new templates? What if there is an open child protection concern when the new procedures are adopted?**
All child protection casefiles, whether active or closed, must contain records of actions taken as a source of permanent evidence. Examples include emails, written notes, notebook pages, photographs, templates and audio or video recordings. The Department has prepared templates to support good record keeping and schools may choose to use these when creating and maintaining files and records. Upon adoption of the new procedures, all casefile records already created should remain in their original form. On adoption of the procedures, the new templates should be used from that point onwards.

**What happens if I am inspected, which procedures will be checked?**
Schools are advised that any new requirements of the 2025 procedures, which were not in the previous procedures, will not be inspected until a school has formally adopted the 2025 procedures.

**My school has not formally adopted the 2025 procedures, but we are using some of the new templates, such as the student-friendly child safeguarding statement and some of the templates in the support booklets. Will we be inspected under the 2025 procedures?**
No. Schools are advised that any new requirements of the 2025 procedures, which were not in the previous procedures, will not be inspected until a school has formally adopted the 2025 procedures.

The following documents require formal adoption of the 2025 procedures. Therefore, schools **must not use** the following ahead of adopting the 2025 procedures in their school:

- CSS 1 Child Safeguarding Statement and Risk Assessment
- CSS 2 Review of the Child Safeguarding Statement and Risk Assessment and associated review documents CSS 5, 6 and 7
- CSS 3 Notification Regarding the board of management's Review of the Child Safeguarding Statement and Risk Assessment
- CPOR 1 Child Protection Oversight Report
- CPF 7 Advice for Communicating with Parents

Many of the templates provided in the support booklets **can be used** in advance of adopting the 2025 procedures, such as:

- CPF 1 Child protection case file cover page
- CPF 2 Record of how the child protection concern came to the attention of the Designated Liaison Person (DLP)

- CPF 3 Record of DLP's phone call seeking the advice of Tusla
- CPF 4 Statement from DLP to a member of school personnel as to the reasons why a report has not been made to Tusla
- CPF 5 Record of DLP informing or not informing the parent that a report has been submitted to Tusla
- CPF 6 Signed record indicating that all redacted documents presented to the board of management are accounted for following the Child Protection Oversight Report
- CPF 8 Master list of child protection case files
- CSS 4 (a) or (b) student-friendly child safeguarding statement
- CSS 8 Record of Child Protection Training
- CPOR 2 Record of documents provided to the board as part of the CPOR

**What must be done when reviewing/adopting the 2025 Child Safeguarding Statement and Risk Assessment CSS1?**

The Child Protection Safeguarding Booklet provided on www.gov.ie/childprotectionschools outlines the steps that must be taken and the templates to be used when reviewing/adopting the 2025 Child Safeguarding Statement and Risk Assessment CSS1. These include using the templates provided to develop Child Safeguarding Statement and Risk Assessment and its student-friendly version; displaying these in a prominent position near the main entrance of the school; consulting with school personnel, parents/carers and children and young people when reviewing the Child Safeguarding Statement and Risk Assessment and its student-friendly version; informing the patron, school personnel, parents' association, and parents/carers that the review has been undertaken using the notification template provided by the department; and publishing the Child Safeguarding Statement and Risk Assessment and notification of its review on the school's website or making them available on request by the school.

When first adopting the 2025 *Child Safeguarding Statement and Risk Assessment CSS1*, it is open to schools to use the 2023 *Checklist for Review of the Child Safeguarding Statement* (*Mandatory Template 2*), in order to review their 2023 Child Safeguarding Statement and adopt the 2025 version. Equally, a school may choose to use the 2025 *CSS2* in the initial adoption process and complete it as fully as possible.

In summary:

- A review of the current Child Safeguarding Statement **must** be conducted as part of the adoption of the 2025 procedures, using either the 2023 or 2025 review templates, and a record must be maintained.
- Following the adoption of the 2025 procedures and the 2025 *Child Safeguarding Statement and Risk Assessment CSS1*, all subsequent reviews **must** be conducted using CSS2.

# Applying the Procedures

## Students Aged 18 or Older

**Do these procedures apply to those students over the age of 18?**
No. The procedures define a child as "*any person under 18 years of age, excluding individuals who are or have been married. It is important to note that students over the age of 18 who are still enrolled in school do not fall under this definition"*. Child protection concerns cannot be reported to Tusla where the concern relates to an 18-year-old or over, as they don't fall under the remit of child protection.

Where a vulnerable adult may have been, is being, or is at risk of being abused or neglected, the advice of the Health Services Executive (HSE) or, if necessary, An Garda Síochána, should be sought. Further information in relation to the safeguarding of vulnerable adults is available on www.hse.ie.

## Hospital schools or other schools where children are residential – other than boarding facilities

**What are the reporting protocols for hospital schools or other schools where students are residential (other than boarding facilities)?**
Each hospital school or other schools where students are residential that operates under a unique Department of Education and Youth roll number, similar to other recognised schools, would be treated in an identical manner to all other schools in terms of child protection. These schools will have a DLP. All child protection concerns which are raised should be reported to the DLP of the hospital school or other schools, where students are residential. Although children may remain registered to their original 'home' school, when enrolled in the hospital school or other schools where students are residential for the duration of their treatment, the children would be under the direct care of the hospital school staff or other school staff where students are residential in respect of child protection matters.

# Boarding Facilities Associated with Recognised Schools

The department has updated the Child Protection Procedures for Boarding Facilities Associated with Recognised Schools, to reflect the changes in the updated 2025 procedures for schools. In addition, the department has developed bespoke booklets to support the updated procedures for boarding facilities:

- Child Protection Oversight Booklet - BF
- Child Protection Safeguarding Booklet - BF
- Child Protection Case File Booklet - BF

# Child Protection Booklets and Templates

**Are the templates available online?**
Yes. Resources have been provided to support schools in the implementation of the procedures. The support booklets are located under Supports for Schools at the following link www.gov.ie/childprotectionschools The templates are contained in three booklets as follows:

- Child Protection Case File Booklet
- Child Protection Oversight Booklet
- Child Protection Safeguarding Booklet

The online templates contained within the booklets are editable PDF documents, and once completed, can be printed and filed accordingly. The department has also provided word versions of booklets and the Child Safeguarding Templates.

# School Completion Programme

**Are School Completion Programme (SCP) staff required to attend the Child Protection Training currently being rolled out to schools by Oide?**
No. SCP staff are not required to attend the Child Safeguarding training taking place in schools.

**Which child safeguarding statement should the SCP use?**
SCP project's Child Safeguarding Statement and procedures continue to apply and are not replaced or superseded by the training being delivered to schools by Oide.

**Who is the DLP in a SCP?**
The SCP Coordinator is the DLP for the project.

**As the SCP Co-Ordinator, what should I do in the event of a child welfare or protection concern?**
As per the Child Safeguarding templates issued to SCP projects in October 2024, SCP projects may choose to jointly report (in principle) a child welfare or protection concern with a school DLP.

**As the SCP Co-Ordinator, what should I do in the event of a child welfare or protection concern?**
The School Completion Programme have their own child protection and safeguarding procedures. The Child Protection Procedures for Schools do not apply to SCPs.

As per the Child Safeguarding templates issued to SCP projects in October 2024, SCP projects the DLP of the SCP may choose to share the concern with the DLP of the school. The nature of the sharing and whether to jointly report a child welfare or protection concern with a school DLP will depend on the individual circumstances.

Each SCP is asked to consider data sharing and information sharing agreements with member schools. These agreements should clarify responsibilities, including child safeguarding reporting procedures for SCP workers when engaging with individual schools.

## Attendance Issues

**Where should we refer concerns about school attendance?**
The Educational Welfare Service (EWS) is the statutory strand of Tusla Education Support Service (TESS) that has responsibility for school attendance operating under the Education (Welfare) Act 2000.

Educational Welfare Officers (EWOs) work with families and children in a childcentred way to overcome barriers to their school attendance, participation and retention. The EWS is a referral-based service.

Where a school has cause for concern over a student's attendance, for whatever reason, and despite all efforts at resolution made at school level in collaboration with the home, a formal referral should be made to the EWS of Tusla Education Support Service (TESS) on the Tusla Portal.

Further details on the role of the EWS is available here: EWS - Educational Welfare ServicesTusla - Child and Family Agency

**When does non-attendance become a child protection concern? Where there are concerns over repeated non-attendance should this be reported as a child welfare concern?**
According to Children First National Guidance 2017, and as outlined in the Child Protection Procedures for Schools 2025 persistent failure to attend school may be a feature of child neglect. Where there are reasonable grounds for concern that the child may have been, is being, or is at risk of being abused or neglected, in addition to the referral to TESS this should be reported to Tulsa Social Work as set out in the Child Protection Procedures for Schools. If there is any doubt you should seek advice from Tusla Social Work.

## Children Who Reside in Northern Ireland

**Where I have a child protection concern regarding a child attending my school but the child lives in Northern Ireland, who should I contact?**

Where a child is attending school in the state, but their address is in Northern Ireland, any child protection concern should be referred to the Gateway Services teams for

Children's Social Work at the Health and Social Care (HSC) Trust in the area that the child lives. Contact details are available here: Gateway Service Teams contact details | nidirect

# Chapter 1 – Introduction

**Is there guidance available for data management?**
Yes. The Data Protection Commission has published a Toolkit for Schools to support schools in their role as data controllers. The toolkit provides guidance on the processing of personal data to ensure that schools meet their statutory obligations. Specifically designed for the education sector, the toolkit assists schools in complying with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

# Chapter 3 Retrospective Abuse Allegations

**How do we assist members of school personnel in respect of disclosures of retrospective abuse?**
Guidance to schools is provided under section 3.1 Responding to a Retrospective Abuse Allegation.

# Chapter 4 Roles and Responsibilities

## 4.1.3 Mandated Persons

**Are student teachers in the third and fourth year of their Bachelor of Education programme considered mandated persons for the purposes of the 2015 Act?**
Yes. Student teachers in the third and fourth year of their Bachelor of Education programme continue to be registered students on the accredited programme in teacher education, who are registered with the Teaching Council are considered to be mandated persons for the purposes of the 2015 Act.

**Are student teachers on the PME programme who are registered with the Teaching Council are considered to be mandated persons for the purposes of the 2015 Act?**
Yes. In circumstances where the 2025 Regulations permit student teachers to register with the teaching council under Route 3 if they meet the requirements allowing them to work as substitute teachers, then students on the PME programme who are registered with the Teaching Council are considered to be mandated persons for the purposes of the 2015 Act.

## Section 4.3.3 Absence of the DLP and DDLP

**What should happen if the DLP and DDLP are absent?**

At all times there must be a DLP in place in the school in order to ensure that children are kept safe and that concerns raised are dealt with effectively.

Where there are short-term absences by the DLP, the DDLP will assume the role. Where a DLP is on leave and the DDLP is off the premises but available to receive a concern, for example by phone, then the child protection procedures can be implemented.

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

In the event of long- term absence, it is open to schools to have another member of staff acting in the role of DLP. The school should make every reasonable effort to appoint someone to this role. In the absence of this where there is no staff member acting in the role, the chairperson of the board of management, or in an ETB school the Chief Executive Officer or their delegate, shall assume the role normally undertaken by the DLP. Long-term absence by either or both the DLP or the DDLP will necessitate the updating of the Child Safeguarding Statement and the notice displaying the name of the DLP.

# Chapter 5 Reporting of Concerns

## 5.1.1 Reporting to the DLP

**I am a member of School Personnel, how should I let the DLP know about a child protection concern, can I tell them or do I have to write it down?**
Section 4.1.1 of the procedures states that "In any situation where a member of school personnel, receives an allegation or has a suspicion that a child may have been abused or neglected, is being abused or neglected, or is at risk of abuse or neglect, the member of school personnel shall, without delay, report the matter to the designated liaison person (DLP) in accordance with the procedures outlined in chapter 5 of these procedures".

Members of school personnel may report by telling the DLP about the concern when it comes to their attention. It is important to have a record of notifying the DLP. Details of the disclosure can be recorded on template CPF2; on any other template which may assist you or on any piece of paper available to you, once you have a record of notifying the DLP. This document shall be retained by the DLP on the Child Protection Case File.

## 5.1.3 Mandated and Joint Reporting

**What do I do where I have a reasonable concern, as a mandated person, but I'm not clear whether it meets the threshold of harm.**
Where the mandated person, has a reasonable concern, they shall, without delay, report the matter to the designated liaison person (DLP).

The DLP and the registered teacher must consider whether there are reasonable grounds for concern about the welfare and protection of the child. If the DLP and the mandated person both agree that there are reasonable grounds for concern, they shall then jointly consider whether the concern in question is at or above the defined threshold of harm at which a report must be submitted as a mandated report to Tusla.

Where the DLP is unsure whether to report a concern to Tusla or whether a report should be submitted as a mandated report, the DLP shall seek advice from Tusla. The DLP shall inform the mandated person that such advice is being sought and shall, when received, inform the mandated person of the advice provided and keep a record of this fact.

## Informing Parents of a Child Protection Concern

**Should a DLP inform a parent/carer when a child protection concern arises in relation to their child?**
Yes. The DLP should inform parents/carers when a child protection concern arises in relation to their child as soon as practicable after they become aware of the concern. A DLP may choose not to inform parents/carers where the circumstances outlined at section 5.3.8 apply.

**When a concern has been reported to Tusla are schools obliged to inform parents?**
It is good practice to inform the parent/carer that a report concerning their child is being made and the reasons for the decision to make the report. In certain circumstances Tusla may have advised the DLP not to inform the parent/carer, and in such cases that advice should be followed. See the Child Protection Case File Booklet, CPF 7 Advice for communicating with Parents. It is important to deal with any such communication in a sensitive and tactful manner.

## 5.7 Children who Transfer School

### Moving between Primary and Post Primary, moving schools within the jurisdiction or moving outside the jurisdiction

**What should I do where I have a child protection concern regarding a child who is transferring school?**

Where you have a current child protection/child welfare concern you should report this to Tusla Social Work. If you are unsure whether to report a concern when a child is transferring school, you should contact the duty social worker by phone to seek advice. The school should proceed with the normal transfer arrangements.

Where there is an open child protection case with Tusla, school personnel must bring new information to the attention of the Tusla social worker. This includes information relating to the children leaving the school (because they are moving between primary and post-primary, moving schools within the jurisdiction, or moving outside the jurisdiction).

**What should I do where there was previously a child protection concern reported to Tusla and the child is transferring school?**
Where there was previously a child protection concern reported to Tusla regarding a student and they have advised that the case is closed, and where the school have no current concerns in relation to the student the school will engage in the normal transfer arrangements. There is no need to report this to Tusla.

**Where there is an open child protection concern and a child transfers school, can I share this information with the new school?**
Where there is an open child protection case with Tusla, school personnel must bring new information to the attention of the Tusla social worker. This includes information relating to the children leaving the school (because they are moving between primary and post-primary, moving schools within the jurisdiction, or moving outside the jurisdiction). Tusla will inform the new school of concerns as appropriate.

## Cross-School Activities

**In cases where there is collaboration between schools, for example where students access some of their subjects/activities in the neighbouring school, which DLP is responsible for making a report to TUSLA?**
Any child protection concerns involving students in the host school, should be reported to both DLPs. The DLP of the host school should follow Chapter 5 of the *Child Protection Procedures Schools 2025* in relation to the reporting of concerns.

Where a mandated report is required, this report may be submitted jointly by both DLPs. This will ensure that follow-up actions are undertaken, if required, by the appropriate DLP.

Each school is an independent data controller; therefore, it is their responsibility to ensure they have adequate and appropriate data protection agreements in place regarding personal data sharing which should cover child protection matters which can be put in place as part of the formal arrangement for cross-school timetabling.

For cross-school activities/classes run by the school, both school's Child Safeguarding Statement and Risk Assessment should identify the risks of running the cross-school activities/classes. Measures should be put in place to mitigate the risks and ensure that relevant policies are in place – See section 9.6 of the Child Protection Procedures for Schools.

## Reporting Process for Outside Organisations Hosting School Related Events – During School Hours

**What is the reporting process for outside organisation hosting an activity/event for children in the school (school related event)?**
As outlined in section 10.4 of the procedures, the responsibility for child protection should not be delegated to an outside organisation hosting the children for an activity/event.

It is imperative that the school ensures that:

- any outside organisation is made aware that their staff or volunteers should, in addition to their own child protection procedures and reporting obligations, report any child protection concern immediately to the Designated Liaison Person (DLP) in the school, where the concern relates to a student in the school while they are in the care of the school or participating in a school related event.
- any outside organisation involved with the school have in place appropriate child protection procedures and training in place for their staff.
- a clear reporting protocol must be established between the school and the outside organisation.
- ensure there are adequate and appropriate data protection agreements in place regarding personal data sharing which should cover child protection matters
- the outside organisation running the event is required to have its own Child Safeguarding Statement and Risk Assessment. They are also required to have their own DLP.
  a formal agreement captures all of these requirements including insurance and health and safety provisions.
- the school's Child Safeguarding Statement and Risk Assessment should identify the risks of any outside organisation involved with the school. Measures should be put in place to mitigate the risks and ensure that relevant policies are in place.

The DLP should follow Chapter 5 of the *Child Protection Procedures Schools 2025* in relation to the reporting of concerns. However, as set out in section 4.2.7 (C) of the Child Protection Procedures for Schools 2025, if a mandated reporter is informed that a

mandated report has been made to Tusla or assistance provided to Tusla, then there is no requirement to make another report solely on the basis of this information.

## Reporting Process for Outside Organisations Hosting School Related Events – Outside of School Hours

**The school is renting a room to a tutor outside of school hours. Some children attend from their own school and some from another school. If there is a child protection concern, who is this reported to?**

The key factor is that the activity occurs on school premises, making it the school's responsibility regardless of the time the activity occurs, as the school is permitting relevant work to take place on its behalf.

It is imperative that the school ensures that:

- any outside organisation is made aware that their staff or volunteers should, in addition to their own child protection procedures and reporting obligations, report any child protection concern immediately to the Designated Liaison Person (DLP) in the school, where the concern relates to a student in the school while they are in the care of the school or participating in a school related event.
- any outside organisation involved with the school have in place appropriate child protection procedures and training in place for their staff.
- a clear reporting protocol must be established between the school and the outside organisation.
- ensure there are adequate and appropriate data protection agreements in place regarding personal data sharing which should cover child protection matters
- the outside organisation running the event is required to have its own Child Safeguarding Statement and Risk Assessment. They are also required to have their own DLP.

- a formal agreement captures all of these requirements including insurance and health and safety provisions.
- the school's Child Safeguarding Statement and Risk Assessment should identify the risks of any outside organisation involved with the school. Measures should be put in place to mitigate the risks and ensure that relevant policies are in place.

The DLP should follow Chapter 5 of the *Child Protection Procedures Schools 2025* in relation to the reporting of concerns. However, as set out in section 4.2.7 (C) of the Child Protection Procedures for Schools 2025, if a mandated reporter is informed that a mandated report has been made to Tusla or assistance provided to Tusla, then there is no requirement to make another report solely on the basis of this information.

# Chapter 6 – How to Make a Report to Tusla

## Access to Tusla Portal

**Where the DLP is not available, can I use the log in details belonging to them to access the Tusla Portal?**
No. Anyone reporting to Tusla should have their own individual portal account. These should not be shared. If the DDLP submits a report, they should keep a record of the submission number and share this with the DLP on their return. A hard copy must be printed and placed on the file.

**Can I send a hard copy to Tusla rather than using the portal?**
Yes. However Tusla recommends that all reports are submitted through the Tusla portal. While hard copies of the report can be submitted, this method is less secure, requires the use of registered post and can lead to a time delay in reaching the appropriate Tusla social worker. Anyone can set up an account on the Tusla portal and submit a report. If a person other than the DLP or DDLP needs to submit a report, they should set up a Tusla portal account and submit it via the portal.

**The Tusla portal does not allow printing without downloading. How should DLPs handle this?**
Originally the Tusla portal facilitated the DLP to print off the referral without downloading it. The current system requires the report to be downloaded so that it can be printed. DLPs are asked to clear or delete their downloads as these documents will otherwise remain on the device and may be inadvertently accessed.

# Chapter 7 – Allegations or Suspicions of Child Abuse Regarding School Employees

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

**When should the employer be informed of an allegation of abuse against a school employee?**

According to Section 7.2.3 of the procedures, the DLP shall **always** inform the employer, of an allegation of abuse against a school employee.

The 2025 procedures outline that the employer should be informed immediately in two specific circumstances:

- When the emergency protocol has been invoked
- or where an allegation against a school employee is not being reported to Tusla. in circumstances where Tusla has advised that the allegation should be reported to them or where no advice has been sought from Tusla (as set out in section 12.3.4 (f) and (g)).

In other circumstances, employer is informed by way of the oversight procedures as set out in 12.3.4.

However, where the DLP feels it is warranted, they may wish to inform the employer in advance of the CPOR.

# Chapter 8 Record Keeping

**Is there a recommended system for numbering or coding case files to ensure consistency, or can each school adopt its own internal coding system as long as it is secure?**
No. There is no particular method or system of assigning codes that must be used under these procedures, and schools are free to use existing systems or develop and use their own. See Chapter 8 - Section 8.2.4 How to Assign a Code and section 8.2.4 for advice on deciding on the format of the code.

**Upon adoption of 2025 procedures, do schools have to delete all digital files of previous child protection cases and create hard copy files of these?**
Yes. Guidance from the department accompanying the procedures in 2017 and the revised procedures in 2023 is that all files should be in hardcopy/paper format. There should be no digital child protection files.

# Chapter 9 Child Safeguarding Requirements

## 9.5.3 Online Safety

**How can our school prevent access to inappropriate online material on digital devices provided by the school?**
The protection and welfare of children is of paramount importance for every school. Where students are being allowed access to the internet and could become exposed to harm, the risk must be identified and policies and procedures to manage the risk must be set out in the Child Safeguarding Statement.

Schools should ensure that they have the appropriate broadband filtering levels, as well as appropriate controls on all school devices. The purpose of content filtering is to ensure that inappropriate websites and content are not accessible from within schools using the schools broadband provision broadband. Within the content filtering service provided, schools have the autonomy to choose between six different levels of content filtering so that they can choose a level that best meets their particular situation, age group of students etc. Content filtering systems classify websites into different 'categories', and these categories are used to control which category of website is allowed for schools on the different filtering levels. It is important to note that online platforms like YouTube or TikTok occasionally update their services, which can sometimes impact internet safety.

For information and advice on content filtering visit:

- www.oidetechnologyineducation.ie/content-filtering

The Department, in collaboration with Webwise, published updated information and guidance on 9 January 2026 to support schools.

Schools are encouraged to review and share this guidance with their staff, which is available at: www.webwise.ie/news/nudification-apps-information-and-guidance-for-parents-and-schools/.

The sharing of non-consensual intimate images is illegal, as is the generation of child sexual abuse material.

Where there are concerns by a member of the public about images shared online, they should report it to An Garda Síochána. For contact details visit: www.garda.ie.

Reports can also be made to the Irish National Reporting Centre via their online contact portal www.hotline.ie/report.

Webwise also encourage users to report illegal content to the platform on which it appears and, if necessary, to Coimisiún na Meán via www.cnam.ie.

Under the Online Safety Framework, there is an obligation on platforms to act on reports of illegal content.

Under the Digital Services Act, the European Commission is responsible for the oversight of very large online platforms with their requirements to assess and mitigate risks that their services may create in relation to the proliferation of illegal content online and the protection of fundamental rights, including protection for minors.

## 9.6 After-School Activities and Services

**Where an after-school activity run by the school is taking place, what needs to be captured on the Child Safeguarding Statement?**

For after-school activities run by the school (or run by teachers of the school), the school's Child Safeguarding Statement and Risk Assessment should identify the risks of running the after-school activities, put measures in place to mitigate the risk and ensure that relevant policies are in place – See section 9.6 of the procedures.

Any child protection concerns (where the concern relates to a student in the school while they are in the care of the school or participating in a school related event) should be reported to the school's DLP.

**Where outside organisations are using the school to provide services/events, should the outside provider be referenced in the school's Child Safeguarding Statement and Risk Assessment?**
Yes, outside organisations using school premises must be included in the school's Child Safeguarding Statement and Risk Assessment. This involves formally risk assessing the activity to identify any potential for harm to children and then listing the specific procedures the school has put in place to manage these risks. This is a statutory requirement, as the school's risk assessment must cover all aspects of its activities to establish any potential for harm to a child.

In addition, the outside organisation running the event is required to have its own Child Safeguarding Statement and Risk Assessment. They are also required to have their own DLP.

Any child protection concerns (where the concern relates to a student in the school while they are in the care of the school or participating in a school related event) should be reported to the school's DLP.

## Cross School Activities

**In cases where there is collaboration between schools, for example where students access some of their subjects/activities in the neighbouring school, what needs to be recorded on the Child Safeguarding Statement and Risk Assessment?**
For cross-school activities/classes run by the school, both schools' Child Safeguarding Statements and Risk Assessments should identify the risks of running the cross-school activities/classes. Measures should be put in place to mitigate the risks and ensure that relevant policies are in place.

Any child protection concerns involving students in the host school, should be reported to both DLPs. The DLP of the host school should follow Chapter 5 of the *Child Protection Procedures Schools 2025* in relation to the reporting of concerns.

## School Shared Spaces with Separate Entitles

**How to manage child safeguarding where there are separate entities (for example a primary school, early learning and care setting, and a community centre) all operating within the same building, with shared spaces.**

Section 11 of the Children First Act 2015 places a statutory obligation on provider of a relevant service, which includes schools and creches, to prepare a Child Safeguarding Statement. Where there are shared spaces between such entities, the school's Child Safeguarding Statement should explicitly reference **shared spaces** as part of the introductory section to the Child Safeguarding Statement and document risks associated with the shared spaces in the risk assessment. It should also specify the actions, policies and procedures in place to address the risks to its students.

A student friendly version of the child safeguarding statement must also be provided so that children know what to do or who to speak to if they have a concern. The name and photograph of the DLP shall be on the student friendly version of the statement. The student-friendly version should be placed near the main entrance of any shared spaces.

The separate entities (for example school, early learning and care setting and community centre) should engage with each other during their respective reviews of their child safeguarding statements to ensure that the relevant risks have been identified.

If any of the entities (for example the community centre) is a provider of relevant service, then they are legally required to produce a Child Safeguarding Statement and Risk Assessment. That is, if they are providing services to children and families, then that makes them a provider of a relevant service and are required have a Child Safeguarding Statement and Risk Assessment (CSS&RA).

If the provider of the shared space is solely contracting out space to other providers, then they may not be a provider of a relevant service and may not need a CSS&RA. However, they should have relevant procedures in place if an incident happens on site.

Schools may also wish to refer to Tusla's Guidance for Policy Procedure and Practice – Appendix 10 in relation to engagement with community centres or similar organisations.
Tusla_-_Child_Safeguarding_-_A_Guide_for_Policy_Procedure_and_Practice.pdf

## 9.10.1 Publication and Display

**Do I need to have every page of the Risk Assessment on display in a prominent place near the entrance of the school?**

The child safeguarding statement and the risk assessment must be displayed in a prominent position near the entrance of the school. It will suffice if is contained in a

display pocket or is in booklet form. It is not required that each page be displayed separately.

### 9.11.1 Annual Review

**When should the annual review of the school's Child Safeguarding Statement take place?**

Section 9.11.1 of the Child Protection Procedures for schools outlines that a school's Child Safeguarding Statement shall be reviewed **each calendar year** or as soon as practicable after there has been a material change in any matter to which this statement refers. There is no requirement that this occurs in any specific month. Schools are free to choose when, in any given calendar year, they undertake their review. For consistency, schools may choose to undertake this process at the same time each year, e.g. September, January or March, or some other month, but this is not a requirement. So, if a school is currently using a Child Safeguarding Statement which was reviewed in May 2025, the requirement on the school is to review it again, at a minimum, in the calendar year of 2026. This is to ensure that schools stay within the legislative requirement of Children First that the Child Safeguarding Statement is reviewed at a minimum every 24 months.

## Chapter 10: Recruitment Procedures and Requirements for Garda Vetting

**The school is renting a room to a tutor outside of school hours. Some children attend from their own school and some from another school, is the tutor to be vetted?**

Yes, the school authority must apply for vetting for the tutor in advance of undertaking relevant work or activites in the school and the school is required to keep a record of it.

A school authority must not permit any person to undertake relevant work or activities in the school unless the school receives a vetting disclosure from the National Vetting Bureau (the Bureau) in respect of that person. "Relevant work or activities" includes the coaching, mentoring, counselling, teaching or training of children.

The key factor is that the activity occurs on school premises, making it the school's responsibility regardless of the time the activity occurs, as the school is permitting relevant work to take place.

If the tutor is employed by another **relevant** organisation (e.g., a tutoring company) and that organisation has obtained a disclosure from the Bureau and has been vetted for their work involving regular access to children or vulnerable adults , the school may

decide to enter into a joint written agreement with that organisation in accordance with Section 12(3A) of the Vetting Act. The school must also, separately, obtain proof of identity of the individual concerned.

**Would staff employed by an external company/outside organisations, require vetting to work in the school (such as cleaners, school meals staff, caretakers)?**
Yes, responsibility to ensure Garda Vetting of contracted staff/outside organisations has been undertaken rests with their employer.

However, as a relevant organisation, the Garda National Vetting Bureau outlines that the school has a statutory duty not to permit any adult to undertake **relevant** work or activities with children on the school site unless a vetting disclosure has been obtained by the school, unless a statutory exemption applies. A school authority must not permit any person to undertake relevant work or activities in the school unless the school receives a vetting disclosure from the National Vetting Bureau (the Bureau) in respect of that person. "Relevant work or activities" includes the coaching, mentoring, counselling, teaching or training of children.
Where the school relies on a vetting disclosure obtained by the provider that employs or permits individuals to engage in work involving regular access to children or vulnerable adults, this must be supported by a written agreement.

The school must also satisfy itself that the provider has appropriate child safeguarding policies in place and that its staff have received suitable safeguarding training.

A clear reporting protocol must be established, instructing the provider to report any child protection concerns where the concern relates to a student in the school while they are in the care of the school or participating in a school related event, immediately to the school's Designated Liaison Person (DLP). All of these requirements should be captured in a formal written agreement.

Outside organisations using school premises must be included in the school's Child Safeguarding Statement. This is a statutory requirement, as the school's risk assessment must cover all activities it facilitates for children.

The school's Child Safeguarding Statement must be updated to reflect the presence of any outside provider. This involves formally risk assessing the activity to identify any potential for harm to children and then listing the specific procedures your school has put in place to manage these risks.

**What measures should be put in place for external coaches who visit our school for a block of six weeks or so in the year? We have several local clubs who send us coaches to work with children in our school.**

Persons undertaking relevant work or activities must be vetted. The Department recognises that sports coaches etc. have been vetted by their respective sporting organisations e.g. GAA, IRFU, FAI etc.

Where the person comes within the ambit of a sporting or voluntary organisation and where vetting has been carried out via the organisation concerned, and the activity taking place in the school is within the remit of that organisation, the school authority must obtain confirmation of same.

However, where this arrangement is put in place after 29 April 2016, the school authority must meet the requirements of the Vetting Act regarding joint agreements to obtain confirmation of same. National organisations such as the GAA, FAI and IRFU may be providing their sports coaches etc with a letter confirming that they been vetted by the organisation and that it is satisfied that the vetting outcome does not preclude the person concerned from working with children or vulnerable adults. In such cases, the school authority must enter into a joint written agreement in accordance with Section 12(3A) of the Vetting Act and retain written confirmation from the other organisation that a vetting disclosure from the Bureau has been received in respect of the person concerned

The school must also, separately, obtain proof of identity of the individual concerned. If the school authority has any queries, it must contact the headquarters of the relevant sporting or voluntary organisation. In cases where the above documentation is not available, the vetting must be arranged by the school authority via its relevant registered organisation (e.g. relevant diocesan office, management body or ETB etc.). School authorities should always be cognisant that the responsibility to provide a duty of care towards the pupils in the school while they are in the care of the school or participating in a school related event remains that of the school authority.

School authorities must ensure compliance with the requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 (the Vetting Act) and with relevant Department circulars in relation to Garda vetting of school personnel and other persons who undertake relevant work or activities with children or vulnerable persons.

The school's Child Safeguarding Statement and Risk Assessment should identify any risks relating to external coaches providing coaching within the school. Measures should be put in place to mitigate the risks and ensure that relevant policies are in place – See section 9.6 of the Child Protection Procedures for Schools 2025.

As a data controller it is the school's responsibility to ensure they have adequate and appropriate data protection agreements in place regarding personal data sharing which should cover child protection matters which can be put in place as part of any formal arrangements with local clubs.

## 10.3.3 Statutory Declaration and Form of Undertaking

**What the difference between the form of undertaking and statutory declaration?**
The Form of Undertaking is a self-declaration by the individual to confirm that, to the best of their knowledge and belief there is nothing, from a child protection perspective, in relation to their conduct, character or personal background of any nature that would adversely affect the position of trust in relation to children or vulnerable persons in which they would be placed by virtue of their appointment to a teaching or non-teaching post in a school.

The Statutory Declaration requires a similar self-declaration but requires that the statement is signed before a notary public/commissioner for oaths/peace commissioner/practicing solicitor.

**How long does a statutory declaration stay valid for?**
A Statutory Declaration is regarded as valid if made in the same or previous calendar year and therefore may be retained by the applicant for use in other employments as required. It is completed prior to appointment to any teaching or non-teaching position of any duration.

It remains valid while the employee remains with the current employer. Where an employee moves school, they are required to complete a new Statutory Declaration.

**When should the Form of Undertaking be completed?**
A Form of Undertaking must be signed by all persons prior to appointment to any teaching or non-teaching position of any duration.

The Form of Undertaking is currently included in the appointment forms for teachers and SNAs under 'teacher's checklist and declaration' or 'SNA checklist and declaration'. However, for any appointment (teaching or non-teaching) that does not require completion of a payroll appointment form, the Form of Undertaking must be completed by the prospective appointee prior to commencing employment. The Form of Undertaking must be retained by the school authority.

**How long does the Form of Undertaking remain valid?**

A Form of Undertaking is regarded as valid for other appointments to the same school if signed within the same or previous calendar year. It must be completed as close as possible to, and in any case before, the commencement of employment in the school.

**In relation to Teacher Sharing, is a shared teacher required to present a statutory declaration and form of undertaking?**
Each school authority involved in teacher sharing arrangements (e.g. primary school supply panels, English as an Additional Language, Special Educational Needs and Home School Community Liaison provision, principal release day cluster arrangements, or similar arrangements at post primary) must ensure that any teacher employed by the school authority has a valid Statutory Declaration and Form of Undertaking.

**Do substitute teachers need to complete a Statutory Declaration and Form of Undertaking?**
Yes. Substitute teachers should ensure that they have a statutory declaration completed prior to being appointed to any teaching position with a school (unless they previously provided the school with a statutory declaration which was made during the same or previous calendar year).

**What is the procedure where the same substitute is used over a few weeks at different times?**
The Form of Undertaking must be completed as close as possible to, and in any case before, the commencement of employment in the school. This includes emergency and substitute positions.

Substitute teachers should ensure that the Statutory Declaration is completed prior to being appointed to any teaching position with a school unless they previously provided the school with a statutory declaration which was made during the same or previous calendar year.

The school authority must obtain and view the original Statutory Declaration and associated Form of Undertaking and retain a copy of it for its own records.

**Do Transition Year students on work experience need to get a statutory declaration completed?**
Students are not required to complete a statutory declaration as they are not employed by the school, they are undertaking work experience.

However, any TY student over the age of 16 undertaking work experience in a school must be Garda vetted.

**Do schools need a Statutory Declaration staff from all existing staff or is this only for new staff?**
The requirement to complete a Statutory Declaration was introduced in May 2016 under circular 31/2016. Schools are required to have a Statutory Declaration and Form of Undertaking for all staff employed since May 2016.

**Can new members of school personnel begin their work having filled out their statutory declaration while awaiting their vetting confirmation?**
No. All new members of school personnel must be Garda vetted and cannot commence work before their vetting is complete. The statutory declaration is an additional, separate requirement for employment in the school.

## 10.4 Visitors to School/Outside Events (see also FAQs in Section 5 – Reporting of Concerns)

**What is the child protection reporting process for outside organisation hosting an activity/event for children in the school?**
As per Section 10.4 of the procedures, it is imperative that the school ensures that any outside organisation involved with the school have in place appropriate child protection procedures and training for their staff.

The outside agency should also be made aware that their staff or volunteers should, in addition to their own child protection procedures and reporting obligations, report any child protection concern relating to a student in the school, to the DLP.

When a child protection concern arises while a child is in the care of the school or participating in a school related event, the DLP should be informed.

The DLP must follow the Child Protection Procedures for School and should also report the concern to Tusla where there is a reasonable concern.

However, as set out in section 4.2.7 (C) of the Child Protection Procedures for Schools 2025, if a mandated reporter is informed that a mandated report has been made to Tusla or assistance provided to Tusla, then there is no requirement to make another report solely on the basis of this information.

The responsibility for child protection should not be delegated to an outside organisation hosting the children for an activity/event.

# Chapter 11 Training and Supports

**Is the child protection training mandatory?**
Child protection training is mandatory. All school staff who are employed directly by the school should, where possible, attend the child protection whole school training, this includes caretakers, secretaries, bus escorts, SNAs and teachers. It is the responsibility of boards of management to ensure that all school personnel attend appropriate child protection training and retain a record of this training.

**Who is required to attend the whole school training? Are contracted staff required to attend?**
School staff who are employed by the school should be invited to attend the child protection whole school training, this includes caretakers, secretaries, bus escorts, SNAs and Teachers. In the case of Irish-medium schools cuntóirí teanga may also attend this PLE.

Staff of external services do not attend the child protection whole school training. Organisations who provide contracted staff to schools are responsible for the provision of information and training to staff on child protection and safeguarding issues. The Children First Act 2015 places obligations on organisations that provide relevant services to children which includes the provision of information and training to staff on child protection and safeguarding issues.

**What about staff who are unable to attend the whole school training because they are ill, on maternity leave etc?**
Staff who are unable to attend the whole school training, will be provided with an opportunity to attend training, which may be online.

School staff may also complete the Introduction to Children First (Tusla's Child Protection elearning course) should they wish to do so. The module covers recognising and reporting child abuse, the role of mandated persons, mandated assisting, the responsibilities of organisations working with children to safeguard children using their services, and the role of designated liaison persons. It does not provide training specific to the school context.

**What about part-time staff, are they required to attend the whole school training?**
Yes. Schools may wish to make their own arrangements for staff to attend training outside of their normal scheduled hours. Staff who are unable to attend the whole school training will be provided with an opportunity to attend training, which may be online. School staff may also complete the Introduction to Children First (Tusla's Child Protection e-learning course), should they wish to do so.

**Are bus escorts due to be paid for the full day of attendance?**

Where a bus escort is required to attend training for a full day, School Transport Section have advised they can be paid for the hours that they attend and that this can be claimed back by the school through the reconciliation form that they return to School Transport Section each year.

**Our caretaker only comes after school when the children are gone home, is he required to attend the training?**
All school personnel have roles and responsibilities in relation to the safeguarding of children, including non-child facing workers. Non-child facing workers (those who are not in attendance at any point when children are on-site) employed by the school may be invited at the school's discretion ie. Staff who are unable to attend the whole school training will be provided with an opportunity to attend training, which may be online. They can also attend other training as directed by the board, for example Tusla's An Introduction to Children First e-learning module.

**We have a staff member who is shared between schools. Do they need to attend whole school training days at all schools they work at?**
Where staff work across a number of schools, they will need to attend one of the child protection training events. They do not need to attend the training at each of the schools where they are working. Boards of management will need to ensure that they have a record of the child protection training attended, even where it did not take place in their school.

**What arrangements are in place with regard to job-sharing SNAs attending Child Protection Training?**
Attendance by job-sharing SNAs at Child Protection training can be recorded under the 72 Hours provision for SNAs as set out under Circular 71/2011. The 72 hours can be used to facilitate SNAs to undertake this mandatory training where they are unable to attend the whole school training on the day it is taking place, if they are required to do the training online or attend an alternate session in another school. Any such arrangement must be agreed in advance with the school principal.

**What arrangements are in place for job sharing teachers attending Child Protection Training?**
The terms and conditions of the Job-Sharing Scheme are noted in chapter 8 of Circular 0054/2019 'Terms and Conditions of Employment for Registered Teachers in Primary and Post Primary Schools'. The arrangements that apply for job sharing teachers to attend training are as follows:

a. Job sharing teachers in primary schools who are required to attend courses/school planning days on days they are not due to teach shall be granted leave in lieu of such days. Leave in lieu will not be granted where the teacher's

attendance on such days is part of the additional hours' commitment under the current Public Service Agreements.

b. Where leave in lieu is to be granted, confirmation of attendance at the course/school planning day should be submitted in writing to the employer for input on the OLCS/ relevant ETB system. Substitution for such days is not paid by the Department/ETB.

**Should Boards of Management attend Child Protection Training?**
Yes. Boards of Management should attend Child Protection Training. Training for Boards will be delivered by the Management Bodies and schools should contact their management body directly.

## Oide Training

**There is a problem with the date for our whole school training. What can I do?**
You need to contact Oide directly with his query using this link Oide https://registration.oide.ie/ and by clicking on the Registration Support link on the top right of the page.

**Who within our school community should attend our upcoming whole school training provided by Oide?**
All staff employed by the school should be invited to attend the child protection whole school training, this includes caretakers, secretaries, bus escorts, SNAs and teachers.

**Are School Completion Programme (SCP) staff required to attend the Child Protection Training currently being rolled out to schools by Oide?**
No. SCP staff are not required to attend the Child Safeguarding training taking place in schools.

**What happens for staff who are unable to attend the whole school training?**
Staff who are unable to attend whole school training, will be provided with an opportunity to attend training, which may be online. Further details will be provided.

**Are travel expenses available for the whole school closure day?**
Where participants attend Oide events in Education Centres, they are provided with a travel claim link. Participants use the link to submit their claim via the online travel claims system. Non-Teaching staff can also use this claims process. Travel claims are only eligible where the distance travelled (one way) is greater than 16kms. In cases where they are not provided with a travel claim link by their Education Centre, they should request clarification from the relevant Education Centre on how to submit their claim.

**Our child protection training is not scheduled until Term 1 2026-2027 but we would like to have some training before this time. Have the Tusla and Oide online training webinars been updated to take account of the new guidelines?**
Tusla's training is a universal e-learning programme called 'Introduction to Children First'. The programme has been written to support people of all backgrounds and experience in recognising concerns about children and reporting such concerns if they arise. It does not provide training specific to the school context.

The online training currently available on the Oide website relates to the 2023 procedures but does not take account of the 2025 procedures. Oide will update the online training to reflect the 2025 procedures. Further details will follow in due course.

**What category of absence do we put DLP/DDLP whole day training under on OLCS?**
The OLCS codes are Professional development 1-Oide Primary CPD or Professional development 1-Oide Post Primary CPD when adding the DLP/DDLP to the Online Claims System. If you have any further queries please contact Online Claims System (OLCS) Section, Department of Education, Cornamaddy, Athlone, Co Westmeath, N37 X659 Email : onlineclaims@education.gov.ie Telephone : 09064-84171

**Will Oide keep records of attendance?**
No. Oide is providing the child protection training but will not keep records of attendance. It is the responsibility of boards of management to ensure that all school personnel attend appropriate child protection training and retain a record of this training.

**How long is the training?**
Training in post-primary schools is from 09.00 - 16.00. Training in primary schools is from 09.30 - 15.30 approximately.

## Tusla Training

**In addition to the Oide child protection training, do all staff need to complete the Children First course provided by Tusla?**
Tusla's e-learning training module, Introduction to Children First, covers recognising and reporting child abuse, the role of mandated persons, mandated assisting, the responsibilities of organisations working with children to safeguard children using their services, and the role of designated liaison persons. It does not provide training specific to the school context. School personnel may also complete the Children First E-Learning Programme, should they wish to do so.

Children First Act 2015 places obligations on organisations that provide services to children which includes provision of information and training to staff on child protection and safeguarding issues.

It is imperative that boards of management ensure that all school personnel and board of management members have the necessary familiarity with these procedures to enable them to fulfil their responsibilities therein. The board of management shall ensure that all school personnel shall attend appropriate child protection training and retain a record of this training, which may also include Tusla training.