

Child Protection and Welfare Survey 2012

1. Introduction

Child Protection and Welfare for the purposes of this survey is defined as (a) Child neglect (b) Emotional abuse (c) Physical abuse (d) Sexual abuse and (e) Peer abuse and bullying. The definitions of each type of abuse can be found in the 'Children First: National Guidance for the Protection and Welfare of Children'.

1. Please select a School

2. Please enter details below

Name of person completing the questionnaire:

Job Title:

Email Address:

Phone Number:

3. How many students are in your School?

- less than 100
- More than 100 but less than 300
- More than 300 but less than 500
- More than 500 but less than 700
- More than 700 but less than 1000
- More than 1000

4. Where is your School located?

- Rural area
- Semi-Rural area
- Urban area

5. Disadvantaged Schools.

Yes No

Is your school classified as disadvantaged?

2. Child Protection and Welfare Policy

6. Does your school have a Child Protection and Welfare Policy?

- Yes
- No

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3. Child Protection and Welfare Policy

7. Is the Child Protection and Welfare Policy signed by the Board of Management?

- Yes
- No

8. When was the Child Protection and Welfare Policy last reviewed?

- 2012
- 2011
- 2010
- 2009
- 2008
- Not reviewed
- Other (please specify)

4. Roles and Responsibilities

9. Roles and Responsibilities of the Board of Management

	Yes	No
Have all Board of Management members been briefed on Child Protection and Welfare issues?	<input type="radio"/>	<input type="radio"/>
Has the Chairman of the Board of Management been formally trained in Child Protection and Welfare issues?	<input type="radio"/>	<input type="radio"/>
Is Child Protection and Welfare a standard item on the agenda for all Board of Management meetings?	<input type="radio"/>	<input type="radio"/>
Are Child Protection and Welfare issues contained in the Principal's report for all Board of Management meetings?	<input type="radio"/>	<input type="radio"/>

10. Who provided training to the Chairman of the Board of Management? (Please tick more than one option if appropriate)

- Association of Community and Comprehensive Schools (ACCS)
- Department of Education and Skills (DES)
- Social, Personal and Health Education support service (SPHE)
- Health Service Executive (HSE)
- Not trained
- Other (please specify)

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11. Has a **Designated Liaison Person** been assigned in your school?

- Yes
- No

5. Roles and Responsibilities

12. Who is assigned as the Designated Liaison Person?

- Principal
- Deputy Principal
- Other (please specify)

13. Knowledge of the Designated Liaison Persons' role

Yes No

Has a role description been written which clearly outlines the role and responsibilities of the Designated Liaison Person?
(Note: This role description can be included in the Child Protection and Welfare Policy or Procedure)

Is the name of the Designated Liaison Person displayed in a prominent location in your school?

14. Training for the Designated Liaison Person on Child Protection and Welfare

Yes No

Has the Designated Liaison Person been formally trained on Child Protection and Welfare issues?

15. Who provided the training to the Designated Liaison Person? (Please tick more than one option if appropriate)

- Association of Community and Comprehensive Schools (ACCS)
- Department of Education and Skills (DES)
- Social, Personal and Health Education support service (SPHE)
- Health Service Executive (HSE)
- Not trained
- Other (please specify)

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16. When did the Designated Liaison Person last receive training in Child Protection and Welfare?

- In the last 12 months
- In the last 2 years
- In the last 3 years
- More than 4 years ago
- Never

17. Has a Deputy Designated Liaison Person been assigned in your School?

- Yes
- No

6. Roles and Responsibilities

18. Who is assigned as the Deputy Designated Liaison Person?

- Principal
- Deputy Principal
- Other (please specify)

19. Knowledge of the Deputy Designated Liaison Person

	Yes	No
Has a role description been written which outlines the roles and responsibilities of the Deputy Designated Liaison Person? (Note: This role description can be included in the Child Protection and Welfare Policy or Procedure)	<input type="radio"/>	<input type="radio"/>
Is the name of the Deputy Designated Liaison Person displayed in a prominent location in your school?	<input type="radio"/>	<input type="radio"/>

20. Training for the Deputy Designated Liaison Person on Child Protection.

	Yes	No
Has the Deputy Designated Liaison Person been formally trained on Child Protection and Welfare issues?	<input type="radio"/>	<input type="radio"/>

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21. Who provided the training to the Deputy Designated Liaison Person? (Please tick more than one option if appropriate)

- Association of Community and Comprehensive Schools (ACCS)
- Department of Education and Skills (DES)
- Social, Personal and Health Education support service (SPHE)
- Health Service Executive (HSE)
- Not trained
- Other (please specify)

22. When did the Deputy Designated Liaison Person last receive training in Child Protection and Welfare?

- In the last 12 months
- In the last 2 years
- In the last 3 years
- More than 4 years ago
- Never

7. Communication, Instruction and Training

23. Issuance of the Child Protection and Welfare Policy to **teaching staff members.**

	Yes	No
Have all teaching staff been formally issued with the School's Child Protection and Welfare Policy?	<input type="radio"/>	<input type="radio"/>
Is there a formal mechanism for sign off to ensure that all teaching Staff have received the policy?	<input type="radio"/>	<input type="radio"/>

Comments?

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24. How have **teaching staff** been briefed on the Child Protection and Welfare Policy? (Please tick more than one option if appropriate)

- As part of teaching Staff meetings/conferences
- Specific briefing provided by the Designated Liaison Person
- Specific briefing by the Designated Liaison Person using slides provided by SPHE support services
- Not communicated to teaching staff
- Other (please specify)

Note: SPHE refers to Social, Personal and Health Education.

25. Issuance of the Child Protection and Welfare Policy to **non-teaching staff** members.

	Yes	No
Have all non-teaching staff been formally issued with the School's Child Protection and Welfare Policy?	<input type="radio"/>	<input type="radio"/>
Is there a formal mechanism for sign off to ensure that all non-teaching Staff have received the policy?	<input type="radio"/>	<input type="radio"/>

Comments?

26. How have **non-teaching staff** been briefed on the Child Protection and Welfare Policy? (Please tick more than one option if appropriate)

- As part of Staff meetings
- Specific briefing provided by the Designated Liaison Person
- Specific briefing by the Designated Liaison Person using slides provided by SPHE support services
- Not communicated to non teaching Staff members
- Other (please specify)

27. Training for the SPHE teachers.

	Yes	No
Has the SPHE teacher been formally trained in the SPHE curriculum?	<input type="radio"/>	<input type="radio"/>

Comments?:

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28. How have **students** been informed of the Child Protection and Welfare Policy? (Please tick more than one option if appropriate)

- Classes (SPHE or RSE classes)
- School assemblies
- Policy available on Schools' website/ School literature
- Not communicated to Students

Other (please specify)

Note: SPHE refers to Social, Personal and Health Education. RSE refers to Relationships and Sexuality Education.

29. Approximately how many staff (teaching and non teaching staff) are briefed in general Child Protection and Welfare issues?

- None
- Less than 20%
- More than 20% but less than 50%
- More than 50% but less than 80%
- More than 80% but less than 100%
- 100%

8. Systems, procedures and records

30. Systems, procedures and records around Child Protection and Welfare

	Yes	No
Are there clear written procedures available for staff on what to do in the event of a suspected case of child abuse or if a student discloses abuse or neglect?	<input type="radio"/>	<input type="radio"/>
Are there clear written procedures available concerning steps to be taken where allegations are received against teaching and non teaching staff?	<input type="radio"/>	<input type="radio"/>
Does your School have a confidentiality policy in place?	<input type="radio"/>	<input type="radio"/>
Does your School have a data protection policy in place?	<input type="radio"/>	<input type="radio"/>
Are records in relation to Child Protection and Welfare issues filed and kept in a secure, locked location?	<input type="radio"/>	<input type="radio"/>
Are computer records relating to Child Protection and Welfare issues appropriately security protected?	<input type="radio"/>	<input type="radio"/>

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31. Are there written guidelines which are specific to your School addressing Child Protection and Welfare issues on any of the following?

	Yes	No
Use of mobile phones (texting/phoning between staff and students)	<input type="radio"/>	<input type="radio"/>
Use of email (between staff and students)	<input type="radio"/>	<input type="radio"/>
Use of social network sites between staff and students (e.g. Facebook)	<input type="radio"/>	<input type="radio"/>
Appropriate use of the Internet within the School	<input type="radio"/>	<input type="radio"/>
Use of Imagery/photography at your School	<input type="radio"/>	<input type="radio"/>
Dealing with students with special needs e.g. toileting and changing/intimate care	<input type="radio"/>	<input type="radio"/>
One to one teaching practices e.g. for sports, music, extra tuition, detention (Controls to consider here include use of vision panels, informing other personnel of meeting times and choice of location etc)	<input type="radio"/>	<input type="radio"/>
Staff members travelling alone with students	<input type="radio"/>	<input type="radio"/>
School trips (e.g. sports & other educational trips)	<input type="radio"/>	<input type="radio"/>
Overnight trips involving students and staff	<input type="radio"/>	<input type="radio"/>
Dealing with reports of harassment or bullying	<input type="radio"/>	<input type="radio"/>
Codes of behaviour (appropriate and inappropriate behaviour)	<input type="radio"/>	<input type="radio"/>
Visitors and guests at your School	<input type="radio"/>	<input type="radio"/>
Management and control of contractors at the School	<input type="radio"/>	<input type="radio"/>
Attendance at School (to monitor attendance, track absences and inform parents/guardians)	<input type="radio"/>	<input type="radio"/>
Guardianship i.e. approved list of Guardians on who to contact in the event a child needs to be collected from School	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>	

32. How often is attendance i.e. 'Roll Call' taken in the School?

- Once a day
- Twice a day
- More than twice a day
- At every class
- Other (please specify)

33. How is the 'Roll Call' recorded?

- Manually recorded i.e. paper based system
- Electronic Roll call
- Other (please specify)

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34. Are parents notified if a child is not present as per the roll call list?

- Yes
 No

9. Recruitment

35. Has your school clear, written procedures in place for the recruitment of the following?

Note: Please only choose 'Not applicable' if your school **does not** have the particular personnel in place at the school e.g. if there are no catering staff at your school, then select 'Not applicable'.

	Yes	No	Not applicable
Teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ancillary staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caretakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special needs assistant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catering staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cleaning staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substitute teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. References and Declaration

	Yes	No	Not applicable
Do your recruitment procedures include the need to receive a minimum of two references (not family members) for all new staff members (teaching and non teaching)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are references that are received for new staff (teaching and non teaching) checked and verified?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do new staff members (teaching and non teaching) sign a 'Form of Undertaking' or a 'Statutory Declaration' in relation to Child Protection and Welfare matters?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Has your school clear, written procedures in place for Garda vetting of the following?

Note: Please only choose 'Not applicable' if your school **does not** have the particular personnel in place at the school e.g. if there are no catering staff at your school, then select 'Not applicable'.

	Yes	No	Not applicable
Teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ancillary staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caretakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special needs assistant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catering staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cleaning staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substitute teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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38. Induction of new staff

	Yes	No
Are there clear, written procedures in place for induction training of new staff (teaching and non teaching)?	<input type="radio"/>	<input type="radio"/>
Is the Child Protection and Welfare Policy communicated to all new staff members (teaching and non teaching) as part of the induction process?	<input type="radio"/>	<input type="radio"/>

39. Do the following apply to volunteers at your School?

	Yes	No
Are a minimum of two references (not family) required for all volunteers?	<input type="radio"/>	<input type="radio"/>
Are references that are received for volunteers checked and verified?	<input type="radio"/>	<input type="radio"/>

10. Resources

Please note that questions 40 to 44 below deal with each of the categories of child protection and child welfare i.e. child neglect, emotional abuse, physical abuse, sexual abuse and peer abuse and bullying. To complete these questions you will be required to collect the relevant data/records for the last 2 academic years to date.

40. Please indicate below how many **child neglect** concerns (reported & not reported to the HSE) have been managed in your School over the last 2 academic years to date?

	Reported to the HSE	Not reported to the HSE
2010/2011	<input type="text"/>	<input type="text"/>
2011/2012 to date	<input type="text"/>	<input type="text"/>

Comments:

Neglect can be defined in terms of an omission, where the child suffers significant harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, and/or medical care. Neglect becomes apparent in different ways over a period of time rather than at one specific point. 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.

41. Please indicate below how many **emotional abuse** concerns (reported & not reported to the HSE) have been managed in your School over the last 2 academic years to date?

	Reported to the HSE	Not reported to the HSE
2010/2011	<input type="text"/>	<input type="text"/>
2011/2012 to date	<input type="text"/>	<input type="text"/>

Comments:

Note: Emotional abuse is normally to be found in a relationship between a parent/carer and a child rather than in a specific event or patterns of events. It occurs when a child's developmental need for affection, approval, consistency and security are not met. Unless other forms of abuse are present, it is rarely manifested in terms of physical signs or symptoms (See Children First Guideline for examples of emotional abuse)

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42. Please indicate below how many **physical abuse concerns (reported & not reported to the HSE) have been managed in your School over the last 2 academic years to date?**

	Reported to the HSE	Not reported to the HSE
2010/2011	<input type="text"/>	<input type="text"/>
2011/2012 to date	<input type="text"/>	<input type="text"/>

Comments:

Note: Physical abuse of a child is that which results in actual or potential physical harm from an interaction or lack of interaction, which is reasonably within the control of a parent or person in a position of responsibility, power or trust. There may be single or repeated incidents. Physical abuse can involve for example (a) Severe physical punishment (b) beating, slapping, hitting or kicking (c) pushing, shaking or throwing (See Children First guideline for further examples of physical abuse)

43. Please indicate below how many **sexual abuse concerns (reported & not reported to the HSE) have been managed in your School over the last 2 academic years to date?**

	Reported to the HSE	Not reported to the HSE
2010/2011	<input type="text"/>	<input type="text"/>
2011/2012 to date	<input type="text"/>	<input type="text"/>

Other (please specify)

Note: Sexual abuse occurs when a child is used by another person for his or her gratification or sexual arousal, or for that of others.

44. Please indicate below how many **peer abuse and bullying concerns (reported & not reported to the HSE) have been managed in your School over the last 2 academic years to date?**

	Reported to the HSE	Not reported to the HSE
2010/2011	<input type="text"/>	<input type="text"/>
2011/2012 to date	<input type="text"/>	<input type="text"/>

Comments:

Note: Bullying can be defined as repeated aggression - whether it be 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. Bullying of children can also be perpetrated by adults, including adults who are not related to the child.

Peer abuse can be defined as child abuse that is carried out by another child. In this case, the child protection procedures should be adhered to for both the victim and the alleged abuser.

45. How many students approximately are attending the School Counsellor and/or Chaplain on a **weekly basis in relation to Child Protection and Welfare issues?**

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46. Estimate how long is spent on average by each of the following persons on Child Protection and Welfare issues weekly?

	Hours per week
Principal	<input type="text"/>
Deputy Principal	<input type="text"/>
Counsellor	<input type="text"/>
Chaplain	<input type="text"/>
Designated Liaison Person (if not the principal)	<input type="text"/>
Deputy Designated Liaison Person (if not the deputy principal)	<input type="text"/>
Other (please specify)	<input type="text"/>

47. Where does your school get information/guidance on Child Protection and Welfare issues? (Please tick more than one option if appropriate)

- Association of Community and Comprehensive Schools (ACCS)
- Social, Personal and Health Education support service (SPHE)
- Department of Education and Skills
- Health Service Executive (HSE)
- Gardai
- Department of Children and Youth Affairs
- State Claims Agency

Other (please specify)

11. External Agencies

48. Communication with External Agencies

	Yes	No
Has the Designated Liaison Person ever had to seek advice from the HSE in relation to a Child Protection and Welfare issue?	<input type="radio"/>	<input type="radio"/>
Has the School developed a working relationship with local Gardai in relation to Child Protection and Welfare matters?	<input type="radio"/>	<input type="radio"/>

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49. Approximately how many of the reported Child Protection and Welfare issues reported in the last 2 academic years to date did you receive feedback on from the HSE?

No. of reported cases feedback was received from the HSE?

2010/2011

2011/2012 to date

Other comments (please specify)

12. Survey complete

The survey is now complete.

Thank you for taking the time to complete it and we will be in contact with further guidance based on our findings.

50. Any additional comments/queries ?