

Child Protection and Welfare Procedures

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Section 1 – Introduction

To State

To state that we are new & learning – so if anything stands out that requires updating / addition / amendment, please do contact us.

Name of Organisation:

School of Improv

Services / Activities being provided to Children & Young People

We deliver the following services / activities to young people;

1. Deliver comedy / confidence workshops to young people in schools across the island of Ireland
2. Run comedy / confidence summer camps across the island of Ireland

Description of services

Schools

We deliver Improv, Sketch / Film & Stand Up workshops to young people in an attempt to foster their confidence, self-expression & encourage their engagement with these mediums. We deliver these workshops in the students own schools.

Summer Camps

We deliver Comedy Summer Camps to young people in an attempt to foster their confidence, self-expression & encourage their engagement with these mediums

- Deliver Improv, Sketch / Film, Stand Up workshops to young people in schools across the island of Ireland
- Run summer camps across the island of Ireland/

Section 2 – Guiding Principles

Declaration

School of Improv commits to comply with national legislation and guidance for safeguarding children.

The guiding principles are for children, parents, guardians and any other stakeholders who avail of the services of School of Improv.

Our organisation believes that the best interests of children and young people attending our services are paramount. We believe that all children attending our service have the right to be protected, treated with respect, listened to and to have their views taken into consideration in all decisions affecting them.

Our guiding principles are underpinned by Children First: National Guidance for the Protection and Welfare of Children, Tusla's Child Safeguarding: A Guide for Policy, Procedure and Practice, the United Nations Convention on the Rights of the Child and current legislation such as the Children First Act 2015, Child Care Act 1991, Protections for Persons Reporting Child Abuse Act 1998 and the National Vetting Bureau Act 2012.

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.

Designated Liaison Person

Our DLP (Designated Liaison Person)
Contact details

Colman Hayes
087-446 4618, info@schoolofimprov.ie

Our Deputy Designated Liaison Person is
Contact details

Kevin Larney
kevin@schoolofimprov.ie

Mandated Persons

Name	Mobile	Email
Colman Hayes	087 446 4618	info@schoolofimprov.ie
Kevin Larney		kevin@schoolofimprov.ie

Section 3 – Types of Abuse and How They May be Recognised

Four Categories of Abuse

Child abuse can be categorised into four different types: **neglect, emotional abuse, physical abuse and sexual abuse.**

A child/young person may be subjected to one or more forms of abuse at any given time.

How Abuse May be Recognised

Neglect

Neglect occurs when a child does not receive adequate care or supervision to the extent that the child is harmed physically or developmentally. It is generally defined in terms of an omission of care, where a child's health, If you think a child is in immediate danger and you cannot contact Tusla, you should contact the Gardaí without delay.

In this Guidance, 'a child' means a person under the age of 18 years, who is not or has not been married. 08 CHILDREN FIRST National Guidance for the Protection and Welfare of Children development or welfare is impaired by being deprived of food, clothing, warmth, hygiene, medical care, intellectual stimulation or supervision and safety. Emotional neglect may also lead to the child having attachment difficulties.

The extent of the damage to the child's health, development or welfare is influenced by a range of factors. These factors include the extent, if any, of positive influence in the child's life as well as the age of the child and the frequency and consistency of neglect.

Neglect is associated with poverty but not necessarily caused by it. It is strongly linked to parental substance misuse, domestic violence, and parental mental illness and disability. A reasonable concern for the child's welfare would exist when neglect becomes typical of the relationship between the child and the parent or carer. This may become apparent where you see the child over a period of time, or the effects of neglect may be obvious based on having seen the child once.

The following are features of child neglect:

- Children being left alone without adequate care and supervision
- Malnourishment, lacking food, unsuitable food or erratic feeding
- Non-organic failure to thrive, i.e. a child not gaining weight due not only to malnutrition but also emotional deprivation
- Failure to provide adequate care for the child's medical and developmental needs, including intellectual stimulation
- Inadequate living conditions – unhygienic conditions, environmental issues, including lack of adequate heating and furniture
- Lack of adequate clothing
- Inattention to basic hygiene
- Lack of protection and exposure to danger, including moral danger, or lack of supervision appropriate to the child's age
- Persistent failure to attend school
- Abandonment or desertion

Emotional Abuse

Emotional abuse is the systematic emotional or psychological ill-treatment of a child as part of the overall relationship between a caregiver and a child. Once-off and occasional difficulties between a parent/carer and child are not considered emotional abuse. Abuse occurs when a child's basic need for attention, affection, approval, consistency and security are not met, due to incapacity or indifference from their parent or caregiver. Emotional abuse can also occur when adults responsible for taking care of children are unaware of and unable (for a range of reasons) to meet their children's emotional and developmental needs. Emotional abuse is not easy to recognise because the effects are not easily seen.

A reasonable concern for the child's welfare would exist when the behaviour becomes typical of the relationship between the child and the parent or carer.

Emotional abuse may be seen in some of the following ways:

- Rejection
- Lack of comfort and love
- Lack of attachment
- Lack of proper stimulation (e.g. fun and play)
- Lack of continuity of care (e.g. frequent moves, particularly unplanned)
- Continuous lack of praise and encouragement
- Persistent criticism, sarcasm, hostility or blaming of the child
- Bullying
- Conditional parenting in which care or affection of a child depends on his or her behaviours or actions
- Extreme overprotectiveness Inappropriate non-physical punishment (e.g. locking child in bedroom)
- Ongoing family conflicts and family violence
- Seriously inappropriate expectations of a child relative to his/her age and stage of development

There may be no physical signs of emotional abuse unless it occurs with another type of abuse. A child may show signs of emotional abuse through their actions or emotions in several ways. These include insecure attachment, unhappiness, low self-esteem, educational and developmental underachievement, risk taking and aggressive behaviour. It should be noted that no one indicator is conclusive evidence of emotional abuse. Emotional abuse is more likely to impact negatively on a child where it is persistent over time and where there is a lack of other protective factors.

Physical Abuse

Physical abuse is when someone deliberately hurts a child physically or puts them at risk of being physically hurt. It may occur as a single incident or as a pattern of incidents. A reasonable concern exists where the child's health and/ or development is, may be, or has been damaged as a result of suspected physical abuse.

Physical abuse can include the following:

- Physical punishment
- Beating, slapping, hitting or kicking
- Pushing, shaking or throwing
- Pinching, biting, choking or hair-pulling
- Use of excessive force in handling
- Deliberate poisoning
- Suffocation

- Fabricated/induced illness
- Female genital mutilation

The Children First Act 2015 includes a provision that abolishes the common law defence of reasonable chastisement in court proceedings. This defence could previously be invoked by a parent or other person in authority who physically disciplined a child. The change in the legislation now means that in prosecutions relating to assault or physical cruelty, a person who administers such punishment to a child cannot rely on the defence of reasonable chastisement in the legal proceedings. The result of this is that the protections in law relating to assault now apply to a child in the same way as they do to an adult.

Sexual Abuse

Sexual abuse occurs when a child is used by another person for his or her gratification or arousal, or for that of others. It includes the child being involved in sexual acts (masturbation, fondling, oral or penetrative sex) or exposing the child to sexual activity directly or through pornography.

Child sexual abuse may cover a wide spectrum of abusive activities. It rarely involves just a single incident and in some instances occurs over a number of years. Child sexual abuse most commonly happens within the family, including older siblings and extended family members.

Cases of sexual abuse mainly come to light through disclosure by the child or his or her siblings/friends, from the suspicions of an adult, and/or by physical symptoms.

Examples of child sexual abuse include the following:

- Any sexual act intentionally performed in the presence of a child
- An invitation to sexual touching or intentional touching or molesting of a child's body whether by a person or object for the purpose of sexual arousal or gratification
- Masturbation in the presence of a child or the involvement of a child in an act of masturbation
- Sexual intercourse with a child, whether oral, vaginal or anal
- Sexual exploitation of a child, which includes:
 - o Inviting, inducing or coercing a child to engage in prostitution or the production of child pornography [for example, exhibition, modelling or posing for the purpose of sexual arousal, gratification or sexual act, including its recording (on film, videotape or other media) or the manipulation, for those purposes, of an image by computer or other means]
 - o Inviting, coercing or inducing a child to participate in, or to observe, any sexual, indecent or obscene act
 - o Showing sexually explicit material to children, which is often a feature of the 'grooming' process by perpetrators of abuse
- Exposing a child to inappropriate or abusive material through information and communication technology
- Consensual sexual activity involving an adult and an underage person

It should be remembered that sexual activity involving a young person may be sexual abuse even if the young person concerned does not themselves recognise it as abusive.

An Garda Síochána will deal with any criminal aspects of a sexual abuse case under the relevant criminal justice legislation. The prosecution of a sexual offence against a child will be considered within the wider objective of child welfare and protection. The safety of the child is paramount and

at no stage should a child's safety be compromised because of concern for the integrity of a criminal investigation.

In relation to child sexual abuse, it should be noted that in criminal law the age of consent to sexual intercourse is 17 years for both boys and girls. Any sexual relationship where one or both parties are under the age of 17 is illegal. However, it may not necessarily be regarded as child sexual abuse. Details on exemptions for mandated reporting of certain cases of underage consensual sexual activity can be found in Chapter 3 of this Guidance.

Section 4 – Circumstances That May Make Children More Vulnerable to Harm

If you are dealing with children, you need to be alert to the possibility that a welfare or protection concern may arise in relation to children you come in contact with. A child needs to have someone they can trust in order to feel able to disclose abuse they may be experiencing. They need to know that they will be believed and will get the help they need. Without these things, they may be vulnerable to continuing abuse.

Some children may be more vulnerable to abuse than others. Also, there may be particular times or circumstances when a child may be more vulnerable to abuse in their lives. In particular, children with disabilities, children with communication difficulties, children in care or living away from home, or children with a parent or parents with problems in their own lives may be more susceptible to harm.

The following list is intended to help you identify the range of issues in a child's life that may place them at greater risk of abuse or neglect. **It is important for you to remember that the presence of any of these factors does not necessarily mean that a child in those circumstances or settings is being abused.**

Parent or carer factors

- Drug and alcohol misuse
- Addiction, including gambling
- Mental health issues
- Parental disability issues, including learning or intellectual disability
- Conflictual relationships
- Domestic violence
- Adolescent parents

Child factors

- Age
- Gender
- Sexuality
- Disability
- Mental health issues, including self-harm and suicide
- Communication difficulties
- Trafficked/Exploited
- Previous abuse
- Young carer
-

Community factors

- Cultural, ethnic, religious or faith-based norms in the family or community which may not meet the standards of child welfare or protection required in this jurisdiction
- Culture-specific practices, including: –
 - o Female genital mutilation
 - o Forced marriage
 - o Honour-based violence
 - o Radicalisation

Environmental factors

- Housing issues
- Children who are out of home and not living with their parents, whether temporarily or permanently
- Poverty/Begging
- Bullying
- Internet and social media-related concerns

Poor Motivation or willingness of parents / guardians to engage

- Non-attendance at appointments
- Lack of insight or understanding of how the child is being affected
- Lack of understanding about what needs to happen to bring about change
- Avoidance of contact and reluctance to work with services
- Inability or unwillingness to comply with agreed plans

You should consider these factors as part of being alert to the possibility that a child may be at risk of suffering abuse and in bringing reasonable concerns to the attention of Tusla.

Section 5 – Procedure for Reporting Child Protection and Welfare Concerns

The responsibility to report child protection or welfare concerns applies to everyone working with children or family members

Responding Concerns

Regardless of how a concern comes to a worker/volunteer's attention, it should be reported to the Designated Liaison Person or manager responsible for child safeguarding



The Designated Liaison Person, in consultation with the person who raised the concern, will decide if reasonable grounds for concern exist. If reasonable grounds for concern exist, the Designated Liaison Person will report to Tusla through either the Tusla Web Portal or relevant Dedicated Contact Point.

If the DLP decides not to make a report, the worker/volunteer with the reasonable concern is still entitled to make a report to Tusla under Children First: National Guidance for the Protection and Welfare of Children, should they wish to do so. In reporting to Tusla, the individual worker has protections under the Protections for Persons Reporting Child Abuse Act 1998, should they report independently.



Section 6 – Reasonable Grounds for Concern

Identifying reasonable Grounds for Concern

There are many reasons a worker/volunteer may be concerned about the welfare or protection of a child or young person. Children First: National Guidance for the Protection and Welfare of Children states that Tusla should always be informed when a person has reasonable grounds for concern that a child may have been, is being, or is at risk of being abused or neglected.

Children/young people are sometimes abused by members of their own family, by peers or by others outside the family environment such as strangers, workers or trusted adults. Children First: National Guidance for the Protection and Welfare of Children lists the following as reasonable grounds for concern:

- Evidence, for example an injury or behaviour, that is consistent with abuse and is unlikely to have been caused in any other way;
- Any concern about possible sexual abuse;
- Consistent signs that a child is suffering from emotional or physical neglect;
- A child saying or indicating by other means that he or she has been abused;
- Admission or indication by an adult or a child of an alleged abuse they committed;
- An account from a person who saw a child being abused.

Wherever appropriate, any issues should be checked with the parents/guardians when considering whether a concern exists, unless doing so may further endanger the child or the person considering making the report.

Abuse is not always committed through personal contact with a child or young person, sometimes it is perpetrated through social media or the use of information and communication technology. Internet and Online Safety must be considered in relation to keeping children and young people safe (please see also, Appendix 7 – Online Safety and Appendix 8 – Cyberbullying) and should be specifically accounted for in procedures to safeguard children

Section 7 – Immediate Risk of Harm to a Child

In an emergency situation where you think a child is in immediate danger, please **contact the local Tusla duty social work service immediately**. Contact details for all duty social work teams are available here. If a child is in danger outside office hours or if you cannot contact Tusla, contact an Gardaí Síochána.

Tusla - <https://www.tusla.ie/children-first/contact-a-social-worker3/>

Gardaí Síochána – 999 / 112

Section 8 – Talking to Parents About Concerns for Their Child

School of Improv will not talk to parents if their concern is one of abuse. They will go directly to Tusla / Gardai.

The process for discussing a concern with parents/guardians before reporting and the circumstances in which this is not advised, as it may further endanger the child or the person making the report.

You do not need to inform the family that a report is being made, if by doing so the child will be placed at further risk or in cases where the family's knowledge of the report could impair Tusla's ability to carry out an assessment. Also, it is not necessary to inform the family if the person making the report reasonably believes it may place them at risk of harm from the family.

Section 9 – Managing Retrospective Disclosures

Some adults may disclose abuse that took place during their childhood. Such disclosures may come to light when an adult attends counselling, or is being treated for a psychiatric or health problem. If you are, for example, a counsellor or health professional, and you receive a disclosure from a client that they were abused as a child, you should report this information to Tusla, as the alleged abuser may pose a current risk to children.

If, as a mandated person, you provide counselling, it is recommended that you let your clients know, before the counselling starts, that if any child protection issues arise and the alleged perpetrator is identifiable, you must pass the information on to Tusla. If your client does not feel able to participate in any investigation, Tusla may be seriously constrained in their ability to respond to the retrospective allegation.

The reporting requirements under the Children First Act 2015 apply only to information that you, as a mandated person, received or became aware of since the Act came into force, whether the harm occurred before or after that point. However, if you have a reasonable concern about past abuse, where information came to your attention before the Act and there is a possible continuing risk to children, you should report it to Tusla under this Guidance

Section 10 – Dealing with Disclosures of Abuse from a Child

Responding to a child / young person who discloses abuse

A child or young person may disclose to a trusted worker or volunteer that they have been or are being harmed or abused. Children/young people will often have different ways of communicating that they are being abused.

If a child or young person hints at or tells a worker or volunteer that he or she is being harmed by someone, be it a parent/carer, another adult or by another child/young person (peer abuse), it should be treated in a sensitive way. It is important that your workers/volunteers are aware and prepared for responding to a child/young person who may disclose abuse

Key Practice Points

- Be as calm and natural as possible.
- Remember that you have been approached because you are trusted and possibly liked. Do not panic.
- Do not promise to keep secrets
- Be aware that disclosures can be very difficult for the child/young person.
- Remember, the child or young person may initially be testing your reactions and may only fully open up over a period of time.
- Listen to what the child/young person has to say. Give them the time and opportunity to tell as much as they are able and wish to.
- Do not pressurise the child/young person. Allow him or her to disclose at their own pace and in their own language.
- Conceal any signs of disgust, anger or disbelief.
- Accept what the child or young person has to say – false disclosures are very rare.
- It is important to differentiate between the person who carried out the abuse and the act of abuse itself. The child/young person quite possibly may love or strongly like the alleged abuser while also disliking what was done to them. It is important therefore to avoid expressing any judgement of, or anger towards the alleged perpetrator while talking with the child/young person
- It may be necessary to reassure the child/young person that your feelings towards him or her have not been affected in a negative way as a result of what they have disclosed.
- Reassure the child/young person that they have taken the right action in talking to you. Questions should be supportive and for the purpose of clarification only. Do not ask leading questions.
- Explain to the child/young person that this information will only be shared with people who can help.

By refusing to make a commitment to secrecy to the child/young person, you do run the risk that they may not tell you everything (or, indeed, anything) there and then. However, it is better to do this than to tell a lie and ruin the child/young person's confidence in yet another adult. By being honest, it is more likely that the child/young person will return to you at another time.

At the earliest possible opportunity:

- Record in writing, in a factual manner, what the child/young person has said, including, as far as possible, the exact words used by the child/young person.
- Inform the DLP immediately and agree measures to protect the child/young person, e.g. report the matter directly to Tusla.
- Maintain appropriate confidentiality.

On-going support

Following a disclosure by a child/young person, it is important that the worker/volunteer continues in a supportive relationship with the child/young person. Disclosure is a huge step for a child/young person. Workers/volunteers should continue to offer support, particularly by:

- Maintaining a positive relationship with the child/young person;
- Keeping lines of communication open by listening carefully to the child/young person;
- Continuing to include the child/young person in the usual activities.

Any further disclosure should be treated as a first disclosure and responded to as indicated above. Where necessary, immediate action should be taken to ensure the child/young person's safety.

Tip Box

Things to say

I want to listen to what you have to say

I am going to do my best to help you

You did the right thing by telling me, this is what I am going to do next...

You are not to blame

Is there anything else you want to share?

Things not to say

Wait until I get my manager so you can tell him/her too?

I can't do anything

I can't believe it, I'm shocked

This is your fault

Don't tell me any more

Section 11 – Record Keeping

After a disclosure, a report / record will be created of the disclosure where it is kept as factual as possible, easy to read, dated and signed.

Confidentiality / Record Keeping

- Our records will be kept securely and safely on a private serve and will not be shared with anyone outside of the organisation, except for Tulsa where a child protection or welfare issue arises. An example of this could be information needed for a Child Protection Conference or Strategy Meeting or information important for the assessment of risk to a child
- Records will only be used for the purpose for which they are intended.
- Records s will only be shared on a need-to-know basis in the best interests of the child/young person.

Section 12 – Training

All employees will complete the Tulsa e-learning module Introduction to Children First. They will also be trained on any further responsibilities they undertake.

Section 13 – Safe Recruitment and Management

All staff / volunteers must be Garda Vetted before they are allowed to be in front of students unsupervised.

We have a code of ethics / guidance for all our facilitators that they must sign and adhere to in order to become facilitators.

A facilitator must also run a series of workshops under supervision to ensure they are treating all children respectfully, kindly & appropriately before they are left facilitate solo.

Section 14 – Code of Behaviour

We do have a code of behaviour / ethics that all facilitators must sign to before commencing employment with School of Improv.

Section 15 – Management of Allegations of Abuse Against Staff or Volunteers

If an allegation of abuse is brought against a staff member, then the DLP is to be notified immediately and that staff member to be put on gardening leave whilst Tulsa is contacted.

If the allegation is against the DLP, then the deputy DLP should be notified, the DLP put on gardening leave and Tulsa contacted.

At any point, Tulsa can be contacted, even if outside this organisation.

Section 16 – Safe Management of Activities with Children

Schools

The predominant area of our work is in schools so that is the venue. We bring any and all materials needed for our workshop. The schools provide consent, safe levels of supervision, access to first aid, they manage incidents and accidents and have parental contact details.

Summer Camps

We run summer camps in schools. We have a first aid kit with us and at least one facilitator is First Aid Trained.

Different camps happen in different venues, but we ensure we have access to parental contact details, we manage incidents & accidents, have an adequate adult to child ratio, all necessary equipment, etc.

Section 17 – Complaints

A complaint can be made to Colman Hayes (founder) at info@schoolofimprov.ie or on 087 446 4618.

Section 18 – Anti-Bullying

Part of empowering children and young people is making sure that they are protected from bullying behaviour while attending our workshops

Definition & Types

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.”

Please see also the Tusla Child Protection and Welfare Practice Handbook 2 for further information, including the types of bullying and strategies for responding where there are concerns about bullying, including cyber-bullying.

In cases of serious instances of bullying where the behaviour is regarded as possibly abusive, we may need to make a referral to Tusla and/or The Garda Síochána.

Signs & Symptoms of Cyberbullying

Some signs or symptoms that may present when a child or young person is experiencing cyberbullying 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.

How to Respond

Actions to consider when a young person is the target of cyberbullying:

- Confirm that you are dealing with bullying behaviour.
- Listen calmly and uncritically to the report the young person is making.
- Remind the young person that it is not their fault; it is the person who is doing the bullying that has the problem.
- Tell the young person not to respond to the bully as this can exacerbate the issue.
- Keep a copy of all correspondence between the young person and the bully.
- Encourage the young person to remove the cyber-bully as a 'friend' online and block them from his/her phone.
- Report the issue to the website and/or mobile phone company as appropriate.
- Serious issues should be reported to The Garda Síochána – legal issues include making inappropriate sexual suggestions, racist remarks or persistent bullying that is seriously damaging to the young person's wellbeing.
- A number of laws may have relevance to specific cyberbullying behaviours, such as: o Criminal Damage Act, 1991; o Non-Fatal Offences Against the Person Act, 1997; o Post Office Amendment Act, 1951 o European Communities (Electronics Communications Networks and Services) (Data Protection and Privacy) Regulations 2003 (S.I. No. 353 of 2003) o Video Recordings Act 1989

Section 19 – Communicating with Children and Parents or Guardians

This document is available online for anyone to access.

Section 20 – Information for Children About Their Right to be Protected From Harm

The rights of children are printed on our website.

Summer Camps

At the start of each day, we will inform children how they can tell us if they feel unhappy or unsafe.

Section 21 – Review

We are currently reviewing this document every few months as we are new. Please contact us to notify us of any amendments / additions, etc.

Date last reviewed 25/7/22

Date next reviewed 01/01/23

Section 23 – Appendices

Resources

Children First: National Guidance for the Protection and Welfare of Children Department of Children and Youth Affairs

https://www.dcy.gov.ie/viewdoc.asp?fn=%2Fdocuments%2FChildren_First%2FChildrenFirstGuidance.htm&mn=chie3g&nID=2

Children First Act 2015

<http://www.irishstatutebook.ie/eli/2015/act/36/enacted/en/pdf>

Child Protection Conference and the Child Protection Notification System: Information for Professionals (2015) Tusla – Child and Family Agency

http://www.tusla.ie/uploads/content/CPNS_Prof_Booklet.pdf

Relevant report forms can be downloaded from the Tusla website –

<http://www.tusla.ie/children-first/publications-and-forms/>

Legislation

<https://www.tusla.ie/children-first/children-first-guidance-and-legislation/>

Contact – Designated Liaison Person

The designated liaison person is responsible for ensuring that reporting procedures within your organisation are followed, so that child welfare and protection concerns are referred promptly to Tusla.

The designated liaison person should record all concerns or allegations of child abuse brought to his or her attention, and the actions taken in relation to a concern or allegation of child abuse.

If, as a designated liaison person, you decide not to report a concern to Tusla, the following steps should be taken;

- The reasons for not reporting should be recorded
- Any actions taken as a result of the concern should be recorded
- The employee or volunteer who raised the concern should be given a clear written explanation of the reasons why the concern is not being reported to Tusla
- The employee or volunteer should be advised that if they remain concerned about the situation, they are free to make a report to Tusla or An Garda Síochána

Our DLP (Designated Liaison Person)

Contact details

Colman Hayes

087-446 4618, info@schoolofimprov.ie

Our Deputy Designated Liaison Person is

Contact details

Contact – TULSA

<https://www.tusla.ie/get-in-touch/>

Contact – Garda

999 or 112