



# TU Dublin Policy

**Safeguarding and  
Protection of  
Children, Young  
Persons and  
Vulnerable Adults**

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## 1. Document Control Summary

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## 2. Introduction / Context

Technological University Dublin (hereafter referred to as “TU Dublin” and/or “the University”) believes that the best interest of children, young people and vulnerable persons with whom it engages are paramount and is committed to ensuring the highest possible standards to meet its responsibility to protect and safeguard such persons for whom it has responsibility.

## 3. Purpose

The guiding principles of this policy are underpinned by Children First: National Guidance for the Protection and Welfare of Children, (Department of Children and Youth Affairs, 2017), Child Safeguarding; A Guide for Policy, Procedure and Practice, the United Nations Convention on the Rights of the Children and current legislation such as the Children First Act 2015, Child Care Act 1991, Protections for Persons Reporting Child Abuse Act 1998, the National Vetting Bureau (Children and Vulnerable Adults) Acts 2012-2016 and Article 42A of the Irish Constitution recognising the natural and imprescriptible rights of children and the

paramountcy of a child's welfare. A more complete list of relevant policies and legislation is contained in Appendix 3.

## 4. Scope

The safeguarding requirements to protect children, young persons and vulnerable adults, set out in this policy applies to TU Dublin staff, volunteers working on our behalf, and students carrying out roles representing the university in the context of in person and online classes in TU Dublin or on other premises, tuition, engagement or events.

The Safeguarding and Protection of Children, Young Persons and Vulnerable Adults Policy covers the following groups of young persons under the age of 18 and vulnerable adults:

- Young persons under the age of 18 who are TU Dublin students including those studying on third level programmes, completing apprenticeships, studying on Access and Civic Engagement-related programmes, and junior conservatoire students.
- Children and young people who are involved with TU Dublin activities for a variety of other reasons, including areas and programmes referred to in Appendices 6-18.
- Vulnerable adults who may be restricted in capacity to guard themselves against harm or exploitation or to report such harm or exploitation. The restriction of capacity may arise as a result of physical or intellectual impairment. Vulnerability to abuse is influenced by both context (e.g. social or personal circumstances) and individual circumstances.

Where the policy refers only to one of those categories, it is to be interpreted as applying to all of these categories of persons, unless otherwise explicitly stated.

The Policy applies to the following activities:

- events managed and organised by TU Dublin;
- events co-managed between TU Dublin and an external organization; and
- events managed by an external organisation hosted on TU Dublin grounds.

For all activities, there will be clear written agreement in advance of the activity as to where the responsibility for the management of child, young person or vulnerable adult welfare concern rests, which will be communicated to relevant organisations and participants. The University will take responsibility for ensuring that this is agreed and communicated in a clear and timely manner. All organisations external to TU Dublin that use TU Dublin grounds/premises are required to provide a copy of their Protection of Children, Young Persons and Vulnerable Adults Policy and Safeguarding Statement to their TU Dublin contact person.

## 5. Definitions

**Child** - a person under the age of 18 years, other than a person who is, or has been married (Child Care Act 1991, Section 2)

**Child Protection and Welfare Report Form** – form for use in reporting suspected or alleged abuse or welfare concerns to Tusla (available at [www.tusla.ie](http://www.tusla.ie)).

**Child and Vulnerable Adult Support Team** – a team of staff appointed by TU Dublin to lead the development of guiding principles and child/vulnerable adult safeguarding procedures and for ensuring that policies and procedures are consistent with best practice.

**Children First: National Guidance for the Protection and Welfare of Children** – national, overarching guidance for the protection and welfare of children, published by the Department of Children and Youth Affairs.

([https://www.tusla.ie/uploads/content/Children\\_First\\_National\\_Guidance\\_2017.pdf](https://www.tusla.ie/uploads/content/Children_First_National_Guidance_2017.pdf)).

**Child Abuse:** Child abuse can be categorised into four different types: neglect, emotional abuse, physical abuse and sexual abuse. A child may be subject to one or more forms of abuse at any given time. A single isolated incident can amount to child abuse. Refer to Chapter 2 of the *Children First: National Guidance for the Protection and Welfare of Children* ([https://www.tusla.ie/uploads/content/Children\\_First\\_National\\_Guidance\\_2017.pdf](https://www.tusla.ie/uploads/content/Children_First_National_Guidance_2017.pdf)) and **Appendix 1** of this document for comprehensive descriptions of the various forms of abuse and examples thereof.

**Designated Liaison Person (DLP)** – TU Dublin-appointed staff member who is a resource to any staff member or volunteer who has a child or vulnerable adult protection concern. The DLP is responsible for ensuring that reporting procedures are being followed correctly and promptly and acts as a liaison person with other agencies.

**Management** - defined for the purposes of this policy as Senior Lecturer II (SLII) and over (academic) and Grade 7 – Administrative Officer and over (professional services and support services).

**Mandated Person** – as defined in the Children First Act 2015, mandated persons have a statutory obligation to report concerns which meet or exceed a particular threshold to Tusla and to cooperate with Tusla in the assessment of mandated reports, where requested to do so. Schedule 2 of the Children First Act, 2015 specifying classes of Mandated Persons is reproduced in Appendix 21. TU Dublin holds a register of Mandated Persons (Appendix 20).

**Retrospective Abuse Report Form (RARF)** – form for use in reporting to Tusla suspected or alleged retrospective abuse or welfare concerns, on adults who allege childhood abuse (available at [www.tusla.ie](http://www.tusla.ie)).

**Tusla** – the Child and Family Agency, the lead statutory organisation for safeguarding children in Ireland (<https://www.tusla.ie/>).

**Vulnerable Adult** - an adult who may be restricted in capacity to guard him/herself against harm or exploitation or to report such harm or exploitation. The restriction of capacity may arise as a result of physical or intellectual impairment.

**Young Person** - a person who has reached 16 years of age or the school-leaving age (whichever is higher) but is less than 18 years of age.

## 6. Policy Details:

### 6.1 Policy Overview

This policy is based on the following principles:

- The safeguarding protection of children, young people and vulnerable adults must always come first;

- Children, young people and vulnerable adults must be protected, treated with respect, listened to and have their views taken into consideration;
- The safest possible practices must be adopted to minimise the possibility of harm or accidents happening to children, young people and vulnerable adults. Risk assessments are carried out **at a local level by the event organiser(s) and approved by the relevant Head of School/Function and the local HandS Officer** to provide for the adoption of the safest possible practices;
- Staff of TU Dublin have a duty to raise concerns about the behaviour of others which may be harmful to children, young people and vulnerable adults with whom TU Dublin interacts;
- Staff of TU Dublin who work with children, young people and vulnerable adults must maintain a policy of openness with parents/carers/children's school teachers (subject to paragraph 26 which deals with confidentiality);
- On behalf of TU Dublin, the Designated Liaison Person (DLP) will liaise with statutory agencies responsible for child protection and welfare and will be the resource person to any worker or volunteer or student who has child protection concerns. The DLP **must** discuss and/or report any and all child protection concerns to the Child and Family Agency (Tusla).

The aims and objectives of this policy are to promote good practice by:

- Providing children, young people and vulnerable adults with the appropriate safety and protection while visiting or involved with TU Dublin.
- Advising staff, volunteers and students of the protection measures which are in place in TU Dublin to ensure that reasonable care is exercised in dealing with children, young persons and vulnerable adults.
- Assisting staff, volunteers and students to make informed decisions and confident responses to specific child protection and vulnerable adults issues.
- Giving direction and guidance to TU Dublin management and staff, volunteers and students in dealing with allegations or suspicions of abuse (physical, emotional, sexual and neglect), with protection and wellbeing of the child and vulnerable adult being the most important consideration.

## 6.2 Policy Details

### 6.2.1 Safeguarding Responsibility of TU Dublin

All workers, volunteers working on our behalf, and students carrying out roles representing the university (such as on placement or work experience) have a responsibility to safeguard children, young people and vulnerable adults and to report any concerns they may have for the protection and welfare of a child, young person or vulnerable adult.

Each manager is responsible for ensuring their staff members are aware of the policy and the requirements within it and updates and changes that might occur from time to time.

Additionally, if a staff member or volunteer or student falls within a class of Mandated Person under the Children First Act, 2015, they **must** report any and all concerns to the Child and Family Agency. This can be done in conjunction with TU Dublin's DLP or by the Mandated Person directly. The DLP should be kept informed of any report made by a Mandated Person to the Child and Family Agency.

Mandated person should note that as a mandated person the statutory obligation under the Children First Act 2015 to make a mandated report to Tusla rests with the mandated person and this applies regardless of whether or not the DLP reports the concern in question.

However a mandated person who makes a mandated report to Tusla jointly with the DLP meets his or her statutory obligation to report to Tusla under the Children First Act 2015.

During induction, and as part of the Welcome Event for all new staff, a presentation is given to explain the Safeguarding and Protection of Children and Vulnerable Adults policy highlighting staff responsibility in this regard.

The university will promote the policy and highlight any changes or developments through a dedicated all staff communication at the beginning of each academic year.

Focused training to ensure that staff have the necessary skills and knowledge to make informed decisions and provide confident responses to child and vulnerable adult protection issues will be provided to all TU Dublin staff or volunteers or students who work with or deal with children and vulnerable adults. Staff transferred into such roles will also receive the appropriate training.

The Designated Liaison Person, Deputy Designated Liaison Persons and the Child Protection Support Team as well as all staff in designated areas and the estates area are required to participate in Child Protection Training.

### 6.2.1 Garda Vetting

The National Vetting Bureau (Children and Vulnerable Persons) Act 2012-2016 (the 2012-2016 Acts) applies to TU Dublin which as per the Act is a “relevant organisation” i.e. it is a body that employs persons to undertake “relevant work or activities” relating to children or vulnerable adults. Therefore TU Dublin staff, volunteers, students and others working within TU Dublin who undertake “relevant work or activities” relating to children or vulnerable adults are subject to mandatory Garda Vetting. TU Dublin is legally obliged to comply with the retrospective vetting provisions in Section 21 of the Act and must therefore make applications for retrospective disclosures in respect of all persons employed to undertake relevant work or activities.

#### TU Dublin Staff Responsibilities

All TU Dublin staff must read and comply with the contents of this policy.

At recruitment and specifically at appointment stage, TU Dublin staff must sign an Acceptance Form indicating that the staff member has read the Policy and has agreed to abide by its contents. The Acceptance Form is maintained as part of recruitment documentation on the personnel file. (Appendix 5). Staff may be required to complete the form again if engaging in any work-related activities relating to children (see also section 14.0.1).

**Designated Areas:** There are a number of discrete areas across TU Dublin (Designated areas) where there is a particular focus on safeguarding, as these are areas where it is most likely to have children and vulnerable adults engaged in university activity. The areas are listed below. Additional Guidelines are developed to support staff working within these areas/programmes (as set out in the respective appendices). These areas are subject to change. It is the responsibility of each staff member involved in any of these areas to obtain a copy of the above guidelines from the Designated Liaison Person, a Deputy Designated Liaison Person or a member of the Child Protection Support Team and to be familiar with the scope and content of those guidelines. All TU Dublin staff are referred to these guidelines.

- Access Service for Secondary School Students: Fetic Students, Primary Schools and Community Groups (**Appendix 6**);

- Admissions (**Appendix 7**);
- Ballymun Music Programme (**Appendix 8**);
- Chaplaincy Service (**Appendix 9**);
- TU Dublin Conservatoire: Junior music students, primary or secondary school students who enrol for music tuition (**Appendix 10**);
- Disability Support Services (**Appendix 11**);
- Engagement Outreach: (**Appendix 12**);
- National Optometry Centre: Patients under 18 years of age (**Appendix 13**);
- Sports Facilities and Activities: Children who avail of sports facilities and/or sports training in TU Dublin or other course-related work/programmes with children run by TU Dublin (**Appendix 14**);
- Student Counselling Service (**Appendix 15**);
- Students Learning with Communities Projects: Pre-school, primary and secondary school students and members of the wider community, including vulnerable adults (**Appendix 16**);
- PATH 3 (**Appendix 17**);
- Grangegorman Area Based Childhood (ABC) Programme (**Appendix 18**).

### TU Dublin Designated Liaison Persons

TU Dublin has appointed staff members as a Designated Liaison Person (DLP) and Deputy Designated Liaison Persons (DDLPs) (**refer to Appendix 4 for contact details**) who are a resource person to any staff member, student or volunteer who has child or vulnerable adult protection concerns and who will liaise with outside agencies. The DLP is mandated to report concerns to the Child and Family Agency.

The role of the DLP is to receive child protection and welfare concerns from staff, students and volunteers and to report concerns to Tusla. (Refer to paragraph 16).

### TU Dublin Mandated Persons

TU Dublin may have staff members, volunteers and students who are classified as Mandated Persons.

Mandated persons are people who have ongoing contact with children and/or families and who because of their qualifications, training and experience are in a key position to protect children from harm. Schedule 2 of the Children First Act, 2015 specifies the class of person who is a Mandated Person.

Mandated persons must report past, present or likely harm to a child. ('Harm' in relation to a child is defined below in paragraph 12.1). A Mandated Person may also be requested to assist the Child and Family Agency with their assessment. Mandated Persons have a statutory obligation to report concerns to Tusla or directly to An Garda Síochána which reach or exceed a legally defined threshold as per Section 14 of the Children First Act 2015. (see 5 above)

TU Dublin must maintain a register of staff who are Mandated Persons.

#### 6.2.2 Safeguarding and Protection of Children and Vulnerable Adults Support Team

The Child and Vulnerable Adult Support Team (**Appendix 4**) is a team of staff appointed by TU Dublin to lead the development of guiding principles and child and vulnerable adult

safeguarding procedures and for ensuring that policies and procedures are consistent with best practice.

### 6.2.3 Risk Assessments

Under the Children First Act 2015, organisations which provide services to children, young people and vulnerable adults must carry out risk assessments to identify whether a child, young person or vulnerable adult could be harmed while receiving its services. The child, young person and vulnerable adult safeguarding statement will be reviewed by TU Dublin every two years or sooner if necessary due to service issues or changes in legislation or national policy

The Children First Act 2015 defines harm in relation to a child as follows:

*'harm' means, in relation to a child –*

*assault, ill-treatment or neglect of the child in a manner that seriously affects or is likely to seriously affect the child's health, development or welfare or*

*sexual abuse of the child, whether caused by a single act, omission or circumstance or a series or combination of acts, omissions or circumstances or otherwise.*

TU Dublin staff, volunteers and students have a duty to understand the requirements relating to the safeguarding of children and vulnerable adults in advance of commencement of any program or activity involving children, young persons and/or vulnerable adults.

All staff, students and volunteers with child, young person and vulnerable adult protection and welfare concerns are expected to discuss their concerns with the DLP at the earliest opportunity.

### 6.2.4 TU Dublin Activities Involving Children – Best Practice

TU Dublin staff who work with children and young people and vulnerable adults must demonstrate that they have read, understand and will comply with the current policy. This is done at recruitment as described at 8.2 above. In addition, existing staff either moving to a new role (in one of the designated areas for example) or engaging in a new activity involving children or vulnerable adults, may be required to complete the Acceptance Form from a current date and submit that form to their manager. (Appendix 5). Ongoing staff who work with children, young people and vulnerable adults must sign this form if they have not already done so, and submit to their manager.

In accordance with TU Dublin's ICT Security Policies and GDPR, students who work/learn/volunteer/on placement/on work experience with children, young persons or vulnerable adults must be made aware of this Policy by the relevant staff member. The student must sign "Acceptance of the TU Dublin Protection of Children and Vulnerable Adults Policy form" (form available at Appendix 5a). The student must return the completed form to the relevant staff member (Head of School or nominee) before going on placement.

**All practices by TU Dublin staff must be professional in nature.** In relation to TU Dublin students who are under 18, and defined as children, young persons, or persons over 18 defined as a vulnerable adult, it is recognised that it may not be possible in certain situations to avoid a one-to-one situation e.g. one-to-one music lessons, in medical consultations, counselling, one-to-one careers advice, financial assistance interviews or other situations. Staff members must use their professional judgement when in such a situation and must try, where reasonably

possible, to avoid being alone with a child, young person or vulnerable adult. In particular, TU Dublin staff, volunteers or students must:

- ✓ Treat all children, young people and vulnerable adults equally and with respect and dignity.
- ✓ Adopt the safest possible practices to minimise the possibility of harm or accidents happening to children, young persons and vulnerable adults.
- ✓ Provide a safe, appropriately monitored environment for any children, young persons and vulnerable adults visiting the campus.
- ✓ Demonstrate exemplary behaviour in the presence of children, young persons and vulnerable adults.
- ✓ Give enthusiastic and constructive feedback instead of negative criticism.
- ✓ Never use physical punishment. It is a criminal offence **punishable under the Non-Fatal Offences Against the Person Act 1997** as amended by Section 28 of the Children First Act, 2015 on 11 December 2015.
- ✓ Never make unnecessary physical contact with a child, young person or vulnerable adult. However, it is acknowledged that there are occasions when physical contact of a comforting and reassuring nature is a valid way of expressing concern and care. In such cases, physical contact must only take place with the consent of the child, young person or vulnerable adult.
- ✓ All communications by TU Dublin staff must be professional in nature. Communication should be through official TU Dublin channels only and be GDPR compliant. Line Managers should be advised, within five working days of communications of this nature.
- ✓ TU Dublin students who interact with children/vulnerable adults, whether as volunteers, or within the curriculum through community engaged research and learning projects, and/or placement (internal/external), should never exchange personal details with them, e.g. phone numbers and/or personal social media accounts.
- ✓ Never have a child or vulnerable adult alone in a car.
- ✓ Always refer child abuse, welfare and safety issues to the DLP. If a staff member, volunteer or student of TU Dublin is inhibited for any reason in reporting the incident internally to the DLP or where they are dissatisfied with the response, they must contact Tusla and/or An Garda Síochána and they must notify the DLP that they are doing so. They must keep a written note of any communication made and any advice received. In accordance with the University's ICT Security Policies and GDPR, confidentiality must be maintained other than communicating with Tusla and/or An Garda Síochána.

### 6.2.5 Guiding Principles for online teaching and learning:

TU Dublin responsibility for and commitment to Safeguarding and Protection of Children, Young Persons and Vulnerable Adults extends to all online interactions with children, young people and vulnerable adults. While some practices may be different in online environments, staff, students and volunteers must ensure that the principals of good practice are applied at all times, and the best interest of children, young people and vulnerable persons remain paramount in their work

For all online teaching and learning an invite is sent from TU Dublin organizing staff to the community organization and cohost if required. TU Dublin staff must be present for the duration of the session. e.g. delivery of maths grinds to schools.

It is also an option for the community organization to send the invite, e.g. in instances where TU Dublin students are working with community organisations. Community Organisation staff must be present for the duration of the session.

### 6.2.6 Digital Recording/Photography and Use of Images

It is important that measures are taken to safeguard children, young people and vulnerable adults from misuse of their personal data and that their personal information (e.g. identity or location) are not made publicly available without their knowledge and informed consent.

Photographs or images are defined as data and therefore come within the scope of the Data Protection Acts 1998 and 2003. This means that a person's consent must be sought before such personal data can be used.

Children or vulnerable adults and their parents/carers must be informed in advance if and when images will be taken and the purpose(s) the image will be used for, including whether it will be provided to a third party, uploaded to the internet etc. The child or vulnerable adult and the parents/carers must then provide informed written consent to the use of the image. The image must not be used in any way which exceeds the consent provided.

If a school/community organisation participating in the activity with TU Dublin have previously obtained consent from the children/young persons/vulnerable adults and their parents/carers for them to be photographed and for the photographs to be used publicly then TU Dublin staff/volunteers/students involved in this activity should obtain written confirmation from the school/community organisation that the children/vulnerable adults and their parents/carers have consented for their images to be used.

Permission to take and use images of children and young people or vulnerable adults can be requested as part of their registration process for an activity, programme or event. Refusal of consent must not limit a child's or vulnerable adult's participation in activities.

## 6.3 Reporting and Recording

### 6.3.1 Identifying Reasonable Grounds for Concern

There are many reasons why a worker/volunteer may be concerned about the welfare or protection of a child, young person or vulnerable adult. *Children First: National Guidance for the Protection and Welfare of Children*, 2017 lists the following as reasonable grounds for concern:

- Evidence, e.g. an injury or behaviour that is consistent with abuse and its unlikely to have been caused in any other way;
- Any concern about possible sexual abuse;
- Consistent signs that a child, young person or vulnerable adult is suffering from emotional or physical neglect;
- A child, young person or vulnerable adult saying or indicating by other means that they have 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, young person or vulnerable adult being abused.
- Appendix 1 provides further information regarding the Definitions of the types of Child Abuse and how they might be recognised.

Regardless of how a concern comes to a staff, student or volunteer's attention, it must be reported to the Designated Liaison Person (DLP). The DLP will report the concerns to Tusla (see 21.1)

Staff, volunteers and students are also 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. Individual staff have protections under the Protection for Persons Reporting Child Abuse act 1998, should they report independently. The reporting person must inform the DLP that a report under the Children First Act 2015 has been made. (see 21.1)

### 6.3.2 Responding to a Disclosure from a Child or Vulnerable adult

A child, young person or vulnerable adult may disclose to a staff member or volunteer that they have been or are being harmed or abused.

- The staff member, volunteer or student must make an accurate record of the disclosure and comply with the reporting procedure at paragraph 18 below.
- Following a disclosure by a child, young person or vulnerable adult, it is the duty of all mandated and non-mandated workers to report rather than investigate child abuse allegations/suspicions. It is important that the staff member/volunteer/student continues in a supportive relationship with the child/young person/vulnerable adult. Disclosure is a huge step for a child, young person or vulnerable adult. Staff/volunteers/students must continue to offer support, particularly by:
  - Maintaining a positive relationship with the child/young person/vulnerable adult;
  - Keeping lines of communication open by listening carefully to the child/young person/vulnerable adult;
  - Continuing to include the child/young person/vulnerable adult in the usual activities. Any further disclosure must be treated as a first disclosure and responded to as indicated above. Where necessary, immediate action must be taken to ensure the child/young person/vulnerable adult's safety.

For guidelines on responding to a disclosure from a child, young person or vulnerable adult, including appropriate responses and questions to ask, refer to Appendix 2.

### 6.3.3 Disclosure from another Person

If a complaint is made to a staff member, volunteer or student of TU Dublin, whether from another staff member of TU Dublin or a third party, to the effect that there is reasonable suspicion that abuse is alleged to have taken place against a child, young person or vulnerable adult, the staff member, volunteer or student of TU Dublin must:

- a. Request the complainant to make a written statement which they will provide to a member of the Child and Vulnerable Adult Support Team in the first instance;
- b. If the complainant is unknown to the staff member, volunteer or student of TU Dublin, ask the person making the allegation for their name and contact number or address;
- c. Tell the complainant that there is a procedure in place for dealing with such allegations and that the person responsible will be in contact with them as soon as possible; and
- d. This information must then be reported by the member of the Child and Vulnerable Adult Support Team to the DLP.

All records of any allegations in relation to child or vulnerable adult protection which are made to a staff member must be regarded as highly confidential and must be stored by the DLP in a secure location in accordance with the University's ICT Security Policies and GDPR.

### 6.3.4 Retrospective Disclosure by Adult

There are an increasing number of adults disclosing abuse that took place during their childhood. Often such disclosures come to light when people attend counselling. They also sometimes arise in adult services and services which work with parents/guardians and families.

If an adult makes a disclosure to a TU Dublin staff member of abuse suffered during their childhood, and it is believed there may be a current risk to any child or vulnerable adult who may be in contact with the alleged abuser, the DLP must be informed. The DLP must inform Tusla by using the **Retrospective Abuse Report Form (RARF)** available at [www.tusla.ie](http://www.tusla.ie) and/or An Garda Síochána.

If a TU Dublin staff member, volunteer or student makes a disclosure to a TU Dublin staff member, volunteer or student of abuse suffered during their childhood, the staff member, volunteer or student to whom they have made the disclosure must provide them with the following contact information for relevant TU Dublin support services:

The University's Employee Assistance Programme (EAP) is a free 24 hour counselling and information service run by *Spectrum Life* for TU Dublin. This service is confidential and available to all University staff and their families 24 hours a day, 365 days a year. You and your family can also see a counsellor, locally, for face to face counselling. Contact information for this service is:

**Freephone:** 1800 814 243 Email: [eap@spectrum.life](mailto:eap@spectrum.life)

**Text:** text "Hi" using WhatsApp or SMS to 087 369 0010

**Online Tool:** You can also access the service via the Spectrum Life EAP Online Tool, by registering at: <https://tudublin.spectrum.life/login?org=TUDubEAS>. TU Dublin's organisation code is TUDubEAS. Once registered, you may log on to the following link going forward: <https://TUDublin.spectrum.life/login>

#### Student Counselling Service:

**TU Dublin, Blanchardstown:** <https://www.itb.ie/CampusStudentLife/counselling.html>

**TU Dublin, Grangegorman:** <http://www.dit.ie/counselling/>

**TU Dublin, Tallaght:** [https://www.it-tallaght.ie/student\\_counselling](https://www.it-tallaght.ie/student_counselling)

### 6.3.5 Reporting Procedure

All TU Dublin Staff, students and volunteers who have any concerns regarding the welfare of a child or vulnerable adult (as outlined in paragraphs 13.2 and 16.2 above) must;

- Gather as much information as possible to support their concerns and keep an accurate record of their findings, with due regard to TU Dublin's ICT Security Policies and GDPR
- Liaise with a member of the Child and Vulnerable Adult Support Team (contact details at **Appendix 4**) in the first instance and with the DLP thereafter if necessary.

### 6.3.6 Reporting Suspicions or Allegations of child, young person or vulnerable adult abuse

**The DLP shall discuss and/or report any/all concerns or allegations of child, young person or vulnerable adult abuse to Tusla** as follows: In person, by telephone or in writing to the local social work duty service in the area where the child/young person/vulnerable adult lives. Contact details for local social work teams are available at [link](#) and/or (in the case of an immediate risk to a child/young person/vulnerable adult) An Garda Síochána;

The DLP will inform the Management or nominee that a report has been made to Tusla which may give rise to an investigation (in the case of an allegation by or against a student);

The DLP will inform the Management or nominee that a report has been made to Tusla which may give rise to an investigation (in the case of an allegation against a TU Dublin employee or an individual, even if working on a voluntary/unpaid basis on behalf of the University)

All reports made by the DLP to Tusla must include as much as possible of the information sought in the **Child Protection and Welfare Report Form** available at [www.tusla.ie](http://www.tusla.ie).

In the case of an emergency where it is believed that a child, young person or vulnerable adult is at serious and imminent risk, and it is not possible to make contact with Tusla, the DLP must contact An Garda Síochána.

The DLP may also contact Tusla in an emergency situation to provide information as to serious and imminent risk, and this must be followed up by providing the report in written format within 3 days of first contact.

The DLP must ensure that any response made by a staff member, volunteer or student of TU Dublin against whom an allegation has been made shall be passed to Tusla and/or An Garda Síochána when submitting the formal notification report.

The DLP must not investigate whether the allegations or complaints are valid. Such an investigation is the responsibility of Tusla and/or An Garda Síochána.

### 6.3.7 Making a Report to Tusla

The DLP can seek advice from Tusla without giving identifying details if they are unsure about making a report. In this regard, the DLP must make it clear that they are not making a report but simply seeking advice.

If Tusla advises that a report must be made to Tusla the DLP must act on that advice and ensure the following areas are addressed:

- The DLP must keep a record in writing of that fact together with a record of any advice given by Tusla.
- The DLP must take particular advice from Tusla on whether the child's, young person's or vulnerable adult's parent/guardian/carer must be notified. If the DLP decides not to inform the parent/guardian/carer, this decision and the reasons for it must be recorded by the DLP. If, for any reason it is not possible to inform the child's or vulnerable adults parent/guardian, the DLP must inform Tusla of that fact and the reason why.
- The DLP must inform in writing the person who made the report that a report will be made to Tusla.

- If Tusla advises that no action is required, the DLP must keep a record in writing of that fact together with a record of any advice given by Tusla.

If the DLP remains concerned about a child's or vulnerable adult's welfare, a report in writing may be made to Tusla.

The DLP shall inform in writing the person who made the report that a report will not be made to Tusla while advising that person that if they remain concerned about a child's or vulnerable adult's welfare, they are free to contact Tusla.

A suspicion that is not supported by any objective indication of abuse or neglect would not constitute a reasonable suspicion or reasonable grounds for concern.

### 6.3.8 Role of the Human Resources Department

In the event that an allegation is made against a staff member of TU Dublin under this Policy, and at the appropriate stage in the process, management should take whatever protective measures are necessary to ensure that no student/vulnerable adult/child or staff member is exposed to unacceptable risk. These protective measures are not disciplinary measures and may include:

- providing an appropriate level of supervision
- requesting the staff member to work from a different location or work remotely
- putting the staff member off duty with pay pending the outcome of an investigation. This measure should be reserved for only the most exceptional of circumstances. It should be explained to the staff member concerned that the decision to put him/her off duty is a precautionary measure and not a disciplinary sanction

The views of the staff member should be taken into consideration when determining the appropriate protective measures to take in the circumstances but the final decision rests with management. HR will advise management in relation to this decision in consultation with the DLP.

If an investigation is warranted, Human Resources will ensure that an appropriate investigation is carried out in respect of the allegation having regard to the gravity/sensitivity of the issue e.g. the services of an external expert such as a Child Psychologist may be required. The Manager within the relevant Campus will have overall responsibility for such matters but may delegate the tasks required to a suitable member of staff.

### 6.3.9 Dealing with Child Abuse Allegations against a TU Dublin Staff Member

If an allegation is made against a staff member of TU Dublin, the most important consideration to be taken into account by the DLP and Tusla is the protection, safety and well-being of the child/children, young person/s or vulnerable adult/s concerned. However, because of the involvement of a staff member of TU Dublin, Tusla and the DLP have a duty of care to that staff member too. As a result, all action will be guided by the rules of natural justice, and the procedural and contractual arrangements in force at that time.

Staff members of TU Dublin may be subject to erroneous or malicious allegations. Therefore any allegation of abuse must be dealt with sensitively and the staff member of TU Dublin fairly treated. This includes the right not to be judged in advance of a full and fair investigation.

The Manager within the relevant Campus or their nominee shall, unless to do so would put a child, young person or vulnerable adult at increased risk of harm, take every reasonable effort to advise the person against whom an allegation of child abuse has been made of the following:

- The fact that an allegation has been made against them; and
- Available details of the nature of the allegations. The Manager within the relevant Campus or their nominee shall liaise with the DLP in relation to the appropriateness of such a notification

The staff member of TU Dublin shall be afforded an opportunity to respond. The staff member of TU Dublin shall be told that their response may also have to be passed to Tusla /or An Garda Síochána if there are reasonable grounds for suspicion of abuse.

A follow-up of allegations of abuse against a staff member of TU Dublin shall be made in consultation with Tusla and/or An Garda Síochána. An immediate meeting shall be arranged with one or both of these agencies for that purpose.

It is important to note that if an allegation is made against a staff member of TU Dublin that there are two procedures to be followed:

- Reporting procedure in respect of the allegation; and
- An appropriate investigation and potential subsequent action under the TU Disciplinary Procedures.

In general the same person must not have responsibility for dealing with both procedures. The DLP is responsible for reporting the matter to Tusla and/or An Garda Síochána while the Manager within the relevant Campus or their nominee is responsible for addressing the relevant procedural issues applicable in respect of (2) above.

The initiation of an investigation and/or the TU Dublin Disciplinary Procedures does not affect the presumption of innocence and is not a finding of guilt or wrongdoing. Findings (if any) shall not be made until an appropriate investigation has been undertaken.

### **6.3.10 Information Sharing and Record-keeping**

All schools and functional areas will draw up personal data retention schedules which are appropriate to this policy. It is important that information about concerns for the welfare or protection of a child/young person/ vulnerable adult is gathered early and shared with the DLP (or deputy DLPs if the DLP is not available) as soon as possible, and that such information is managed in accordance with TU Dublin's ICT Security Policies and GDPR. **Information sharing will be managed by the DLP on the principle of need to know and in the best interest of the child or vulnerable adult as necessary.**

Records must be factual and include details of contacts, consultations and any actions taken.

All records regarding child protection concerns, allegations and disclosures will be kept securely with the DLP and in accordance with ICT Security Policies and GDPR.

Records will only be shared on a need to know basis in the best interests of the child/young person/vulnerable adult.

TU Dublin will cooperate with Tusla in the sharing of records where child, young person or vulnerable adult protection or welfare issue arises.

### 6.3.11 Confidentiality

Where child, young person or vulnerable adult protection and welfare concerns arise, information must be shared on a 'need to know' basis in the best interest of the child/young person/vulnerable adult with the relevant statutory authorities and with parents/guardians.

No undertakings regarding secrecy can be given. Those working with children/young people/vulnerable adults and families and in adult services must make this clear to the parents/ guardians and to the child/young person/vulnerable adults.

The proportionate provision of information to the statutory agencies necessary for the protection of a child, young person or vulnerable adult is not a breach of confidentiality or data protection.

Parents/guardians and children/young people/vulnerable adults have a right to know if personal information is being shared, unless doing so could put the child/young person/vulnerable adult at further risk or may put the reporter at risk.

### 6.3.12 Communication of Protection of Children and Vulnerable Adults Policy

TU Dublin is committed to taking positive measures to educate all staff in awareness of the Protection of Children and Vulnerable Adults. Our commitment is to bring this Policy to the attention of management, staff, volunteers, students, customers, clients and other business contacts.

This will be achieved in respect of staff members by the following:

- As part of the Appointment Process, all staff are required to sign a declaration confirming they have read and understand the TU Dublin Safeguarding and Protection of Children, Young Persons and Vulnerable Adults Policy (para 8.2 above).
- Overview of the TU Dublin Safeguarding and Protection of Children, Young Persons and Vulnerable Adults Policy forms part of the Induction/Welcome Reception for new staff members (para 7.1 above).
- Circulation of copies of the Policy to all staff members by e-mail and internet at the start of each academic year; (para 7.2 above).
- Focused training for staff engaged with children and young adults (para 7.4 above).
- **The TU Dublin Safeguarding and Protection of Children, Young Persons and Vulnerable Adults Policy is on visible display in each building along with a summary of the Child Safeguarding information for the university, complete with name, photo and contact details of the Designated Liaison/Mandated Person for that area.**

Communication of the Policy can also be achieved in respect of non-staff members, including students, by reference to the Policy Charter which will be displayed throughout the University. A copy of this will be provided to all appropriate business contacts. This Policy and Guidelines will be subject to operational review.

TU Dublin's Child Safeguarding statement will also be displayed prominently in all TU Dublin buildings. A copy of the statement will be provided to parents/guardians and members of the public on request. Third parties using TU Dublin facilities are expected to have their own up-to-date child protection policy and guidelines in effect (para 1.3 above).

### 6.3.13 QUERIES

#### **Staff Query points of contact**

**Contact:** Employee Relations Team  
**E- Mail:** [Employeerelations@tudublin.ie](mailto:Employeerelations@tudublin.ie)

**Student Query points of contact**

TU Dublin, Blanchardstown	TU Dublin, Grangegorman	TU Dublin, Tallaght
<a href="mailto:pat.oconnor@tudublin.ie">pat.oconnor@tudublin.ie</a>	<a href="mailto:Jennifer.farrell@tudublin.ie">Jennifer.farrell@tudublin.ie</a>	<a href="mailto:gloria.farrelly@tudublin.ie">gloria.farrelly@tudublin.ie</a>
Head of School TU Dublin, Blanchardstown	Head of Student Services and Wellbeing TU Dublin, Grangegorman	Associate Lecturer TU Dublin, Tallaght
	087 279 9618 / 01 220 5279	

Queries can also be directed to the Designated Liaisons Person/Deputy Designated Liaison Persons outlined in Appendix 4.

## TU Dublin Child, Young Person and Vulnerable Adult Safeguarding Statement

Technological University Dublin is committed to protection and welfare of all members of its community.

Technological University Dublin (TU Dublin) is a higher education University offering education at Level 6, 7, 8, 9 and 10 to students who have normally completed second level education. This Statement extends to and includes the TU Dublin Conservatoire.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Students 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child/Vulnerable adult Safeguarding Statements, the Governing Body of Dublin University of Technology, has agreed the Child, Young Person and Vulnerable Adult Safeguarding Statement set out in this document.

We value and encourage the participation of students in any activity that enhances their educational, physical, emotional, intellectual and social development. We are committed to safeguarding the dignity and rights of all members of its community. We do all in our power to create a safe environment. We cooperate fully with the National Board for Safeguarding Students.

Therefore, we:

Foster best practice

Ensure accountability through establishing effective structures

Support personnel in safeguarding students

Respond effectively to allegations and suspicions of abuse

Report allegations where there is reasonable cause for concern and cooperate with the civil authorities

Take just and appropriate action

Take effective measures against future risk of abuse

Promote healing and reconciliation.

**The above statement will be openly displayed in the Entrance area of all TU Dublin buildings.**

TU Dublin has adopted and will implement fully and without modification the TU Dublin Child, Young Person and Vulnerable Adult Protection Policy as part of this overall Child, Young Person and Vulnerable Adult Safeguarding Statement

The Designated Liaison Persons (DLP)

Blanchardstown Campus:  
8851068

Mr Pat O' Connor [pat.oconnor@tudublin.ie](mailto:pat.oconnor@tudublin.ie) Ph: 01-

City Centre Campuses:  
01-2205279

Ms Jennifer Farrell, [jennifer.farrell@TUDublin.ie](mailto:jennifer.farrell@TUDublin.ie) Ph:

Tallaght Campus:  
087-9385339

Ms Gloria Farrelly, [Gloria.Farrelly@tudublin.ie](mailto:Gloria.Farrelly@tudublin.ie) Ph:

A full listing of all Designated Liaison Persons and Deputy Designated Liaison Persons is attached.

TU Dublin recognises that child, young person and vulnerable adult protection and welfare considerations permeate all aspects of University life and must be reflected in all of the University's policies, procedures, practices and activities. The University will adhere to the following principles of best practice in child, young person and vulnerable adult protection and welfare:

The University will:

recognise that the protection and welfare of its community is of paramount importance, regardless of all other considerations;

fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of students;

fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters

adopt safe practices to minimise the possibility of harm or accidents happening to students and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;

In the case of students under 18 years old, develop a practice of openness with parents/legal guardians and encourage involvement in the education of their children and young persons; and

fully respect confidentiality requirements in dealing with child/young person protection matters.

The University will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

The following procedures/measures are in place:

The University has appointed the above named DLPs as the "relevant persons" (as defined in the Children First Act 2015) to be the first point of contact in respect of the University's child, young person and vulnerable adult safeguarding statement.

In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child, young person or vulnerable adult attending the University, TU Dublin adheres to the relevant procedures set out in TU Dublin Child, Young Person and Vulnerable Adult Protection Policy.

In relation to the selection or recruitment of staff and their suitability to work with students, the University adheres to the statutory vetting requirements of the National Vetting Bureau (Students and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the DES and available on the DES website.

In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the University-

Has provided each member of staff with a copy of the University's Child, Young Person and Vulnerable Adult Safeguarding Statement

Requires staff to avail of relevant training

Requires managers to avail of relevant training

The University maintains records of all staff and Board member training

In relation to reporting of child protection concerns to Tusla, all University personnel are required to adhere to the procedures set out in the Child, Young Person and Vulnerable Adult Protection Policy.

All staff employed by the University are mandated persons under the Children First Act 2015.

Nurses, Doctors, Counsellors, Pastoral Care, Student Counselling etc. have a particular responsibility given the activities that each undertake.

In accordance with the Children First Act 2015, the University has carried out an assessment of any potential for harm to a child, young person or vulnerable adult while attending the University or participating in University activities. A written assessment setting out the areas of risk identified and the University procedures for managing those risks is attached as an appendix to these procedures.

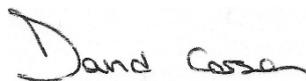
This statement has been published on the University's website and has been provided to all University personnel. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.

This Child, Young Person and Vulnerable Adult Safeguarding Statement will be reviewed every two years or sooner if necessary due to service issues or changes in legislation or national policy. This Child, Young Person and Vulnerable Adult Safeguarding Statement was adopted by the Governing Body on 13 October 2021.



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

President, TU Dublin



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

Chairperson of Governing Body

Date: 12<sup>th</sup> April 2022

Date: 12<sup>th</sup> April 2022

### TU Dublin Checklist for Review of the Child, Young Person and Vulnerable Adult Safeguarding Statement

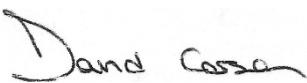
The *Child/Vulnerable Adult Protection Policy* requires that the University must undertake a review of its Child /Vulnerable Adult Safeguarding Statement and that the following checklist shall be used for this purpose. The review must be completed every two years or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers. This can include service issues or changes in legislation or national policy. Undertaking this review will also ensure that an institution also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement every two years.

The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list of the issues to be considered.

As part of the overall review process, the University should also assess relevant University policies, procedures, practices and activities vis a vis their adherence to the principles of best practice in child protection and welfare as set out in the University's Child/Vulnerable Adult Safeguarding Statement.

	Yes/No
Has the Institution formally adopted a Child, Young Person and Vulnerable Adult Safeguarding Statement in accordance with the TU Dublin Child, Young Person and Vulnerable Adult Protection Policy and Guidelines for Staff?	
As part of the institution's Child, Young Person and Vulnerable Adult Safeguarding Statement, has the Governing Body formally adopted, without modification, the 'TU Dublin Child, Young Person and Vulnerable Adult Protection Policy and Guidelines for Staff'?	
Does the University's Child, Young Person and Vulnerable Adult Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015?	
Has the Institution reviewed and updated where necessary the written assessment of risk as part of this overall review?	
Has the DLP attended available child protection training?	
Has the Deputy DLP attended available child protection training?	
Have any members of the University Executive Team/Governing Body attended child protection training?	
Are there both a DLP and a Deputy DLP currently appointed?	
Are the relevant contact details (Tusla and An Garda Síochána) to hand?	
Has the University arrangements in place to communicate the Child, Young Person and Vulnerable Adult Safeguarding Statement to new staff?	

	Yes/No
Is the Institution satisfied that all personnel have been made aware of their responsibilities under the 'TU Dublin Child, Young Person and Vulnerable Adult Protection Policy and Guidelines'	
Since the last review, was the Governing Body informed of any cases where the DLP sought advice from Tusla and as a result of this advice, no report to the HSE was made?	
Since the last review, was the TU Dublin Governing Body informed of any cases where an allegation of abuse or neglect was made against any member of institution personnel?	
Is the Governing Body satisfied that the child, young person and vulnerable adult protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed?	
Is TU Dublin Governing Body satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of University personnel against whom an allegation of abuse or neglect has been made?	
Were child, young person and vulnerable adult protection matters reported to TU Dublin Governing Body appropriately recorded in the Governing Body minutes?	
Is TU Dublin Governing Body satisfied that all records relating to child, young person and vulnerable adult protection are appropriately filed and stored securely?	
Is TU Dublin Governing Body satisfied that the statutory requirements for Garda Vetting have been met in respect of all institution personnel?	
Is TU Dublin Governing Body satisfied that, from a child, young person and vulnerable adult protection perspective, thorough recruitment and selection procedures are applied by the University in relation to all University personnel?	
Has TU Dublin Governing Body considered and addressed any complaints or suggestions for improvements regarding the University's Child Safeguarding Statement?	
Has TU Dublin Governing Body sought the feedback of pupils in relation to the University's child, young person and vulnerable adult safeguarding arrangements?	
Has TU Dublin Governing Body identified any aspects of the University's Child, Young Person and Vulnerable Adult Safeguarding Statement and/or its implementation that require further improvement?	
Has TU Dublin Governing Body put in place an action plan containing appropriate timelines to address those aspects of the institution's Child, Young Person and Vulnerable Adult Safeguarding Statement and/or its implementation that have been identified as requiring further improvement ?	
Has TU Dublin Governing Body ensured that any areas for improvement that that were identified in any previous review of the University's Child, Young Person and Vulnerable Adult Safeguarding Statement have been adequately addressed?	

Signed  Date 12<sup>th</sup> April 2022

Chairperson, Governing Body



Signed \_\_\_\_\_ Date 02.11.2021

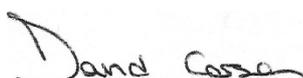
President, TU Dublin

## Notification regarding TU Dublin Governing Body's review of the Child, Young Person and Vulnerable Adult Safeguarding Statement

To: \_\_\_\_\_

The Governing Body of TU Dublin wishes to inform you that:

- The Governing Body's review of the institution's Child, Young Person and Vulnerable Adult Safeguarding Statement was completed at the Board meeting of 13 October 2021.
- This review was conducted in accordance with the "Checklist for Review of the Child Safeguarding Statement" published on the Department's website [www.education.ie](http://www.education.ie)

Signed  Date 12<sup>th</sup> April 2022

Chairperson, Governing Body



Signed

Date 12<sup>th</sup> April 2022

Secretary to Governing Body

## Appendix 1 - DEFINITIONS OF CHILD ABUSE AND RECOGNISING ABUSE

Below is a reproduction of information provided for in *Children First: National Guidance for the Protection and Welfare of Children*, 2017. As noted in paragraph 1.4, while the term 'child' is used throughout this Appendix, the content equally applies in the case of young persons and vulnerable adults.

### Types of Child Abuse

Child abuse can be categorised into four different types: neglect, emotional abuse, physical abuse and sexual abuse. A child may be subjected to one or more forms of abuse at any given time. Abuse and neglect can occur within the family, in the community or in an institutional setting. The abuser may be someone known to the child or a stranger, and can be an adult or another child. In a situation where abuse is alleged to have been carried out by another child, you must consider it a child welfare and protection issue for both children and you must follow child protection procedures for both the victim and the alleged abuser.

The important factor in deciding whether the behaviour is abuse or neglect is the impact of that behaviour on the child rather than the intention of the parent/carer.

The definitions of neglect and abuse presented in this section are not legal definitions. They are intended to describe ways in which a child might experience abuse and how this abuse may be recognised.

### Neglect

Child neglect is the most frequently reported category of abuse, both in Ireland and internationally. Ongoing chronic neglect is recognised as being extremely harmful to the development and well-being of the child and may have serious long-term negative consequences.

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, 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:

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

- a. Rejection
- b. Lack of comfort and love
- c. Lack of attachment
- d. Lack of proper stimulation (e.g. fun and play)
- e. Lack of continuity of care (e.g. frequent moves, particularly unplanned)
- f. Continuous lack of praise and encouragement
- g. Persistent criticism, sarcasm, hostility or blaming of the child
- h. Bullying
- i. Conditional parenting in which care or affection of a child depends on their behaviour or actions
- j. Extreme overprotectiveness
- k. Inappropriate non-physical punishment (e.g. locking child in bedroom)
- l. Ongoing family conflicts and family violence
- m. Seriously inappropriate expectations of a child relative to their 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 must 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.

- a. Physical abuse can include the following:
- b. Physical punishment
- c. Beating, slapping, hitting or kicking, pushing, shaking or throwing
- d. Pinching, biting, choking or hair-pulling
- e. Use of excessive force in handling
- f. Deliberate poisoning
- g. Suffocation
- h. Fabricated/induced illness
- i. 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.

However, this does not apply retrospectively to an alleged incident of "reasonable chastisement" which occurred prior to the enactment of Section 28 of the Children First Act, 2015 on 11 December 2015.

### Sexual Abuse

Sexual abuse occurs when a child is used by another person for their 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 their siblings/friends, from the suspicions of an adult, and/or by physical symptoms.

**It must 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.**

Examples of child sexual abuse include the following:

- a. Any sexual act intentionally performed in the presence of a child
- b. 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
- c. Masturbation in the presence of a child or the involvement of a child in an act of masturbation
- d. Sexual intercourse with a child, whether oral, vaginal or anal
- e. Sexual exploitation of a child, which includes:
- f. 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]
- g. Inviting, coercing or inducing a child to participate in, or to observe, any sexual, indecent or obscene act
- h. Showing sexually explicit material to children, which is often a feature of the 'grooming' process by perpetrators of abuse
- i. Exposing a child to inappropriate or abusive material through information and communication technology
- j. Consensual sexual activity involving an adult and an underage person

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 must a child's safety be compromised because of concern for the integrity of a criminal investigation.

In relation to child sexual abuse, it must 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 the Children First Guidelines, 2017. The Children First Act, 2015 states that the obligation to report does not arise in cases of suspected consensual sexual activity involving young persons aged between 15-17, where the other party to the sexual activity is not more than two years older and there is no material difference in maturity, no intimidation/exploitation and the young person does not wish for it to be disclosed.

### **Circumstances which 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:**

- a. Drug and alcohol misuse
- b. Addiction, including gambling
- c. Mental health issues
- d. Parental disability issues, including learning or intellectual disability
- e. Conflictual relationships
- f. Domestic violence
- g. Adolescent parents

**Child Factors:**

- a. Age
- b. Gender
- c. Sexuality
- d. Disability
- e. Mental health issues, including self-harm and suicide
- f. Communication difficulties
- g. Trafficked/Exploited
- h. Previous abuse
- i. 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

- a. Culture-specific practices, including:
- b. Female genital mutilation
- c. Forced marriage
- d. Honour-based violence
- e. Radicalisation

**Environmental Factors:**

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

**Poor motivation or willingness of parents/guardians to engage:**

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

You must 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 TUDublin.

**Bullying**

It is recognised that bullying affects the lives of an increasing number of children and can be the cause of genuine concerns about a child's welfare.

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 abuse based on gender identity, 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.

While bullying can happen to any child, some may be more vulnerable. These include: children with disabilities or special educational needs; those from ethnic minority and migrant groups; from the Traveller community; lesbian, gay, bisexual or transgender (LGBTQ+) children and those perceived to be LGBTQ+; and children of minority religious faiths.

There can be an increased vulnerability to bullying among children with special educational needs. This is particularly so among those who do not understand social cues and/or have difficulty communicating. Some children with complex needs may lack understanding of social situations and therefore trust everyone implicitly. Such children may be more vulnerable because they do not have the same social skills or capacity as others to recognise and defend themselves against bullying behaviour.

Bullying in schools is a particular problem due to the fact that children spend a significant portion of their time there and are in large social groups. In the first instance, the school authorities are responsible for dealing with such bullying. School management boards must have a code of behaviour and an anti-bullying policy in place. If you are a staff member of a school, you must also be aware of your school's anti-bullying policy and of the relevant guidelines on how it is handled.

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

## **Appendix 2 - DISCLOSURE FROM A CHILD, YOUNG PERSON OR VULNERABLE ADULT**

Child Safeguarding: A Guide for Policy, Procedure and Practice, Tusla, 2017

A child or young person may disclose to a 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 they are being harmed by someone, be it a parent/carer, another adult or by another child/young person (peer abuse), it must be treated in a sensitive way. Remember, a child/young person/vulnerable adults may disclose abuse to you as a trusted adult at any time during your work with them. It is important that you are aware and prepared for this.

### **When taking a disclosure from a child/young person/vulnerable adult:**

- Be as calm and natural as possible.
- Remember that you have been approached because you are trusted and possibly liked. Do not panic.

- Be aware that disclosures can be very difficult for the child/young person/vulnerable adult.
- Remember, the child, young person/vulnerable adult may initially be testing your reactions and may only fully open up over a period of time.
- Listen to what the child/young person/vulnerable adult 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/vulnerable adult. Allow them to disclose at their own pace and in their own language.
- Conceal any signs of disgust, anger or disbelief.
- Accept what the child, young person or vulnerable adult 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 on, or anger towards the alleged perpetrator while talking with the child/young person/vulnerable adult.

It may be necessary to reassure the child/young person/vulnerable adult that your feelings towards them have not been affected in a negative way as a result of what they have disclosed.

Reassure the child/young person/vulnerable adult that they have taken the right action in talking to you.

#### **When asking questions:**

- Questions must be supportive and for the purpose of clarification only.
- Avoid leading questions, such as asking whether a specific person carried out the abuse.
- Also, avoid asking about intimate details or suggesting that something else may have happened other than what you have been told. Such questions and suggestions could complicate the official investigation.
- Confidentiality – Do not promise to keep secrets

#### **At the earliest opportunity, tell the child/young person/vulnerable adult that:**

- You acknowledge that they have come to you because they trust you.
- You will be sharing this information only with people who understand this area and who can help. There are secrets which are not helpful and must not be kept because they make matters worse. Such secrets hide things that need to be known if people are to be helped and protected from further on-going hurt. By refusing to make a commitment to secrecy to the child/young person/vulnerable adult, 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/vulnerable adult's confidence in yet another adult. By being honest, it is more likely that the child/young person/vulnerable adult will return to you at another time.

## Appendix 3 - CHILD SAFEGUARDING - RELEVANT LEGISLATION

The following legislation relates to the safeguarding of children as listed in the *Children First: National Guidance for the Protection and Welfare of Children, 2017*. This list is not comprehensive but gives a sense of the breadth and wide array of relevant legislation. For the purposes of this policy, the documents are to be interpreted as applying to young persons and vulnerable adults as well as children, as per paragraph 1.4.

Child and Family Agency Act 2013

<http://www.oireachtas.ie/documents/bills28/acts/2013/a4013.pdf>

Child Care Act 1991

<http://www.irishstatutebook.ie/eli/1991/act/17/enacted/en/html>

Children Act 2001

<http://www.irishstatutebook.ie/eli/2001/act/24/enacted/en/pdf>

Children First Act 2015

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

Criminal Justice (Withholding of Information on Offences against Children and Vulnerable Persons) Act 2012

<http://www.irishstatutebook.ie/eli/2012/act/24/enacted/en/pdf>

Criminal Justice Act 2006, Section 176: Reckless Endangerment of Children

<http://www.irishstatutebook.ie/eli/2006/act/26/enacted/en/pdf>

Data Protection Acts 1988 and 2003

<http://www.irishstatutebook.ie/eli/1988/act/25/enacted/en/html>  
<http://www.irishstatutebook.ie/eli/2003/act/6/enacted/en/pdf>

Domestic Violence Act 1996

<http://www.irishstatutebook.ie/eli/1996/act/1/enacted/en/pdf>

Education (Welfare) Act 2000

<https://www.oireachtas.ie/documents/bills28/acts/2000/a2200.pdf>

Education Act 1998

<http://www.irishstatutebook.ie/eli/1998/act/51/enacted/en/pdf>

Freedom of Information Act 2014

<http://www.irishstatutebook.ie/eli/2014/act/30/enacted/en/pdf>

National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016

<http://www.irishstatutebook.ie/eli/2012/act/47/enacted/en/pdf>

Non-Fatal Offences against the Person Act 1997

<http://www.irishstatutebook.ie/eli/1997/act/26/enacted/en/pdf>

Protected Disclosures Act 2014

<http://www.irishstatutebook.ie/eli/2014/act/14/enacted/en/pdf>

Protections for Persons Reporting Child Abuse Act 1998

<http://www.irishstatutebook.ie/eli/1998/act/49/enacted/en/pdf>

The Irish Constitution, Bunreacht Na hÉireann – Article 42A

<http://www.irishstatutebook.ie/eli/cons/en#article42A>

## Appendix 4 - Designated Liaison Persons, Deputy Designated Liaison Persons and The Child And Vulnerable Adults Support Team - TU Dublin

DESIGNATED LIAISON PERSONS			
Ms. Jennifer Farrell	Head of Student Services and Wellbeing, TU Dublin, Grangegorman	087 279 9618 01 220 5279	<a href="mailto:jennifer.farrell@tudublin.ie">jennifer.farrell@tudublin.ie</a>
Dr Pat O'Connor	Head of School of Social Science, Law and Education TU Dublin, Blanchardstown	01 220 5451	<a href="mailto:pat.oconnor@tudublin.ie">pat.oconnor@tudublin.ie</a>
Ms. Gloria Farrelly	Associate Lecturer TU Dublin, Tallaght	01 220 7534	<a href="mailto:gloria.farrelly@tudublin.ie">gloria.farrelly@tudublin.ie</a>
DEPUTY DESIGNATED LIAISON PERSONS			
Dr Julie Bernard	Recruitment, Admissions, Participation TU Dublin, Grangegorman	01 220 7112	<a href="mailto:julie.bernard@tudublin.ie">julie.bernard@tudublin.ie</a>
Mr Noel Molloy	Assistant Lecturer, TU Dublin, Tallaght	01 220 7560	<a href="mailto:noel.molloy@tudublin.ie">noel.molloy@tudublin.ie</a>
CHILD and VULNERABLE ADULT SUPPORT TEAM			
Ms. Dolores Hill	Civic Engagement TU Dublin, Grangegorman	01 220 7113	<a href="mailto:dolores.hill@tudublin.ie">dolores.hill@tudublin.ie</a>
Mr. Frank Costello	Head of Admissions TU Dublin, Grangegorman	01 220 5052	<a href="mailto:frank.costello@tudublin.ie">frank.costello@tudublin.ie</a>
Mr. Ron Cooney	Programme Manager, Ballymun Music Programme	087 980 9040	<a href="mailto:ron.cooney@tudublin.ie">ron.cooney@tudublin.ie</a>
Rev. Joseph Loftus	Co-ordinator of Pastoral Care Service, TU Dublin Grangegorman	01 220 7079	<a href="mailto:alan.hilliard@tudublin.ie">alan.hilliard@tudublin.ie</a>
Dr Paul McNulty	Head of Conservatoire	01 220 5122	<a href="mailto:paul.mcNulty@tudublin.ie">paul.mcNulty@tudublin.ie</a>

	TU Dublin, Grangegorman		
Ms. Deirdre Staunton	Disability Operations Manager, TU Dublin, Grangegorman	01 220 5101	<a href="mailto:deirdre.staunton@tudublin.ie">deirdre.staunton@tudublin.ie</a>
Ms. Riona Fitzgerald	Civic Engagement, TU Dublin, Grangegorman	01 220 7119	<a href="mailto:riona.fitzgerald@tudublin.ie">riona.fitzgerald@tudublin.ie</a>
Ms. Oona O'Carroll	Physics Clinical Optometric Sciences TU Dublin, Grangegorman	01 220 5747	<a href="mailto:oonao Carroll@tudublin.ie">oonao Carroll@tudublin.ie</a>
Mr. Christy O'Shea	Student Sport, Life and Societies TU Dublin, Grangegorman	01 220 5442	<a href="mailto:christy.oshea@tudublin.ie">christy.oshea@tudublin.ie</a>
Ms. Aisling O'Brien	Head of Counselling TU Dublin, Tallaght	01 220 7747	<a href="mailto:aisling.obrien@tudublin.ie">aisling.obrien@tudublin.ie</a>
Dr. Catherine Bates	Students Learning with Communities, TU Dublin, Grangegorman	01 220 7098	<a href="mailto:catherine.bates@tudublin.ie">catherine.bates@tudublin.ie</a>
Ms. Sinead Dunne	Student Support Services Officer TU Dublin, Blanchardstown	01 220 7222	<a href="mailto:sinead.dunne@tudublin.ie">sinead.dunne@tudublin.ie</a>
Ms. Clodagh Ni Ghallachoir	Counsellor, Registrar TU Dublin, Blanchardstown	01 220 7202	<a href="mailto:clodagh.nighallachoir@tudublin.ie">clodagh.nighallachoir@tudublin.ie</a>
Mr. Bob Ó Mhurchú	Academic Administration and Student Affairs Manager TU Dublin, Blanchardstown	01 885 1022	<a href="mailto:bob.omhurcu@tudublin.ie">bob.omhurcu@tudublin.ie</a>
Mr. Garreth Smith	Lecturer TU Dublin, Blanchardstown	01 220 7235	<a href="mailto:garreth.smith@tudublin.ie">garreth.smith@tudublin.ie</a>

**Appendix 5 – ACCEPTANCE FORM (Staff)****ACCEPTANCE OF THE TU DUBLIN PROTECTION OF CHILDREN AND VULNERABLE ADULTS POLICY**

I have read the above Policy and agree to abide by its contents. There is no reason why I should be considered unsuitable to work with children, young people or vulnerable adults.

I understand it is my responsibility to ensure that this Policy is brought to the attention of other staff members or students involved in my activity.

Signature:

Date:

Print Name:

Business Area Function. This form must be retained by HR (for new staff) and the DLP or their nominee (for existing staff).

**Appendix 5A – ACCEPTANCE FORM (Students)****ACCEPTANCE OF THE TU DUBLIN PROTECTION OF CHILDREN AND VULNERABLE ADULTS POLICY**

I have read the above Policy and agree to abide by its contents. There is no reason why I should be considered unsuitable to work with children, young people or vulnerable adults.

Signature:

Date:

Print Name:

[To be retained by the Head of School, or nominee].

## Appendix 6 - ACCESS SERVICE

The aim of the Access Service is to increase familiarity with third level education in disadvantaged further education and community training/groups second level and primary schools via online, school and community initiatives and TU Dublin initiatives. This will require TU Dublin staff to interact with children on a regular basis. Activities are delivered by the Access Service staff, student volunteers and academic staff throughout TU Dublin.

Access Service staff who are coordinating/initiating/supporting TU Dublin academic staff in collaborative projects with schools/communities involving children will ensure that this Policy is brought to the attention of key academic staff for each project/module and participating students.

Access Service staff will also ensure that all academic contacts are aware that they (and colleagues or students) will need to obtain and read the Child Protection Policy of the school or community group, if some of the work will take place on school or community property or in the school's or community's virtual learning environment

Before starting any Access Service activity in TU Dublin, all students and their parent/guardian/carer will be required to complete a Participation Form.

Where events involving TU Dublin staff take place in schools/communities or in the school's or communities virtual learning, the child's school/community organisation is responsible for the safety and well-being of the child at all times. School rules apply at all times. Any staff member going to another school needs to obtain in advance and be familiar with the school/community's child protection policy.

Where events take place within TU Dublin premises or in TU Dublin's virtual learning environment, TU Dublin is responsible for a child for the duration of the initiative/visit. Where events are in TU Dublin, the organising staff member is responsible for general health and safety regarding the environment and activities in which the children will be involved. This includes the need to complete a risk assessment in advance of the visit. There will be at least one TU Dublin staff member (or TU Dublin student leader) present for each ten children. A school teacher or leader must be present with the staff member/student leader. Where small numbers of children are in TU Dublin premises and are not supervised by a school teacher e.g. on shadowing days, the TU Dublin staff members or TU Dublin student leader must ensure that the child is always in public areas e.g. classroom, halls, canteen.

Where one-to-one mentoring/counselling takes place, in TU Dublin or in a school/community organization or in the school's or community's virtual learning, the TU Dublin staff member or volunteer must ensure that this is done within suitable surroundings, whilst ensuring the confidentiality of the counselling session. If possible, it must be a public area or in a room where there are glass windows or where the door can be left ajar. Another staff member should be made aware of the meeting before it takes place.

Inappropriate behaviour by a child may be reported by the organising staff member to the Manager of Access and Civic Engagement Service and the principal of the school and appropriate action may be taken such as informing the child's parent/guardian/carer.

The Child and Vulnerable Adult Support Team member for the Access Service is the Access Officer, **Dr Catherine Bates**.

## Appendix 7 - ADMISSIONS

The TU Dublin Admissions Office has a high profile engagement with second-level schools and interacts on a regular basis with the staff and students in these schools throughout the country. As part of the Admissions Office remit, members of staff visit schools to provide information to recruit applicants to TU Dublin's undergraduate programmes.

There is a designated Schools Liaison Officer who visits schools on a daily basis throughout the academic year while other members of staff would do so periodically.

Admissions staff also attend at education fairs or invite students to specifically organised TU Dublin events such as Open Days, where they would come into contact with children or potential students under the age of 18. On occasion an individual second level student would seek information and call at the Admissions Office for advice on programmes.

When visits or events involving TU Dublin Admissions staff take place in the schools, the school teacher must remain present in the classroom. The school is responsible for the safety and well-being of the child at all times. School rules apply at all times.

When events take place within TU Dublin premises, TU Dublin is responsible for the child for the duration of the visit. Staff must conduct their business with these students in the presence of other staff and adults.

Open days and specific information events are public in nature. There must be no private or one to one mentoring sessions away from the public arenas, such as foyers, halls, canteens, lecture halls and classrooms.

When a student under the age of 18 attends at the Admissions offices, there is a public meeting area available for Admissions staff to meet with them. No member of the Admissions staff will mentor or meet on a one-to-one basis with an underage student save for in the designated public area. Another staff member should be advised that the meeting is taking place if possible and in advance.

The Child and Vulnerable Adult Support Team member for Admissions is the Head of Recruitment, Admissions and Participation, **Ms Mairead Murphy**.

## Appendix 8 - BALLYMUN MUSIC PROGRAMME

The TU Dublin Ballymun Music Programme operates in 6 participating primary and 3 participating secondary schools in the greater Ballymun area. It involves the teaching of music and performance to the children of the relevant schools.

As the tuition and activities take place in a variety of locations, most of which are not on TU Dublin's premises, the TU Dublin staff member must take extra factors into consideration in ensuring the safety and well-being of the child.

Where the lessons take place in the child's school, the school is responsible for the safety and well-being of the child at all times. If possible, music lessons must be a public area or in a room where there are glass windows or the door can be left ajar.

Where music lessons take place in the Ballymun Music Room during school hours, the TU Dublin Protection of Children and Vulnerable Adults Policy of all participating Ballymun Music Programme Schools will apply and the responsibility for the safety of the children is with the school.

Where music lessons take place in the Ballymun Music Room outside of school hours, this Policy will apply and the responsibility for the safety of the children is with the TU Dublin staff members.

When children travel to and from venues for concerts with TU Dublin and school staff, school staff are responsible for the safety and well-being of the children during this time.

When children travel to and from venues for concerts outside of school hours and without school supervision, TU Dublin Ballymun Music Programme is responsible for the safety and well-being of the children during this time. At least one TU Dublin staff member and one designated person (teacher/parent/guardian/carer) will be present at all times with the band members – from the outset, during travel time, the concert, up until the last child has been collected by their parent/guardian/carer. It is the responsibility of the parent/guardian/carer to ensure that appropriate measures are put in place to collect children following trips/concerts.

A list of current contact details for all children will be held by TU Dublin staff – to be used in the event of emergency and should not be disclosed to third parties.

Inappropriate behaviour by a child may be reported by the organising staff member to the Ballymun Music Programme Programme Manager or Head of Conservatoire and the principal of the school and appropriate action may be taken, such as informing the child's parent/guardian/carer. Repeated occurrences of inappropriate behaviour may result in the child's tuition being terminated.

A parent/guardian/carer must notify the Ballymun Music Programme Manager in writing in the case of a medical condition or any other information relevant to the well-being of the child.

The Child and Vulnerable Adult Support Team member for the Ballymun Music Programme is the Programme Manager, **Dr. Ron Cooney**.

## Appendix 9 - CHAPLAINCY SERVICE

The Chaplaincy Service extends a broad range of Pastoral Care services to the staff and students of TU Dublin.

The Pastoral Care and Chaplaincy Service at TU Dublin (PCCS) is recruited via the Public Procurement Process. The Roman Catholic Archdiocese of Dublin is the present provider having successfully completed the procurement process in January 2020. They are the lead body and they sub-contract a degree of their service to the Church of Ireland Diocese of Dublin and Glendalough, The Dublin City Interfaith Forum (DCIF) and The Sanctuary Mindfulness and Meditation Centre.

Chaplains are nominated by their respective churches with whom TU Dublin contracts the Chaplaincy Service. However in relation to Child Protection Policies (and all other policies) the chaplains are obliged to implement the policies and procedures of TU Dublin. Furthermore, chaplains are Mandated Persons under the Children First Act, 2015 and must report incidents of harm to the Child and Family Agency.

Chaplaincy events, for the large part, take place in TU Dublin locations. Where children are involved best practice and procedures will be followed in line with TU Dublin policy. When events take place in locations other than TU Dublin premises but are organised by the Chaplaincy the policies and procedures of TU Dublin are observed.

When the Chaplaincy works with a third party e.g. local schools, the school teacher must remain present in the classroom. The child's school is responsible for the safety and well-being of the child at all times. School rules on Protection of Children and Vulnerable Adults Policy and Procedures apply at all times and the copy of the Protection of Children and Vulnerable Adults Policy can be obtained from each of the schools involved.

When the Chaplaincy Service is solely responsible or is taking lead responsibility for an activity involving children the chaplaincy is to ensure that the volunteers are made aware of the code of behaviour for engagement with children. The Chaplaincy Service shall ensure that any volunteers involved in any activities organised and run by the Chaplaincy Service are made aware of, sign and date the current TU Dublin Code of Behaviour. Furthermore, those volunteers should be aware that they may be Mandated Persons under the Children First Act, 2015.

Where one-to-one mentoring/counselling takes place with a person under 18 years of age, the member of TU Dublin Chaplaincy must ensure that this is done within suitable surroundings, whilst ensuring the confidentiality of the counselling session. If possible, it must be a public area or in a room where there are glass windows or where the door can be left ajar. Another staff member should be advised of the meeting in advance.

Inappropriate behaviour by a child whilst in TU Dublin must be reported to the appropriate Designated Liaison Person whereupon the appropriate action will be taken.

Members of the Chaplaincy must not meet with young people under 18 outside organised activities, unless it is with the knowledge and written consent of parents/carers/guardian and another member of the Chaplaincy team and in line with the safeguards at Paragraph 7 above.

The Child and Vulnerable Adult Support Team member for the Chaplaincy Service is the Chaplaincy Coordinator, **Fr. Joseph Loftus**.

## Appendix 10 – TU DUBLIN CONSERVATOIRE

The Junior TU Dublin Conservatoire is an integral part of the TU Dublin Conservatoire (“the Conservatoire”). The Junior Conservatoire provides instrumental and vocal tuition to junior students (i.e. students under the age of 18 not on award-bearing programmes) and to Continuing Education students (i.e. students over the age of 18).

Junior students are the responsibility of the lecturer for the duration of their class only. Prior to class and once the class is terminated, all junior students become the responsibility of their parents/guardians/carers. The Conservatoire takes no responsibility for junior students before or after their classes. Door window panels are in place in all music teaching classrooms for the protection of students and staff.

Parents/guardians/carers of junior students are advised to wait in the foyer areas of the East Quad Grangegorman and Lower House on City Campus for the total duration of the class.

All junior students must be supervised at all times by a parent/guardian/carer excluding the time spent in class. Junior students are expected to engage in quiet activities (e.g. homework or reading) when not in class. Parents/guardians/carers are respectfully requested not to allow their children to run around or play in corridors.

Inappropriate behaviour by a junior student may be reported to the relevant Manager of the Conservatoire and appropriate action may be taken, such as informing the student’s parent/guardian/carer. Repeated occurrences of inappropriate behaviour may result in suspension or termination of the student’s tuition.

Junior students are expected to be able to go to the toilet or classrooms by themselves, otherwise this is the responsibility of the parents/guardian/carer.

Photo, video and audio equipment, including mobile phones, may not be used to record junior students at TU Dublin events. Staff may only photograph or video junior students under the terms of Paragraph 15 of this Policy.

A parent/guardian/carer must notify the relevant Manager of the TU Dublin Conservatoire in writing in the case of a medical condition or any other information relevant to the well-being of the junior student.

In the case of restricted entry auditions to the Conservatoire, applicants under the age of 18 years are required to audition on their own to a staff panel comprising two or more persons. All safeguards apply to these auditions.

The Child and Vulnerable Adult Support Team member for the Junior TU Dublin Conservatoire is the Head of the Conservatoire.

## Appendix 11 - DISABILITY SUPPORT SERVICES

The TU Dublin Disability Support Service provides a confidential service to all registered students. The Service is committed to ensuring that students with disabilities are able to access and participate fully in college life. In order to support this commitment, TU Dublin will try to provide the necessary support/facilities that students may require as a result of their disability and heighten disability awareness amongst staff and students. This may require TU Dublin staff to interact with children on a very limited basis e.g. at Open Days, Information Days.

The Disability Support Services (DSS) offer students with disabilities one to one needs assessments, individual/group learning support, and where referred one to one consultation/s with an Occupational Therapist. The DSS also offers online learning/assistive technology support for students.

The profession of an Occupational Therapist is recognized as a 'mandated person'.

Needs Assessments, Assistive Technology and Occupational Therapy sessions are normally carried out in TU Dublin locations in designated consultation rooms by the Disability Support Services team.

All one to one sessions are private and confidential with all team members always demonstrating compliance with GDPR requirements.

Where events involving TU Dublin staff take place in the local schools, the school teacher must remain present in the classroom. The child's school is responsible for the safety and well-being of the child at all times. School rules apply at all times. Any staff member going to another school needs to obtain in advance and be familiar with the school's child protection policy.

Where events take place within TU Dublin premises, e.g. Open Day or Information Days, TU Dublin is responsible for the child for the duration of the initiative/visit. A school teacher or parent must be present with the children. Where small numbers of children are in TU Dublin premises, the TU Dublin staff members or TU Dublin student leader must ensure that the child is always in public areas e.g. classroom, halls, canteen.

Inappropriate behaviour by a child whilst in TU Dublin, may be reported to the Head of Disability Support Services and appropriate action may be taken, such as informing the child's teacher/parent/guardian/carer.

The Disability Support Services works with a small number of TU Dublin students who are under 18. If an under 18 TU Dublin student reports child protection concerns, the matter must be reported to the Head of the Disability Support Services and it will be dealt with as set out above in this Policy.

The Child and Vulnerable Adult Support Team members for the Disability Service is **Ms Deirdre Staunton**.

## Appendix 12 – ENGAGEMENT OUTREACH

The role of the Engagement Outreach team is to develop, co-ordinate and deliver Engagement Outreach Programmes. These include college awareness, preparation for Higher Education, return to education, lifelong learning programmes and community education programmes. We work in partnership with primary schools, secondary schools, early year's settings, community, adult education groups and other under-served communities.

Engagement Outreach staff who are coordinating/initiating/supporting TU Dublin academic staff in collaborative projects with schools/communities involving children will ensure that this Policy is brought to the attention of key academic staff for each project/module and participating students.

Engagement Outreach staff will also ensure that all academic contacts are aware that they (and colleagues or/and students) will need to obtain and read the Child Protection Policy of the school or community group, if some of the work will take place on school or community property.

Before starting any activity in TU Dublin, all children through their school or their parent/guardian/carer will be required to complete a Participation Form.

Inappropriate behaviour by a child may be reported by the organising/supervising staff member to the school Principal and Manager of Access and Civic Engagement and appropriate action may be taken, such as informing the child's teacher/parent/guardian/carer. Repeated occurrences of inappropriate behaviour may result in the child's participation being terminated.

Where events take place within TU Dublin premises, the organising staff member in TU Dublin is responsible for general health and safety regarding the environment and activities in which the children will be involved for the duration of the initiative/visit. This includes the need to complete a risk assessment in advance of the visit. The individual behaviour and safety of the children is the responsibility of the school teacher/community leader. Where events are in TU Dublin, there will be at least one TU Dublin staff member present for each group of children, as well as an appropriate number (usually two or more) of school teacher/community leaders. The school teacher/community leader must always remain present with the children at all times.

Children are expected to be able use toilet facilities by themselves; otherwise this is the responsibility of the school teacher/community leader.

If in the event of an emergency where a child/children cannot be supervised by the school/community leader, TU Dublin staff will ensure that child/children remain in public areas at all times.

The child's school is responsible for the safety and well-being of the child at all times. School rules apply at all times. All work done in schools by TU Dublin staff is group work. Teachers are present in the room at all times.

If the event takes place in an external venue the host venue is responsible for the general health and safety of the environment and activities in which the children will be involved in for the duration of the visit.

The CLiC News website was set up in conjunction with the TU Dublin, Grangegorman School of Media and TU Dublin, Grangegorman Students Learning with Communities (SLWC) programme to provide a resource for primary school children. News items are written by Journalism students from the School of Media at a level which reflects the age range of primary school children and is presented in a way which precludes using graphical images and language which are unsuitable for young children. The site effectively operates as a closed community and content other than the Home page can only be accessed with a Username and Password. These can only be created once a teacher/youth coordinator has registered their class/group through a designated online form. Children are then permitted to register on the site under the supervision of their teacher/youth coordinator and can leave comments relating the news stories and participate in competitions. Children do not use their real names or personal email addresses when registering but use pseudonyms and a common class/community e-mail address with their unique class or community centre Invitation code which has been requested by their teacher. Only the Engagement Outreach Coordinator has access to a child's initials. This is required for tracking purposes should the pupil leave inappropriate comments on the site or comments that may indicate that a child is being bullied or abused.

The Child and Vulnerable Adult Support Team member for Engagement Outreach work is the Engagement Outreach Manager, **Ms Riona Fitzgerald**.

## Appendix 13 - NATIONAL OPTOMETRY CENTRE

The National Optometry Centre (NOC) is the clinical training facility for the undergraduate students in TU Dublin's Optometry Degree programme. The NOC operates as a real-life primary care practice providing eye examinations, contact lens fitting and aftercare, specialist investigative tests and spectacle dispensing to the general public both through student teaching clinics and professional clinics. The NOC opened in 2006 and is located in the Central Quad on the Grangegorman Campus. It has a core staff of 5 people and provides training to approximately 50 students (3rd and 4th year Optometry) with the help of a team of supervising qualified optometrists who are employed by the TU's Dublin School of Physics.

When a child presents for eye examination, they must be accompanied by a parent/guardian/carer.

However, a minor over the age of 16 can consent to their own "surgical, medical or dental treatment" as per Section 23 of the Non-Fatal Offences Against the Person Act, 1997.

The parent/guardian/carers name and relationship to the child must be established and recorded on the child's record card.

Patients under age 18 are the responsibility of the staff member for the duration of their examination only. Prior to this and once the examination is terminated, all such patients become the responsibility of their parent/guardian/carer. The National Optometry Centre does not take any responsibility for such patients before or after their examination. Parents/guardians/carers of young patients are advised to wait with such patients for the total duration of the examination.

The parent/guardian/carer is strongly advised and encouraged to sit-in and observe the eye examination. If they choose not to do so, they can wait outside but they must give written consent to have the eye examination conducted while the child is unaccompanied (i.e. sign pro-forma consent form). The practitioner must obtain the child's initial ocular and family history, reason for visit, symptoms and signs from the parent/guardian/carer. The child can be asked for their opinions subsequently.

If during the course of the eye examination the child is not co-operative and the practitioner judges that the child may be more co-operative if the parent/guardian/carer were to leave the room then the practitioner may ask the parent/guardian/carer if they would be willing to wait outside and written consent to this must be obtained (pro-forma consent form can be used).

If the parent/guardian/carer is not present in the examination room, where possible the door must be left ajar for the duration of the eye examination. The parents/guardians/carers written consent must be obtained if such a situation arises (pro-forma consent form can be used).

Prior to the administration of diagnostic drugs (e.g. cyclopentolate or tropicamide) the parent/guardian/carer must be informed of possible side-effects. Written notes on the possible side-effects must be given to the parent/guardian/carer. Consent from the parent/guardian/carer must be obtained prior to administration of any eye-drops. (Pro-forma consent form can be used).

The Child and Vulnerable Adult Support Team member for the National Optometry Centre is the Clinic Manager, **Ms Oona O'Carroll**.

## Appendix 14 - SPORTS FACILITIES and ACTIVITIES

The TU Dublin Sports and Recreation service provides opportunities for people of all ages to participate in a wide variety of sporting and physical activities at a level that they are comfortable with. These activities can be competitive or recreational in nature, and take place in TU Dublin facilities at TU Dublin Bolton Street (fitness gym and sports hall), at all licensed TU Dublin Sports facilities in the three campuses (playing fields and dressing room facilities), and at a large number of other venues, throughout Dublin City.

The TU Dublin Sports and Recreation facilities are multipurpose, and are accessible to students, staff and the wider community. They are shared facilities, therefore adult members may be using the sports hall while a children's group are in the pool, meaning that adults and juveniles may be in the changing and circulation areas at the same time.

The professional services and highly trained leisure staff provided in TU Dublin Sports and Recreation Facilities support TU Dublin Sports Scholars (many of whom are international athletes), TU Dublin Sports Clubs and teams, and recreational individual users and school/community-based groups. A high quality service is provided to all regardless of age, ability, previous achievements, or ambition.

Sports facilities in TU Dublin are available to groups of children, only through activities organised by schools, external groups or through summer camps. Facilities and tuition are not offered on an individual basis except in the case of swimming lessons where children are enrolled by their parent/guardian/carer.

All children using the sports facilities must be supervised at all times by the teacher/leader/parent/guardian/carer accompanying the children.

It is the responsibility of a teacher/leader/parent/guardian/carer to ensure that appropriate arrangements are put in place to collect children following use of facilities or a swimming session.

Changing facilities will be provided by TU Dublin during which time children must be supervised by their teacher/leader/parent/guardian/carer. Changing facilities/areas are separate for girls and boys and gender appropriate supervision is provided. However TU Dublin Fitness Facility members and school/community children's members may share changing facilities.

It is the responsibility of the teacher/leader/parent/guardian/carer to arrange the appropriate number of supervisors at any given time in a changing area.

During an activity, children are expected to be able to go to the toilet or changing rooms by themselves, otherwise it is the responsibility of the teacher/leader/parent/guardian/carer to accompany and supervise the child.

It is the responsibility of the teacher/leader/parent/guardian/carer to ensure that an appropriate number of supervisors are available at any given time.

Inappropriate behaviour by a child may be reported to the Sports Officer responsible for facilities and appropriate action may be taken, such as informing the child's teacher/leader/parent/guardian/carer. Repeated occurrences of inappropriate behaviour may result in the child's participation in activities or usage of the facilities being terminated.

A teacher/leader/parent/guardian/carer must notify the TU Dublin's Sports Instructor/Leader of Group and/or Sports Officer responsible for facilities in writing in the case of any medical condition or any other information relevant to the well-being of any child participating in activities or using the facilities.

Where Sports and Recreation activities/events involving TU Dublin staff take place in local schools or local community-based facilities, the school teacher/local community group leader must remain present in the classroom/work area at all times. The child's school/local community group is responsible for the safety and well-being of the child at all times. School/local community group rules apply at all times. All activities undertaken in schools/local communities are group work. Any Sports and Recreation staff member going to another school must obtain in advance and become familiar with the school/local community group's child protection policy.

All Sports and Recreation staff must ensure that they are familiar with this Policy.

The Child and Vulnerable Adult Support Team member for Sports Facilities and Activities is the Head of Sport, **Mr. Christy O'Shea**.

## Appendix 15 - STUDENT COUNSELLING SERVICE

The TU Dublin Student Counselling Service provides a confidential service to all registered students. The aim of the service is to support all TU Dublin students with their academic and personal development throughout their time in TU Dublin.

The Student Counselling Service offers individual/group counselling, psychometric and psychological assessments, risk assessment and intervention and interventions and training to staff dealing with students. The Student Counselling Service also offers online support programmes for students and preventative programmes.

Counselling Services are always carried out in TU Dublin locations in designated counselling rooms by the Student Counselling Service Team, Trainees, Interns or Sessional Contractors.

Where TU Dublin students under 18yrs of age request counselling services, a consent form must be signed by the parents/guardians/carers or other suitable nominated adult (e.g. older sister brother, aunt/uncle) giving permission for the minor to attend counselling.

The Student Counselling Service respects the interests, integrity and welfare of all students with whom they work.

Where any event involving the counselling service takes place outside of TU Dublin, the policies and procedures of the TU Dublin are observed.

Any inappropriate behaviour by a child may be reported by the staff member to the Manager of Service and/or Designated Liaison Person whereupon appropriate action will be taken.

The Child and Vulnerable Adult Support Team member for the Student Counselling is the Head of Counselling, **Ms. Aisling O'Brien**. All members of the Student Counselling Service are Mandated Persons under the Children First Act, 2015.

## Appendix 16 - STUDENTS LEARNING WITH COMMUNITIES (SLWC)

The aim of the Programme for Students Learning with Communities (SLWC) is to link TU Dublin staff and students with communities (NGOs, local communities etc.) to work on collaboratively agreed, credit-bearing, course based projects for mutual benefit. As part of this process, academic staff may supervise TU Dublin students working with children or vulnerable adults, either online or in a school or other community organisation, or in TU Dublin e.g. as part of a shadowing day, or the academic staff may organise with a school or community organisation for their students to work with the children or vulnerable adults there without the supervision of the lecturer. All these activities are part of the students' module requirements.

SLWC staff who are coordinating/initiating/supporting TU Dublin academic staff in collaborative projects/modules with schools/communities involving children or vulnerable adults will ensure that this Policy is brought to the attention of key contact academic staff and participating students.

SLWC staff will also ensure that all academic contacts are aware that they (and colleagues or students) will need to obtain and read the Child or vulnerable adults Protection Policy of the school or community group, if some of the work will take place on school or community property or in the school's or community's virtual learning environment.

Any staff member going to another school, or sending their students to a school (or community organisation involving children or vulnerable adults) or in the school's or community's virtual learning environment, whether supervised or unsupervised, needs to obtain in advance and be familiar with the school/community's child or vulnerable adults protection policy. If students are being sent to a school (or community organisation involving children or vulnerable adults) or to the school's or community's virtual learning environment, the TU Dublin staff member must ensure that this Policy has been brought to their attention and those of the school/community. The school's or community's child or vulnerable adults protection policy will supersede this Policy while events are taking place on school premises or in the school's or community's virtual learning environment.

Where events involving TU Dublin staff/students take place in schools or communities, the school/community leader must always remain present in the classroom/room or virtual learning environment. The child's school (or community organisation) is responsible for the safety and well-being of the child at all times. The community partner is responsible for the safety and well-being of vulnerable adults at all times. School/community rules apply at all times.

Where events take place within TU Dublin's premises or in TU Dublin's virtual learning environment, the organising staff member (usually the lecturer) in TU Dublin is responsible for general health and safety of the environment and activities in which the children or vulnerable adults will be involved for the duration of the initiative/visit. This includes the need to complete a risk assessment in advance of the visit. The individual behaviour and safety of the children or vulnerable adults is the responsibility of the school teacher/community leader. Where events are in TU Dublin or in TU Dublin's virtual learning environment, there will be at least one TU Dublin staff member present for each group of children or vulnerable adults, as well as an appropriate number (usually two or more) of school/community leaders. The school/community leader must always remain present with the children or vulnerable adults.

Children or vulnerable adults are expected to be able to go to the toilet by themselves, otherwise this is the responsibility of the school teacher/leader.

If in the event of an emergency a child or vulnerable adult cannot be supervised by the school/community leader, TU Dublin staff will ensure that they and/or their students remain in public areas at all times with the child or vulnerable adult **or that they exit the virtual learning environment immediately, so as not to be alone with the child or vulnerable adult online.**

Inappropriate behaviour by a child or vulnerable adults may be reported by the TU Dublin staff member to the school/community leader and/or the Manager of Access and Civic Engagement, and appropriate action may be taken, such as informing the child's teacher/parent/guardian/carer, or the vulnerable adult's carer.

The Child and Vulnerable Adult Support Team member for Students Learning with Communities is the Students Learning with Communities Coordinator, **Dr. Catherine Bates.**

## Appendix 17 – PATH 3

The role of the PATH 3 team is to develop, co-ordinate and deliver a programme of engagement activities to support those from disadvantaged backgrounds to access higher education. These include engagement workshops and academic supports involving second level students, and taster courses and academic supports for adults to increase familiarity with third level education.

Activities take place across the three campuses of TU Dublin and initiatives are run in partnership with second level schools and community partners. Workshops take place online, on campus and in community settings.

Before starting any activity in TU Dublin, all children through their school or their parent/guardian/carer will be required to complete a Participation Form.

Inappropriate behaviour by a child may be reported by the organising/supervising staff member to the school Principal and Manager of Access and Civic Engagement and appropriate action may be taken, such as informing the child's teacher/parent/guardian/carer. Repeated occurrences of inappropriate behaviour may result in the child's participation being terminated.

Where events take place within TU Dublin premises, the organising staff member in TU Dublin is responsible for general health and safety regarding the environment and activities in which the children will be involved for the duration of the initiative/visit. This includes the need to complete a risk assessment in advance of the visit. The individual behaviour and safety of the children is the responsibility of the school teacher/community leader. Where events are in TU Dublin, there will be at least one TU Dublin staff member present for each group of children, as well as an appropriate number (usually two or more) of schoolteacher/community leaders. The schoolteacher/community leader must always remain present with the children at all times.

Children are expected to be able use toilet facilities by themselves; otherwise this is the responsibility of the school teacher/community leader.

If in the event of an emergency where a child/children cannot be supervised by the school/community leader, TU Dublin staff will ensure that child/children remain in public areas at all times.

The child's school is responsible for the safety and well-being of the child at all times. School rules apply at all times. All work done in schools by TU Dublin staff is group work. Teachers are present in the room at all times.

If the event takes place in an external venue the host venue is responsible for the general health and safety of the environment and activities in which the children will be involved in for the duration of the visit.

PATH 3 staff who are coordinating/initiating/supporting TU Dublin academic staff in collaborative projects with schools/communities involving children will ensure that this Policy is brought to the attention of key academic staff for each project and participating students.

PATH 3 staff will also ensure that all academic staff are aware that they (and colleagues or/and students) will need to obtain and read the Child Protection Policy of the school or community group, if some of the work will take place on school or community property.

The Child and Vulnerable Adult Support Team member for PATH 3 work is the Pre-entry Access Manager, Nicola Moses.

## Appendix 18 – Grangegorman Area Based Childhood (ABC) Programme

The Grangegorman Area Based Childhood (ABC) Programme is a consortium of organisations in the Grangegorman area working in partnership to provide high quality early years services, enhance school-readiness and develop effective integrated service pathways to improve outcomes for children and families living in Grangegorman. TU Dublin is the Lead Organisation of the Consortium. The Programme objectives are:

a. To improve developmental outcomes for 0-6 children.

To support parents and teachers to improve children's social and emotional outcomes, and academic learning

To increase literacy levels and educational attainment for children, by fostering their social, emotional and educational development

b. To develop effective referral pathways between services.

c. To support improvement in the quality and standard of service delivery in Early Childhood Care and Education (ECCE) services, schools and community organisations

The Consortium delivers a range of programmes involving early years, primary schools, community organisations and statutory services.

As the programme is delivered through a consortium, the Child Protection processes are included in the Grangegorman ABC Consortium Agreement and all Service Level Agreements between TU Dublin and consortium partners. All consortium partners guarantee that they have a Child Safeguarding Statement and Child Protection policy in place, work in line with the provisions of child protection and welfare legislation and Tusla requirements, have staff with relevant skills to respond to any child welfare concerns, and have clear, agreed and understood procedures in place for protecting the welfare of children who come into contact with their service. In all Programme activities, there is agreement in advance of the activity as to where the responsibility for the management of child welfare concerns rests, which is communicated to relevant organisations and participants.

ABC staff who are coordinating/initiating/supporting TU Dublin academic or professional services staff in collaborative projects with schools/communities/early years/statutory service involving children will ensure that this Policy is brought to the attention of key staff.

ABC staff will also ensure that any TU Dublin staff involved in ABC Programme activities are aware that they (and colleagues or/and students) will need to obtain and read the Child Protection Policy of the school or community group/early years' service or statutory service, if some of the work will take place on school or community property.

Before starting any activity in TU Dublin, all children through their school or their parent/guardian/carer will be required to complete a Participation Form.

Inappropriate behaviour by a child may be reported by the organising/supervising staff member to the school Principal/Early Years' Service Manager/Manager of community organization/statutory service manager and Manager of Access and Civic Engagement and appropriate action may be taken, such as informing the child's teacher/parent/guardian/carer.

Repeated occurrences of inappropriate behaviour may result in the child's participation being terminated.

Where events take place within TU Dublin premises, the organising staff member in TU Dublin is responsible for general health and safety regarding the environment and activities in which the children will be involved for the duration of the initiative/visit. This includes the need to complete a risk assessment in advance of the visit. The individual behaviour and safety of the children is the responsibility of the school teacher/community leader/early years staff/statutory service staff. Where events are in TU Dublin, there will be at least one TU Dublin staff member present for each group of children, as well as an appropriate number (usually two or more) of school teacher/community leaders/early years staff. The school teacher/community leader/early years staff must always remain present with the children at all times.

Children are expected to be able use toilet facilities by themselves; otherwise this is the responsibility of the school teacher/community leader/early years staff/statutory service.

If in the event of an emergency where a child/children cannot be supervised by the school/community leader/early years service/statutory service, TU Dublin staff will ensure that child/children remain in public areas at all times.

The child's school/early years centre/community organization/statutory service is responsible for the safety and well-being of the child at all times. The rules of those organisations apply at all times.

If the event takes place in an external venue the host venue is responsible for the general health and safety of the environment and activities in which the children will be involved in for the duration of the visit.

The Child Protection Support Team member for the ABC Programme is the Grangegorman ABC Co-ordinator, **Ms Rebecca Grogan**.



Person employed in any of the following capacities:

manager of domestic violence shelter;

manager of homeless provision or emergency accommodation facility;

manager of asylum seeker accommodation (direct provision) centre;

addiction counsellor employed by a body funded, wholly or partly, out of moneys provided by the Oireachtas;

psychotherapist or a person providing counselling who is registered with one of the voluntary professional bodies;

manager of a language school or other recreational school where children reside away from home;

member of the clergy (howsoever described) or pastoral care worker (howsoever described) of a church or other religious community;

director of any institution where a child is detained by an order of a court;

safeguarding officer, child protection officer or other person (howsoever described) who is employed for the purpose of performing the child welfare and protection function of religious, sporting, recreational, cultural, educational and other bodies and organisations offering services to children;

(j) child care staff member employed in a pre-school service within the meaning of Part VII A of the Child Care Act 1991;

(k) person responsible for the care or management of a youth work service within the meaning of section 2 of the Youth Work Act 2001.

Youth worker who-

holds a professional qualification that is recognised by the National Qualifications Authority in youth work within the meaning of section 3 of the Youth Work Act 2001 or a related discipline, and

is employed in a youth work service within the meaning of section 2 of the Youth Work Act 2001.

Foster carer registered with the Agency.

A person carrying on a pre-school service within the meaning of Part VIIA of the Child Care Act 1991.

[2015.] *Children First Act 2015*. [No.36.] SCH.2

## Appendix 20 – MANDATED PERSONS IN TU DUBLIN

SCHEDULE 2 OF CHILDREN FIRST ACT 2015																									
1.	<p><u>Doctors</u></p> <p>Dr Amanda Cotter</p> <p><i>Health Centre,</i></p> <p><i>TU Dublin, Blanchardstown</i></p>																								
2.	<table border="0"> <tr> <td><u>Practice Nurses</u></td> <td><u>College Nurses</u></td> </tr> <tr> <td><i>Health Centre, TU Dublin, Aungier Street</i></td> <td><i>TU Dublin, Blanchardstown</i></td> </tr> <tr> <td>Deirdre Adamson</td> <td>Orlagh Fleming</td> </tr> <tr> <td>David Lee</td> <td>Michelle Cresswell</td> </tr> <tr> <td>Elaine Peden</td> <td><i>Health Centre, TU Dublin, Tallaght</i></td> </tr> <tr> <td>Jennie Scott</td> <td></td> </tr> </table>	<u>Practice Nurses</u>	<u>College Nurses</u>	<i>Health Centre, TU Dublin, Aungier Street</i>	<i>TU Dublin, Blanchardstown</i>	Deirdre Adamson	Orlagh Fleming	David Lee	Michelle Cresswell	Elaine Peden	<i>Health Centre, TU Dublin, Tallaght</i>	Jennie Scott													
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15 (g)	<p><u>Co-ordinator of Pastoral Care and Chaplaincy Service, TU Dublin, Grangegorman</u></p> <p>Rev. Joseph Loftus</p> <p><i>TU Dublin, Bolton Street</i></p>																								
15 (g)	<table border="0"> <tr> <td><u>Chaplains</u></td> <td><i>Fr. Joseph Loftus</i></td> </tr> <tr> <td>Andrew Somerville</td> <td><i>TU Dublin, Grangegorman</i></td> </tr> <tr> <td><i>TU Dublin, Aungier Street</i></td> <td></td> </tr> <tr> <td></td> <td><i>Rev. Rob Jones</i></td> </tr> <tr> <td>Sarah Marshall</td> <td><i>TU Dublin, Grangegorman</i></td> </tr> <tr> <td><i>TU Dublin, Aungier Street</i></td> <td></td> </tr> <tr> <td></td> <td><i>Fr. Alan Hilliard</i></td> </tr> <tr> <td>Becky Heaslip</td> <td><i>TU Dublin, Bolton Street</i></td> </tr> <tr> <td><i>TU Dublin, Aungier Street</i></td> <td></td> </tr> <tr> <td></td> <td><i>Sr. Bernadette Purcell</i></td> </tr> <tr> <td>Finbarr O'Leary</td> <td><i>TU Dublin, Tallaght</i></td> </tr> <tr> <td><i>TU Dublin, Grangegorman</i></td> <td></td> </tr> </table>	<u>Chaplains</u>	<i>Fr. Joseph Loftus</i>	Andrew Somerville	<i>TU Dublin, Grangegorman</i>	<i>TU Dublin, Aungier Street</i>			<i>Rev. Rob Jones</i>	Sarah Marshall	<i>TU Dublin, Grangegorman</i>	<i>TU Dublin, Aungier Street</i>			<i>Fr. Alan Hilliard</i>	Becky Heaslip	<i>TU Dublin, Bolton Street</i>	<i>TU Dublin, Aungier Street</i>			<i>Sr. Bernadette Purcell</i>	Finbarr O'Leary	<i>TU Dublin, Tallaght</i>	<i>TU Dublin, Grangegorman</i>	
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	<p><i>Sr. Susan Jones</i></p> <p>Fr. Ultan Naughton <i>TU Dublin, Grangegorman</i></p> <p><i>TU Dublin, Blanchardstown</i></p>
15 (e)	<p><u>Student Counsellors</u></p> <p>Aisling O'Brien, Head of Counselling, <i>TU Dublin, Tallaght</i></p> <p>Sarah Gilligan Éamonn Ó Dochartaigh <i>TU Dublin, Aungier Street</i></p> <p>Scott Ahern <i>TU Dublin, Room 16, First Floor, Rathdown House, Grangegorman</i></p> <p>Joseph Donohue <i>TU Dublin, Bolton Street (Linenhall)</i></p> <p>Jennifer Hughes <i>TU Dublin, Rathdown House, Grangegorman</i></p> <p>Clodagh Ní Ghallachóir <i>TU Dublin, Blanchardstown</i></p>

## Appendix 21 – SAFEGUARDING STATEMENT AND RISK ASSESSMENT

In accordance with section 11 of the Children First Act 2015 and with the requirement of Chapter 8 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*, the following is the Written Risk Assessment of Technological University Dublin (TU Dublin).

### List of activities

Recreation breaks for students

Classroom teaching; including lectures, tutorials, laboratory work, clinical practice, research, student internships etc.

One-to-one teaching

One-to-one counselling

One-to-one (needs assessments for students with diverse abilities)

One-to-one (consultation/s with an Occupational Therapist).

Outdoor learning activities

Sporting activities, social activities

TU Dublin site visits and trips

TU Dublin trips involving overnight stay

TU Dublin trips involving foreign travel

Use of toilet/changing/shower areas in TU Dublin campuses or at sports events outside TU Dublin

TU Dublin Sports Events

Fundraising events involving students

Use of off-site facilities for TU Dublin activities

TU Dublin transport arrangements including use of bus escorts

Care of students with special educational needs

Care of any vulnerable adult students

Administration of Medicine

Administration of First Aid

Prevention and dealing with bullying amongst pupils

Training of TU Dublin personnel in child protection matters

Use of external personnel to supplement curriculum delivery

Use of external personnel to support sports and other extra-curricular activities

Care of pupils with specific vulnerabilities/ needs such as

Pupils from ethnic minorities/migrants

Members of the Traveller community

Lesbian, gay, bisexual or transgender (LGBTQ+) students

Pupils perceived to be LGBTQ+

Pupils of minority religious faiths

Students in care

Students with special needs

Recruitment of TU Dublin personnel including -

Lecturers/Academic Staff/Administrative staff

Porters/General Operatives/Secretary/Office staff/Cleaners/contract staff

Sports coaches

Guest Speakers

Volunteers/Parents in college activities

Visitors/contractors present in college during college hours

Visitors/contractors present during or after TU Dublin activities

External service provision e.g. Irish Interpreting Services, Personal Assistants, Note-Takers

Use of Information and Communication Technology by students in TU Dublin

Application of sanctions under the TU Dublin's Code of Behaviour

External students participating in work experience in the TU Dublin

TU Dublin Students undertaking clinical practice/practice placement internally or externally to TU Dublin

Student Union activities

Staff and students engaging in organised curricular or extra-curricular engagement activities with communities

TU Dublin Students participating in work experience elsewhere in Ireland or abroad

Student teachers undertaking training placement in TU Dublin

Use of video/photography/other media to record TU Dublin events <https://www.tudublin.ie/connect/it-services/it-policies/>

Use of TU Dublin premises by other organisations

Supportive physical environment in place.

TU Dublin has identified the following risk of harm in respect of its activities –

Risk of harm to the child(ren)/young person(s)/vulnerable adult(s) not being recognised by TU Dublin personnel

Risk of harm to the child(ren)/young person(s)/vulnerable adult(s) not being reported properly and promptly by TU Dublin personnel

Risk of child(ren)/young person(s)/vulnerable adult(s) being harmed in TU Dublin by a member of TU Dublin personnel

Risk of child(ren)/young person(s)/vulnerable adult(s) being harmed in TU Dublin by another student

Risk of child(ren)/young person(s)/vulnerable adult(s) being harmed in TU Dublin by a volunteer or visitor to TU Dublin

Risk of child(ren)/young person(s)/vulnerable adult(s) being harmed by a member of TU Dublin personnel, a member of staff of another organisation or other person while student participating in out-of-college activities e.g. college trip, swimming, football etc.

Risk of harm due to bullying of child(ren)/young person(s)/vulnerable adult(s)

Risk of harm due to inadequate supervision of child(ren)/young person(s)/vulnerable adult(s) in TU Dublin

Risk of harm to child(ren)/young person(s)/vulnerable adult(s) in communities outside TU Dublin due to interactions with TU Dublin staff and students.

Risk of harm to TU Dublin or students or staff if a child(ren)/young person(s)/vulnerable adult(s) makes a disclosure of abuse to them, as they may be traumatised by the experience.

Risk of harm due to inadequate supervision of child(ren)/young person(s)/vulnerable adult(s) while attending out of TU Dublin activities

Risk of harm due to inappropriate relationship/communications between child(ren)/young person(s)/vulnerable adult(s) and another student or adult

Risk of harm due to staff/ child(ren)/young person(s)/vulnerable adult(s) inappropriately accessing/using computers, social media, phones and other devices while at TU Dublin

Risk of harm to child(ren)/young person(s)/vulnerable adult(s) with particular vulnerabilities  
<https://www.dit.ie/campuslife/disability/about/codeofpractice/>

Risk of harm in one-to-one teaching, counselling, coaching situation

Risk of harm caused by member of TU Dublin personnel communicating with child(ren)/young person(s)/vulnerable adult(s) in an inappropriate manner via social media, texting, digital device or other manner

Risk of harm caused by member of TU Dublin personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner <https://www.dit.ie/aadlt/ictservices/staffitservices/ictstaffregulations/>

Risk of harm to the child(ren)/young person(s)/vulnerable adult(s) by not accessing facilities – e.g. swipe card access not working etc.

TU Dublin has the following procedures in place to address the risks of harm identified in this assessment

All TU Dublin personnel are provided with a copy of the University's *Child/Vulnerable Adult Safeguarding Statement*

The Child, Young Person and Vulnerable Adult Protection Policy and Guidelines for Staff are made available to all TU Dublin personnel

TU Dublin Personnel are required to adhere to the Child, Young Person and Vulnerable Adult Protection Policy and Guidelines for Staff and all registered teaching staff are required to adhere to the Children First Act 2015

TU Dublin has a Student Dignity and Respect Policy and Procedures  
[https://www.dit.ie/media/student services/DIT%20Student%20Dignity%20and%20Respect%20Policy%20-%20Revision%20-%20Oct%202016%20-%20v0%205%20\(1\)%20\(1\).pdf](https://www.dit.ie/media/student services/DIT%20Student%20Dignity%20and%20Respect%20Policy%20-%20Revision%20-%20Oct%202016%20-%20v0%205%20(1)%20(1).pdf)

TU Dublin has in place a policy and clear procedures in respect of University outings

TU Dublin has a Health and Safety policy

TU Dublin adheres to the requirements of the Garda vetting legislation

TU Dublin has a codes of conduct for TU Dublin personnel (teaching and non-teaching staff  
<https://www.tudublin.ie/media/website/explore/about-the-university/governance/documents/Approved-Code-of-Conduct-for-Employees-Governing-Body-Meeting-14-25th-March-2020.pdf>

TU Dublin complies with the agreed disciplinary procedures for all staff

TU Dublin has in place a policy and procedures for the administration of medication to students

TU Dublin –

Has provided each TU Dublin member of staff with a copy of the TU Dublin's Child, Young Person and Vulnerable Adult Safeguarding Statement

Ensures all new staff are provided with a copy of the TU Dublin's Child, Young Person and Vulnerable Adult Safeguarding Statement

Requires staff to avail of relevant training

Maintains records of all staff and board member training

TU Dublin has in place a policy and procedures for the administration of First Aid

TU Dublin has in place a code of practice for Students (<https://www.dit.ie/campuslife/disability/about/codeofpractice/>)

TU Dublin has in place an ICT policy in respect of usage of ICT by pupils  
<http://dit.ie/aadlt/ict/studentitservices/ictstudentregulations/>

TU Dublin has in place a Critical Incident Management Plan

TU Dublin has in place a policy and procedures in respect of students of the college undertaking work experience in external organisations

TU Dublin has an Employee Assistance Programme and student counselling available to staff or students who might need support/counselling/care afterwards to process the impact of a disclosure of abuse.

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

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

This risk assessment has been presented to the President on 25 August 2021 and to Governing Body on 13 October 2021. The Safeguarding Statement will be reviewed every two years or sooner if necessary due to service issues or changes in legislation or national policy. The DLP, the DDLP and the Child, Young Person and Vulnerable Adult Committee may arrange to meet in order to discuss the operation of the Policy.



Signed \_\_\_\_\_

Date 12<sup>th</sup> April 2022

President, Technological University Dublin



Signed \_\_\_\_\_

Date 12<sup>th</sup> April 2022

Chairperson, Governing Body

## 6.4 Approval process

Outline the governance arrangements for policy approval / delegate approval arrangements here.

## 6.5 Change Process

Outline the approach to reviewing and updating the document, and detail how and when the policy will be reviewed for updating to ensure continued relevance.

## 7. Related Documents

Outline any related or impacted documents. E.g. the SOP, Standard Operating Procedure required to implement the policy. Include any links where available.

## 8. Conclusions

Define any summary points and conclusions

## 9. Appendix

Include any back up or reference information here. This section is also to include the outcome / findings from the Equality Impact Assessment

## 10. Document Management

### 10.1 Version Control

VERSION NUMBER	VERSION DESCRIPTION / CHANGES MADE	AUTHOR	DATE
Rev.01	<i>Transfer of existing policy onto policy template and updating of contacts and appendices contacts</i>	<i>Y. Galligan</i>	<i>19.09.2023</i>

## 10.2 Document Approval

VERSION NUMBER	APPROVAL DATE	APPROVED BY (NAME AND ROLE)

## 10.3 Document Ownership

List who owns and is accountable for the document and keeping it up to date.

## 10.4 Document Review

Detail the process for document review and the cadence of this review.

## 10.5 Document Storage

List the file location for the latest revision and where in the TU Dublin CMS this is available.

## 10.6 Document Classification

Detail the classification of the document so that users / readers know who to treat the information contained in the document.