



TU Dublin Policy

Safeguarding and Protection of
Children and Vulnerable Persons

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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 and vulnerable persons with whom it engages is paramount. The university is committed to ensuring the highest possible standards to meet its responsibility and protect and safeguard such persons for whom it has responsibility.

3. Purpose

The purpose of this policy is to ensure the safeguarding and protection of children and vulnerable persons within the University. It's guiding principles are underpinned by national and international guidance documents and current legislation, including but not limited to:

- 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, 2nd ed. (Tusla, 2024)
- Safeguarding Guidance for Charitable Organisations working with Children (Charities Regulator, 2020)
- The United Nations Convention on the Rights of the Children
- Children First Act 2015
- Child Care Act 1991
- Protections for Persons Reporting Child Abuse Act 1998
- National Vetting Bureau (Children and Vulnerable persons) Acts 2012-2016
- Article 42A of the Irish Constitution which recognises the natural and imprescriptible rights of children and the paramountcy of a child's welfare

For a full list of relevant legislation please see Appendix 1.

4. Scope

This policy applies to all TU Dublin staff, externally contracted staff, volunteers working on our behalf, and students carrying out roles representing the university in the context of in-person/online classes or placements in TU Dublin or on other premises, and at engagements or events.

This policy covers the following groups:

- those under the age of 18 who are TU Dublin students including those studying on third level programmes, completing apprenticeships, studying on Access programmes, and junior conservatoire students.
- children who are involved with TU Dublin activities for a variety of other reasons.
- vulnerable persons 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.

Where an event/activity is taking place, this policy applies to the following:

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

For all events/activities, a clear written agreement for the management responsibility of children or vulnerable persons' safeguarding, and an associated risk assessment document must be completed, agreed, and communicated to the relevant organisations and participants. The university manager whose area hosting the event/activity is responsible for ensuring that this is agreed and communicated in a clear and timely manner in advance of the event/activity taking place, and for maintaining a secure copy of this documentation.

All organisations external to TU Dublin that use TU Dublin grounds/premises are required to provide a copy of their Protection of Children and Vulnerable Persons Policy and Safeguarding Statement (or equivalent) to their TU Dublin contact person.

Where TU Dublin facilitates student or staff involvement with external organisations through societies, student volunteering programmes or community engagement, TU Dublin does not assume operational responsibility for the supervision of children or vulnerable persons in those external organisations. Such responsibility remains with the host organisation, which is the 'relevant organisation' for the period of the event.

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)

Vulnerable Person: an individual aged 18 years or older who, due to their circumstances, may have limited ability to protect themselves from harm or exploitation. Specifically, a vulnerable person is someone who:

1. Has a mental disorder or intellectual disability;
2. Suffers from a physical impairment that limits their capacity to guard against harm or exploitation.

Child Protection and Welfare Report Form: form for use in reporting suspected or alleged abuse or welfare concerns to Tusla (www.tusla.ie).

Child and Vulnerable Persons Support Team: a team of staff appointed by TU Dublin to lead the development of the Safeguarding and Protection of Children and Vulnerable Persons Policy and Procedures and for ensuring that these 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, publishes by the Department of Children and Youth Affairs.

(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* (www.tusla.ie/uploads/content/Children_First_National_Guidance_2017.pdf.)

Appendix 2 provides comprehensive descriptions of the various forms of abuse and examples thereof.

Designated Liaison Person (DLP): an appointed staff member who is a resource to any staff member or volunteer who has a child or vulnerable person safeguarding and/or 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. **Appendix 3** provides details of the DLPs in TU Dublin.

Management: for the purposes of this policy as Senior Lecturer II (SLII) and above (academic) and Administrative Officer (Grade VII) and above (professional management and support services).

Mandated Persons: 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. **Appendix 4** provides details of the Mandated Persons in TU Dublin.

Retrospective Abuse Report Form: form for use in reporting to Tusla suspected or alleged retrospective abuse or welfare concerns, on persons who allege childhood abuse (www.tusla.ie).

Tusla: the Child and Family Agency, the lead statutory organisation for safeguarding children in Ireland (www.tusla.ie)

6. Policy Details:

6.1 Policy Overview

This policy is based on the following principles

- The safeguarding protection of children and vulnerable persons must always come first.
- Children and vulnerable persons 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 happening to children and vulnerable persons.
- Risk assessments are carried out at a local level by the relevant work/activity/event organiser(s) and approved by the relevant Head of School/Service and the local Safety, Health and Welfare staff 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 and vulnerable persons with whom TU Dublin interacts;
- Staff of TU Dublin who work with children and vulnerable persons must maintain a policy of openness with parents/carers/children's school teachers
- 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 and associated procedures are to promote good practice by:

- Providing children and vulnerable persons 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 and vulnerable persons.
- Assisting staff, volunteers and students to make informed decisions and confident responses to specific child protection and vulnerable person 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, financial and neglect), with the protection and wellbeing of the child and vulnerable person being the most important consideration.

6.2 Policy Details

6.2.1 Designated Liaison Person (DLP) and Deputy Designated Liaison Persons (DDLPs)

TU Dublin has appointed staff members as Designated Liaison Persons per campus who are a resource to any staff member, student or volunteer who has child or vulnerable person safeguarding and who will liaise with outside agencies. The DLP/DDLP is mandated to report concerns to Tusla.

6.2.2 Mandated Persons

TU Dublin has some 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, 2025 specifies the class of a person who is a Mandated Person. [Child Protection and Welfare Report Form](#)

6.2.2 Designated Areas

There are a number of discrete areas across TU Dublin (Designated areas) where there is a particular focus on the safeguarding and protection of children and vulnerable person, as these are the areas where children and vulnerable persons may be engaged in the university activity. The Safeguarding and Protection of Children and Vulnerable Persons Procedures ([link*](#)) provides guidelines to support staff working within these areas/programmes. The areas are:

- Access Support Service (Student Service and Wellbeing)
- Access and Outreach
- Admissions
- Ballymun Music Programme
- Chaplaincy Service

- Conservatoire
- Disability Support Service
- National Optometry Centre
- Societies and Student Volunteering
- Sport:
 - Sport Facilities
 - Sport Clubs
- School of Social Science, Law and Education
- Student Counselling Service
- Sustainability Action Lab
- EDI Sexual Violence Prevention and Response Manager as case manager of reports

6.3 Safeguarding and Protection Responsibilities

6.3.1 TU Dublin/Management

1. To ensure staff, volunteers and students are aware of the policy and its requirements.
2. To display the University Child Safeguarding Statement prominently in all TU Dublin buildings. A copy of the statement will be provided to parents/guardians and members of the public on request. The parties using TU Dublin facilities are expected to have their own up-to-date child protection policy and guidelines in effect and to make those available to TU Dublin upon request.
3. To ensure that during induction as part of the Welcome Event for all new staff, a presentation explaining this policy including staff responsibilities, is made.
4. To promote this policy and highlight any changes or developments through a dedicated all staff communication at the beginning of each academic year.
5. To ensure name and contact details of the Designated Liaison/Mandated Person for each area is prominently displayed in all TU Dublin buildings.
6. To provide a copy of this policy to all relevant business contacts.
7. To ensure, if a staff member, volunteer or student falls within a class of Mandated Person under the Children First Act 2015, that 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.
8. To ensure the Child and Vulnerable Person 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.
9. To ensure risk assessments are carried out as appropriate.
10. To maintain an updated register of roles in TU Dublin that carry out relevant work and activities in relation to Child Protection, for staff, students and volunteers.

11. To provide focused training to staff, students and volunteers carrying out relevant work or activities to ensure that they have the necessary skills and knowledge to make informed decisions and provide confident responses to child and vulnerable persons safeguarding and protection issues.
12. To provide focused training to the Designated Liaison Person, Deputy Designated Liaison Persons, Mandates Persons and the Children and Vulnerable Persons Support Team.
13. All individuals doing relevant work and activities must complete mandatory training as required. Line managers must ensure that any staff, student and/or volunteer working in their area has completed the mandatory training prior to engaging with relevant work and activities. In the case that a staff member has not completed the mandatory training or refuses to complete the mandatory training, the line manager must ensure they do not begin relevant work and activities and manages this lack of compliance with the appropriate university procedures.

6.3.2 Designated Liaison Person (DLP) per campus

1. To receive and advise regarding child and vulnerable persons safeguarding and protection concerns from staff, students and volunteers.
2. To report concerns to Tusla as per the requirements.
3. To complete/attend focused training as required by the University.

6.3.3 Mandated Person

1. To make a mandated report to Tusla of past, present or likely "harm" (refer to section 6.5) to a child or directly to An Garda Síochána which reach or exceed a legally defined threshold as per Section 14 of the Children First Act 2015.
2. To make a mandated report to Tusla regardless of whether or not the DLP reports the concern question. A mandated person who makes a mandated report to Tusla jointly with the DLP meets their statutory obligation to report to Tusla under the Children First Act 2015.
3. To assist Tusla as required with their assessment.
4. To inform the DLP of any report made by them to Tusla.
5. To complete/attend focused training as required by the University.

6.3.4 Staff

1. To read, understand and accept that they will comply with the current safeguarding and protection of children and vulnerable persons policy and procedures. Confirmation of this is carried out at appointment stage, via signature on the University's online system. Existing staff moving to a new role (in one of the designated areas for example) or engaging in a new activity involving children or vulnerable persons, will be required to complete the Acceptance Form via the University's online system.
2. To safeguard and protect children and vulnerable persons and to report any concerns that they have in this regard.
3. To complete/attend focused training as required by the University.

6.3.5 Students

1. To read, understand and accept that they will comply with the current safeguarding and protection of children and vulnerable persons policy and procedures. Confirmation of

this is carried out by the relevant Head of School or nominee with the volunteer before the relevant work experience/learning/placement commences.

2. To safeguard and protect children and vulnerable persons and to report any concerns they may have in this regard.
3. To complete/attend training as required by the University.

6.3.6 Volunteers

1. To read, understand and accept that they will comply with the current safeguarding and protection of children and vulnerable persons policy and procedures. Confirmation of this is carried out by the relevant Head of School or nominee with the student before the relevant work experience/learning/placement commences.
2. To safeguard and protect children and vulnerable persons and to report any concerns they may have in this regard.
3. To complete/attend training as required by the University.

6.3.6 Children and Vulnerable Persons Committee

1. To lead the development and review of this policy and related procedures ensuring they are in line with best practice.
2. To complete/attend training as required by the University.
3. To update the personnel on the policy associated with CPVA annually.
4. To monitor and report as required to the University issues relating to CPVA safeguarding.

6.4 Garda Vetting

All staff, students and volunteers engaged in relevant work or activities must be Garda Vetted every 3 years for TU Dublin. Under the National Vetting Bureau (Children and Vulnerable Adults) Acts 2012 & 2016 these persons will carry out relevant work or activities relating to children and or vulnerable persons in accordance with Schedule 1 Part 2 (4) and (5).

Relevant Work or Activities as defined in the Act.

4. *Any work or activity which consists of the provision of educational, training, cultural, recreational, leisure, social or physical activities (whether or not for commercial or any other consideration) to (children or) vulnerable persons unless the provision of educational, training, cultural, recreational, leisure, social or physical activities is merely incidental to the provision of educational, training, cultural, recreational, leisure, social or physical activities to persons who are not vulnerable persons.*
5. *Any work or activity which consists of the provision of advice, guidance or developmental services (including by means of electronic interactive communications) to (children or) vulnerable persons unless the provision of the advice, guidance or developmental service is merely incidental to the provision of those services to persons who are not vulnerable persons.*

6.4.1 Staff

HR support the process of Garda Vetting for Staff. All information is available at the following link: [Garda Vetting for Staff](#). A revised form issued by the National Vetting Bureau and accompanying guidelines are important documents of which a staff member and hiring manager should be aware. A [Register of Roles that Require Garda Vetting](#) is maintained by HR in consultation with the relevant hiring managers.

6.4.2 Students

The Recruitment, Admissions & Participation Office is responsible for overseeing Student Garda Vetting through the National Vetting Bureau's e-Vetting system. All information is available at this link: [Garda Vetting for Students](#). The Student Garda Vetting Policy can be found [here](#), and the Student Garda Vetting procedures are available [here](#).

6.4.3 Volunteers

All University offices that use volunteers who engage in relevant work and/or activities requiring Garda Vetting, must inform the CPVA committee and ensure that Garda Vetting has been completed as appropriate before relevant work and/or activities begin. It is the responsibility of the senior manager in each instance to ensure that volunteers within their area are evaluated for relevant work/activities, ensure garda vetting takes place where required, and to liaise with the Children and Vulnerable Persons Committee when requested.

6.4.4 Contractors

All University contractors working in designated areas, and/or who engage in relevant work and/or activities, must provide local management with evidence of their Safeguarding training, Garda Vetting and/or sign their acceptance of the TU Dublin CPVA Policy (as appropriate) before relevant work and/or activities begin.

6.5 Risk Assessments

Under the Children First Act 2015, organisations which provide services to children and vulnerable persons must carry out risk assessments to identify whether a child or vulnerable person could be harmed while receiving its services.

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.

Risk assessments are carried out at a local level by the event organiser(s) and approved by the relevant Head of School/Service and the local Safety, Health and Welfare staff to provide for the adoption of the safest possible practices

TU Dublin's CPVA Committee is responsible for completing a university-level risk assessment for Child Protection and Vulnerable Person Safeguarding.

6.6 Best Practice

All practices by TU Dublin staff are expected to be professional in nature. In relation to TU Dublin students who are under 18 and defined as children, or persons over 18 defined as a

vulnerable person, 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, medical consultations, counselling, one-to-one careers advice, financial assistance interviews needs assessments, learning support, occupational therapy, while providing assistive technology/support, or in other one-to-one situations. Staff members must use their professional judgement when in such a situation and outside of such relevant work/activities must try, where reasonably possible, to avoid being alone with a child or vulnerable person.

In particular, TU Dublin staff, volunteers or students must:

- Treat all children and vulnerable persons equally, and with respect and dignity.
- Adopt the safest possible practices to minimise the possibility of harm or accidents happening to children and vulnerable persons.
- Provide a safe, appropriately monitored environment for any children and vulnerable persons visiting the campus.
- Demonstrate exemplary behaviour in the presence of children and vulnerable persons.
- 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 or vulnerable person. 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. Such cases, physical contact must only take place with the consent of the child, or vulnerable person.
- 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 persons, whether as volunteers, or within the curriculum directly, or 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.
- TU Dublin students who interact with children/vulnerable persons should always act with the best interests of the child or vulnerable person in mind.
- Never have a child or vulnerable person 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.

6.7 Online Teaching and Learning

TU Dublin's responsibility for and commitment to the Safeguarding and Protection of Children and Vulnerable persons extends to all online interactions with children and vulnerable persons. 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 and vulnerable persons remain paramount in their work.

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

It is also an option for the community organisation 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.

6.8 Digital Recording/Photography and Use of Images

It is important that measures are taken to safeguard children and vulnerable persons 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 persons 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 person 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/vulnerable persons 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 persons and their parents/carers have consented for their images to be used.

Permission to take and use images of children or vulnerable persons 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 person's participation in activities.

6.9 Approval Process

This policy will be reviewed by the Child Protection and Vulnerable Persons Committee and any policy modifications following such a review will follow the normal approval processes within the university, including consultation with UET and social partners.

Following that, the policy is then forwarded for consideration to UET, the ARC and EDI subcommittees of Governing Body, and then for final approval of the policy at Governing Body.

6.10 Change Process

This policy will be reviewed every 2 years from its approval date or as required by legislative changes.

7. Related Documents

7.1 Safeguarding and Protection of Children and Vulnerable persons Procedures

- A list of mandated persons under the Children First Act 2015.
- Designated Liaison Persons and deputies have been appointed.
- Child protection and welfare reporting procedures to Tusla.
- Procedure for managing child protection records.
- Procedure for dealing with allegations of abuse or neglect or misconduct against employees.
- Garda vetting procedures for staff and students.
- Code of conduct for staff

7.2 Children and Vulnerable Persons Safeguarding Statement

Please see the CPVA Safeguarding Statement in Appendix 7.

8. Conclusions

Technological University Dublin is committed to safeguarding the welfare and rights of all children and young people who engage with the University. This Child Protection Policy outlines TU Dublin's responsibility to provide a safe and respectful environment and ensures compliance with the Children First Act 2015 and relevant national guidance. The effective implementation of this policy relies on the shared responsibility of all staff, students, and associates, supported by ongoing training, awareness, and regular review to ensure the highest standards of child safeguarding are maintained.

9. Appendix

Appendix 1 - Child Safeguarding Relevant Legislation

Appendix 2 - Definitions of Child Abuse and Recognising Child Abuse

Appendix 3 - Designated Liaison Person and Deputy Designated Liaison Persons

Appendix 4 - Mandated Persons

Appendix 5 - Schedule 2, Children's First Act 2015

Appendix 6 - CPVA Annual Meeting Schedule and Checklist

Appendix 7 – Child Safeguarding Statement

10. Document Management

10.1 Version Control

VERSION NUMBER	VERSION DESCRIPTION / CHANGES MADE	AUTHOR	DATE
1.1	Updated ownership of policy	<i>Children and Vulnerable persons Support Team</i>	<i>December 2025</i>
1.2	Updated policy following audit recommendations	<i>Children and Vulnerable persons Support Team</i>	<i>31.03.2026</i>

10.2 Document Approval

VERSION NUMBER	APPROVAL DATE	APPROVED BY (NAME AND ROLE)
*TBD	17.06.2026	Governing Body
*TBD	29.06.2026	University Executive Team
*New version number to be confirmed following approval at GB on 17.06.2026		

10.3 Document Ownership

The owner of this document is the Registrar and Deputy President of TU Dublin. The UET sponsor is Dr Orla McDonagh, Dean, Faculty of Arts and Humanities, who chairs the University CPVA committee to ensure that the policy is kept up to date.

10.4 Document Review

This policy will be reviewed every 2 years from its approval date or as required by legislative changes. The review will be led by the CPVA committee who will engage with University management and social partners in the context of this review.

10.5 Document Storage

This policy will be available on the TU Dublin Website [insert link once final version number confirmed](#).

10.6 Document Classification

This document is classified as Public.

Appendix 1 - 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.

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>

The Charities Act 2009

<https://www.oireachtas.ie/en/bills/bill/2007/31/>

Charities (Amendment) Act 2024

<https://www.oireachtas.ie/en/bills/bill/2023/98/>

Appendix 2- Definitions of Child Abuse and Recognising Child 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 section 4 (Scope), while the term 'child' is used throughout this Appendix, the content equally applies in the case of young persons and vulnerable persons.

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:

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

Emotional Abuse

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

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

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

- Rejection
- Lack of comfort and love
- Lack of attachment
- Lack of proper stimulation (e.g. fun and play)
- Lack of continuity of care (e.g. frequent moves, particularly unplanned)
- Continuous lack of praise and encouragement
- Persistent criticism, sarcasm, hostility or blaming of the child
- Bullying

- Conditional parenting in which care or affection of a child depends on their behaviour or actions
- Extreme overprotectiveness
- Inappropriate non-physical punishment (e.g. locking child in bedroom)
- Ongoing family conflicts and family violence
- Seriously inappropriate expectations of a child relative to 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.

Physical abuse can include the following:

- Physical punishment
- Beating, slapping, hitting or kicking, pushing, shaking or throwing
- Pinching, biting, choking or hair-pulling
- Use of excessive force in handling
- Deliberate poisoning
- Suffocation
- Fabricated/induced illness
- Female genital mutilation

The Children First Act 2025 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 a vulnerable person.

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 2025.

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 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 the sexual abuse even if the young person concerned does not themselves recognise it as abusive.

Examples of child sexual abuse include the following:

- Any sexual act intentionally performed in the presence of a child
- An invitation to sexual touching or intentional touching or molesting of a child's body whether by a person or object for the purpose of sexual arousal or gratification
- Masturbation in the presence of a child or the involvement of a child in an act of masturbation
- Sexual intercourse with a child, whether oral, vaginal or anal
- Sexual exploitation of a child, which includes:
- 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]
- Inviting, coercing or inducing a child to participate in, or to observe, any sexual, indecent or obscene act
- Showing sexually explicit material to children, which is often a feature of the 'grooming' process by perpetrators of abuse
- Exposing a child to inappropriate or abusive material through information and communication technology
- Consensual sexual activity involving an adult and an underage person

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:

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

Child Factors:

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

Community Factors:

Cultural, ethnic, religious or faith-based norms in the family or community which may not meet the standards of child welfare or protection required in this jurisdiction

- Culture-specific practices, including:
- Female genital mutilation
- Forced marriage
- Honour-based violence
- Radicalisation

Environmental Factors:

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

Poor motivation or willingness of parents/guardians to engage:

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

You 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 TU Dublin.

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 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 group; 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 3 – Designated Liaison Person and Deputy Designated Liaison Persons

Name	DLP/DDLP	Role	Contact Email	Contact Phone	Contact Address

Orla McDonagh	DLP	Dean, Faculty of Arts and Humanities	Orla.mcdonagh@tudublin.ie	01 220 5165	TU Grangegorman Dublin
Jennifer Farrell	DDL	Head of Student Services & Wellbeing	jennifer.farrell@tudublin.ie	01 220 5279	TU Grangegorman Dublin,
Pat O'Connor	DDL	Head of School Social Sciences Law and Education	pat.oconnor@tudublin.ie	01 885 1068	TU Blanchardstown Dublin,
Gloria Farrelly	DDL	Social Care Placement Officer	gloria.farrelly@tudublin.ie	01 220 7534	TU Dublin, Tallaght

Appendix 4 – Mandated Persons

Area	Names	Role	Contact Email	Contact Phone	Contract Address
Student Health Service	Jennifer Scott	Clinical Nurse Manager	Jennifer.Scott@TUDublin.ie	+353 2207021	1 TU Dublin City
	David Lee	Student Health Nurse	David.Lee@TUDublin.ie	+353 2207190	1 TU Dublin, City
	Deirdre Betson	Student Health Nurse	Deirdre.Betson@tudublin	+353 2208117	1 TU Dublin, Blanchardstown
	Orlagh Fleming	Student Health Nurse	Orlagh.Fleming@tudublin.ie	+3532207749	TU Dublin, Tallaght, Dublin 24
	Michelle Cresswell	Student Health Nurse	Michelle.Cresswell@TUDublin.ie	+35312207751	TU Dublin, Tallaght, Dublin 24

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	Elaine Dawson	Student Nurse	Health	Elaine.Dawson@TUDublin.ie	+353 2207023	1	TU Dublin, City
	Elaine Peden	Student Nurse	Health	Elaine.Peden@TUDublin.ie	+353 2207022	1	TU Dublin, City
	Conor Glynn	Student Nurse	Health	conor.Glynn2@tudublin.ie	01 5700	220	TU Dublin, City
	Conor Ryan	Doctor		conor.ryan.hc@tudublin.ie	01 5700	220	TU Dublin, City
	Leanne Hanrahan	Doctor		Healthcentre.citycampus@tudublin.ie	01 5700	220	TU Dublin, City
	Andrea Kelly	Doctor		Healthcentre.citycampus@tudublin.ie	01 5700	220	TU Dublin, City
	Ruth McKiernan	Doctor		ruth.mckiernan.ext@tudublin.ie	01 5700	220	TU Dublin City and Blanchardstown
	Shohreh Nikroo	Doctor		Shohreh.Nikroo.ext@tudublin.ie	01 5700	220	TU Dublin Tallaght
	Clodagh O'Doherty	Doctor		Healthcentre.citycampus@tudublin.ie	01 5700	220	TU Dublin, City
Student Counselling	Aisling O'Brien	Head of Student Counselling		Aisling.O'Brien@TUDublin.ie	+353 2207747	1	Room 16, 1st Floor, Rathdown House, TU Dublin, Grangegorman, Dublin 7
	Tracy O'Neill	Student Counsellor		Tracy.ONeill@TUDublin.ie	+353 2208434	1	TU Dublin, Aungier Street, Dublin 2

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	Éamonn Thornton	Student Counsellor	Eamonn.Thornton@TUDublin.ie	+353 2207706	1 Rathdown House, TU Dublin, Grangegorman, Dublin 7
	Orla Stafford	Student Counsellor	Orla.Stafford2@TUDublin.ie	+353 2208369	1 Rathdown House, TU Dublin, Grangegorman, Dublin 7
	Joseph Donohue	Student Counsellor	Joseph.Donohue@TUDublin.ie	+353 2206872	1 Linenhall, TU Dublin, Bolton Street, Dublin 1
	Laura Egan	Student Counsellor	Laura.Egan@tudublin.ie	+35312207757	Rathdown House, TU Dublin, Grangegorman, Dublin 7
	Clodagh Ní Ghallachóir	Student Counsellor	Clodagh.NiGhallachoir@tudublin.ie	+353 2207202	1 TU Dublin, Blanchardstown, Dublin 15
	Lalage Harries	Student Counsellor	Lalage.Harries@TUDublin.ie	+353 2208465	1 Rathdown House, TU Dublin, Grangegorman, Dublin 7
	Mary Creedon	Student Counsellor	Mary.Creedon@TUDublin.ie	+353 2206876	1 TU Dublin, Tallaght, Dublin 24
Chaplaincy	Paul Mallon	Co-ordinator of Pastoral Care and Chaplaincy Service	Paul.Mallon@TUDublin.ie	+35312208468	TU Dublin, Grangegorman, Dublin 7
	Andrew Somerville	Co-ordinator of Pastoral Care and Chaplaincy Service	andrew.somerville@tudublin.ie	+35312207086	TU Dublin, Aungier Street, Dublin 2

	Cathy Boobyer	Co-ordinator of Pastoral Care and Chaplaincy Service	Cathy.Boobyer@tudublin.ie	+35312207086	TU Dublin, Aungier Street, Dublin 2
	Finbarr O'Leary	Co-ordinator of Pastoral Care and Chaplaincy Service	finbarr.oleary@tudublin.ie	+35312207077	TU Dublin, Grangegorman, Dublin 7
	Nigel Mackey	Chaplain	Nigel.Mackey@TUDublin.ie	+353 1 2206129	TU Dublin. Grangegorman, Dublin 7
	Vincent Fallon	Chaplain	vincent.fallon@tudublin.ie	+353 1 2207087	TU Dublin, Grangegorman
	Christina Malone	Chaplain	Christina.Malone@TUDublin.ie	0860610306	TU Dublin, Bolton Street, Dublin 1
	Jacqueline Kelleher	Chaplain	Jacqueline.Kelleher@TUDublin.ie	+35312207088	TU Dublin, Tallaght, Dublin 24
	Sr Gabrielle Jin	Co-ordinator of Pastoral Care and Chaplaincy Service	Gabrielle.Jin@TUDublin.ie	0860671548	TU Dublin, Blanchardstown, Dublin 15
Sexual Harassment and Violence Prevention	Catherine Bolger	Sexual Violence Prevention and Response Manager	catherine.bolger@TUDublin.ie	+353 1 2206248	TU Dublin, Grangegorman, Dublin 7

Appendix 5 – Schedule 2, Children's First Act 2015

SCHEDULE 2

Section 2

Mandated Persons

The following classes of persons are specified as mandated persons for the purposes of this Act:

Registered medical practitioner within the meaning of section 2 of the Medical Practitioners Act 2007.

Registered nurse or registered midwife within the meaning of section 2(1) of the Nurses and Midwives Act 2011.

Physiotherapist registered in the register of members of that profession.

Speech and language therapist registered in the register of members of that profession.

Occupational therapist registered in the register of members of that profession.

Registered dentist within the meaning of section 2 of the Dentists Act 1985.

Psychologist who practices as such and who is eligible for registration in the register (if any) of members of that profession.

Social care worker who practices as such and who is eligible for registration in accordance with Part 4 of the Health and Social Care Professionals Acts 2025 in the register of that profession.

Emergency medical technician, paramedic and advanced paramedic registered with the Pre-Hospital Emergency Care Council under the Pre-Hospital Emergency Care Council (Establishment) Order 2000 (S.I. No. 109 of 2000).

Probation officer within the meaning of section 1 of the Criminal Justice (Community Service) Act 1983.

Teacher registered with the Teaching Council. Member of An Garda Síochána.

Guardian *ad litem* appointed in accordance with section 26 of the Child Care Act 1991

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;

Appendix 6 – CPVA Annual Meeting Schedule and Checklist

Before 1st meeting: Deadline by end of 1st week in November

- Confirm any additional areas if new staff/ programmes etc have been added
- Confirm next meeting date of GB
- People Development to circulate training statistics to CPVA Chair

- HR to circulate vetting statistics to CPVA Chair
- Circulate meeting pack to CPVA committee

First meeting: 3rd week November

Actions for meeting:

- Confirm new registers
- Training statistics
- Vetting statistics
- Check any required updates to safeguarding statement (if so, move through GB for signatures)
- Confirm updates to Committee
- ID Comms to Schools/Functions
- Check for issues

Between 1st and 2nd meeting: Deadline by end of 2nd week in February

- People Development to circulate training statistics to CPVA Chair
- HR to circulate vetting statistics to CPVA Chair
- Gather annual statistics for previous calendar year
- CPVA committee internal university spot check exercise reminder

Second meeting: 1st week of March

Actions for meeting:

- Training statistics
- Vetting statistics
- CPVA committee will run spot checks/random audit on vetting, signed statement, training completion etc.
- Discuss annual statistics for previous calendar year
- Confirm report to GB
- Incidents/Concerns reported

Between 2nd and 3rd meeting: Deadline by end of April

- Circulate safeguarding statement to CPVA committee
- Remind members with SOP to check for updates required next year
- Remind committee members re. completion of retention register inclusion, data policy activities etc.
- Circulate policy for comment/updates based on legislative changes from the previous year
- Seek UET and GB dates for updated policy (if necessary) to be approved.

Third meeting: Mid-June before June 20th

- Confirm any changes to safeguarding statement for upcoming year
- Complete checklist for CPVA activities.
- Check SOPs for updates required for next year.

- Annual confirmation from Schools/Functions re. retention register inclusion, data policy activities completed, etc.
- Confirm and approve any updates to the policy based on legislative changes from the previous year

Following 3rd meeting: Deadline by end of July

- Check that all actions from third meeting are complete
- Preparation of annual report over the summer for UET and GB meetings in September and November each year

Appendix 7 – University Child Protection Records and Retention Schedule

Any records relating to safeguarding, child protection and vulnerable adults must be retained in accordance with TU Dublin's Records Management, Retention and Destruction Policy and associated retention schedules, and in compliance with relevant legal and regulatory requirements. Such records will be classified, stored and managed in accordance with the Universities Data Classification Policy, ensuring appropriate security and access controls are applied based on the sensitivity of the information.

The TU Dublin Data Classification process applies to all University records including Child Protection and Vulnerable Adults. For further information see link below.

<https://www.tudublin.ie/media/website/explore/governance-and-compliance/documents/Data-Classification-Policy.pdf>

The TU Dublin Records Management, Retention and Destruction Policy applies to all University records including CPVA. For further information see link below.

<https://www.tudublin.ie/explore/governance-and-compliance/records-management/>

UNIT	CPVA	Child Protection and Vulnerable Adults				
01	Child Protection and Vulnerable Adults					
Records	Trigger	Retention Period	Action	Rationale	Data Classification	Data Steward
Child protection/welfare concern records	Case Closure	10 years (longer if ongoing risk/litigation)	Destroy	Legal risk, duty of care, GDPR proportionality	Confidential	Mandated person, DLP/DDLP
Safeguarding concerns (low-level, not escalated)	Case closure	7 years	Destroy		Confidential	Mandated person, DLP/DDLP, Designated Area Leads
Referrals to Tusla / HSE	Case closure	Align with main case file	Destroy	Ensures complete case record	Confidential	Mandated person, DLP/DDLP
Reports made to An Garda Síochána (if applicable)	Case closure	Align with main case file	Destroy	Ensures complete case record	Confidential	Mandated person, DLP/DDLP
Retrospective disclosures (e.g. historical abuse)	Scenario 1 – U18 still at risk	10 years (longer if ongoing risk/litigation)	Destroy	GDPR minimisation; retain only if actionable	Confidential	Mandated persons

	Scenario 2 – U18 not still as risk	7 years	Destroy	GDPR minimisation; retain only if actionable	Confidential	Mandated persons
Anonymous disclosures / reports	Date received	2–5 years (unless linked to case)	Delete	GDPR minimisation; retain only if actionable	Confidential	Mandated person, DLP/DDLP
Safeguarding disclosures (informal notes)	Case closure or incorporation into formal file	Retain with case file	Merge into official record	Avoid duplication, ensure single source of truth	Confidential	Mandated person, DLP/DDLP, Designated Area Leads
Internal referrals and escalation decisions		7 years (longer if ongoing risk/litigation)	Destroy	GDPR minimisation; retain only if actionable	Confidential	Mandated person, DLP/DDLP, Designated Area Leads
Case management notes	Case closure	Align with case file	Secure delete / archive	Completeness of safeguarding record	Confidential	Mandated person, DLP/DDLP, Designated Area Leads
Safeguarding risk assessments	Superseded	7 years	Archive then delete	Evidence of compliance and risk management	Internal	Designated Area Leads, Chair CPVA Committee, CRO
Correspondence (referrals, acknowledgements, feedback) with external agencies (Tusla, Gardaí, HSE)	Case closure	Align with case file	Secure delete / archive	Completeness of safeguarding record	Confidential	Mandated person, DLP/DDLP
Internal communications related to safeguarding decisions		7 years (longer if ongoing risk/litigation)	Archive then Delete	GDPR minimisation; retain only if actionable	Confidential	Mandated person, DLP/DDLP, Designated Area Leads
Safeguarding logs/registers (concerns tracking)	Last entry	7–10 years	Secure delete	Oversight and trend analysis	Confidential	Mandated person, DLP/DDLP, Chair of CPVA committee
Audit review findings related to safeguarding cases	Audit	Indefinite (to ensure audit record history)	Archive	Corporate governance, audit, inspection evidence	Internal	Chair CPVA committee and Information Governance Officer
Safeguarding training records (staff)	Training completion	5–7 years	Secure delete	Demonstrates compliance with Children First obligations	Internal	Head of People Development
Safeguarding policies & procedures	Superseded	Permanent	Archive	Corporate governance, audit, inspection evidence	Public / Internal	Chair of CPVA Committee

Record	The record type	*Data Classification	Description
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Trigger	Event that prompts the start of retention period	Public Data	May be viewed by all members of TU Dublin and the public. Data should be classified as Public when the disclosure, alteration or destruction of that data would result in little or no risk to the University and its affiliates. Such data is often made available to the public via the TU Dublin website. This data will not cause harm to any individual, group, or to the University if made public.
Retention Period	Period for which the records should be retained	Internal Data	Information that can be used and shared within TU

			Dublin but would not be appropriate to be known to people outside the University. This data could be released to the public under Freedom of Information legislation
Action	The action to be taken when the non-current period has expired	Confidential Data	Accessible only to relevant members of staff of TU Dublin or designated third parties who require it to perform their duties.
Rationale	The basis on which the Action is recommended		
Data Classification	The security classification category assigned to the records (see across) *		
Data Manager	Any member of staff with operational responsibilities in the day-to-day data administration activities including, but not limited to, developing, maintaining, distributing and securing institutional data. Data managers are expected to have high-level knowledge and expertise in the content of data within their area of responsibility.		

Appendix 8 – Child Safeguarding Statement



Child Safeguarding Statement

1. NAME OF SERVICE AND ACTIVITIES PROVIDED

TU Dublin is a third level education provider that also delivers education to children from ages 2-18 years of age. TU Dublin university students, depending on their programme of study, may also be out on placement in relevant services that can require vetting of TU Dublin students. Our volunteers, depending on the nature of their relevant work and activities, may also be involved in work with children under 18.

Management structure:

- Governing Body
- University President and members of the University Executive Team
- Faculties
- Professional Services, including Student Support Services and Wellbeing

2. COMMITMENT TO SAFEGUARD CHILDREN FROM HARM

- TU Dublin is committed to safeguarding the children in our care and to providing a safe environment in which they can learn, play and develop.
- TU Dublin believes that the welfare of the children is paramount as they avail of education in the university.
- TU Dublin is committed to child-centred practice in all our work with children. The university is committed to upholding the rights of every child in our care, including the rights to be kept safe and protected from harm, listened to, and heard.
- Our policy and procedures to safeguard children reflect national policy and legislation and are underpinned by legislation including, but not limited to: Children First: National Guidance for the Protection and Welfare of Children (DCYA, 2017), Child Safeguarding: A Guide for Policy, Practice and Procedure (Tusla, 2018), Children First Act 2015, Child Care Act 1991, Children Act 2001, and the Safeguarding Guidance for Charitable Organisations.
- Our policy declaration applies to all paid staff, board members, contractual workers, students on work placement and volunteers within our organisation.
- All Governing Body members, staff, students, and volunteers must sign up to and abide by the policies, procedures and guidance encompassed by this policy declaration and our child safeguarding policy and accompanying procedures. We will review our child safeguarding statement and accompanying child safeguarding policies and procedures every 2 years or sooner, if necessary, due to operational issues or changes in legislation or national policy.
- Deputy Designated Liaison Person (DDLDP) for Child Protection:**
DDLDP (Blanchardstown Campus): Dr. Pat O’Connor, Head, School of Social Sciences, Law and Education. CONTACT: pat.oconnor@tudublin.ie, (087) 973 9359
DDLDP (City Campus : Jennifer Farrell, Head of Student Services and Wellbeing. CONTACT: jennifer.farrell@tudublin.ie, (01) 220 5279
DDLDP (Tallaght Campus): Gloria Farrelly, Placement Coordinator Social Care. CONTACT: gloria.farrelly@tudublin.ie, (087) 938 5339

DDLPs will deputise for each other when one is on leave.

If none of the DDLPs are available, Dr. Orla McDonagh (Chair, CPVA committee and DLP) can be contacted. CONTACT: orla.mcdonagh@tudublin.ie, 01 2205165

3. RISK ASSESSMENT

In accordance with the Children First Act 2015, TU Dublin has carried out an assessment of any potential for harm to a child while attending the university or participating in university activities. A written assessment setting out the areas of risk identified and the procedures for managing those risks is summarised below:

Risk Identified	Policies and/or procedures in place to manage identified risk
1.Staff working with children: Risk of harm to a child by a member of staff.	Recruitment and selection policy: All staff doing relevant work and/or activities are Garda vetted. All staff sign their understanding and acceptance of the CPVA Policy upon commencement of their role and staff working in designated areas doing relevant work and/or activities undertake child protection training. Policies and procedures must be reviewed and adhered to by all staff.
2.Students/volunteers working with children: Risk of harm to a child by a student/volunteer.	Student/volunteer policy: All volunteers doing relevant work and/or activities are Garda vetted. Child Protection policies and procedures must be reviewed and adhered to by all students/volunteers. All students are supervised by a qualified member of staff. Students on placement as part of their TU Dublin programme are Garda vetted by the university. All students/volunteers are trained in Children First.

4. CHILD SAFEGUARDING POLICIES AND PROCEDURES

As required by the Children First Act 2015 and Children First: National Guidance for Protection and Welfare of Children (DCYA, 2017), in addition to the procedures listed in our risk assessment, the following safeguarding policies/procedures/measures are in place (in black) and in development (in red) with the intention to safeguard children in TU Dublin:

- A list of mandated persons under the Children First Act 2015. - Designated Liaison Persons and deputies have been appointed. - Child protection and welfare reporting procedures to Tusla. - Safeguarding and protection of Children and Vulnerable Persons policy - Procedure for managing child protection records. - Procedure for dealing with allegations of abuse or neglect or misconduct against employees. - Recruitment selection and appointment policy for staff. - Garda vetting procedures for staff and students. - Code of conduct for staff - Staff have access to regular supervision and support in line with the policy.	- Procedure for appointing a relevant person. - Induction policy - Procedure for the provision of and access to child safeguarding training and information - Complaints procedure - Social and other media management procedure
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All our policies and procedures are available on request.

5. IMPLEMENTATION AND REVIEW

- We recognise that implementation is an ongoing process. Our university is committed to the implementation of this Child Safeguarding Statement and the accompanying child safeguarding policies and procedures that support our intention to keep children safe from harm while availing of education in TU Dublin..
- This Child Safeguarding Statement will be reviewed every 2 years or as soon as practicable after there has been a material change in any matter to which the statement refers.
- This Child Safeguarding Statement has been published on the TU Dublin website and is displayed in all university facilities. It has been provided to all staff, volunteers and any other persons involved with the university. It is readily accessible to parents and guardians on request. A copy of this Child Safeguarding Statement will be made available to Tusla if requested. Where applicable, Technological University Dublin will engage with Tusla to facilitate any CASP or welfare concern investigation process.

Signed:
Job Title:



Signed:
Job Title:



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Job Title:



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Job Title:



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Job Title:



