

The Child Protection Policy

Of

Carrig National School

Approved by The Board of Management on 4/2/2011

Yvonne O'Sullivan
Chairman.

Child Protection Policy

Introductory Statement

The Board of Management, staff, and representatives of parents of the Carrig National School drafted the following policy on _____. This policy is in line with the current recommendations and guide lines relating to child abuse prevention and child protection. This policy addresses the responsibilities of the school in the following areas: -

- a) Prevention – curriculum provision
- b) Procedures – for dealing with concerns/disclosures
- c) Practice – best practice in child protection

An individual copy of this policy document and the appended section from the Department of Education and Skills Child Protection Procedures will be made available to all staff. It is incumbent on all staff to familiarise themselves with “Children First” and the DES Child Protection Procedures.

Rationale

The BOM of Carrig National School has adopted, without modification, the Department of Education and Skills Guidelines and Procedures for schools in relation to Child Protection and Welfare. This policy is an outline of how Carrig National School proposes to implement these guidelines in order to ensure the protection and welfare of all children attending our school.

Relationship to Characteristic Spirit of the School

Carrig National School seeks to help the children to grow and develop into healthy, confident, mature adults, capable of realising their full potential as human beings. We strive to create a happy, safe environment for the children where they feel secure, knowing that if they have concerns, they will be listened to with understanding and respect and they will be acted on.

Aims

1. To raise awareness of child abuse, among school staff (including Teachers, SNA's, Secretary etc.), and the education partners in our school.
 2. To put in place clear procedures for all school personnel dealing with suspicions and allegations of child abuse.
 3. To identify other policy areas which need to be amended in light of the 'Child Protection Procedures'.
 4. To identify curricular content and resources that contributes to the prevention of child abuse and to enable children to properly deal with abuse if it occurs.
 5. To ensure that all staff members are aware of and familiar with the "Children First" and the DES Child Protection Procedures in relation to reporting concerns and/or disclosures of child abuse.
 6. To provide for ongoing training in this and related areas for all school staff.
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Guidelines

THE GUIDELINES ARE LAID OUT AS FOLLOWS:

- 1.0 Appointment of a Designated Liaison Person (DLP)
- 2.0 Roles, Responsibilities and Guidelines
 - 2.1 Role of the Board of Management
 - 2.2 Role of the Staff Members (Teachers, SNAs, Caretaker, Secretary)
 - 2.3 Role of the Designated Liaison Person
- 3.0 Case Conferences
- 4.0 Organisational Implications
- 5.0 Curriculum Implications

Procedures

1.0 Appointment of a Designated Liaison Person (DLP)

- a. The Board of Management has appointed Tony Sampson as the *Designated Liaison Person (DLP)* in Carrig NS with specific responsibility for child protection.
- b. Siobhán Broderick has been appointed as Deputy DLP to take the place of the DLP if he is unavailable for whatever reason.
- c. The position of DLP will be addressed at the first meeting of each new Board of Management. The DLP will continue to act as such until such time as he/she is replaced by the BOM for whatever reason.

2.0 Roles and Responsibilities:

- The Board of Management has primary responsibility for the care and welfare of their pupils.
- The DLP has specific responsibility for child protection in the school.
- All staff have a general duty of care to ensure that arrangements are in place to protect children from harm.

2.1 Role of the Board of Management

- a. To arrange for the planning, development and implementation of an effective child protection programme.
- b. To monitor and evaluate its effectiveness.
- c. To provide appropriate staff development and training

Specifically, it will:

- d. Appoint a DLP and deputy DLP.
- e. Have clear procedures for dealing with allegations or suspicions of child abuse (See below)
- f. Monitor the progress of children at risk
- g. Ensure that curricular provision is in place for the prevention of child abuse.
- h. Investigate and respond to allegations of child abuse against one of the school's employees which have been reported to the HSE or Gardaí.
- i. To decide on teacher's attendance at child protection meetings/case conferences and to advise teachers before attending such meetings/conferences.

Procedures for BOM in cases of allegations or suspicions of child abuse by a school employee:

A. Reporting

In the event of receiving a complaint or suspicion re an employee:

- i. The DLP will immediately inform the chairperson.
- ii. S/He will seek a written statement of the allegation from the person/agency making the allegation. Parents/Guardians may make a statement on behalf of a child.
- iii. The DLP will seek advice from the relevant HSE personnel and will take responsibility for reporting, based on this advice.
- iv. If the DLP, following consultation with the HSE, decides that this matter is not for reporting, s/he must inform the Chairperson. They must then inform, in writing, the person or agency making the allegation, of the reasons for this decision. If this person or agency still has concerns, they are free to consult with or report to the relevant personnel in the HSE or Gardaí on an individual basis. The provisions of the Protection for Persons reporting Child Abuse Act 1998 apply, once they report reasonably and in good faith.
- v. If the DLP, following consultation with the HSE, decides that this matter is for reporting s/he should inform the Chairperson, who should proceed in accordance with the procedures in the Child Protection (2011 pg.).
- vi. The DLP/Deputy DLP completes a standard reporting form as comprehensively as is possible.
- vii. When the Chairperson becomes aware of an allegation of abuse s/he will always seek legal advice and base his/her response on this advice.
- viii. S/he will privately inform the employee of the fact and nature of the allegation and whether or not it has been reported by the DLP to the Health Board. (Refer to 4.2 – 4.3, pg.16 of Child Protection Procedures (DES, 2011). The chairperson has a duty to afford the employee fairness and due process – s/he is entitled to details and a copy of the written allegation, to advice and representation and an opportunity to respond to the Board within a week.

B. Responding

- i. When the Chairperson becomes aware of an allegation of abuse s/he will always seek legal advice and base his/her response on this advice.
- ii. The Chairperson will consider whether there is any risk to pupils' safety. If the Chairperson considers that there is a risk – s/he may require the employee to take immediate administrative leave. If unsure the chairperson will consult with the HSE /Gardaí.
- iii. If administrative leave has been invoked, the chairperson will inform the DES. The HSE (in some cases the Gardaí) may also be notified in accordance with legal advice received.
- iv. Once it is deemed necessary by the DLP and Chairperson to make a report (after receiving advice from the HSE) the Chairperson will convene and inform a meeting of the BOM as soon as possible.
- v. Where the alleged abuse has taken place within the school, or relates to the abuse of pupils of the school, by school employees outside of school time, the BOM will investigate the matter. They will convene a further meeting, once the relevant information has been gathered. At this meeting the BOM will consider in detail
 - the allegations made and their source,
 - the advice given by relevant authorities
 - and the written responses of the employee.
- vi. At this meeting also
 - the person/agency who is alleging abuse by the school employee should be offered an opportunity to present his/her case to the BOM and may be accompanied by another person
 - Parents/guardians may act on behalf of child.
 - The employee should also be afforded an opportunity to present their case and may also be accompanied.
- vii. The BOM must deal with the matter sensitively and the employee must be fairly treated.
- viii. The BOM will make a decision on action, if any, based on their investigation and will inform the employee of this in writing. They will also inform the DES of the outcome, if the employee has been absent on administrative leave.
- ix. Where it is not possible for the BOM to conduct an enquiry into allegations (e.g. where abuse has occurred in past employment, or where the employee is undergoing investigation by relevant authorities), the Chairperson will act on advice of authorities. The Chairperson will maintain close contact with the Health Board and receive reports and records from them where appropriate.

2.2. Role of the Staff Member (to include Teachers, SNAs, Caretaker, Secretary etc.)

a. It is the responsibility of all teachers and staff members to familiarise themselves with the *Children First National Guidelines for the Protection and Welfare of Children (2011)* especially

- Chapter 3 Definition & Recognition of Child Abuse
- Chapter 4 Basis for Reporting & Standard Reporting Procedures
- Appendix 1 Signs and Symptoms of Child Abuse

b. Guidelines for teachers and staff members in handling...

1. **Disclosures from children**

a. Where a child discloses alleged abuse to a staff member, the person receiving that information should listen carefully and supportively. Great care must be taken not to abuse the child's trust. This should not be a formal interview. The follow advice is offered:

- Listen to the child.
 - Do not ask leading questions or make suggestions to the child.
 - Offer reassurance but do not make promises.
 - Do not stop a child recalling significant events.
 - Do not over-react.
 - Confidentiality should not be assured - explain that further help may have to be sought.
 - Record the discussion accurately noting
 - *What, where and when?*
 - *Descriptions and possible sketches of physical injuries.*
 - *Explanations of injuries using direct quotations if appropriate.*
 - Retain the record securely.
- b. The staff member should obtain only necessary relevant facts. It is not the responsibility of school personnel to investigate allegations of abuse.
- c. The DLP should then be informed and given relevant records.
- d. If the suspected abuser is the DLP then the suspicion and any records will be passed on to the Chairperson who will proceed as per guidelines.

2. Suspicions of Abuse:

- a. Staff members who suspect abuse should refer to *Children First National Guidelines for the Protection and Welfare of Children (2011)* especially
 - Chapter 3: Definition & Recognition of Child Abuse
 - Chapter 4: Basis for Reporting and Standard Reporting Procedures
 - Appendix 1: Signs and Symptoms of Child Abuse
- b. Staff members should observe and record over time the dates/signs/symptoms/behaviour causing them concern.
- c. They should inform the DLP and pass on all records.

2.3.Role of the Designated Liaison Person (DLP)

- a. The DLP acts as a liaison with outside agencies, HSE, Gardai and other parties with child protection concerns
- b. The DLP will inform all school personnel of the availability of the Children First Guidelines in the school. S/he will photocopy and circulate to all staff Chapters 3 & 4 & Appendix 1 of these guidelines and advise on good practice
- c. The DLP will be available to staff for consultation regarding suspicions or disclosures of abuse. S/he will keep records of these consultations.
- d. The DLP will seek advice from the HSE.
- e. The DLP will report suspicions and allegations of child abuse to the HSE or/ and Gárda Síochána based on this advice.
- f. The DLP will maintain proper records in a secure, confidential manner and in a secure location.
- g. The DLP will keep up to date on current developments regarding child protection.

Guidelines for the DLP in handling reported concerns and disclosures

- a. Where the DLP/Deputy DLP have concerns about a child, but are not sure whether to report the matter to the HSE, they should seek appropriate advice. To do this the DLP/Deputy should make informal contact with the assigned (on duty) Social Worker. The DLP/Deputy in this case, should be explicit that s/he is requesting advice and not making a report. If advised to report the matter, the DLP will act on that advice.
- b. A report will then be made to the HSE by the DLP/Deputy in person, by telephone or in writing. In the event of an emergency or non-availability of HSE staff, the report should be made to the Gardaí. The DLP should also report the matter to the Chairperson of the BOM, who should then follow the procedures as outlined in Chapter 4 (Section 4.3) of Children First National Guidelines for the Protection and Welfare of Children (2011).
- c. A standard reporting form is completed by the DLP/Deputy as comprehensively as possible (See Appendix 1).
- d. Parents/guardians will normally be informed that a report is being made. It may be decided that informing the parent/carer is likely to endanger the child or place the child at further risk. The decision not to inform the parent/carer should be briefly recorded together with the reasons for not doing so.
- e. When the allegation is against the DLP, the chairperson then assumes responsibility for reporting the matter to the HSE and filling in the standard reporting form.
- f. Where there are allegations or suspicions of Peer Abuse the DLP will follow the same procedures.
 - Parents of all parties will be notified and the DLP will inform the Chairperson.
 - Principal and class teachers will make arrangements to meet separately with all parents, to resolve the matter.
 - The school will make arrangements to minimise the possibility of the abusive behaviour recurring.

3.0 CHILD PROTECTION MEETINGS (Case Conferences):

- a. A request is made from the HSE through the D.L.P. who should consult with the Chairperson of the B.O.M. of the school. The Chairperson may seek clarification through the D.L.P. as to why the attendance of the school employee is necessary and ascertain who else will be present.
- b. The school employee may complete a report for the meeting/conference. (See Appendix 3).
- c. The school employee will be advised if children/parents/guardians are going to be present. The school employee may contact the Chairperson of the Child Protection Meeting for advice.

- d. The school employee may keep a child's behaviour under closer observation, if requested to do so. This may include observing the child's behaviour, peer interactions, school progress or informal conversations.
- e. In all cases, individuals who refer or discuss their concerns about the care and protection of children with HSE staff, should be informed of the likely steps to be taken by the professionals involved. Where appropriate and within the normal limits of confidentiality, reporting staff will be kept informed about the outcomes of any enquiry or investigation following on from their report
- f. Teachers attending a child protection meeting/case conference should familiarise themselves with the protocol outlined on pgs. 149 – 155 of Children First National Guidelines for the Protection and Welfare of Children (2011)

4.0 Organisational Implications

School procedures already in place and any new procedures being put in place will be examined with reference to the Children First Guidelines and any Child Protection issues that may arise will be addressed.

The following policies have been addressed in this review:

- *In Class*
- *Supervision*
- *Bullying*
- *Behaviour*
- *Visibility*
- *Visitors /Guest Speakers*
- *Accidents*
- *Swimming*
- *Record Keeping*
- *Children travelling in teacher's cars*
- *Induction of all New Staff*
- *Induction of Pupils*
- *Communication*
- *Attendance*

In Class

Teachers and Special Needs Assistants will observe the following guidelines:

- No staff member will be alone with a pupil in an isolated or non-visible part of the school.
- Staff will take due notice of pupils who may have to leave the classroom for whatever reason.
- Parents / guardians, and the Gardaí when necessary, will be informed immediately if a pupil leaves the class or the school without permission and refuses to return.

Supervision (see Health and Safety & Supervision Policies)

School supervision policy will be followed by all staff to ensure that there is comprehensive supervision of children at all breaks and before school. The school assumes responsibility for the students from 9.10a.m., 10 minutes before the official start of school. A rota for all supervision times will be displayed, with individual copies given to all staff members.

The school will ensure that all pupils safely board the buses at the end of the school day and that parents are notified of any changes. Parents will be asked to inform the school of any change of dismissal that they are seeking also.

Bullying

Bullying behaviour will be addressed under our Anti-Bullying policy.

Behaviour

Children are to be encouraged at all times to play co-operatively. Inappropriate behaviour will be addressed under our Code of Behaviour.

Visibility

Teachers will ensure that children are visible in the schoolyard. Children will not be allowed to spend time in any part of the school premises where they would not be under adult supervision. Pupils are not allowed re-enter the school buildings at break or other times, unless supervised by a staff member. Pupils will enter school grounds directly from the buses in the morning. They are not to leave the school yard or to engage with adults who are outside of the school yard.

Visitors

It is the policy of Carrig NS that all visitors report at reception, from where their business in the school will be dealt with initially. Teachers on yard duty will be aware of visitors entering the schoolyard. The teacher will ascertain their intentions and direct them to reception. Visitors, when applicable, will be supervised in the discharge of their business.

Guest Speakers

The information imparted by the Guest Speaker will be approved by the class teacher prior to visit. Teacher will remain in the classroom throughout the delivery.

Accidents

While every precaution will be taken under our Health and Safety Statement to ensure the safety of children, we realise that accidents will happen. Accidents will be noted in our Incident book and will be addressed under our accident policy as part of Health and Safety. If hospitalisation is necessary, a staff member will accompany the pupil to hospital and remain with him / her until parents are notified.

Swimming/ PE

Children will be brought by bus to the swimming pool. Children will line up in an orderly manner for the bus as stated in our dismissal policy as part of Health and Safety. Teachers and SNAs will assist with supervision in the changing rooms in order to ensure the children's safety. All adults will act in 'loco parentis' and as such will act as prudent parents in helping children to return to school as dry as possible. Teachers and SNA's will be briefed around our swimming procedures. A minimum of two staff will be assigned to each swimming trip.

Record Keeping (see Data Protection Policy)

Teachers will keep each child's file updated.

Results of Standardised Tests, are filed in filing cabinet in principal's office.

Results of other testing are filed in Learning Support room. Current psychological reports are kept in filing cabinet in the Principal's office.

Roll books are updated daily. Sensitive information regarding children will be shared on a need-to-know-basis. All educational files of pupils who no longer attend this school will be kept in a locked press / filing cabinet in a secure location for the required time limit. Old roll books and registers will likewise be kept in a filing cabinet in secure location, indefinitely.

Children with specific toileting/ intimate care needs

Written consent is required from parents/guardians where assistance is required.

Movement of students within the school

Student movement within the school will be monitored at all times by Teacher / SNA.

Pupils Travelling on School matters

Teachers will not carry children alone in their cars at any time. No pupil will sit in the front passenger seat if a place is available in the back seat. A minimum of two staff will travel on buses carrying students to school-related activities

Induction of Teachers and Ancillary Staff

The DLP will be responsible for informing all new teachers and ancillary staff of the Children First Guidelines (2011). The DLP will give a copy of Chapters 3 & 4 and Appendix 1 and this Child protection policy to all new staff. All new teachers are expected to teach the objectives in the SPHE programme. The school is responsible for the mentoring of new teachers and will be responsible for supporting new teachers as they implement the SPHE objectives. The school is also responsible for ensuring that new teachers know how to fill in the roll book correctly and informing the teacher of record keeping procedures within the school. Information pack will be given to temporary / substitute staff.

Induction of Pupils

All parents and children will be made aware of attendance rules and their implications as laid down in the Education Welfare Act (2000). All parents will be informed of the programmes in place in the school that deal with personal development e.g. RSE, Walk Tall and SPHE. All new parents are given a copy of the school's enrolment policy, which outlines the procedures parents and children should use when contacting the school if there are absences or concerns of an educational/personal/family matter. Parents are encouraged to make an appointment with the class teacher/principal if they wish to discuss their child's progress. All parents are given a copy of the school's Code of Behaviour and Anti-Bullying policies.

Communication

Every effort will be made to enhance pupil-teacher communication. If pupils have concerns they will be listened to sympathetically. The SPHE/Oral English/RE programmes allow for open pupil-teacher communication, which is hoped will aid the pupil-teacher relationship. If a staff member has to communicate with pupils on a one-to-one basis, they will leave the classroom door open. Through the SPHE programme, pupils will be taught how to communicate difficulties and anxieties they may be experiencing. All rooms are equipped with a window to allow full view into the rooms when one-on-one teaching is going on.

Attendance (see School Attendance Policy)

In accordance with the Rules for Primary Schools, the roll will be taken each day. The school will comply with the regulations of the National Educational Welfare Board regarding absenteeism. Our school attendance will be monitored as per our attendance policy. With regards to child protection we will pay particular attention to trends in non-attendance. We will also monitor non-attendance in correlation with signs of neglect/physical/emotional abuse.

Use of I.T. and other Electronic Devices. (see I.T. and Behavioural Policies)

The staff will be aware of the inherent dangers and possibilities of misuse of technology. Unsupervised use of the internet is forbidden. The possession of mobile phones and any other electronic device that can record is also not allowed in school or for any school related activity outside of the school premises unless a written request from parents is received for a genuine reason or approved of by the school.

5.0 Curriculum Implications

Introduction

In Carrig NS all children will be cherished and in fulfilling the general aims of the Curriculum, the Revised Primary Curriculum, Social and Health Education programmes we will:

- *Enable the child to live a full life as a child and to realise his or her potential*
- *Enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society*
- *Prepare the child for further education and lifelong learning*

In endeavouring to realise these aims we will create a positive school climate which is open, inclusive, respectful, fair, democratic and tolerant and which seeks to support the holistic development of all children and all adults working with our children. The strategies we will use to create this environment are detailed in our SPHE Plan and will involve:

- Creating a health-promoting physical environment
- Enhancing self-esteem
- Fostering respect for diversity
- Building effective communication within the school
- Developing appropriate home-school communication
- Catering for individual needs
- Developing democratic process
- Fostering inclusive and respectful language

We strive to ensure that our school will be physically and emotionally safe and we will deliver the curricular content of our SPHE programme with a view to giving our children the protective skills of self-esteem and assertiveness. Co-operative interpersonal skills will be developed through working in pairs and working in groups. Older children will be encouraged to work positively with conflict and negotiation and consensus building skills developed.

Junior Classes (sample-to be modified for Carrig Context)

Junior Class Teachers will teach content objectives as laid out under the 10 strand units in our SPHE programme. They are:

- ✂ Self-esteem /identity
- ✂ Growing and changing
- ✂ New life
- ✂ Keeping safe
- ✂ Feelings and emotions
- ✂ Making decisions
- ✂ Myself and my family/friends
- ✂ Relating to others
- ✂ Sharing and co-operating
- ✂ Resolving conflict.

The SPHE programme will be supported by using the Walk Tall resources, our Alive-o programme, North Western Health Board materials and Stay Safe programme.

Middle Classes

Our SPHE programme will again be implemented according to the 10 strand units. Knowledge, skills and attitudes developed in previous classes will be built on. Children will be enabled to develop intra-personal skills and interpersonal skills. As children mature they will be challenged to develop their decision-making skills. They will be encouraged to develop self-protection skills pertaining to smoking and alcohol. Peer pressure and the influence of the media will also be examined. The development of self-esteem, esteem for others, assertiveness, awareness of feelings, and skills around self-protection and disclosure will underpin our teaching.

Topics Covered:

- ✂ Self esteem
- ✂ Developing and expressing self-confidence
- ✂ Growing and changing
- ✂ Birth and new life
- ✂ Personal hygiene/safety
- ✂ Making decisions

Our SPHE programme will be supported by the use of Walk Tall resources, Prim-Ed anti-bullying materials, RSE materials and Stay Safe programme.

Senior classes

Our SPHE programme will be implemented according to the curricular objectives as laid out under the 10 strands in the SPHE Revised Primary Curriculum Skills, knowledge and attitudes developed in earlier classes will be enhanced. Children will continue to develop self-awareness and positive to themselves, others, their environment and wider world in which they live. Self-protection and respect for others will be fostered, decision-making skills developed, peer influence and media bias examined. Knowledge of drugs and positive attitudes to drug use will be further developed. Children will be enabled to develop good group-building skills, anti-bullying awareness and conflict resolution skills. Self-protection will be emphasised and protection of younger, less able people. Positive attitudes to sexuality will be developed and respect for self and others fostered (see RSE policy).

Topics covered:

- ☹ Accepting Myself
- ☹ Developing and expressing self-confidence
- ☹ Physical development
- ☹ Becoming an adult
- ☹ Parenthood
- ☹ Feelings and emotions
- ☹ Personal hygiene
- ☹ Personal safety
- ☹ Making decisions

The SPHE programme will be supported by the use of the Walk Tall materials, RSE resources and, Stay Safe resources.

The skills and attitudes developed in previous classes will be built on. Children will be enabled to develop intra-personal skills and inter-personal skills. As children mature they will be challenged to develop their decision-making skills. They will be encouraged to develop self-protection skills pertaining to smoking and alcohol. Peer pressure and the influence of the media will also be examined. The development of self-esteem, esteem for others, assertiveness, awareness of feelings, and skills around self-protection and disclosure will underpin our teaching.

Our SPHE programme will be supported by the use of Alive O, Walk Tall resources, Prim-Ed anti-bullying materials, RSE materials and Stay Safe programme.

Success Criteria

We will evaluate the success of this policy using the following criteria:

- Delivery and participation by all staff in training
- Delivery of the SPHE curriculum
- Resources to support the delivery of SPHE
- Delivery and participation by children in the Stay Safe Programme
- Assessment of these procedures by participants following a child protection case
- Feedback from all staff
- Assessment of all childcare issues as they arise in school.
- Assessment of safety procedures in school when incidents occur.

While every effort will be made to adhere to best practice as agreed and outlined above, in the event of an emergency where this is not possible or practicable, a full record of the incident should be made and reported to the principal and parents.

Timeframe for Implementation

These procedures are implemented on a daily basis and following ratification by the BOM this will continue.

Timeframe for Review

At the first staff meeting of every year the DLP will remind all teachers of the guidelines and copies of Chapter 3 & 4 & Appendix 1 of The Children First Guidelines will be given to those who require them.

A review will be conducted based on the criteria above, following any and all incidents when the guidelines are used.

Ratification and Communication

This policy was ratified on 4/2/2021

Parents will be notified of its existence and will be invited to look and comment on the policy.

Appendix

Code of Behaviour for All Staff

- It is not appropriate practice to be alone with a child or young person. Should circumstances arise where this is unavoidable another responsible adult must be informed and a diary note recorded noting the reasons for the meeting. In a one-to-one situation, make sure the door is open, and the meeting takes place in a building with other people present.
 - Treat all children and young people with equal respect – favoritism of any kind is unacceptable.
 - Be cognizant at all times of the imbalance of power inherent in adult-child relationships.
 - Do not engage in or tolerate any behaviour that could be construed as bullying. Give firm guidelines on inappropriate behaviour. Children should be encouraged to report to staff or worker's cases of bullying.
 - Do not spend a disproportionate amount of time with any particular child or group of children.
 - Do not give alcohol, tobacco or drugs to children or young people. Do not use alcohol, tobacco or drugs when working with or supervising children or young people.
 - Use only age-appropriate language, media products, and activities when working with children and young people.
 - Respect the physical integrity of children and young people at all times.
 - Staff should never physically punish or be in any way abusive to children or young people. If you physically restrain a child for any reason, be aware that it could be misinterpreted as assault. This should not prevent appropriate contact in situations where it is necessary to ensure the safety and well-being of a child (for example, where a child is distressed)
 - Respect the privacy of children and young people at all times.
 - Particular care regarding privacy must be taken when children and young people are in locations such as changing areas, swimming pools, showers, toilets. Do not take photographs of children or young people while they are in such areas.
 - Do not do things of a personal nature for children or young people that they can do for themselves. This includes anything that can be misconstrued.
 - It is not recommended that workers give lifts in their cars to a child or young person for any journey without having (i) their own child with them, or (ii) a minimum of 2 other non-related children who will exit at the same destination.
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- Carry identification when on journeys or trips with children or young people.
 - Do not encourage visits to, or conduct meetings in private homes or quarters. When the need for a visit to the home of a child or young person arises, professional boundaries must be observed at all times.