

Child Safeguarding Statement

Maisie Lee

1. Introduction

I work as a Director of theatre for children and young audiences, and also as a facilitator and mentor. I am also a Creative Associate within the Art Council Creative Schools programme. All these aspects of my work bring me regularly into contact with children under the age of 18. I have been working directly with children for the last six years.

2. Guiding Principles

1. My priority to ensure the welfare and safety of every child and young person with whom I come into contact during my work is paramount.
2. My guiding principles are underpinned by *Children First: National Guidance for the Protection and Welfare of Children*, *Tusla's Child Safeguarding: A Guide for Policy, Procedure and Practice*, the *United Nations Convention on the Rights of the Child* and current legislation such as the *Children First Act 2015*, *Child Care Act 1991*, *Protections for Persons Reporting Child Abuse Act 1998* and the *National Vetting Bureau Act 2012*.
3. My guiding principles and procedures to safeguard children and young people reflect national policy and legislation and I will review my guiding principles and child safeguarding procedures every two years.
4. All children and young people have an equal right to be respected as individuals and encouraged them to reach their potential, regardless of their background.
5. I am committed to upholding the rights of every child and young person with whom I come into contact during my work, including the rights to be kept safe and protected from harm, listened to and heard.
6. My declaration of guiding principles is communicated to children, young people, parents/guardians and teachers.
7. Any workers or volunteers I work with must conduct themselves in a way that reflects these principles .

3. Types of Abuse and How They May be Recognised

I recognise the 4 main types of abuse as provided in *Children First: National Guidance for the Protection and Welfare of Children* as **Neglect, Emotional Abuse, Physical Abuse and Sexual Abuse**.

Neglect

Neglect occurs when a child does not receive adequate care or supervision to the extent that the child is harmed physically or developmentally. It is generally defined in terms of an omission of care, where a child's health, 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 occurs when a child's basic need for attention, affection, approval, consistency and security are not met, due to incapacity or indifference from their parent or caregiver. Emotional abuse can also occur when adults responsible for taking care of children are unaware of and unable (for a range of reasons) to meet their children's emotional and developmental needs. Emotional abuse is not easy to recognise because the effects are not easily seen.

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

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

- Rejection

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

There may be no physical signs of emotional abuse unless it occurs with another type of abuse. A child may show signs of emotional abuse through their actions or emotions in several ways. These include insecure attachment, unhappiness, low self-esteem, educational and developmental underachievement, risk taking and aggressive behaviour.

It should be noted that no one indicator is conclusive evidence of emotional abuse. Emotional abuse is more likely to impact negatively on a child where it is persistent over time and where there is a lack of other protective factors.

Physical abuse

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

Physical abuse can include the following:

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

The Children First Act 2015 includes a provision that abolishes the common law defence of reasonable chastisement in court proceedings. This defence could previously be invoked by a parent or other person in authority who physically disciplined a child. The change in the legislation now means that in prosecutions relating to assault or physical cruelty, a person

who administers such punishment to a child cannot rely on the defence of reasonable chastisement in the legal proceedings. The result of this is that the protections in law relating to assault now apply to a child in the same way as they do to an adult.

Sexual abuse

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

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

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

Examples of child sexual abuse include the following:

- Any sexual act intentionally performed in the presence of a child
- An invitation to sexual touching or intentional touching or molesting of a child's body whether by a person or object for the purpose of sexual arousal or gratification
- Masturbation in the presence of a child or the involvement of a child in an act of masturbation
- Sexual intercourse with a child, whether oral, vaginal or anal
- Sexual exploitation of a child, which includes:
 - 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 should a child's safety be compromised because of concern for the integrity of a criminal investigation

4. Circumstances That May Make Children More Vulnerable to Harm

Parent or Carer Factors:

- Drug and Alcohol Misuse
- Parental Mental Health
- Parents with Learning or Intellectual Disabilities
- Domestic Abuse
- Adolescent Parents
- Poor motivation or willingness of parents or guardians to engage

Child Factors:

- Age of the child
- Children with Disabilities
- Mental Health Issues
- Asylum Seekers
- Young Carers
- Sexuality

Environmental Factors:

- Poverty and Social Exclusion
- Transient Children
- Bullying
- Social Media

5. Procedure for Reporting Child Protection and Welfare Concerns

The guiding principle when a child protection or welfare report has to be made to Tusla is that the safety and wellbeing of the child takes priority over all other considerations.

Tusla has statutory responsibility for the protection and welfare of children and The Garda Síochána has responsibility for the investigation of suspected criminal offences. Any person involved with a child/young person may also be in a position to play a key role in safeguarding children.

Implementation of Tusla National Approach to Practice: The Signs of Safety

Tusla has adopted the Signs of Safety approach as a way of working with children and their families. The Signs of Safety approach is helpful, as it gives a clear and effective way to assess risk and find solutions.

It uses four simple questions to ask when thinking about and working with a family:

1. What are we worried about?
2. What's working well?
3. What needs to happen?

4. How worried are we on a scale of 1 to 10?

These questions provide a sound and well-structured focus for the conversations that take place when we believe children's needs are not being met and something else is needed to improve outcomes for children.

What am I worried about?

- What have I seen or heard that worries me about the child?
- If nothing changes, what am I most worried about that will happen to the child?
- What are the adults that are caring for the child doing that is bad for or harming the child?
- What has been the impact of their behaviour on the child?
- What would the child say they are most worried about?

What is working well?

- Who helps or supports the family and child?
- How do they help?
- Thinking about the problems I am worried about who has helped the child and family deal with this problem in the past?
- What do I like about the child/parents?
- What would the child say are the best things about their life?

What needs to happen?

- What do I think needs to happen to make the situation better?
- Who do I think is best placed to help this family?
- What services do I think this family/parent/children need most?

Helpful questions you might ask the family before contacting Tusla.

- Is there anyone else supporting you at the moment? Do you mind if I speak to them?
- Is there any other support that you feel you need at the moment?
- What would you ideally like to see happen next?
- Have you told anyone about this before?
- Has this happened before?
- Do you feel that professionals understand your concerns?

It may not always be appropriate or necessary to ask all of these questions and I will use my professional judgement in each situation. If I am concerned about a child but unsure if I should report it to Tusla, I can contact Tusla informally to discuss my concerns.

If working within a school or organisation I will make my concerns known to a mandated person or the Designated Liaison Person.

I will always inform Tusla if I have reasonable grounds for concern that a child may have been, is being, or is at risk of being abused or neglected.

6. What are reasonable grounds for a child protection or welfare concern?

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

I can make the report to Tusla in person, by telephone or in writing to the local Child Protection and Welfare Duty Social Work Service in the area where the child lives. If I make the report verbally, I will follow it up by completing the Child Protection and Welfare Report Form.

7. Immediate Risk of Harm to a Child

Under no circumstances should a child be left in a situation that exposes them to harm or risk of harm pending intervention by Tusla. If I feel a child is in immediate danger and I cannot contact Tusla I will contact the Gardaí.

I will provide as much relevant information as I can about the child, his/her home circumstances and the grounds for concern.

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

8. Talking to Parents about Concerns You May Have About Their Child

In talking to parents/guardians about child protection or welfare concerns I will use these best practice principles:

- Make sure parents/guardians have prior awareness of your guiding principles, procedures and duties to safeguard children.
- Be straightforward and clearly explain the nature of the concern or issue, e.g. by using facts and records of observations made.
- Think about the time and place to have the conversation. Find a time when parents/guardians are not in a hurry.
- Find a place that is quiet and allows privacy.
- Consider arranging to meet parents/guardians.
- Consider with the DLP who is best placed to have the conversation with the parents/guardians.
- Use a calm and gentle tone, consider the language used.

- Start with positive comments and observations about the child/young person. Ensure that the parents/guardians know that you care about the welfare of their child and recognise their strengths.
- Refer to how the situation may be affecting the child/young person.
- Start with positive comments and observations about the parents/guardians. Most parents/guardians are trying to do their best for their children and will appreciate your acknowledgement of how challenging parenting can be at times.
- Give the parents/ guardians an opportunity to talk; ask them for an explanation and acknowledge their feelings.
- Take the approach that you are working together to address any issues in the best interests of the child/young person.
- Don't blame, don't get defensive and don't take things personally.
- Ensure that you are supportive but also address the issue.
- Refer to your guiding principles and child safeguarding procedures for support. • Offer possible solutions, where appropriate.
- Advise parents/guardians how you plan to follow up and keep them informed and involved, where appropriate.

Where it is not possible to contact the parents/guardians to discuss a concern I may need to discuss the concern with the DLP or Tusla duty social worker through the Dedicated Contact Point. Remember if a report needs to be made to Tusla, do not delay.

As best practice, I will aim to tell the family that I am making a report. This means that the family is fully informed about the services they are being referred to and understand what information professionals are passing on and why.

However, there are some exceptions to informing the family if:

- ⇒ By doing so, the child will be placed at further risk.
- ⇒ Where the family knowing about the report could affect Tusla's ability to carry out a risk assessment.
- ⇒ You believe that doing so would place you at risk of harm from the family.

9.Managing Retrospective Disclosures

Where such a disclosure is made ,it is essential to establish whether there may be current risk to any child or young person who may be in contact with the person subject to an abuse allegation (PSAA) revealed in the disclosure. This is important even where the children/young people about whom there may be a concern are still to be identified.

If any risk is deemed to exist to a child/young person who may be in contact with a PSAA, follow your organisation's child protection and welfare reporting procedure; reports should be made to Tusla without delay (see *Children First: National Guidance for the Protection and Welfare of Children* for further information).

Reports by adults of childhood abuse will be assessed by Tusla. If there are on-going child protection concerns Tusla will take necessary actions to ensure any child who may be at risk of harm is protected. The Tusla Web Portal is the preferred pathway to report disclosures of childhood abuse by adults. Alternatively, the Retrospective Abuse Report Form (RARF) form is available on the Tusla website.

10. Dealing with Disclosures of Abuse from a Child

Key Practice Points Responding to a child/young person who discloses abuse:

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

At the earliest possible opportunity:

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

- Maintain appropriate confidentiality. On-going support Following a disclosure by a child/young person, it is important that the worker/volunteer continues in a supportive relationship with the child/young person.

Disclosure is a huge step for a child/young person. Workers/volunteers should continue to offer support, particularly by:

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

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

11. Record Keeping

Good quality records will be kept for all child protection and welfare concerns. They will be factual, easy to read and clear and will be dated and signed.

- Records will be factual and include details of contacts, consultations and any actions taken.
- I will cooperate in the sharing of records with Tusla where a child protection or welfare issue arises.
- I will ensure that records on child protection concerns, allegations and disclosures are kept securely and safely in a Google Drive file requiring 2 step security authentication to access. They will be deleted after 3 years.
- Records will only be used for the purpose for which they are intended.
- Records will only be shared on a need-to-know basis in the best interests of the child/young person.

12. Training

I am Garda Vetted.

I have regularly taken the Tusla Introduction to Children First Training. Most recently in July 2022.

13. Code of Behaviour

- My work is child centred and where appropriate I get the children/young people involved in discussing and drawing up the code of behaviour for our work together
- When appropriate I will display the code of behaviour in my place of activity.
- I will ensure the code is visible for workers, volunteers, parents/guardians, children, young people and visitors to see.

- I will make a copy available to parents, guardians, children, young people and visitors.
- I will ensure any workers/volunteers I am working with are clear that the organisation's expectations of their behaviour with children and young people make them less vulnerable to erroneous allegations of abuse.
- If there is a breach of the code of behaviour further discussion and exploration of the breach is necessary and further action may be necessary.
- Communication –I (as well as workers or volunteers I work with) will treat children or young people with respect and listen to children. No contact will be made with children/young people over social media or outside of the group activities.
- Safe supervision of children and young people – I will uphold all necessary adult-child ratios. Challenging behaviour will be referred to teachers or parents. I will ban the use of foul or sexualised language. Positive reinforcement will be used to praise and encourage children and young people.
- I will consider the child or young person's individual needs by insuring there is appropriate consultation with parents/guardians and children/young people.
- Safe management of activities – I will endeavour to use consent and registration forms when necessary. I will communicate appropriately with all children. I will plan all activities or events in a way that facilitates all children's participation and inclusion.

14. Management of Activities with Children

When necessary I will ensure I am providing a suitable and accessible venue:

- Any buildings being used are safe and meet required standards;
- There is sufficient heating and ventilation;
- Food preparation areas, where they exist, are sanitary and meet food safety requirements;
- Toilets, shower areas and washing facilities are to standard and meet the accessibility requirements of all members;
- Fire precautions are in place;
- First aid facilities and equipment are adequate;
- There is access to a phone;
- Equipment is checked regularly;
- Insurance cover is adequate.

Activities:

- I will ensure to provide resources and materials needed for the activity and that activities being undertaken are suitable for the abilities, ages and experience levels of all participants.
- Equipment and facilities meet appropriate safety and quality standards and are appropriate to the needs of the participants.
- Activities are risk assessed and that appropriate responses to identified risks are planned and implemented.
- Where protective equipment is deemed necessary, it should be used.
- I will ensure that I have the necessary knowledge and skills to deliver the activity

I will ensure I have parental or guardian consent for children to participate in any of my activities. I will also ensure I have contact details of parents or guardians in case of emergency.

I will always ensure I am providing an adult to child ratio that ensures safe levels of supervision

I will take appropriate action in to manage any incidents and accidents that arise. Any accidents or incidents which may occur will also be recorded separately. In differentiating between the two it is useful to note that an incident does not usually involve any casualty or the loss of life, while an accident will involve some form of injury. Incidents should be recorded separately from accidents as they may need to be referred to when considering suspected child abuse or neglect.

When using facilities or services run by other people or organisations, I will ensure that there is a clear understanding as to which organisation's guiding principles and child safeguarding procedures will be followed. This may necessitate developing a protocol, agreed by the various parties, which will operate for the duration of the collaborative work. Everyone involved should be aware of their roles and responsibilities in relation to the safety and wellbeing of children and young people and of any changes to their usual practice as a result of partnership working.

15. Complaints

Complaints may arise in response to:

- An alleged breach of the code of behaviour by a worker/volunteer;
- A particular practice issue;
- Perceived poor attitude of a worker/volunteer;
- A child/young person feeling unhappy about an incident or an event;
- A parent/guardian feeling unhappy about an incident or event involving their child;
- Dissatisfaction in relation to an aspect of the service being provided.

I will aim to deal with most complaints informally. However, I am aware that some complaints may need to be addressed through my procedure for responding to allegations of abuse against workers/volunteers

Any parent/guardian, child or young person, external agency or organisation, worker or volunteer, or member of the public can make a complaint directly to me in verbal or written form. I will respond in writing to all official complaints.

Complaints will be recorded and all stages of the resolution process will be recorded. Where a complainant is dissatisfied with the response they will be provided with access to an appeals process. It may be appropriate to provide access to a third party for final appeals; this may require cooperation with another organisation. Following an appeal, where the complainant remains dissatisfied, they should be advised that the matter may be referred to the Ombudsman for the relevant service area.

16. Anti-bullying Policy

“Bullying can be defined as repeated aggression – whether it is verbal, psychological or physical – that is conducted by an individual or group against others. It is behaviour that is intentionally aggravating and intimidating, and occurs mainly among children in social environments such as schools. It includes behaviours such as physical aggression, cyberbullying, damage to property, intimidation, isolation/exclusion, name calling, malicious gossip and extortion. Bullying can also take the form of identity abuse based on gender, sexual preference, race, ethnicity and religious factors. With developments in modern technology, children can also be the victims of non-contact bullying, via mobile phones, the Internet and other personal devices.” (Children First: National Guidance for the Protection and Welfare of Children, p.12,)

Bullying can take many forms, such as:

- Hitting and/or punching (physical bullying)
- Teasing or name-calling (verbal bullying)
- Intimidation using gestures or social exclusion (non-verbal bullying or emotional bullying)
- Sending insulting messages by text, email or through social media (also known as cyberbullying – see cyberbullying section below)

Possible warning signs that a child is being bullied include:

- Comes home with torn, damaged, or missing pieces of clothing, books, or other belongings
- Has unexplained cuts, bruises and scratches
- Has few, if any friends, with whom he or she spends time
- Seems afraid of going to school, walking to and from school, taking the school bus, or taking part in organised activities with peers (such as clubs)
- Takes a long, ‘illogical’ route when walking to or from school
- Has lost interest in schoolwork or suddenly begins to do poorly in school
- Appears sad, moody, teary, or depressed when he or she comes home
- Complains frequently of headaches, stomach aches, or other physical ailments
- Has trouble sleeping or has frequent bad dreams
- Experiences a loss of appetite
- Appears anxious and suffers from low self-esteem

What to do if I suspect that the child you are working with is being bullied?

Firstly I will talk with the child and talk with staff at school or the club to learn more. I will also inform the parents/guardians.

1. Talk with the child

Tell the child that you are concerned and that you would like to help. Here are some questions that can get the discussion going. It may be appropriate, depending on individual circumstances, for the parent(s) or carer(s) of the child to ask the questions if it is felt that the child may not discuss the issues with you. Some direct questions:

- I’m worried about you. Are there any children or young people at school or your club/activity who may be picking on you or bullying you?
- Are there any children/young people at school or your club/ activity who tease you in a mean way?

- Are there any children/young people who leave you out or exclude you on purpose?

Some indirect questions:

- Do you have any special friends at school or club/activity this year? Who are they? Who do you hang out with?

- Are there any children/young people at school/your club/ activity who you really don't like? Why don't you like them? Do they ever pick on you or leave you out of things?

2. Talk with staff at the child's school, club/activity If you feel the issue is at school, set up an appointment to talk with the child's teacher or year head, or advise their parent(s) or guardian(s) to do so.

I will endeavour to do some further training and research in this area. If I need further resources I will consult NYCI's *Let's Beat Bullying* document.

17. Communicating with Children and Parents or Guardians

I will publish my safeguarding statement on my website www.maisieledirector.com so it is accessible to all.

18. Information for Children About Their Right to be Protected From Harm

I will aim to display a poster listing children's rights during my activities or to refer to their rights and make sure they are aware of them.

If a child is unhappy or unsafe I will make sure they know that they can come to me and will be listened to and their feelings and opinions respected.

19. Review

I will review my procedures at a minimum once every 2 years but more regularly if there is any change in my work.

20. Appendices

Appendix 1

Child Safeguarding: Relevant Legislation

- Child and Family Agency Act 2013
- Child Care Act 1991
- Children Act 2001

- Children First Act 2015
- Criminal Justice (Withholding of Information on Offences against Children and Vulnerable Persons) Act 2012
- Criminal Justice Act 2006, Section 176: Reckless Endangerment of Children
- Data Protection Acts 1988 and 2003
- Domestic Violence Act 1996
- Education (Welfare) Act 2000
- Education Act 1998
- Freedom of Information Act 2014
- National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016
- Non-Fatal Offences against the Person Act 1997
- Protected Disclosures Act 2014
- Protections for Persons Reporting Child Abuse Act 1998 Copies of all legislation can be accessed at www.irishstatutebook.ie.

Appendix 2: Useful websites:

<https://www.gov.ie/en/campaigns/be-safe-online/?referrer=/besafeonline> - Ireland's official on-line safety hub.

<https://www2.hse.ie/wellbeing/mental-health/bullying-and-harassment.html> - HSE information on bullying and supports available.

<http://www.justice.ie/en/JELR/Pages/Cybercrime> - Home page of the Department of Justice and Equality Cybercrime division; responsible for developing policy in relation to the criminal use made of the internet and information technology generally, and coordinating a range of different cyber initiatives at national and international level.

<https://www.hotline.ie/> - Anonymous facility for internet users to report suspected illegal content, particularly child sexual abuse material, accidentally encountered online, in a secure and confidential way.

<https://www.youth.ie/programmes/projects-initiatives/web-safety-in-youth-work/> - A resource page to support those who work with young people in all youth work organisations who often share similar concerns, risks and challenges to ensure all young people, staff and volunteers are safe online