

Child Protection and Welfare Procedures

Isabella Dogliani

Name: Isabella Dogliani

Name of Company: Isabella Dogliani

I provide the following services/activities to children and young people:

- Facilitating visual arts, creative writing and filmmaking workshops
- Drama and movement based performance activities
- Directing young people
- Facepainting
- Consultation with children and young people for project planning and evaluations

Section 1: Guiding Principles

I, Isabella Dogliani, am committed to comply with legislation and best practice guidance which protects children from harm and to full compliance with the Children First National Guidance for the Protection and Welfare of Children. The principles are underpinned by further legislation including, 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.

I recognise the rights of children to be protected from harm, treated with respect, listened to and to have their views taken into consideration in matters that affect them. I believe all children and young people have an equal right to have a service that respects them as individuals and encourages them to reach their potential, regardless of their background.

These guiding principles apply to Isabella Dogliani, as a lead artist, but extend also to any additional production personnel or paid artists employed by Isabella Dogliani within a collaborative project. These guiding principles should be communicated to everyone to whom they apply and a copy should be provided to any venues the artist is working within upon request.

I will review these building principles and child safeguarding procedures every 2 years or sooner if necessary due to service issues or changes in legislation or national policy.

Section 2: Types of Abuse and How They May Be Recognised

There are four categories of abuse outlined as followed:

• Neglect

The most frequently reported category of abuse in Ireland and internationally, neglect occurs when a child does not receive adequate care or supervision to the extent that the child is harmed physically or developmentally. Emotional neglect may cause attachment difficulties. 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 abuse

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.

- **Physical abuse**

Physical abuse is when someone deliberately hurts a child physically or puts them at risk of being physically hurt. 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

- **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. 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.

Section 3: How Abuse May be Recognised

Neglect 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. More visible symptoms may include signs of malnutrition, lack of adequate clothing and inattention to basic hygiene.

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.

Physical abuse may be spotted from markings on a child or young person. 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

Sexual abuse cases 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.

Child sexual abuse most commonly happens within the family, including older siblings and extended family members.

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

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. Whilst it can be useful to be aware of these factors, it is also important to remember that **the presence of these factors does not necessarily mean the child in these**

circumstances is being abused. The following list of factors is meant to aid and inform all whom these principles apply.

Some of the following factors may make children more vulnerable to harm:

- **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, Conflictual relationships, Domestic violence, Adolescent parents, 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.

- the environment
- poor motivation or willingness of parents or 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

Section 5: Procedure for Reporting Child Protection and Welfare Concerns

You should always inform **Tusla** if you have reasonable grounds for concern that a child may have been, is being, or is at risk of being abused or neglected. You can report your concern in person, by telephone or in writing — including by email — to the local social work duty service in the area where the child lives. You can find contact details for the Tusla social work teams on the Tusla website (www.tusla.ie).

If you are concerned about a child but unsure whether you should report it to Tusla, you may find it useful to contact Tusla to informally discuss your concern. This provides an opportunity to discuss the query in general and to decide whether a formal report of the concern to Tusla is appropriate at this stage. If the concern is below the threshold for reporting, Tusla may be able to provide advice in terms of keeping an eye on the child and other services that may be more suitable to meeting the needs of the child and/or family.

Concerns to Tusla can be reported using their online system (link: <https://www.tusla.ie/children-first/report-a-concern/>)

Referral to the HSE Children and Family Services Social Work Service is made using the Standard Report Form.

Standard Report Forms are located in our [online filing system](#)

Standard Report Forms can also be accessed directly from Children and Family Services or downloaded from www.hse.ie/go/childrenfirst.

Section 6: Reasonable Grounds for Concern

Individuals do not need to prove that abuse has occurred to report a concern to Tusla. All that is required is that you have **reasonable grounds for concern**.

A reasonable ground for concern may be described as:

When you know, believe or have reasonable grounds to suspect that a child's needs have been neglected, are being neglected, or are at risk of being neglected to the point where the child's health, development or welfare have been or are being seriously affected, or are likely to be seriously affected.

Reasonable grounds for a child protection or welfare concern include:

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

Section 7: Immediate Risk of Harm to a Child

If you think a child is at risk of harm, you must contact the statutory agencies. If the concern is urgent and the child is in immediate danger, make the report by telephone and follow it up with the completed Standard Report Form.

Who to contact

In the event of an emergency and the unavailability of Tusla or a HSE Duty Social Worker, you may also contact An Garda.

Contact Details for Tusla	Contact details for An Garda Cíochána
Tusla Child & Family Agency, Unit 4A, Floor 3, North Point House, North Point Business Park, Cork, T23 AT2P. Tel: 021 2373774	Anglesea Street (021) 452 2000 The Bridewell (021) 494 3330

List of local Cork Child Protection Social Work Services:

Georges Quay Cork City

Tel: (021) 4965511

North Lee

North Lee Social Work Dept., Blackpool (adjacent to Shopping Centre),

Blackpool, Co. Cork

Tel: (021) 4927000

South Lee

South Lee Social Work Dept., St. Finbarr's Hospital,

Co. Cork.
Tel: (021) 4923001

West Cork

Social Work Department, Coolnagarrane,
Skibbereen,
Co. Cork. Tel: (028) 40447 The office hours are 9.00am - 5.00pm

North Goulds Hill House.

Mallow,
Co. Cork.
Tel: (022) 21484

What information to include

Remember: The quality of the information that is provided will help influence the ability of the Social Work Service to respond.

To help Tusla staff assess your reasonable concern, they need as much information as possible. You should provide as much relevant information as you can about the child, his/her home circumstances and the grounds for concern. These could include:

- The child's name, address and age
- Names and addresses of parents or guardians
- Names, if known, of who is allegedly harming the child or not caring for them appropriately
- A detailed account of your grounds for concern (e.g. details of the allegation, dates of incidents, and description of injuries)
- Names of other children in the household
- Name of school the child attends
- Your name, contact details and relationship to the child

You should give as much information as possible to social workers at an early stage so that they can do a full check of their records. For instance, they can see if the child and/or a sibling have been the subject of a previous referral, or if an adult in the household had previous contact with the child protection services. It also helps social workers to prioritise cases for attention, as they are not in a position to respond immediately to all cases. However, they will always respond where a child is in immediate danger or at high risk of harm. It will also help Tusla to decide if another service would be more appropriate to help meet the needs of the child, i.e. a community or family support service rather than a social work service.

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

Good practise will involve working in partnership and communicating with parents. Best practice in working in partnership and communicating involves:

- Providing visual information on who works in your organisation e.g. a photograph of each worker/volunteer;
- Having something that is clearly visible for parents/guardians that signposts information on safeguarding children/young people. Your statement of guiding principles and /or your Child Safeguarding Statement should be displayed;
- Providing information about online safety and your procedures for ensuring children and young people are protected from online abuse while availing of your service;
- Talking to parents/guardians informally on a regular basis;
- Having an open door policy, which allows parents/guardians to visit the service at any time;

- Regularly providing information and feedback to parents/guardians verbally as well as in writing.

The artist should encourage parents/guardians to

- Ask about your organisation's Child Safeguarding Statement (where appropriate) and guiding principles and child safeguarding procedures.
- Make suggestions/comments.
- Be involved with and part of the management committee.
- Look around the environment.
- Ask about their child/young person's experience of the workers/service/programme/activity/group and how they are getting on.
- Talk with workers/volunteers about how their child/young person is getting on in the service.
- Share information about their culture and traditions.
- Attend any information meetings/workshops for parents/guardian.
- Share information about their child/young person with workers or volunteers.

Where an artist is working in a school or in partnership with a teacher, less directly involved with parents, a discussion should be had about how best the project can be described and communicated to parents in a way that is clear and encouraging. The artist should also be aware of any DLPs working within a school or venues.

Section 9: Managing Retrospective Disclosures

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

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

Section 10: Dealing with Disclosures of Abuse from a Child

Your duty to report disclosures to the statutory agencies

You need to inform Tusla of all risks to children above the threshold, as the removal of a risk to one child does not necessarily mean that there are no other children at risk. The information contained in a disclosure may be critical to Tusla's assessment of risk to another child either now or in the future.

How to respond to and support a child who tells you that they have been abused

You should deal with disclosures of abuse sensitively and professionally. The following approach is suggested as best practice for dealing with these disclosures.

- React calmly
- Listen carefully and attentively
- Take the child seriously
- Reassure the child that they have taken the right action in talking to you Do not promise to keep anything secret
- Ask questions for clarification only. Do not ask leading questions
- Check back with the child that what you have heard is correct and understood
- Do not express any opinions about the alleged abuser
- Ensure that the child understands the procedures that will follow
- Make a written record of the conversation as soon as possible, in as much detail as possible

- Treat the information confidentially, subject to the requirements of this Guidance and legislation

Section 11: Record Keeping

There is a strong need for good quality information and record keeping that is factually based, as opposed to based on feeling. All documentation should be correctly dated and signed and where possible, typed so that it is easy to read and clear.

Isabella Dogliani's position on information sharing and confidentiality is that records regarding child safeguarding will only be accessed by those whom it would be of the best interest of the child or young person, to be made aware. The records will only be accessible by the lead artist, unless, there where a case requires disclosure, this should be done on a need to know basis.

Records will be stored safely and where any physical copies of a record is made, it will be securely locked with sealed envelopes.

Advice for good record keeping

- Ensure records are factual and include details of contacts, consultations and any actions taken.
- Cooperate with Tusla in the sharing of records, where a child protection or welfare issue arises. An example of this could
- be information needed for a Child Protection Conference or strategy meeting or information important for the assessment of risk to a child.
- Store records on child protection concerns, allegations and disclosures securely and safely.
- Use records for the purpose for which they are intended only.
- Share records on a need-to-know basis only in the best interests of the child or young person.

Section 12: Training

There are many free, accessible resources that may be accessed for all volunteers/collaborators and additional personnel involved in any artistic project initiated by the lead artist. For example, Tusla provides an e-learning module which is '[Introduction to Children First](#)' which is available on their website.

Isabella Dogliani has completed this Children's First training, however will also keep up to date through resources provided both locally and nationally. These include, however are not limited to, organisations such as the National Youth Council for Ireland and the Cork Educational Training Board.

Section 13: Code of Behaviour

In my artistic practise I believe in using a child centred-approach to working with children. I am aware that the creative process can be an intense and emotional experience so aim to create a safe space that encourages communication. I recognise that all children have an equal right to my service provision in line with the Equal Status Acts and the National Disability Strategy.

Acceptable behaviour

- Valuing and respecting all children as individuals
- Listening to children and young people in planning and being flexible to change through out workshops to fit different needs.
- Involving children in decision making as appropriate
- Explaining activities clearly at the beginning of sessions to encourage open communication
- Providing non-verbal check-in tools for communication such as thumbs up or using images
- Having adequate breaks during sessions
- Providing regular opportunities to ask questions
- Creating a space that encourages children to express themselves creatively without judgement or a need for perfectionism
- Promoting positive behaviour

- Having an accident/incident report form in case of injury

How to communicate appropriately

- Communication and explaining activities during workshops should be made in clear, simple language that is age appropriate
- Communication between adults, regarding working with children, should be made in a professional manner and where possible, have a clear written trail
- For organising activities, using email is preferable to phone calls, WhatsApp or alternative platforms

Use of Social Media

- Children and young people should be made aware of any filming or photography being taken at all time and the intended purpose of the material. This should be guided by the concept of informed consent.
- The sharing of any work on social media is only to be made where permission is held by both the child and the caregiver.
- The child and family have the right to withdraw consent for any image/post/video where the child is identifiable, at which point the material should be taken down without hesitation.
- No 'Stories' should be made live that attach children to any location at a given time, which may be a threat to their safety.
- The artist/collaborators should also be aware that no images can be made of any children protected by the state.

Unacceptable behaviour

Isabella Dogliani, and those working with or commissioned by the artist are expected to work under the same rules for safe supervision of children. We recognise that unacceptable behaviour involves:

- Becoming overly involved with any one child or developing favouritism
- Engaging in or allowing non-consensual/ inappropriate touching in any form, including between children when working in pairs or groups as part of a workshop activity
- Verbally abuse or physical punishment of any child
- Condoning bullying or abusive behaviour by staff, volunteers or other children
- Undertaking intimate care needs without consulting and agreeing arrangements with the child and parents.
- Engaging in practices which demean children and are dismissive of the child's voice and preferences.

Boundaries

We are aware:

- That having good ratios of adult to children will benefit the experience of the young person. Where the workshop is a once off, it is especially useful having supporting adults that are familiar to the child to provide additional confidence, and the artist should work in partnership with the adult/service that know the child better.
- That while physical contact is a valid way of comforting or reassuring a child, it should take place in response to the need of the child and not the need of the adult and in an open environment.
- There is a need to be sensitive to the diverse cultures in our setting.
- That children are to be supported and encouraged in order to let new adults know if they have any complaints, concerns or difficulties.

Supervision of Children

There are a number of basic principles to be aware of for the supervision of children:

- Children should not normally be left unattended
- You should know where children are and what they are doing
- Dangerous behaviour by children should not be allowed
- Children will be safer if supervised by multiple adults and the artist should work with collaborators to ensure safe ratios for activities

- Some children with behavioural problems may require special attention. Most crises can be avoided if prior preparation has been made (such as training) and sensible procedures followed.

Creating a positive environment for children

Workshops should involve:

- Working in appropriate venues - with adequate space and natural light
- Creating an environment that fosters open communication by encouraging contributions and questions

Practical Matters that contribute to positive environments should be considered such as:

- Number of participants
- Age and age range
- Environment where the activity is undertaken
- Particular needs of individual participants, e.g. disabilities
- Organising programmes well in advance with adequate planning
- Activities should be undertaken in an environment that feels safe or, where possible, familiar.

Section 14: Management of Activities with Children

Planning Activities

- When working with arts venues, in youth groups or schools, ensure that the artist is aware of the existing structures and systems in place to access contact details of parents or guardians in case of an emergency
- Knowing the children or having consultation with adults, such as parents or teachers who work with the children regularly will help in planning of appropriate activities that can be tailored to the group.
- Ensure work spaces are suitable for the activities, with enough space and are accessible
- Where possible, the artist (or the venue when in partnership) should provide materials for children to ensure all children can engage and a lack of access to materials are not a barrier of entry.
- Where the attendance to the workshop is not voluntary, for example a residency in a school, the artist should ensure that parental or guardian consent has been given for their child to participate
- Ensure that class planning is done in advance, and that the artist (or collaborators) have the necessary knowledge and skills to deliver the activity.

Where the artist has not organised the workshop directly, they should ensure that the school or venue has the appropriate information:

- Emergency contact numbers of nearest relative or person with parental responsibility
- Details of any additional needs or relevant medical history that may require adaptations for tasks/activities

Managing and Delivering Activities

- Incidents and accidents, including near misses, should be well documented with records stored appropriately
- A risk assessment should be conducted for activities that go beyond workshops, or for workshops where a higher risk may be deemed (for example, if taking a group away on a visit as part of the project, ensuring safe transport provided etc)
- Ensure there is safe levels of supervision of adults to children, appropriate to the amount activity/setting. For example, an adult to child ratio of 1:12 should be aimed for higher risk

activities such as movement or shooting a short film, whereas working with a primary school teacher in a classroom setting may have larger groups.

Section 15: Complaints

I undertake to ensure all complaints are taken seriously and dealt with fairly and confidentially. I will endeavour to quickly and informally resolve complaints through discussion with the parents, collaborators and members of staff as appropriate. Parents will be made aware that there is a complaints procedure in operation if they are not happy with the services provided by the artist

Procedure to be followed:

If a parent/guardian is not satisfied with any aspect of the childcare service they should first of all seek to resolve the issue informally by:

- Discussion with the leader or manager.
- If the issue is unresolved or reoccurs, parents should put their complaint in writing to the organising party or Cork Education Support Centre (in the case of TAP residency).
- The organising party may then nominate an individual to meet with the parents and manager/leader (as appropriate) to try and resolve the issue at minimum by the next working week.
- If the issue remains unresolved, it may be necessary for a third party to mediate the complaint.
- Written records of discussion and agreements made will be kept of this meeting and copies made available to parents, manager/leader, or other involved staff (as appropriate).

Section 16: Anti-bullying

Definition of bullying

Children First: National Guidance for the Protection and Welfare of Children, p.12, defines bullying as:

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

Bullying can happen from Young person to Young person, Young person to adult, Adult to Adult and Adult to Young person.

Characteristics Associated with Targets of bullying

- Being popular with people; Being incorruptible, having high moral standards; Being honest and having integrity; Being giving and selfless; Being imaginative, creative, and innovative; Being successful, determined, and courageous; Standing up for a colleague who is being bullied; Being sensitive; Having a strong, forgiving streak; Having a low self-worth and low self-esteem; Being non-assertive/ low assertiveness; Having poor social skills; Being psychologically introverted; Being physically less strong than others; Being relatively un-co-operative; Not being

group oriented; Not being competitive; Being less stable than others; A tendency to self-depreciation, indecisiveness and approval seeking; A need to feel valued; An inability to value oneself; A higher than average level of dependency.

Types of bullying

Bullying is an intentional, aggressive and repeated behaviour that involves an imbalance of power or strength.

It can take several forms:

- Physical (hitting, punching, beating)
- Verbal (teasing, name calling, threats)
- Emotional (intimidation using gestures, social exclusion, threats)
- Sexual
- Racist Bullying
- Cyberbullying (Online harassment, hate messages, threats, impersonation, and other digital abuse)
- Hazing

See a detailed report on the the types of bullying, including cyberbullying, in Lets Beat Bullying (2007) pg 40, linked in appendices.

Signs and symptoms of bullying

Warning Signs:

- Child comes to sessions 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, she or they spends time
- Seems afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities with peers
- Finds or makes up excuses as to why they can't go to school
- Takes a long out of the way route when walking to or from school
- Has lost interest in school work or suddenly begins to do poorly in school
- Appears sad, moody, teary, or depressed when he, she or they come home
- Complains frequently of headaches, stomachaches 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

Note: Children with disabilities may be at a higher risk of being bullied than other children.

Responding to bullying concerns

- Always take reports of bullying seriously
- Keep a good clear record of what has taken place and action taken
- Assess whether the child is at risk of further harm using this child protection policy and guidance from Tüsla. Bullying is a child protection issue so ensuring the child is safe should be a priority.
- Stick to facts and be careful not to ask leading questions
- Ask the child what they want to happen, and ensure the child on the receiving end of bullying feels included in the decision that you make.

Education, training and support

Additional educational resources, training and support can be found through the following organisations: Tüsla, Foróige, Barnardos, Anti-Bullying Alliance. See appendices for further details.

Section 17: Communicating with Children and Parents or Guardians

To ensure that children and their parents or guardians have access to these policies and procedures:

- A copy will be sent to any collaborators, venues or environments that the artist is working with/ within
- A copy of my policies and procedures will be made available through my website isabelladogliani.com
- A printed copy will be present at sessions

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

The UN Convention on the Rights of the Child (which Ireland signed up to in 1992) provides many rights to all children and young people. It says that children have the right:

- To be protected and live free of violence, abuse or harm.
- To be treated with dignity and respect.
- To be free from discrimination.

I will make sure that children know their rights by having access to information on my website available as well as having a information leaflet available to print out (link [here](#)).

A child can let the artist or any adult present during the workshop know if they feel unhappy or unsafe by utilising any of the check-in tools, including non-verbal techniques such as thumbs up or images. Having a variation of activity and quiet moments throughout the session will also help this as it will allow the child to be able to pull adults aside for private conversations.

Section 19: Review

Isabella Dogliani will review this policy every 2 years (at a minimum), however this will be more often if there is any change in the services that is provided, such as working with collaborators or if there is an update in legislation.

This policy is due to be reviewed on **16/02/2025** (no more than two years from date of adoption), or earlier if necessary.

Section 20: Appendices

Guiding documents

Participation Framework: National Framework for Children and Young People's Participation in Decision-Making. Available at: <https://hubnanog.ie/participation-framework/> [Accessed 5th Feb 2023].

Lundy Model of Participation Available at: https://hubnanog.ie/wp-content/uploads/2021/04/5611-Hub_na_nOg-LundyModel.pdf [Accessed 5th Feb 2023].

Lets Beat Bullying (2007). NYC1. Available at: <https://www.youth.ie/documents/lets-beat-bullying/> [Accessed: 5th Feb 2023].

Children First National Guidance for the Protection and Welfare of Children 2017. Available at:

<https://www.tusla.ie/children-first/children-first-guidance-and-legislation/> [Accessed 5th Feb 2023].

A Guide for the Reporting of Child Protection and Welfare Concerns

Available at: <https://www.tusla.ie/uploads/content/4214->

[TUSLA Guide to Reporters Guide A4 v3.pdf](https://www.tusla.ie/uploads/content/4214-TUSLA_Guide_to_Reporters_Guide_A4_v3.pdf) [Accessed 5th Feb 2023].

Anti-Bullying Alliance – Responding to bullying: tips for teachers. Available at: https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/responding-to-bullying-tips-for-teachers_0.pdf [Accessed 16th Feb 2023].

Foróige Against Bullying Programme. Available at: <https://www.foroige.ie/our-work/foroige-against-bullying> [Accessed 16th Feb 2023].

For young people who are concerned about bullying. Available at: <https://www.barnardos.ie/resources/young-people/bullying> [Accessed 16th Feb 2023].

List of local Cork Child Protection Social Work Services:

Georges Quay Cork City

Tel: (021) 4965511

North Lee

North Lee Social Work Dept., Blackpool (adjacent to Shopping Centre),

Blackpool, Co. Cork

Tel: (021) 4927000

South Lee

South Lee Social Work Dept., St. Finbarr's Hospital,

Co. Cork.

Tel: (021) 4923001

West Cork

Social Work Department, Coolnagarrane,

Skibbereen,

Co. Cork. Tel: (028) 40447 The office hours are 9.00am - 5.00pm

North Goulds Hill House.

Mallow,

Co. Cork.

Tel: (022) 21484