

The Whole School Approach to Promote the Welfare and Safety of Students was designed by the SPHE team for workshop use, at in-service or by a school staff, to evaluate its own school, to identify and acknowledge strengths and weaknesses in the school system.

A WHOLE SCHOOL APPROACH TO PROMOTE THE WELFARE AND SAFETY OF STUDENTS

Framework for review

Sliding scale (please tick): 0 = very weak and 5 = very strong in this school.

VALUES

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Commitment to the welfare and protection of students is evident in the mission statement of the school | | | | | |
| Student welfare and protection is seen to enhance all teaching and learning | | | | | |
| Student welfare and protection guides the professional practice of teachers | | | | | |
| Student welfare and protection is supported by a policy on confidentiality | | | | | |
| Student welfare and protection is supported by anti-bullying and related policies | | | | | |
| Members of BOM/ management are aware of their responsibilities in relation to child protection | | | | | |
| Student welfare and protection informs student monitoring processes (e.g. change in performance) | | | | | |

OWNERSHIP / COMMITMENT

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Student welfare and protection is integrated into the work of the school | | | | | |
| Child Protection Guidelines (and protocol) are endorsed by school BOM/ management | | | | | |
| DLP and DDLP are appointed by management | | | | | |
| DLP and DDLP have attended child protection training | | | | | |
| DLP and DDLP have a clear understanding of their roles | | | | | |
| All staff are committed to implementing the Child Protection Guidelines | | | | | |
| Respect for individual rights is evident in the day-to-day work of the school | | | | | |

COMMUNICATION

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| All staff are informed about child protection guidelines | | | | | |
| Students are aware of school's commitment to child protection | | | | | |
| Parents are aware of school's commitment to child protection | | | | | |
| Responsibility for student safety is addressed in staff induction | | | | | |
| Student welfare is included in the agenda of staff meetings | | | | | |
| Appropriate communication lines have been established with the relevant HSE Child Care Services | | | | | |
| There is a Student Council and Students feel listened to in this school | | | | | |

STRUCTURES

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| The roles of the DLP and DDLP are clearly understood by all members of the school community | | | | | |
| Reporting procedures as outlined in the Child Protection Guidelines are in place | | | | | |
| A pastoral care structure that safeguards the welfare and protection of students is in place | | | | | |
| There is adequate supervision of students at all times | | | | | |
| There is adequate and regular support for and supervision of staff | | | | | |
| The DLP and DDLP are aware of Health Service Executive personnel responsible for child protection and their roles; and have contact details | | | | | |
| All staff and management members have a copy of the Child Protection Guidelines | | | | | |

CURRICULUM / PROGRAMMES

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| The induction programme promotes an understanding of the school's commitment to the welfare and protection of students | | | | | |
| The school provides a structured and effective SPHE programme | | | | | |
| SPHE promotes attitudes and skills that support personal safety | | | | | |
| SPHE promotes student awareness of where, when and how to seek help in support of personal safety | | | | | |
| Opportunities provided by various subject areas to support student welfare/ safety issues are maximised | | | | | |
| The welfare and protection of children informs planning and organisation of out of school trips and extra-curricular activities | | | | | |
| Student welfare and protection is a focus for programmes and/or supports offered for parents | | | | | |

SKILLS/ TEACHING METHODS

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Staff can and do respond supportively to students who wish to share concerns about child protection | | | | | |
| Staff are aware of 'good practice' when required to report concerns about child protection | | | | | |
| There is a high level of competence in participatory methods across the curriculum | | | | | |
| SPHE is planned, coordinated and participative | | | | | |
| SPHE promotes the development of knowledge, attitudes and skills through the use of participatory methods | | | | | |
| There are agreed protocols that guide good practice for one-to-one work with students | | | | | |
| Teaching and learning is 'professional' and respects the privacy of students | | | | | |