

SCHOOL SOCIAL WORK: A POSSIBLE ROLE FOR SOCIAL WORKERS IN IRELAND

Author: Jennifer McEvoy

Email: jenmcevoy1@hotmail.com

Jennifer is a professionally qualified and CORU registered social worker, who recently graduated from UCD with a Master of Social Science (Social Work). Jennifer is currently working on a Children in Care Team in Limerick City.

Previous to this, Jennifer spent six years working as an instructor with adults who had mental health issues, intellectual and physical disabilities, in a day service setting.

Abstract

Research from Ireland, the United States of America, Australia and the United Kingdom, stated that teachers are in an ideal position to detect and report child welfare and protection concerns to their Child Protection Social Work Department. For decades, the Irish Government has issued policies and guidelines to schools, in an effort to inform, support and guide these professionals in identifying and reporting suspected child welfare and protection concerns. The Children First Bill 2014 was introduced to legalise the mandatory reporting responsibilities of teachers, to ensure early intervention and protection of vulnerable children. However, the Irish Association of Social Workers has highlighted a lack of resources within Tusla, for dealing with a possible increase in reports to the Child Protection Department due to the introduction of this Bill. Countries such as New Zealand and Australia have enforced mandatory reporting laws as well as employing social workers within schools, who can promote and assist early intervention by directing families to the appropriate community-based services as opposed to reporting all concerns to a Social Work Department. Therefore, this article suggests that there is a requirement for a social worker to be placed within the Irish school system, to support teachers in their role as mandated reporters, and to work collaboratively with them to facilitate early intervention in child welfare and protection cases.

Key words: Child welfare and protection, teachers, mandatory reporting, Children First Bill 2014, school social work.

Introduction

While completing one of my placements with a child protection team, I realised the importance of the collaborative relationship between schools and social workers, to ensure early intervention and support for vulnerable children. The majority of the referrals were from schools in the area; with every case, consent had to be gained from parents or guardians to contact schools for further information.

A child in primary school can spend approximately six hours a day, five days a week in school. It is assumed that a teacher is therefore well-placed to observe the physical and emotional presentation of children, as well as the relationship between children and their guardians, thus presenting an opportunity to detect any signs of neglect and/or abuse (Buckley and McGarry, 2011; Department of Children and Youth Affairs, 2014). The Children First Bill 2014 now proposes that teachers, among other professionals, will be mandated reporters to ensure the provision of a high standard of child protection within schools. However, are teachers in the Republic of Ireland sufficiently trained and informed by Government and school policies to carry out their role as mandated persons under the Children First Bill 2014 or, to ensure early intervention and prevention for possible child welfare and protection cases?

This article will give an overview of the most recent Irish legislation and policies relating to mandatory reporting and the expectation of teachers to detect and report child welfare and protection concerns to the relevant professionals. It will then focus on international mandatory reporting laws and the introduction of social workers within schools, with the aim of protecting vulnerable children and supporting teachers to correctly report concerns. Finally the article will discuss the existence of the Differential Response Model (DRM) which has been implemented in North Dublin and how this model could be applied within the school system, by an employed social worker, in order to benefit at risk children and families.

Irish Legislation and Policies

Both *Children First* 1999 and 2011, have reiterated the responsibility of society and professionals in contact with children to maintain a child's safety and inform the Garda Síochána and the Child and Family Agency of any concerns.

In relation to teachers, the Department of Children and Youth Affairs (2011: 23) pointed out,

Teachers are particularly well placed to observe and monitor children for signs of abuse. They are the main care-givers to children outside the family context and have regular contact with children in the school setting. Teachers have a general duty of care to ensure that arrangements are in place to protect children and young people from harm.

Following *Children First* (2011), the Children First Bill 2014 was introduced, which reflected elements of *Children First* (2011). The Explanatory Memorandum for the Bill outlines the need for "certain professionals and other persons working with children to have statutory reporting obligations" (Department of Children and Youth Affairs, 2014: 1).

In 1991 the Department of Education and Science outlined child protection guidelines for teachers to follow and published an updated version in 2001, the

Department of Education and Science Child Protection Procedures and Guidelines (McGarry & Buckley, 2013: 81). Numerous circulars and child protection guidelines have been published following this, to inform and guide teachers regarding their duty of care to children and the requirement to educate children regarding their own personal safety (Department of Education and Science, 2006; Department of Education and Science 2007; Department of Education and Skills, 2011). Despite this guidance, a survey concerning the introduction of the Stay Safe programme into schools, found that 17% of the schools involved in the survey were not addressing the sexual abuse aspect of the programme or were not teaching the programme at all (Department of Education and Science and Child Abuse Prevention Programme, 2006). Furthermore, studies have also highlighted a lack of awareness and confidence among teachers regarding the identification and reporting of child protection concerns, as well as a number of teachers reporting child protection training to be insufficient (Berry, 2003; INTO, 2008; Buckley and McGarry 2010; Buckley and McGarry, 2011).

International Mandatory Reporting Laws

From an international perspective, mandatory reporting laws were first introduced in the United States of America in 1963 and in Australia in 1972, resulting in teachers operating as mandatory reporters in both countries (Krason, 2013). The United Kingdom is presently debating the introduction of mandatory reporting laws and criminal sanctions (Niven and File, 2015). It currently favours a system based on voluntary compliance through inter-agency collaboration and reporting (Munroe and Parton, 2007; Bunting et al., 2010; Berg and Jones, 2014).

Contrary to explicit reporting laws for teachers, studies in Australia highlighted the need for further education for teachers in the detection of child abuse and neglect (Walsh et al., 2008; Goldman, 2010). Goldman (2010) highlighted that if teachers are expected to be mandatory reporters, they must be sufficiently educated regarding the signs of abuse, the law and policies surrounding the requirement to report and how to report.

Mandatory reporting laws in the USA are clear but research has found that the use of discretion, fear of causing problems for the teacher and/or the student and lack of education around child abuse have nevertheless, affected the rate of under reporting of child abuse concerns by teachers (Webster et al., 2005). However, school social workers employed in countries such as the USA, Australia and New Zealand, have the opportunity to safeguard vulnerable children and support teachers to detect and report child protection concerns.

School Social Workers

Allen-Meares (2006) states that social workers began to work in schools in the USA from 1906 and are still an essential link between schools, homes and communities (Allen-Meares, 2008). The National Association of Social Workers (NASW, 2012: 1) states that

The school social work profession has consistently focused on coordinating the efforts of schools, families, and communities toward helping students improve their academic achievement and social, emotional, and behavioural competence by using its unique perspective of viewing the person in his or her environment.

This reflects the global definition of social work which states that

Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing (International Federation of Social Work, 2014).

Therefore, one of the key roles of social workers is to observe and work with people within their environments. Constable (2009) highlights the fact that the family and the school are the two principal environments in which a child develops. He states that;

School social workers practice in the space where children, families, schools, and communities encounter one another, where hopes can fail, where gaps exist, and where education can break down (Constable, 2009: 4).

This point is further developed by Phillipppo and Blosser (2013: 27) who explain that while social workers and schools both provide a service for children, their motivations, goals and approaches are different.

Additionally, school social workers are responsible for supporting schools in adhering to “federal, state, and local mandates; particularly those designed to promote equal educational opportunity, social justice, and the removal of barriers to learning”, along with emphasising positive behavioural and early interventions (NASW, 2012: 3). In relation to early intervention and prevention, school social workers aim to “support children through building the capacity of family members, other school staff, and community agencies to improve student outcomes” (NASW, 2012: 5).

Gilbert et al., (2009) point out that there is a satisfactory amount of international data to indicate that nine out of ten children who are neglected in the community do not contact the child protection system for help. Therefore, collaboration of all agencies is vital and necessary for the safeguarding of vulnerable children. In addition, Teasley et al., (2012) echo this in their study involving 284 school social workers, which aimed to identify the environment that supports school social work and the possible barriers it might face in different geographic locations, due to differing dynamics and needs. In examining

the key components most conducive to a suitable environment for school social work, Teasley et al. (2012: 150) discovered that “collaboration, communication, cooperation, and attitudes of school staff received the highest response as part of a master category”. Interestingly, Teasley et al., (2012: 151) found that collaboration was “perceived to be the primary facilitator of effective school social work practice”. Bearing this in mind, perhaps teachers in Ireland could benefit from the direct alliance with a social worker in schools when managing responsibilities pertaining to child protection as well as the education of children in their care.

Since 1999, New Zealand has implemented and operated a school social work model, which has yielded positive results for vulnerable children and families (Ministry of Social Development, 2015). The Social Work in Schools (SWiS) programme in New Zealand aims to build relationships with families through the school system, offering services within which families could voluntarily participate, thereby promoting early intervention (Ministry of Social Development, 2015).

Allen-Meaers (2008: 6) states that “school social workers provide crucial social services in one of the most accessible settings, playing an integral role in prevention, intervention, and positive change for school-aged children and their families”. As the area of social work evolves, Allen-Meaers (2008: 3) believes that “schools will remain one of the most practical arenas in which to assess and provide social services”. However Ireland is yet to introduce this level of support in schools for teachers and children, instead relying on teachers’ ability to detect child protection concerns as well as educate children.

Is there a potential role for social workers in schools in Ireland?

Currently, a Home School Community Liaison Scheme exists in many mainstream Irish primary schools and post-primary schools in areas of “urban disadvantage” (Citizens Information, 2014). The scheme aims to support the relationship between teachers, parents and the community, as well as empowering parents, ensuring children have the opportunity to receive education and focusing on the retention of children in school (Conaty, 2006: 8). Although these are important and valuable supports for parents and children, it could not really be described as a social work role within the school setting.

In October 2010, Ireland began the implementation of a Differential Response Model (DRM), for assessing the risk levels and needs of cases, within the Social Work Department in North Dublin, in conjunction with the Daughters of Charity (Canavan and Landy, 2011: 4). This model was previously introduced in a number of states in the USA and New Zealand (Waldegrave and Coy, 2005; Child Welfare Information Gateway, 2014). In the USA, the model recognised that Child Protection Services were dealing with “conflicting objectives - to investigate and sanction perpetrators of maltreatment while also

providing supportive services to families” (Child Welfare Information Gateway, 2014: 3). Therefore the model recognised the need for “flexibility to meet differing family needs” (Child Welfare Information Gateway, 2014: 3). Conley (2007: 1455) explains that: under the differential response paradigm, agencies sort families by risk levels and offer services to those deemed at lower to moderate levels of risk, who under traditional child welfare services would often receive nothing.

It has been noted that cases which were originally referred and deemed as low risk, were often re-referred at a later date for more serious allegations (Waldegrave and Coy, 2005; Conley, 2007; Child Welfare Information Gateway, 2014). In the USA the DRM aims to present families with the opportunity to participate in voluntary services, therefore facilitating early intervention and potentially averting the risk of further child abuse and neglect (Conley, 2007; Child Welfare Information Gateway, 2014). Research into the DRM in the USA has found that “while many DR evaluations generally have demonstrated positive outcomes, overall results have been mixed” (Child Welfare Information Gateway, 2014: 9). Certain pitfalls such as lack of financial and staff resources along with available community services are responsible for these mixed results (Child Welfare Information Gateway, 2014). However, it must also be noted that experimental evaluations of the DRM in certain states discovered that “parents were more satisfied with their interactions with caseworkers and were more likely to feel respected and treated fairly” (Child Welfare Information Gateway, 2014: 9).

In the case of the rest of Ireland and the distribution of services among children and families, Harvey (2011: 16) states “that up to 85% of resources are steered toward those children in most extreme risk, to the neglect of the other levels”. This is a considerable amount, especially when Buckley (2011) points out that just 10% of cases referred to the child protection services are validated as abuse cases. As a result, 90% of these cases may only require support from community based services for a limited amount of time, having avoided the risk of the situation becoming worse (Buckley, 2011). Buckley (2011: 2) reflects on the outcome of this approach which may not provide the 90% of cases with the required community resources, and is therefore “heavily proceduralised”, resulting in families feeling intimidated, isolated as well as failing to promote their wellbeing. Therefore a move towards the implementation of the DRM in Ireland, and as Conley (2007) explains, the allocation of services to families considered to be at low to moderate risk levels, could result in positive outcomes for numerous families and the avoidance of being re-referred to the Child and Family Agency.

In relation to the DRM in North Dublin, Canavan and Landy (2011: 6) explain that interagency collaboration of “key internal and external stakeholders” is essential if the DRM is to operate efficiently. The approach is described as being strengths based, therefore acknowledging the safety factors and assets of the family during the

risk assessment rather than focusing on facts, thereby resulting in the validation of abuse or other concerns. The Social Workers in Schools (SWiS) model in New Zealand also employs the strengths based approach, leading to positive outcomes for various children and families. Similar results are now expected from the DRM in North Dublin (Canavan and Landy, 2011). However, it must be noted that the SWiS model is implemented within schools, one of the main environments wherein children interact on a daily basis. The question is, could Ireland implement a similar system within schools rather than the social services department, to ensure an even greater opportunity for early intervention? The DRM focuses on direct work with families and children which could easily be accomplished within the school environment. In addition to this focus on effective collaboration between social workers and other organisations through the introduction of the mandated reporter role; the potential for a more efficient and effective use of resources, by placing social workers in schools to assess child welfare and child protection cases, and subsequent referrals to relevant services, should not be overlooked.

Conclusion and Recommendations

Since the 1980s, there have been clear guidelines issued in the Republic of Ireland by the Department of Children and Youth Affairs and the Department of Education and Skills, informing all relevant professionals and agencies of their child protection duties and responsibilities (Department of Health and Children, 1999; Department of Education and Science, 2006; Department of Children and Youth Affairs, 2011; Department of Education and Skills, 2011). Contrary to this, several studies in Ireland have revealed a lack of knowledge, and confidence among relevant professionals, in the detection and reporting of child protection concerns, along with a number of teachers and Designated Liaison Persons within schools, stating that the child protection training they received was insufficient (INTO, 2008; Buckley and McGarry, 2011; McGarry and Buckley, 2013). The Children First Bill 2014 aims to eliminate the obvious ambiguity felt by professionals regarding their duty to report by removing voluntary compliance, but yet without sanctions for their failure to report. Guidelines laid down by *Children First* (1999; 2011) and the accompanying *Child Protection and Welfare Handbook*, are considered sufficient to ensure the protection of vulnerable children through the early intervention of mandated reporters such as teachers.

From an international perspective, mandatory reporting laws regarding child abuse exist in countries such as the USA and Australia, along with sanctions for failure to report, for specific professionals including teachers in all states. However, it must be questioned if forced compliance through the use of legislation is enough, to ensure adherence to reporting procedures by teachers and therefore early intervention, in a bid to keep vulnerable children safe and support families?

SWiS in New Zealand has demonstrated the advantages of having a social worker based in the school environment, due to their knowledge of existing community resources, their assessment skills and the support they provide for teachers (Walsh et al., 2005). The social worker has become a more accessible figure within these schools for families to seek help and advice from, resulting in early intervention through the voluntary participation of families and positive outcomes for a large number of children.

The social work system in Ireland has recognised the need to focus on cases relating to child welfare and protection, with the ultimate aim of early intervention, appropriate support for families and children and, at times, avoiding the risk of family circumstances worsening (Canavan and Landy, 2011). The Differential Response Model in North Dublin is based on the strengths perspective, similar to the SWiS model in New Zealand, however the DRM is used within the social work department rather than the school system. In light of the legalised responsibility of teachers to report child protection concerns and a social worker's duty "to engage people and structures to address life challenges and enhance wellbeing" (International Federation of Social Work, 2014), it would be prudent to provide social work support within Irish schools. The foundations for such a system currently exist within the DRM, and could be extended to the school setting nationwide.

Considering the majority of Irish cases referred to the social work department are initially child welfare cases, the implementation of the DRM in Irish schools could ensure support for teachers in their role as mandated reporters, and assist in early intervention, with the aim of referring families and children to suitable community services, rather than directly to the child protection department.

Therefore, based on research and existing school social work models, this article firstly suggests that there is a need for the improvement of child protection training for student teachers which should also be an obligatory component of the course. It could be beneficial if a compulsory online child protection module was completed before a student teacher commences their first teaching placement. The student teacher could also sign a form stating their understanding and acceptance of their role as a mandated reporter under the Children First Bill 2014.

Further child protection training and refresher courses for teachers should be obligatory to ensure they remain up to date regarding new legislation and policies. Also, these training days could involve child protection social workers in order to ensure the sharing of information regarding the detection and reporting of child welfare and protection concerns.

The article recommends that social workers be placed within the school system in Ireland to provide support and expertise for teachers, as well as increasing the opportunity for early intervention in the case of vulnerable

children. Concerns raised by teachers regarding a child's well-being, could be categorised using the DRM approach by a social worker within schools, as being child protection or child welfare cases. The social worker could use their skills to assess the cases and therefore decide if referral to appropriate community based services or direct referral to child protection services is required.

Essentially these recommendations aim to create a role for a social worker within the school environment in which children and families interact, leading to a more effective intervention. Collaboration between social workers and teachers would serve to support and advise teachers in their mandated reporter role as they address child protection concerns, while also providing the social worker with valuable information regarding a child and family. The social worker could be more accessible to prospective service users if they were placed within one of the principal environments in which a child interacts and develops, potentially resulting in early intervention and an improved level of child protection.

Acknowledgments

I wish to thank my supervisors from UCD, Dr. Marie Keenan and Anna Jennings for all their support and guidance with my dissertation, which this article is based on.

Bibliography

- Allen-Meares, P. (2006). 'One hundred years: A- historical analysis of social work services in the schools', *School Social Work Journal*, 30 (3): 24-43.
- Allen-Meares (2008) 'School Social Work', in Mizrahi, T. and Davis, L. E. (eds). *Encyclopaedia of Social Work* (20th edition). New York: Oxford University Press.
- Berg, S. & Jones, M. (2014) 'NSPCC wants covering up abuse to be criminal offence', *BBC News*, 9 July [Online]. Available from: <http://www.bbc.com/news/uk-28213318> [Accessed 02 January 2016].
- Berry, E. (2003) *At the Chalkface of Child Protection: How teachers view their role in relation to child protection*. Unpublished MSc Thesis. Trinity College, Dublin.
- Buckley, H. (2011) 'Child protection and the proposed new legislation: Oil and water or an opportunity for positive change?' *Irish Journal of Family Law*, 3 (57): 1-3.
- Buckley, H. & McGarry, K. (2011) 'Child protection in primary schools: a contradiction in terms or a potential opportunity?' *Irish Educational Studies*, 30 (1): 113-128.
- Bunting, L., Lazenbatt, A., Wallace, I. (2010) 'Information Sharing and Reporting Systems in the UK and Ireland: Professional Barriers to Reporting Child Maltreatment Concerns', *Child Abuse Review*, 19 (3): 187-202.
- Canavan, J. and Landy, F. (2011) *North Dublin Differential Response Model Early Implementation Report* [Online]. Available from: http://www.childandfamilyresearch.ie/sites/www.childandfamilyresearch.ie/files/north_dublin_drm_early_implementation_report_june_2011_0.pdf [Accessed 02 January 2016].
- Citizen Information (2014) *Home School Community Liaison Scheme*. Available at: http://www.citizensinformation.ie/en/education/primary_and_post_primary_education/attendance_and_discipline_in_schools/home_school_liaison.html [Accessed 02 January 2016].
- Child Welfare Information Gateway (2014) *Differential Response to Reports of Child Abuse and Neglect* [Online]. Available from: https://www.childwelfare.gov/pubPDFs/differential_response.pdf [Accessed 03 January 2016].
- Conaty, C. (2006) 'The Home, School, Community Liaison Scheme: An Overview'. In: HSCL Coordinators. *The Home, School, Community Liaison Scheme in Ireland: From Vision to Best Practice*. Dublin: Department of Education and Science.
- Conley, A. (2007) 'Differential response: A critical examination of a secondary prevention model', *Children and Youth Services Review*, 29 (11): 1454-1468.
- Constable, R. (2009) 'The Role of the School Social Worker', in Constable, R., Flynn, J. P., Mc Donald, S. (Eds). *School social work: practice and research perspectives*. University of Michigan: Lyceum Books.

- Department for Child Protection and Family Support (2013) Policy on Child Sexual Abuse [Online]. Available from: <http://www.childprotection.wa.gov.au/Resources/Documents/Policies%20and%20Frameworks/Policy%20on%20Child%20Sexual%20Abuse%202013.pdf> [Accessed 02 January 2016].
- Department of Children and Youth Affairs (2011) Children First: National Guidance for the Protection and Welfare of Children [Online]. Available from: <http://www.dcy.gov.ie/documents/Publications/ChildrenFirst.pdf> [Accessed 02 January 2016].
- Department of Children and Youth Affairs (2014) Children First Bill 2014: Explanatory Memorandum [Online]. Available from: <http://www.oireachtas.ie/documents/bills28/bills/2014/3014/b3014d-memo.pdf> [Accessed 02 January 2016].
- Department of Education and Science (2006) Child Protection Guidelines and Procedures for Primary Schools. Primary circular 0061/2006 [Online]. Available from: https://www.into.ie/ROI/.../Circulars/Circulars2006/cl0061_2006.doc [Accessed 02 January 2016].
- Department of Education and Science (2007) Child Protection Procedures for Persons Employed by the Department of Education & Science. Circular 0046/2007 [Online]. Available from: http://www.staysafe.ie/circulars/CP_Procedures_0046_2007.doc [Accessed 02 January 2016].
- Department of Education and Science & Child Abuse Prevention Programme (2006) Unpublished survey on the implementation of the Stay Safe programme in Irish primary schools.
- Department of Education and Skills (2011) Child Protection Procedures for Primary and Post Primary Schools [Online]. Available from: https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0065_2011.pdf [Accessed 02 January 2016].
- Department of Health and Children (1999) Children First: National Guidelines for the Protection and Welfare of Children [Online]. Available from: http://www.dcy.gov.ie/documents/publications/Children_First_A4.pdf [Accessed 02 January 2016].
- Gilbert, R., Widom, C. Browne, K., Fergusson, D., Webb, E., & Janson, S. (2009) 'Burden and consequences of child maltreatment in high income countries', *The Lancet*, 373 (9657): 68–81.
- Goldman, J. D. G. (2010) 'Australian undergraduate primary school student-teachers' responses to child sexual abuse and its mandatory reporting', *Pastoral Care in Education*, 24 (4): 283-294.
- Harvey, B. (2011) A Way Forward for Delivering Children's Services [Online]. Available from: http://www.barnardos.ie/assets/files/Advocacy/Brian%20Harvey%20Mar%202011%20_2_.pdf [Accessed 02 January 2016].
- International Federation of Social Workers (2014) Definition of Social Work [Online]. Available from: <http://www.ifsw.org/get-involved/global-definition-of-social-work/> Accessed 02 January 2016].
- Irish National Teachers Organisation (2008) Review of the role of INTO members acting as Designated Liaison Person under the Child Protection Guidelines 'Children First': Report to Congress 2008 [Online]. Available from: <http://www.into.ie/ROI/InfoforTeachers/ChildProtection/DesignatedLiaisonPerson/DesignatedLiaisonPerson.pdf> [Accessed 02 January 2016].
- Krason, S. M. (2013) The Mondale Act and Its Aftermath: An Overview of Forty Years of American Law, Public Policy, and Governmental Response to Child Abuse and Neglect [Online]. Available from: http://www.faithandreason.com/wp-content/uploads/2012/08/Mondale-Act-After-Forty-Years_-True.pdf [Accessed 02 January 2016].
- McGarry, K. & Buckley, H. (2013) 'Lessons on Child Protection: A Survey of Newly Qualified Primary-Level Teachers in Ireland', *Child Abuse Review*, 22 (2): 80-92.
- Ministry of Social Development (2014) Social Workers in Schools: Service Specifications [Online]. Available from: <https://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/service-guidelines/social-workers-in-schools-service-specification.pdf> [Accessed 02 January 2016].
- Munroe, E. and Parton, N. (2007) 'How Far is England in the Process of Introducing a Mandatory Reporting System?' *Child Abuse Review*, 16 (1): 5-16.
- National Association of Social Workers (2012) NASW Standards for School Social Work Services [Online]. Available from: <http://www.naswdc.org/practice/standards/naswschoolsocialworkstandards.pdf> [Accessed 02 January 2016].
- Niven, D & File, K. A. (2015) 'Should reporting child abuse be compulsory? Experts give their views', *The Guardian*, 7 May [Online]. Available from: <http://www.theguardian.com/social-care-network/2015/may/07/pros-cons-of-compulsory-reporting-child-abuse> [Accessed 03 January 2016].
- Phillippo, K. L., and Blosser, A. (2013) 'Specialty Practice or Interstitial Practice? A Reconsideration of School Social Work's Past and Present', *Children and Schools*, 35 (1): 19-31.
- Teasley et al., (2012) 'Perceived Barriers and Facilitators to School Social Work Practice: A Mixed-Methods Study', *Children and Schools*, 34 (3): 145-153.
- Waldegrave, S. and Coy F. (2005) 'A Differential Response Model for Child Protection in New Zealand: Supporting more timely and effective responses to notifications', *Social Policy Journal of New Zealand*, 25: 32-48.

Walsh, K., Bridgstock, R., Farrell, A., Rassafiani, M., Schweitzer, R. (2008) 'Case, teacher and school characteristics influencing teachers' detection and reporting of child physical abuse and neglect: Results from an Australian survey', *Child Abuse and Neglect*, 32 (10): 983-993.

Walsh, K., Schweitzer, R., Bridgstock, R. (2005) Critical factors in teachers' detecting and reporting child abuse and neglect: Implications for practice [Online]. Available from: http://www.academia.edu/2821874/Critical_factors_in_teachers_detecting_and_reporting_child_abuse_and_neglect_Implications_for_practice [Accessed 02 January 2016].

Webster, S. W., O'Toole, R., O'Toole, A. W., Lucal, B. (2005) 'Over reporting and under reporting of child abuse: Teachers' use of professional discretion', *Child Abuse & Neglect*, 29 (11): 1281-1296.