

# Child Safeguarding Statement

*Rochestown Educate Together National School (ETNS) recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, practices and activities. Accordingly, this child safeguarding statement, in accordance with the requirements of the Department of Education and Skills' Child Protection Procedures for Primary and Post Primary Schools 2017, is implemented.*

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## **I. Child Safeguarding Statement**

Rochestown Educate Together National School (ETNS) is a primary school providing primary education to pupils from Junior Infants to Sixth Class.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of Rochestown ETNS has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for primary and post-primary Schools 2017 as part of this overall Child Safeguarding Statement.
- 2 The Designated Liaison Person (DLP) is Dr. Alan Sheehan.
- 3 The Deputy Designated Liaison Person (Deputy DLP) is Erica Murphy.
- 4 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. The school will adhere to the following principles of best practice in child protection and welfare. The school will:
  - a. recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations
  - b. fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children
  - c. fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters
  - d. adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect
  - e. develop a practice of openness with parents and encourage parental involvement in the education of their children; and
  - f. fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

- 5 The following procedures/measures are in place:
  - a. In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed

- disciplinary procedures for school staff which are published on the DES website
- b. In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the DES and available on the DES website
  - c. In relation to the provision of information and, where necessary instruction and training to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school:
    - i. Has provided each member of staff with a copy of the school's Child Safeguarding Statement
    - ii. Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
    - iii. Encourages staff to avail of relevant training
    - iv. Encourages Board of Management members to avail of relevant training
    - v. The Board of Management maintains records of all staff and Board member training.
  - d. In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015
  - e. In this school, the Board has appointed the above named DLP as the 'relevant person' (as defined in the Children First Act 2015) to be the first point of contact in respect of the school's child safeguarding statement.
- 6 All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- 7 In accordance with the Children First Act 2015, the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is attached in Section III of these procedures.
- 8 The various procedures referred to in this Statement can be accessed via the school's website, the DES website or will be made available on request by the school (some are included in Section IV).
- 9 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 10 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on 21<sup>st</sup> February 2018



Signed:

Chairperson of BoM

Date:



Signed:

Principal/Secretary to the BoM

Date:

The Child Safeguarding Statement was reviewed by the Board of Management on 21<sup>st</sup> November 2018.

The Child Safeguarding Statement was reviewed by the Board of Management on 11<sup>th</sup> June 2019.

The Child Safeguarding Statement was reviewed by the Board of Management on 11<sup>th</sup> September 2019.

The Child Safeguarding Statement was reviewed by the Board of Management on 20<sup>th</sup> May 2020.

The Child Safeguarding Statement was reviewed by the Board of Management on 2nd June 2021.

Behaviour of Concern policy appendix was added on 11th February 2022

## **II. School Profile**

### **School Details:**

Name:           Rochestown Educate Together National School

Address:       Rochestown, Co. Cork

Telephone:     021 489 0122 / 085 2428753

Email:           info@rochestownetns.ie

Roll Number:   20413N

Principal:      Dr. Alan Sheehan

The school gates are located at the school fencing surrounding the classrooms and yard. Please note that the school gates are not the gates accessing Garryduff Sports Centre from the main Moneygourney Road. The school premises consists of the area within the school boundaries/fence at Garryduff Sports Centre. School start/end times are as follows:

	Start Time:	End Time:
Garryduff Sports Centre	8.30 am	1.10 pm/2.10 pm

The school gates open at 8.20am in Garryduff Sports Centre. The school provides supervision of pupils within the school fencing only from 8.20am – 1.20pm for Junior and Senior Infants and from 8.20am – 2.20 pm for First, Second, Third, Fourth, Fifth and Sixth Class. Please note that no responsibility is accepted for anyone in the areas outside the school fencing. Please also note that no responsibility is accepted for pupils arriving before 8.20am to Garryduff Sports Centre or for supervising pupils after 1.20pm/2.20pm in Garryduff Sports Centre.

### **General Information:**

Rochestown ETNS is under the patronage of Educate Together. It is based on four key principles: Child-centered, Co-educational, Democratic and Equality-based.

Rochestown ETNS follows the curricular programmes prescribed by the Department of Education and Science, which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act (1998).

### **III. Child Safeguarding Risk Assessment (of any potential harm)**

#### **Child Safeguarding Statement**

Rochestown Educate Together National School is a primary/special/post-primary school providing primary/post-primary education to pupils from Junior Infants to Sixth Class.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Addendum to Children First (2019), the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of [insert school name] has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools 2017 as part of this overall Child Safeguarding Statement
  
- 2 The Designated Liaison Person (DLP) is: Dr. Alan Sheehan
  
- 3 The Deputy Designated Liaison Person (Deputy DLP) is: Erica Murphy
  
- 4 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters;
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and

- fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

5 The following procedures/measures are in place:

- In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DES website.
- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the DES and available on the DES website.
- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-

Has provided each member of staff with a copy of the school's Child Safeguarding Statement

Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement

Encourages staff to avail of relevant training

Encourages Board of Management members to avail of relevant training

The Board of Management maintains records of all staff and Board member training

- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
- In this school the Board has appointed the above named DLP as the “relevant person” (as defined in the Children First Act 2015) to be the first point of contact in respect of the schools child safeguarding statement.
- All registered teachers employed by the school are mandated persons under the Children First Act 2015.

- In accordance with the Children First Act 2015 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.
- The various procedures referred to in this Statement can be accessed via the school's website, the DES website or will be made available on request by the school.

**Note:** The above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

- 6 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 7 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on 21st February 2018.

This Child Safeguarding Statement was reviewed by the Board of Management on 2nd June 2021.

Signed:



Signed: \_\_\_\_\_

**Chairperson of Board of Management**

**Principal/Secretary to the Board of Management**

Date: \_\_\_\_\_

Date: \_\_\_\_\_

<b>1. List of school activities</b>	<b>2. The school has identified the following risk of harm in respect of its activities –</b>	<b>3. The school has the following procedures in place to address the risks of harm identified in this assessment -</b>
Training of school personnel in Child Protection matters	Harm not recognised or reported promptly <b>[HIGH]</b>	Child Safeguarding Statement & DES procedures made available to all staff  DLP& DDLP to attend Professional Development Service for Teachers (PDST) face to face training All Staff to view Túsla training module & any other online training offered by PDST  BOM records all records of staff and board training

One to one teaching	Harm by school personnel <b>[MED]</b>	School has policy in place for one-to-one teaching Open doors Glass in window (which is not obstructed)
Care of Children with special needs, including intimate care needs	Harm by school personnel <b>[HIGH]</b>	Policy on intimate care (2 people present) Special Needs Assistant (SNA) Policy
<b>1. List of school activities</b>	<b>2. The school has identified the following risk of harm in respect of its activities –</b>	<b>3. The school has the following procedures in place to address the risks of harm identified in this assessment -</b>
Toilet areas	Inappropriate behaviour <b>[HIGH]</b>	Usage and supervision policy (child asks teacher to leave the yard and reports back to the teacher on return to yard)
Curricular Provision in respect of SPHE, RSE, Stay safe.	Non-teaching of same <b>[MED]</b>	School implements Social, Personal, Health Education (SPHE), Relationships, Sexuality Education (RSE), Stay Safe in full
Lesbian, Gay, Bisexual Transgender (LGBT) Children/Pupils perceived to be LGBT	Bullying <b>[LOW]</b>	Anti-Bullying Policy Code of Behaviour Learn Together SPHE Educate Together ethos

Daily arrival and dismissal of pupils	Harm from older pupils, unknown adults on the playground <b>[HIGH]</b>	Arrival and dismissal supervised by Teachers Use of <a href="mailto:safe@rochestownetns.ie">safe@rochestownetns.ie</a> for collection information Regular BoM communication to parents regarding arrival and dismissal Maglock in operation on school gates
Managing of challenging behaviour amongst pupils, including appropriate use of restraint	Injury to pupils and staff <b>[HIGH]</b>	Safety Statement Code Of Behaviour Staff training in management of challenging behaviour (to be investigated)
<b>1. List of school activities</b>	<b>2. The school has identified the following risk of harm in respect of its activities –</b>	<b>3. The school has the following procedures in place to address the risks of harm identified in this assessment -</b>
Sports Coaches	Harm to pupils <b>[MED]</b>	Procedures in place – the teacher always remains with the class External coaches are Garda Vetted
Recreation breaks for pupils	Harm to pupils <b>[HIGH]</b>	Appropriate supervision in place
Classroom teaching	Harm to pupils <b>[LOW]</b>	All staff are Garda Vetted Appropriate supervision is in place

Outdoor teaching activities	Harm to pupils Injury to pupils and staff <b>[MED]</b>	Safety Statement Code of Behaviour Supervision (at least 2 adults at all times)
Extra-curricular activities	Harm to pupils <b>[MED]</b>	All providers are Garda Vetted All providers have their own insurance
<b>1. List of school activities</b>	<b>2. The school has identified the following risk of harm in respect of its activities –</b>	<b>3. The school has the following procedures in place to address the risks of harm identified in this assessment -</b>
School outings	Harm to pupils Injury to pupils and staff <b>[HIGH]</b>	Safety Statement Code of Behaviour School Tour and Excursion Policy Supervision (at least 2 adults at all times)
Annual Sports Day	Harm to pupils Injury to pupils and staff <b>[MED]</b>	Safety Statement Code of Behaviour
Fundraising events involving pupils	Harm to pupils Injury to pupils and staff <b>[LOW]</b>	Safety Statement Code of Behaviour

School transport arrangements including use of bus escorts	Harm to pupils Injury to pupils and staff <b>[HIGH]</b>	Bus escorts to be Garda Vetted
Administration of Medicine Administration of First Aid	Harm to pupils <b>[MED]</b>	Administration of Medicine policy Safety Statement
<b>1. List of school activities</b>	<b>2. The school has identified the following risk of harm in respect of its activities –</b>	<b>3. The school has the following procedures in place to address the risks of harm identified in this assessment -</b>
Prevention and dealing with bullying amongst pupils	Harm to pupils <b>[MED]</b>	Anti-Bullying Policy SPHE Code of Behaviour Learn Together
Care of pupils with specific vulnerabilities/ needs such as <ul style="list-style-type: none"> <li>· Pupils from ethnic minorities/migrants</li> <li>· Members of the Traveller community</li> <li>· LGBT children</li> <li>· Pupils perceived to be LGBT</li> <li>· Pupils of minority religious faiths</li> <li>· Children in care</li> <li>· Children on Child Protection Notification System (CPNS)</li> </ul>	Bullying <b>[LOW]</b>	Anti-Bullying Policy Code of Behaviour Learn Together SPHE Educate Together ethos

<b>1. List of school activities</b>	<b>2. The school has identified the following risk of harm in respect of its activities –</b>	<b>3. The school has the following procedures in place to address the risks of harm identified in this assessment -</b>
<p>Recruitment of school personnel including -</p> <ul style="list-style-type: none"> <li>· Teachers</li> <li>· SNA's</li> <li>· Caretaker/Secretary/Cleaners</li> <li>· Sports coaches</li> <li>· External Tutors/Guest Speakers</li> <li>· Volunteers/Parents in school activities</li> <li>· Visitors/contractors present in school during school hours</li> <li>· Visitors/contractors present during after school activities</li> </ul>	<p>Harm not recognised or properly or promptly reported</p> <p><b>[HIGH]</b></p>	<p>Child Safeguarding Statement &amp; DES procedures made available to all staff</p> <p>Staff to view Tusla training module &amp; any other online training offered by PDST</p> <p>Vetting Procedures</p> <p>Communications and Confidentiality Policy for Parents / Volunteers</p> <p>Safety Statement for Visiting Contractors</p>

Use of Information and Communication Technology by pupils in school	Bullying <b>[LOW]</b>	Information and Communications Technology (ICT) policy Anti-Bullying Policy Code of Behaviour Acceptable Usage Policy
Use of video/photography/other media to record school events	Harm to pupils <b>[MED]</b>	Private recordings not permitted
<b>1. List of school activities</b>	<b>2. The school has identified the following risk of harm in respect of its activities –</b>	<b>3. The school has the following procedures in place to address the risks of harm identified in this assessment -</b>
School gatherings	Harm to pupils; use of social media <b>[HIGH]</b>	Communications and Confidentiality Policy Code of Behaviour
Visitors to school	Harm to pupils <b>[MED]</b>	Communications and Confidentiality Policy Code of Behaviour Teacher present at all times Maglock in operation at school gates
Access to school sites	Harm to pupils <b>[MED]</b>	Safety Statement Secured gates Maglock in operation at school gates
Swimming	Harm to pupils	Aquatics policy Safety Statement Appropriate supervision

	<b>[HIGH]</b>	
PE (use of sports hall at Garryduff sports centre)	Harm to pupils <b>[MED]</b>	2 adults present at all times Code of Behaviour Safety Statement
Yard Times	Harm to pupils <b>[MED]</b>	Supervision rota in place Safety Statement
<b>1. List of school activities</b>	<b>2. The school has identified the following risk of harm in respect of its activities –</b>	<b>3. The school has the following procedures in place to address the risks of harm identified in this assessment -</b>
Transfer to sports facilities	Harm to pupils <b>[HIGH]</b>	2 adults at all times move between premises Safety Statement

**Important Note:** It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post- Primary Schools 2017*

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee

and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

This risk assessment has been completed by the Board of Management on ..... [date]. It shall be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Signed: \_\_\_\_\_

Chairperson, Board of Management

Signed: \_\_\_\_\_

Principal/Secretary to the Board of Management

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## OLD RISK ASSESSMENT

### IV. Child Safeguarding Risk Assessment (of any potential harm)

List of School Activities	Risk Level	The School has identified the following Risk of Harm	The School has the following Procedures in place to address risk identified in this assessment
Training of school personnel in Child Protection matters	High	Harm not recognised or reported promptly	Child Safeguarding Statement & DES procedures made available to all staff  DLP& DDLP to attend Professional Development Service for Teachers (PDST) face to face training All Staff to view Túsula training module & any other online training offered by PDST  BOM records all records of staff and board training

One to one teaching	Med	Harm by school personnel	School has policy in place for one to one teaching Open doors Glass in window (which is not obstructed)
Care of Children with special needs, including intimate care needs	High	Harm by school personnel	Policy on intimate care (2 people present) Special Needs Assistant (SNA) Policy
Toilet areas	High	Inappropriate behaviour	Usage and supervision policy (child asks teacher to leave the yard and reports back to the teacher on return to yard)
Curricular Provision in respect of SPHE, RSE, Stay safe.	Med	Non-teaching of same	School implements Social, Personal, Health Education (SPHE), Relationships, Sexuality Education (RSE), Stay Safe in full
Lesbian, Gay, Bisexual Transgender (LGBT) Children/Pupils perceived to be LGBT	Low	Bullying	Anti-Bullying Policy Code of Behaviour Learn Together SPHE Educate Together ethos
<b>List of School Activities</b>		<b>The School has identified the following Risk of Harm</b>	<b>The School has the following Procedures in place to address risk identified in this assessment</b>
Daily arrival and dismissal of pupils	High	Harm from older pupils, unknown adults on the playground	Arrival and dismissal supervised by Teachers Use of <a href="mailto:safe@rochestownetns.ie">safe@rochestownetns.ie</a> for collection information Regular BoM communication to parents regarding arrival and dismissal Maglock in operation on school gates
Managing of challenging behaviour amongst pupils, including appropriate use of restraint	High	Injury to pupils and staff	Safety Statement Code Of Behaviour

			Staff training in management of challenging behaviour (to be investigated)
Sports Coaches	Med	Harm to pupils	Procedures in place – the teacher always remains with the class External coaches are Garda Vetted
Recreation breaks for pupils	High	Harm to pupils	Appropriate supervision in place
Classroom teaching	Low	Harm to pupils	All staff are Garda Vetted Appropriate supervision is in place
Outdoor teaching activities	Med	Harm to pupils Injury to pupils and staff	Safety Statement Code of Behaviour Supervision (at least 2 adults at all times)
Extra-curricular activities	Med	Harm to pupils	All providers are Garda Vetted All providers have their own insurance
School outings	High	Harm to pupils Injury to pupils and staff	Safety Statement Code of Behaviour School Tour and Excursion Policy Supervision (at least 2 adults at all times)
Annual Sports Day	Med	Harm to pupils Injury to pupils and staff	Safety Statement Code of Behaviour
Fundraising events involving pupils	Low	Harm to pupils Injury to pupils and staff	Safety Statement Code of Behaviour
School transport arrangements including use of bus escorts	High	Harm to pupils Injury to pupils and staff	Bus escorts to be Garda Vetted

<b>List of School Activities</b>		<b>The School has identified the following Risk of Harm</b>	<b>The School has the following Procedures in place to address risk identified in this assessment</b>
Administration of Medicine Administration of First Aid	Med	Harm to pupils	Administration of Medicine policy Safety Statement
Prevention and dealing with bullying amongst pupils	Med	Harm to pupils	Anti-Bullying Policy SPHE Code of Behaviour Learn Together
Care of pupils with specific vulnerabilities/needs such as <ul style="list-style-type: none"> <li>• Pupils from ethnic minorities/migrants</li> <li>• Members of the Traveller community</li> <li>• LGBT children</li> <li>• Pupils perceived to be LGBT</li> <li>• Pupils of minority religious faiths</li> <li>• Children in care</li> <li>• Children on Child Protection Notification System (CPNS)</li> </ul>	Low	Bullying	Anti-Bullying Policy Code of Behaviour Learn Together SPHE Educate Together ethos
Recruitment of school personnel including - <ul style="list-style-type: none"> <li>• Teachers</li> <li>• SNA's</li> <li>• Caretaker/Secretary/Cleaners</li> <li>• Sports coaches</li> <li>• External Tutors/Guest Speakers</li> <li>• Volunteers/Parents in school activities</li> </ul>	High	Harm not recognised or properly or promptly reported	Child Safeguarding Statement & DES procedures made available to all staff  Staff to view Tusla training module & any other online training offered by PDST  Vetting Procedures

<ul style="list-style-type: none"> <li>Visitors/contractors present in school during school hours</li> <li>Visitors/contractors present during after school activities</li> </ul>			<p>Communications and Confidentiality Policy for Parents / Volunteers</p> <p>Safety Statement for Visiting Contractors</p>
<b>List of School Activities</b>		<b>The School has identified the following Risk of Harm</b>	<b>The School has the following Procedures in place to address risk identified in this assessment</b>
Use of Information and Communication Technology by pupils in school	Low	Bullying	<p>Information and Communications Technology (ICT) policy</p> <p>Anti-Bullying Policy</p> <p>Code of Behaviour</p> <p>Acceptable Usage Policy</p>
Use of video/photography/other media to record school events	Med	Harm to pupils	Private recordings not permitted
School gatherings	High	Harm to pupils; use of social media	<p>Communications and Confidentiality Policy</p> <p>Code of Behaviour</p>
Visitors to school	Med	Harm to pupils	<p>Communications and Confidentiality Policy</p> <p>Code of Behaviour</p> <p>Teacher present at all times</p> <p>Maglock in operation at school gates</p>
Access to school sites	Med	Harm to pupils	<p>Safety Statement</p> <p>Secured gates</p> <p>Maglock in operation at school gates</p>
Swimming	High	Harm to pupils	<p>Aquatics policy</p> <p>Safety Statement</p>

			Appropriate supervision
PE (use of sports hall at Garryduff sports centre)	Med	Harm to pupils	2 adults present at all times Code of Behaviour Safety Statement
Yard Times	Med	Harm to pupils	Supervision rota in place Safety Statement
Transfer to sports facilities	High	Harm to pupils	2 adults at all times move between premises Safety Statement

**Important Note:** It should be noted that risk in the context of this risk assessment is the risk of "harm" as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post- Primary Schools 2017*.

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

This risk assessment has been completed by the Board of Management on 21<sup>st</sup> February 2018. It will be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Signed

Date: 2<sup>nd</sup> June 2021

Chairperson, Board of Management

Signed

Date 2<sup>nd</sup> June 2021

Principal/Secretary to the Board of Management



## **V. Policies, Protocols and Practices**

The School management has ensured that the necessary policies, protocols or practices as appropriate are in place.

### **Accidents**

While every precaution will be taken under our Health and Safety Policy to ensure the safety of children, we realise that accidents will happen. Accidents will be noted in our Incident book and will be addressed under our accident policy as part of Health and Safety.

### **Attendance**

Our school attendance will be monitored as per our Admissions and Participation policy. With regards to child protection we will pay particular attention to trends in nonattendance. We will also monitor non-attendance in correlation with signs of neglect/physical/emotional abuse.

### **Behaviour**

Children are encouraged at all times to play co-operatively and inappropriate behaviour will be addressed under our Code of Behaviour. If an incident occurs which we consider to be of a sexualised nature we will notify the DLP who will record it and respond to it appropriately.

### **Bullying**

Bullying behaviour will be addressed under our Anti-Bullying policy. If the behaviour involved is of a sexualised nature or regarded as being particularly abusive then the matter will be referred to the DLP.

### **Children travelling in staff cars**

Members of the school staff will not carry children alone in their cars at any time.

### **Communication**

Every effort will be made to enhance pupil-teacher communication as per our Communications and Confidentiality Policy. If pupils have concerns they will be listened to sympathetically. The SPHE/Oral Language/RE programmes allow for open pupil-teacher communication, which is hoped will aid the pupil-teacher relationship. If teachers have to communicate with pupils on a one-to-one basis, they are requested to leave the classroom door open.

### **Induction of Teachers and Ancillary Staff**

The DLP will be responsible for informing all new teachers and ancillary staff of the Children First Guidelines & Child Protection Procedures DES, these may be accessed on the School Server. Every member of staff will be given a copy of the Child Safeguarding Statement. All new teachers are expected to teach the objectives in the SPHE programme. The principal is responsible for supporting new teachers as they implement the SPHE objectives.

### **Induction of Pupils**

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

### **Physical Contact**

Physical contact between school personnel and the child should always be in response to the needs of the child and not the needs of the adult. While physical contact may be used to comfort, reassure or assist a child, the following should be factors in determining its appropriateness:-

- i. It is acceptable to the child
- ii. It is open and not secretive
- iii. The age and developmental stage of the child

### **Record Keeping**

Roll books will be updated daily as per our Attendance Policy. Sensitive information will be recorded and communicated only to the DLP or deputy DLP if necessary. Sensitive information regarding children will be shared on a need-to-know basis.

### **Supervision**

School supervision policy will be followed by all staff to ensure that there is comprehensive supervision of children at all breaks and before and after school as per our Safety Statement. The principal and In-School Management Team will be involved in before/after school supervision. A further rota will be displayed to cover the lunchtime breaks.

See Safety Statement/Administration and Organisation Policy for agreed rules around break-times.

### **Toileting: Children with Specific Toileting / Intimate Care Needs**

In all situations where a pupil needs assistance with toileting / intimate care, a meeting will be convened after enrolment and before the child starts school, between parents / guardians, class teacher, special needs assistant, principal and if appropriate, the pupil. The purpose of the meeting will be to ascertain the specific needs of the child and to determine how the school can best meet those needs. The staff to be involved in this care will be identified and provision will be made for occasions when the particular staff involved are absent. A written copy of what has been agreed will be made and kept in the child's file. Any deviation from the agreed procedure will be recorded and notified to the DLP and the parents / guardians.

### **Toileting**

Clean underwear and suitable clothing will be kept in the school so that if a pupil has an 'accident', they will in the first instance be offered fresh clothing into which they can change.

Parents/guardians will receive a letter explaining the school's practice regarding toileting. This includes an opt-in clause that parents/guardians will sign if they wish their child to be assisted with toileting if the need arises (see Appendix 2). This form will be kept in the child's file. If the pupil, for whatever reason, cannot clean or change themselves the child will be assisted by members of staff familiar to the child. A record of all such incidents (see Appendix 3) will be kept in the classroom toilet and principal and parents will be notified.

Should permission not be granted for a pupil to be assisted with toileting the parents/guardians will be contacted immediately and will be requested to come and provide assistance to their child.

### **Visibility**

Teachers will ensure that children are visible in the schoolyard. Children will not be allowed to spend time in classrooms, toilets or where they would not be under adult supervision for prolonged periods of time. They are not to leave the school yard or to engage with adults who are outside of the school yard.

**One to One Teaching**

Parental permission required.

**Visitors**

Teachers on yard duty will be aware of visitors entering the schoolyard and will ascertain their intentions. They will be supervised in the discharge of their business.

**Visitors / Guest Speakers/parent helpers**

Visitors/guest speakers/parent helpers should never be left alone with pupils. The school (principal/teachers) have a collective responsibility to check out the credentials of the visitor/speaker and to ensure that any material in use by guests is appropriate.

## **Individual Staff Declaration**

I have read the Child Protection Policy and agree to adopt and abide by all guidelines set out within it.

**Staff Member:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Appendix 1: Checklist for Review of the Child Safeguarding Statement**

The *Child Protection Procedures for Primary and Post-Primary Schools 2017* require that the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. **The review must be completed every year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers.** Undertaking an annual review will also ensure that a school also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement every two years.

The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list of the issues to be considered. Individual Boards of Management shall include other items in the checklist that are of relevance to the school in question.

As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices and activities vis a vis their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children First Act 2015, the Addendum to Children First (2019) and the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.

	<b>Yes/No</b>
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the ‘Child Protection Procedures for Primary and Post Primary Schools 2017’?	
2. Is the Board satisfied that the Child Safeguarding Statement is displayed in a prominent place near the main entrance to the school?	
3. As part of the school’s Child Safeguarding Statement, has the Board formally adopted, without modification, the ‘Child Protection Procedures for Primary and Post Primary Schools 2017’?	
4. Does the school’s Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015 ? (This includes considering the specific issue of online safety as required by the Addendum to Children First)	
5. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	
6. Has the Risk Assessment taken account of the risk of harm relevant to online teaching and learning remotely?	
7. Has the DLP attended available child protection training?	
8. Has the Deputy DLP attended available child protection training?	
9. Have any members of the Board attended child protection training?	
10. Are there both a DLP and a Deputy DLP currently appointed?	
11. Are the relevant contact details (Tusla and An Garda Síochána) to hand?	

12. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	
13. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the 'Child Protection Procedures for Primary and Post Primary Schools 2017' and the Children First Act 2015?	
14. Has the Board received a Principals Child Protection Oversight Report (CPOR) at each Board meeting held since the last review was undertaken?	
15. Since the Board's last review, did each CPOR contain all of the information required under each of the 4 headings set out in sections 9.5 to 9.8 inclusive of the procedures?	
16. Since the Board's last review, has the Board been provided with and reviewed all documents relevant to the CPOR?	
17. Since the Board's last review, have the minutes of each Board meeting appropriately recorded the records provided to the Board as part of CPOR report?	
18. Have the minutes of each Board meeting appropriately recorded the CPOR report?	
19. Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed?	
20. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made?*	
21. Where applicable, were unique identifiers used to record child protection matters in the Board minutes?	
22. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	
23. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
24. In relation to any cases identified at question 21 above, has the Board ensured that any notifications required under section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017' were subsequently issued by the DLP?	
25. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	
26. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	
27. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	

28. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	
29. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post- primary schools)	
30. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	
31. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	
32. Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?*	
33. Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?*	
34. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	
35. Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
36. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	
37. Is the Board satisfied that the 'Child Protection Procedures for Primary and Post Primary Schools 2017' are being fully and adequately implemented by the school?	
38. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	
39. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement ?	
40. Has the Board ensured that any areas for improvement that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed?	

\*In schools where the ETB is the employer the responsibility for meeting the employer's requirements rests with the ETB concerned. In such cases, this question should be completed following consultation with the ETB.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_

Principal/Secretary to the Board of Management

**Note:** Where a school is undertaking its first review, references in this checklist to the “last review” shall be taken to refer to the date on which the Child Safeguarding Statement was first put in place.

## **Appendix 2: Parental permission for assistance with toileting**

I/We give consent for our child \_\_\_\_\_ to be assisted with toileting if the need arises. We understand that the school will inform us if this occurs.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Print name: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Print name: \_\_\_\_\_

### **Appendix 3: Toileting Log**

A = Assisted; O = Observed

Name	Date	Time	Details	Initials


## **Appendix 4/Mandatory Template 3: Notification regarding the BOM review of the Child Safeguarding Statement**

To: \_\_\_\_\_

The Board of Management of \_\_\_\_\_ wishes to inform you that:

- The Board of Management's annual review of the school's Child Safeguarding Statement was completed at the Board meeting of \_\_\_\_\_ [date].
- This review was conducted in accordance with the "Checklist for Review of the Child Safeguarding Statement" published on the Department's 'website [www.education.ie](http://www.education.ie)

Signed \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_

Principal/Secretary to the Board of Management

## **Appendix 5: Behaviour of Concern Policy**

### **What are Behaviours of Concern?**

Behaviours of concern can be defined as “behaviours that indicate a risk to the safety or wellbeing of the people who exhibit them or to others”.

### **What is a crisis situation?**

A crisis situation can occur when behaviours of concern present serious risk of imminent physical harm to the student concerned and/or others within the school environment.

### **Our Rationale**

A number of pupils have such highly complex and challenging behaviour, social or education needs that they need extra help and support. This policy aims to support the pupil exhibiting Behaviours of Concern, other pupils, staff and the relevant parents. This policy is complimentary to the school Child Safeguarding Statement, Code of Behaviour, and Health & Safety Statement.

### **Code of Behaviour**

Our school Code of Behaviour aims to positively support pupils in the first instance but reserves the right to impose sanctions particularly when the health and safety of pupils and staff are a concern.

### **Child Safeguarding Statement**

Our school Child Safeguarding Statement places a statutory responsibility on registered teachers to report child protection concerns that are at or above a threshold of harm. An accompanying Risk Assessment identifies possible situations where pupils may be at risk and the control measures that our school puts in place to address such concerns.

### **Health & Safety Statement**

Our school Health & Safety Statement underpins the entitlement of all pupils and staff to coexist in a safe environment.

### **Training**

1st February - Mason Hayes Curran - Behaviours of Concern

### **How we react to a Behaviour of Concern Incident?**

Make sure everyone is safe

Prevent the situation deteriorating further

Put an immediate plan in place that will link to an effective and sustained behaviour plan

## **Support Services**

Here is a list of State Agencies (not exhaustive) that we consult for advice, assistance and additional supports.

- Túsla
- CAMHS: Children and Adolescent Mental Health Service
- Department of Education
- Education Welfare Officer: (Attached to EWS)
- Education Welfare Service (Now part of Túsla)
- NCSE National Council for Special Education
- National Educational Psychological Service (NEPS)
- National Educational Welfare Board (NEWB now part of Túsla)
- Special Schools National Behaviour Support Service (SESS now part of NCSE)
- Special Education Needs Organiser (member of NCSE staff)

We may also contact our relevant Management Body and or Principal's Association for advice and guidance.

## **POSSIBLE UNDERLYING CAUSES OF BEHAVIOURS OF CONCERN**

There is always a reason for, or purpose to behaviours of concern, such as:

**Anxiety and Stress:** Pupils may become anxious for a myriad of reasons. Worries about friendships, home situations etc. can be overwhelming for a pupil, leading to stress. While most children are able to identify the cause and put in place strategies to reduce their stress levels, some cannot.

**Communication difficulties:** These can range from not being able to speak at all, shyness, social inhibition to being very articulate but not understanding the social variations and conventions in a conversation. Behaviours of Concern are often a substitute means of communication for such pupils.

**Sensory issues:** Some pupils can be over- or under-sensitive to any of their senses. This is often referred to in the literature as hyper (over) or hypo (under) sensitivity.

**Social understanding:** Not all pupils have the same understanding of social rules. Not all pupils grow up in environments with social rules similar to those in most schools

**Inflexible thinking:** We all adapt to routines and can find them comforting. Some children struggle with changes in routine.

## **Recording of Behaviours of Concern**

Where behaviours of concern are an issue, we ensure that the parents are aware of the school's policy and procedures on recording such behaviours. Parents should understand that the school seeks to record and analyse these behaviours to understand what the triggers are and to put in place a plan to support the pupil to develop more socially acceptable behaviours. Parents should be assured that they will be fully included in this process. It is important to emphasise that pupils who exhibit behaviours of concern make

life difficult for themselves and inhibit social interaction with their class peers.

See Appendix A

**Examples of Behaviours of Concern (not exhaustive):**

- Student with a weapon and intent on using violence
- Physically attacking another or about to
- Throwing furniture or breaking glass close to others
- Putting themselves in danger, running onto a road or trying to

self-harm

**When will our school use restraint?**

We will only use restraint when there is a crisis.

**A physical intervention:** is the use of a physical act or restraint to prevent, restrict or subdue the movement of a pupil's body or part of a pupil's body.

Examples of physical intervention:

(1) Presence

Standing in front of a pupil

(2) Touching

Lead, guide, usher, block-door handle

Pupil retains a lot of mobility

(3) Holding

Pupil's hand held by one adult but retains a level of mobility

(4) Restraint

Completely restrict mobility -2 adults holding legs & arms

(Am I using minimum force for the shortest time?)

Restraint:

- (1) Cannot be used in schools except in the case of a **crisis** where there is a **serious risk of imminent physical harm** to the pupils concerned/others
- (2) Should not be the first option and if used should be timely, measured and proportionate
- (3) It should be carried out by appropriately trained persons if at all possible
- (4) If used should be documented, reported to the board of management

## **Appendix A: Behaviour of Concern Incident Report / Risk Review**

**Pupil: Location:**

**Date: Time:**

**What happened?**

**What triggered the incident?**

**Whom/what was at risk?**

### **PUPIL WELFARE**

List any de-escalation/ positive intervention strategies that you used to diffuse the incident (see over).

Did you need to use a restrictive practice or physical intervention?

Why was this in the best interests of the child? (see over)

How effective was it?

Was the child distressed? Yes / No

How was the child assisted to recover/ repair relationships with staff / other pupils?

How can we reduce the risk of this happening again? (Consult with relevant staff/parents)

## **STAFF WELFARE**

**Signed:**

How many staff were needed to manage this incident safely?

**Date:**

Yes / No

Were you or another staff member hurt?

Describe:

Yes / No

Did you or another member of staff find this incident distressing?

If yes, rate this on a scale of 1 to 5:  
(1 = *little or no distress*, 5 = *very distressing*)

Which other staff were present:

**Please review form and ensure all questions are answered before submitting to Principal/DP**

**Review by Principal / Deputy Principal**

Parents notified: Yes / No

Medical intervention needed/sought: Yes / No

**Signed by Principal or Deputy Principal:**

**Dated:**

**GUIDANCE NOTES on filling in *Behaviour of Concern* Incident Report / Risk**

**Review** There are three main reasons for filling out incident forms following a behavioural incident:

1. To provide a clear, factual account of what happened.
2. To reduce the risk of the incident occurring again.
3. To provide information for Positive Handling Plans and Behavior Support Plans.

An incident form should be filled in following serious behavioural incidents but not during the reflection and recovery process for pupils or staff. If SNAs only are present during an incident it is good practice to fill the incident form out with the class teacher so that s/he is fully aware of the incident. An element of professional judgment may be required to decide whether or not an incident merits the filling in of an incident form. It is better to err on the side of caution and fill out the form. If in doubt consult with the Principal or Deputy Principal.

The following are examples of incidents that require reporting:

- 'Near miss' – the situation had the potential to be a risk to safety.
- Someone received an injury from a kick, bite, thrown item, etc.
- A restraint/force was used.
- Liberty was restricted
- A pupil became significantly emotionally distressed.

A good incident form describes the incident briefly, factually and honestly, identifies triggers (if known), suggests risk reduction measures and takes account of the welfare of both pupils and staff. Judgmental, 'blaming' language should be avoided. Examples are provided in the appendix below.

The information is reviewed by the Principal and/or Deputy who will check on the welfare of all involved and discuss/implement risk reduction measures if applicable.

It is good practice to inform parents of incidents but the incident forms may not be given to parents without the consent of the Principal. This is necessary because the incident report may contain information relating to other pupils or staff and may need to be redacted.

1. **Helpful phrases for 'What happened?'** Asked for assistance - drew towards - eased away - encouraged - guided – used a help hug - led pupil to the support room/yard/sensory room where

s/he could be monitored/observed - moved child away from the area of the incident – (see paragraph 3 below) used physical prompt - used visuals/schedules/timetables - reassured - secured the door - supported - talked pupil down - withdrew other pupils – cleared the area of items that could be thrown – moved other pupils away from danger – asked for help – cleared the area of other pupils – sent for a senior member of staff – asked other staff to withdraw from the area – withdrew myself to a safe distance – kept an eye out for members of the public who might be at risk – prevent emotional/psychological distress to other pupils.

2. **De-escalation techniques to try:** Move away: reduce requests; redirect to schedule; sensory/movement breaks; calm stance/voice; calming scripts; change of staff; 1:1 close to pupil; 1:1 supervision from afar; time out of class; distraction/diversion; facial expression; first/ then; humour; negotiate; offer choice; outline consequences; outline limits/ boundaries, positive reminders; planned ignoring; removal to support room using friendly hold (pupil comes willingly); reassure; short tasks only; time given to process; use of reward; verbal support/prompts; praise.
3. **Helpful phrases for ‘How was this in the best interests of the Pupil.** Maintain dignity of the pupil - prevent negative social outcome for pupil - prevent distress - prevent pain – reduce risk of injury - reduce possibility of - unsafe situation for - welfare of pupil(s)/staff - prevent emotional/psychological distress