# Mandatory Template 1: Child Safeguarding Statement and Risk Assessment Template Child Safeguarding Statement

Skerries Educate Together National School is a primary school providing primary education to pupils from Junior Infants to Sixth Class. Skerries Educate Together National School also provides special education to children with autism in the form of two early intervention classes and one primary school aged autism 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 (revised 2023) and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of Skerries Educate Together National School has agreed the Child Safeguarding Statement set out in this document.

 The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Proceduresfor Primary and Post-primary Schools (revised 2023) as part of this overall Child Safeguarding Statement

1. The Designated Liaison Person (DLP) is Conor D' Arcy
2. The Deputy Designated Liaison Person (DeputyDLP) is Brian O Luasa
3. The Relevant Person is Conor D'Arcy

(The relevant person is one who can provide information in respect ofhow the child safeguarding statement was developed and will be able to provide the statement on request. This person can also be the DLR)

1. The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all ofthe 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 6 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 circumstancc 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 (revised 2023) and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie 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 Department of Education and available on the gov.ie 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

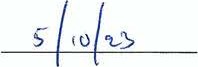
 In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post Primary Schools (revised 2023), including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.

* 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.

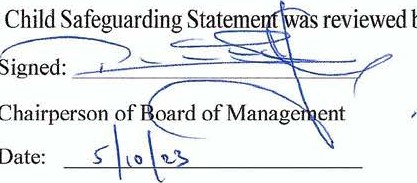
 The various procedures referred to in this Statement can be accessed via the school's website, the gov.ie website or will be made available on request by the school.

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.

1. 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.
2. 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.

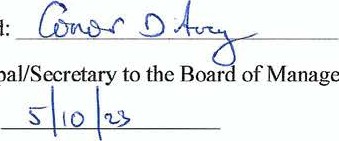
This Child Safeguarding Statement was adopted by the Board of Management on[date].

reviewed by the Board ofManagement on\_[most recent review date].



This

Date:



Principal/Secretary

Management

Signed:

Date:

# Child Safeguarding Risk Assessment

## Written Assessment of Risk of Skerries Educate Together National School

In accordance with section 1 1 of the Children First Act 2015 and with the requirements of Chapter 8 of the Child Protection Procedures for Primary and Post Primary Schools (revised 2023), the following is the Written Risk Assessment of [name of school].

1. List of school activities

|  |  |  |
| --- | --- | --- |
| Daily arrival and dismissal of pupils  Recreation breaks for pupils  Classroom teaching  One-to-one teaching  One-to-one counselling/project worker  Outdoor teaching activities    Sporting Activities  School outings  Use of toilets/changiny/shower areas in school  Annual Sports Day  Fundraising events involving pupils  Use of off-site facilities for school activities  School transport an•angements including use of bus escorts  Care of children with special educational needs, including intimate care where needed  Management of challenging behaviour amongst pupils, including appropriate use of restraint Where required Administration of Medicine  Administration of First Aid  Curricular provision in respect of SPHE, RSE, Stay Safe  Prevention and dealing with bullying amongst pupils  Training of school personnel in child protection matters  Use of external personnel to supplement curriculum  Use of external personnel to support sports and other extra-curricular activities including After-Schools clubs  Care of pupils with specific vulnerabilities/ needs such as o Pupils from ethnic minorities/migrants  O Members of the Traveller community  Lesbian, gay, bisexual or transgender (LGBT) children o Pupils perceived to be LGBT o Pupils of minority religious faiths | | |
| • | o Children on CPNS  Recruitment of school personnel including teachers, SNAs, caretaker, secretary, cleaners and sports coaches External Tutors/Guest Speakers  Volunteers/Parents in school activities  Visitors/contractors present in school during school hours  Visitors/contractors present during after school activities  Participation by pupils in religious ceremonies/religious instruction external to the school  Use of Information and Communication Technology by pupils in school  Application of sanctions under the school's Code ofBehaviour including detention ofpupils, confiscation of phones etc.  Students participating in work experience in the school  Student teachers undertaking training placement in school Use of video/photography/other media to record school events  After school use of school premises by other organisations  Use of school premises by other organisation during school day  Homework club | |

1. The school has identified the followi risk of harm in res t of its activities -

Risk of harm not being recognised by school personnel

Risk of harm not being reported properly and promptly by school personnel

Risk of child being harmed in the school by a member of school personnel

Risk of child being harmed in the school by another child

Risk of child being harmed in the school by volunteer or visitor to the school

Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons

Risk of harm due to bullying of child

Risk ofharm due to inadequate supervision of children in school

Risk of harm due to inadequate supervision of children while attending out of school activities

Risk of harm due to inappropriate relationship/communications between child and another child or adult

Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school

Risk of harm to children with SEN who have particular vulnerabilities

Risk of harm to child while a child is receiving intimate care

Risk of harm due to inadequate code Of behaviour

Risk of harm in one-to-one teaching, counselling, coaching situation

Risk of harm caused by member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other manner

Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner.

3. The school has the following procedures in place to address the risks of harm identified in this assessment -

|  |  |  |
| --- | --- | --- |
| All school personnel are provided with a copy of the school's Child Safeguarding Statement  The Child Protection Procedures for Primary and Post-Primary Schools 2017 are made available to all school personnel  School Personnel are required to adhere to the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023) and all registered teaching staff are required to adhere to the Children First Act 2015  The school implements in full the Stay Safe Programme  The school implements in full the SPHE curriculum  The school has an Anti-Bullying Policy which fully adheres to the requirements of the  Department's Anti-Bullying Procedures for Primary and Post-Primary Schools  The school has devised yard/playground supervision policy to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc. This is outlined in the addendum to this document.  'The school has devised policy and clear procedures in respect of school outings. This is outlined in the addendum to this document. The school has a Health and safety policy  The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting   |  | | --- | | The teaching staff of the school are expected to familiarise themselves with the |   Professional Code of Conduct for Teachers, as issued by the Teaching Council (2nd version, updated 2016), and to strive to adhere to this code at all times. All members of staff are expected to conduct their duties with respect, kindness and professionalism, to support the learning and development of all of the pupils in our care.  The school complies with the agreed disciplinary procedures for teaching  The school has a Special Educational Needs policy  The school has an intimate care policy/plan in respect of students who require such care  The school has devised policy and procedures for the administration of medication to pupils. This is outlined in the addendum to this document.  The school has provided each member of school staffwith a copy of the school's Child Safeguarding Statement | |
| The school ensures all new staff are provided with a copy of the school's Child Safeguarding Statement  The school encourages staff to avail of relevant training  The school encourages board of management members to avail of relevant training  The school maintains records of all staff and board member training  The school has devised policy and procedures for the administration of First Aid. This is outlined in the addendum to this document.  The school has in place a code of behaviour for pupils  The school has in place an Acceptable Usage Policy (AUP) in respect of usage of technolo and internet resources by pupils.  The school has in place a mobile phone policy in respect of usage of mobile phones by pupils.  The school has in place a Critical Incident Management Plan   |  |  | | --- | --- | |  | The school operates |   the Home School Community Liaison scheme via the appointment of a HSCL teacher. This is implemented according to the "HSCL scheme — Guidelines for Schools" document, issued jointly by Tusla and the Department of Education in 2022.  The school has devised policy and procedures for the use of external persons to supplement delivery of the curriculum. This is outlined in the addendum to this document.  The school has devised policy and procedures for the use of external sports coaches. This is outlined in the addendum to this document.  The school has devised policy and clear procedures for one-to-one teaching activities. This outlined in the addendum to this document.  The school has devised policy and procedures for one-to-one project worker contact. This is outlined in the addendum to this document.  The school has devised policy and procedures in respect of student teacher placements. This is outlined in the addendum to this document.  • The school has devised policy and procedures in respect of students undertaking work experience in the school. This is outlined in the addendum to this document. | |

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 revised 2023

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.

## Examples of activities, risks and procedures

The examples listed in this document are provided to assist schools in undertaking their risk assessment under the Children First Act, 2015. Schools should note that this list of examples is not intended to be exhaustive. It is the responsibility of each school to ensure, as far as possible, that any other risks and procedures that are relevant to its own particular circumstances are identified and specified in the written risk assessment and that adequate procedures are in place to address all risks identified.

It is acknowledged that schools already have in place a range of policies, practices and procedures to mitigate the risk of harm to children while they are participating in the activities of the school and that some school activities will carry low or minimal risks of harm compared to others. In the context of the risk assessment that must be undertaken by schools, the Children First Act, 2015 refers to risk as "any potential for harm". Therefore, it is important that, as part of its risk assessment process, each school lists and reviews all of its various activities (which shall include identifying those that may carry low risk ofharm as well as those that carry higher risks of harm). Doing so will help the school to (I) identify, as required under the Children First Act, 2015, any risks ofharm that may exist in respect ofthe school' s activities, (2) identify and assess the adequacy of the various procedures already in place to manage those risks of harm and (3) identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

The Addendum to Children First: National Guidance for the Protection and Welfare of Children published in January 2019 clarifies that organisations providing relevant services to children should consider the specific issue of online safety when carrying out their risk assessment and preparing their Child Safeguarding Statement.

The Guidance on Continuity of Schooling for primary and post-primary schools (April 2020) advises ofthe importance ofteachers maintaining the safe and ethical use ofthe internet during distance learning and assisting parents and guardians to be aware of their role also. Schools should ensure that their Acceptable Use Policy (AUP) informs and guides remote or distance learning activity.

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 Proceduresfor Primary and Post Primary Schools (revised 2023).

Examples of School Activities

* Daily arrival and dismissal ofpupils
* Recreation breaks for pupils
* Classroom teaching
* One-to-one teaching
* One-to-one learning support
* One-to-one counselling
* Outdoor teaching activities
* Online teaching and learning remotely
* Sporting activities
* School outings
* School trips involving overnight stay

 School trips involving foreign travel

* Use of toilet/changing/shower areas in schools

Provision ofresidential facilities for boarders

* Annual Sports Day
* Fundraising events involving pupils
* Use of off-site facilities for school activities
* School transport arrangements including use of bus escorts
* Care of children with special educational needs, including intimate care where needed,
* Care of any vulnerable adult students, including intimate care where needed Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
* Management of provision of food and drink
* Administration of Medicine
* Administration of First Aid
* Curricular provision in respect of SPHE, RSE, Stay Safe
* Prevention and dealing with bullying amongst pupils
* Training of school personnel in child protection matters

Use of external personnel to supplement curriculum

 Use of external personnel to support sports and other extra-curricular activities

* Care of pupils with specific vulnerabilities/ needs such as
* Pupils from ethnic minorities/migrants
* Members of the Traveller community

Lesbian, gay, bisexual or transgender (LGBT) children

* Pupils perceived to be LGBT
* Pupils of minority religious faiths
* Children in care

Children on Tusla's Child Protection Notification System (CPNS)

* Children with medical needs

Recruitment of school personnel including  Teachers/SNAs

* Caretaker/Secretary/CIeaners

 Sports coaches

* External Tutors/Guest Speakers
* Volunteers/Parents in school activities
* Visitors/contractors present in school during school hours
* Visitors/contractors present during after school activities
* Participation by pupils in religious ceremonies/religious instruction external to the school

Use of Information and Communication Technology by pupils in school, including social media

 Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.  Students participating in work experience in the school

* Students from the school participating in work experience elsewhere  Student teachers undertaking training placement in school

 Use of video/photography/other media to record school events

 After school use of school premises by other organisations  Use of school premises by other organisation during school day  Breakfast club

* Homework club/evening study

## Examples of Risks of Harm

* Risk of harm not being recognised by school personnel
* Risk of harm not being reported properly and promptly by school personnel

Risk of child being harmed in the school by a member of school personnel

* Risk of child being harmed in the school by another child
* Risk ofchild being harmed in the school by volunteer or visitor to the school  Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons
* Risk of harm due to inappropriate use of online remote teaching and learning communication platform such as an uninvited person accessing the lesson link, students being left unsupervised for long periods of time in breakout rooms Risk of harm due to bullying of child

 Risk of harm due to racism

* Risk of harm due to inadequate supervision of children in school

 Risk of harm due to inadequate supervision of children while attending out of school activities

* Risk of harm due to inappropriate relationship/communications between child and another child or adult
* Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school

Risk of harm to children with SEN who have particular vulnerabilities, including medical vulnerabilities

 Risk of harm to child while a child is receiving intimate care

* Risk of harm due to inadequate code of behaviour
* Risk ofharm in one-to-one teaching, counselling, coaching situation
* Risk of harm caused by member ofschool personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other manner

Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

## Examples of Procedures to address risks of harm

 All school personnel are provided with a copy of the school's Child Safeguarding Statement

The Child Protection Procedures for Primary and Post Primary Schools (revised 2023) are made available to all school personnel

School Personnel are required to adhere to the Child Protection Procedures for Primary and Post Primary Schools (revised 2023) and all registered teaching staff are required to adhere to the Children First Act 2015 and it's Addendum (2019)

The school implements in full the Stay Safe Programme

 The school implements in full the SPHE curriculum

The school implements in full the Wellbeing Programme at Junior Cycle

* The school has an Anti-Bullying Policy which fully adheres to the requirements Of the Department's Anti-bullying Procedures for Primary and Post Primmy Schools
* The school undertakes anti-racism awareness initiatives
* The school has a yard/playground supervision policy to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.

The school has in place a policy and clear procedures in respect of school outings

 The school has a health and safety policy

* The school adheres to the requirements of the Garda vetting legislation and relevant DE circulars in relation to recruitment and Garda vetting

The school has a codes of conduct for school personnel (teaching and nonteaching staff)

* The school complies with the agreed disciplinary procedures for teaching staff The school has a Special Educational Needs policy

The school has an intimate care policy/plan in respect of students who require such care

* The school has in place a policy and procedures for the administration of medication to pupils

The school — o Has provided each member of school staff with a copy of the school's Child Safeguarding Statement o Ensures all new staff are provided with a copy of the school's Child

Safeguarding Statement o Encourages staff to avail ofrelevant training o Encourages board of management members to avail of relevant training o Maintains records of all staff and board member training

* The school has in place a policy and procedures for the administration of First Aid
* The school has in place a code of behaviour for pupils

The school has an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents

* The school has in place a policy governing the use of smart phones and tablet devices in the school by pupils as per circular 38/2018

 The school has in place a Critical Incident Management Plan

 The school has in place a Home School Liaison policy and related procedures  The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum

The school has in place a policy and procedures for the use of external sports coaches

* The school has in place a policy and clear procedures for one-to-one teaching activities

The school has in place a policy and procedures for one-to-one counselling  The school has in place a policy and procedures in respect of student teacher placements

* The school has in place a policy and procedures in respect of students undertaking work experience in the school

 The school has in place a policy and procedures in respect ofpupils of the school undertaking work experience in external organisations

Addendum to Child Safeguarding Statement

## One-to-One Teaching

* 'Ihis method of teaching should only be used when necessary and when appropriate

Written parental consent must be obtained.

 The child should always sit closest to the door.

* Children should always be accompanied by their SET teacher to and from their mainstream class.
* Children needing to use the toilet should use the nearest classroom. They should be supervised coming and going into this class.

 Children may receive support on the school corridor from Teachers or SNAs. Parental consent must also always be sought for this.

## Visiting Professionals

Visiting professionals such as project workers, external coaches, student teachers, substitute teachers, and all others are expected to read the child safeguarding statement and sign a copy of it to this effect.

## One-to-one Project workers

* All project workers should have been Garda-vetted.
* Written consent must have been sought and granted from parents for any child to attend any project worker.
* School Completion Project workers will already have had qualifications and references checked. This however will be carried out for other project workers.
* Project workers should carry out their tasks in an appropriate environment where respect, confidentiality and sensitivity are important.

All doors in the school have see-through glass panels.

School Outings

* All parent volunteers should have been vetted.
* All parent volunteers should read and sign to indicate that they have read the child safeguarding statement.

 Parental consent should have been sought and given for a child to participate on any outing.

Children should be supervised when going to use toilets in places outside of school. Two adults or one adult and three children should suffice for this. There should be a ratio of one adult for every ten children.

* Teachers should check with an organisation if there is an expectation that children are separated from the teacher or other adults accompanying the group. If this is the case then the tour should not be booked.

Student-Teacher Placements

* All student teachers must show evidence of Garda-vetting from their college.

## External Coaches

* All coaches must have been vetted.

Supervision of Children during assembly, dismissal, in class, on the school corridor, during breaks and specific areas such as toilets.

* For assembly and dismissal of children, the school policy on the acceptance and hand-over of children outlines how children are supervised at these times.
* For breaks during the school day, all adults supervising children should be garda-vetted.
* Each yard will have at least one teacher and one SNA supervising.
* The toilet accessible form the Infants yard is to be used by any children during break-times. All children should be accompanied by another child when making their way to the toilet. They must inform the teacher or SNA on duty in the junior yard when they do so.

All teachers and SNAs assigned to those classes will supervise their own class at all times during whole-school assemblies.

* In class pupils will always be supervised by the class teacher. In the event of the teacher having to step out of the classroom a colleague such as a support teacher or SNA will be sought to step in and supervise the class. In the event of no availability of such a colleague a second teacher in a nearby class will be alerted and engaged in supervising both classes
* Where children are sent on messages about the school they will always be accompanied by at least one other pupil.

