Child Safeguarding Statement & Risk Assessment

10th May 2023

Edited 21 Feb 2024 to reflect changes to DLP and DDLP

Signed: Anne Phelan   Signed: Corinne O'Toole

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

Date: 21 Feb 2024   **Date: 21 Feb 2024**

This Child Safeguarding Statement & Risk Assessment has been developed in accordance with the 'Children First' National Guidance for the Protection and Welfare of Children.

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Child Safeguarding Statement and Risk Assessment

Clonturk Community College is a post-primary school providing post-primary education to pupils from First Year to Leaving Certificate Year

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 Clonturk Community College 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   Corinne O'Toole

3. The Deputy Designated Liaison Person (Deputy DLP) is   Kerrie Whelan

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 DE 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 DE 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-

  1. Has provided each member of staff with a copy of the school's Child Safeguarding Statement
  2. Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
  3. Encourages staff to avail of relevant training
  4. Encourages Board of Management members to avail of relevant training
  5. 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 DE 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 10th May 2023.

This Child Safeguarding Statement was reviewed by the Board of Management on 10th May2023

Signed: Anne Phelan   Signed: Kerrie Whelan

Chairperson of Board of Management   Acting Principal/Secretary to the Board of Management

Date: 10th May 2023   Date: 10th May 2023

Amended and approved by Board of Management to reflect changes to DLP and DDLP on 24th August 2023

Signed: Anne Phelan   Signed: Corinne O'Toole

Chairperson of Board of Management   Acting Principal/Secretary to the Board of Management

Date: 21 Feb 2024   Date: 21 Feb 2024

Child Safeguarding Risk Assessment

Written Assessment of Risk of Clonturk Community College

In accordance with section 11 of the Children First Act 2015 and with the requirements of Chapter 8 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*, the following is the Written Risk Assessment of [name of school].

1. **List of school activities**

- Daily arrival and dismissal of students
- Break time and Lunchtime for students
- Classroom teaching
- One-to-one teaching
- One-to-one counselling
- Outdoor teaching activities
- Sporting Activities
- School trips
- School trips involving overnight stay
- School trips involving foreign travel
- Use of toilet & changing areas in schools
- Sports Days
- Fundraising events involving students
- Use of off-site facilities for school activities
- School transport arrangements including use of bus escorts
- Care of students with special educational needs, including intimate care where needed
- Management of challenging behaviour amongst students, including appropriate use o restraint where required
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of Wellbeing (including SPHE) & RSE
- Prevention and dealing with bullying amongst students
- 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 students with specific vulnerabilities or needs such as:
  - Students from ethnic minorities/migrants
  - Members of the Traveller community
  - Lesbian, gay, bisexual or transgender (LGBT) students
  - Students perceived to be LGBT
  - Students of minority religious faiths
  - Children in care
  - Children on Child Protection Notification System (CPNS)
- Use of Information and Communication Technology by pupils in school
- Application of sanctions under the school's Code of Behaviour eg. detention of pupils 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

- Teaching in a remote learning environment

Recruitment of school personnel including -
- Teachers & SNA's
- Ancillary staff: Porters, Administration, General Operatives, building & Maintenanc and other school support staff
- Sports coaches
- External Tutors/Guest Speakers
- Volunteers/Parents in school activities
- Visitors/contractors present in school during school hours and/or after school activitie
- Use of Information and Communication Technology by students in school
- Application of sanctions under the school's Code of Behaviour including detention o students, confiscation of phones etc.
- Students from the school participating in work experience
- Student teachers undertaking training placement in school
- Use of video/photography/other media to record school events
- Homework club & After-school study

2. The school has identified the following risk of harm in respect 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 student being harmed in the school by a member of school personnel
- Risk of student being harmed in the school by another student
- Risk of student being harmed in the school by volunteer or visitor to the school
- Risk of student being harmed by a member of school personnel, a member of staff of another organisation or other person while student participating in out of school activities e.g. school trip, football match
- Risk of harm due to bullying of student
- Risk of harm due to inadequate supervision of students in school
- Risk of harm due to inadequate supervision of students while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between student and another student or adult
- Risk of harm due to students inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to students with SEN who have particular vulnerabilities
- Risk of harm to student while a student is receiving intimate care
- Risk of harm due to Code of Behaviour not being correctly implemented
- Risk of harm in one-to-one teaching, counselling, or coaching situation
- Risk of harm caused by member of school personnel communicating with students 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
- Risk of harm caused to member of school community as a result of remote learning

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
- School Personnel are required to adhere to the Child Protection Procedures for Primary and Post-Primary Schools 2017 and all registered teaching staff are required to adhere to the Children First Act 2015
- 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-Primary Schools
- The school has clear procedures to ensure appropriate supervision of students during breaks.
- The school has in place a policy and clear procedures in respect of school trips
- 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 school has a code of conduct for school personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff, SNAs and has in place an agreed set of disciplinary procedures for ancillary 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 students
- The school:
  ° Has provided each member of school 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
  ° Ensures staff avail of relevant training
  ° Encourages board of management members to avail of relevant training
  ° Maintains records of all staff and board member training
- The school has in place procedures for the administration of First Aid as part of the Health and Safety Policy Statement
- The school has in place a Code of Behaviour for students
- The school has in place an Acceptable Usage policy in respect of usage of ICT by students
- The school has in place a mobile phone policy in respect of usage of mobile phones by students
- The school has in place a Critical Incident Management Plan
- 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 as part of the Guidance Policy
- The school has a policy in place to support best practice and to minimise risk whilst engaging in remote learning

> **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.

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_.

	Yes/No
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	Y
2. Is the Board satisfied that the Child Safeguarding Statement is displayed in a prominent place near the main entrance to the school?	Y
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'?	Y
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)	Y
5. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	Y
6. Has the Risk Assessment taken account of the risk of harm relevant to online teaching and learning remotely?	Y
7. Has the DLP attended available child protection training?	Y
8. Has the Deputy DLP attended available child protection training?	Y
9. Have any members of the Board attended child protection training?	Y
10. Are there both a DLP and a Deputy DLP currently appointed?	Y
11. Are the relevant contact details (Tusla and An Garda Síochána) to hand?	Y
12. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	Y
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?	Y
14. Has the Board received a Principals Child Protection Oversight Report (CPOR) at each Board meeting held since the last review was undertaken?	Y
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?	Y
16. Since the Board's last review, has the Board been provided with and reviewed all documents relevant to the CPOR?	Y
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?	Y
18. Have the minutes of each Board meeting appropriately recorded the CPOR report?	Y
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?	Y

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?*	Y
21. Where applicable, were unique identifiers used to record child protection matters in the Board minutes?	Y
22. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	Y
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'?	N
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?	Y
25. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	Y
26. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	Y
27. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	Y
28. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	N/A
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)	Y
30. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	Y
31. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	Y
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?*	Y
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)?*	Y
34. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	Y
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'?	N
36. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	N
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?	Y
38. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	Y
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 ?	Y
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?	Y

*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: Anne Phelan   Signed: Kerrie Whelan

Chairperson of Board of Management   Acting Principal/Secretary to the Board of Management

Date: 10th May 2023   Date: 10th May 2023

Amended and approved by Board of Management to reflect changes to DLP and DDLP on 24th August 2023

Signed: Anne Phelan   Signed: Corinne O'Toole

Chairperson of Board of Management   Acting Principal/Secretary to the Board of Management

Date: 21 Feb 2024   Date: 21 Feb 2024

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.

Notification regarding the Board of Management's review of the Child Safeguarding Statement

To Whom It May Concern

The Board of Management of Clonturk Community College 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 10th May 2023.

- 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

Signed: Anne Phelan   Signed: Kerrie Whelan

Chairperson, Board of Management   Acting Principal/Secretary to the Board of Management

Date:10th May 2023   Date: 10th May 2023

Appendix One: Action Plan for areas of further improvement/implementation

The Board of Management in Clonturk Community College has identified the following areas that require improvement and or implementation:

Area for improvement / implementation	Status	Timeframe
The school has in place a policy and clear procedures in respect of school outings	Safety and Supervision of students and staff on school outings is important to us. to formalise the provision. We have a policy in place but it needs to be revised.	September 2023
The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum	Any non-teaching staff that comes to our school must be Garda Vetted. We follow a set of procedures for all visitors to our school (sign in/sign out) etc. We have a draft policy in place awaiting ratification.	March 2024
The school has in place a policy and procedures for the use of external sports coaches	Any non-teaching staff that comes to our school must be Garda Vetted. We follow a set of procedures for all visitors to our school (sign in/sign out) etc. We have a draft policy in place awaiting ratification.	March 2024
The school has in place a policy and clear procedures for one-to-one teaching activities	Our SET staff follow procedures in respect of one-to-one student teaching We have a draft policy in the process of being written.	March 2024

The school has in place a policy and procedures in respect of student teacher placements	We follow procedures in offering student teacher placements (PMEs). PMEs are interviewed, Garda Vetted and references checked. They are advised of our school policies and child protection guidelines. They also are assigned a Teacher Mentor. We have a draft policy in the process of being written.	September 2023
The school has in place procedures in respect of pupils of the school undertaking work experience in external organisations	Both our TY and LCVP programme allows for students to engage in work experience with external organisation's. We have procedures and insurance in place. We will look at putting in place a policy in this area.	March 2024
The school has in place procedures for times when adverse weather occurs.	Health and Safety is paramount for our students. Procedures are in place for times when we have adverse weather. We will look at putting in place a policy in this area.	March 2024

Appendix Two: 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 of harm as well as those that carry higher risks of harm). Doing so will help the school to (1) identify, as required under the Children First Act, 2015, any risks of harm that may exist in respect of the 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 of the importance of teachers maintaining the safe and ethical use of the 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 Procedures for Primary and Post-Primary Schools 2017.

Examples of School Activities

- Daily arrival and dismissal of pupils
- 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 of residential 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 CPNS
  - Children with medical needs
- Recruitment of school personnel including -
  - Teachers/SNA's
  - Caretaker/Secretary/Cleaners
  - 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 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 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 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

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 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 2017* 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-Primary 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 non-teaching 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 –
  - Has provided each member of school 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
  - 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 of pupils of the school undertaking work experience in external organisations

Appendix 3: Contact Details for Local Agencies Should a Concern Arise

Dublin North City

DISCUSS/REPORT A CONCERN

Contact details if you need to report a concern about a child or need to discuss a concern

Child and Family Agency,
Wellmount Health Centre,
Wellmount Park,
Finglas,
Dublin 11

01 8567704

Dublin North East
Dublin North City

Edel O'Connor
Children First Information
and Advice Officer,
Child and Family Agency,
180 - 189 Lakeshore Drive,
Airside Business Park,
Swords,
Co Dublin

Phone: (01) 8708000
Mobile: 087 7945557
E-mail:
edel.oconnor1@tusla.ie

Santry Garda Station

35-37, Shanowen Road, Santry,
Dublin 9,
D09 X329.   +353 1 666 4000

District HQ: Ballymun
District HQ Tel: +353 1 666 4483
District Officer: Superintendent Finbarr Murphy

Detective Superintendent: Colm Fox

Divisional HQ: Ballymun
Divisional HQ Tel: +353 1 666 4493
Divisional Officer: Chief Superintendent Barry O'Brien