

**Child Safeguarding Statement and Risk Assessment**

**Child Safeguarding Statement**

St David’s B.N.S. is a primary school providing primary education to pupils from Junior Infants to Sixth Class. It also has four special classes for pupils with a diagnosis of autism.

In accordance with the requirements of the [Children First Act 2015](http://www.irishstatutebook.ie/eli/2015/act/36/enacted/en/pdf), [Children First: National Guidance for the Protection and Welfare of Children 2017](https://assets.gov.ie/25844/b90aafa55804462f84d05f87f0ca2bf6.pdf), [the Addendum to Children First (2019)](https://assets.gov.ie/25819/c9744b64dfd6447985eeffa5c0d71bbb.pdf), the [Child Protection Procedures for Primary and Post Primary Schools 2017](https://www.gov.ie/pdf/?file=https://assets.gov.ie/45063/2d4b5b3d781e4ec1ab4f3e5d198717d9.pdf#page=1) and [Tusla Guidance on the preparation of Child Safeguarding Statements](https://www.tusla.ie/uploads/content/4214-TUSLA_Guidance_on_Developing_a_CSS_LR.PDF), the Board of Management of St David’s B.N.S. 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 Dwain Moore
3. The Deputy Designated Liaison Person (Deputy DLP) is Aislinn Grealy
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.

1. 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](https://revisedacts.lawreform.ie/eli/2012/act/47/revised/en/pdf) 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-
* 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 abovenamed 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.

1. 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.
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].

This Child Safeguarding Statement was reviewed by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [most recent review date].

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

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

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

**Child Safeguarding Risk Assessment**

**Written Assessment of Risk of St David’s B.N.S.**

In accordance with section 11 of the Children First Act 2015 and with the requirement 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].

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| 1. **List of school activities** | 1. **The school has identified the following risk of harm in respect of its activities –** | 1. **The school has the following procedures in place to address the risks of harm identified in this assessment -** |
| 1. Prevention and dealing with bullying amongst pupils. | Bullying (Verbal, physical or psychological) | * The school follows the procedures of our Anti-Bullying Policy. * The Anti-Bullying policy is reviewed annually. * The Anti-Bullying policy is on our school website for parents to access. * Each teacher has a copy of the Anti-Bullying policy in their folder. * Anti-bullying procedures are displayed in every room. * Anti-bullying procedures are discussed at a staff meeting at the beginning of each school year. * We have an Anti-bullying week every year to promote a culture of respect, friendship and kindness. * We have introduced a ‘Worry Box’ in every class where pupils can log their concerns or worries. |
| 1. Withdrawal for SET provision and One-to-one teaching & intimate care needs | Risk of harm to children with SEN who have particular vulnerabilities. | * Parents are informed and provide written consent if children are withdrawn from class on a regular basis for learning support, EAL, resource or movement breaks. * Glass panelled doors are used in classes where one to one teaching takes place. Alternatively, the classroom door is left open. * Children who need assistance with toileting during the day are accompanied/assisted by two adults. * Children who need to leave the yard during break time to use the toilet or receive first aid treatment are escorted by an adult and an accompanying child. |
| 1. Managing challenging behaviour including restraint and application of sanctions | Risk of harm due to inadequate code of behaviour. | * Staff will follow the school Code of Behaviour in dealing with behaviour issues. * Behaviour plans will be put in place to support pupils with specific behaviour needs. * Staff will receive training/support from our NEPS psychologist in dealing with behaviour issues. * Staff are encouraged not to use restraint unless it is deemed necessary. (eg. Prevent a child from hurting themselves or others.) The principal is to be sent for to deal with these incidents where possible. |
| 1. Visitors present during the school day | Risk of harm due to unsupervised visitor to the school | * Visitors to the school must sign in to our Visitor’s Book and check in at reception. * The front entrance of the school must be locked at all times and visitors must buzz in to gain access. * Visitors must be accompanied by a staff member at all times during their visit. * Regular visitors to the school must be Garda vetted, a copy of which must be provided to the school. * Persons administering external programmes (e.g. GAA coaching, yoga) must be Garda vetted. * Children are closely supervised by staff members during all school events in which visitors are invited into the school (e.g. Multicultural Day, school performances, exhibitions, etc.) |
| 1. Use of offsite facilities for school activities   and school outings | Risk of harm while the child is participating in school events held outside the school grounds (school tours, swimming lessons, sport’s events, etc.) | * A maximum pupil-adult ratio of 15:1 will be used for school tours where possible. * Changing rooms will be closely supervised by staff when in use by pupils at swimming lessons or sport’s events. * Parental consent will be provided before children are brought on trips outside the school. |
| 1. After-school clubs | Risk of child being harmed by a member of staff of another organisation during after school activities based in the school. | * Children will have designated areas where they will line up after school and they will be collected by the after-school teacher. * It is the after-school teacher’s responsibility to keep a roll of pupils attending their class. * The after-school teacher must ensure that all pupils attending their class are collected. * The after-school teacher must have a contact list for parents/guardians of pupils attending their class so that they can contact them if needed. |
| 1. Daily arrival and dismissal of pupils | Risk of harm due to inadequate supervision at drop off and collection times. | * Names and contact details of adults who have permission to collect each child are provided by parents at the beginning of each year and are stored on our school online database. * If an unknown adult comes to collect a child and the school has not been informed by parents, the class teacher will call the parents to confirm that the child has permission to go with that adult. * Children can walk/cycle home from school if we have received written permission from parents. * Teachers will walk their class to the front of the school where they will be released to go home. * See Covid plan for drop-off and collection of pupils. |
| 1. Use of video, photography or other media to record and promote school events | Risk of harm to child through inappropriate or unconsented use of photographs or videos on social media platforms. | * Written parental permission to take photographs of pupils is obtained by the school when the pupil is enrolling in the school. * Class teachers are made aware of any children in their class who do not have permission to be in school photographs. * Photographs taken by staff are removed from personal devices at the end of each school day. * Pupils’ names are not published with photographs uploaded to the school website or class blogs. * Children are not permitted to use electronic devices unless under the supervision of an adult. * As per Acceptable Use Policy, Pupils are not permitted to use camera phones during the school day. |
| 1. Use of ICT to enhance learning | Risk to child due to inappropriate online content | * Use of electronic devices in school is guided by the school’s Acceptable Use Policy. * Use of electronic devices must be monitored and supervised by a teacher. * The school internet is provided by PDST Technology in Education which is monitored for inappropriate content and access to certain websites is restricted. |
| 1. Storing documents containing personal information about staff and pupils. | Risk to child through inappropriate storage of personal data and files. | * Confidential documents relating to pupils in the school are stored securely in the school. * Hard copies are stored in locked filing cabinets in the secretary’s office and in class teachers’ and support teachers’ rooms. They are also kept in the principal’s office. * Digital copies are stored in a secure online database. A password is required to access these documents. * Word documents are password protected where necessary. * Parental permission for the transfer of information about a pupil is obtained when the pupil enrols in the school. |
| 1. Caring for pupils with specific needs | Risk to child presenting with social, emotional, behavioural or medical needs in school. | * Concerns are communicated to parents/guardians by phone, at collection times or through arranged meetings. * Pupils are provided with additional supports in school through the model of the Continuum of Support. This may be in the form of in-class support or withdrawal. Staff discuss concerns and learning targets with the pupil’s parents/guardians and they formulate a written plan, which is signed by parents/guardians. * An individual care plan will be completed for pupils with additional needs to ensure extra supports are in place. The specific strategies outlined in this care plan will be monitored and reviewed regularly to ensure that the needs and supports identified are current and appropriate. * The school may recommend a referral to Primary Care Team, School Age Disability Team, NEPS, GP, CAMHS or another relevant service, for children presenting with significant difficulties. * Behaviour Plans are put in place to support pupils with behaviour issues. * The Administration of Medication Policy will be implemented in the event that a child requires medication during the school day. Written consent from the parents/guardians will be sought before medication is administered. |
| 1. School attendance and punctuality | Risk to child due to late drop-offs, early collection, late collection and poor attendance. | * Pupils who are dropped to or collected from school late/early are signed in or out of the ‘Late Book’ by an adult. The school discusses punctuality with parents if this is a regular issue. * Significant concerns in relation to timekeeping are reported to the Education Welfare Officer. * Pupils’ attendance at school will be monitored with absence notes required for days absent. Parents/Guardians will be contacted in instances of regular absences. * Significant attendance concerns will be reported to the Education Welfare Officer. * Pupils being collected early must be signed out by a parent/guardian in the ‘Early Collection Book’. * Parents of pupils who are collected late on a regular basis will be spoken to by the principal. * Teachers musty record late arrivals or early collections on Databiz. |
| 1. Accidents and injuries to pupils in school. | Rick to child due to attending to accidents/Injuries during the school day | * Accidents and injuries that occur during the school day shall be managed in accordance with the Accident Policy. * This policy will be discussed at a staff meeting at the beginning of the school year. * First aid training will be provided to staff when needed. * Pupil insurance cover will be offered to parents at the start of each through Allianz. |
| 1. Use of the school outside of school hours by other organisations | Risk to child due to supervision and structures of outside agencies using the school | * All outside agencies using the school will be responsible for the review and implementation of their own Child Protection Policy. (Sherpa Kids) |
| 1. Recruitment of staff | Recruitment of school personnel including:   * Teachers * Special Needs Assistants * Ancillary staff   Contractors present during school | * Child Safeguarding Statement and DES procedures will be made available to all staff. * Garda vetting procedures are followed. * Building contractors are accompanied by a member of staff if on site during the school day. |
| 1. Student teachers undertaking training placement or students participating in work experience in the school | Risk caused by pupils participating in work experience and student teachers undertaking training placement in St David’s B.N.S. | * Transition year pupils who are carrying out their work experience in St. David’s B.N.S. will work under the supervision of a staff member. * Garda vetting procedures will be followed. * They will not be permitted to work with pupils unsupervised. * They will be given a copy of the school’s Child Safeguarding Statement. |
| 1. SPHE and RSE teaching | Risk caused by inappropriate curricular provision in respect of SPHE and RSE. | * The SPHE co-ordinator will ensure that teachers have the relevant resources for teaching the SPHE topics. * Teachers, and on occasion outside agencies (ACCORD), will cover the relevant SPHE topics as per our SPHE policy. |
| 1. Child protection training for school staff | Risk to child due to insufficient training of school personnel in child protection matters. | * The Principal will carry have the role of DLP * The Deputy Principal will have the role of DDLP * The names and contact numbers of both the DLP and the DDLP will be displayed in a prominent position in the school. * Staff members will attend child protection training when it is available. * All staff members will be given a copy of the Child Protection policy and the Child Safeguarding Statement. * The Child Protection Policy will be discussed at a staff meeting at the beginning of each year. * Staff will avail of the online training which is available through TUSLA. |
| 1. Use of toilet, changing and shower areas for pupils with specific needs | Risk to child while they are receiving intimate care | * Minimum of two adults to attend to child for toilet or changing needs. * Training for use of hoist in shower room if needed (currently not being used) * Parent must be informed if a child has a toileting accident. |
| 1. Care of pupil with specific vulnerabilities eg. Homeless, Aoibhneas Women’s refuge | Rick of confidentiality around child’s family situation | * Liaise with parents or agency to plan to support the child |
| 1. Online teaching and learning | Risk of harm due to inappropriate use of online teaching and learning platform | * Policy in place for online teacher and learning. * Dojo, seesaw and zoom will be used for junior classes. * Seesaw will be the platform used by senior classes. * Pupils and parents are made aware of acceptable practice for engaging in online learning, particularly when using zoom. * Any issues or concerns are brought to the parents’ attention by the teacher |

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| **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.

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.