

## **Child Safeguarding Statement and Risk Assessment for Catherine McAuley NS (Revised Mandatory Template 1)**

### **Child Safeguarding Statement**

Catherine McAuley NS is a special school providing primary education, most specifically a small group intensive literacy intervention to pupils from Second to Sixth Class.

In accordance with the requirements of the [Children First Act 2015](#), [Children First: National Guidance for the Protection and Welfare of Children 2017](#), the [Addendum to Children First \(2019\)](#), the [Child Protection Procedures for Primary and Post Primary Schools 2017](#) and [Tusla Guidance on the preparation of Child Safeguarding Statements](#), the Board of Management of Catherine McAuley NS 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 Neasa Sheahan
- 3 The Deputy Designated Liaison Person (Deputy DLP) is Patí Roche
- 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-
  - 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 school's 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 28/11/22

This Child Safeguarding Statement was reviewed by the Board of Management on 28/11/22 [most recent review date Same ]

Signed: Elaine Egan

Chairperson of Board of Management

Signed: 29/11/22

Principal/Secretary to the Board of Management

M. Greene

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

Date: 29/11/22

## Child Safeguarding Risk Assessment

### Written Assessment of Risk of Catherine McAuley NS 19705T

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 Catherine McAuley NS.

1. List of school activities	2. The school has identified the following risk of harm in respect of its activities –	3. The school has the following procedures in place to address the risks of harm identified in this assessment -
Training of school personnel in Child Protection matters	Risk level: high. Personnel not recognising or reporting suspected abuse promptly	Child Safeguarding Statement & DES procedures made available to all staff DLP& DDLP have attended PDST face to face training. All Staff have completed Tusla training module. BOM members have attended Patron-held training.
One/group to one teaching	Risk level: Medium. School personnel/other children at risk	School procedures for 1:1/group teaching; Table between teacher and pupil, glass in window, door open etc.
Care of children with special needs, including intimate care needs	Risk level: High. School personnel, child requiring support.	Procedures on intimate care for students with additional needs (same procedures as per former Child Protection policy) requirement for two adults to provide such support.
Toilet areas, including student use of bathrooms during yard time	Risk level: High. Inappropriate behaviour of students in bathroom	School rules/Code of Behaviour. Students must seek permission to use the bathroom during breaks (whether indoor/outdoor break). Students must notify the teacher when they are back from the bathroom ( <b>one student at a time</b> ).

Curricular Provision in respect of SPHE, RSE and Stay Safe programmes	Risk level: Medium. Non-teaching of same would present this level of risk	School implements SPHE, RSE, Stay Safe in full. School does these annually to ensure students have full access during their placement. RSE and Stay Safe have been prioritised for completion in terms 1 and 2 respectively during the 2021/22 school year.
Managing of challenging behaviour amongst pupils	Risk level: High. Injury to pupils and staff.	Code Of Behaviour, Anti-bullying policy, confidential sharing of information relevant to section 4 of Code of Behaviour (Children with additional needs) to share individual strategies that individual children may need on yard – enough time/space to cool down and de-escalate before talking through etc.
Journey to/from school on Bus Eireann school transport. Daily arrival and dismissal of pupils	Risk level: Medium to high. Inappropriate behaviour of students/Bus Eireann personnel. Risk of inappropriate use of technology on the bus.	Bus Eireann School Transport Code of Conduct. Arrival and Dismissal Procedures: teachers/snas greet and supervise children alighting from the buses. Teachers/snas walk out to the bus area to supervise children transitioning on to the bus at or after 2.35pm. Good communication – pro-actively dealing with bus issues as they arise. Technology (laptops or ipads for educational use) stored safely on the bus out of student's reach.
Daily arrival and dismissal of pupils	Risk level: Medium. Harm from other adults	Late arrival and early dismissal procedures (sign in/contract tracing book).
Recreation breaks for pupils	Risk level: Medium. Injury to pupils/Bullying Harm not recognised or properly or promptly reported	Supervision procedures for outdoor and indoor breaks: three adults on duty for outdoor and indoor breaks (per bubble, unless substitute teachers cannot be found for teachers or snas)

	High Risk Level – School Gate	School gate on to Baggot St. does not currently close fully. The Congregation of the Sisters of Mercy have been informed of this high risk. An urgent remediation of this risk has been requested.
Educational School Trips	Risk level: Medium. Contact with non-school personnel	Code Of Behaviour Anti-bullying policy Supervision procedures for trips, adequate adult support (ratio 1:10) SNA support may be requested on trips if there is a greater ratio necessary
Administration of First Aid	Risk level: Medium. Vulnerability of student/adult	Each teacher on yard duty will bring a first aid kit to the yard and administer first aid as necessary.
Administration of Medicine	Risk level: Medium. Vulnerability of student/adult	Any medicine administered during school time is with the express written instruction of a parent/guardian, and is kept locked in the principal's office. Care plans in place for students with identified allergies/agreed procedure for epi pen use etc.
Care of pupils with specific vulnerabilities/ needs such as <ul style="list-style-type: none"> <li>• Pupils from ethnic minorities/migrants</li> <li>• Members of the Traveller community</li> <li>• Lesbian, gay, bisexual or transgender (LGBT) children</li> <li>• Pupils perceived to be LGBT</li> <li>• Pupils of minority religious faiths</li> <li>• Children in care</li> <li>• Children on CPNS</li> </ul>	Risk level: Medium. Inappropriate behaviour of students/vulnerability of student	Code Of Behaviour Anti-bullying policy Individualised response to student need Ensuring that school policies/procedures are not discriminating against any one child/family

**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.

### **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.