

Child Safeguarding Statement and Risk Assessment

Child Safeguarding Statement

East Glendalough School 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 East Glendalough School 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 Craig Petrie (Principal)
- 3 The Deputy Designated Liaison Person (Deputy DLP) is Vivienne Weir (Deputy Principal)
- 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 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 26.02.2018.

This Child Safeguarding Statement was reviewed by the Board of Management on 14.03.2022.

Signed: _____

Chairperson of Board of Management

Signed: _____

Principal/Secretary to the Board of Management

Date: 14.03.2022

Date: 14.03.2022

Child Safeguarding Risk Assessment

Written Assessment of Risk of East Glendalough School

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 East Glendalough School.

| List of school activities | The school has identified the following risk of harm in respect of its activities | The school has the following procedures in place to address the risks of harm identified in this assessment |
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| <ul style="list-style-type: none"> ● Daily arrival and dismissal of pupils ● Recreation breaks for pupils ● Classroom teaching ● All forms of remote education ● One-to-one teaching ● Homework club before school hours ● Extra classes outside of normal school hours ● One-to-one counselling/ career guidance / discipline interviews ● Outdoor teaching activities ● TY activities ● Sporting Activities, <i>including those after-school</i> ● School outings ● School trips involving overnight stay ● School trips involving foreign travel ● Use of toilet/changing/shower areas in schools ● Annual Sports Day ● Fundraising events involving pupils ● Use of off-site facilities for school activities ● School transport arrangements including use of bus escorts | <ul style="list-style-type: none"> ● 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, <i>after- school sports</i> ● <i>Risk of child being harmed while on work experience or community service</i> ● Risk of harm due to bullying of child ● Risk of harm due to inadequate supervision of children during school and at after-school activities ● Risk of harm due to inadequate supervision of children while attending out of school activities | <p>The school has the following procedures in place to address the risks of harm identified in this assessment</p> <ul style="list-style-type: none"> ● East Glendalough School promotes itself as a “Telling” school ● The school has in place a Code of Conduct for pupils ● All school personnel are provided with a copy of the school’s <i>Child Safeguarding Statement</i> ● <i>The Child Protection Procedures for Primary and Post-Primary Schools 2017</i> are made available to all school personnel (hard copies are available in the staffroom) ● School personnel are required to adhere to <i>the Child Protection Procedures for Primary and Post-Primary Schools 2017</i> and all teaching staff are required to adhere to the <i>Children First Act 2015</i> ● Staff and Board of Management members are encouraged to avail of relevant Child Protection training and records are kept of this ● The school implements the SPHE curriculum and the Wellbeing Programme at Junior Cycle ● <i>The school has in place staff junior and senior cycle pastoral care teams to monitor care of students</i> |

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| <ul style="list-style-type: none"> ● 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. ● Provision for students with medical conditions ● Curricular provision in respect of SPHE, RSE, Wellbeing ● Prevention and dealing with bullying amongst pupils ● Training of school personnel in child protection matters ● Use of external personnel to supplement curriculum, including supervising exams ● Use of external personnel to support sports and other extra-curricular activities ● Care of pupils with specific vulnerabilities/ needs such as <ul style="list-style-type: none"> - Pupils from ethnic minorities/migrants - <i>LGBTQ+ children</i> - Pupils perceived to be <i>LGBTQ+</i> - Children in care | <ul style="list-style-type: none"> ● Risk of harm to children waiting on lifts from parents following after-school activities ● Risk of harm due to inappropriate relationship/communications between child and another child or adult, including in remote education ● Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school or engaged in remote education ● 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 in one-to-one teaching, counselling, coaching situation, discipline interview, exam supervision, homework club, extra classes outside of normal school hours, including the provision of all of these remotely ● Risk of harm caused by member of school personnel communicating with pupils and/or other staff members in appropriate manner via social media, texting, digital device or other manner, including in remote education ● Risk of harm caused by member of school personnel accessing/circulating | <ul style="list-style-type: none"> ● The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ● The staff is briefed on the standards required for the supervision of the school and is supplied with guidelines on supervision. A supervision roster is in place to ensure appropriate supervision of children at breaks and lunchtimes, and additional supervision before and after school in Covid-19 times ● The school has in place a trips 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 DES circulars in relation to recruitment and Garda vetting ● Teachers are required to adhere to the <i>Code of Professional Conduct for Teachers</i> as published by the Teaching Council ● The school complies with the agreed disciplinary procedures for teaching staff ● The school has a Special Educational Needs policy ● SNAs work according to guidelines in respect of students who require intimate |
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| <ul style="list-style-type: none"> - Children on CPNS ● Recruitment of school personnel including - - Teachers/SNAs - 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 and in remote education ● Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc. ● Students from the school participating in work experience <i>or community service</i> elsewhere ● Student teachers undertaking training placement in school | <p>inappropriate material via social media, texting, digital device or other manner, including in remote education</p> <ul style="list-style-type: none"> ● Risk of harm to a child in the case of school personnel visiting his/her home to facilitate a return to school ● Risk of harm to a child in the case of school personnel supporting students off school premises ● <i>Risk of harm to a child in the case of school-recommended non-school personnel supporting students off school premises e.g careers' advice</i> | <p>care / reminders of these guidelines are given at SNA meetings</p> <ul style="list-style-type: none"> ● The school has in place procedures for the administration of medication to pupils ● The school has in place procedures for the administration of First Aid and Covid-19 prevention measures ● The school has in place an ICT and Mobile Phone Acceptable Use policy in respect of usage of ICT and mobile phone by children in the school ● The School Community has in place a Distance Learning policy and a Security and Privacy document for working remotely and distance learning ● Staff and students are regularly reminded of guidelines for remote education ● The school has in place a Critical Incident Management Plan ● The school has in place procedures for the use of external sports coaches ● Teachers are advised to conduct one-to-one teaching in a public area or in a classroom with the door open or with a window in the door ● The school has in place procedures for one-to-one counselling/discipline interviews/exam supervisors in a one-to-one situation/homework club/ extra |
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| <ul style="list-style-type: none"> ● Use of video/photography/other media to record classroom and other school-related activities, including remote education ● After school use of school premises by other organisations ● Use of school premises by other organisations during school day ● Breakfast club ● Homework club/evening study ● In certain limited circumstances, staff members may visit students' homes to facilitate a return to School ● In certain limited circumstances, staff members may support students off school premises | | <p>classes outside of normal school hours, including remote education</p> <ul style="list-style-type: none"> ● The school has in place procedures in respect of student teacher placements ● The school has in place procedures in respect of pupils of the school undertaking work experience <i>or community service</i> in external organisations ● The school has in place the following procedures in the limited circumstances when staff members may visit students' homes to facilitate a return to school – these visits will be by arrangement with the Principal, with permission of the parent, in the presence of the parent and with the attendance of a second staff member ● The school has in place the following procedures in the limited circumstances when staff members support students off the school premises – these supports will be by arrangement with the Principal and with permission of the parent or guardian ● <i>An official chain of contact e.g. email is used in the case of school-recommended non-school personnel supporting students off school premises e.g. careers' advice</i> |
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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*.