

# St. Mary's Primary School

St. Mary's Place, Upper Dorset Street, Dublin 7    Tel: (01) 8300841  
Roll Number: 20436C  
office@stmarysprimaryschool.ie    www.stmarysprimaryschool.ie



## Child Safeguarding Statement

St. Mary's Primary School is a vertical, co-educational primary school in north inner city Dublin, providing primary education to pupils from Junior Infants 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 St. Mary's Primary 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 Éadaoin Kelly.
3. The Deputy Designated Liaison Person (Deputy DLP) is Bríd Brophy.
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 DES 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 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 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.
  
- 6. 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 carers 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 6 February 2018.

This Child Safeguarding Statement was reviewed by the Board of Management on 17 June 2021.

Signed:   
Fr Paul Churchill - Chairperson, BoM

Date: 17.6.2021

Signed:   
Eadaoin Kelly - Principal/Secretary to the BoM

Date: 17.6.2021

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## St. Mary's Primary School Child Safeguarding Risk Assessment

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 St. Mary's Primary School.

It is completed under the following headings:

- ❖ Safer working practices
- ❖ Staff conduct
- ❖ Children at risk
- ❖ General safeguarding

| Safer Working Practices   |            |   |   |
|---------------------------|------------|---|---|
| List of school activities | Risk Level | The school has identified the following risk of harm  | The school has the following procedures in place to address the risk identified in this assessment  |
| a. Safer Recruitment      | Medium     | <ul style="list-style-type: none"><li>❖ Adult wanting to cause harm to children and seeking employment that provides them access to young people</li><li>❖ Adults with inappropriate or false qualifications or experience are given access to children</li></ul> | <ul style="list-style-type: none"><li>❖ Recruitment procedures outlined in BoM Governance Manual followed</li><li>❖ Thorough and rigorous scrutiny of applications</li><li>❖ Face-to-face interviews wherever possible. Online interviews follow strict protocols – see CPSMA guidance.</li><li>❖ Verification of applicant's identity and checking of qualifications, experience and employment history</li><li>❖ References obtained for successful candidates</li><li>❖ Occupational health checks – MedMark</li></ul> |



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|  |        |  | <ul style="list-style-type: none"> <li>❖ All adults working with children have clear Garda vetting disclosure and statutory declaration</li> <li>❖ Staff are aware of their safeguarding and Child Protection responsibilities</li> </ul>  |
| b. Appointment and Interview Procedures        | Medium | <ul style="list-style-type: none"> <li>❖ Adult wanting to cause harm to children and seeking employment that provides them access to young people</li> </ul> | <ul style="list-style-type: none"> <li>❖ Appointment and interview procedures outlined in BoM Governance Manual followed</li> <li>❖ Previous employment history sought in writing</li> <li>❖ Two references sought directly from referees to obtain objective and factual information</li> <li>❖ Pre-employment checks completed</li> <li>❖ All adults working with children have clear Garda vetting disclosure and statutory declaration, all Garda vetting procedures are adhered to</li> </ul>   |
| c. Visiting professionals and substitute staff | Medium | <ul style="list-style-type: none"> <li>❖ Adult wanting to cause harm to children and seeking employment that provides them access to young people</li> </ul> | <ul style="list-style-type: none"> <li>❖ On arrival or before if possible, the following documents will be sought and checked: <ul style="list-style-type: none"> <li>○ Copy of qualification certificate(s)</li> <li>○ Teaching Council registration number (for teachers)</li> <li>○ Vetting Disclosure (Circular 31/2016)</li> <li>○ Statutory Declaration Form &amp; signed Form of Undertaking (Circular 31/2016)</li> <li>○ Photo identification</li> <li>○ PPS Number</li> <li>○ Contact details of relevant recent employers for independent reference checking</li> </ul> </li> </ul> |



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|   |        |   | <ul style="list-style-type: none"> <li>❖ Briefing on arrival, identification of DLP/DDLP, procedures for reporting of disclosures</li> </ul>  |
| d. Trainee/student teachers   | Low    | <ul style="list-style-type: none"> <li>❖ Adult wanting to cause harm to children and seeking placements and future work that provides them access to young people</li> </ul>  | <ul style="list-style-type: none"> <li>❖ The vetting for student teachers will be completed by the institution responsible for their training</li> <li>❖ A copy of the disclosure will be retained by the school</li> <li>❖ A signed joint vetting agreement will be in place between the school and the institution</li> <li>❖ Briefing on arrival, identification of DLP/DDLP, procedures for reporting of disclosures</li> </ul>   |
| e. Volunteers and external personnel, including sports coaches, extra-curricular club leaders, external teachers, SCP project workers, Doodle Den facilitators, summer camp leaders | Medium | <ul style="list-style-type: none"> <li>❖ Adult wanting to cause harm to children and seeking volunteer work that provides them access to young people</li> <li>❖ Adults with inappropriate or false qualifications or experience are given access to children</li> <li>❖ Risk of child being harmed in the school by known adult</li> <li>❖ Risk of harm due to inappropriate relationship/communications between child and another child or adult</li> </ul> | <ul style="list-style-type: none"> <li>❖ No person working directly with children will be allowed to volunteer or work with children in school without a clear Garda vetting disclosure.</li> <li>❖ When a volunteer is connected to an organisation, e.g. GAA or Dublin City Council, the organisation will be responsible for the vetting and a copy of the disclosure will be retained by the school</li> <li>❖ A signed joint vetting agreement will be in place between the school and the partner organisation</li> <li>❖ When an individual is applying to volunteer or work privately for the school, the vetting will be completed by the Diocesan vetting office. Two forms of ID will need to be furnished and the online form completed. References will also be sought.</li> <li>❖ For all volunteers or external personnel, they will be briefed on arrival, including identification of DLP/DDLP, procedures for reporting of disclosures, etc.</li> </ul> |



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|                               |        |   | <ul style="list-style-type: none"> <li>❖ Verification of identity and checking of qualifications, experience and employment history will be undertaken for anyone employed directly by the school</li> <li>❖ All new personnel will be required to produce ID on arrival</li> <li>❖ All personnel are given a copy of the school's Child Safeguarding Statement and are expected to follow the Child Protection Procedures (2017)</li> </ul>   |
| f. Visitors and Site Security | Medium | <ul style="list-style-type: none"> <li>❖ Adult wanting to cause harm to children</li> <li>❖ Risk of child being harmed in the school by volunteer or visitor to the school</li> <li>❖ Risk of harm due to inadequate supervision of children in school</li> </ul> | <ul style="list-style-type: none"> <li>❖ External gates and doors are locked during the school day and access is via the school office only. The door is controlled by a security system.</li> <li>❖ The secretary will check a person's identity via the camera and phone system before allowing entry</li> <li>❖ All visitors to the school must sign in at the school office and will be given a visitor's badge which should be worn at all times on site.</li> <li>❖ Staff are expected to challenge any unaccompanied visitor they see not wearing a badge.</li> <li>❖ Any contractors visiting during the school day will be supervised by the Caretaker or another member of staff at all times and will not be allowed have any unsupervised access to children.</li> <li>❖ Adults attending parent workshops or courses will be accompanied by a member of school staff throughout and confined to a specific area or room of the building.</li> <li>❖ Parents/carers collecting children outside the usual collection times, must call to the school office to seek permission and this drop-off and collection will be supervised by a member of staff and recorded electronically on Aladdin</li> </ul> |



| g. Procedures for start and end of day | Medium     | <ul style="list-style-type: none"> <li>❖ Adult wanting to cause harm to children</li> <li>❖ Strangers entering the site to gain access to children</li> </ul>  | <ul style="list-style-type: none"> <li>❖ When gates are open at the start and end of the day, staff will be particularly vigilant. Anyone unexpected will be challenged or supervised and staff are briefed to be vigilant and seek help if they have any concerns about an adult's behaviour</li> <li>❖ Children from 4<sup>th</sup> Class up may walk home alone but must have written permission to leave the site unaccompanied. Older children accompanying younger siblings home must also have written permission.</li> <li>❖ Classroom staff will only release children to a known or trusted adult, agreed with the parent/carer.</li> <li>❖ If we are unsure or a new arrangement is put in place without notification, we will call the parent/carer to confirm before allowing a child to leave.</li> </ul> |
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| <b>Staff Conduct</b>                   |            |  |   |
| List of school activities              | Risk Level | The school has identified the following risk of harm   | The school has the following procedures in place to address the risk identified in this assessment  |
| a. Training                            | Medium     | <ul style="list-style-type: none"> <li>❖ Harm not recorded or reported in good time</li> <li>❖ Staff respond inappropriately to concerns or disclosures</li> <li>❖ Staff knowledge of thresholds of harm insufficient</li> </ul> | <ul style="list-style-type: none"> <li>❖ DLP and DDLP attend regular face-to-face training</li> <li>❖ DLP to ensure all staff receive appropriate induction and training, including accessing Tusla and PDST online modules and understand their role and responsibility</li> <li>❖ A certificate of completion of this training is required and kept on file for each staff member.</li> <li>❖ Training should be updated at least every three years.</li> </ul>   |





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|   |        |   | <ul style="list-style-type: none"> <li>❖ Staff must adhere to the Child Protection Procedures for Primary Schools 2017 and all registered teaching staff are required to adhere to the Children First Act 2015</li> <li>❖ Staff should take care not to place themselves in a vulnerable position with a child and strictly adhere to the Code of Professional Conduct for teachers and other relevant school policies.</li> <li>❖ The school's child safeguarding statement and all related documents form part of induction materials and are available to all staff at all times via Google Drive</li> <li>❖ Training accessed by staff is recorded and reported to BoM</li> </ul>  |
| b. Safer working practice, including working one-to-one with children | Medium | <ul style="list-style-type: none"> <li>❖ Adult wanting to cause harm to children</li> <li>❖ Adults vulnerable to complaints if working alone with children</li> <li>❖ Risk of harm due to inappropriate relationship/communications between child and another child or adult</li> </ul> | <ul style="list-style-type: none"> <li>❖ Staff to follow Child Protection Procedures for Primary Schools 2017 and Code of Professional Conduct at all times</li> <li>❖ Staff to take care not to consciously place themselves in a vulnerable position</li> <li>❖ When working 1:1 with a child, staff should aim to be in view of other adults or in a room with a glass panel or open door</li> <li>❖ If staff anticipate being in a situation that is open to interpretation, they should alert the DLP in advance and inform the parents/carers</li> <li>❖ Staff can escort children of the same sex to the toilet but are not expected to be involved with toileting, unless the child has an additional need and an intimate care plan is in place.</li> </ul> |
| c. Allegations against staff  | Medium | <ul style="list-style-type: none"> <li>❖ Risk of harm not being recognised or reported properly and promptly</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Procedures outlined in Children First guidelines and Child Protection Procedures for Primary Schools will be followed carefully</li> </ul>  |



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|                                       |                   | <ul style="list-style-type: none"> <li>❖ Risk of child being harmed in the school by a member of school personnel, volunteer or visitor to the school</li> <li>❖ Risk of harm due to inappropriate relationship/communications between child and another child or adult</li> <li>❖ Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner</li> </ul> | <ul style="list-style-type: none"> <li>❖ DLP must be immediately informed of any such allegation, or the Chairperson of BoM if the allegation involves the DLP</li> <li>❖ Both adult and child must be safeguarded when an allegation is made and needs to be investigated</li> <li>❖ Codes of conduct in place and school follows agreed disciplinary procedures where necessary.</li> </ul> |
| d. Whistleblowing                     | Medium            | <ul style="list-style-type: none"> <li>❖ Child at risk of harm</li> <li>❖ Staff afraid to report concerns</li> </ul>   | <ul style="list-style-type: none"> <li>❖ School culture ensures staff feel comfortable raising a concern about a colleague's attitude or actions</li> <li>❖ Clear school policy on whistleblowing</li> <li>❖ Staff made aware of their duty to raise concerns</li> </ul>  |
| <b>Children at Risk</b>               |                   |  |   |
| <b>List of school activities</b>      | <b>Risk Level</b> | <b>The school has identified the following risk of harm</b>  | <b>The school has the following procedures in place to address the risk identified in this assessment</b>   |
| a. Children with SEN and disabilities | High              | <ul style="list-style-type: none"> <li>❖ Increased risk of abuse and neglect</li> </ul>  | <ul style="list-style-type: none"> <li>❖ Staff identify children who may need more support to be kept safe or keep themselves safe</li> <li>❖ We link with appropriate outside agencies, e.g. NEPS, HSE, social care, etc. where necessary for additional advice.</li> </ul>  |



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|                                       |      | <ul style="list-style-type: none"> <li>❖ Staff may miss less obvious signs of harm, e.g. if there are communication difficulties</li> <li>❖ Risk of harm where intimate care needs require 1:1 adult support</li> <li>❖ Risk of harm due to bullying of child</li> <li>❖ Risk of harm due to inadequate supervision of children in school</li> </ul> | <ul style="list-style-type: none"> <li>❖ Intimate care needs policy in development with clear guidance for staff</li> <li>❖ Particular care taken with children in the ASD Special Class.</li> </ul>  |
| b. Children missing from education    | High | <ul style="list-style-type: none"> <li>❖ Potential indicator of abuse or neglect, including sexual exploitation</li> <li>❖ Children travelling to conflict zones or areas where FGM or forced marriage are practiced</li> </ul>  | <ul style="list-style-type: none"> <li>❖ All unexplained absences are followed up</li> <li>❖ Documentation and paperwork required for children's absences or transfer to new schools or abroad is kept securely and ensures a valid reason is recorded</li> <li>❖ Ensuring children remain on register / POD</li> </ul>   |
| c. Children in care or listed on CPNS | High | <ul style="list-style-type: none"> <li>❖ Risk of harm not recognised or properly or promptly reported</li> <li>❖ Risk of harm due to inappropriate relationship/communications between child and another child or adult</li> </ul>   | <ul style="list-style-type: none"> <li>❖ DLP and other relevant staff monitor existing cases of children in care, children listed on the Child Protection Notification System (CPNS) carefully</li> <li>❖ We liaise regularly with outside agencies involved with our families to ensure communication channels are clear and open.</li> <li>❖ DLP attends case conferences and professional meetings as required</li> <li>❖ Safeguarding statement is regularly updated</li> <li>❖ Paperwork in relation to child protection and safeguarding is filed confidentially and proper records kept</li> </ul> |



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| d. Peer on peer abuse and children displaying harmful behaviour            | Medium | <ul style="list-style-type: none"> <li>❖ Children at risk of physical, emotional (including bullying) or sexual (e.g. inappropriate touching) abuse</li> <li>❖ Imbalance of power between two children leading to inappropriate behaviours</li> <li>❖ Risk of harm due to inadequate supervision of children in school</li> </ul> | <ul style="list-style-type: none"> <li>❖ Clear anti-bullying procedures in place and known to all staff</li> <li>❖ 'Good Relationships' behaviour policy in place and shared with all stakeholders</li> <li>❖ Restorative practice approaches in place.</li> <li>❖ Children's team of 'Anti-Bullying Ambassadors' promote kindness and awareness of bullying</li> <li>❖ Working with other agencies to support children displaying sexually harmful behaviour</li> <li>❖ Clear risk assessment procedures for any child identified as presenting as a safeguarding risk to other children.</li> </ul> |
| e. Female genital mutilation (FGM), forced marriage, honour-based violence | Medium | <ul style="list-style-type: none"> <li>❖ Risk of harm not recognised or properly or promptly reported</li> <li>❖ Children do not return from visit to home country</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Staff know the risk factors and symptoms of FGM</li> <li>❖ Staff are aware of the indicators of forced marriage and honour-based violence</li> </ul>   |
| f. Preventing radicalisation   | Low    | <ul style="list-style-type: none"> <li>❖ Risk of harm not recognised or properly or promptly reported</li> <li>❖ Risk of harm due to inappropriate relationship/communications between child and another child or adult</li> </ul>  | <ul style="list-style-type: none"> <li>❖ Working with local cultural organisations to instil a strong sense of identity in children</li> <li>❖ Establish appropriate filters for online content in school and share with parents/carers</li> <li>❖ Celebrate a range of cultural and religious festivals, continue to aim to involve, integrate and engage children in their community</li> </ul>   |



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| g. Child sexual exploitation       | Low    | <ul style="list-style-type: none"> <li>❖ Harm not recognised or properly or promptly reported</li> <li>❖ Risk of harm due to inappropriate relationship/communications between child and another child or adult</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Staff are aware of the indicators of children being sexually exploited</li> </ul>   |
| h. Children's use of ICT in school | Medium | <ul style="list-style-type: none"> <li>❖ Children access inappropriate material online using computers, social media, phones or other devices due to inadequate supervision in school</li> <li>❖ Risk of harm due to inappropriate relationship/communications between child and another child or adult</li> <li>❖ Risk of harm caused by member of school personnel communicating with pupils in appropriate manner via social media, texting, digital device or other manner; or accessing/circulating inappropriate material via social media, texting, digital device or other manner</li> </ul> | <ul style="list-style-type: none"> <li>❖ Clear ICT and acceptable use policy in place</li> <li>❖ Children are not permitted to have phones in school. Phones brought on site are kept in the school office (or by class teacher) until the end of the day.</li> <li>❖ Stay Safe programme implemented as part of SPHE programme, with e-safety modules</li> <li>❖ Anti-Bullying Ambassadors promote kindness online and staying safe on the internet</li> <li>❖ Children are supervised in the Computer Room and appropriate filtering systems are in place</li> </ul> |



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| i. Safety at break and lunchtimes, including use of toilets | Medium | <ul style="list-style-type: none"> <li>❖ Risk of child being harmed in the school by a member of school personnel, another child, volunteer or visitor to the school</li> <li>❖ Risk of harm due to inadequate supervision</li> </ul> | <ul style="list-style-type: none"> <li>❖ Supervision policy in place</li> <li>❖ Areas of playground clearly defined and supervision in place for each area</li> <li>❖ Children use toilets in the Hall so that they are not alone. Adults supervise children coming in and out to the toilet.</li> <li>❖ Children are not encouraged to bring other children to the toilet.</li> </ul> |
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**General Safeguarding**

| List of school activities                   | Risk Level | The school has identified the following risk of harm   | The school has the following procedures in place to address the risk identified in this assessment   |
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| a. First aid and administration of medicine | Low        | <ul style="list-style-type: none"> <li>❖ Risk of harm due to inadequate supervision of children in school</li> <li>❖ Risk of child being harmed in the school by a member of school personnel</li> <li>❖ Risk of harm to child while a child is receiving intimate care</li> </ul> | <ul style="list-style-type: none"> <li>❖ Clear guidelines outlined in our safety statement, administration of medicine policy and first aid policy.</li> <li>❖ All staff receive basic first aid training.</li> <li>❖ Named members of staff have certified training and are required to attend to accidents and casualties as necessary.</li> </ul> |
| b. Attendance                               | Medium     | <ul style="list-style-type: none"> <li>❖ Poor attendance may be an indicator of abuse or neglect</li> <li>❖ Risk of harm not being recognised by school personnel</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Clear procedures for monitoring attendance are outlined in our attendance strategy document</li> <li>❖ Any unexplained absences are followed up as soon as the roll is called each day. If we cannot make contact with a</li> </ul>   |



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|  |        | <ul style="list-style-type: none"> <li>❖ Risk of harm not being reported properly and promptly by school personnel</li> <li>❖</li> </ul>  | <p>parent/carer, every effort is made to seek a reason for the absence the following day</p> <ul style="list-style-type: none"> <li>❖ Attendance monitored by the Principal and HSCL teacher and concerns are shared with the Educational Welfare Officer or Tusla via formal referral process where necessary.</li> </ul>  |
| c. E-safety and digital safeguarding   | Medium | <ul style="list-style-type: none"> <li>❖ Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school</li> <li>❖ Children at risk of harm, including cyber bullying, from peers or adult predators</li> <li>❖ 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</li> </ul> | <ul style="list-style-type: none"> <li>❖ IT and e-safety protocols and policies are in place</li> <li>❖ Children are supervised in their computer use and given careful instructions about staying safe online</li> <li>❖ SPHE programmes include content to explore e-safety issues with children, teaching them ways to keep themselves safe, e.g. 'stop, block, tell'</li> <li>❖ We remind and advise parents/carers about keeping their child safe when online at home</li> <li>❖ Communication between home and school is strong to encourage sharing of information or issues as they arise.</li> <li>❖ We seek additional expertise from external speakers, where necessary</li> </ul> |
| d. Bullying, including LGBT children, or those perceived to be LGBT, those from minority ethnic groups, or those with disabilities | Medium | <ul style="list-style-type: none"> <li>❖ Allowing or condoning bullying by adults could constitute a lack of duty of care</li> <li>❖ Risk of harm due to inadequate code of behaviour</li> <li>❖ Risk of child being harmed in the school by a member of school</li> </ul>  | <ul style="list-style-type: none"> <li>❖ Anti-bullying and 'Good Relationships' policy sets out commitment to anti-bullying</li> <li>❖ Policies fully adhere to Department of Education's procedures for anti-bullying</li> <li>❖ Teaching of SPHE includes anti-bullying strategies and how to tackle bullying</li> <li>❖ Use of restorative practice to resolve conflict and restore relationships when things go wrong</li> </ul>  |



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|  |        | <p>personnel, another child, volunteer or visitor to the school</p> <ul style="list-style-type: none"> <li>❖ Risk of harm not being recognised or reported properly and promptly by school personnel</li> </ul>   | <ul style="list-style-type: none"> <li>❖ School culture fosters inclusive behaviour and language</li> <li>❖ Children’s team of ‘Anti-Bullying Ambassadors’ promote kindness and awareness of bullying</li> </ul>  |
| e. Managing challenging behaviour, including physical intervention | Medium | <ul style="list-style-type: none"> <li>❖ Risk of child being harmed by a member of school personnel</li> <li>❖ Adults using inappropriate touches or excessive force while intervening</li> <li>❖ Risk of child being harmed in the school by a member of school personnel</li> </ul>               | <ul style="list-style-type: none"> <li>❖ Physical intervention policy in development</li> <li>❖ Clear behaviour policy, including appropriate sanctions and supports for teachers</li> <li>❖ School culture actively promotes positive and calm interactions between children and staff with restorative practices encouraged</li> <li>❖ Any physical intervention would be a last resort measure, with minimum force necessary to prevent injury to self, another person or property</li> <li>❖ Individual risk assessment completed for children with higher likelihood of needing physical intervention</li> <li>❖ Where necessary, positive handling training provided for staff</li> <li>❖ All physical intervention is recorded and filed.</li> </ul> |
| f. School Visits; children off-site                                | Medium | <ul style="list-style-type: none"> <li>❖ Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while off-site</li> <li>❖ Risk of harm due to inadequate supervision of children while attending out of school activities</li> </ul> | <ul style="list-style-type: none"> <li>❖ A policy for educational visits is in place</li> <li>❖ There are defined roles and responsibilities for adults accompanying a visit</li> <li>❖ Risk assessments are completed for new venues or activities</li> <li>❖ Briefing for adults accompanying a visit for the first time, e.g. a parent, carer or volunteer; Garda vetting where appropriate</li> </ul>   |





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| g. Photography and images                         | Medium | <ul style="list-style-type: none"> <li>❖ Risk of harm not being recognised by school personnel</li> <li>❖ Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner</li> </ul> | <ul style="list-style-type: none"> <li>❖ A photography policy is in place and the taking of photographs at school requires written parental consent</li> <li>❖ Where photos are published, we use no names or the child's first name only</li> <li>❖ Staff are not to store photos of children on personal devices</li> <li>❖ Children must be appropriately dressed in photos and we encourage children to tell adults if they are worried about a photograph taken</li> <li>❖ At events, parents/carers reminded that photos are for personal use and not to be shared on social media</li> </ul> |
| h. Swimming                                       | Medium | <ul style="list-style-type: none"> <li>❖ Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person</li> <li>❖ Risk of harm due to inadequate supervision of children</li> </ul>                                   | <ul style="list-style-type: none"> <li>❖ We use trained staff at the pool and ensure there is sufficient supervision for the journey there and back, in changing areas and in the pool.</li> <li>❖ Expectations for children's behaviour is made clear throughout</li> <li>❖ Children are supervised by a school adult throughout</li> </ul>  |
| i. Curriculum, in respect of SPHE                 | Medium | <ul style="list-style-type: none"> <li>❖ Class teachers do not implement SPHE curriculum</li> <li>❖ Risk of harm due to non-teaching</li> </ul>   | <ul style="list-style-type: none"> <li>❖ The school implements in full the Stay Safe Programme</li> <li>❖ The school implements in full the SPHE curriculum</li> <li>❖ Children's teams and student council promote children's voice, empowering children to take the lead and speak up.</li> </ul>   |
| j. Breakfast and homework clubs, extra-curricular | Medium | <ul style="list-style-type: none"> <li>❖ Harm not being recognised or reported properly and promptly by school personnel</li> </ul>   | <ul style="list-style-type: none"> <li>❖ See above for procedures for recruitment of personnel</li> <li>❖ Supervision of these clubs is outlined in our supervision policy</li> </ul>   |



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| <p>activities,<br/>summer camp</p>                                   |               | <ul style="list-style-type: none"> <li>❖ Risk of child being harmed in the school by a member of school personnel or another child</li> <li>❖ Risk of harm due to inappropriate relationship/communications between child and another child or adult</li> </ul>  | <ul style="list-style-type: none"> <li>❖ All adults are briefed on child protection and safeguarding procedures and are expected to follow school policies.</li> </ul>   |
| <p>k. Distance/ Remote learning during a mandated School Closure</p> | <p>Medium</p> | <ul style="list-style-type: none"> <li>❖ Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while engaging in distance learning.</li> <li>❖ Children at risk of harm, including cyber bullying, from peers or adult predators</li> <li>❖ 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</li> <li>❖ Risk of harm not recognised or properly or promptly reported</li> </ul> | <ul style="list-style-type: none"> <li>❖ IT and online safety protocols and policies are in place</li> <li>❖ Parents/carers are advised to supervise their children's computer use and remind their children about staying safe online. Parents/carers are asked to inform the school if they have any concerns or if any issue arises.</li> <li>❖ Posts are approved by teachers before they appear on the child's journal. Each journal is private. Teacher can share items to the class blog with the permission of the child.</li> <li>❖ Staff will use school devices and school email addresses to communicate with children and parents by email. When phone contact is needed staff will block their phone number by dialing #31# before the phone number. Staff will keep a note of all phone contact, usually via email to the Principal.</li> <li>❖ Distance learning is being provided using the online digital portfolio tool Seesaw in every class. Teachers set tasks and activities for the children. Teachers can also post tuition videos. Staff provide feedback and encouragement to the children with comments and voice notes. Children are encouraged to reply and engage with staff.</li> <li>❖ Some classes have a weekly check-in video call with their class. Children are able to see their classmates and teachers</li> </ul> |



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|                          |        |  | <p>and contribute to the online conversation under the direction of the class teacher. Parent permission is sought beforehand.</p> <ul style="list-style-type: none"> <li>❖ Staff are aware that normal reporting procedures are in place during the closing and that if a child discloses a welfare abuse or concern or a staff member becomes aware of one or hears or sees something of concern this concern is immediately reported to the DLP.</li> </ul>   |
| I. Summer Camp Programme | Medium | <ul style="list-style-type: none"> <li>❖ Harm not being recognised or reported properly and promptly by school personnel</li> <li>❖ Risk of child being harmed in the school by a member of school personnel or another child</li> <li>❖ Risk of harm due to inappropriate relationship/communications between child and another child or adult</li> </ul> | <ul style="list-style-type: none"> <li>❖ The school will apply their policies on Child Protection, Health &amp; Safety, Anti-Bullying, Behaviour and Critical Incidents and Healthy Eating to the Summer Programme. Each teacher will have copies of these policies and they will be available for review.</li> <li>❖ Vetting requirements will be fulfilled for staff contributing to the work of the camp and parents will be informed of all relevant policies and procedures.</li> <li>❖ A designated health and safety officer, Eadaoin Kelly, will be available on site for the duration of the camp.</li> <li>❖ All necessary government health and safety requirements, in effect at the time of the programme, will be adhered to, in order to support the safe and successful organisation of the summer programme.</li> </ul> |

**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. The Board of Management updated this risk assessment on *17<sup>th</sup> June 2021*. It will be reviewed in 2022 as part of the school's annual review of its Child Safeguarding Statement.

Signed: *Paul Churchill*  
Fr Paul Churchill - Chairperson, BoM

Date: 17.6.2021

Signed: *Eadaoin Kelly*  
Eadaoin Kelly - Principal/Secretary to the BoM

Date: 17.6.2021