



Child Safeguarding Statement and Risk Assessment Template

Child Safeguarding Statement

Blessington Educate Together NS is a primary school 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 \(revised 2023\)](#) and [Tusla Guidance on the preparation of Child Safeguarding Statements](#), the Board of Management of Blessington Educate Together 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 (revised (2023))* as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is **Jonathan Kinsella**
- 3 The Deputy Designated Liaison Person (Deputy DLP) is **Lynn Steed**
- 4 The Relevant Person is Jonathan Kinsella
(The relevant person is one who can provide information in respect of how the child safeguarding statement was developed and will be able to provide the statement on request. This person can also be the DLP)
- 5 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.

6 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 (revised 2023)* and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie 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 gov.ie 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 (revised 2023)*, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.

- 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 gov.ie 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.

- 7 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.
- 8 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 13th October 2023.

This Child Safeguarding Statement was reviewed by the Board of Management on 13th October 2023.

Signed: 
Chairperson of Board of Management

Signed: 
Principal/Secretary to the Board of Management

Date: 13th October 2023

Date: 13th October 2023

Child Safeguarding Risk Assessment

Written Assessment of Risk of [name of 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 PostPrimary Schools (revised 2023)*, the following is the Written Risk Assessment of [name of school].

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 -
Classroom activities Yard and play	School-based bullying, verbal, physical or psychological See: Anti-Bullying Policy SPHE Policy RSE Policy Supervision Policy Behaviour Policy	<ul style="list-style-type: none"> ● Pupil and staff check-ins to promote a culture of kindness and respect ● Programmes to support children experiencing difficulties regulating emotions or anxiety. ● Anti-bullying procedures clearly laid out to staff, parents, and pupils to inform adults and pupils as to the steps to be followed ● Anti-bullying policy is reviewed and ratified by the Board of Management annually ● Anti-bullying policy on our school website to inform parents ● Adequate supervision is provided to ensure codes are being followed.

		<ul style="list-style-type: none"> The school Anti-bullying programme is supported by the planning and teaching of SPHE, RSE and the Stay Safe Programmes.
Visitors to school	<p>Ensuring the safety of children, staff and visitors</p> <p>See Code of Conduct for Parents/Visitors Policy Garda Vetting Policy Parental Involvement Policy</p>	<ul style="list-style-type: none"> Gates to the school are closed at 9.20 am until 1.30pm Visitors must check-in with the secretary or principal on arrival. Regular visitors to the school, e.g. external teachers, after-school club facilitators, guest speakers, are Garda Vetted or a copy of their Garda vetting is provided to the school. Persons administering external programmes (e.g. GAA) through another body will provide the school with a copy of their Garda Vetting and any appropriate insurance applicable Children are closely supervised by staff members during all school events in which visitors are invited into the school, e.g. Sport's Day, School Performances Students in the school on teaching placement will be mentored by the class teacher in the class they are doing their placement in to receive support throughout their time in the school. Student teachers/colleges will provide school with necessary vetting and insurance details. Students in the school on work placement, e.g., SNA placement, will be allocated a staff mentor and will not be responsible for the teaching of the children.
Teaching and learning in the Hazel and Birch Rooms	<p>Ensure the safety of staff and children in the Hazel and Birch Rooms</p> <p>See SEN Policy</p>	<ul style="list-style-type: none"> Walkie Talkies are utilised in case additional support is required in class or on yard. Padded clothing supports are available for staff to protect from pinching, bites etc

		<ul style="list-style-type: none"> • Staff meetings and regular communication between staff occurs to discuss behaviours and behaviour management. • Daily communication sheets between home and school ensures staff are aware of behaviours, moods, sleep etc in advance of school opening.
Integration of pupils from the Hazel and Birch Rooms	<p>Ensure pupils in the Hazel and Birch Rooms are supported during integration</p> <p>See SEN Policy</p>	<ul style="list-style-type: none"> • Integration into mainstream classes and reverse integration occurs from 1st October each year • SNAs from the Hazel and Birch Rooms accompany children during integration into mainstream. • When possible, mainstream SNA also supports pupils during these times • If a pupil is unable to integrate for a variety of reasons (tired, over stimulated etc), they remain in the Hazel or Birch Rooms or return early from integration.
Playground and Sensory Play areas	<p>Ensure that children play safely in play areas</p> <p>See Supervision Policy</p>	<ul style="list-style-type: none"> • The play areas are supervised by staff during yard times. • Children are required to follow certain rules, for example only one child at a time on the spinner, basket seat etc • Play equipment and features are inspected regularly by school staff.
School events, extra-curricular activities etc	<p>Ensure children can visit places safely without the risk of injury or getting lost, e.g. school tours, swimming lessons, sport's events, concerts, etc.</p> <p>See Code of Conduct for Parents/Visitors Policy Parental Involvement Policy Supervision Policy</p>	<ul style="list-style-type: none"> • A risk assessment will be completed before each school tour or trip. • Children will be closely supervised by a teacher and SNA (if allocated to class) when utilising the outdoor classroom. • All school volunteers are vetted for school tours, swimming, outings etc. • Parent-guardians, during swimming lessons, support their own child when changing and getting ready. • Pupil-teacher ratio is reduced for school tours to maximise the supervision of children. Pupils are

		<p>closely supervised by staff when transitioning from one area to another (e.g., going to the toilets, going to and from the bus) and when interacting with staff and/or volunteers from the establishment they are visiting.</p> <ul style="list-style-type: none"> • Changing rooms are closely supervised by staff when in use by children e.g., at swimming lessons and sports events. • Parental consent is provided upon enrolment for children to leave the school grounds to attend any events.
After-school clubs	<p>Ensure that clubs operate in a safe and organised manner</p> <p>See: Supervision Policy Garda Vetting Policy</p>	<ul style="list-style-type: none"> • Drop-off: Children are lined up by their class teacher and handed over directly to the after-school teacher. - Internal staff: Teachers are given a list of children's names and the names of adults who can collect them. - External staff: External staff provide the school with copies of their insurance, Garda Vetting, child safeguarding statement etc and implement their own collection policy.
School collections	<p>Ensure children depart school safely.</p> <p>See: Garda Vetting Policy Supervision Policy</p>	<ul style="list-style-type: none"> • Emergency contact numbers of adults who have permission to collect each child are provided by parents at the beginning of each year and stored on our school online database • If another adult, other than the parent-guardian, comes to collect a child (e.g., a family friend, an aunt/uncle, a cousin, etc.), this must be communicated to the teacher or school beforehand. If the school has not been informed beforehand, the class teacher will call the parents to confirm the child has permission to go with that adult.

		<ul style="list-style-type: none"> • Children are lined up at an agreed collection point and released to their parents/guardians one by one • If an adult appears to be under the influence of drugs or alcohol when they come to collect a child from school, they are not released by the class teacher. This would then be reported to the DLP or DDLP immediately. • Parent/guardians must notify the school if a child is walking/cycling home.
Storage or publication of photos of children	<p>Ensure photos are stored and utilised in a safe and agreed manner</p> <p>See: Internet Use Policy GDPR Policy</p>	<ul style="list-style-type: none"> • Written parental permission to take photos of children is obtained by the school upon enrolment. • Class teachers are made aware of any child in his or her class who do not have permission to be in school photos via the school data base • Photos are stored securely on the school online storage space. • Children names are not published with photos uploaded to the school website or social media such Facebook. • Children are not permitted to use personal electronic devices (e.g., iPads, cameras, personal devices) on the school grounds at any time.
Withdrawal of children from class / yard	<p>Ensure both the child/children and staff can learn and teach in a secure and dignified way</p> <p>See: SEN Policy</p>	<ul style="list-style-type: none"> • Doors remain open during withdrawal. • Parents are informed and provide written consent if children are withdrawn from class on a regular basis, e.g., for continuum of support or movement breaks. • If a teacher withdraws a child to investigate an incident, (speaks with him/her one-to-one or in a small group setting) it must be within listening space of another adult, with doors open. • If a teacher withdraws a child and sends him/her to principal's office, the child is accompanied by

		class teacher or relevant adult. Principal implements Code of Behaviour.
Toileting	<p>The dignity and safety of the child is ensured</p> <p>See: Intimate Care Policy SNA Policy</p>	<ul style="list-style-type: none"> • The door remains open if a child is assisted with toileting and only one adult is available. • Where able, children change themselves while an adult i.e SNA supports at the door. • Toileting incidents are recorded on Aladdin. • Children who need to use the toilet during yard time should only do so in exceptional circumstances. Children are encouraged to go to the toilet prior to yard time. When necessary, children must inform an adult that they are going to the toilet and advise the same teacher of their return. • The school's Intimate Care Policy is provided to all SNAs, relevant teachers, their parents and is available on the school website.
Lack of healthy lunch or insufficient lunch	<p>Children have access to a healthy food for both breaks.</p> <p>See: Healthy Eating Policy Child Protection Policy</p>	<ul style="list-style-type: none"> • Teachers monitor children's lunches and check that all children have a quantity of healthy food each day. • If a child is not provided with any lunch in school, the school phones the parents and asks them to bring the lunch to school. If a lunch is not provided the DLP or DDLP will be informed immediately, and best efforts made to ensure the child is adequately fed throughout the day. • If a child is provided with insufficient lunch the class teacher discusses it with the parents in the first instance. • If a child regularly has no lunch or insufficient lunch and the situation did not improve after speaking with the parents, the class teacher informs the DLP or DDLP.
Data protection	<p>Ensure information is gathered, stored and deleted in a secure and timely manner</p>	<ul style="list-style-type: none"> • Confidential documents relating to children in the school are stored securely in the school:

	<p>See: Data protection (GDPR) Policy</p>	<ul style="list-style-type: none"> - Hard copies are stored in locked filing cabinets in the secretary/principal's office and in support teachers' classrooms - Soft copies are stored in a secure online database. A password is required to access the documents. • Documents are shared with staff on a need-to-know basis. • Parental permission for transfer of information (i.e., between school staff, between the school and previous/prospective schools, between the school and other professionals) is obtained in each instance.
<p>Children presenting with social, emotional and/or behavioural needs in school</p>	<p>Ensure that a child's emotional needs are supported during school time.</p> <p>See: SEN Policy</p>	<ul style="list-style-type: none"> • Concerns relating to social, emotional, behavioural are communicated to parents by phone, at collection time or through formal meetings. • Children are provided with additional support in school through the model of the Continuum of Support. This may be in the form of in-class support or withdrawal from class. Staff discuss concerns and learning targets with parents and formulate a written plan, signed by the parents. Learning targets are regularly monitored to track progress. • An individual support plan will be completed for children with additional vulnerabilities to ensure extra supports are in place within the school environment as required. The specific strategies outlined in this care plan will be monitored and reviewed on a regular basis to ensure the needs and supports identified are current and appropriate. • The school may recommend onward referral (e.g. to the Primary Care Team, Network Disability

		<p>Team, EIT, AON, NEPS, GP or CAMHS) for children presenting with significant difficulties. The school supports parents/guardians to submit relevant referral forms.</p> <ul style="list-style-type: none"> • Significant concerns are raised with the DLP or DDLP.
Children presenting with medical needs in school	<p>Ensure a child is supported and cared-for by relevant staff members</p> <p>See: Accident, Injury and Administration of Medicine Policy</p>	<ul style="list-style-type: none"> • Staff, if in agreement, are trained how to administer medicines if required. • The Administration of Medication Policy will be implemented in the event that a child requires medication throughout the school day. • Parent/Guardians must complete the relevant forms and put a request in writing to the board. • Medical needs are logged on Aladdin.
Late drop-offs, early collection, late pick up, attendance	<p>Ensure children are collected on-time</p> <p>See: Attendance Policy</p>	<ul style="list-style-type: none"> • Children arriving late to school will be marked 'Late' in the class attendance record by their teacher. Their time of arrival / number of minutes late will be logged. • The school discusses punctuality with parents if children are regularly late. • Parents are regularly informed via email / school report of punctuality and also at parent-teacher meetings. • Children's attendance at school will be monitored with parents encouraged to input a reason for absence by mailing the class teacher. Communication will be made with parents in instances of regular unexplained absences, with a record of any discussion stored securely on the school system. • Parents are regularly informed of attendance and also at parent teacher-meetings. • Parents receive a letter when a child has missed 15 days of school. • Tusla are automatically notified when a child misses 20 or more days from school.

		<ul style="list-style-type: none"> • Significant attendance concerns are reported to the Education Welfare Officer. • Teachers must be informed in advance if children are to be collected early from school. • If a parent is going to be late to collect their child, they should let the school know. • If child is collected more than 10 minutes late, and school not contacted parents/guardians are phoned.
Exposure to inappropriate online content	<p>Ensure only child-friendly content is accessible on electronic devices</p> <p>See: Internet Use Policy SPHE Policy Remote Learning Policy</p>	<ul style="list-style-type: none"> • Use of electronic devices in school is guided by the school Internet Use Policy. • Use of school electronic devices, e.g Tablets, laptops, is monitored and supervised by staff. • School internet is provided by PDST Technology in Education which is monitored for inappropriate content and unsuitable websites blocked. • Stay Safe Programme followed each January and February. Dangers of online content activity covered with Webwise and Safer Internet Day etc
Use of the school site by other services with the approval of the Board of Management	<p>Ensure the school and grounds are correctly and safely maintained by external services</p>	<ul style="list-style-type: none"> • Other services, such as afterschool clubs, utilising the school premises shall be responsible for the review and implementation of their own Child Safeguarding Policy and supporting documents and provide the school with a copy of same. • Any concerns relating to these services shall be raised immediately with the DLP or DDLP.
Accidents and injuries on site	<p>Ensure children are treated and cared-for by staff in the event of an injury or accident</p> <p>See: Accident, Injury and Administration of Medicine Policy</p>	<ul style="list-style-type: none"> • Accidents and injuries that occur on the premises shall be managed in accordance with the Accident and Injury Policy. This includes the administration of first aid where required. • This policy will be discussed with all staff at induction day and at any other point required. • A copy of this policy is accessible on the school website.

<p>School transport arrangements including use of bus escorts</p>	<p>Ensure the safe collection and departure of pupils in both mainstream and special class transport</p>	<ul style="list-style-type: none"> • Department of Education provide school bus through Bus Éireann for specialised classes and for some children in mainstream. • Bus Éireann ensures all bus drivers are vetted and inform Department of Education of same. School request Garda Vetting confirmation annually. • All bus escorts are vetted through the school. • A bus escort accompanies children on the bus with pupils at all times. • Bus Driver and escort ensure children are released to a known adult at all times. • If a concern arises on the bus, the bus escort and/or bus driver reports concern to DLP / DDLP.
<p>Sporting Activities including annual Sports Day</p>	<p>Ensure activities on school grounds are organised in a safe and orderly way.</p> <p>See: Code of Conduct for Parents/Visitors policy Accident, Injury and Administration of Medicine Policy</p>	<ul style="list-style-type: none"> • Sports Day activities on-site are organised by staff members. A breakdown of structure and activities are shared with staff in advance. • Staff move with pupils during sports day to ensure their safety throughout activities, particularly supporting those children with additional needs. • Pupils remain the responsibility of their class teacher for the duration of the school day. • Parent volunteers remain with school staff throughout the day.
<p>Use of outdoor classroom/learning spaces</p>	<p>Ensure that outdoor learning occurs in a safe and structured way</p> <p>See: Code of Conduct of Visitors/Parents Policy</p>	<ul style="list-style-type: none"> • Outdoor classroom/learning spaces is a daily part of school life. • Use of Outdoor classroom/learning spaces is timetabled. • Staff must ensure adequate supervision of pupils at all times. • Staff are aware that external agencies and visitors may arrive to school during these times. • Toileting protocols as detailed above are implemented during the use of outdoor classroom/learning spaces.

<p>Supervision of children in the mornings and during yard times</p>	<p>Ensure the supervision of children during morning and yard times</p> <p>See: Supervision Policy Accident, Injury and Administration of Medicine Policy</p>	<ul style="list-style-type: none"> • Six staff (four SNAs and two teachers) supervise yard time daily. • Staff are allocated some children with additional needs while others supervise areas (the Sensory Play Space, the pitch, the front playground, the old playground) • Staff are aware of the location of the first-aid box (in the staffroom) • In the event that the yard is unsuitable for use (e.g., due to rain or ice), children are to remain in their classroom and are supervised by staff. The staff members responsible for yard duty on that day will be responsible for the supervision of the children in their classrooms. This supervision includes two staff members in the Hazel Room, two staff members in the Birch Room, one staff member between the Elm and Ash Rooms, one staff member between the Willow and Oak Rooms. • Jonathan supervises children from 8.50am each morning on yard.
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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 (revised 2023)*

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 (revised 2023)*.

Examples of School Activities

- Daily arrival and dismissal of pupils
- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching
- One-to one learning support
- One-to-one counselling

- Outdoor teaching activities
- Online teaching and learning remotely
- Sporting activities
- School outings
- School trips involving overnight stay
- School trips involving foreign travel
- Use of toilet/changing/shower areas in schools
- Provision of residential facilities for boarders
- Annual Sports Day
- Fundraising events involving pupils
- Use of off-site facilities for school activities
- School transport arrangements including use of bus escorts
- Care of children with special educational needs, including intimate care where needed,
- Care of any vulnerable adult students, including intimate care where needed
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- Management of provision of food and drink
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE, Stay Safe
- Prevention and dealing with bullying amongst pupils
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum
- Use of external personnel to support sports and other extra-curricular activities
- Care of pupils with specific vulnerabilities/ needs such as
 - Pupils from ethnic minorities/migrants
 - Members of the Traveller community
 - Lesbian, gay, bisexual or transgender (LGBT) children
 - Pupils perceived to be LGBT

- Pupils of minority religious faiths
- Children in care
- Children on Tusla's Child Protection Notification System (CPNS)
- Children with medical needs
- 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, including social media
- Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.
- Students participating in work experience in the school
- Students from the school participating in work experience elsewhere
- Student teachers undertaking training placement in school
- Use of video/photography/other media to record school events
- After school use of school premises by other organisations
- Use of school premises by other organisation during school day
- Breakfast club
- Homework club/evening study

Examples of Risks of Harm

- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of child being harmed in the school by a member of school personnel
- Risk of child being harmed in the school by another child

- Risk of child being harmed in the school by volunteer or visitor to the school
- Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons
- Risk of harm due to inappropriate use of online remote teaching and learning communication platform such as an uninvited person accessing the lesson link, students being left unsupervised for long periods of time in breakout rooms
- Risk of harm due to bullying of child
- Risk of harm due to racism
- Risk of harm due to inadequate supervision of children in school
- Risk of harm due to inadequate supervision of children while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between child and another child or adult
- Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to children with SEN who have particular vulnerabilities, including medical vulnerabilities
- Risk of harm to child while a child is receiving intimate care
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other manner
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

Examples of Procedures to address risks of harm

- All school personnel are provided with a copy of the school's *Child Safeguarding Statement*
- The *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)* are made available to all school personnel
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)* and all registered teaching staff are required to adhere to the *Children First Act 2015* and its Addendum (2019)
- The school implements in full the Stay Safe Programme

- The school implements in full the SPHE curriculum
- The school implements in full the Wellbeing Programme at Junior Cycle
- The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*
- The school undertakes anti-racism awareness initiatives
- The school has a yard/playground supervision policy to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
- The school has in place a policy and clear procedures in respect of school outings
- The school has a health and safety policy
- The school adheres to the requirements of the Garda vetting legislation and relevant DE circulars in relation to recruitment and Garda vetting
- The school has a codes of conduct for school personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has a Special Educational Needs policy
- The school has an intimate care policy/plan in respect of students who require such care
- The school has in place a policy and procedures for the administration of medication to pupils
- The school –
 - Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages board of management members to avail of relevant training
 - Maintains records of all staff and board member training
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a code of behaviour for pupils
- The school has an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents
- The school has in place a policy governing the use of smart phones and tables devices in the school by pupils as per circular 38/2018
- The school has in place a Critical Incident Management Plan
- The school has in place a Home School Liaison policy and related procedures

- The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
- The school has in place a policy and procedures for the use of external sports coaches
- The school has in place a policy and clear procedures for one-to-one teaching activities
- The school has in place a policy and procedures for one-to-one counselling
- The school has in place a policy and procedures in respect of student teacher placements
- The school has in place a policy and procedures in respect of students undertaking work experience in the school
- The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations