



## Saplings Special School Child Safeguarding Statement

Saplings School is a special school providing education to pupils from 4 years old to 18 years old.

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 [insert school name] 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 **Siobhán Burley**

3 The Deputy Designated Liaison Person (Deputy DLP) is **Debbie Leech**

4 The Relevant Person is **Siobhán Burley**  
*(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. In a school setting the relevant person shall be the designated liaison person.)*

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 October 1<sup>st</sup> 2024

This Child Safeguarding Statement was reviewed by the Board of Management on October 1<sup>st</sup>, 2024.

Signed: Joe Sullivan

Chairperson of Board of Management

Date: 1 Oct 24

Signed: Siobhán Buckley

Principal/Secretary to the Board of Management

Date: 1-10-24



**Child Safeguarding Risk Assessment**  
**Written Assessment of Risk of Saplings Mullingar**

In accordance with section 11 of the Children First Act 2015 and with the requirements of Chapter 8 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*, the following is the Written Risk Assessment of Saplings School Mullingar.

**1. List of school activities**

|   |
|---|
| Training of school personnel in Child Protection matters  |
| One to one teaching   |
| Care of Children with special needs, including intimate care needs  |
| Toilet areas  |
| Curricular Provision in respect of SPHE, RSE, Stay safe.  |
| LGBT Children/Pupils perceived to be LGBT   |
| Daily arrival and dismissal of pupils   |
| Managing of challenging behaviour amongst pupils, including appropriate use of restraint  |
| Students participating in work experience   |
| Recreation breaks for pupils  |
| Classroom teaching  |
| One-to-one teaching   |
| Outdoor teaching activities   |
| School outings  |
| Use of toilet/changing/shower areas in schools  |
| Annual Sports Day   |
| Use of off-site facilities for school activities  |
| School transport arrangements including use of bus escorts  |
| Administration of Medicine  |
| Administration of First Aid   |
| Prevention and dealing with bullying amongst pupils   |
| Use of external personnel to supplement curriculum  |
| Recruitment of school personnel including - <ul style="list-style-type: none"> <li>• Teachers</li> <li>• SNA's</li> <li>• Caretaker/Secretary/Cleaners</li> <li>• Sports coaches</li> <li>• External Tutors/Guest Speakers</li> <li>• Volunteers/Parents in school activities</li> <li>• Visitors/contractors present in school during school hours</li> <li>• Visitors/contractors present during after school activities</li> </ul> |

|   |
|---|
| Use of school premises by other organisation during school day      |
| Use of Information and Communication Technology by pupils in school |
| Students participating in work experience in the school             |
| 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          |
| On line teaching  |

**2. The school has identified the following risk of harm in respect of its activities –**

| <b>List of School Activities</b>   | <b>Risk Level</b> | <b>The school has identified the following Risk of Harm</b>   |
|--|-------------------|---|
| Training of school personnel in Child Protection matters                                 | Medium            | Harm not recognised or reported promptly  |
| One to one teaching  | Low               | Harm by school personnel  |
|  | High              | Harm by student   |
| Care of Children with special needs, including intimate care needs                       | Low               | Harm by school personnel  |
| Toilet areas   | Medium            | Inappropriate behaviour   |
| Curricular Provision in respect of SPHE, RSE, Stay safe.                                 | Low               | Non-teaching of same  |
| LGBT Children/Pupils perceived to be LGBT  | Low               | Bullying  |
| Daily arrival and dismissal of pupils  | Low               | Harm from older pupils, bus drivers, escorts.<br><br>Accidents including 'bolting' after exiting the bus. |
| Managing of challenging behaviour amongst pupils, including appropriate use of restraint | High              | Injury to pupils and staff  |
| Students participating in work experience  | Low               | Harm by student   |
| Recreation breaks for pupils   | High              | Harm by other students  |

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|---|---------------|--|
| Classroom teaching  | Low /Medium   | Harm by staff  |
|   | Medium / High | Harm by student                                      |
| One-to-one teaching   | High          | Harm by Student                                      |
|   | Low           | Harm by staff  |
| Outdoor teaching activities   | High          | Harm by student                                      |
| School outings  | Low           | Harm by staff  |
|   | High          | Harm by student                                      |
| Use of toilet/changing/shower areas in schools  | High          | In appropriate behaviour by students                 |
| Annual Sports Day   | High          | Harm by student<br>Accidents                         |
|   | Low           | Harm by staff<br>Accidents                           |
| Use of off-site facilities for school activities  | High          | Harm by student                                      |
|   |               | Accident   |
| School transport arrangements including use of bus escorts  | High          | Harm by Escorts                                      |
| Administration of Medicine  | High          | Harm by staff  |
| Administration of First Aid   |               | Risk of another pupil accessing medications          |
| Prevention and dealing with bullying amongst pupils   | Low           | Harm by student                                      |
| Use of external personnel to supplement curriculum  | Low           | Harm by staff  |
|   |               | Harm by student                                      |
| Recruitment of school personnel including - <ul style="list-style-type: none"> <li>• Teachers</li> <li>• SNA's</li> <li>• Caretaker/Secretary/Cleaners</li> <li>• Sports coaches</li> <li>• External Tutors/Guest Speakers</li> <li>• Volunteers/Parents in school activities</li> <li>• Visitors/contractors present in school during school hours</li> <li>• Visitors/contractors present during after school activities</li> </ul> | Med / High    | Harm not recognised or properly or promptly reported |

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| Use of school premises by other organisation during school day      | N/A            | N/A in current premises   |
| Use of Information and Communication Technology by pupils in school | Low / Medium   | Accessing inappropriate sites.  |
| Students participating in work experience in the school             | Medium / high  | Harm by person  |
|   | Medium to high | Harm by student   |
| Student teachers undertaking training placement in school           | Medium to high | Harm by student   |
|   | Medium to high | Harm by teacher   |
| Use of video/photography/other media to record school events        | High           | Risk by Parents during the following Communion, Confirmation, fundraising events, visitors to the school ( e.g. Nathan Carter ) |
|   |                | By School staff   |
| After school use of school premises by other organisations          | Low            | N/A in current premises   |
| On line teaching  | Low            | Accessing on line lesson/meetings (during covid closures)   |

3. The school has the following procedures in place to address the risks of harm identified in this assessment –

| 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 risk identified in this assessment  |
|--|------------|--|---|
| Training of school personnel in Child Protection matters | Medium     | Harm not recognised or reported promptly             | <p>Child Safeguarding Statement &amp; DES procedures made available to all staff.</p> <p>Child Protection Procedures for Primary and Post Primary Schools 2017 are made available to all school personnel.</p> <p>School personnel are required to adhere to the Child Protection Procedures for Primary and Post Primary Schools 2017 and all registered teachers are required to adhere to the Child First Act 2015.</p> <p>DLP (Lisa Burke) &amp; DDLP (Debbie Leech) to attend PDST face to face training.</p> <p>All Staff to view Tulsa training module &amp; any other online training offered by PDST</p> <p>BOM records all records of staff and board training.</p> |
| One to one teaching                                      | Low        | Harm by school personnel                             | <p>Parents are advised if their child is being taught in a 1:1 teaching situation</p>   |
|  | High       | Harm by student                                      | <p>Intimate Care policy in place</p> <p>Open doors</p> <p>Table between teacher and pupil</p>   |

|  |        |                          |  |
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|  |        |                          | Behaviour Support Plan in place<br>Camera in Principals office of all classrooms operated from 9.30am until 3.10pm   |
| Care of Children with special needs, including intimate care needs | Low    | Harm by school personnel | Codes of conducts for school personnel as part of the school's code of Behaviour in place and in line with the ethos and culture and core values of the school;<br>Understanding, Respect, Care and trust.<br>Policy on intimate care adhered to by all staff.<br>All materials including visual supports , communication systems , reinforcement systems etc in place and adhered to by all staff |
| Toilet areas   | Medium | Inappropriate behaviour  | The school has a policy in place in relation to supervision which includes toilet areas.<br>Intimate Care Policy in place which applies to some of our students.   |
| Curricular Provision in respect of SPHE, RSE, Stay safe.           | Low    | Non-teaching of same     | School implements SPHE, RSE, and Stay Safe in full.<br>Some targets form part of IEP goals but SPHE is included as a mandatory curricular subject and includes RSE and Stay Safe objectives for all students.  |
| LGBT Children/Pupils perceived to be LGBT                          | Low    | Bullying                 | Anti-Bullying Policy<br>Code of Behaviour  |



|  |             |   |  |
|--|-------------|---|--|
| Daily arrival and dismissal of pupils  | Low         | Harm from older pupils, bus drivers, escorts.<br>Accidents including 'bolting' after exiting the bus. | Arrival and dismissal supervised by all teachers and support staff.  |
| Managing of challenging behaviour amongst pupils, including appropriate use of restraint | High        | Injury to pupils and staff  | Code Of Behaviour<br>Health & Safety Policy<br>Crisis prevention training of all staff<br>Clear guidelines on use of appropriate restraint as last resort measure.   |
| Students participating in work experience  | Low         | Harm by student   | Work experience Policy<br>Child Safeguarding Statement.<br>Student not allowed to be on their own with students at any stage.<br>Work experience are only permitted to observe.  |
| Recreation breaks for pupils   | High        | Harm by other students  | Supervision policy in place  |
| Classroom teaching   | Low /Medium | Harm by staff   | Best Practice is promoted and adhered to.<br>Teaching Council Guidelines are adhered to by all teaching staff.<br>School ethos and culture based on core values of understanding, respect and dignity, trust and care is |

|                             |               |                 |  |
|-----------------------------|---------------|-----------------|--|
|                             | Medium / High | Harm by student | <p>reinforced by management to all staff and must be adhered to at all times.</p> <p>Individualised Behaviour Support Plans in place.</p> <p>Relevant policies in place.</p> <p>Camera system in place in the school.</p> <p>Always at least two staff in the classroom at all times.</p>              |
| One-to-one teaching         | High          | Harm by Student | <p>Advise Parents</p> <p>Intimate Care Policy in place</p> <p>Behaviour Support Plan in place</p> <p>CPI training in place</p> <p>Classroom door to be open at all times.</p> <p>Staff to seek help immediately from staff in other rooms if required</p> <p>Camera system in place in the school.</p> |
|                             | Low           | Harm by staff   |  |
| Outdoor teaching activities | High          | Harm by student | <p>Procedures outlined to be followed in the case of all outdoor activities e.g. swimming, shop, and library tennis club.</p> <p>Adequate supervision in place.</p> <p>Clear reporting/ recording procedures of ant incidents.</p>   |

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|--|------|--------------------------------------|---|
|  |      |                                      | Review/ discussion students engaging of all outdoor activities prior to participating in them ,dependent on stability of the students behaviour |
| School outings                                 | Low  | Harm by staff                        | Pre planning meeting to take place in advance of school tours and trips on buses  |
|  | High | Harm by student                      | Resource checklist in place :communications, visual supports , medications checklist etc  |
|  |      |                                      | Risk Assessment to be conducted by BA in consultation with teachers.  |
|  |      |                                      | Risk Assessment to be discussed with Principal in advance of such activities.   |
| Use of toilet/changing/shower areas in schools | High | In appropriate behaviour by students | Intimate Care Policy in place   |
|  |      |                                      | Supervision Policy in Place.  |
| Annual Sports Day                              | High | Harm by student Accidents            | Pre planning meeting to take place in advance of sports day.  |
|  | Low  | Harm by staff Accidents              | Resource checklist in place :communication systems, Visual supports , medications checklist etc   |
|  |      |                                      | Risk Assessment to be conducted by BA in consultation with Principals.  |
|  |      |                                      | Risk Assessment to be discussed with Principal in advance of such activities  |

|  |      |  |  |
|--|------|--|--|
| Use of off-site facilities for school activities           | High | Harm by student<br>Accident                                  | Risk Assessment to be undertaken by teacher and BA<br>Clear Plan in place of activities to be undertaken.<br>Discussed with Principal.<br><br>Travel arrangements to be reviewed in advanced<br>Staffing arrangements to be reviewed in advance.   |
| School transport arrangements including use of bus escorts | High | Harm by Escorts  | Garda Vetting Procedures in place  |
| Administration of Medicine                                 | High | Harm by staff<br>Risk of another pupil accessing medications | Administration of medicine policy in place.<br>Forms to be completed by parents.<br>Medical book in office to be completed.<br>All medicines locked in filing cabinet in the Principals office.<br>No medicines allowed in the classrooms.<br>All students bags for RESPITE (containing medications or not) must be left in caretakers room downstairs (which is not accessible to students) and Principals office upstairs.<br>Log of all medications to be maintained.<br>Epilepsy training to be undertaken and updated . |
| Administration of First Aid                                |      |  |  |



|  |            |  |  |
|--|------------|--|--|
|  |            |  | Staff trained in First Aid completed and up to date— certified.<br>Staff training to be updated on a regular basis   |
| Prevention and dealing with bullying amongst pupils  | Low        | Harm by student                                      | Stay Safe Programme (adapted) implemented.   |
| Use of external personnel to supplement curriculum   | Low        | Harm by staff<br>Harm by student                     | Supervision of students across all environments.<br>Garda Vetting Procedures in place for all school personnel including external staff.<br>Teacher must be present when any external staff are supplementing the curriculum e.g. Music generation<br>Swimming instructors |
|  |            |  | Occupational Therapy sessions classroom support staff must be present during all these sessions<br>N.B. No external staff left with pupils on their own.   |
| Recruitment of school personnel including -<br><ul style="list-style-type: none"> <li>• Teachers</li> <li>• SNA's</li> <li>• Caretaker/Secretary/Cleaners</li> <li>• Sports coaches</li> <li>• External Tutors/Guest Speakers</li> <li>• Volunteers/Parents in school activities</li> <li>• Visitors/contractors present in school during school hours</li> <li>• Visitors/contractors present during after school activities</li> </ul> | Med / High | Harm not recognised or properly or promptly reported | Child Safeguarding Statement & DES procedures made available to all staff.<br>All new personnel to present certificate of Child Protection training undertaken.<br>Vetting Procedures<br>Policy of Parents / Volunteers<br>Visitor sign in book at reception               |

|   |                                  |                                    |   |
|---|----------------------------------|------------------------------------|---|
|   |                                  |                                    | Work undertaken during after school hours.<br>School to be opened and closed by caretaker. Access only to work specific areas.<br>All documentation re students locked away in a classroom press.<br>Principal's office locked to be locked and all filing cabinets to be locked in the office. |
| Use of school premises by other organisation during school day      | N/A                              | N/A in current premises            | N/A   |
| Use of Information and Communication Technology by pupils in school | Low / Medium                     | Accessing inappropriate sites.     | ICT policy<br>Anti-Bullying Policy<br>Code of Behaviour<br>Staff supervision at all times.  |
| Students participating in work experience in the school             | Medium / high                    | Harm by person                     | Vetting<br>Students only work in an observation capacity. Students not permitted to work alone with any student.<br>Student not permitted to work! 1 1 with any students.   |
| Student teachers undertaking training placement in school           | Medium to high<br>Medium to high | Harm by student<br>Harm by teacher | As Above.<br>When engaging in teaching activities this is to be done alongside the classroom teacher (supporting and guiding them).<br>Student teachers are not permitted to work in a room on their own with any of the students.  |

|  |      |   |  |
|--|------|---|--|
| Use of video/photography/other media to record school events | High | Risk by Parents during the following Communion, Confirmation, fundraising events, visitors to the school ( e.g. Nathan Carter ) | Procedures in place – parents informed that no footage / photos etc to be put on social media involving any other child with the prior permission of the parents if the other children<br>Consent / permission procedures in place by school prior to any form of media being recorded and circulated.<br>Staffs are not permitted under any circumstance to use their phones to record any school events or student activities.<br>School iPods / cameras may be used for this. |
| After school use of school premises by other organisations   | Low  | N/A in current premises   | N/A  |
| On line teaching   | Low  | Accessing on line lesson/meetings (during covid closures)   | ICT policy<br>Seesaw all parents of the children have been provided with their own personal log in code.<br>Zoom details only go out 24 hrs before meetings.<br>Teacher and SNA to sit in on 1:1 zoom sessions (during covid closures)<br>Teachers/principal to set up zoom meetings, therefore only letting the correct people into the meeting.  |

**Important Note:** It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

#### **Examples of activities, risks and procedures**

The examples listed in this document are provided to assist schools in undertaking their risk assessment under the Children First Act, 2015. Schools should note that this list of examples is not intended to be exhaustive. It is the responsibility of each school to ensure, as far as possible, that any other risks and procedures that are relevant to its own particular circumstances are identified and specified in the written risk assessment and that adequate procedures are in place to address all risks identified.

It is acknowledged that schools already have in place a range of policies, practices and procedures to mitigate the risk of harm to children while they are participating in the activities of the school and that some school activities will carry low or minimal risks of harm compared to others. In the context of the risk assessment that must be undertaken by schools, the Children First Act, 2015 refers to risk as “any potential for harm”. Therefore, it is important that, as part of its risk assessment process, each school lists and reviews all of its various activities (which shall include identifying those that may carry low risk of harm as well as those that carry higher risks of harm). Doing so will help the school to (1) identify, as required under the Children First Act, 2015, any risks of harm that may exist in respect of the school’s activities, (2) identify and assess the adequacy of the various procedures already in place to manage those risks of harm and (3) identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

The Addendum to *Children First: National Guidance for the Protection and Welfare of Children* published in January 2019 clarifies that organisations providing relevant services to children should consider the specific issue of online safety when carrying out their risk assessment and preparing their Child Safeguarding Statement.

The Guidance on Continuity of Schooling for primary and post-primary schools (April 2020) advises of the importance of teachers maintaining the safe and ethical use of the internet during distance learning and assisting parents and guardians to be aware of their role also. Schools should ensure that their Acceptable Use Policy (AUP) informs and guides remote or distance learning activity.

**Important Note:** It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act, 2015 and not general health and safety risk. The definition of harm is set out in chapter 4 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.

#### **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 CPNS
  - Children with medical needs
- Recruitment of school personnel including -
  - Teachers/SNA's
  - 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 2017* are made available to all school personnel

- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* 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 tablet 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