

Child Safeguarding Statement and Risk Assessment

Child Safeguarding Statement



Gaelscoil na Lochanna

Gaelscoil na Lochanna 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 2017](#) and [Tusla Guidance on the preparation of Child Safeguarding Statements](#), the Board of Management of Gaelscoil na Lochanna 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 Seán Ó Cearnaigh (Príomhoide)
- 3 The Deputy Designated Liaison Person (Deputy DLP) is Karla Ní Mhuadaigh (Leas Príomhoide)
- 4 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters;
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

- 5 The following procedures/measures are in place:
 - In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DE website.

- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the [National Vetting Bureau \(Children and Vulnerable Persons\)](#) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the Department of Education and available on the DE website.
- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
 - Has provided each member of staff with a copy of the school’s Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school’s Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages Board of Management members to avail of relevant training
 - The Board of Management maintains records of all staff and Board member training
- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
- In this school the Board has appointed the abovenamed DLP as the “relevant person” (as defined in the Children First Act 2015) to be the first point of contact in respect of the schools child safeguarding statement.
- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school’s procedures for managing those risks is included with the Child Safeguarding Statement.
- The various procedures referred to in this Statement can be accessed via the school’s website, the DE website or will be made available on request by the school.

Note: The above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

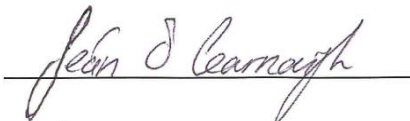
- 6 This statement has been published on the school’s website and has been provided to all members of school personnel, the Parents’ Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 7 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on _____ [date].

This Child Safeguarding Statement was reviewed by the Board of Management on ___ [most recent review date].

Signed: 

Chairperson of Board of Management

Signed: 

Principal/Secretary to the Board of Management

Date: _____

Date: _____

Child Safeguarding Risk Assessment

Written Assessment of Risk of Gaelscoil na Lochanna

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 Gaelscoil na Lochanna.

1. List of school activities

- Daily arrival and dismissal of pupils
- Pupils walking home
- 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
 - Boys' football
 - Girls' football
 - Basketball boys
 - Basketball girls
 - Hurling
 - Camogie
 - Running events
 - Yoga
 - Sport with a trainer
 - Swimming
- Cultural Activities
 - Irish Dancing
 - After School Classes
- 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/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
- Care of children with Special Needs - Includes Autonomous Needs
- LGBT students or Students perceived to be LGBT
- Students on work experience/placements
- Fundraising activities with children involved
- Managing Challenging behaviour and restraint techniques if needed

Appointment of staff

- Múinteoirí
- CRS
- Airíoch
- Rúnaí
- Glantóirí
- Oiliúnoirí Spóirt
- Teagascóirí Seachtracha
- Aoichainteoirí
- Oibrithe Deonacha
- Tuismitheoirí
- Cuairteoirí ar láthair na scoile le linn an lae
- Conraitheoirí ar láthair na scoile le linn an lae
- Cuairteoirí ar láthair na scoile tar éis am scoile
 - Conraitheoirí ar láthair na scoile tar éis am scoile
- Children using IT
- Distance Learning
- Summer Camp

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

- 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

Risk of harm while.... or.... due to.... the following....

- Child walking home without prior parental/guardian permission
- Changing clothes
- Children going astray or with strangers
- Children with strangers in new place overnight - children with phones
- Children with after school teacher
- Child/teacher at risk - child wanting hugs/extra physical attention
- Photos with children put on website etc
- Untrained staff and harm associate with this
- Toilet accidents and children unable to help themselves get dressed
- Skills not being taught correctly
- Being alone with children
- Accidents in yard / children's behaviour impacting on other children
- Shouting/ anger issues impacting on children
- Child being left alone without parent/guardian at home time after races
- Pressure on children to collect/manage money
- Strangers talking to/touching children
- Accident or risk of child going home with stranger
- A child/teacher/SNA being hurt or accused of hurting
- Child taking medicine unsupervised
- A child being hurt without first aid available and needing physical help
- Stranger in school
- Children being at home for extended periods (on line or offline) and not in contact with school teachers

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

- 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 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

Extra procedures in place for....

Walking Home

- Checklist (or phone call) to check if child allowed to walk home. (Not recommended for children younger than Rang 2).

Sports

- Separating girls + boys to change clothes before and after a game. (School hall / toilet for dressing area). Supervised by teacher/guardian outside the room (at school). Not to send children to the children/guardians of another school without a guardian from our school as well.
- Helmet to be worn by all and referee, if a child, - proper storage of equipment

School Tours

- Rules about getting on a bus apply
- Phone and contact list on each tour
- First Aid Box close to hand on all trips.
- Seatbelts and count on each child before traveling. Fill the Bus Seats from top to bottom with a teacher there before the children.
- Rule about 1:16 ratio in place (guardian : children).
- No trips by car - only school organized bus allowed
- Going in Line rules apply (two by two, two selected at the top of each line and the bottom of each line, upper classes with Juniors if appropriate)

Walks outside school grounds

- 1:16 rule, Line rules apply

Rang 6 overnight trip

- Rule about 1:16 ratio in place (guardian : children).
- No trips by car - only school organized bus allowed
- Line rules in place (two by two, pair selected to be at the top of each line and bottom of each line.
- Return parental consent form before traveling and check with centre that they have child protection procedures in place.
- Bedroom plan and night supervision for the organization.
- Rules of the trip discussed in advance (with a letter of explanation for parents).
- Children's phones - allowed one hour on the bus journey to listen to music, then collected by the teacher, given in the evening to call home, collected again and given an hour on the bus to listen to music.

Irish dancing

- Appointment rules in place (Stat declaration, form of undertaking, satisfactory Garda vetting `disclosed to the board) After school rules apply

Sport with a trainer

- Teacher attends all lessons during school time
- Appointment rules in place

Swimming

- Parents with Garda vetting Garda to act as a guardian to assist a teacher
- Swimming pool rules / swimming policy discussed with children / parents in advance
- Contract between pool and school in advance
- Have a swimming assistant with children
- No parents / teachers in the dressing room
- Children -no phones
- Adults- no photos of children in/at pool

Learning Support work

- Rules around personal space to be explained to children
- Preference for groups over individuals to come out of class but permission of Principal and parents needed before child is taken for support on their own

Photographs in school

- There is a photography policy
- One group of pictures (5 children) allowed without names - send to PO and then delete
- AUP school policy in place
- Photographs of children never go on school Facebook except for permission on school Twitter
- Approved photos permitted on Instagram
- Parents to seek permission at public school events to take photos of other children
- Approach taken is to educate on good practice rather than outright bans

Training of Staff in Child Protection

- All must complete Child Protection training.
- Time set aside during induction to go through rules/ practices on Child Protection

Teaching one to one

- Only with permission of Principal and Parents

Toilets

- Two staff to be present to assist if child cannot change clothes themselves independently.
- Páistí use their own class toilet (senior toilet can be used when in senior yard)

Curricular Provision – OSPS, OCG agus Bí Sábháilte included

- School Plan and Monitoring in place on subjects - Each teacher has duty.

- Form signed when Stay Safe lessons have been completed and shown to Board.

Students on work experience/placements

- Class teacher always present - Child protection contract for students to be signed before beginning

Lunch times

- Appropriate supervision of children in both yards and on rooms on wet days (with SNA present with their children)
- Accident report to be filled

Class Teacher

- Behaviour code for school/ classroom applies

Sports Day

- Teachers not to be left alone with single child - normal rules around sending children home apply

Fundraising activities with children involved

- Approved adult in charge of any collection (usually a Parents' Committee member or a Teacher)

Using resources outside school

- Leave place as was found and children never to be without teacher supervision.

Travel arrangements

- Bus, car parking, early book signing in the office apply and lines / collection system goes out (check with guardian and child if in doubt).
- Reminders / new rules for parents here (come to school gate to collect children, no children around without supervision after school + before school, come in with children if child has to return to toilet / collect coat

Managing challenging behaviour and restraint techniques if needed

- Place preselected and agreed approach between family and school on how to handle this (as part of the child's individual plan)

Administering medicine

- School has policy on administering medicine

First aid

- Rule- not to be alone with child
- First Aid box in each room
- Tights ripped- Child removes their own tights in toilet
- Call parents in cases of concern

Preventing and dealing with bullying

- School has antibullying Policy / Behaviour Code

External people in school delivering curriculum

- Must have approved Garda vetting and teacher remains with them with children

Appointment of staff

- Correct Appointment Procedures followed
- Satisfactory Garda Vetting
- Form of Undertaking
- Statutory Declaration
- Proof of Child Protection training
- Contract between Board and employee
- Sign in/out book

Use of school building by other agencies during school hours

- Contract between school and group (which includes section on correct child protection procedures)
- Sign in/out book

Children using IT

- Acceptable User Policy needed - AUP Policy in place
- Permission sought from teacher to go on internet and always under teacher supervision. Sanction for misuse: written warning, then informing parents and removal of ipad

Sanctions as part of behaviour code, recording incidents, phone calls etc

- APII Post holder records information weekly
- Teachers individually keep record of incidents/ phone calls/ meetings

Using videos/other media to record school events

- Published as agreed in Annual consent from (pre-approved by Principal or Deputy Principal beforehand) (record children in groups)
- Our Policy on this to be shared with parents and our community to be educated on good practice

Use of building by outside agencies outside school hours

- Contract in place

Distance learning

- Where school learns of any children at risk, Tusla will be contacted
- Rule about this to be explained- no one to one meetings with children and parent present at meetings when necessary

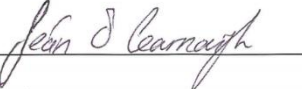
Important Note: It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post- Primary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

Signed : 

Dáta: 17.01.23

An Cathaoirleach, An Bord Bainistíochta

Síniú : 

Dáta: 17.01.23

An Príomhoide/Rúnaí an Bhoird Bainistíochta

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.