

Mandatory Template 1: Child Safeguarding Statement and Risk Assessment Template (Landscape Version)

Child Safeguarding Statement

Christ The King Boys National School 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 [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 2017 as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is Clodagh Vahey
- 3 The Deputy Designated Liaison Person (Deputy DLP) is Ciara McNamara
- 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 08/12/2022.

This Child Safeguarding Statement was reviewed by the Board of Management on 08/12/2022.

Signed: Anne Doherty

Chairperson of Board of Management

Signed: Clodagh Vahey

Principal/Secretary to the Board of Management

Date: 8/12/22

Date: 8/12/22

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 Post-Primary Schools 2017*, the following is the Written Risk Assessment of [name of school].

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	High	Harm not recognised or reported promptly Lack of communication between staff member and DLP / DDLP	Child Safeguarding Statement & DES procedures made available to all staff DLP& DDLP to attend PDST face to face training All Staff to view Túsla training module & any other online training offered by PDST BOM records all records of staff and board training
One to one teaching	Med	Harm by school personnel Harm by student Student left unattended	School has policy in place for one to one teaching. Glass window in door. Arrange for appropriate supervision or returned to class.
Care of Children with special needs, including intimate care needs	High	Harm by school personnel Harm by student	Suitable procedure on intimate care. Two adults present. Parents informed of procedure.
Toilet areas	High	Inappropriate language and behaviour Harm by students Harm to students Bullying Exposure	Usage and supervision procedures in place. Adult suitably placed for supervision. More than one child present with one adult (yard). Parental use of students toilets prohibited – signage in place and communication sent to parents.
Curricular Provision in respect of SPHE, RSE, Stay safe.	Med	Non-teaching of same Misinterpretation of content by	School implements SPHE, RSE, Stay Safe in full. Staff meetings used to discuss the implementation of

		pupil/parent	<p>the above programmes and teachers provide feedback regarding progress of the delivery of the programmes. Contact parent to discuss concerns and explain content of relevant programme as they arise.</p> <p>Parents are welcome to discuss any concerns regarding the content of the programme. Send parent letter home from Stay Safe programme. Parents sign consent on enrolment to partake in SPHE, RSE and Stay Safe</p>
LGBT Children/Pupils perceived to be LGBT	Low	Bullying	<p>Anti-Bullying Policy Code of Behaviour SPHE lessons</p>
Daily arrival and dismissal of pupils	Med	<p>Harm from older pupils, unknown adults at collection times.</p> <p>Students not supervised by parents before school risk of misbehaviour in yard</p> <p>Flight risk (to and from transport)</p>	<p>Arrival of students before school parental supervision. Pupils assemble in yard per class until 9am. Students coming to school without parents are reminded of expected behaviour whilst on yard before 9am.</p> <p>On wet days pupils congregate in the corridor supervised by a school staff member.</p> <p>Teachers collect each class from the yard at 9am and after breaks and lunch.</p> <p>Procedure in place for infant classes, parents to inform school of adult unknown to the school.</p> <p>Floating staff on corridors on dismissal.</p> <p>Infant pupils collected by parents/guardians from yard at 1.40pm</p> <p>Junior pupils kept inside school gate until parent/guardian arrives to collect.</p> <p>Late pupils for collection sit in public area and parents contacted.</p> <p>Children supervised to and from transport.</p>
Managing of challenging behaviour amongst pupils, including appropriate use of restraint	High	Injury to pupils and staff	<p>Health & Safety Policy Code Of Behaviour</p>

Sports Coaches	Med	Harm to pupils	Policy & Procedures in place Vetting checked. Teacher present during all activities
3 rd level students participating in work experience	Low	Harm by student	Child Safeguarding Statement. 3 rd level students to be vetted by their institution.
Recreation breaks for pupils	High	Injury to pupils and staff	Teachers supervision rota in place to ensure sufficient teacher supervision at all times. SNAs present during recreation times Incident report book in office. All head injuries and serious injuries parents contacted. For movement/sensory breaks for SEN pupils SNA supervision at all times. Students are never allowed unsupervised on yard.
Classroom teaching	Low	Unexpected incidents in the class Accidents in class	If a teacher is required to leave the classroom as a result of an incident happening in the classroom adequate adult supervision will be provided by neighbouring teacher or principal/deputy. Parents informed when necessary.
Outdoor teaching activities / School outings	High	Traffic Members of public Flight risk	Appropriate adult supervision Pre-teach of expected and appropriate behaviour High risk children flagged and suitably supervised Parents consulted of any outdoor teaching activities outside the school grounds and consent requested as appropriate.
Sporting Activities	High	Injury to pupil Transport External personnel Dressing rooms	Health and Safety policy in place Teacher accompanies class Permission sought from parents Shorts/t-shirt (when possible) under tracksuit Best practice put into place Suitable clothes for swimming worn under school tracksuit. Appropriate supervision from swimming coaches and school staff during swimming lessons.
Afterschool club	Med	Supervision Behaviour/injuries Collection of children	Consent from parents for children to attend Project leader vetted. Adequate presence of teaching staff on school

			premises during the afterschool club Phone calls to parents if late or club cancelled.
Use of toilet/changing/shower areas located in ASD class	High	Harm to pupil, harm to staff member	Two adults always present when child is being changed. All staff made aware of appropriate procedures in place. Parents informed when use of the facilities were necessary e.g shower/toilet accident.
Annual Sports Day	High	Harm to students Harm to staff Family members and adults associated with family present (non Garda vetted)	External coaches/personnel Garda vetted Teachers always present Extra supervision in place Notices placed on toilet doors (Children Only/Adult Only) Staff direct adults to designated areas Staff discuss and identify any risks that may arise on the day prior to sports day and are accordingly vigilant
Fundraising door -to door events involving pupils	Med	Harm by unknown adults	Teachers inform parents and children of risks and best practice when looking for sponsors.
Use of off-site facilities for school activities	n/a	n/a	n/a
School transport arrangements including use of bus escorts	High	Harm to pupil Harm to driver Harm by pupil Harm to staff Flight risk	Bus escorts (Garda vetted) always present Bus driver (Garda vetted) Supervision to and from the bus Children briefed on safe routine for getting on and off the bus and to their location Bus driver's informed of school closures.
Care of any vulnerable adult students, including intimate care where needed	n/a	n/a	n/a
Management of challenging behaviour amongst pupils, including appropriate use of restraint where required	High	Harm to pupil Harm by pupil Harm to staff	Health & Safety Policy Code of Behaviour Appropriate adult supervision Phone call to Parents to outline the situation and

			discuss the possible collection of child from school in certain instances. Proposed reduced timetable to manage challenging behaviour
Administration of Medicine Administration of First Aid	Med	Harm to pupil	Parental permission sought in writing Record of any medicine/first aid administered Accident/Illness/Incident Report completed
Curricular provision in respect of SPHE, RSE, Stay Safe	Low	Disclosures	Parents sign consent form on enrolment of pupil. Letter sent to parents when the RSE, Stay Safe programmes are being taught in school.
Prevention and dealing with bullying amongst pupils	High	Harm by pupils	Anti-Bullying Policy Code of Behaviour SPHE lessons
Use of external personnel to supplement curriculum	Med	Harm to pupils	Policy & Procedures in place Teacher present during all activities
Care of pupils with specific vulnerabilities/needs such as <ul style="list-style-type: none"> • 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 	Low	Bullying	Anti-Bullying Policy Code of Behaviour SPHE lessons
Recruitment of school personnel including - <ul style="list-style-type: none"> • Teachers • SNA's • Caretaker/Secretary/Cleaners • Sports coaches • External Tutors/Guest Speakers • Volunteers/Parents in school activities 	Low	Harm not recognised or properly or promptly reported	Child Safeguarding Statement & DES procedures made available to all staff Staff to view Tusla training module & any other online training offered by PDST Vetting Procedures

<ul style="list-style-type: none"> • Visitors/contractors present in school during school hours • Visitors/contractors present during after school activities 			
Use of school premises by other organisation during school day	n/a	n/a	n/a
Use of Information and Communication Technology by pupils in school	High	Bullying	ICT policy Anti-Bullying Policy Code of Behaviour Acceptable Use Policy
Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.	Low	Harm to pupil	Appropriate adult supervision
Students participating in work experience in the school	High	Harm to pupil Harm by pupil	Vetting Procedures Appropriate supervision by staff
Student teachers undertaking training placement in school	High	Harm to pupil Harm by pupil	Vetting Procedures Appropriate supervision by staff
Use of video/photography/other media to record school events	High	video/photography/other media used without permission on external forums	Parents sign consent form on enrolment ICT policy Acceptable usage policy
After school use of school premises by other organisations	n/a	n/a	n.a
Remote Online teaching and learning	Low	Harm to pupil	Consent received from parents for pupils to use Seesaw to engage with class teacher remotely. Each family use their own individual login code. Pupils do not see other students work.
<ul style="list-style-type: none"> - Use of Seesaw (online learning platform) - Use of Zoom online platform to facilitate teaching and learning, 	Low	Harm to pupil	Parents sign consent form on behalf of their son for

<p>check in calls with students during school closure)</p>	<p>Low</p>	<p>Harm to teachers</p>	<p>using Zoom with the class teacher for social check in calls and teaching and learning during school closure. Consent form outline the expected behaviour for all pupils</p> <p>Chat function in zoom disabled to ensure no messaging between students occurs. Waiting room function in Zoom enabled and all student devices are named accordingly so teacher can identify who is allowed to enter the Zoom call. Video function to record Zoom call is not enabled or to take photo of teacher on Zoom call is prohibited.</p>
<p>Online Safety for pupils when using school laptops and tablets for teaching and learning</p>	<p>Low</p>	<p>Harm to Pupils</p>	<p>CTK BNS is currently accessing broadband as supplied by the NCT via DES. All correct level of filtering has been applied to our school server to ensure safety for our pupils when using online search engines and browsers for school work.</p> <p>Use of tablets and apps on tablets are all education based and supervised by teachers and SNA's when used in the classroom.</p> <p>Children are reminded of the school code of conduct when using school laptops and tablets with internet access.</p> <p>Parents have been provided with important information from HSCL regarding resources to help and ensure their child is safe when using the internet. Webwise: www.webwise.ie - resources for parents and teachers. SPHE - programme FUSE - Antibullying programme.-3rd-6th class Zippy friends - HSE safety programme - Junior Infants - 2nd class. Barnardos workshops - online safety - 3rd-6th class 0</p>

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 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