

## Child Safeguarding Statement

Presentation College, Carlow is a post-primary school providing post-primary education to students from First Year to Leaving Certificate Year.

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 Presentation College 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 **Mr Ray Murray (Principal)**

3 The Deputy Designated Liaison Person (Deputy DLP) is **Ms Lorraine Gillespie (Deputy Principal)**

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 DES 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 DES website.

- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
  - Has provided each member of staff with a copy of the school's Child Safeguarding Statement
  - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
  - Encourages staff to avail of relevant training
  - Encourages Board of Management members to avail of relevant training
  - The Board of Management maintains records of all staff and Board member training
- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
- In this school the Board has appointed the above named DLP as the 'relevant person' (as defined in the Children First Act 2015) to be the first point of contact in respect of the 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 DES website or will be made available on request by the school.

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

6 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Council 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 29<sup>th</sup> September 2022.

This Child Safeguarding Statement was reviewed by the Board of Management on 29<sup>th</sup> September 2022.

Signed: \_\_\_\_\_  
Chairperson of Board of Management

Signed: \_\_\_\_\_  
Principal/Secretary to the Board of Management

Date: 29<sup>th</sup> September 2022

Date: 29<sup>th</sup> September 2022

## Child Safeguarding Risk Assessment

### Written Assessment of Risk of Presentation College, Carlow

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 Presentation College:

#### 1. List of school activities:

- Daily arrival and departure of students
- Recreation breaks for students
- Classroom teaching
- One-to-one teaching
- One-to-one learning support
- One-to-one counselling
- Support Activities e.g. Friends First Programme, Focus Group Discussions, Individual assessments by NEPS Psychologist, Individual testing for Reasonable Accommodations in State Examinations
- Outdoor teaching activities
- Online teaching and learning remotely
- Sporting Activities
- Extra-curricular activities
- School outings
- School trips involving overnight stay
- School trips involving foreign travel
- Use of toilet/changing/shower areas in schools
- Annual Sports Day
- Fundraising events involving students
- Use of off-site facilities for school activities
- Use of on-site facilities by external groups where one or more students of Presentation College are involved
- After school use of school premises by other organisations
- Use of school premises by other organisation during school day
- School transport arrangements including use of bus escorts
- Students travelling by taxi to/from a school-related event
- Students travelling by public transport to/from a school-related event
- 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 students, 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, (including Wellbeing)
- Prevention and dealing with bullying amongst students
- 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 students with specific vulnerabilities/ needs such as
  - Students from ethnic minorities/migrants/refugees
  - Members of the Traveller community
  - Lesbian, gay, bisexual or transgender (LGBT+) children

- Students perceived to be LGBT, non-binary and pan-sexual
- Students 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 students in religious ceremonies/religious instruction external to the school
- Students participating in retreats
- Application of sanctions under the school's Code of Behaviour including detention of students, confiscation of phones etc.
- Students participating in work experience in the school
- Students from the school participating in work experience elsewhere
- Student teachers / PME students undertaking training placement in school
- Hiring of substitute teachers, including occasional substitute teachers
- Use of video/photography/other media to record school events
- Breakfast club
- Homework club/Learning Hub
- Evening study
- Use of Information and Communication Technology by students in school, including social media
- Use of digital technologies, including social media, by students out-of-school hours
- Social media use by students, parents and by teachers
- Students participating in voluntary work / social action (e.g. John Paul II Awards)
- Students accessing Personal Computers / iPads / Mobile Phones / Digital Devices and digital applications in the school before, during and after timetabled classes
- Remote teaching, learning and assessment using digital technology
- Erasmus students observing lessons in the school

*Note: This list is not exhaustive.*

**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 a student waiting in an Isolation Room to be collected by a parent, or a two students of two different age groups waiting in the Isolation Room
- 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, apps, internet, phones and other devices while at school
- Risk of harm due to children inappropriately accessing/using computers/digital technology, social media, apps, internet, iPads/smartphones and other digital devices while on a school outing/trip/tour
- Risk of harm due to children inappropriately accessing/using computers, social media, apps, internet, iPads / smartphones and other digital devices while participating in co/extra-curricular activities and out of school hours
- Risk of harm due to children engaging in remote learning with staff, where there is a risk of children being insufficiently dressed/inappropriately dressed and where their personal surroundings (e.g. bedroom) are visible to teachers
- Risk of harm caused by member of school personnel communicating with students in an inappropriate manner e.g. 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 to children with Additional Educational Needs / 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 due to inadequate Acceptable Use Policy, Anti-Bullying Policy or Relationships and Sexuality Policy
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm due to potential cyber-attacks, ransomware, virus that causes the loss, damage, encryption, exposure or destruction of students' information
- Risk of harm due to failure to comply with GDPR requirements, causing a breach of students' data
- Risk of harm due to a student/students travelling by taxi or public transport and unaccompanied by a teacher.

**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)
- Teachers (and non-teaching staff) have completed Child Protection online training in the 2017-2018 school year. Online training will be requested of all staff in the 2022-23 school year. A Child Safeguarding update (PowerPoint presentation with explanation by a Deputy Principal) to the teaching staff was provided upon the return to school in August 2021
- New teachers and teachers returning from leave are required to complete the PDST and Tusla online training in Child Protection
- The school implements in full the RSE Programme
- The school implements in full the SPHE curriculum
- The school implements in full the Wellbeing Programme at Junior Cycle
- Many teachers are trained in First Aid, Suicide Prevention (SafeTalk / Assist Training), CPR 4 Schools, Friends First and other programmes of support. Some teachers are involved in sports coaching in local clubs, where Child Protection requirements are reinforced
- The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department of Education's *Anti-Bullying Procedures for Primary and Post-Primary Schools*
- The school has a Code of Behaviour for students, CCTV Policy, Data Protection Policy, Educational Outings and Tours Policy and Acceptable Use Policy for whole-school use of digital media. Policies are kept under regular review in the context of the School Plan
- The policies are formulated and reviewed in consultation with the students, parents, staff and Board of Management. Ratified policies are communicated to staff via VSware and made available to parents and others on the school website
- A Child Protection issue or concern will be reported by the relevant staff member to the DLP as soon as possible. If the DLP is not on-site, the report is made to the DDLP. In the absence of both the DLP and DDLP, where both are uncontactable by the member of staff, he/she will report the issue or concern, without haste, to the Chairperson of the Board of Management
- The school undertakes anti-racism awareness initiatives
- The school has a corridor/grounds supervision schedule to ensure appropriate supervision of children as they arrive in school, during break times, assemblies and dismissal times and in respect of specific areas such as toilets, changing rooms, corridors and school grounds etc.
- The school has in place a policy and clear procedures in respect of school outings and tours and has an Educational Outings and Tours Policy
- The school has an updated Safety Statement (and COVID-19 Response Plan)
- The school has a Special Educational Needs Inclusion Policy which includes an intimate care plan in respect of students who require such care
- Isolation Rooms are kept open and are monitored by Senior Management and the Cleaning Staff
- The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting
- The school is working towards a code of conduct for school personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has in place a policy and procedures for the administration of medication to students

- 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 an Acceptable Use policy in respect of responsible usage of digital technologies by students and staff. The policy includes provision and protocols for online remote teaching and learning which includes a statement on appropriate dress and background when engaging in remote learning. The policy governs the use of smart phones and tablet devices in the school by students as per Circular 38/2018. The policy is kept up-to-date and formulated by consultation with the key stakeholders, and communicated to parents on our school website
- Staff are reminded not to 'friend' a student/students in the school using social media
- The DES *'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. The school ensures that our Acceptable Use Policy (AUP) informs and guides remote or distance learning activity in this regard.
- The school has in place a Critical Incident Management Policy and Plan
- The school is working towards 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, in keeping with CL 49/2018 regarding the use of external facilitators to support instruction
- The school is working towards a policy and procedures for the use of external sports coaches
- The school is working towards a policy and clear procedures for one-to-one teaching activities
- The school is working towards a policy and procedures for one-to-one counselling
- The school is working towards a policy and procedures in respect of student teacher placements
- The school is working towards a policy and procedures in respect of students undertaking work experience in the school
- The school is working towards a policy and procedures in respect of students of the school undertaking work experience in external organisations
- The school is working towards a policy and procedures in respect of students of the school undertaking voluntary work / social placement in external organisations

**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*

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.

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.

This risk assessment has been completed by the Board of Management on 29<sup>th</sup> September 2022. It shall be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Signed: \_\_\_\_\_

Chairperson of Board of Management

Signed: \_\_\_\_\_

Principal/Secretary to the Board of Management

Date: 29<sup>th</sup> September 2022

Date: 29<sup>th</sup> September 2022

Review date: September 2023