



Child Safeguarding Statement 2022

Introduction

This Child Safeguarding Statement was drawn up in consultation with the staff, parents and Board of Management of St. John the Apostle, Knocknacarra NS. St John the Apostle, Knocknacarra NS is an urban 16 classroom Primary School which caters for boys and girls from Junior Infants to Sixth Class.

The Board of Management has adopted and will implement fully, without modification the Department's Child Protection Procedures for Primary and Post Primary Schools 2017, as part of this overall Child Safeguarding Statement.

The Designated Liaison Person (DLP) is Noreen Healy (Principal)

The Deputy Designated Liaison Person (Deputy DLP) is Fiona Keane (Deputy Principal)

(In the event that both DLP and DDLP are absent, Aedín Geary will act as DLP)

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 each of these, the school will adhere to the principles of best practice in child protection and welfare.

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 St. John the Apostle, Knocknacarra NS has agreed to the Child Safeguarding Statement set out in this document.

Rationale

This policy was drawn up in order to ensure that all recommended Child Safeguarding Strategies and procedures are in place in this school and that all staff have an awareness of their roles and responsibilities in relation to Safeguarding Children.

Aims

This policy aims to

- Create a safe, trusting, responsive and caring environment for children
- Provide personal safety skills education which specifically addresses abuse prevention for children
- Develop awareness and responsibility in the area of child protection among staff
- Put in place procedures for good practice to protect all children and staff
- Ensure that staff members are aware of and familiar with the 'Children First' and the DES (Department of Education and Skills) Guidelines and Procedures in relation to reporting concerns and/or disclosures of child abuse
- Provide for ongoing training in this and related areas for all school staff.

Guidelines

Prevention for children

The 'Stay Safe' programme is the primary resource used to provide education for children on abuse prevention, anti-bullying and other forms of victimisation. The programme develops children's ability to recognise, resist and report risk situations or abusive encounters by;

- teaching children, to identify for themselves unsafe or upsetting situations
- by giving simple rules to help them to avoid abuse
- by teaching children to respect and value the rights of others
- and by giving them the language and skills they require to seek help

The programme also informs parents and teachers about preventing bullying and child abuse, whilst seeking to create a greater public awareness about the problems children can and do experience.

The programme is taught as part of the school's SPHE curriculum under the strand unit Safety and Protection (Personal Safety). On enrolment of their child, parents will be informed that the 'Stay Safe' programme is in use in the school and a copy of the 'Stay Safe - A Parent's Guide' is provided.

Information regarding the 'Stay Safe' Programme will be provided to parents, as part of the Introductory Information Evening for new parents, Curriculum Meetings each September for all classes and through letters regarding specific aspects of the Stay Safe programme.

Staff will make every effort to ensure that the messages of the programme are reinforced whenever possible. Special Education Teachers (SETs) and Special Needs Assistants (SNAs) will play a support role to the Class Teacher in relation to the planning, teaching and delivery of a programme of prevention for the children in their care. Ancillary staff members are aware of their responsibilities in relation to the Safeguarding of children

Prevention for Teachers:

A Welcome Pack is given to all new staff in the school (teachers, special needs assistants, ancillary staff, secretarial, caretaking etc, student teachers and those doing any form of

observation in our school). This pack will include a copy of our Child Safeguarding Policy and other relevant material listed below. All staff will follow the recommendations for reporting concerns or disclosures as outlined in ‘Children First’ and the Department’s Child Protection Procedures for Primary and Post Primary Schools 2017

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 cooperate 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 following procedures/measures are in place;

- The Board of Management (BoM) will adhere to the relevant procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017 where any member of staff is the subject of any investigation. The relevant agreed disciplinary procedures for school staff are published on the DES and CPSMA websites.
- 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 DES and available on the DES website.
- In relation to the provision of information and, where necessary, instruction and training, for staff, in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the BoM through the principal, provides each member of staff with a copy of the school’s Child Safeguarding Statement and organises relevant training for its implementation - e.g. Tusla and PDST Webinar
- The BoM maintains records of all staff and Board member training
- Will make a copy of this Statement available to Tusla and to the Department if requested

In this school the BoM has appointed the above named DLP (Noreen Healy) as the “relevant person” (as defined in the Children First Act 2015) to be the first point of contact in respect of the Child Safeguarding Statement.

- All registered teachers employed by the school are mandated persons under the Children First Act 2015. A mandated person must inform the DLP/DDLP if he/she knows, believes or has reasonable grounds to suspect that the health, development or welfare of a child has been, is being or is likely to be, seriously harmed.
- In accordance with the Children First Act 2015, the Board has carried out a risk assessment of any potential for harm to a child, while attending the school, or participating in school related activities. A written assessment setting out the areas of risk is identified and the school's procedures for managing those risks are included in this statement and a tick sheet is included in Appendix 1.
- The various procedures referred to in this Statement can be accessed via the school's website, and will be made available on request by the school.

Roles and Responsibilities:

The BoM (Board of Management) has primary responsibility for the care and welfare of pupils. The **DLP** (Designated Liaison Person) **Noreen Healy** (or Deputy Designated Liaison Person **Fiona Keane**) has specific responsibility for Child Protection.

The DLP/DDLP will provide a Safeguarding Oversight Report as part of the Principal's Report to each BoM meeting. (See Appendix 3) Confidential details will not be discussed during online meetings. The Principal will continue to maintain the relevant data and records which will be presented during the following face to face board meeting, one of which must be held every school term.

All staff have a general duty of care to ensure that arrangements are in place to protect children. Specifically, the BoM will:

- have a clear procedure for dealing with allegations of suspicions of child abuse (see below)
- monitor the progress of children at risk
- ensure that curricular provision is in place for the prevention of child abuse
- hold one face to face meeting each term with a quorum present and no one joining remotely. Public health measures must be followed, if required.
- The Board, through the principal, has carried out an assessment of potential for harm to a child while attending school or participating in school activities. The areas of risk have been identified and included with the Child Safeguarding Statement.

It is the role of the DLP/DDLP to:

- liaise with outside agencies
- be available to staff for consultation regarding suspicions or disclosures of abuse
- keep own records relating to any disclosures made by staff or about staff
- maintain proper records in a secure confidential manner in a secure location
- report suspicions and allegations to outside agencies based on advice
- keep up to date on current developments regarding child protection
- Use a specified code to identify those involved without using names

Guidelines for the DLP/DDLP in handling reported concerns and disclosure:

- The DLP/DDLP will contact the Duty Social Worker for advice on referral
- A referral will be made using the TUSLA Webportal
- A log of any referral or followup will be maintained on the Child Protection Log, using a code to maintain confidentiality
- Parents/guardians will normally be informed that a report is being made. If informing the parent/guardian is likely to endanger the child or place the child at further risk, then the DLP/DDLP may refrain from informing parents/guardians. However, the decision not to inform the parent/guardian should be briefly recorded together with the reasons for not doing so.
- In the event of an emergency or non-availability of TUSLA staff, the reports should be made to the Gardaí. The DLP/DDLP will report the matter to the Chairperson of the BOM and in the Safeguarding Oversight Report to the Board at its subsequent meeting
- When the allegation is against the DLP/DDLP, the chairperson then assumes responsibility for reporting the matter to TUSLA
- Where there are allegations or suspicions of Peer Abuse the DLP/ will follow the same procedures.
 - Parents will be notified and the DLP will inform the Chairperson
 - Principal and class teachers will make arrangements to meet separately with relevant parents, to resolve the matter
 - The school will make arrangements to minimise the possibility of the abusive behaviour recurring

Practice:

The school staff will be given an opportunity at the first Staff Meeting annually to identify and agree practices to be adopted in the school. The importance of mandated reporting will be emphasised. A written protocol outlining agreed practices is included as follows in this policy document:

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*

Risk Assessment for Knocknacarra NS:

Specific Risks and procedures are outlined below to mitigate risk as they relate to the school. Refer to the individual policies for further details.

The risk of harm in relation to identified risks, are underlined.

| Risk identified and risk of Harm outlined | Procedures in place to manage risk identified |
|--|---|
| <p>General Information</p> <p><u>Risk of harm not recognised by school personnel.</u></p> <p><u>General risk of harm by a member of school personnel, by another child, by a volunteer.</u></p> <p><u>Risk of non-adherence to procedure</u> <u>Risk of harm to children, by school personnel, outsiders</u></p> | <ul style="list-style-type: none"> ● All Registered Teachers employed by the school are mandated persons under the Children First Act 2015. ● All school personnel are provided with a copy of the school’s Child Safeguarding Policy each year. ● Glance cards and disclosure cards are given to help all staff members adhere to our protocols. ● The Child Protection Procedures for Primary and Post Primary Schools are made available to all personnel. ● The school implements the Stay Safe Programme. ● The school implements the full SHPE programme. ● The school has an Anti-bullying Policy which fully adheres to Department requirements. ● The school undertakes anti-racism/inclusion initiatives. ● The school has a yard supervision rota to ensure appropriate supervision of children during breaks, arrival and dismissal and in respect to use of toilets and changing rooms. ● The school has clear procedures for school trips and sporting outings. ● Procedures are in place for First Aid and all staff are aware of what is necessary when dealing with children. ● The school adheres to the requirements of Garda Vetting legislation and relevant DES circulars in relation to recruitment and Garda Vetting. ● The board keeps a record of all training done for Child Safeguarding. ● The school has a code of conduct (Dignity in the Workplace Policy) for school personnel. ● A Code of Behaviour Policy has been updated and reviewed by all staff members. ● Staff members sign to say they have read and understood all Child Safeguarding measures, each year. ● The School has an Intimate Care Policy in respect of students with this requirement. |

| | |
|---|--|
| | <ul style="list-style-type: none"> ● The School has a Special Educational Needs Policy. ● The school has a policy and procedures for the Administration of Medicines. ● The School has an Acceptable Use Policy for school technology which includes provision for in-school and on-line learning. ● The School has a Critical Incident Policy with staff roles specified, should a critical incident arise. ● The school has procedures for the use of external sports' coaches, one on one teaching, student teacher placement and those on work experience. ● The school requests a copy of Child Safeguarding Policies from those organisations using the premises during and outside of school time and ensures that these organisations are aware of their role and responsibility with regard to Child Safeguarding. ● The Board understands its obligation to issue notification that the review of the School Safeguarding Policy has taken place and has been sent to the patron, school personnel, Parents' Association and has been published on the school's website. ● A copy of the School's Child Safeguarding Statement along with this Risk Assessment is displayed in the foyer of the school and is available to Parents and the public on the school website. A copy of the Child Safeguarding Assessment will be made available to Tusla and the Department of Education if requested. ● A Designated Liaison Person and a Deputy Designated Liaison Person are identified and known to all personnel. ● The Board has carried out an assessment of any potential harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk are identified and the school's procedures for managing these risks are included in this Policy. ● A third member of staff has been identified should either the DLP or DDLP be absent for a prolonged time-over one month. |
| <p>Physical contact <u>Risk of harm to children in teachers' care</u></p> | <ul style="list-style-type: none"> ● A culture of awareness among all staff of acceptable and unacceptable behaviour when dealing with children in our school. ● All new staff will be inducted into school safeguard procedures - policies, glance cards etc. ● All staff are reminded to be cautious regarding physical contact with children. ● When one-to-one teaching occurs, teachers are required to work within view of the glass door. Consent is given by parents via the Enrolment Form for children to be taught in small groups, should that be required. Parents are reminded of this consent at the commencement of such support teaching arrangements and/or at subsequent IEP/IPLP/Parent teacher meetings. |

| | |
|---|---|
| | <ul style="list-style-type: none"> ● SET Timetables are kept in the Principal's office/ GDrive. ● Teachers will not transport children in their own cars, or without the presence of another adult. ● Teachers will where possible always be visible to others when dealing with children in the school environment. |
| <p>Visitors / Guest Speakers:</p> <p><u>Risk of harm to children</u></p> <p>Subs: <u>Risk of harm to children.</u> <u>Risk of non-compliance re child Safeguarding.</u></p> <p>Use of school by other organisations:</p> <p><u>Risk of harm while attending outside activities</u></p> | <ul style="list-style-type: none"> ● Class Teachers remain with their class during visits by outside professionals and others. ● All visitors and guest speakers are given an overview of our Child Protection Policy should they be in direct contact with an individual or small groups of children. ● All visitors are issued with a ‘Visitor’s’ Lanyard which provides advice regarding our specific Child Safeguarding procedures which they must adhere to while visiting our school. ● All Substitute Teachers or SNAs are reminded that they have a duty of care to report any Child Safeguarding issue that might arise on a given day, to the DLP or if unavailable, the DDLP. A sheet to remind the substitute of this is placed at the front of the Sub folder, or presented by the secretary on arrival. All volunteers working with children or doing teaching practice or classroom observation are required to familiarise themselves with the school’s Child Safeguarding Policy and provide evidence of their Garda Vetting. ● Visiting coaches working with school children during and after the school day will not be left alone with children and advised of their duty of care. ● Garda vetting is necessary. Those providing Afterschool Activities for children must provide a Safeguarding Policy to the school when signing their lease agreement or must agree to be bound by our school policy. ● Coaches, Music Tutors etc. must show Garda Vetting at the office before having contact with children. Names and addresses of outside coaches are maintained, through the office, each year. |
| <p>SNA contact <u>Risk of harm due to no adherence of guidelines</u></p> | <ul style="list-style-type: none"> ● SNAs take children in a small group for movement breaks. If a child is taken alone, visibility is essential. |
| <p>Changing for swimming or other sporting events: <u>Risk of harm - inadequate supervision</u></p> | <ul style="list-style-type: none"> ● Every effort is made to have a male and female staff member available. ● A staff member will always be outside the changing room when children are changing. In swimming pools etc. children will be escorted to the toilet /dressing room by school staff to ensure their safety. ● Children involved in sporting activities will not be allowed to go to a bathroom alone. They must have another person present. ● Where children need assistance with changing, agreement should be reached between parents and staff as to how best those needs can be met. |

| | |
|---|--|
| <p>Internet Access, Acceptable Use Policy</p> <p>Media Twitter Website</p> <p>Zoom and Seesaw</p> <p>I pads in classrooms</p> <p><u>Risk of harm by accessing inappropriate material via digital device</u></p> | <ul style="list-style-type: none"> ● Family names and details will not be used on displays. ● Parental consent is sought at enrolment to allow children to be photographed during school events. <p>Identification is by first name and class only.</p> <ul style="list-style-type: none"> ● In cases where individual children will be identified in Newspapers/ Twitter/website/TV, parents are contacted for their consent. ● As a rule, there must be at least three children per photo. Photos or video footage of school events may only be published by the school only on its website, on Seesaw and on Twitter. ● The School has agreed on a set of Zoom protocols that were discussed and agreed with by staff and the Board of Management . See ‘Protocols for Using Zoom’. ● Parents will be asked by the class teacher to email their consent for the use of Zoom with classes. Parents are encouraged to be available during Zoom calls. ● By signing up to Seesaw through the use of codes, parents automatically agree to consent. This is written into our Acceptable Use Policy <ul style="list-style-type: none"> ● Children are under supervision at all times when iPads are in classroom use. Access is restricted to Apps that are downloaded centrally. ● All phone calls are made by the teacher in the classroom or through the office. Children are not allowed to use personal phones/ devices in school. Children are not permitted to bring smartphones to school or on school outings. The school’s AUP is in place with clear procedures. |
| <p>Safe Use of Internet in school and during Remote Learning</p> <p><u>Risk of inappropriate use of internet at home, downloading inappropriate content</u></p> | <ul style="list-style-type: none"> ● Teachers will highlight the importance of maintaining safe use of the Internet in school and during remote learning. Children are not allowed to use class Ipads without supervision and there are procedures in place to ensure children do not have individual access to Youtube etc. ● Children will understand that there are consequences and loss of privilege attached to inappropriate use of the internet. This is highlighted during Internet Safety Talks in 3rd and 4th Class and each time children use ipads in school. ● Parents will be reminded of their role also during Parent Internet Talks and during curricular evening talks. ● The school’s AUP informs and guides remote or distance learning activities. ● Principal and Deputy Principal have undertaken training by Mason Hayes and Curran solicitors regarding legal issues pertaining to Distance Learning. |
| <p>Administration of Medicines/ First</p> | <ul style="list-style-type: none"> ● When attending to children, staff members are always visible to others and should refer to the Administration of Medicine Policy & Policy on assistance with Toileting and Intimate Care Needs. |

| | |
|---|--|
| <p>Aid/ Intimate Care Needs <u>Risk of harm to vulnerable children</u></p> | <ul style="list-style-type: none"> ● Where children need assistance with changing, agreement should be reached between parents and staff as to how best those needs can be met. ● Staff avoid assisting children with anything of a personal nature that the child can do for him/herself ● If on occasion a staff member has to help a child with a toileting accident, to clean or dress a child, this is always done in the presence of another member of staff. ● Teachers remain present but outside of a bathroom, should help be required. Children will change independently whenever possible. ● Spare clothing is available in school. Assistance with Intimate Care Needs requires signed parental consent as per our policy. |
| <p>Attendance : <u>Risk of harm due to non attendance at school, Lack of supervision at home, Lack of engagement with remote learning or accessing inappropriate materials at home.</u></p> | <ul style="list-style-type: none"> ● The Attendance Policy outlines procedures to monitor pupil absence. Daily attendance is recorded by the teacher on the School Management system. Absences are monitored by class teachers to ensure there are no patterns and that there are genuine explanations for each absence. Parents inform the school of absences through the Aladdin App, giving reasons for each one. Tusla is provided with bi-annual reports on student absence when 20 or more days are missed. Children with 16 days absence or more receive a text outlining the number of days missed. Teachers are asked to flag absences with parents should this be necessary. A phone call from the principal may follow. Meetings may be called to discuss absences when necessary. ● During School closure/remote learning periods due to Covid 19, teaching staff will follow up with families where no engagement is noted on Seesaw and keep the principal updated of any concerns regarding vulnerable children. ● Ipads are made available to children who have no access, during periods of remote learning. ● During 2021/22, the school will provide a Covid Learning and Support Scheme (CLASS) teacher to children in need of extra tuition due to the Pandemic Lockdowns. ● Absences that are due to Covid 19 illness or the need to self isolate, are marked absent ,with a note explaining the absence. After 2/3 days or when they are able to, they are required to become involved in Remote Learning with a staff member ● During this period, It is expected that many more children will be absent more than 20 days due to the need for testing if symptomatic, self-isolating and the restriction of close contacts. |
| <p>Bullying: <u>Risk of harm to children</u></p> | <ul style="list-style-type: none"> ● There is zero tolerance of bullying behaviour in the school. The Anti-bullying Policy which addresses procedures for anti-bullying is published on the school's website. If the bullying is of a sexual nature the matter is referred to the DLP for possible referral. |

| | |
|---|---|
| | <ul style="list-style-type: none"> ● Awareness of bullying behaviour is understood throughout the school community (teacher/child, teacher/teacher, Principal/teacher, child/child etc.) ● Records of bullying are kept by class teachers on the school's Student Management System (Aladdin). The principal will be alerted to the issue, through call or email, as appropriate. This will ensure the Principal is able to give Oversight details to the Board at each BoM meeting. ● In exceptional circumstances e.g, serious cyber-bullying, the Gardaí may become involved as the school may not be equipped to deal with an issue that is perpetrated outside of the school setting. |
| <p>Induction of Teachers and Ancillary Staff: <u>Risk of non adherence to guidelines</u></p> | <ul style="list-style-type: none"> ● All staff provide proof of Garda Vetting before they commence working at the school. ● New staff are presented with a copy of this Safeguarding Statement, through the Substitute Information Folder. A senior member of staff goes through the Child Safeguarding and related materials with new staff at the beginning of each academic year and as necessary throughout the year. |
| <p>Supervision: <u>Risk of Children harming children</u></p> | <ul style="list-style-type: none"> ● All children to be supervised at all times from 8.20am to 2.20pm. There is a Supervision Policy in place which relates to all supervision - break-time supervision, transition supervision and supervision while children leave the school premises. ● Prompt return to class after break times is essential. ● Teachers are vigilant regarding supervision rotas, and allowing children out of class. ● Following the formation of hubs during Covid Times, teachers supervise the groups they work with during the school days. ● All visitors must report to reception and sign in and out on the Visitors' Book/ Covid Contact Tracing Log. Parents must collect children via the school office if collecting during the school day. A written record is kept of early collections. ● At dismissal, children from Junior Infants to Second class are collected from the school grounds or are escorted to the school exits by the Class Teacher. |
| <p>Guidelines for teachers in handling reported concerns and disclosures</p> | <p>When information is offered in confidence, the member of staff will be tactful and sensitive in responding to the disclosure. The member of staff will reassure the child and endeavour to retain his or her trust. The teacher will:</p> <ul style="list-style-type: none"> ● Stay calm and not show any extreme reaction to what the child is saying. ● Listen compassionately and take what the child is saying seriously ● Ensure the experience of telling is a positive one ● Ensure the child understands that it is not possible that any information will be kept a secret |

| | |
|--|--|
| <p><u>Risk of non compliance with recording protocols.</u></p> | <ul style="list-style-type: none"> ● Avoid questioning unless the nature of what he/she is saying is unclear. Leading questions to be avoided ● Inform the child of what will happen next i.e. informing the DLP ● Record the disclosure immediately afterwards using the child’s own words and present this report to the DLP ● Cases will only be discussed on a ‘need to know’ basis only with DLP or DDLP. ● DLP and DDLP have agreed procedures for reporting, filing documents and the retention of documents pertaining to Child Safeguarding and understand the coding system, the need for referrals, the documentation of said referrals and the need for BoM oversight in matters relating to Child Safeguarding. ● Agreed procedures are in place to ensure anonymity and BoM follows requirements as per Inspectorate Guidelines(see above in BoM duties) |
| <p>School Activities</p> <p>Daily arrival and dismissal of pupils</p> <p>Recreation breaks for pupils</p> <p>Classroom and Outdoor teaching activities</p> <p>Sporting Activities & Annual Sports</p> <p>DaySchool outings</p> <p>School transport arrangements</p> <p>Administration of Medicine</p> <p><u>Risk of harm not being recognised & by school personnel.</u></p> <p><u>Risk of lack of supervision by staff.</u></p> <p><u>Risk of not being properly and promptly reported by school personnel</u></p> | <ul style="list-style-type: none"> ● Supervision is key to ensuring the safe arrival and dismissal of children. All junior classes are escorted to the gate and individually transferred to the care of parents, guardians and minders. Each class teacher is aware of who collects specific children, who may not do so. Parents let the class teacher know if there is a change of arrangements through email. ● All children are in class for the duration of the day and may only be away from teacher care with permission. Supervision of children at breaktime is an essential part of the teaching day. ● No children can participate in school sporting activities without parental permission - letter, email or phone call. ● School Trips are fully supervised by teachers who have responsibility for small groups. ● Children must stay with their class group / teams etc. ● Safeguarding rules apply to all school related activities including buses. ● See Admin of Medicines Policy. Parents whose children require the administration of Medicines or the monitoring of levels, are required to show SNAs and teachers how to monitor/ record/ administer to their children and must grant permission to school. Teachers will not administer any medicines unless authorised to do so. |

| | |
|--|--|
| <p>Care of pupils with specific vulnerabilities</p> <p><u>Risk of bullying, bystanding/ racism, perceptions.</u></p> <p>Management of challenging behaviour amongst pupils</p> | <ul style="list-style-type: none"> ● Members of Minority groupings, members of the LGBT community, or those perceived to be from any such group, will be supported by the school community. Any bullying issues that arise will be dealt with using our Anti-bullying and Wellbeing Policies and will not be tolerated. ● SNAs/ other staff members may be used to help another teacher with challenging behaviour. Children must remain in the classroom or may be removed to another room for the safety of others, in exceptional circumstances should the need arise. All parents involved will be informed of any such behaviour as per our Code of Behaviour Policy. |
| <p>Pupils participating in religious ceremonies</p> <p><u>Risk of harm not recognised by school personnel</u></p> | <ul style="list-style-type: none"> ● These are covered by the School’s Child Safeguarding Policy and require supervision, input from Code of Behaviour and other relevant policies. Issues include - remaining with group, toileting, collection, visibility, supervision etc. |
| <p>Visitors / contractors present in school during and outside of school hours.</p> <p><u>Risk of harm to children</u></p> | <ul style="list-style-type: none"> ● Visitors will have no one-on one-contact with children in school or outside of school hours as per policy. Contractors will work whenever possible outside of school hours. Visitors will be chaperoned by Office personnel, or another staff member to ensure they are not alone with access to children. |

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.

Monitoring and Recording Procedures related to the Child Safeguarding Statement:

Lámh Cúnta Card: Each staff member is provided with this card for use in a situation where the staff member needs cover and needs to give immediate attention to an issue. When a staff member receives this card it is a signal to immediately come to the aid of the staff member who sent it.

Child Protection Pack: Each staff member will be issued with a Child Protection Pack. This pack will include: a copy of the Safeguarding Statement, Summary Card for disclosures, Glance Card to help identify ‘Signs and symptoms of Child Abuse’ from the Children First Guideline, Sheet with suggestions for Monitoring from the Children First Guidelines, A copy of the appendix from the DES Guidelines, and a copy of the Information sheet, with copies of the monitoring sheets.

Storage of Records:

Teaching staff will store Child Protection records securely and separately from other educational records in a locked filing cabinet. At the end of the year monitoring records will be stored securely in confidential files in the principal's office.

Special Needs Assistants (SNAs) and Ancillary Staff will report incidents to the DLP who will make the written record and store this record securely in the principal's office.

The DLP will keep a **Safeguarding Record Book/ Child Protection Log** to record all reports forwarded from staff. This Record Book will be stored securely in confidential files in the Principal's office. Children's names will not be used to ensure confidentiality. Optional Template E (Checklist for Principal's Oversight Report), Optional Template F for recording documents provided to BoM as part of the CPOR), along with other optional templates for informing a parent, (Part A) and reasons for not informing a parent (Part B), will be used by DLP as necessary. Guidance Note 3 will be used to allow for effective recording and tracking of child protection cases.

Reporting or making Referrals

In a situation where a referral must be made the DLP will seek advice from TUSLA in line with the recommendations in the DES Guidelines. Should no further action be taken, the reason for non referral, will be noted as per Optional Templates. Optional Template A, Part A will be used to record how allegations and or concern came to be known, and Part B to keep a record of phone calls seeking advice from Tusla.

Reference to other policies and/or plans:

Prevention: SPHE curriculum, Strand Unit on 'Safety and Protection', Code of Behaviour, Safety Statement, Administration of Medicines, Acceptable Use Policy, Intimate Care Policy, School Outings Policy, Dignity in the Workplace Policy, Special Educational Needs Policy

Timetable for Review

Review and Monitoring

This Safeguarding Statement will be monitored and reviewed by the Board of Management on an annual basis and as the need arises. The Board of Management will ensure that adequate training and support is provided for all staff, as necessary. The BoM will ensure that the attention of all new staff is drawn to the school's Safeguarding Statement and that it is fully understood. All Staff are required to tick a checklist to indicate that they have read, accepted and understand these procedures.

Appendices;

- 1. CPSMA Template of Principal's Oversight Report to BoM (Hard Copy on file).**
- 2. Checklist for Review of the Child Safeguarding Statement (Mandatory Template 2)**
- 3. Disclosures Glance Card (red) -contained in each Child Protection Pack**
- 4. Types of Abuse Glance Card (green) - contained in each Child Protection Pack**

6. Notification regarding BoM's Review of the Child Safeguarding Statement (Mandatory Template 3)

7. Appendix 7: Sheet for Sub teacher - reminder re mandatory reporting to DLP

8. Appendix 8: Risk of Harm - duties of a Mandated Person

| |
|---|
| Ratification & Communication |
|---|

This Statement will be displayed in the school foyer. The policy will also be available to download from the school's website www.knocknacarrans.ie

This policy was reviewed and ratified by the Board of Management of St. John the Apostle, Knocknacarra NS, on January 18th 2022 and subsequently communicated to the school community via email and the school's website.

Signed: _____

Date: _____

Mr. Michael Gallagher, Chairperson, Board of Management

Appendix 2: Mandatory Template 2:

Checklist for Review of the Child Safeguarding Statement

The *Child Protection Procedures for Primary and Post-Primary Schools 2017* require the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. The review must be completed every year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers. Undertaking an annual review will also ensure that a school also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement every two years.

The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list of the issues to be considered. Individual Boards of Management shall include other items in the checklist that are of relevance to the school in question.

As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices and activities vis a vis their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children First Act 2015 and the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.

| | Yes/No |
|--|--------|
| Has the Board formally adopted a Child Safeguarding Statement in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools 2017'? | |
| As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the 'Child Protection Procedures for Primary and Post Primary Schools 2017'? | |
| Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015? | |
| Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review? | |
| Has the DLP attended available child protection training? | |
| Has the Deputy DLP attended available child protection training? | |
| Have any members of the Board attended child protection training? | |
| Are there both a DLP and a Deputy DLP currently appointed? | |
| Are the relevant contact details (Tusla and An Garda Síochána) to hand? | |
| Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel? | |
| Is the Board satisfied that all school personnel have been made aware of their responsibilities under the 'Child Protection Procedures for Primary and Post Primary Schools 2017' and the Children First Act 2015? | |
| Has the Board received a Principal's Child Protection Oversight Report at each Board meeting held since the last review was undertaken? | |

| | |
|---|--|
| Since the Board's last review, was the Board informed of any child protection reports made to Tusla/An Garda Síochána by the DLP? | |
| Since the Board's last review, was the Board informed of any cases where the DLP sought advice from Tusla/and as a result of this advice, no report to the HSE was made? | |
| Since the Board's last review, was the Board informed of any cases where an allegation of abuse or neglect was made against any member of school personnel? | |
| Has the Board been provided with and reviewed all documents relevant to the Principal's Child Protection Oversight Report? | |
| Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed? | |
| Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made?* | |
| Were child protection matters reported to the Board appropriately recorded in the Board minutes? | |
| Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely? | |
| Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'? | |
| In relation to any cases identified at question 21 above, has the Board ensured that any notifications required section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017' were subsequently issued by the DLP? | |
| Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement? | |
| Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement? | |
| Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request? | |
| Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools) | |

| | |
|--|-----|
| Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post- primary schools) | n/a |
| Has the Board ensured that the SPHE curriculum is implemented in full in the school? | |
| Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? * | |
| Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?* | |
| Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?* | |
| Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement? | |
| Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the 'Child Protection Procedures for Primary and Post Primary Schools 2017' | |
| Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements? | |
| Is the Board satisfied that the 'Child Protection Procedures for Primary and Post Primary Schools 2017' are being fully and adequately implemented by the school? | |
| Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement? | |
| Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement ? | |
| Has the Board ensured that any areas for improvement that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed? | |

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management

Appendix 3

Child Protection Disclosures – Glance Card.

Teachers are often the main caregivers outside the family and have a duty of care to ensure that children are protected from harm. To ensure best practice, the school has in place:

- designated personnel - DLP (Noreen Healy, Principal), Deputy DLP (Fiona Keane)
- procedures to handle disclosures (see below),
- monitoring of children at risk (DLP/DDPL /teacher to follow up on cases, teachers to attend case conferences etc.)
- Prevention (curricular provision – SPHE, RSE...Stay Safe Programme - personal safety skills education)

Types of Abuse: See Green Glance Card for signs and symptoms

Physical Abuse – any form of non-accidental injury or injury which results from wilful or neglectful failure to protect a child.

Emotional Abuse –when the child's need for affection, approval, consistency and security are not met.

Neglect – child suffers harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, medical care.

Sexual Abuse – when a child is used by another for his/her gratification or arousal or for that of others.

All staff should be familiar with our Child Protection Policy.

Key Points:

Teachers are reminded to be cautious regarding physical contact with children. It is necessary to develop a culture of awareness of acceptable and unacceptable behaviour when dealing with children. Visitors and guests should not be left on their own with children. Supervision at all times is paramount. Where members of staff need to help dress or clean a child, an additional member of staff must be present. If (occasionally) one-on-one teaching occurs, teachers should ensure that they are visible (door open, glass in door). Staff must be aware of Acceptable Use Policy – family name not displayed, individual children named in media only by first name and class, awareness of individual children not to be photographed, changing room procedures, etc.

Lámh Cunta (Red Card). This is to be used if a staff member needs cover to give immediate attention to an issue. It is a signal to the recipient go immediately to the aid of the staff member who sent it.

Nominate 2 children in class to do this in an emergency.

Handling disclosures:

Should a child disclose to you, you:

- Listen, allow the child to talk, write words as spoken by the child. Record, record, record! Take a non – judgemental stance.
- Offer reassurance – no promises. Never promise confidentiality.
- Remain calm – don't react with shock. Explain regarding further action
- Use a code number to identify child e.g.(DLP) will assign a case number rather than name to maintain confidentiality.
- Employee discusses with DLP (or DDLP) who keeps and retains her own records centrally. Records to be kept in a secure place – filing cabinet.
- Draw injuries – no photographs as these require permission.
- DLP will liaise with Tusla for advice – record the same and act on advice.
- Referral must be made known to the chairperson of BOM by DLP(Safe-Guarding Statement).
- If a child is in immediate risk, – DLP/ ring Gardaí. **All teachers mandated** to ensure Child Safeguarding
- Maintain good relations with parents. Tell them of disclosure unless it puts the child at further risk. 'I have the best interests of your child at heart'. Tell parents we 'have to follow guidelines as set down in Children First and DES C P Guidelines and our 'Safeguarding Statement' so they understand you are **bound** to make a referral where a child is in perceived danger.

- The school's job is to monitor, record and make referrals. In the vast majority of cases, home supports are put in place to alleviate situations and offer support to parents rather than take children out of the situation.
- If after liaison with the Tusla a referral is not being made, record why.
- If asked to send a report to a Case Conference, always do. Teachers' input is very important.
- Teachers may be asked to monitor a child – but not given a reason why. The monitoring template in the C P pack may be helpful.
- If something doesn't seem right to you, err on the side of caution and bring to DLP's attention

Prevention:

Stay Safe Programme – primary resource. This is taught as part of the schools' SPHE curriculum under the strand unit 'Safety and Protection'.

Reinforcement of 'Safety' messages whenever possible including reinforcement of school as a safe, trusting, responsive and caring environment. Child Protection Policy to be placed in the filing cabinet (top drawer) in each classroom. Teachers must be familiar with the CPP.

All bullying issues are to be logged by teachers centrally, as they occur, to facilitate tracking and action in accordance with Anti-bullying Policy.

January 2021

Appendix 5

Glance Card for Teachers: Monitoring Students and the Signs and Symptoms of Abuse

Be on alert for ;

- **Attendance and Punctuality** - look out for patterns, keep all explanations notes, ensure parents are using the School management System Ap to record and explain absences.
- **Appearance, Hygiene, Care** – poor hygiene, inappropriate clothing, no lunch
- **Physical Injury** – give detailed description including the child's or carer's own words, if explanation is offered
- **Child's behaviour** – increase in aggression, tense, unresponsiveness or other signs of distress. Any sexualised behaviour to be noted.
- **Child's Language** –the children may not have the language or may be afraid to verbalise clearly what is happening, but they may drop hints or refer to what is happening obliquely.
- **Child's Drawing / writing/Play:** careful observation of informal or unstructured settings important.
- **Mood Changes:** E.g. becoming quiet and tense towards the end of the day or if collected by a certain adult. Context is important.

General:

- In all cases the most important consideration is the protection of children. If school personnel have concerns that children may be being abused the matter should be reported to the relevant people without delay.
- The Information is shared only on a need to know basis in the interests of the child. Parents/guardians are to be informed unless doing so is likely to endanger the child or place the child at further risk (DLP).Those making a referral are acting in good faith and are not accusing.
- No one indicator should be seen as conclusive in itself but the following are quoted as reasonable grounds for concern:
 - Specific information from the child that he/she was abused
 - An account by a person who saw the child being abused
 - Evidence such as injury or behaviour that is consistent with abuse, an implausible explanation other indications of abuse, dysfunctional behaviour

- Consistent evidence over a period of time that a child is suffering from emotional or physical neglect.

Signs and Symptoms of Abuse:

1. Child Neglect:

Distinction between 'wilful' and 'circumstantial' neglect – deliberate deprivation of basic needs – food, shelter, warmth, clothing, contact with others inability to cope, stress, psychological disturbance, disability of carers.

Neglect is usually a 'passive' form of abuse involving omission rather than acts of commission. It comprises a lack of physical caretaking and supervision and a failure to fulfil the developmental needs of the child in terms of cognitive stimulation.

Neglect should be suspected in cases of: abandonment or desertion, children persistently be left alone without adequate care and supervision, malnourishment, lack of warmth, lack of adequate clothing, persistent failure to attend school, failure to thrive, ie child not gaining weight not only due to malnutrition but also due to emotional deprivation. Neglect is correlated with parental substance abuse, misuse, domestic violence and parental mental health issues.

2. Emotional Child Abuse

This can be found in a home lacking warmth and emotional responsiveness. Not easily recognisable as not easily observable. Emotional abuse can also refer to the habitual verbal harassment of a child by disparagement, criticism, threats and ridicule (the inversion of love). No- one indicator – rejection, LACK of the following: praise and encouragement, comfort and love, attachment, proper stimulation (fun and play), serious- overprotectiveness, inappropriate non-physical punishment (locking in bedrooms), family conflicts or violence. When sexual abuse involved the child is also emotionally abused. Often inappropriate expectations of a child's behaviour relative to his/her age and stage of development. Those who suffer from physical and sexual abuse also suffer from emotional abuse.

3. Physical Abuse:

Unsatisfactory explanations or varying explanations for the following: **bruises, fracture, swollen joints, burns, scalds, abrasions, lacerations, hemorrhages (retinal, subdural), damage to body organs, poisonings, failure to thrive, coma/unconsciousness, death.**

Skin, mouth and bone injuries are the most common.

Bruising: (Many children suffer accidental bruising – no definite edges). Non –accidental - marks from slapping, grabbing form distinctive pattern, bruising can be associated with shaking, look for neck bruising, , black eyes cannot be caused by a fall onto a flat surface, two black eyes cause suspicion, ruptured ear-drum, fractured skull, , other distinctive bruising may be left by use of straps, belts sticks and feet, the outline of a hand or object on areas such as back, thighs (usually covered by clothing)

Burns – repeated episodes may suggest inadequate care, look for splashes V distinctive marks, lesions (cigarette burns). Expert paediatric advice should be sought.

Bites – difference between mouth size on adult bite and other child bite

Poisoning: - Medicines (inadequate care), non-accidental difficult to identify, but recurrent episodes, drowsiness, hyperventilation may be a symptom.

Shaking – can be a cause of brain damage

Induced illness / fabricated illness - can't be explained by medical tests or observed by others, high demand for investigation without physical signs, presence of prescribed medications.

4. Child Sexual abuse:

Covers a wide spectrum of abusive activities, rarely involves a single incident, frequently happens within the family and comes to light through disclosures, suspicions of an adult, physical symptoms.

Non-contact sexual abuse – offensive sexual remarks, obscene phone calls, exposure (showing privates / sexual acts in front of the child

Sexual **contact** – touching of intimate body parts, rubbing, penetration

Sexual **exploitation**: pornography and prostitution

Physical signs may not be evident as the abuse could have occurred sometime before.

Be alert to physical signs – bleeding, infection, pain in intimate areas.

Noticeable and uncharacteristic change of behaviour, hints about sexual activity, age-inappropriate understanding of s. behaviour, seductive behaviour, s play with peers/toys, unusual reluctance to join normal activities which involved undressing e.g. swimming, bed-wetting, mood changes, lack of concentration in school performance, psychosomatic complaints, pains, headaches.

January 2022

Appendix 6

Notification regarding the Board of Management’s review of the Child Safeguarding Statement

To: _____

The Board of Management of _____ wishes to inform you that:

- The Board of Management’s annual review of the school’s Child Safeguarding Statement was completed at the Board meeting of _____ [date].
- This review was conducted in accordance with the “Checklist for Review of the Child Safeguarding Statement” published on the Department’s website www.education.ie

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management

Should a Child Protection / Child Safeguarding issue arise in this class when you are the substitute teacher, please ensure the DLP (M. Noreen Healy) or if unavailable, the Deputy DLP (M. Fiona Keane), is fully aware of the issue.

Appendix 8



Key words:

The mandated person must inform the DPL/DDLP if he/she

- KNOWS
- BELIEVES
- OR HAS REASONABLE GROUNDS TO SUSPECT

that the

- HEALTH
- DEVELOPMENT OR
- WELFARE

of a child

- HAS BEEN
- IS BEING OR
- IS LIKELY TO BE

Seriously harmed