

## Child Safeguarding Statement 2023 / 2024

### BUSH POST PRIMARY SCHOOL

Is a post primary school providing post primary education to pupils from First Year to Leaving Certificate  
**Year 2023 / 2024**

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, 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 Bush Post Primary School 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

**Kevin Joyce**

3. The Deputy Designated Liaison Person (DDLDP) is

**Rosanna Hart**

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 accident 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 staff member 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 DES and available on the DES website.
- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of 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 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, 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 attached as an appendix to this 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.

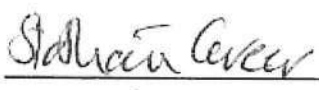
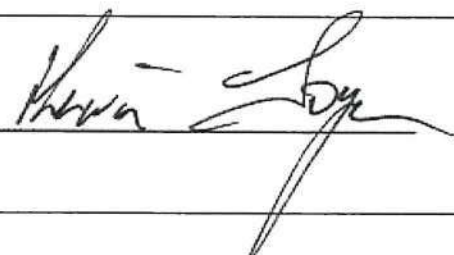
Note: the above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

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 the statement refers.

**This Child Safeguarding Statement was reviewed and adopted by the Board of Management on**

**September 20<sup>th</sup>. 2023**

Signed: <u></u>	<b>Chairperson Board of Management</b>	Date: <u>20.9.23</u>
Signed: <u></u>	<b>Principal/Secretary to the Board of Management</b>	Date: <u>20/09/2023</u>

*Ratified by the Board of Management on Wednesday September 20<sup>th</sup> 2023.*

## Appendix

### Child Safeguarding Risk Assessment Template

*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:*

<b>School Name</b>	<b>BUSH POST PRIMARY SCHOOL</b>
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#### 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

#### *1. List of School Activities (insert list of school activities in this section)*

- Daily arrival and dismissal of students
- Recreation breaks for students.
- Classroom teaching
- One-to-one teaching
- One-to-one Learning Support
- One-to-one counselling
- Outdoor teaching activities
- Online teaching and learning remotely.
- School Events e.g., students acting as guides/presenters for Information Meetings, Open Night...etc.
- All Extracurricular Activities (including Sporting and Cultural activities, matches, competitions...etc.)
- After-school/additional tuition for class groups e.g., projects, preparation for practical exams...etc.
- School outings e.g., reward trips, curricular field trips...etc.
- School trips involving overnight stay.
- School trips involving foreign travel.
- Use of toilet/changing/shower areas in schools
- Fundraising events involving students.
- Use of off-site facilities for school activities e.g., PE/training in the local GAA/Soccer grounds
- Care of children with special educational needs, including intimate care where needed.
- Management of challenging behaviour amongst students
- Administration of Medicine (in accordance with LMETB Administration of Medicines Policy)
- Administration of First Aid

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- Management of provision of food and drink
- Curricular provision in respect of SPHE, RSE, 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
- Members of the Traveller community
- Lesbian, gay, bisexual or transgender (LGBT) children
- Students perceived to be LGBT.
- Students of minority religious faiths
- Children in care
- Children on CPNS (Tulsa Child Protection Notification System)
- 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.
- Use of Information and Communication Technology (Digital Devices) by students in school, including social media
- Application of sanctions under the school's Code of Conduct 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 undertaking training placement in school.
- Use of video/photography/other media to record school events.
- Collection of students by buses (shared with other schools) after school.
- Movement of students between lessons
- Supervised Study (after school)
- Implementation of DES, LMETB and Public Health advice/protocols regarding infectious diseases such as Covid-19, within a local context

**2. The school has identified the following risk of harm in respect of its activities (insert risks of harm identified in this section)**

- Risk of harm not being recognised by school personnel.
- Risk of harm not being reported properly and promptly by school personnel.
- Risk of student being harmed in the school by a member of school personnel.
- Risk of student being harmed in the school by another Bush PP student.
- Risk of student being harmed in the school by a student from another school.
- Risk of student being harmed in the school by volunteer or visitor to the school.
- Risk of student 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.
- Risk of harm due to bullying of student
- Risk of harm due to inadequate supervision of students in school
- Risk of harm due to inadequate supervision of students while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between student and another student or adult
- Risk of harm due to students 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 student while receiving intimate care
- Risk of harm due to inadequate Code of Conduct (including policies, procedures and classroom management practices)
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with students in appropriate manner via social media, texting, digital device or other manner.
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner.
- Risk of harm caused by a student accessing/circulating inappropriate material via social media, texting, digital device or other manner.
- Risk of harm (infection) due to infectious diseases such as Covid-19
- 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.

**3. The school has the following procedures in place to address the risks of harm identified in this assessment (insert the procedures in place to address risks of harm in this section)**

- 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, Children First and Circular Letter 0081/2017 are made available to all school personnel. Soft copies have been distributed to all staff.
- 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
- The school has a pastoral care structure which includes Year Heads and Guidance Counsellors
- The school implements in full the SPHE & RSE 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 organises Friendship Week and other Anti-Bullying events/workshops for students.
- Supervision of students at break-times and lunchtimes. A roster of staff has been drawn up and is posted in the staffroom.
- The school has in place a policy and clear procedures in respect of school outings (LMETB Educational Tours and Field Trips Policy)
- The school has a Health Safety Statement and Safety Risk Assessments
- The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting.
- The ETB has 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 developed Special Educational Needs Policy
- The school has an intimate care policy/plan (LMETB Intimate Care Policy) in respect of students who require such care.
- The school has in place a policy and procedures for the administration of medication to students (LMETB Policy and Procedures for the Administration of Medicines in Schools and Centres)
- 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 Code of Conduct for students.
- The school has in place a Substance Misuse Policy
- The school has in place an Acceptable Usage Policy in respect of usage of ICT by students. 8
- The school has in place a Mobile Phone Policy in respect of usage of mobile phones (and other devices) by students.
- The school has in place a Critical Incident Management Plan
- The school has in place a policy and procedures in respect of student teacher placements (LMETB Volunteering and Work Experience Policy)
- The school has in place procedures in respect of students at the school undertaking work experience in external organisations.
- The school has in place strict sign-out procedures for students and request identification from the collecting adult where the adult is unknown to the staff member signing the student out.
- All visitors must sign-in at reception and wear a visitor's identification badge and use the designated toilet facilities for visitors i.e., UAC toilets/single cubicle toilets.
- Where One-to-One tuition/meetings are essential, the door will generally be left open. If this is noise prohibitive then the meeting/learning session will be held in a room where there is a glass viewing panel in the door/wall.
- School attendance is monitored carefully. An Assistant Principal 1 has been given duties regarding school attendance. Attendance reports are made regularly to the National Educational Welfare Board (NEWB). Students who miss twenty days or more are reported to the NEWB and receive a letter from the school (in accordance with the Educational Welfare Act, 2000)
- Parents are informed about any school trips/outings. Consent forms are sent home to be signed by parents. These forms contain information about the event/trip/outing. A risk assessment is carried out by the relevant teacher in preparation for the trip. All teachers are aware that they must fully comply with the LMETB Educational Tours and Field Trips Policy and the LMETB Policy and Procedures for the Administration of Medicines in Schools and Centres. All students are aware that they must comply fully with the school Code of Conduct and Mobile Phone Policy on trips/outings. The organising teacher must bring contact details for all participants and their parents in case of an emergency. All parents must make arrangements (if necessary) for students to be collected or to get home when a group return to the school outside of normal school hours. Parents must inform the school of relevant medical information e.g., conditions, medication...etc. for a student going on a trip. Adequate



staff to student's ratios will be observed commensurate with the level of supervision required and the nature of the trip/venue.

- PE teachers and Team Coaches will ideally not enter a changing room of the opposite sex. However, there are times when a teacher's presence is required and if a teacher/coach must enter a changing room of the opposite sex, then they should give advance/prior warning, e.g., knock, announce their intention to enter and wait, or alternatively send a student (of the relevant sex) to inform the students that they will be entering the changing room momentarily.
- In rare and exceptional instances where a staff car must be used to transport a student, then students will never be taken alone. They will be accompanied by another student where possible or another staff member. The students will be instructed to sit in the back seat of the vehicle. It is strongly advised that staff members would only carry students in very exceptional circumstances.
- Teachers are requested to monitor carefully for patterns and limit the number of students that they allow out of lessons to use the toilet facilities to one student at a time.
- Only Bush Post Primary students should be collected by buses (Bus Eireann School Transport Scheme) on the campus. Students from other schools are trespassing and are asked to leave.
- Students are not allowed to open the front doors for any other person other than a member of Bush Post Primary School staff. This is to minimise the chance of unauthorised entry by another students or adult.
- The school has 58 minute lessons to minimise the movement of students between lessons.
- The school has developed a Covid-19 Policy Statement and plan which has been approved by the Board of Management. Preventative measures have been put in place and protocols implemented at a local school level to minimise the risk of introducing and spreading Covid-19. These measures include physical distancing through increased separation and decreased interaction, hand hygiene, application of respiratory & cough etiquette, and environmental hygiene.
- The school undertakes anti-racism awareness initiatives.
- The school has in place a policy and procedures for the administration of First Aid

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.


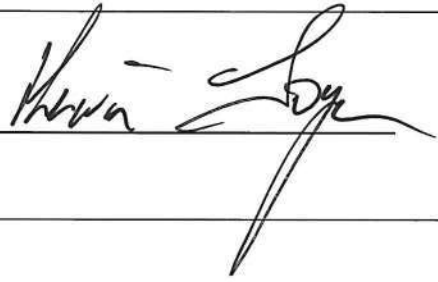
The Guidance on Continuity of Schooling for primary and post-primary schools (April 2020) advises of the importance of teachers maintaining the safe and ethical use of the internet during distance learning and assisting parents and guardians to be aware of their role also. Schools should ensure that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

**This Risk Assessment Statement has been completed by the Board of Management on**

**September 20<sup>th</sup> 2023**

**This Risk Assessment shall be reviewed as part of the school's Annual Review of its Child Safeguarding Statement**

Signed: <u></u>	Chairperson Board of Management	Date: <u>20.9.23</u>
Signed: <u></u>	Principal/Secretary to the Board of Management	Date: <u>20/09/2023</u>

*Ratified by the Board of Management on Wednesday September 20<sup>th</sup> 2023.*