

Child Safeguarding Statement 2022-2023

Grace Park ETNS is a primary school providing primary education to pupils from Junior Infants to Fourth class.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the 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 Grace Park ETNS 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 **Niamh Cullen (Principal)**
3. The **Deputy Designated Liaison Person** (DDLDP) is **Liana Cassin (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 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 school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

1. 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 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 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 s 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.

2. 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.

3. 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 21 September 2022.

Signed: *Ciara Savage*

Signed: *Niamh Cullen*

Chairperson of Board of Management
Management

Principal/Secretary to the Board of

Date: 21 September 2022

Date: 21 September 2022

Child Safeguarding Risk Assessment

Written Assessment of Risk, Grace Park ETNS

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 Grace Park ETNS.

1. List of School Activities

- Daily arrival and dismissal of pupils
- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching
- One-to-one counselling
- Daily activities to educate the children in line with the National Curriculum. Lessons are conducted through
 - whole- class teaching,
 - team teaching (i.e. 2 or more adults co-teaching a class),
 - small group and station teaching (i.e. one adult and six children) and
 - withdrawal teaching (i.e. small groups of children or individual children receiving additional instruction with a support teacher outside of the main classroom).
- Visiting teachers to the school, e.g. G.A.A coach, storytellers, writers, science speakers, Dog's Trust, forest school
- Outdoor teaching activities (DCU grounds for nature walks etc.)
- Sporting Activities
- School outings
- School trips involving foreign travel
- Use of toilet areas in schools
- Toileting during yard time
- Annual Sports Day
- Fundraising events involving pupils
- School-based activities off campus, e.g. sports' events, school tours
- After-school clubs run on the school premises with school staff or independent businesses, e.g. drama, music, sport, arts and crafts
- Engagement with representatives of local initiatives, e.g. Barnardos *Roots of Empathy*, Bizworld, Young Entrepreneurs, Heads Together, CraftEd
- School Events, e.g. Sport's Day, Intercultural Day, Heritage Week, Science Week, Maths Week, Book Week, Seachtain na Gaeilge, Human Rights Month
- Parental involvement in the classroom, e.g. Maths for Fun, Science for Fun, Shared Reading, Grandparent's Day, Intercultural projects.

- School transport arrangements including use of bus escorts
- Care of children with special educational needs, including intimate care where needed.
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE, Stay Safe
- Prevention and dealing with bullying amongst pupils
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum
- Use of external personnel to support sports and other extra-curricular activities
- Care of pupils with specific vulnerabilities/ needs such as
- Pupils from ethnic minorities/migrants
- Members of the Traveller community
- Lesbian, gay, bisexual or transgender (LGBT) children
- Pupils perceived to be LGBT
- Pupils of minority religious faiths
- Children in care
- Children on CPNS
- Recruitment of school personnel including -
- Teachers/ANAs
- Caretaker/Secretary/Cleaners
- Sports coaches
- External Tutors/Guest Speakers
- Volunteers/Parents in school activities including guided reading
- Visitors/contractors present in school during school hours
- Visitors/contractors present during after school activities
- Use of Information and Communication Technology by pupils in school
- Application of sanctions under the school's Code of Behaviour
- Students participating in work experience in the school
- Student teachers undertaking training placement in school
- Use of video/photography/other media to record school events
- PTA related activities/events.
- Construction ongoing adjacent to our school building
- Open campus school environment
- School reopening during the COVID 19 pandemic
- Neighbouring Post Primary School

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

- School-based bullying, verbal, physical or psychological
- Interaction with visitors to the school
- School events held outside the school grounds, e.g. school tours, sports' events, concerts, etc.
- After-school clubs: drop-off, staff, collection
- Hand-over of children to responsible adult at collection time
- Storage or publication of photos of children
- Withdrawal of children from class / yard
- Lack of healthy lunch or insufficient lunch
- Data protection
- Children presenting with social, emotional, behavioural or medical needs in school
- Late drop-offs, early collection, late pick up, attendance
- Exposure to inappropriate online content
- The school site is utilised by other services with the approval of the Board of Management
- Accidents and injuries on site
- Rosmini PP
- DCU All Hallows' Campus
- Local walkers
- Policy Dissemination
- Outbreak of COVID 19
- Staff of the afterschool

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

The school has identified the following risk of harm in respect of its activities -	The school has the following procedures in place to address the risks of harm identified in this assessment -
<p>School-based bullying, verbal, physical or psychological</p>	<ul style="list-style-type: none"> • Restorative practices implemented throughout the school to investigate and resolve conflict, e.g. restorative circles • Anti-bullying procedures displayed in every room to inform adults as to the steps to be followed • Anti-bullying coordinator identified during school induction and at staff meetings to support staff in the implementation of anti-bullying procedures • Anti-bullying month every February to promote a culture of respect, friendship and kindness • Anti-bullying policy on our school website to inform parents • Promotion of a culture of openness and respect in which students can approach staff to discuss concerns and worries • Adequate supervision is provided to ensure codes are being followed.
<p>Interaction with visitors to the school</p>	<ul style="list-style-type: none"> • Visitors to the school must check in at reception at the front entrance and sign in to our Visitors Book and wear a visitor badge • Front entrance to the school has a magnetic lock and so visitors must be provided with access by a staff member • Visitors are accompanied by a staff member at all times during their visit • Regular visitors to the school, e.g. external teachers, guest speakers, are Garda Vetted or a copy of their Garda vetting is provided to the school. • Persons administering external programmes (e.g. GAA) through another body will provide the school with a copy of their Garda vetting and any appropriate insurance. • Children are closely supervised by staff members during all school events in which

	<p>visitors are invited into the school, e.g. Intercultural Day, Science Week, Sport's Day, School Performances)</p>
<p>School events held outside the school grounds, e.g. school tours, sports' events, concerts, etc.</p>	<ul style="list-style-type: none"> • A risk assessment will be completed before each school tour or trip. • Pupil-teacher ratio is reduced for school tours to maximise the supervision of children. Pupil-teacher ratio is 10:1, in so far as possible, based on staffing numbers. Pupils are closely supervised by staff when transitioning from one area to another (e.g. going to the toilets, going to and from the bus) and when interacting with staff and/or volunteers from the establishment they are visiting. • Parental consent is provided before children leave the school to attend any events.
<p>After-school clubs: drop-off, staff, collection</p>	<ul style="list-style-type: none"> • Drop-off: Children are lined up by their class teacher and handed over directly to the after-school teacher • Internal staff: Teachers are given a list of children's names and the names of adults who can collect them • External staff: Teachers provide the school with copies of their insurance, Garda Vetting, etc.
<p>Hand-over of children to responsible adult at collection time</p>	<ul style="list-style-type: none"> • Names and contact numbers of adults who have permission to collect each child are provided by parents at the beginning of each year and stored on our school online data-base • If an unknown adult comes to collect a child (e.g. a family friend, an aunt/uncle, a cousin, etc.) and the school has not been informed beforehand by parents, the class teacher calls the parents to confirm the child has permission to go with that adult • Children are lined up in the school yard and released to their parents one by one, up to first class. From 2nd class up, teachers stay with children in the collection area until all children are collected/those permitted to walk home alone have left. • If an adult appears to be under the influence of drugs or alcohol when they come to collect a child from school, they are not released by the

	<p>class teacher. This would then be reported to the DLP or DDLP immediately.</p> <ul style="list-style-type: none"> • Children from Junior Infants – 2nd class must be collected from school by a responsible adult.
<p>Storage or publication of photos of children</p>	<ul style="list-style-type: none"> • Written parental permission to take photos of children is obtained by the school at the beginning of the school year • Class teachers are made aware of any children in his or her class who do not have permission to be in school photos • Photos taken by staff are removed from personal devices at the end of each school day. Photos are stored securely on the school online storage space. • Children's names are not published with photos uploaded to the school website or class blogs. • Children are not permitted to use electronic devices (e.g. iPads, cameras, personal devices) unless under the supervision of an adult. Children are not permitted to use camera phones during the school day or at school events.
<p>Withdrawal of children from class / yard</p>	<ul style="list-style-type: none"> • Glass panels are installed in the doors of all classrooms in the school • Parents are informed and provide written consent if children are withdrawn from class on a regular basis, e.g. for learning support, English language support, resource or movement breaks. • Children who need assistance with toileting during the school day are accompanied/assisted by two adults where possible. Adults are not permitted to go into a toilet with a child alone. • Children who need to use the toilet during yard time are accompanied by another child
<p>Lack of healthy lunch or insufficient lunch</p>	<ul style="list-style-type: none"> • Teachers monitor children's lunches and ensure that all children are provided with a sufficient quantity of healthy food each day. • If a child is not provided with any lunch in school, the school phones the parents and asks them to bring the lunch to school. If a lunch is not provided the DLP or DDLP will be informed immediately and best efforts made

	<p>to ensure the child is adequately fed throughout the day.</p> <ul style="list-style-type: none"> • If a child is regularly provided with insufficient lunch the class teacher discusses it with the parents in the first instance. If a child regularly has no lunch or insufficient lunch and the situation did not improve after speaking with the parents, the class teacher informs the DLP or DDLP.
<p>Data protection</p>	<ul style="list-style-type: none"> • Confidential documents relating to children in the school are stored securely in the school: <ul style="list-style-type: none"> ○ Hard copies are stored in locked filing cabinets in the principal's office and in classrooms • Documents are shared with staff on a need to know basis. • Parental permission for transfer of information (i.e. between the school and previous/prospective schools, between the school and other professionals) is obtained at the beginning of the school year.
<p>Children presenting with social, emotional, behavioural or medical needs in school</p>	<ul style="list-style-type: none"> • Concerns relating to social, emotional, behavioural or medical needs are communicated to parents by phone, at collection time or through formal meetings. • Children are provided with additional support in school through the model of the Continuum of Support. This may be in the form of in- class support or withdrawal from class. Staff discuss concerns and learning targets with parents and formulate a written plan, signed by the parents. Learning targets are regularly monitored to track progress. • An individual care plan will be completed for children with additional vulnerabilities to ensure extra supports are in place within the school environment as required. The specific strategies outlined in this care plan will be monitored and reviewed on a regular basis to ensure the needs and supports identified are current and appropriate. • The school may recommend onward referral (e.g. to the Primary Care Team, the School Age Disability Team, NEPS, GP or CAMHS) for

	<p>children presenting with significant difficulties.</p> <ul style="list-style-type: none"> • Significant concerns are raised with the DLP or DDLP. • The Administration of Medication Policy will be implemented in the event that a child requires medication throughout the school day. Parent/Guardians must complete the relevant forms and put a request in writing to the board. A copy of this policy will be available from the school website.
<p>Late drop-offs, early collection, late pick up, attendance</p>	<ul style="list-style-type: none"> • Children who are dropped to or collected from school more than 10 minutes late are signed in or out of the Late Book by an adult. The school discusses punctuality with parents if children are regularly late. • Significant concerns in relation to timekeeping are reported to the Education Welfare Officer. • Children's attendance at school will be monitored with absence notes required for any missed days. Contact will be made with parents in instances of regular absences, with a record of any discussion stored securely in assessment folders/children's class files/online database. • Significant attendance concerns are reported to the Education Welfare Officer. • Teachers must be informed in advance if children are to be collected early from school. Children must be signed out by a parent-approved adult in the Early Collections Book.
<p>Exposure to inappropriate online content</p>	<ul style="list-style-type: none"> • Use of electronic devices in school in guided by the school <i>Acceptable Usage Policy</i>. • Use of electronic devices, e.g. iPads, Chrome Books, laptops, cameras, is monitored and supervised by adults. • School internet is provided by <i>PDST Technology in Education</i> which is monitored for inappropriate content and unsuitable websites blocked. • Inappropriate content which appears through the school internet is logged and reported to our internet provider.
<p>The school site is utilised by other services with the approval of the Board of Management</p>	<ul style="list-style-type: none"> • Any service utilising the school premises shall be responsible for the review and implementation of their own Child Protection

	<p>Policy and supporting documents and provide the school with a copy of same.</p> <ul style="list-style-type: none"> Any concerns relating to these services shall be raised immediately with the DLP or DDLP.
Accidents and injuries on site	<ul style="list-style-type: none"> Accidents and injuries that occur on the premises shall be managed in accordance with the Accident and Injury Policy.
Policy Dissemination	<ul style="list-style-type: none"> This policy will be discussed with all staff at induction day and at any other point required. A copy of this policy will be placed on the school website.
Outbreak of COVID 19	<ul style="list-style-type: none"> The school has put in place a comprehensive COVID 19 Response plan which details how the school will work to implement control measures to avoid infection and also how the school will proceed in the event of an incidence of infection within the school.

Important Note: It should be noted that risk in the context of this risk assessment is the risk of "harm" as defined in the Children First Act 2015 and not general health and safety risk.

The definition of harm is set out in Chapter 4 of the
Child Protection Procedures for Primary and Post- Primary Schools 2017

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent. This risk assessment has been completed by the Board of Management on [date]. It shall be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Signed: *Ciara Savage*

Signed: *Niamh Cullen*

Chairperson of Board of Management
Management

Principal/Secretary to the Board of

Date: 21 September 2022

Date: 21 September 2022