



Child Safeguarding Statement

Greystones Educate Together National School is a primary school providing primary education to pupils from Junior Infants to Sixth Class.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Addendum to Children First (2019), the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of Greystones Educate Together National 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 Helen McClelland
- 3 The Deputy Designated Liaison Person (Deputy DLP) is Gráinne McGillicuddy
- 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.

5 The following procedures/measures are in place:

- In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DES website.
- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the 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 schools child safeguarding statement.
- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school’s procedures for managing those risks is included with the Child Safeguarding Statement.
- The various procedures referred to in this Statement can be accessed via the school’s website, the DES website or will be made available on request by the school.

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

6 This statement has been published on the school’s website and has been provided to all members of school personnel, the Parents’ Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.

7 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management in March 2018

This Child Safeguarding Statement was reviewed by the Board of Management on 16th May, 2021.

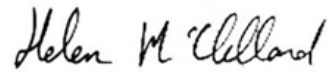
Signed:

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Chairperson of Board of Management

Date: 16/05/2021

Signed:

A handwritten signature in cursive script that reads "Helen M. Clillard".

Principal/Secretary to the Board of Management

Date: 16/05/2021



GREYSTONES
Educate Together
National School

CHILD SAFEGUARDING RISK ASSESSMENT

Reviewed by BOM on 16th May, 2021

Child Safeguarding Risk Assessment (*of any potential harm*)

<p>The School has identified the List of School Activities Risk following Risk of Harm Level</p>	<p>The School has the following Procedures in place to address risk identified in this Assessment</p>
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Covid 19 Health and Safety Procedures High

- Risk of contracting Covid19 while at school
- Risk of effect on wellbeing and anxiety as a result of the Covid19 pandemic

- Full Covid 19 Policy
- AUP POLICY
- Full whole-school Covid 19 Risk Assessment in accordance with Children First Addendum 2019 (Appendix 1)
- Whole School Covid 19 Plan, in accordance with Children First Addendum 2019 (Appendix 1)
- Whole staff training according to HSE guidelines. (completed online & confirmation kept on file)
- Full PPE supply and provision through DES approved providers.
- Appointment of a Lead Worker Representative and Deputy Lead Worker Representative
- Establishment of a Covid19 Response Team • Covid19 Response whole staff WhatsApp group
- Sensitivity training around use of PPE for each class
- Explanation of isolation and pick up procedures should symptoms of Covid19 develop while at school Child-friendly Covid19 signage around school and campus
- Attractive and non-threatening isolation room designed.
- Focus on wellbeing within the whole teaching staff, in line with DES requirements.
- Regular communication within and across whole school community relating to the current and most applicable Covid19 information and recommendations.
- Regular and consistent wellbeing checks for all pupils displaying issues related to Covid19 time period in Ireland.
- Shared doc with PAC listing local services to support children and their families with wellbeing issues.

<p>Remote Learning</p> <ul style="list-style-type: none"> • Potential internet risks relating to online learning from home 	<ul style="list-style-type: none"> • Permission sought from parents/guardians for use of chosen remote learning platforms. • Staff training and professional development on use of remote learning platforms • Acceptable Use Policy being updated in relation to online learning due to Covid19 school closures. • Please see Appendix 1
<p>Daily arrival and dismissal of pupils Med Harm from older pupils' Daily arrival and dismissal of pupils Med Harm from older pupils (e.g. bullying) or from unknown adults on the playground</p>	<ul style="list-style-type: none"> • Arrival and dismissal supervised by Teachers and staff. Children are never released to people we do not know. Parents must call /email the school office inform GETNS if a different person is collecting their child on a given day. • Parents must make themselves known to the teacher or substitute teacher when they come to collect their child. • If an adult collecting a child appears to be under the influence of alcohol or drugs, the child will not be released to their care and a report will be made to the DLP. • Children from 4th to 6th are allowed to travel by walking or bike or bus to school (similarly for leaving school to go home), with parent's Consent. • Gate at entrance to be closed at pick up time

Managing of challenging behaviour amongst High Harm to pupils and staff. Harm to self. pupils, whether this be children presenting with emotional or behavioural needs.

- Health & Safety Policy
- Acceptable use Policy (AUP)
- Code Of Behaviour
- Additional need Policy e.g., children are put on the Continuum of Support with parental collaboration.
- School membership of NABMSE
- Pupil Personal Profile (PPP) is completed for children with additional vulnerabilities to ensure extra supports are in place within the school environment.

- Data collected and analysed e.g., ABCs, assault records etc.
- Multi-disciplinary approach including SENO, HSE, CAMHS, LUCENA, TUSLA to ensure correct placements of pupils
- The school may recommend referral to another agency e.g., HSE, GP or NEPS.
- IEPs
- Use of minimal restraint while transporting pupils when in a state of elevated behaviour

Sports Coaches Med Harm to pupils

- Policy & Procedures in place.
- Regular coaches are vetted by the Patron Body.
- Class teacher remains with class at all times when external coaches/teachers are with class.
- Garda Vetting as per current requirements and communicated to school via online vetting address through patron

<p>Recreation breaks for pupils High Harm (bullying e.g.) to pupils.</p> <p>Classroom teaching Low Potential harm to pupil (s) and / or teacher.</p>	<ul style="list-style-type: none"> • 2 x SNA in Big Yard and at least 2 teachers • 2 x SNA in Small Yard and at least one teacher. Teacher + SNA in Back Yard • Children are escorted to/from yard by teachers and SNAs (where assigned) • All supervising staff to wear Hi-Vis tabards. • Yard layout to ensure each class remains separate at yard times. • Yard timetables designed to minimise the classes on the yard at any one time. • Anti Bullying Policy in place • Code of Behaviour awareness • Code of Behaviour Policy • In-Class Management systems. • Online teaching through the use of different platforms
<p>Medium Harm to child One-to-one teaching for Additional Needs or Music lessons (One to one can likely involve children with EBD)</p>	<ul style="list-style-type: none"> • Child Protection Policy. • SNA Policy. • As above. PLUS: SEN Policy (glass panel in door)
<p>High Harm to child Outdoor teaching activities e.g. field trips or gardening.</p>	<ul style="list-style-type: none"> • Code of Behaviour Policy • Child Protection Policy. • SNA Policy.
<p>Use of Outdoor Classroom</p>	<ul style="list-style-type: none"> • School Garden or field trips must have adequate supervision by garda vetted adults. Ratio 10:1 • Also: Scheduling an additional adult to accompany class, where possible/available.

<p>Sporting Activities High As above. Also: Risk of encounter with stranger(s), e.g., at sporting fixtures or during on-site activities hosted by non-staff. Risk of negative interaction with external coaches. Risk of accident in high-contact sports, e.g., ball games.</p>	<p>As above. Also: Class teacher always present with external coach</p> <ul style="list-style-type: none"> • Garda Vetting in place.
<p>Low Harm to child PE Lessons Challenge of children going to a separate space for toileting.</p>	<ul style="list-style-type: none"> • Children to be accompanied by SNA where possible to own room toilets. • Otherwise, four children go to toilets together with teacher's permission.
<p>After School Faith Teaching Med Harm to Pupils</p>	<ul style="list-style-type: none"> • External Teacher to be vetted by Teaching Council. Parents organising this activity must check this and must organise supervision for those groups of children while they wait for the teacher to arrive. Principal to check Garda Vetting
<p>School outings/After School Clubs/ School Tours High See Sporting Activities.</p>	<ul style="list-style-type: none"> • Access to updated contact lists (parents). Teachers use own mobile phone to contact parents or school office in the event of an incident. First aid kit to accompany children on tour(s). Emergency Medication (EG Epipen) to accompany children on tour. • Ratio of children to adults 10:1 • Risk assessment of toileting are to be carried out by the school in advance of the trip. • Roll call to be taken before all activities. • Child Protection (Children First) procedures to be sent to the facilitators before tour takes place. Parents to be sent links of the facility the school is using for tours etc Office to send Child P to facility • The School Tour Checklist template (available from the office) will be completed for each class attending a trip. This is to be handed in to the office staff before departure on the trip.

<p>Use of toilet in schools at playtime Low Toilets in the classroom are Use of toilet in the schools at playtime Low Toilets in the classroom are used by children. Teacher or SNA is aware of who is in the toilet and when.</p>	<p>Monitoring and review of cleanliness.</p> <ul style="list-style-type: none"> • 3 children to accompany 1 child when using the toilet during break times.
<p>Annual Sports Day Medium See 'Sporting Activities' and 'School Outings'.</p>	<ul style="list-style-type: none"> • Children must go in 4's to the toilet area and must report back to adult in charge. • Parents/Guardians collecting the child from sports area must report to the class teacher before removing the child. • Teachers must tick a child off the Roll if they have been collected by Parent/Guardian.
<p>Fundraising events involving pupil's N/A</p> <p>Use of off-site facilities for school activities Medium See 'Sporting Activities' and 'School Outings'.</p>	<p>N/A</p>
<p>School transport arrangements including use High Risk of injury or harm to child while of bus escorts for our Special class Settings travelling to and from school.</p>	<ul style="list-style-type: none"> • Children from Special Classes have an assigned 'bus escort' who is present with the driver at all times.

<p>High Injury or harm during school day. Care of primary care needs children, including children requiring intimate care.</p>	<ul style="list-style-type: none"> • SNA Policy (re. number of adults accompanying children.) • Good Practice • Sign off sheet in place for 2 adults present. • Draft Intimate Care Needs Policy – 2 adults to supervise any child with toileting care needs
<p>High Risk of lack of knowledge of a child's Administration of Medicine condition/illness by adult attending Administration of First Aid child.</p>	<ul style="list-style-type: none"> • Administration of Medication Policy (e.g., location of medicines).

<p>Risk of injury/ harm as an outcome of insufficient/inadequate care.</p>	<ul style="list-style-type: none"> • Care Plans for pupils with emergency medication. • All medication stored separately and labelled. • Audit of expiry dates by class teacher. • Staff Training – at least 2 members of staff with up to date First Aid training. • Ongoing review of Student Care Plans (co-ordinated by ISM). • Ongoing training of staff in First Aid and in the awareness of certain medical conditions e.g., Asthma (needs to be updated) • Inhalers belonging to children stored in teacher's drawer or in school bag for immediate accessibility if required. • Photographs and relevant information of children who have a medical condition or allergies circulated. • All such information stored on Aladdin.
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Low • Risk of teachers not fully Curricular provision in respect of SPHE, RSE, implementing programme as Stay Safe intended

- (e.g., omission, lack of sensitivity, etc.)
- New child to 6th class would not have received the previous elements of the course.

High Risk of harm: "**Harm**" means, in relation to a child: (a) assault, ill-treatment or neglect of the child in a manner that seriously affects or is likely to seriously affect the child's health, development or welfare, (b) sexual abuse of the child.-

Prevention and dealing with bullying style behaviour.

- SPHE School Plan (RSE, etc.)
- RSE Policy
- Staff CM clearly shows (Stay Safe) for Senior Infants, 2nd class, 4th class and 6th class to indicate completion of full programme. Deputy Principal and Principal oversee.
- Anti-bullying Policy reviewed with new class at beginning of each school year
- Code of Behaviour
- In-class systems for behaviour.
- SPHE policies and plans (see above).
- Printed messages/ reminders around the school Parents contacted at end of school year to review with them their assessment of how any alleged bullying (or otherwise) was handled by the school. The outcome of this reported to the Board.

Low Risk of staff not attending or Lack of training of school personnel in child participating fully or complying with protection matters training and its implications.

- Child Protection Policy and Tusla training.
- Child Protection Reminders at staff meetings, PLT's and ISM meetings.
- Red file with up to date policy/ statement and other relevant material kept on every teacher's shelf.
- DDLP 'trains' in new staff or volunteers
- Certified evidence of staff completion of mandatory e-learning modules

<p>High See 'Sporting Activities' and 'School Use of external personnel to supplement Outings' curriculum</p>	<ul style="list-style-type: none"> • Teachers are always present. • Child Protection Policy & Statement reviewed with Deputy Principal. • Tulsa online training completed. • Garda vetting
<p>High Risk of emotional/physical harm. Care of pupils with specific vulnerabilities/ needs such as</p> <ul style="list-style-type: none"> • Members of the Traveller community • Lesbian, gay, bisexual or transgender (LGBT) children • Pupils perceived to be LGBT • Pupils of minority religious faiths/migrants/all races • Children in care/ fostering situations <p>Children on CPNS Children with medical Needs</p>	<ul style="list-style-type: none"> • Child Protection Policy • Anti-bullying Policy • SPHE, RSE Plans and Policies • Recruitment processes and procedures (circular 004/2018) • Learn Together Programme • Educate Together ethos of inclusivity, equality, and democracy

<p>High Risk of harm to children by adults Recruitment of school personnel including -</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Child Safeguarding Statement & DES • procedures made available to all staff. • Gaps in C.V.s questioned and satisfied. • Referees contacted. • Staff to view Tusla training module & any other online training offered by PDST. • Visitors to check in/ sign in and out again at reception. • Visitors to wear 'Visitors' badge at all times while in the building • Front entrance has a magnetic locking system, so visitors must be accessed only by a staff member, • All visitors accompanied by a staff member at all times. • Vetting Procedures followed. • Draft Policy of Parents / Volunteers • Circular 004/2018
<p>Cyber Bullying Use of Information and Communication Technology by pupils in school Medium Risk of Access to inappropriate content.</p>	<ul style="list-style-type: none"> • Anti-Bullying Policy • Code of Behaviour • Filtered Broadband provided by PDST • Acceptable Usage Policy (AUP)
<p>High Risk of parent backlash on child. Application of sanctions under the school's Risk of other children exposed to bad Code of Behaviour including Suspensions. behaviour (emotional impact). Risk of school's policies being inadequate for addressing/responding to incident. Risk of parents being unaware of escalation of poor behaviour and school's code (sanctions, etc.)</p>	<ul style="list-style-type: none"> • Code of Behaviour • Anti-Bullying Policy • Communications with Parents (Email & phone calls and meetings) • School communicating with support agency. • Restorative practices being introduced with a view to eventual whole school implementation

<p>Low Harm to children by not adhering to Student teachers undertaking training school policies placement in school</p>	<ul style="list-style-type: none"> • Vetting provided by Teacher Training College • Class Teacher present in class • 'School Information' pack prepared for substitute teachers given also to student teachers. • D. P. reviews C.P. policy with student teachers
<p>High See 'Use of ICT'. Also: Use of video/photography/other media to record school events Risk that students without photo consent have photos published by GETNS Risk of third-party publishing of school photos (e.g., sharing).</p>	<ul style="list-style-type: none"> • See 'Use of ICT'. Also: • Acceptable use Policies • Consent Forms signed by parents on enrolment of child and this can be found on Aladdin School needs to update consents on Aladdin for next year • Class teachers made aware of this. • Children's names not published with photos. • Teachers to delete photos taken of any student during a class activity, from their own phone, asap. • Remote learning platforms consent needed
<p>Risk of harm to children by adults After school use of school premises by other organisations Medium</p>	<ul style="list-style-type: none"> • Any concerns raised by or about these organisations will be immediately brought to the attention of the DLP or the DDLP. • Policy & Procedures in place. • Regular coaches are vetted by the Patron Body. • Garda Vetting

Important Note:

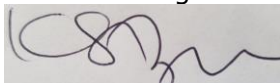
It should be noted that risk in the context of this risk assessment is the risk of "harm" as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post Primary Schools 2017*

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 22/04/2020. It will be reviewed as part of the school's annual review of its Child Safeguarding Statement.

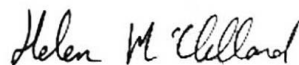
Chairperson, Board of Management

Signed



Date 16/05/2021

Signed:



Principal/Secretary to the Board of Management

Date 16/05/2021