

Child Safeguarding Statement of Presentation Secondary School **Warrenmount**

Presentation Secondary School Warrenmount is a post-primary school providing post-primary education to pupils from First Year to Sixth Year Leaving Certificate.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Addendum to Children First (2019), the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of Presentation Secondary School Warrenmount 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 Ms. Gwen Brennan.
- 3 The Deputy Designated Liaison Person (Deputy DLP) is Ms. Patricia Garry.
- 4 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters;
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

- 5 The following procedures/measures are in place:
 - In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child

Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DE 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 DE and available on the DE 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 Child Protection Procedures for Primary and Post-Primary Schools 2017, the Children First Act 2015 and 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, 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 DE website or will be made available on request by the school.
- 6 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association and the patron CEIST. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.

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

This Child Safeguarding Statement was adopted by the Board of Management on 22nd November 2021.

This Child Safeguarding Statement was reviewed by the Board of Management on 22nd November 2021.

Signed: *Gerry Cullen*

Date: 22nd November 2021

Chairperson, Board of Management

Signed: *Gwen Brennan*

Date: 22nd November 2021

Principal and Secretary to the Board of Management

Child Safeguarding Risk Assessment

Written Assessment of Risk - Presentation Secondary School Warrenmount

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 **Presentation Secondary School Warrenmount**

1. List of school activities

Please note this list is as comprehensive as possible but is subject to change and is therefore not exhaustive.

- Daily arrival and dismissal of pupils
- Running of school canteen by the firm appointed throughout the school day
- Recreation breaks for pupils
- Lunch Time Clubs –Coder Dojo, Green Schools Club, SCP Clubs, Film Club, Book Club
- Classroom teaching
- Online and remote teaching and learning
- One-to-one teaching facilitated by the SEN Department and EAL Provision
- One-to-one support facilitated by the Behaviour for Learning Teacher
- One-to-one counselling facilitated by members of the Counselling
- Team
- One-to-one guidance facilitated by the Guidance Counsellor
- One-to-one meetings with students and members of staff
- One-to-one mentoring through the MAP and Check and Connect Programme
- One-to-one mentoring and therapeutic support facilitated by the School Completion Team
- Outdoor teaching activities – Geography and Science Field Trips, NAPD Creative Engagement Exhibition, Computer Clubhouse Programmes and visits to Art Galleries
- Sporting Activities onsite

- Sporting activities off site include use of St. Catherine's Gym, accessing Dublin City Council Boxing courses and facilities, Horse-riding in Callighstown
- School Football Team practice and games played off site
- School outings– excursions to IMMA, National Art Gallery, National, Museums, Wax Museum, Leprechaun Museum, the Dail, Fighting Words, visits to open days in universities, colleges and further education centres, excursions to the cinema and theatre, Young Scientist Exhibition, Young Social Innovators Conference, Rediscovery Centre, Challenge to Change Conference, CEIST Student Leaders Conference, Comhairle Na Nog AGM, W5 in Belfast, Build a Bank Finals, Glasnevin Cemetery Visitor Centre, Junk Kouture Finals, Jumpzone in Tallaght, Ice Skating in IFSC, JCSP Make a Book Exhibition, Mini Med School and a host of JCSP and Transition Year activities
- Additional tuition outside of school hours – Royal College of Surgeons' tuition, Society of Actuaries in Ireland tuition, Dublin Institute of Technology tuition and within school
- Attendance at evening meetings/events off site related to curriculum and/or extra-curricular activities - Meetings re Dublin Diocesan Pilgrimage to Lourdes preparation, ISSU
- Attendance at weekend conferences and events – Donore Avenue Community Event
- School trips involving overnight stay – TY Trip to Outdoor Adventure Centre in Lilliput, Co. Westmeath and the Cavan Outdoor Centre in Co. Cavan
- School trips involving foreign travel – Dublin Diocesan Pilgrimage to Lourdes
- Use of toilet and changing areas in schools
- Annual Sports Day in the Iveagh Grounds and /or onsite
- Fundraising events involving pupils – school raffles, Build a Bank fundraising, annual Trick or Treat fundraiser, Student Council re Plan Ireland, St. Vincent De Paul bag packing, Dublin Diocesan Pilgrimage to Lourdes fundraising, CSPE Action Projects and mini companies
- Use of off-site facilities for school activities – Accenture, Barclays Bank and Diageo Mentoring programmes
- School transport arrangements – coach and taxi hire to events
- 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 – indemnity signed as per school policy if required
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE - undertaken by trained members of SPHE department
- Prevention and dealing with bullying amongst pupils
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum – Drama Facilitator, Music Facilitator, visiting speakers primarily in Careers, SUAS Shared Reading Programme, Solas Project, Junior Achievement Ireland, Business, Maths and Science Programmes, Library facilitators, TY Programmes - Culture Connect,
- Use of external personnel to support sports and other extra-curricular activities – Football Association of Ireland, Dublin City Council Sports Programme, SCP Team
- 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/SNA's
- Caretaker/Secretary/Cleaners
- Sports coaches
- External Tutors/Guest Speakers/Rotary Club Leadership Awards
- Volunteers/Parents in school activities
- Visitors/contractors present in school during school hours – other schools, organisations national and international, politicians and contractors including ICT support, builders electrician, plumber and other workers as required
- Visitors/contractors present during after school activities – Careers Night, Information Evenings and contractors including ICT support, electrician, plumber and other workers as required
- Participation by pupils in religious ceremonies/religious instruction external to the school
- Use of Information and Communication Technology by pupils in school, including social media
- Application of sanctions under the school's Code of Behaviour including detention of pupils, 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
- After school use of school premises by other organisations – Global Schoolroom
- Visits from feeder primary schools re educational programmes
- After School Clubs - Homework Club, Study Club, Music Club, Friendship Club, Film Club Book Club, Green Schools Team
- Additional subject classes after school
- Social workers and staff from TUSLA, NCSE, Barnardos and extern meeting students in school
- State Examinations Orals, Task Interviews and Invigilation

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

- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of child being harmed in the school and/or *online by a member of school personnel
- Risk of child being harmed in the school and/or *online by another child
- Risk of child being harmed in the school and/or *online by volunteer or visitor to the school
- Risk of harm due to inappropriate use of online remote teaching and learning communication platform such as an uninvited person accessing the lesson link, students being left unsupervised for long periods of time in breakout rooms
- Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities
- Risk of harm due to bullying of child
- Risk of harm due to racism
- Risk of harm due to inadequate supervision of children in school

- Risk of harm due to inadequate supervision of children while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between child and another child or adult
- Risk of harm due to children inappropriately accessing/using computers, social media, 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 child while a child is receiving intimate care
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with pupils in an inappropriate 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

* Referring to period of school closures when online teaching and learning took place

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

- **All school personnel are provided with a copy of *Child Protection Procedures for Primary and Post-Primary Schools 2017*, the *Children First Act 2015* and the school's *Child Safeguarding Statement***
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* and all registered teaching staff are required to adhere to the *Children First Act 2015 and its Addendum (2019)*
- The school implements in full the SPHE 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 undertakes anti-racism awareness initiatives
- The school has an Acceptable Usage Policy for students and an *Online Teaching and Learning Policy
- The school has a Supervision Policy to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing areas, quiet room etc.
- The school has in place a policy and clear procedures in respect of School Excursions and Trips
- The school has a Health and Safety Policy
- The school adheres to the requirements of the Garda Vetting legislation and relevant DE circulars in relation to recruitment and Garda Vetting
- The school has *Codes of Conduct for School Personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has a *Special Educational Needs Policy
- The school has an *SNA Policy

- The school has an *Intimate Care Policy/Plan in respect of students who require such care as needed
- The school has in place a policy and procedures for the Administration of Medication to pupils
- The school –
 - Has provided each member of school staff with a copy of the school’s Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school’s Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages Board of Management members to avail of relevant training
 - Maintains records of all staff and Board member training
- The school has in place a policy and procedures for the *Administration of First Aid
- The school has in place a Code of Behaviour for pupils
- The school has in place a policy and procedures on Students Leaving School Before the School Day Ends
- The school has in place an ICT Policy in respect of usage of ICT by pupils
- The school has in place a Social Media Policy and Acceptable Usage Policy for Staff
- The school has an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents
- The school has in place a Mobile Phone Policy in respect of usage of mobile phones and electronic devices by pupils
- The school has in place a Critical Incident Management Plan
- The school has in place a *Home School Liaison Policy and related procedures
- The school has in place a Policy and Procedures for the Use of External Persons to Supplement Delivery of the Curriculum
- The school has in place a *Policy and Procedures for the Use of External Sports Coaches
- The school has in place a Policy and clear procedures for *One-to-One Teaching Activities
- The school has in place a Policy and procedures for *One-to-One Counselling
- The school has in place a Policy and procedures for *One-to-One Meetings with Students and Members of Staff
- The school has in place a Policy and procedures for *One-to-One Mentoring and Therapeutic Supports provided by the school
- The school has in place a Policy and procedures in respect of *Student Teacher Placements
- The school has in place a Policy and procedures in respect of *Students Undertaking Work Experience in the School
- The school has in place a Policy and procedures in respect *Students Undertaking Work Experience in External Organisations

****These policies are in the process of being developed and/or reviewed and updated**

Important Note: It should be noted that risk in the context of this risk assessment is the risk o

“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 22nd November 2021. It shall be reviewed as part of the school’s annual review of its Child Safeguarding Statement.