

Child Safeguarding Risk Assessment, Gorey Educate Together NS

Written Assessment of Risk of Gorey Educate Together NS, 6th October 2021

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 Gorey Educate Together NS.

1. List of school activities

Daily arrival and dismissal of pupils Recreation breaks for pupils Classroom teaching One-to-one teaching Outdoor teaching activities Sporting Activities School outings Use of bathroom areas in schools Sports Days School transport arrangements including use of bus escorts Care of children with special educational needs (including non-verbal children,) including intimate care where needed Management of challenging behaviour amongst pupils, including appropriate use of physical techniques as a last resort 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 (Child Protection Notification System) Recruitment of school personnel including - Teachers/SNA's - Caretaker/Secretary/Cleaners - Sport 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 by pupils in school Application of sanctions under the school's Code of Behaviour including confiscation of phones etc. Students participating in work experience in the school Student teachers/SNAs undertaking training placement in school Use of video/photography/other media to record school events After school use of school premises by other organisations Breakfast club Homework club Parent-Teacher Association events and activities, including after-school activities Running Club Online learning and learning, (e.g. during school closures or class closures.)
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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 by a member of school personnel
Risk of child being harmed in the school by another child
Risk of child being harmed in the school by volunteer or visitor to the school
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 e.g. school trip, swimming lessons
Risk of harm due to bullying of child
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
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, pastoral support, coaching situation
Risk of harm caused by member of school personnel communicating with pupils in 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

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 the school's Child Safeguarding Statement
The Child Protection Procedures for Primary and Post-Primary Schools 2017 are made available to a school personnel
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 implements in full the Stay Safe Programme
The school implements in full the SPHE curriculum
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 has a morning supervision and a playground supervision rota to ensure appropriate supervision of children
The school has in place a policy and clear procedures in respect of school outings
The school has a Health and safety policy
The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting
The school complies with the agreed disciplinary procedures for teaching & SNA staff
The school has a Special Educational Needs policy
The school has in place a policy and procedures for the administration of medication to pupils
The school – o Has provided each member of school staff with a copy of the school's Child Safeguarding Statement o Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement o Encourages staff to avail of relevant training o Encourages board and management members to avail of relevant training o Maintains records of all staff and board member training
The school has in place safe practices for the administration of First Aid
The school has in place a code of behaviour for pupils
The school has in place an ICT policy in respect of usage of ICT by pupils
The school has in place a mobile phone policy in respect of usage of mobile phones by pupils
The school has in place a Critical Incident Management Plan
The school has in place safe practices for the use of external persons to supplement delivery of the curriculum
The school has in place safe practices for the use of external sports coaches
The school has in place safe practices for one-to-one teaching activities
The school has in place safe practices in respect of student teacher/SNA placements
The school has in place safe practices in respect of students undertaking work experience in the school
School staff have been made aware of their responsibilities (and of the risk of harm) with regard to matters that may arise during online/remote teaching and learning (e.g. during school closures or class closures.)

Practices at Gorey Educate Together NS regarding Child Protection (21st February 2018)

All pupil-staff interactions take place in open settings, e.g. a busy classroom or playground; a hallway where others are nearby; an office where the door is propped wide open. [Physical contact is limited and takes place in open settings where others are also present. E.g. First Aid situations; helping a young pupil with buttons and zips; comforting a distressed infant.]

Toileting/intimate care: A second member of staff is close by and is aware of the situation. Example: class teacher in classroom, with SNA assisting/prompting child at ensuite bathroom. [Afford the child as much privacy as possible.] Example: SNA escorts child from playground to bathroom – another member of staff is on First Aid duty in the same room.

PS, in general, for pupils without an SNA allocation, staff provide prompts/encouragement only – parents should be contacted if any further assistance is required.

Challenging behaviour (where the pupil is agitated or aggressive): At least two members of staff work together to deescalate or manage the situation. Physical interventions are used only as measures of last resort – see Code of Behaviour/CPI training.

Guest speakers, sports coaches, student teachers & SNAs, Transition Year Students, etc.: a member of school staff remains in attendance at all times, unless Principal has arranged otherwise.

One-to-one working (e.g. some Support Teaching situations) - classroom door to be propped wide open.

Late collections, (after 2.30pm) - two members of staff work together to supervise the children.

School trips: at least two members of staff accompany the children (or, in some cases, staff + parents.) See policy for school trips.

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 6-10-2021 [date]. It shall be reviewed as part of the school’s annual review of its Child Safeguarding Statement.

Signed [Signature] Date 20/10/2021

Chairperson, Board of Management

Signed [Signature] Date 20.10.2021

Principal/Secretary to the Board of Management