



Child Safeguarding Statement and Risk Assessment

Child Safeguarding Statement

St. Patrick's Loreto Primary 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 \(revised 2023\)](#) and [Tusla Guidance on the preparation of Child Safeguarding Statements](#), the Board of Management of St. Patrick's Loreto 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 (revised (2023))* as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is **Anne-Marie McGovern**
- 3 The Deputy Designated Liaison Person (Deputy DLP) is **Adele McKeon**
- 4 The Relevant Person is **Anne-Marie McGovern**
(The relevant person is one who can provide information in respect of how the child safeguarding statement was developed and will be able to provide the statement on request. This person can also be the DLP)
- 5 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;



Child Safeguarding Statement and Risk Assessment

- 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/ guardians and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

6 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 (revised 2023)* and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie 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 Department of Education and available on the gov.ie 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 (revised 2023)*, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.



Child Safeguarding Statement and Risk Assessment

- 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 gov.ie 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.

- 7 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.
- 8 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.
- 9 This Child Safeguarding Statement was adopted by the Board of Management on 26/09/2024
This Child Safeguarding Statement was reviewed by the Board of Management on 26/09/2024

Signed:

Gráine McGowan, Chairperson of Board of Management

Signed:

Anne-Marie McGovern, Principal/Secretary to the Board of Management

Date: 26/09/2024

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Child Safeguarding Statement and Risk Assessment

Child Safeguarding Risk Assessment

Written Assessment of Risk of St. Patrick's Loreto Primary School

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 (revised 2023)*, the following is the Written Risk Assessment of St. Patrick's Loreto Primary School

1. List of school activities	2. The school has identified the following risk of harm in respect of its activities –	3. The school has the following procedures in place to address the risks of harm identified in this assessment
Child Protection training for school personnel	Harm not recognised or reported promptly	<ul style="list-style-type: none"> • Child Safeguarding Statement & DE procedures made available to all staff • DLP & DDLP to attend Oide training (face-to-face and/or online) on regular basis • All Staff to complete Túsla Children First training & any other online training offered by Oide • All staff to display Children First certificate in relevant classroom/ office • All teachers to complete Tusla 'Children First Mandated Person' training and display certificate in classroom • BOM maintains records of staff and Board training
Curricular provision in respect of SPHE, RSE, Stay Safe & other safety skills programmes	Programmes not taught	<ul style="list-style-type: none"> • School implements SPHE, RSE, Stay Safe and other such programmes in full
Classroom teaching	Harm by school personnel	<ul style="list-style-type: none"> • Staff observe all school policies and ensure the dignity of each child is maintained at all times
Outdoor teaching activities	Harm to pupils	<ul style="list-style-type: none"> • Staff observe all school policies and ensure the dignity of each child is maintained at all times • Adequate supervision by school staff
Sporting activities/Sports Day	Harm to pupils	<ul style="list-style-type: none"> • Staff observe all school policies and ensure the dignity of each child is maintained at all times



Child Safeguarding Statement and Risk Assessment

		<ul style="list-style-type: none"> • Adequate supervision by school staff
One to one teaching/counselling	Harm by school personnel	<ul style="list-style-type: none"> • There are glass panels in all classroom doors, except Room 2. • Class door in Room 2 to remain open when 1-1 teaching is occurring.
Online teaching and learning remotely	Harm to pupils through inappropriate use of technology	<ul style="list-style-type: none"> • Internet Acceptable Use Policy in place • Supervision by teachers (and parents where appropriate)
Principal meeting with children	Harm by school personnel	<ul style="list-style-type: none"> • Where possible, a second adult should be present • The office door will remain open
Secretary meeting with children	Harm by school personnel	<ul style="list-style-type: none"> • Children should not go to and from office on their own • The office door will remain open
Deputy Principal meeting with children	Harm by school personnel	<ul style="list-style-type: none"> • Where possible, a second adult should be present • There are glass panels in office doors
1. List of school activities	2. The school has identified the following risk of harm in respect of its activities –	3. The school has the following procedures in place to address the risks of harm identified in this assessment
Managing of challenging behaviour	Injury to pupils and staff	<ul style="list-style-type: none"> • Code Of Behaviour • Red Card System –to indicate the presence of 2nd adult/assistance is required • Health & Safety Policy • Restraint used only circumstances where the child’s safety or that of other children/staff is compromised
Daily arrival and dismissal of pupils	Harm not recognised by school personnel Children not released into the care of a specified person	<ul style="list-style-type: none"> • Class teacher admits pupils at entrance point at 8.50am for Junior Infants – 6th Class/ 8.40am for Autism Class and at 8.40am on wet/snowy/icy days



Child Safeguarding Statement and Risk Assessment

		<ul style="list-style-type: none"> Dismissal of pupils from Junior Infants to 2nd Class supervised by teachers Supervision of outdoor areas from 8.40am- 8.50am by teachers
Administration of Medicine	Harm to pupils	<ul style="list-style-type: none"> Administration of Medication by Teacher Policy in place Administration of Medication by School Staff Policy Regular training provided to staff, as required
Administration of First Aid	Harm to pupils	<ul style="list-style-type: none"> Health and Safety Statement (pp.10-11) Regular training provided to staff, as required
Care of pupils with medical needs	Harm to pupils	<ul style="list-style-type: none"> List of children with specific medical needs updated regularly and distributed to staff
Recreation breaks for pupils	Harm to pupils	<ul style="list-style-type: none"> All yards have the stipulated number of teachers and SNA's supervising
Meeting the intimate care needs of children	Harm to child while receiving intimate care	<ul style="list-style-type: none"> A second adult should always be present in situations where the intimate care needs of a child are being met (e.g. catheterisation/use of hoists) Intimate Care Policy/ Use of individual intimate care plans, where appropriate
Use of communal toilet areas outside of classrooms	Inappropriate behaviour	<ul style="list-style-type: none"> Children use such facilities in pairs, where possible If a child is non-verbal, children should be in groups of at least 3 Class Teacher / SNA supervises use of such facilities by larger group (whole class)
1. List of school activities	2. The school has identified the following risk of harm in respect of its activities –	3. The school has the following procedures in place to address the risks of harm identified in this assessment
Children going to and from SET rooms	Harm to pupils	<ul style="list-style-type: none"> 3rd – 6th Class children should not go to and from SET rooms on their own. SNAs may also accompany 3rd-6th Class children, where appropriate



Child Safeguarding Statement and Risk Assessment

		<ul style="list-style-type: none"> • SET teacher to accompany children to and from their rooms (Jun Inf – 2nd Class)
Care of pupils with specific Vulnerabilities	Harm to pupils	<ul style="list-style-type: none"> • SEN Policy,
Prevention and dealing with bullying amongst pupils	Impact of bullying behaviour on children	<ul style="list-style-type: none"> • Anti-Bullying Policy • Code of Behaviour • Provision of anti-bullying inputs for children and parents
Use of external personnel to supplement curriculum	Harm to pupils	<ul style="list-style-type: none"> • Supplementary teacher observes all school policies • Copy of Child Safeguarding Statement made available to supplementary teachers via subpack • Supplementary teachers are vetted
Coaching provided during the course of the school day	Harm to pupils	<ul style="list-style-type: none"> • Evidence of vetting provided to school • Class teachers remain with class and are present during coaching sessions
Student teachers and student SNAs undertaking placement in school	Harm to pupils	<ul style="list-style-type: none"> • Teaching Practice Charter implemented • Draft School Placement Policy • Child Safeguarding Statement made available to student teachers and student SNAs • Evidence of vetting provided to school
Students participating in work experience	Harm by student	<ul style="list-style-type: none"> • Work experience policy implemented • Child Safeguarding Statement made available to work experience students • Evidence of vetting provided to school
Extra-curricular activities	Harm to pupils	<ul style="list-style-type: none"> • Licence agreement in place with providers of extra-curricular activities • Evidence of vetting provided to school



Child Safeguarding Statement and Risk Assessment

1. List of school activities	2. The school has identified the following risk of harm in respect of its activities –	3. The school has the following procedures in place to address the risks of harm identified in this assessment
Use of Information and Communication Technology by pupils in school	Impact of cyber-bullying on pupils	<ul style="list-style-type: none"> • Adequate security settings are in place • ICT policy • Acceptable Use Policy • Anti-Bullying Policy • Code of Behaviour
Use of social media by pupils outside of school hours	Impact of cyber-bullying on pupils	<ul style="list-style-type: none"> • Anti-Bullying Policy • Code of Behaviour • Social Media Policy
Application of sanctions under the school’s Code of Behaviour including detention of pupils, confiscation of phones etc.	Harm to pupils	<ul style="list-style-type: none"> • Code of Behaviour • Mobile Phone Policy
Recruitment of school personnel including - <ul style="list-style-type: none"> • Teachers • SNAs • Caretaker/Secretary/Cleaners • Sports coaches 	Harm not recognised or promptly reported	<ul style="list-style-type: none"> • Child Safeguarding Statement & DE procedures made available to all staff • Vetting Procedures followed
Use of <ul style="list-style-type: none"> • External/Guest Speakers • Volunteers/Parents in school activities 	Harm to pupils	<ul style="list-style-type: none"> • Supervision by school personnel • Vetting Procedures followed, where appropriate • All visitors/ parents/ guardians sign in and out of office and wear a visitor/ Parents’ Association lanyard when in school building • Adherence to Circular 0031/2016 Commencement of Statutory Requirements for Garda Vetting, where appropriate



Child Safeguarding Statement and Risk Assessment

<ul style="list-style-type: none"> Visitors/contractors present in school during or after school hours 	Harm to pupils	<ul style="list-style-type: none"> Supervision by school personnel All visitors/ contractors required to sign in at school office and wear visitor lanyard Entrance to school building is only through main door
School outings	Harm to pupils	<ul style="list-style-type: none"> School tour policy is implemented Appropriate arrangements are made for supervision of pupils
1. List of school activities	2. The school has identified the following risk of harm in respect of its activities –	3. The school has the following procedures in place to address the risks of harm identified in this assessment
Use of video/photography/other media to record school events	Harm to pupils	<ul style="list-style-type: none"> Recordings are not uploaded to the internet Acceptable Use Policy Parental consent is received on annual basis
Taking of school photographs	Harm to pupils	<ul style="list-style-type: none"> Teacher is present with class while photographs are being taken Parental consent is received on annual basis School devices only used to take school photographs
Management of Provision of Food and Drink	Harm to pupils	<ul style="list-style-type: none"> Healthy Eating Policy Introduction of Hot School Lunches and parents/guardians will be made aware of food/drink provided in school as far as possible and practicable
Use of school premises by other organisations during the school day	Harm to pupils	<ul style="list-style-type: none"> Child Safeguarding Statement made available to other organisation Garda Vetting to be provided to BOM, prior to commencement of activities
After school use of school premises by other organisations	Harm to pupils	<ul style="list-style-type: none"> Child Safeguarding Statement made available to other organisation



Child Safeguarding Statement and Risk Assessment

		<ul style="list-style-type: none">• Garda Vetting to be provided to BOM, prior to commencement of activities
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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 (revised 2023)*

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.

Glossary of Terms

BOM	Board of Management
DE	Department of Education
DLP	Designated Liaison Person
DDLDP	Deputy Designated Liaison Person
ICT	Information and Communications Technology
RSE	Relationships and Sexuality Education
SEN	Special Educational Needs
SET	Special Education Teacher
SNA	Special Needs Assistant
SPHE	Social, Personal and Health Education