

## Mandatory Template 1: Child Safeguarding Statement and Risk Assessment Template

### Child Safeguarding Statement

**Scoil Mhuire Murroe** is a primary/special/post-primary school providing primary/post-primary education to pupils from Junior Infants to Sixth Class/First Year to Leaving Certificate Year (delete as appropriate).

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 **Scoil Mhuire Murroe** 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 **Marie Griffin**
- 3 The Deputy Designated Liaison Person (Deputy DLP) is **Patricia Griffin**
- 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 Department of Education 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 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 abovenamed 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 DE 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 on **5<sup>th</sup> March 2018**.

This Child Safeguarding Statement was reviewed by the Board of Management on **10th October 2022** [most recent review date].

Signed: Breda White  
Chairperson of Board of Management

Signed: Marie Griffin  
Principal/Secretary to the Board of Management

Date: **10th October 2022**

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## Child Safeguarding Risk Assessment

### Written Assessment of Risk of SCOIL MHUIRE MURROE

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 **SCOIL MHUIRE MURROE**.

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 -
One-to-one teaching	Harm by school personnel/harm to school personnel	SET in classroom with glass panel. Parents are advised of this.
Toileting accidents	Harm by school personnel/harm to school personnel	Toileting procedures
Toilet requirement in church	Inappropriate behaviour	Each teacher ensures that the children have been to the toilet in the school before visiting the church. If there is a necessity for a child to use the toilet when visiting the church there is a toilet available. If <b>one</b> child needs to use this toilet at least one other child will accompany the teacher/SNA. All will return together to the church.
Toilet visits on school tour (restricted by Covid-19)	Harm by stranger	Teacher takes whole group to toilet and waits until all children are ready
Toilet visits by individual child on school tour (restricted by Covid-19)	Harm by school personnel/harm to school personnel/harm by stranger	If <b>one</b> child asks to go to the toilet the teacher will ensure that the child is accompanied by at least one other child. The teacher/SNA will take the children to the toilet and wait outside until all children are ready. They will all return to the tour together.
Returning to the bus on school tour or at a match (restricted by Covid-19)	Harm by school personnel/harm to school personnel/harm by stranger/harm to stranger	In circumstances only where it is <b>necessary</b> and feasible to return to the bus the child accompanied by at least one other child and the teacher/SNA will do so.
Children in dressing rooms when attending matches (restricted by Covid-19)	Harm by school personnel/harm to school personnel/harm by stranger/harm to stranger	Children are expected to dress and undress themselves in dressing rooms. Teacher will monitor the area where the children are changing. If <b>one</b> child asks to return to the dressing room/toilet the teacher will ensure that the child is accompanied by at least one other child. The teacher/SNA will take the children to the dressing room/toilet and wait outside until all children are ready. They will all return to the playing area together.

Trips to playground	Harm from stranger	Each teacher ensures that the children have been to the toilet in the school before visiting the playground as there is no toilet available at the playground.
Children using sensory tent	Harm by school personnel/harm to school personnel	Child enters tent on own or with another child with flap left open. SNA/teacher will monitor the behaviour in the tent to ensure the safety of the child.
Use of IT by pupils	Bullying	Acceptable Use Policy; Anti Bullying Policy; Code of Behaviour
Lining up in yard	Bullying	Children will line up in an order given to them by mainstream teacher
Toilets external to classroom	Bullying	Children as a group are supervised when going to the toilet. Teacher remains outside the toilet. Mobile phones are not permitted in school. Outside of whole class visit to the toilet, child goes to the toilet individually. School is protected by our access control system.
Use of sports coaches	Harm from stranger	All coaches are vetted and mainstream teacher is always present
Daily arrival of pupils	Harm from stranger	The school opens to receive children at <b>9.10 am</b> . When children from <b>3<sup>rd</sup> class to 6<sup>th</sup> class</b> arrive at the school they go directly through their designated door to their classroom. The children from Junior Infants to 2 <sup>nd</sup> class line up on the path in front of the school where their teachers are waiting to receive them. School is protected by access control system.
Dismissal of pupils	Harm from stranger	Starting with 6 <sup>th</sup> class children leave the school one class at a time at 3:00 and are expected to leave the area of the school promptly. This is to avoid congregation outside the school. Parents are asked to be mindful of social distancing outside the school gate. Children are collected by parent/other adult(s) designated by parents
Recreation breaks	Harm from other pupil	We have two morning breaks and two lunch breaks. Three teachers supervise each break.
Classroom teaching	Harm from school personnel	All members of staff are Garda vetted. Glass panel door. School personnel follow best practice
Management of challenging behaviour amongst pupils where there is a risk of physical injury to the child or others.	Harm to pupil/school personnel	Physical restraint may need to be used but only to prevent an accident or to prevent an injury. Such intervention will involve the minimum force for minimum time.
Outdoor teaching activities	Harm from pupil/ school personnel	Mainstream teacher and SET present if required

School outings	Harm from pupil/ school personnel	Appropriate level of supervision. Mainstream teacher and SET/SNA present. Code of Behaviour. Anti-Bullying policy
Transport to matches	Harm from pupil/ school personnel/stranger	Mainstream teacher and SET present if required. Code of Behaviour. Anti-Bullying policy.
Administration of First Aid	Harm to pupil	All teachers and staff have received first aid training. First Aid policy
Administration of Medicine	Harm to pupil	Administration of Medication Policy
Swimming	Harm to pupil/harm by pupil/harm by stranger	Children change in squad rooms. Teacher checks that squad room is vacant before pupils enter. Teacher monitors from outside squad room. Individual cubicles are also used.
Curricular deficit	Harm by stranger	SPHE is taught in all classes as a two year cycle. (see plan for 2022-2023). Stay Safe is taught in full and like RSE every alternate year.
Bullying amongst pupils	Harm to pupil	Anti Bullying Policy
Risk of harm not being recognized or reported properly and promptly by school personnel	Harm to pupil	DLP and Deputy DLP will undertake any available training and will disseminate information to all teaching staff at Croke Park meetings.
Use of external personnel to support sports and other extra-curricular activities	Harm to pupil	Mainstream teacher is always in attendance. External personnel are Garda vetted.
Pupils from ethnic minorities/migrants/members of travelling community	Bullying by pupil/school personnel	Anti-Bullying policy. Our school is an inclusive school under Catholic patronage
LGBT children/children perceived to be LGBT children	Bullying by pupil/school personnel	Anti-Bullying policy. Our school is an inclusive school under Catholic patronage
Pupils of minority religious faiths	Exclusion	Accommodation at times of religious instruction and supervision when the school attends mass. Our school is an inclusive school under Catholic patronage.
Children in care	Harm by pupil/harm by school personnel/harm by stranger	Notification to Tusla. Anti-Bullying policy
Recruitment of school personnel including teachers and SNAs	Harm to pupil	All members of staff are Garda vetted. For substitute teachers Statutory Declaration and signed Form of Undertaking (Circular 31/2016) are required.
Caretaker/secretary/cleaners	Harm to pupil	Secretary is vetted; caretaker works at school after normal school hours; Cleaners work after normal school hours;
Guest speakers	Harm to pupil	Mainstream teacher is always in attendance

Volunteers/Parents in school activities	Harm to pupil	Mainstream teacher is always in attendance
Visitors/contractors present in school during school hours	Harm to pupil	Visitors require prior approval by Principal. "Visitor" badge is to be worn. Note taken of name of the visitor, nature of the work and time spent in the school in Visitor Log.
Visitors/contractors present in school during after school activities	Harm to pupil/harm to visitor	Each teacher ensures that the children have been to the toilet in the school before participating in after school activities so that there is no necessity to return to the school for this reason. If this is not sufficient and there is no other member of school personnel present, two children will accompany the child to the toilet.
Participation by pupils in religious ceremonies external to the school	Harm to pupil/harm to clergy	Supervision by mainstream teachers, SETs and SNAs. Toileting procedures for use of toilet when at the church.
Application of sanctions under the school's Code of Behaviour including confiscation of phones.	Harm to pupil	Mobile phones are returned at the end of the school day.
Student teachers undertaking training placement in school	Harm to pupil	Student teachers are Garda vetted and are under the supervision of probated mainstream class teacher
Use of video/photography/other media to record school events	Harm to pupil	Parents are informed that videos are made and photographs are taken regularly for purpose of recording an educational event. These photographs are placed in the annual parish newsletter and occasionally are used in the media for promotion of our school. The consent of parents is sought for this.
After school use of school premises by other organisations	Harm to pupil	Children are not present
School supervision	Harm to pupil	Pupil Supervision policy
Seating on bus when going on school tour/other activity or event	Bullying	Code of Behaviour. Anti-Bullying policy. Teacher allocates seats to pupils.
Remote Learning (if required)	Personal safety for children during remote learning.	The child's camera is on. The Zoom class is recorded.
Remote Learning	Inappropriate dress during the Zoom class	All participants must dress appropriately.

Remote Learning	Inappropriate location	Children and teachers ensure that the location is appropriate. Bedrooms are not appropriate locations for Zoom classes.
Remote Learning	Inappropriate language/behaviour on Zoom class	Parents have been asked to supervise children on Zoom class. Parents and children are aware that the school's Code of Behaviour applies to Zoom classes. Teacher records the Zoom class for child protection considerations.
Remote Learning	Entry to Zoom class by unauthorised users	Teacher ensures that the Zoom link is sent to parents directly. Parents are asked to ensure that they log in with a recognisable name. Waiting room is used and teacher admits only the intended participants. For security the meeting is locked after 10 minutes.
Remote Learning	Isolation from friends and teacher	For each class there is a daily Zoom class for interaction between children and the teacher.
Remote Learning	Inappropriate writing by children when screen is shared	Teacher disables the participants annotation function
Remote Learning	Incorrect claim against child/teacher	Zoom classes are recorded by the teacher
Remote Learning	Inappropriate resources being used	Teachers ensure that resources are appropriate by previewing resources and videos.
Remote Learning	Inappropriate comments by children on other children's work on the online platform.	This function is disabled by the teacher.
Remote Learning	Child's voice not being heard	Children are taught that microphones are placed on mute and how to unmute the microphone to speak. Children are also taught how to use the Raise Hand function.
Remote Learning	Too much screen time	P.E., Mindfulness and Wellbeing are incorporated in to the teacher's plan of work.
Remote Learning	Risk to children/teachers by unauthorised recording of Zoom class.	Teacher records the Zoom class for child protection considerations. Parents have been asked not to record the class.



**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.

### **Examples of activities, risks and procedures**

The examples listed in this document are provided to assist schools in undertaking their risk assessment under the Children First Act, 2015. Schools should note that this list of examples is not intended to be exhaustive. It is the responsibility of each school to ensure, as far as possible, that any other risks and procedures that are relevant to its own particular circumstances are identified and specified in the written risk assessment and that adequate procedures are in place to address all risks identified.

It is acknowledged that schools already have in place a range of policies, practices and procedures to mitigate the risk of harm to children while they are participating in the activities of the school and that some school activities will carry low or minimal risks of harm compared to others. In the context of the risk assessment that must be undertaken by schools, the Children First Act, 2015 refers to risk as “any potential for harm”. Therefore, it is important that, as part of its risk assessment process, each school lists and reviews all of its various activities (which shall include identifying those that may carry low risk of harm as well as those that carry higher risks of harm). Doing so will help the school to (1) identify, as required under the Children First Act, 2015, any risks of harm that may exist in respect of the school’s activities, (2) identify and assess the adequacy of the various procedures already in place to manage those risks of harm and (3) identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

The Addendum to Children First: National Guidance for the Protection and Welfare of Children published in January 2019 clarifies that organisations providing relevant services to children should consider the specific issue of online safety when carrying out their risk assessment and preparing their Child Safeguarding Statement.

The Guidance on Continuity of Schooling for primary and post-primary schools (April 2020) advises of the importance of teachers maintaining the safe and ethical use of the internet during distance learning and assisting parents and guardians to be aware of their role also. Schools should ensure that their Acceptable Use Policy (AUP) informs and guides remote or distance learning activity.

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.

### **Examples of School Activities**

- Daily arrival and dismissal of pupils
- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching
- One-to one learning support
- One-to-one counselling
- Outdoor teaching activities
- Online teaching and learning remotely
- Sporting Activities
- School outings
- School trips involving overnight stay
- School trips involving foreign travel
- Use of toilet/changing/shower areas in schools
- Provision of residential facilities for boarders
- Annual Sports Day
- Fundraising events involving pupils
- Use of off-site facilities for school activities
- School transport arrangements including use of bus escorts
- Care of children with special educational needs, including intimate care where needed,
- Care of any vulnerable adult students, including intimate care where needed
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- Management of provision of food and drink
- 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
  - Children with medical needs
- Recruitment of school personnel including -
  - 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
- 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
- Use of school premises by other organisation during school day
- Breakfast club
- Homework club/evening study

### **Examples of Risks of Harm**

- 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 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 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

### **Examples of Procedures to address risks of harm**

- 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 all 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* and its Addendum (2019)
- The school implements in full the Stay Safe Programme
- 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 a yard/playground supervision policy to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
- 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 DE circulars in relation to recruitment and Garda vetting
- The school has a 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 intimate care policy/plan in respect of students who require such care
- 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 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 policy governing the use of smart phones and tables devices in the school by pupils as per circular 38/2018
- 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 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 of pupils of the school undertaking work experience in external organisations