

Child Safeguarding Risk Assessment

Written Assessment of Risk of Lucan Community National 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 2017*, the following is the Written Risk Assessment of Lucan Community National School.

1. List of school activities

Curricular	
Physical Educations	<ul style="list-style-type: none"> • GAA Lucan Sarsfields (Hurling & Football) • FAI schools (Soccer) • Rugby • Cricket • Swimming 3rd class
Music:	Music Generation <ul style="list-style-type: none"> • Violin • Singing
Languages:	Confucius Institute: <ul style="list-style-type: none"> • Chinese
Extracurricular Activities:	<ul style="list-style-type: none"> • After school clubs (teacher-run) • Olè Language school • After-schools care: Montessori Matters • Catholic Classes in line with GMGY
Community Links:	<ul style="list-style-type: none"> • Community Guards visits • HSE visits: Dental and Nurse • Pharmaceutical Companies/visitors: Science links
Parental Activities	<ul style="list-style-type: none"> • Parent class visits in line with curriculum: People in our Community • Parent-Teacher Partnership Activities with children during school hours.
Whole-school initiatives/projects	<ul style="list-style-type: none"> • Committee meetings for Active Flag/health school promotions • PDST Involvement for technology in Education • In-school training for Oral Language initiatives (Claire Kelleher) • NCCA observation/demonstrations • In-school CPD with SESS/PDST • Ongoing research projects with Universities
Additional Activities:	<ul style="list-style-type: none"> • Daily arrival and dismissal of pupils • One-to-one teaching • One-to-one counselling • School outings • Use of toilet/changing/shower areas in schools • Annual Sports day

	<ul style="list-style-type: none"> • Fundraising events involving pupils • School transport arrangements • 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 • Use of Information and Communication Technology by pupils in school • Students participating in work experience in the school • Student teachers undertaking training placement in school • Use of video/photography/other media to record school events

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

All Personnel are vetted prior to commencement of activities listed in **Table 1**.

Curricular	
Physical Educations	<ul style="list-style-type: none"> • Pupil –Teacher ratio • Catering for children with SEN in the activities. • Non school-bought resources: Eg. Material of balls hard/dangerous for children
Music:	<p>Music Generation</p> <ul style="list-style-type: none"> • Violin bows mishandled may cause an accident. • Music instruments incorrectly and inappropriately stored.
Languages:	<p>Confucius Institute:</p> <ul style="list-style-type: none"> • Chinese teacher assisted with children as not Primary school trained.
Extra Curricular Activities:	<p>All After school clubs (voluntary teacher-run)</p> <ul style="list-style-type: none"> • Class throughways obstructed with bags/materials from the day posing a trip hazard. • Transitioning from main classroom to after-school activity room. <p>After-schools care: Montessori Matters:</p> <ul style="list-style-type: none"> • Transitioning from classroom to Montessori room
Community Links:	<p>Pharmaceutical Companies/visitors: Science links</p> <ul style="list-style-type: none"> • Personnel not vetted before visiting each class
Parental Activities	<p>Parent class visits in line with curriculum: People in our Community:</p>

	<ul style="list-style-type: none"> • Vetting of parents <p>Parent-Teacher Partnership Activities with children during school hours.</p> <ul style="list-style-type: none"> • Vetting
Whole-school initiatives/projects	<p>Committee meetings for Active Flag/health school promotions</p> <ul style="list-style-type: none"> • Non-Vetting of parents as roles change • Non-school personnel from external agencies not vetted through ETB. <p>PDST Involvement for technology in Education</p> <ul style="list-style-type: none"> • Media recordings of children: Parental permission <p>Ongoing research projects with Universities</p> <ul style="list-style-type: none"> • Ethical Status
Additional Activities:	<p>Daily arrival and dismissal of pupils:</p> <ul style="list-style-type: none"> • A change in personnel collecting from and dropping off at school <p>One-to-one teaching:</p> <ul style="list-style-type: none"> • Alone with an adult for one-to-one <p>One-to-one Play Therapy</p> <ul style="list-style-type: none"> • Alone with a play therapist for one-to-one <p>School outings</p> <ul style="list-style-type: none"> • Bullying • Children with SEN <p>Annual Sports day</p> <ul style="list-style-type: none"> • External personnel assisting with sports <p>Fundraising events involving pupils</p> <ul style="list-style-type: none"> • Vetting of parents and/or personnel outside remit of school <p>School transport arrangements</p> <ul style="list-style-type: none"> • 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 <p>Use of Information and Communication Technology by pupils in school:</p> <ul style="list-style-type: none"> • Bullying • Accessing inappropriate content <p>Students participating in work experience in the school</p> <ul style="list-style-type: none"> • Vetting <p>Student teachers undertaking training placement in school</p> <ul style="list-style-type: none"> • Vetting • Needs within the class • Non recognition by staff members <p>Use of video/photography/other media to record school events</p> <ul style="list-style-type: none"> • Parental permission

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

Curricular	Vetting
Physical Educations	<ul style="list-style-type: none"> • Pupil –Teacher ratio: Teacher attends activity also • Catering for children with SEN in the activities: Class teacher is responsible for ensuring pupil is facilitated and that SNA follows teacher’s directions regarding the needs of the pupil enabling him/her to access activity where possible. • Non school-bought resources: Eg. Material of balls too hard/ dangerous for children: School ensures that the materials used are appropriate and children have helmets where required.
Music:	<p>Music Generation</p> <p>Violin bows mishandled by children may cause injury to themselves or others</p> <ul style="list-style-type: none"> • Class teacher ensures children are adequately spaced out in room. • Children are instructed in the correct manner of holding the violin and bow • Class teacher is present to ensure the music teacher is assisted with ensuring children are listening. • Music teacher is given a copy of the risk guarding assessment at the start of the term. <p>Music instruments incorrectly and inappropriately stored:</p> <ul style="list-style-type: none"> • Each class teacher is responsible for return instruments to correct box/container. • Music room is left clear after each music lesson.
Languages:	<p>Confucius Institute:</p> <p>Chinese teacher assisted with children:</p> <ul style="list-style-type: none"> • Class teacher stays in the class while Chinese class takes place • Assists Chinese teacher with the children. • Chinese teacher is vetted through DDLETB
Extra Curricular Activities:	<p>All After school clubs (teacher-run)</p> <p>Class throughways obstructed with bags/materials from the day posing a trip hazard:</p> <ul style="list-style-type: none"> • Each class teacher is responsible for ensuring classroom is cleared with resources tidied away after the school day and ready for after-school use • The instructor/teacher of after-school club ensures that the room is tidied up and ready for use for the following day. <p>Transitioning from main classroom to after-school activity room.</p> <ul style="list-style-type: none"> • Language teacher collects children from each class • Catholic after-schools class is organized by parents who are vetted through the parish. <p>After-schools care: Montessori Matters:</p> <p>Transitioning from classroom to Montessori room</p> <ul style="list-style-type: none"> • Class teacher accompanies child from their own mainstream class to the after-school care team.
Community Links:	Pharmaceutical Companies/visitors: Science links

	<p>Personnel not vetted before visiting each class:</p> <ul style="list-style-type: none"> • Vetting is done where possible. • If not possible, Class teacher remains in the class while demonstration/lesson is taking place. • No child is left alone with visiting personnel under any circumstances.
Parental Activities	<p>Parent class visits in line with curriculum: People in our Community:</p> <p>Vetting of parents:</p> <ul style="list-style-type: none"> • Vetting undertaken where possible. • Class teacher remains with the class and parent for duration of class/lesson. • No child is left alone with parent visiting under any circumstances. . <p>Parent-Teacher Partnership Activities with children during school hours.</p> <ul style="list-style-type: none"> • Class teacher(s) remain with class(es) • No child is left alone with a parent under any circumstances.
Whole-school initiatives/projects	<p>Committee meetings for Active Flag/health school promotions</p> <p>Non-Vetting of parents as roles change</p> <ul style="list-style-type: none"> • Teacher leading initiative stays with the parent(s) and children on committee for duration of committee meetings. <p>Non-school personnel from external agencies not vetted through ETB.</p> <ul style="list-style-type: none"> • Only personnel vetted through their own agency will be permitted to address classes in relation to school initiatives. <p>PDST Involvement for technology in Education</p> <p>Media recordings of children:</p> <ul style="list-style-type: none"> • Parental permission will be sought for images/media/recordings of children used for educational/promotional purposes. <p>Ongoing research projects with Universities</p> <p>Ethical Status clearance:</p> <ul style="list-style-type: none"> • Proof of ethical clearance must be provided by any institute undertaking action research work with Lucan CNS.
Additional Activities:	<p>Daily arrival and dismissal of pupils:</p> <p>A change in personnel collecting from and dropping off at the school:</p> <ul style="list-style-type: none"> • Class teacher/school secretary or DLP informed of changes • Sign in log book for late arrivals and early pick-up. <p>One-to-one teaching:</p> <p>Alone with an adult for one-to-one</p> <ul style="list-style-type: none"> • Door left open • Children are in groups • Teachers vetted <p>One-to-one Play Therapy</p> <p>Alone with an adult for one-to-one</p> <ul style="list-style-type: none"> • Therapists vetted • Door left ajar • Therapists given a copy of the school risk assessment

	<p>School outings</p> <p>Bullying</p> <ul style="list-style-type: none"> • Class teachers monitor and supervise • If class is being taken by other personnel, ensure adequate pupil: teacher ratio and class teacher stays in close proximity for easy access for child to class teacher. <p>Children with SEN</p> <ul style="list-style-type: none"> • SNA is closely shadowing/accompanying child where appropriate. • Class teacher ensures child with SEN is catered for • Rehearsal for the day if appropriate is done with the SNA and class teacher. Procedures are drawn up and implemented by the class teacher. <p>Annual Sports day</p> <p>External personnel assisting with sports</p> <ul style="list-style-type: none"> • Vetted <p>Fundraising events involving pupils</p> <p>Vetting of parents and/or personnel outside remit of school</p> <ul style="list-style-type: none"> • Take place during the school day and class teacher always supervises their own class. <p>School transport arrangements</p> <p>Care of children with special educational needs, including intimate care where needed</p> <ul style="list-style-type: none"> • Policy on intimate care needs and procedures for SNAs • Management of challenging behaviour amongst pupils, including appropriate use of restraint where required <p>Use of Information and Communication Technology by pupils in school:</p> <p>Bullying</p> <ul style="list-style-type: none"> • Code of behaviour <p>Accessing inappropriate content</p> <ul style="list-style-type: none"> • AUP in place • Downloading of videos by class teacher only. • Apple school manager in place for control of devices. <p>Students participating in work experience in the school</p> <p>Vetting</p> <ul style="list-style-type: none"> • DDLETB schools only • Vetting provided by their school of origin <p>Student teachers undertaking training placement in school</p> <p>Vetting</p> <ul style="list-style-type: none"> • Provided by college • Re-vetted through ETB <p>Needs within the class</p> <ul style="list-style-type: none"> • Class teacher has overall responsibility for ensuring student is briefed and aware of Health and Safety policy <p>Non recognition by staff members</p> <ul style="list-style-type: none"> • All staff are made aware of new student in on placement. <p>Use of video/photography/other media to record school events</p> <p>Parental permission</p> <ul style="list-style-type: none"> • Parents permitted to take footage of their own child only.
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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 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 [date]. It shall be reviewed as part of the school’s annual review of its Child Safeguarding Statement.

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management

Child Safeguarding Statement

Lucan Community National School is a primary school providing primary education to pupils from Junior Infants to Third 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 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 Lucan Community 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 Nichola Spokes (Principal)

3 The Deputy Designated Liaison Person (Deputy DLP) is Anne Marie Roche

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 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 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 school’s 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, 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 attached as an appendix to this 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 on _____ [date].

Signed: _____

Chairperson of Board of Management

Signed: _____

Principal/Secretary to the Board of Management

Date: _____

Date: _____

Checklist for Review of the Child Safeguarding Statement

The *Child Protection Procedures for Primary and Post-Primary Schools 2017* require the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. The review must be completed every year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers. Undertaking an annual review will also ensure that a school also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement every two years.

The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list of the issues to be considered. Individual Boards of Management shall include other items in the checklist that are of relevance to the school in question.

As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices and activities vis a vis their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children First Act 2015 and the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.

	Yes/No
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
2. As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
3. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015?	
4. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	
5. Has the DLP attended available child protection training?	
6. Has the Deputy DLP attended available child protection training?	
7. Have any members of the Board attended child protection training?	
8. Are there both a DLP and a Deputy DLP currently appointed?	
9. Are the relevant contact details (Tusla and An Garda Síochána) to hand?	
10. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	
11. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the 'Child Protection Procedures for Primary and Post Primary Schools 2017' and the Children First Act 2015?	
12. Has the Board received a Principal's Child Protection Oversight Report at each Board meeting held since the last review was undertaken?	
13. Since the Board's last review, was the Board informed of any child protection reports made to Tusla/An Garda Síochána by the DLP?	
14. Since the Board's last review, was the Board informed of any cases where the DLP sought advice from Tusla/and as a result of this advice, no report to the HSE was made?	
15. Since the Board's last review, was the Board informed of any cases where an allegation of abuse or neglect was made against any member of school personnel?	
16. Has the Board been provided with and reviewed all documents relevant to the	

	Yes/No
Principal's Child Protection Oversight Report?	
17. Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed?	
18. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made?*	
19. Were child protection matters reported to the Board appropriately recorded in the Board minutes?	
20. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	
21. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
22. In relation to any cases identified at question 21 above, has the Board ensured that any notifications required section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017' were subsequently issued by the DLP?	
23. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	
24. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	
25. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	
26. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	
27. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post- primary schools)	
28. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	
29. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	
30. Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?*	
31. Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?*	
32. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	
33. Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
34. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	
35. Is the Board satisfied that the 'Child Protection Procedures for Primary and Post Primary Schools 2017' are being fully and adequately implemented by the school?	
36. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	
37. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement ?	
38. Has the Board ensured that any areas for improvement that that were identified in any previous review of the school's Child Safeguarding Statement have been adequately	

	Yes/No
addressed?	

*In schools where the ETB is the employer the responsibility for meeting the employer’s requirements rests with the ETB concerned. In such cases, this question should be completed following consultation with the ETB.

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management

Notification regarding the Board of Management’s review of the Child Safeguarding Statement

To: _____

The Board of Management of Lucan Community National School wishes to inform you that:

- The Board of Management’s annual review of the school’s Child Safeguarding Statement was completed at the Board meeting of _____ [date].
- This review was conducted in accordance with the “Checklist for Review of the Child Safeguarding Statement” published on the Department’s ‘website www.education.ie

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management

