



Child Safeguarding Statement and Risk Assessment Template

Coosan National School 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 2017](#) and [Tusla Guidance on the Preparation of Child Safeguarding Statements](#), the Board of Management of Coosan 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
Stephen Cunningham
- 3 The Deputy Designated Liaison Person (Deputy DLP) is
Lorraine Harney
- 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/guardians 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 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 14th of March 2018 [date].

This Child Safeguarding Statement was reviewed by the Board of Management on 22nd of November 2022 [most recent review date].

Signed: Patrick Murphy Signed: Steph Conroy
Chairperson of Board of Management Principal/Secretary to the Board of Management

Date: 22/11/22 Date: 22/11/22



Child Safeguarding Risk Assessment

Written Assessment of Risk of Coosan 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 Coosan National School.

List of school activities	The school has identified the following risk of harm in respect of its activities –	The school has identified the following risk of harm in respect of its activities –
Training of school personnel in Child Protection matters	Harm not recognised or reported promptly	Child Safeguarding Statement & DES procedures made available to all staff DLP& DDLP to attend PDST face to face training/on-line All Staff to view Túsla training module & any other online training offered by PDST BOM records all records of staff and board training Special Education Policy (appendix) Blinds open if applicable Glass in door of all classrooms
One to one teaching	Harm by school personnel	Policy on Intimate Care (also given to substitute SNA/Teacher)
Care of Children with special needs, including intimate care needs	Harm by school personnel	Yard Rules Designated teacher on Yard Duty gives permission and the 1 st aider / secretary supervises toilets at break-times
Toilet areas at break-times	Inappropriate behaviour	



Classrooms without toilet Facilities (SET Rooms)	Inappropriate behaviour No supervision	Teacher to be vigilant when child leaves/returns to room.
Curricular Provision in respect of SPHE, RSE, Stay Safe.	Non-teaching of same Facilitator for RSE	School implements SPHE, RSE, Stay Safe in full Vetting Procedures
LGBT Children/Pupils perceived to be LGBT	Bullying	Anti-Bullying Policy Code of Behaviour Stay Safe Programme Toilet signs are gender neutral
Daily arrival and dismissal of pupils	Harm from older pupils, unknown adults on the playground Cars travelling on school grounds	Arrival and dismissal supervised by Teachers/SNAs until 3pm All classes are escorted to the exit points and supervised until collected STAY SAFE programme Safe Cross Code taught in class
Adults visiting the school during school hours	Unknown adults on the playground	Point of call in the office if collecting early. 'Sign-Out Sheet' in office Code secured door
Pupils going to/from SET classrooms	Harm to pupils	SET Teacher/SNA supervises pupils to/from his/her main classroom.
Managing of challenging behaviour amongst pupils, including appropriate use of restraint	Injury to pupils and staff	Health & Safety Policy (including restraint procedures) Code Of Behaviour
Sports Coaches	Harm to pupils	Vetting Procedures Supervision by Class teachers Child Safeguarding Statement.
Students participating in work experience	Harm by student	Child Safeguarding Statement. Vetting Procedures Supervision by class teacher.



Recreation breaks for pupils including Exit/Entry to classrooms	Harm to pupils Inappropriate behaviour	Yard Rules Pupils supervised walking to and from yard. Yard Duty Rota
Classroom teaching	Harm by School Personnel	Child Safeguarding Statement Vetting Procedures
Outdoor teaching activities within school grounds	Harm to pupils	Child Safeguarding Statement Vetting Procedures Additional Supervision by school staff
Outdoor teaching activities outside school grounds	Harm to pupils Unknown adults in the area	Child Safeguarding Statement Vetting Procedures Additional Supervision by school staff Rules of the Road taught in class
Sporting Activities	Harm to pupils Unknown adults in the area	Code of Behaviour Additional Supervision by school staff
School outings	Unknown adults in the area	School Outings Policy Child Safeguarding Statement Vetting Procedures Additional Supervision by school staff
Annual 'Fun' Day / Active Week	Harm to pupils Unknown adults on the playground	Code of Behaviour Garda Vetting Additional supervision by school staff
Fundraising events involving pupils (within the school such as bake sales)	Harm to pupils Unknown adults on site	Vetting Procedures Supervision by school staff
Use of off-site facilities for school activities such as swimming, athletics, matches etc.	Harm to pupils Unknown adults on site	Supervision by school staff at all times Code of behaviour Stay Safe programme



School transport arrangements including use of buses for school activities	Harm to pupils	Use of registered bus company Vetting Procedures Supervision of school staff at all times Correct pupil teacher ratio
Administration of Medicine	Harm to pupils	Staff members administer medication Signed indemnity in place by parent/guardian Health Care Plan for child in place Minimum of 2 adults when administering medicine Training for all staff on Diabetes/Epilepsy and administration of EPI pen and Buccolam Administration of Medicine Policy
Administration of First Aid	Harm to pupils	Staff members only to administer First Aid Open door/Glass in door in First Aid Area First Aid training
Prevention and dealing with bullying amongst pupils	Bullying not recognised and reported promptly	Code of Behaviour Policy Anti-Bullying Policy Stay Safe Programme/Friends for Life Programme Yard Rules Assembly-Discussions on Bullying by Principal Online Safety such as Internet Safety Day Talk on Internet Safety to pupils 3 rd -6 th (every 2 years)-Luritel (Held every 2 nd year)
Use of external personnel to supplement curriculum	Harm to students	Vetting Procedures Supervision and presence of teaching staff at all times



<p>Care of pupils with specific vulnerabilities/ needs such as</p> <ul style="list-style-type: none"> • 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 	<p>Harm to Pupils Bullying</p>	<p>Child Safeguarding Statement Teaching staff present at all times Anti-Bullying policy Code of behaviour Stay Safe Programme Friends for Life Fun Friends Education to recognise other cultures, religions etc.</p>
<p>Use of Information and Communication Technology by pupils in school</p>	<p>Bullying Exposure to inappropriate material</p>	<p>ICT policy Anti-Bullying Policy Code of Behaviour Policy Mobile Phone Policy Teacher Stay Safe Programme Internet safety week / Internet safety talk for parents/guardians-Lurteil</p>
<p>Recruitment of school personnel including -</p> <ul style="list-style-type: none"> • Teachers • SNAs • Caretaker/Secretary/Cleaners 	<p>Harm not recognised or promptly reported</p>	<p>Child Safeguarding Statement & DES procedures made available to all staff Staff to view Tusla training module & any other online training offered by PDST Vetting Procedures Policy of Parents / Volunteers Visitors Policy Teacher supervision</p>



<ul style="list-style-type: none">• 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		
Student teachers undertaking training placement in school	Harm by Student Teacher	Vetting Procedures. Child Safeguarding Statement. Teacher Supervision at all times. Confidentiality in staffroom GDPR
Use of video/photography/other media to record school events	Harm to pupils	Consent given to school to take photographs/videos etc on enrolment form. AUP Policy
Threat of cyberbullying whilst remote learning	Bullying not recognised and reported promptly	Code of Behaviour Policy Anti-Bullying Policy Stay Safe Programme/Friends for Life Programme Yard Rules Online safety such as Internet Safety Day Google Meet class agreement established

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 2011 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*.



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.

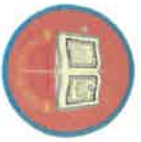
Examples of activities, risks and procedures

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.

