



Child Safeguarding Risk Assessment

Written Assessment of Risk of Kildare Town Educate Together NS

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 Kildare Town Educate Together NS.

1. List of school activities

Daily arrival and dismissal of pupils
Recreation breaks for pupils
Classroom teaching
One-to-one teaching
Outdoor teaching activities
Sporting Activities
School outings
Use of bathroom areas in schools
Sports Days
School transport arrangements including use of bus escorts
Care of children with special educational needs (including non-verbal children,) including intimate care where needed
Management of challenging behaviour amongst pupils, including appropriate use of physical techniques as a last resort
Administration of Medicine
Administration of First Aid
Curricular provision in respect of SPHE, RSE, Stay Safe
Prevention and dealing with bullying amongst pupils
Training of school personnel in child protection matters. Use of external personnel to supplement curriculum
Use of external personnel to support sports and other extra-curricular activities
Care of pupils with specific vulnerabilities/ needs such as - Pupils from ethnic minorities/migrants
Members of the Traveller community - Lesbian, gay, bisexual or transgender (LGBT) children. Pupils perceived to be LGBT, - Pupils of minority religious faiths - Children in care - Children on CPNS (Child Protection Notification System)
Recruitment of school personnel including - - Teachers/SNA's - Caretaker/Secretary/Cleaners - Sport coaches - External Tutors/Guest Speakers - Volunteers/Parents in school activities
Visitors/contractors present in school during school hours - Visitors/contractors present during after school activities
Use of Information and Communication Technology by pupils in school
Application of sanctions under the school's Code of Behaviour including confiscation of phones etc.
Students participating in work experience in the school
Student teachers/SNAs undertaking training placement in school
Use of video/photography/other media to record school events
After school use of school premises by other organisations
Breakfast club
Homework club
Parent-Teacher Association events and activities, including after-school activities
Running Club



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

Risk of harm not being recognised by school personnel

Risk of harm not being reported properly and promptly by school personnel Risk of child being harmed in the school by a member of school personnel Risk of child being harmed in the school by another child

Risk of child being harmed in the school by volunteer or visitor to the school

Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons

Risk of harm due to bullying of child

Risk of harm due to inadequate supervision of children in school

Risk of harm due to inadequate supervision of children while attending out of school activities

Risk of harm due to inappropriate relationship/communications between child and another child or adult

Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school

Risk of harm to children with SEN who have particular vulnerabilities Risk of harm to child while a child is receiving intimate care

Risk of harm due to inadequate code of behaviour

Risk of harm in one-to-one teaching, pastoral support, coaching situation

Risk of harm caused by member of school personnel communicating with pupils in inappropriate manner via social media, texting, digital device or other manner

Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

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

All school personnel are provided with a copy of the school's Child Safeguarding Statement

The Child Protection Procedures for Primary and Post-Primary Schools 2017 are made available to school personnel

School Personnel are required to adhere to the Child Protection Procedures for Primary and Post Primary Schools 2017 and all registered teaching staff are required to adhere to the Children First Act 2015

The school implements in full the Stay Safe Programme The school implements in full the SPHE curriculum



The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools

The school has a morning supervision and a playground supervision rota to ensure appropriate supervision of children

The school has in place a policy and clear procedures in respect of school outings

The school has a Health and safety policy

The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting

The school complies with the agreed disciplinary procedures for teaching & SNA staff

The school has a Special Educational Needs policy

The school has in place a policy and procedures for the administration of medication to pupils

The school –

- 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 safe practices for the administration of First Aid The school has in place a code of behaviour for pupils

The school has in place an ICT policy in respect of usage of ICT by pupils

The school has in place a mobile phone policy in respect of usage of mobile phones by pupils The school has in place a

Critical Incident Management Plan

The school has in place safe practices for the use of external persons to supplement delivery of the curriculum

The school has in place safe practices for the use of external sports coaches The school has in place safe practices for one-to-one teaching activities

The school has in place safe practices in respect of student teacher/SNA placements

The school has in place safe practices in respect of students undertaking work experience in the school.

Practices at Kildare Town Educate Together NS regarding Child Protection.

All pupil-staff interactions take place in open settings, e.g. a busy classroom or playground; a hallway where others are nearby; an office where the door is propped wide open.

[Physical contact is limited and takes place in open settings where others are also present. E.g. First Aid situations; helping a young pupil with buttons and zips; comforting a distressed infant.]

Toileting/intimate care: A second member of staff is close by and is aware of the situation.

Example: class teacher in classroom, with SNA assisting/prompting child at en suite bathroom.

[Afford the child as much privacy as possible.]

Example: SNA escorts child from playground to bathroom – another member of staff is on First Aid duty in the same room.

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

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

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

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

Late collections, (after 2.10pm) – if possible two members of staff work together to supervise the children.

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

Important Note: It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post- Primary Schools 2017*

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

This risk assessment was ratified by the Board of Management on 7th of March 2019. It shall be reviewed as part of the school’s annual review of its Child Safeguarding Statement.

Signed J. O'Connor Date 7/3/19.

Chairperson, Board of Management

Signed Gary Bol Date 7/3/19.

Principal/Secretary to the Board of Management



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.

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 counselling
- Outdoor teaching activities
- 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
- 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
- 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
- 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 bullying of child
- Risk of harm due to inadequate supervision of children in school
- Risk of harm due to inadequate supervision of children while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between child and another child or adult
- Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to children with SEN who have particular vulnerabilities
- Risk of harm to child while a child is receiving intimate care
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with pupils in appropriate 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*
- 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 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 DES 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 in place an ICT policy in respect of usage of ICT by pupils
- The school has in place a mobile phone policy in respect of usage of mobile phones by pupils
- The school has in place a Critical Incident Management Plan
- The school has in place 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