# *St. Oliver Plunkett School*

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**Child Safeguarding Risk Assessment**
**(Of any potential harm)**

| List of School Activities | Risk Level | The School has identified the following risk of harm | The School has the following procedures in place to address risk identified in this assessment |
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| Training of school personnel in Child Protection matters | High | • Harm not recognised<br>• Harm not reported promptly<br>• Harm by a volunteer parent/person while child participating in school activities<br>• Risk of child being harmed by a member of staff of another organisation, or other person while child participating in school activities<br>• Harm by another child<br>• Harm by a volunteer to the school | The school –<br><br>• Has provided all school personnel with a copy of the school's Child Safeguarding Statement<br>• Ensures DES child protection procedures are made available to all school personnel<br>• Encourages staff to avail of relevant training<br>• Encourages Board of Management members to avail of relevant training<br>• Maintains records of all staff and board member training<br>• The DLP attended training by PDST in May 2018 and the DDLP availed of such training in October 2018 – Certificates of attendance have been provided to the BOM<br>• All school personnel completed online Tusla Training (March 2018) and provided a copy of the certificate of completion to the DLP<br>• New members of staff are required to complete the Children first online training and the certificates are maintained by the BOM |

| | | | | All school personnel, mandated and non-mandated, are required to adhere to the DES *Child Protection Procedures for Primary and Post-Primary Schools 2017* |
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| Record Keeping | Med | | | All school personnel are required to ensure that any sensitive records e.g. child protection monitoring records they are required to keep are maintained in a secure location in the Principal's office and are treated with the strictest of confidence. <br><br> All such records form part of the school record keeping system and must be filed with the central school records at the end of the school year or in the event that the staff member is going on 'leave' e.g. maternity leave, career break etc. or is leaving the school to take up employment elsewhere. |
| **Garda Vetting and Recruitment of school personnel** | | | | Best practice procedures with regard to interviewing and checking references are followed. All staff members are garda vetted. Parent volunteers also vetted |

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| One to one teaching/SNA support | Med | Harm by school personnel | School has policy in place for one to one teaching All school personnel are required to be Garda vetted and the relevant DES circulars in relation to recruitment and Garda vetting are adhered to.<br>Open doors<br>Table between teacher and pupil<br>Glass in doors |
| Care of Children with additional needs, including intimate care needs | High | Harm by school personnel | Procedure on intimate care<br>Infants encouraged to wear tracksuits as uniform |
| Toilet areas | High | Inappropriate behaviour | Procedures in place |
| Toilet Accidents | Med | | School keep supplies of clean clothing. If children can attend to themselves, they are encouraged to do so, otherwise school personnel will help in as open environment as possible with due regard for the privacy of the child. The parent is informed via journal or a word at collection time. Sub teacher should consult neighbouring teacher re procedures. |
| Daily arrival and dismissal of pupils | High | Harm to pupil<br>Harm from older pupils, unknown adults on the school premises | Procedures in place e.g. sign in/sign out, Teachers supervise children until they are collected at gate. Children left at gate come back to office<br>Supervision Procedures in place<br>Health and Safety policy<br>Dismissal Procedures in place<br>Code of Behaviour<br>Stay Safe programme taught in full<br>Anti Bullying policy |
| Curricular Provision in respect of SPHE, RSE, Stay safe. | Med | Non-teaching of same | School implements SPHE, RSE, Stay Safe in full<br>We have an overview system in place to ensure this is being done by all class teachers |
| LGBT Children/Pupils perceived to be LGBT | Low | Bullying | Anti-Bullying Policy |

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| Children of same sex parents | Med | Bullying | Anti Bullying procedures<br>Code of Behaviour<br>SPHE<br>Different families; Same love |
| Safety and care management plan in the case of a Critical Incident | | Risk of harm to a child during one to one /group teaching, counselling situations | The school has in place a <u>Critical Incident Management Plan</u>. This policy can be found in the Principal's office and on the staff common drive. |
| Managing of challenging behaviour amongst pupils, including appropriate use of restraint | High | Injury to pupils and staff | Health & Safety Policy<br>Evacuation drills where needed<br>Code of Behaviour<br>Support for staff ongoing e.g., SESS in house support and training<br>CARA training completed on 24<sup>th</sup> May 2019 |
| Sports Coaches | Med | Harm to pupils | Procedures in place |
| Students participating in work experience /School links | Med | Harm by student<br>Harm to student by an adult | Work Experience Policy /Student Placement policy<br>Students must be Garda Vetted and over 16yrs of age<br>Child Safeguarding Statement. |
| Recreation breaks for pupils | High | Injury to pupils, bullying, harm not recognised or promptly reported | Policy and procedures in place (Accident report forms) Health and safety policy<br>Code of behaviour |

| | | | Anti-Bullying policy<br>SPHE programme deals with bulling and friendship |
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| Classroom teaching | Low | Potential for bullying<br>Breaktime<br>accidents | Use of appropriate language and tone<br>Code of Behaviour<br>Anti-Bullying procedures<br>Supervision procedures |
| Sporting Activities | Med | Injury to pupils, bullying, Harm not recognised or promptly reported | Policy and procedures in place (Accident report forms) Health and safety policy<br>First Aid<br>Code of behaviour<br>Anti-Bullying policy<br>Protocols re parents driving teams to matches |
| Outdoor teaching activities | Med | Injury to pupils, bullying, Harm not recognised or promptly reported | Policy and procedures in place<br> (Accident report forms)<br>Health and safety policy<br>Code of behaviour<br>Anti-Bullying policy<br>Supervision procedures |
| School transport arrangements including use of bus escorts/taxi | Low | Injury to pupils, bullying, Harm not recognised or promptly reported | Code of Behaviour<br>Procedures in place |
| Use of external personnel to supplement curriculum | High | Harm to pupils | Teachers always remain to supervise<br>Vetting |
| Attendance | med | Harm to pupils | Procedures on place for children at risk<br>Databiz notification system<br>School journal<br>Constant monitoring and oversight of attendance<br>School Attendance Policy |

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| Educational trips | med | Injury to pupils, bullying, Harm not recognised or promptly reported | School trips policy<br>High Viz jackets where necessary<br>Teachers choose the parent volunteers to accompany<br>Clear communication of CP protocols to parents<br>The vast majority of our parents are garda vetted in order to participate in school events such as sport's days, school trips etc.<br>Only those parents that are vetted are asked to accompany classes. |
| Fundraising events involving pupils | med | Injury to pupils, harm by other pupils, harm by adults | Procedures in place<br>Code of Behaviour<br>Supervision |
| After school tuitions | High | Harm to pupil | Open door<br>Glass on door<br>Table between teacher and pupil<br>BOM approval |
| Extra Curricular activities | High | Injury to pupils, harm by other pupils, harm by adults | BOM Approval<br>Policies and Procedures in place |
| Administration of Medicine | High | Harm to pupils | Administration of Meds Policy |
| Administration of First Aid | High | Harm to pupils, (themselves and others) | First Aid Procedures<br>Professional development on First Aid for the staff<br>Intensive training for a number of staff members on a rolling annual basis |
| Children with life threatening allergies /chronic illness | High | Harm to pupil | Administration of meds policy<br>Procedures in place for outings/trips<br>Effective communication with parents e.g. PA coordinator for children with Allergies |

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| Children with mobility difficulties | High | Harm to pupil | Procedures in place e.g. supervision on lift |
| Preparation for sacraments | High | Harm to pupils | Code of Behaviour<br>Parish CP policy<br>Hi Viz Jackets<br>Consultation with parents of non-participating children |
| Teacher Absences | High | Harm to pupils<br>Supervision of pupils | Class teacher informs neighbouring teacher and the office<br>Code of Behaviour<br>Procedures in place<br>Fire Safety Procedures (Split lists)<br>SET teacher divides the class<br>EPV Policy<br>SNA to accompany the child with whom she works to assigned class (NOT one where there is already an SNA in place)<br><br>** classes are not split during Covid restrictions. |
| Fire Safety | High | Harm to pupils and staff | Fire Safety Procedures/fire drills/evacuation etc<br>Training and review |
| Prevention and dealing with bullying amongst pupils including cyber bullying | High | Harm to pupils, inappropriate behaviour and intimidation | Anti-Bullying Policy<br>SPHE lessons<br>Code of Behaviour<br>Guest Speakers for classes and parent evenings<br>Cyber Safety for children and workshops for parents<br>AUP |
| Children going on errands within the school | High | Harm to pupil | Children go in pairs |
| Custody conflicts /separated parents | High | Harm to pupil<br>Harm to staff | Separation and Child Custody Policy<br>Procedures in place for Parent/teacher meetings and communication |
| Aggressive/Unstable parents/visitors to school | High | Harm to pupil<br>Harm to staff | Panic alarm, procedures in place |

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| Sickness during school day | Low | Harm to pupil | Procedures in place e.g., buddy classrooms etc |
| Care of pupils with specific vulnerabilities/ needs including<br><br>• Pupils from ethnic minorities/migrants<br>• Members of the Traveller community<br>• Lesbian, gay, bisexual or transgender (LGBT) children<br>• Pupils perceived to be LGBT<br>• Pupils of minority religious faiths<br>• Children in care<br>• Children on CPNS<br>• Adopted/fostered children | High | Bullying<br>Exclusion<br>Harm by pupils | School mission statement<br>Code of Behaviour<br>Anti-Bullying Policy<br>SPHE programme |
| Use of school premises by other organisation during school day e.g. HSE, Play therapy, NEPS, TUSLA, SESS, STEMS, etc | Med-High | Harm to students by adults, or by other children | Identity tags<br>Open door/glass on door<br>Vetting procedures<br>By appointment only |
| Transitions between classroom e.g. going to and from support class, messages | med | Harm to students by adults, or by other children | Children always go in pairs, or accompanied by teacher or SNA |
| Concerts, musicals | high | Harm to students by adults, or by other children | Clear communication in advance to all volunteers re CP protocols, vetting procedures |
| Use of Information and Communication Technology by pupils in school | High | Bullying<br>Staff not following policies and procedures | AUP policy ** referencing remote learning<br>Anti-Bullying Policy<br>Code of Behaviour<br>Children with Assistive technology sign acceptable use contract |
| Application of sanctions under the school's Code of Behaviour including detention of pupils, | med | Lack of Supervision | Procedures in place<br>Code of Behaviour |

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| Substitute teachers | med | Effective communication | Substitute Pack/info booklet |
| Student teachers/SNAs undertaking training placement in school | med | Harm to students<br>Lack of supervision | Furnished with our Safeguarding statement |
| Use of video/photography/other media to record school events | High | Bullying, inappropriate use, | Mobile Phone Policy<br>AUP<br>Child Protection Policy<br>Anti-Bullying Policy |
| After school use of school premises by other organisations | High | Harm to pupils by other pupils<br>Harm to pupils by adults | Child Protection Policy<br>Vetting procedures<br>Insurance |
| Buddies | Med | Harm to pupils by other pupils | Always work in double pairs at least<br>Adequate supervision |
| Support teaching | Med | Harm to pupils by other pupils<br>Harm to pupils by adults | Procedures in place- See 1:1 teaching |
| Lunches | low | Inadequate or consistently unhealthy lunches | Healthy lunchbox policy<br><br>Parent Association initiatives such as Fruity Friday, visits to Donn brook fair for tastings and presentations by staff<br><br>Teacher to contact parent and track concerns |
| **This Risk Assessment is transitional, as we are still under construction, and is regularly reviewed** | | | |

**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 Children First Act 2015 defines harm as follows: 'harm' means, in relation to a child— (a) assault, ill-treatment or neglect of the child in a manner that seriously affects or is likely to seriously affect the child's health, development or welfare, or (b) sexual abuse of the child, whether caused by a single act, omission or circumstance or a series or combination of acts, omissions or circumstances, or otherwise.

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 ratified by the Board of Management on *25th February 2019*. It will be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Signed ____*Alan Markey*_____ Date _____21-09-21_____

Chairperson, Board of Management

Signed ____*Claire O' Connor*_____ Date _____21-09-21_____

Principal/Secretary to the Board of Management