



Red Hill School Child Safeguarding Statement

Red Hill School is a special school providing primary/post-primary education to pupils from three to eighteen years of age.

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 [insert school name] 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 Ms. Elaine Benson Ryan
- 3 The Deputy Designated Liaison Person (Deputy DLP) is Ms. Shirley Coll.
- 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 DES 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 above named 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 08/03/2018 [date].

Signed: Val Keane

Chairperson of Board of Management

Date: 23-11-2021

Review Date: 23/11/2022

Val Keane

24/1/2023

Signed: E. Benson

Principal/Secretary to the Board of Management

Date: 23/11/2021

Signed: E. Benson

31/5/2023



Child Safeguarding Risk Assessment Written Assessment of Risk of RED HILL 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 Red Hill School

List of School Activities	The School has identified the following Risk of Harm in respect of respect of its activities-	The School has the following Procedures in place to address risk identified in this assessment
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/remote training when available All Staff to view Túsla training module & any other online training offered by PDST
One to one teaching/counselling	Harm by school personnel Risk of harm due to compromised communication skills of student.	BOM records all records of staff and board training School has policy in place for one to one teaching (Supervision Policy) ICT/Acceptable Use Policy Open doors, Use of quiet rooms/pupil support rooms protocols Glass in classroom door and quiet room door and support room doors
Care of Children with special needs, including intimate care needs	Harm by school personnel Risk of harm due to compromised communication skills of student.	Policy on intimate care incorporating Covid 19 protocols Ratified 24/11/2020 Intimate care plan for students as required

Toilet areas	Inappropriate behaviour Risk of harm due to compromised communication skills of student.	Usage and Supervision Policy, Intimate Care Policy Visual schedules
List of School Activities	The School has identified the following Risk of Harm in respect of respect of its activities-	The School has the following Procedures in place to address risk identified in this assessment
Ensuite bathrooms	Harm by school personnel Risk of harm due to compromised communication skills of student.	Policy on Intimate Care Incorporating Covid 19 protocols: Ratified 24/11/2020
Curricular Provision in respect of SPHE, RSE, Stay safe.	Non-teaching of same	School implements SPHE, RSE, Stay Safe in full Information talks for parents JC Curriculum Staff CPD when available
LGBT Children/Pupils perceived to be LGBT	Bullying	Anti-Bullying Policy Code of Behaviour SPHE Curriculum- Junior Cycle Curriculum
Daily arrival and dismissal of pupils.	Harm from peers	Arrival and dismissal supervised by Teachers, SNAs and Bus Escorts Revised protocols in place reflective of the Red Hill School Covid 19 Response Plan. Traffic Management Risk Assessment 2023.
Bus/es accessing side yard to facilitate behaviour support of individual students	Injury to pupils Injury to staff	Protocols in the relevant Behaviour Support Plans Protocol shared with all classes. Traffic Management Risk Assessment 2023.
Managing of challenging behaviour amongst pupils, including appropriate use of physical intervention	Injury to pupils Risk of harm due to compromised communication skills of student.	MAPA Training for all permanent staff. MAPA training of temporary staff when possible. Information booklets available for parents re MAPA Health & Safety Statement Code of Behaviour/Behaviour that Challenge Policies (Pupil Handling Plan) Risk Assessments Covid 19 Response Plan as appropriate

List of School Activities	The School has identified the following Risk of Harm in respect of respect of its activities	The School has the following Procedures in place to address risk identified in this assessment
Administration of medicine	Injury to student	Administration of Medicine Policy, including record sheets
Children with Medical Needs	Risk of harm to student	Stay Safe programme, Wellbeing programme, SPHE, Intimate Care Policy, Child Safeguarding Statement, Child Protection Procedures, Supervision Policy staff training in the administration of emergency medication. List of trained staff in the administration of emergency medication.
Administration of first aid	Injury to student	Healthcare Plan Stay Safe programme, Wellbeing programme, SPHE, Intimate Care Policy, Child Safeguarding Statement, Child Protection Procedures, Supervision Policy and Administration of Medicine Policy. Record of intervention, Incident Record, communication with parents. Emergency contact details at reception
Isolation Room- Covid-19	Harm by school personnel Student illness	Covid-19 Red Hill School Response Plan First-Aid support Supervision Policies School/ Home communication records
Sports Coaches	Harm to pupils Risk of harm due to compromised communication skills of student.	Procedures in place Garda Vetting Cert Supervision Policy
Students participating in work experience	Harm by student Risk of harm due to compromised communication skills of student.	Garda Vetting Cert Child Safeguarding Statement. 5 places available per year, person must be known to a member of staff or the BOM.
Recreation breaks for pupils	Harm from peers Harm from personnel	Supervision Policy Individual Behaviour Support Plans Covid 19 response plan if required.

List of School Activities	The School has identified the following Risk of Harm in respect of respect of its activities	The School has the following Procedures in place to address risk identified in this assessment
Classroom teaching	Harm by school personnel and peers Risk of harm due to compromised communication skills of student.	Garda Vetting Glass panel in door SNA's –in supportive role. All staff wearing PPE in accordance with current HSE Guidance and Covid 19 Response Plan. Behaviour Support Plans
Outdoor teaching activities Gardening Physical Education Activity Trail	Harm from peers and staff Harm from external personnel Bullying Lack of supervision	Garda Vetting Supervision policy Risk Assessments Policy & Procedures in place Covid 19 Response Plan if required
Sporting Activities	Harm from peers and staff Exposure to members of the public Lack of Supervision Risk of harm due to compromised communication skills of student.	Garda Vetting Supervision Policy Risk Assessment Policy & Procedures in place
Skills Room Therapy Rooms (Gross Motor Room, OT Room) Gym Soft Play Room Snoozelyn	Harm from peers and staff Exposure to members of the public Lack of Supervision Risk of harm due to compromised communication skills of student.	Garda Vetting Supervision Policy Risk Assessment Glass in Door Open Door Timetabled access Policy & Procedures in place
School outings Use of toilets	Harm from peers and staff Exposure to members of the public Lack of Supervision Risk of harm due to compromised communication skills of student.	Garda Vetting Supervision Policy Risk Assessment Policy & Procedures in place Curriculum Support (SPHE, Stay Safe) Social Outing form Toileting..... Toileting before leaving the school, use disability facilities. Covid 19 Response Plan as appropriate

List of School Activities	The School has identified the following Risk of Harm in respect of respect of its activities	The School has the following Procedures in place to address risk identified in this assessment
Use of toilet/changing/shower areas in schools	Harm from peers and staff Bullying Lack of supervision	Intimate Care Policy Garda Vetting Supervision Policy Open Door Policy & Procedures in place
Active Week	Harm from peers and staff Exposure to members of the public Lack of Supervision Bullying Inappropriate behaviour	Garda Vetting Supervision Policy Risk Assessment Policy & Procedures in place Anti-Bullying Policy Insurance
Fundraising events involving pupils	Harm from peers and staff Exposure to members of the public Lack of Supervision Bullying Inappropriate behaviour	Garda Vetting Supervision Policy Risk Assessment Policy & Procedures in place Anti-Bullying Policy Parental consent/participation
Use of off-site facilities for school activities Swimming lessons in hydrotherapy pool	Harm from peers and staff Exposure to members of the public Lack of Supervision Bullying Inappropriate behaviour	Garda Vetting Supervision Policy Risk Assessment Policy & Procedures in place Anti-Bullying Policy Trained staff for emergency medications. Swimming Policy, Intimate Care Policy Covid-19 Response Plan received from St. Gabriel's re swimming pool.

List of School Activities	The School has identified the following Risk of Harm in respect of respect of its activities	The School has the following Procedures in place to address risk identified in this assessment
School transport arrangements including use of bus escorts	Harm from peers and staff Lack of Supervision Bullying Inappropriate behaviour	Garda Vetting Supervision Policy Risk Assessment (Parents Behaviour Analyst) Policy & Procedures in place Anti-Bullying Policy Reporting procedures Trained in administering medication Covid Response plan as appropriate. Training materials from the Department of Education remain available
Care of any vulnerable adult students, including intimate care where needed	Harm by school personnel Risk of harm due to compromised communication skills of student.	Intimate Care Policy
Prevention and dealing with bullying amongst pupils	Harm by peers	Anti -Bullying Policy Supervision Policy Tenets of Restorative Practice SPHE Curriculum Other policies in place
Use of external personnel to supplement curriculum with students	Exposure to members of the public Risk of harm due to compromised communication skills of student.	Garda Vetting Supervision Policy
Use of external personnel not supplementing the curriculum, for example, delivery persons.	Risk of harm not being recognised by school personnel. Risk of child being harmed in the school by visitor to the school	Stay Safe programme, Wellbeing programme, SPHE, Child Safeguarding Statement, Child Protection Procedures, School adheres to the requirements of Garda Vetting legislation. Passcode access to school grounds, fobbed access to school building and yards

List of School Activities	The School has identified the following Risk of Harm in respect of its activities	The School has the following Procedures in place to address risk identified in this assessment
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	Bullying Harm from peers and staff Inappropriate behaviour Risk of harm due to compromised communication skills of student.	Anti –Bullying Policy Supervision Policy Other policies in place Junior Cycle Curriculum SPHE Curriculum Supports from outside agencies, HSE, NEPS, NCSE, Tusla interpreter where required.
• Volunteers/Parents in school activities • Visitors/contractors present in school during school hours • Visitors/contractors present during after school activities	Harm not recognised or properly or promptly reported. Risk of harm due to compromised communication skills of student.	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 Swimming Policy to be updated to reflect parent volunteers. Supervision & Garda Vetting to be completed where appropriated. Policy on Visiting Contractors to be authored
Use of Information and Communication Technology by pupils in school	Bullying Risk of harm due to children inappropriately accessing/using social media, phones and other devices at school	Acceptable Use Policy ratified November 2020 Anti-Bullying Policy Code of Behaviour Parents Information Session to be organised

List of School Activities	The School has identified the following Risk of Harm in respect of respect of its activities	The School has the following Procedures in place to address risk identified in this assessment
Use of ICT by school personnel communicating with students	Risk of harm due to inappropriate communications between adult & child	Code of Behaviour, Acceptable Use Policy, including Distance Learning, Child Protection Procedures, Child Safeguarding Statement. Home/School Communication
Distance Learning	Risk of harm in one-to-one teaching session	Code of Behaviour, Acceptable Use Policy, including Distance Learning, Child Protection Procedures, Child Safeguarding Statement Home/School Communication
Student teachers undertaking training placement in the school	Harm from personnel Risk of harm due to compromised communication skills of student.	Policy to be authored. Joint Garda Vetting agreement Interview prior to approving placement Acceptable Use Policy Confidentiality agreement. Covid-19 Response Plan where appropriate
Student BCBA's undertaking training placement in the school	Harm from personnel Risk of harm due to compromised communication skills of student.	Joint Garda Vetting agreement Interview prior to approving placement Acceptable Use Policy Confidentiality agreement.
Use of video/photography/other media to record school events	Bullying Sharing of information	Policies in Place Parental Consent
. 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	Risk of harm not being recognised by school personnel Risk of harm not being reported properly and promptly by school personnel Risk of harm to the child while a child is receiving intimate care Risk of harm due to compromised communication skills of student.	Child Safeguarding Statement, Encourage staff to get relevant training, Child Protection Procedures, Stay Safe programme, Wellbeing programme, SPHE. The school adheres to the requirements of the Garda vetting legislation and relevant DE circulars in relation to recruitment and Garda vetting

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 initially on 08/03/2018. It will be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Signed _____ Date 31/01/2023

Chairperson, Board of Management

Signed  _____ Date 31/01/2023

Principal/Secretary to the Board of Management

Mandatory Template 2: Checklist for Review of the Child Safeguarding Statement

The [Child Protection Procedures for Primary and Post-Primary Schools 2017](#) require that 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](#), the [Addendum to Children First \(2019\)](#) 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'?	Y
2. Is the Board satisfied that the Child Safeguarding Statement is displayed in a prominent place near the main entrance to the school?	Y
3. 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'?	Y
4. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015 ? (This includes considering the specific issue of online safety as required by the Addendum to Children First)	Y
5. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	Y
6. Has the Risk Assessment taken account of the risk of harm relevant to online teaching and learning remotely?	Y
7. Has the DLP attended available child protection training?	Y
8. Has the Deputy DLP attended available child protection training?	Y
9. Have any members of the Board attended child protection training?	Y
10. Are there both a DLP and a Deputy DLP currently appointed?	Y
11. Are the relevant contact details (Tusla and An Garda Síochána) to hand?	Y
12. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	Y
13. 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?	Y
14. Has the Board received a Principals Child Protection Oversight Report (CPOR) at each Board meeting held since the last review was undertaken?	Y
15. Since the Board's last review, did each CPOR contain all of the information required under each of the 4 headings set out in sections 9.5 to 9.8 inclusive of the procedures?	Y
16. Since the Board's last review, has the Board been provided with and reviewed all documents relevant to the CPOR?	Y
17. Since the Board's last review, have the minutes of each Board meeting appropriately recorded the records provided to the Board as part of CPOR report?	Y
18. Have the minutes of each Board meeting appropriately recorded the CPOR report?	Y

19. 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?	Y
20. 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?*	N/A
21. Where applicable, were unique identifiers used to record child protection matters in the Board minutes?	Y
22. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	Y
23. 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'?	NO
24. In relation to any cases identified at question 21 above, has the Board ensured that any notifications required under section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017' were subsequently issued by the DLP?	Y
25. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	Y
26. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	Y
27. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	Y
28. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	Y
29. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post- primary schools)	Y
30. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	Y
31. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	Y
32. 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?*	Y
33. 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)?*	Y
34. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	NO
35. 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'?	Y
36. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	N/A
37. 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?	Y
38. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	YES Y U.R.
39. 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 ?	YES Y U.R.
40. Has the Board ensured that any areas for improvement that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed?	Y

*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

V. L. Keel

Date

31.1.2023

Chairperson, Board of Management

Signed

E. Benson

Date

31/1/2023

Principal/Secretary to the Board of Management

Note: Where a school is undertaking its first review, references in this checklist to the “last review” shall be taken to refer to the date on which the Child Safeguarding Statement was first put in place.