

# Child Safeguarding Risk Assessment Clare Education Centre

## Written Assessment of Risk of Clare Education Centre

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 Clare Education Centre.

### 1. List of Centre activities:

- Show Case Events held in the Centre involving pupils from Primary Schools: e.g Craft Ed Project, Teacher / Artist Partnership Project;
- Show case Events held in a public venue but organised by Clare Education Centre: Write A Book Project; Lego Exhibition; Science Presentation
- Programmes rolled out through the Centre where personnel are employed by us to visit schools: e.g. HSA Choose Safety Programme, Active School Flag programme,
- Projects directly involving children where the children visit the centre and /or where we fund adults to be Involved: e.g. Primary Debating, IZAK 9 workshops
- Children who visit the Centre for activities organised by an external Organisation / Agency who rent the room.
- Courses involving Students e.g. Lego Summer Courses
- CPD Courses for teachers which may involve Demonstration activities which include Children e.g Maths teaching, Use of ICT

### 2. The Centre has identified the following risk of harm in respect of its activities:

- If Children who are in the Centre have access to the toilet unsupervised they could be abused by an adult whom they encounter -staff or visitor
- Children using toilet facilities in external venues unsupervised could be abused by an adult whom they encounter
- Unsupervised children wandering around in the Centre / external venues could be abused by an adult whom they encounter
- An Adult representing / employed by the Centre to work with staff/pupils in schools have access to children
- Staff in the Centre may have access to children left unsupervised in the centre

**3. The Centre has the following procedures in place to address the risks of harm identified in this assessment –**

**A.** All staff employed in Clare Education Centre since April 2017 are Evetted and we are currently applying for Evetting for all other staff and all staff have undertaken the Children First “TUSLA E Learning Programme”. All Management members who are registered teachers are asked to share their Evetting with the Centre. Evetting is currently being sought for all other members of the Management Committee of Clare Education Centre. Safe Recruitment procedures are followed – references checked etc.

**B.** All Groups visiting the Centre are made aware of the following:

- All children (individual or in groups) visiting the Centre should be accompanied by a teacher (during school day) or parent/guardian and adequately supervised.
- Children should not be left unattended in the Centre or in the car park of the Centre.
- If a group of children are visiting the Centre the same ratio of adults to children should apply as would apply in the school setting or on any school outing. All groups of children must be accompanied by adults.
- The adults accompanying the children should be made aware that they are responsible for the safety, supervision and wellbeing of the children, while on the premises. This includes the supervision of safe toileting.
- The same guidelines apply if any external group (other than a school) is bringing children into the Centre.
- Centre Staff are not responsible for supervising children but will draw to the attention of the accompanying adults if there is a breach of any of the above.

**C.** When Clare Education Centre organises an event involving children in an external venue the same procedures apply as in **B.** above.

**D.** If staff or visitors (tutors / participants / Management Committee members) bring their own children into the Centre they are made aware of the fact that they must supervise them at all times.

**E.** All personnel representing Clare Education Centre in whatever capacity, paid / voluntary working in schools and who have direct contact with schools are Evetted. Clare Education Centre checks this with their direct employer e.g HSA, Craft Ed, Active School Flag and looks for confirmation in writing or facilitates the evetting of the personnel where the Centre is the direct employer e.g. Primary Debating Adjudicators.

**F.** The Centre liaises with all external organisations who provide courses/ projects in the centre involving children to ensure that the personnel are informed of our Safe Guarding Statement and our procedures as outlined above.

**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 Centre 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 Centre 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 26.2.2018. It shall be reviewed as part of the Centre’s annual review of its Child Safeguarding Statement.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_

Director, Clare Education Centre

## Child Safeguarding Statement Clare Education Centre



Clare Education Centre is a Relevant Service as defined in Schedule 1. 5 of the Children First Act 2015

Any work or activity which consists of the provision of—

- (a) educational, research, training, cultural, recreational, leisure, social or physical activities to children;
- (b) care or supervision of children; or
- (c) formal consultation with, or formal participation by, a child in respect of matters.

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 Management Committee of Clare Education Centre has agreed the Child Safeguarding Statement set out in this document.

- 1 The Management Committee 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 **Ray McInerney**
- 3 The Deputy Designated Liaison Person (Deputy DLP) is: **Clara Carr**
- 4 The Management Committee recognises that child protection and welfare considerations must be reflected in the Centre's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the Centre will adhere to the following principles of best practice in child protection and welfare:

The Centre 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; and
- Fully respect confidentiality requirements in dealing with child protection matters.

The Centre will also adhere to the above principles in relation to any adult learner 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 Centre or Centre

organised activity, the Centre 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, the Centre 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 Centre-
    - Has provided each member of staff with a copy of the Centre’s Child Safeguarding Statement.
    - Ensures all new staff are provided with a copy of the Centre’s Child Safeguarding Statement.
    - Encourages staff to avail of relevant training.
    - Encourages Management Committee members to avail of relevant training.
    - The Management Committee maintains records of all staff and Board member training.
  - In relation to reporting of child protection concerns to Tusla, all staff 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 Centre the Management Committee 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 child safeguarding statement.
  - All registered teachers employed by the Centre, including the Director, are mandated persons under the Children First Act 2015.
  - In accordance with the Children First Act 2015, the Management Committee has carried out an assessment of any potential for harm to a child while attending the Centre or participating in Centre organised events or activities. A written assessment setting out the areas of risk identified and the Centre’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 Centre’s website, the DES website or will be made available on request by the Centre.
- 6 This statement has been published on the Centre’s website and has been provided to all members of Centre Staff and Management Committee. 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 Management Committee on 24<sup>th</sup> September 2018.

Signed: \_\_\_\_\_

Signed: \_\_\_\_\_

Chairperson, Management Committee

Director, Clare Education Centre

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## Template 3: 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?	

	Yes/No
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 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?	

	Yes/No
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 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

## Template 4: Notification regarding the Board of Management's review of the Child Safeguarding Statement

To: \_\_\_\_\_

The Board of Management of \_\_\_\_\_ 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](http://www.education.ie)

Signed \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_

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