



# **Belmayne Educate Together Secondary School**

**Roll Number 68346 T**

**Belmayne Avenue**

**Dublin 13**

## **Child Safeguarding Risk Assessment Report**

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 Belmayne Educate Together Secondary School

Risk in the context of this risk assessment is the risk of HARM as defined in the Children's First Act, 2015 and not general health and safety risk.

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

### **Child Safeguarding Risk Assessment Report**

Child Safeguarding Statement	2
Child Safeguarding Risk Assessment	4
Written Assessment of Risk of Belmayne ETSS	
Checklist for Review of the Child Safeguarding Statement	8
<b>Appendix 1 Notification regarding the Board of Management's review of the Child Safeguarding Statement</b>	<b>10</b>
<b>Appendix 2 Organisational Implications &amp; Considerations in support of Belmayne ETSS Child Safeguarding Statement</b>	<b>11</b>

## Child Safeguarding Statement

Belmayne ETSS is a post-primary school providing post-primary education to pupils from First Year to Leaving Certificate Year.

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 \(revised 2023\)](#) 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 (revised 2023) as part of this overall Child Safeguarding Statement
2. The Designated Liaison Person (DLP) is Ashling Kenevey
3. The Deputy Designated Liaison Person (Deputy DLP) is Ian Whelan
4. The Relevant Person is Ashling Kenevey  
*(The relevant person is one who can provide information in respect of how the child safeguarding statement was developed and will be able to provide the statement on request. This person can also be the DLP)*
5. 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.

6. 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 (revised 2023) and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie website.

- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the Department of Education and available on the gov.ie 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-

- Ø Has provided each member of staff with a copy of the school’s Child Safeguarding Statement
- Ø Ensures all new staff are provided with a copy of the school’s Child Safeguarding Statement
- Ø Encourages staff to avail of relevant training
- Ø Encourages Board of Management members to avail of relevant training
- Ø 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 (revised 2023), including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
- 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 01/09/2024.

This Child Safeguarding Statement was reviewed by the Board of Management on 01/09/2024.

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

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

Chairperson of Board of Management

Principal/Secretary to the Board of Management

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

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

## Child Safeguarding Risk Assessment

### Written Assessment of Risk of Belmayne ETSS

#### 1. List of school activities

- Daily arrival and dismissal of pupils
- Using the bike racks located around the school
- Students arrive late-leaving early entering straight into class without signing in at the office.
- Recreation breaks for pupils –break & lunch
- Classroom teaching
- Removing students from class
- Fire Drills
- One-to-one teaching/ Learning Support with students
- One-to-one counselling / discussion with students
- Outdoor teaching activities
- Sporting Activities- in school and extracurricular with external school agencies
- School outings/tours
- School trips involving overnight stay
- School trips involving foreign travel
- Use of toilet/changing areas in the school
- Annual Sports Day
- School Open Evening & School Information Evenings
- Fundraising events involving pupils and external agencies
- Use of off-site facilities for school activities
- Care of children with special educational needs, including intimate care where needed
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- Administration of Medicine/First Aid
- HSE Visits- vaccination Days
- Parent- Teacher Meetings
- Curricular provision in respect of SPHE & RSE
- Prevention and dealing with bullying amongst pupils
- Training of school personnel in Child Protection matters
- Use of external personnel to supplement curriculum – student development initiatives - Gaisce
- Use of external personnel to support sports and other extracurricular 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 in the care of guardians-grandparents/ older siblings

- 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
- Use of Information and Communication Technology by pupils in school
- Application of sanctions under the school's Code of Positive Behaviour including Additional Learning Opportunities of pupils, confiscation of phones etc.
- Students participating in work experience in the school
- Students taking part in school committees at lunch time/after school - Green schools, students council etc.
- 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
- Use of social media to record/ share school activities, events
- After school use of school premises by other organisations
- Use of school premises by other organisation during school day
- Homework club/ Evening study
- Site visitors and service providers

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

**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 2023*.

- 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 from our school community
- 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 the child is participating in out of school activities e.g. school trip, swimming lessons, school tour
- Risk of 'harm' due to bullying of child
- Risk of 'harm' due to inadequate supervision of children in school- in class and at dispersal times/ break times
- Risk of 'harm' due to inadequate supervision of children while attending out of school activities/ school trips
- 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 AEN 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(s)
- Risk of 'harm' caused by member of school personnel communicating with pupils in appropriate manner via social media, texting, digital device or any 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 2023* are made available to all school personnel via shared drive/ available as hard copy in the main school office.
- 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 relevant aspects of 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 break/lunchtime supervision rota to ensure appropriate supervision of children during daily tutor time, at the end of the day and breaks/lunchtimes. Main corridors and the outdoor games area are monitored.
- At break/lunch times the adult(s) on supervision monitor toilets. We do not use any changing facilities in the school.
- The school has a Health and Safety certificate of compliance & Safety Statement document.
- The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting - All staff are Garda Vetted.
- The school adopts the Teaching Council code of conduct.
- Teaching Council Code of Conduct - <http://www.teachingcouncil.ie/en/Publications/Fitness-to-Teach/Code-of-Professional-Conduct-for-Teachers1.pdf>
- The school complies with the agreed disciplinary procedures for teaching staff as set out by the Teaching Council.
- The school has an Additional Educational Needs policy.
- The school has discussed the need for an intimate care policy/plan in respect of students who may require such care
- The school has in place a procedure whereby all guest speakers/ presenters are always accompanied by a teacher in the school.
- The school –
  - ❖ Has provided each member of the school staff with a copy of the school's Child Safeguarding Statement via the shared drive.

- ❖ Ensures all new staff are provided with a copy of the school’s Child Safeguarding Statement through the website.
  - ❖ Encourages staff to avail of relevant training and ensures all staff have completed the on-line Tulsa training and certificates are kept on file.
  - ❖ Encourages Board of Management members to avail of relevant training & understand their legal obligations
  - ❖ Maintains records of all staff and board member training
- The school has in place a procedure for the administration of First Aid.
  - The school has in place a Code of Positive Behaviour for students
  - The school has in place an ICT/ AUP 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 students.
  - The school has in place a Critical Incident Management Plan
  - The school has in place a procedure for the use of external persons to supplement the delivery of the curriculum e.g. guest speakers/sports coaches. - Sign in with the office.
  - The school has in place a policy and clear procedures for one-to-one teaching activities - *See Appendix of this document*
  - The school has in place procedures for one-to-one counselling *See Guidance Policy*
  - Student Teachers/SNAs are required to follow the induction procedure for all new staff and adhere to all procedures as is required by all members of staff. *See Student Teacher Policy*
  - The school has in place a policy and procedures in respect of students undertaking work experience in the school

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.

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 (revised 2023).

This risk assessment has been completed by the Board of Management on 01/09/2024. It shall be reviewed as part of the school’s annual review of its Child Safeguarding Statement.

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

Chairperson, Board of Management

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

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 \(revised 2023\)](#) 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 (revised 2023)*.

	Yes/No
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ?	Yes
2. Is the Board satisfied that the Child Safeguarding Statement is displayed in a prominent place near the main entrance to the school?	Yes
3. As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ?	Yes
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)	Yes
5. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	Yes
6. Has the Risk Assessment taken account of the risk of harm relevant to online teaching and learning remotely?	Yes
7. Has the DLP attended available child protection training?	Yes
8. Has the Deputy DLP attended available child protection training?	Yes
9. Have any members of the Board attended child protection training?	Yes
10. Has the school appointed a DLP and a Deputy DLP?	Yes
11. Are the relevant contact details (Tusla and An Garda Síochána) to hand?	Yes

12. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	Yes
13. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> and the Children First Act 2015?	Yes
14. Has the Board received a Principal's Child Protection Oversight Report (CPOR) at each Board meeting held since the last review was undertaken?	Yes
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?	Yes
16. Since the Board's last review, has the Board been provided with and reviewed all records relevant to the CPOR?	Yes
17. Is the Board satisfied that the records provided are anonymised and redacted as necessary to ensure that the identities of children and any other parties, including school personnel, to whom the concern or report relates are not disclosed?	Yes
18. 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?	Yes
19. Have the minutes of each Board meeting appropriately recorded the CPOR?	Yes
20. 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?	Yes
21. 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?*	Yes
22. Where applicable, were unique identifiers used to record child protection matters in the Board minutes?	Yes
23. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	Yes
24. 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 <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ?	N/A
25. In relation to any cases identified at question 20 above, has the Board ensured that any notifications required under section 5.6 of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> were subsequently issued by the DLP?	Yes

26. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	Yes
27. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	Yes
28. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	Yes
29. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	N/A
30. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post-primary schools)	Yes
31. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	Yes
32. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	Yes
33. 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?*	Yes
34. 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)?*	Yes
35. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	N/A
36. 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 <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ?	Yes
37. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	Yes
38. Is the Board satisfied that the ' <i>Child Protection Procedures for Primary and Post Primary Schools Post-Primary Schools (revised 2023)</i> ' are being fully and adequately implemented by the school?	Yes
39. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	No
40. 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?	N/A

41. 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?	Yes
---	-----

\*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

**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.

## Appendix 2 Organisational Implications & Considerations in support of Belmayne ETSS Child Safeguarding Statement

In accordance with the Child Safeguarding Statement of Belmayne ETSS, we recognise that the protection and welfare of children is of paramount importance. We are committed to ensuring that the students in our care are kept safe at all times. Accordingly, in relation to many aspects of school life and activities we have adopted procedures and practices which have due regard to this responsibility. In the Primary sector, teachers are guided towards every-day best practice using the Stay Safe programme. As no equivalent seems to exist at Post-Primary level, the following has been written as a non-exhaustive, evolving set of guidelines. It is partly adapted from the Stay Safe guidelines.

### **Supervision:**

- Supervision arrangements depend on the physical layout of the site, and the ages and the needs of children. School staff should have agreed arrangements for the recording of accidents or incidents that take place while children are under the supervision of school staff.
- Whilst inadequate supervision can contribute to greater opportunities for peer abuse, bullying and victimisation; a balance should be struck between monitoring the students and giving them privacy.
- Every effort will be made to ensure that there is comprehensive supervision of students at all breaks.
- The roster of staff on duty is displayed in the staff room.
- Teachers will ensure that the students are always supervised during lunch and break time.
- Students do not leave the school grounds or engage with any other adults at this time.
- Students are not permitted to spend break times in the classrooms unless there is a teacher present who has given this permission.
- Teachers will ensure that students are visible and supervised at all times.
- Students will not be put out of class onto the corridor unsupervised.

### **Custody issues**

- Where schools are aware of a court order being in place which prevents someone from having access to a child, a copy of that order should be requested by the school.
- In the event of the parent/guardian's non-compliance with the court order, the Gardaí should be summoned to enforce it.

### **Physical contact (taken from Stay Safe guidelines)**

- It is imperative that in all dealings with the children in our care a balance is struck between the rights of the child and the need for intervention. As a rule, any physical contact between school personnel and the child should be in response to the needs of the child and not the needs of the adult.
- While physical contact can be used to comfort, reassure or assist a child the following should be factors in assessing its appropriateness:
  - is it acceptable to the child concerned
  - is it open and not secretive
  - is it appropriate to the age and developmental stage of the child
  - is it necessary
- School personnel should not do things of a personal nature for a child which the child can do for him/herself. Inappropriate physical contact also includes rough physical play and horseplay (tickling, wrestling etc). All children should be treated with equal respect – favouritism is not acceptable.

### **General Conduct (adapted from the Stay Safe guidelines)**

- School personnel should never engage in or allow:
  - the use of inappropriate language or behaviours

- physical punishment of any kind
- shouting at students
- sexually provocative games or sexually suggestive comments about or to a child
- the use of sexually explicit or pornographic material etc.

#### **DVDs & Media**

- Staff will always ensure that any Video, Podcast, Media Clip shown to the students is age appropriate. Where a doubt exists regarding the suitability of material, parents, principal and/or board of management should be consulted as necessary.

#### **Visitors:**

- All unscheduled visitors to the school are requested to check in at the Belmayne ETSS reception.
- Staff on duty outside or inside will be aware of visitors entering the school and will ascertain their intentions immediately. They will be supervised in the discharge of their business.

#### **Bullying:**

- Bullying behaviour will be addressed under our Anti-Bullying policy. If the behaviour involved is of a sexualised nature or regarded as being particularly abusive then the matter will be referred to the DLP/DDLP.

#### **Behaviour:**

- Students are to be encouraged to socialise cooperatively and to show respect for themselves and others. At all times, we emphasise Positive Behaviour among our students.
- The schools Code of Positive Behaviour is referred to on a regular basis. It is available on the school website and in all student journals.

#### **Going to the Toilet/ Accessing Changing Rooms/ PE & Swimming (based on Stay Safe guidelines)**

- It is school policy that only one student is permitted to enter a toilet cubicle at a time.
- During lunch time/break time the teacher on duty inside will be nearby to supervise that there is no "messaging in the toilets".
- (A) If a child wets themselves during the day a pre-assigned staff member will assist them to change into dry clothes only if necessary. Most students will be able to change with the staff member giving directions from outside the toilet door. (See intimate care policy-pending)
- (B) It is school policy to call a parent/guardian if a child soils themselves in school and requires intimate care. In the unlikely event of failing to make contact staff will follow the procedures as for (A) above. All accidents of this nature will be reported to parents/guardians.
- In activities that require children to change clothing, appropriate steps should be taken to ensure that reasonable protection is afforded to the children and staff members involved.
- Due regard needs to be given to the potential health, safety and abuse concerns. To that end, the Board of Management should ensure that:
  - ☐ a balance is struck between the child's right to privacy and adequate supervision with due regard to gender issues
  - ☐ where children need assistance with changing, agreement should be reached between parents and staff as to how best those needs can be met prior to the activity.
  - ☐ boundaries may vary depending on needs of children and on the physical constraints
  - ☐ Parents are notified if volunteers are assisting children
  - ☐ staff should avoid assisting children with anything of a personal nature that the child can do for him/herself
  - ☐ a report of any incident be made to the Principal, Parents and BOM, as appropriate.

- ☒ Should the presence of an adult become necessary in a changing area, it is preferable (where practicable) to have a second adult present also. (This is an additional comment to those in the Stay Safe guidelines)
- ☒ If for some reason students must change only female staff members may enter female changing rooms and shower areas when in use by students. Only male staff members may enter male changing rooms and shower areas when in use by students
- In general, staff will remain outside changing rooms and shower areas, while maintaining a supervisory presence.
- Staff will only enter changing rooms and shower areas for emergency or disciplinary reasons

#### **Staff Cars:**

- As a rule, students will not be transported in staff cars.
- In particular circumstances when it is necessary to transport a student in a staff car, a student will never be alone with a teacher.
- A teacher will always be accompanied by another staff member (eg, teacher, secretary, SNA, caretaker).
- One of the staff members should be of the same gender as the student- where possible.
- In the event of an adult being unavailable, two other students will accompany the teacher, in addition to the student necessitating transport.
- Public or private transport will be arranged to travel to and from curricular and extracurricular events.
- If a child is ill parents/guardians will be contacted to come and collect their son/daughter.

#### **Induction of Teachers and Ancillary Staff:**

- It is the responsibility of the Principal to inform all new teachers and ancillary staff of the new Child protection procedures.

#### **Attendance:**

- School attendance is monitored carefully. When a teacher is concerned about attendance the parents will be notified or called into the school.
- We will also monitor non-attendance in correlation with signs of neglect/physical/emotional abuse. The NEWB will be informed of any concerns relating to a child's attendance. Children who miss 20 days or more will be reported to the NEWB in accordance with legislation.

#### **One-to One Teaching:**

- Provided it is deemed appropriate for an individual, one-to-one teaching may be provided. Schools need to weigh up the benefits of this against the possible disadvantages in relation to a child protection issue. Every effort should be made to ensure the protection of children and staff. It is crucial that clear boundaries are put in place regarding the physical environment (e.g. vision panel in door), seating arrangements, proper timetabling etc.
- Parent(s) and guardian(s) will be notified in writing of the fact that it is proposed to offer a student one-to-one teaching on a regular basis and parental consent will be obtained before the commencement of such teaching
- In circumstances where a student is taught in a one-to-one situation, it will be the policy of Belmayne ETSS, that the student will be visible to others at all times.
- Students will be taught in rooms where the staff member and pupil will be visible through a glass panelled door and the door will remain open & unobstructed.
- Privacy can be provided but the adult should be visible always
- Glass panels should never be covered
- Doors should never be locked
- Parent(s) and guardian(s) will be informed of the school's procedures in relation to child protection as it applies to one-to-one teaching.
- A copy of the timetable of 1:1 teaching will be given to the Principal.

- Work being carried out by inclusion assistants for a subject teacher in support of a student will be carried out under the direction of the class teacher and in an open environment if they are to leave the classroom e.g. for students who may experience severe anxiety.
- Never detain a student alone in an isolated part of the school; if there is a discipline issue bring him/her to a central area.
- Furthermore (in addition to the Stay Safe guidelines) staff at Belmayne ETSS are aware of and follow the Teaching Council's Code of Practice for Teachers in their dealings with students; maintain professional distance, refer concerns when necessary and avoid unnecessary physical contact.
- If a staff member/visiting professional such as Speech and Language therapist/ Occupational therapist needs to work/deal/communicate with students on a one-to-one basis, they are instructed to leave the classroom door open.

### **One-to-One Meetings/ Counselling**

- One-to-one meetings of a routine nature will take place in public areas (eg, corridors, leisure area, GPA), where the student will be visible to others, at all times.
- Should a one-to-one meeting require privacy, such a meeting will take place in a room where the window is unobstructed. The student's exit route from the room will never be obstructed and the door will never be locked.

### **Guest Speakers**

- In the first instance, teachers must seek the approval of the Principal/Deputy Principal, in order to invite visitors/ guest speakers into the school
- All guest speakers will report to the school office and will be met by the teacher/students who has extended the invitation.
- Under no circumstances will a guest speaker ever be left alone with a group of students. For all presentations, talks, workshops the timetabled teacher will remain present and will not leave the room until the next timetabled teacher presents.
- The school (Principal/Deputy Principal/ teacher as appropriate) has a responsibility to check out the credentials of the visitor/guest speaker and to ensure that the content/material in use is appropriate.
- The Principal/Deputy Principal must determine if Garda Vetting is necessary, in accordance with Circular 0031/2016.
- Admin staff will be made aware of visitors entering the school and will ascertain their intentions.
- Visitors will be required to sign in and out in a visitor's book in the main office.

### **Trips & Outdoor Education**

- The permission of the Principal/Deputy Principal will be obtained before the organisation of any educational trip (Day/Overnight).
- Written permission of parent(s) and guardian(s) will be obtained, in advance, by the organising teacher for all overnight trips.
- Parent(s) and guardian(s) will be requested to furnish any relevant information relating to a student's medical condition in advance of a proposed overnight trip.
- Emergency contact details of parent(s) and guardian(s) will be provided by parent(s) and guardian(s) to the organising teacher in advance of the overnight trip.
- A copy of such details and particulars of the trip will be given to the Principal /Deputy Principal by the organising teacher.
- In respect of overnight accommodation, adults will not share rooms with students.



- If exceptional or emergency circumstances require the presence of an adult in a bedroom occupied by students, there must be more than one student in the room at all times.
- Teachers/School Staff will act in a responsible manner having regard to the fact that they are in the company of, and responsible for the care of young teenagers/young adults.
- Teachers will maintain the same standards of care as apply in a school situation.
- It is important that the rules (agreed by teachers, parents and students) are signed by students and are applied by all teachers consistently while away with students, including with regard to the consumption of alcohol, drugs, other stimulants etc. by students.

**Intimate Care:**

- If any child in our school requires intimate care the procedures involved in such care will be agreed in consultation with the pupil, their parents/guardians and any other personnel involved in the care of the pupil, in keeping with best practice and keeping the best interests of the child to the fore and with due consideration to maintaining the child's personal dignity.
- Such procedures, when agreed, will be communicated to all parties involved and recorded.