

**St. Patrick's Secondary School
Castleisland
Co. Kerry**



CHILD SAFEGUARDING STATEMENT

Template 1: Child Safeguarding Risk Assessment Template

Written Assessment of Risk of St. Patrick's Secondary 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 St. Patrick's Secondary School.

1. List of school activities

1. Daily arrival and Dismissal of students
2. Recreation Breaks
3. Classroom Teaching
4. One to One Teaching
5. One to One Counselling
6. After School Study
7. Care of Students between classes
8. Outdoor teaching activities
9. Sporting Activities
10. School Outings – Day trips
11. School Outings – Overnight trips
12. Use of toilet facilities
13. Use of off site facilities
14. School Transport – Arrangements for school activities
15. SEN – Student care
16. Administration of medicines
17. First aid and Defibrillators
18. HSE vaccination
19. Wellbeing- SPHE & RSE
20. Bullying amongst students
21. Child Protection training – All school personnel
22. Use of external personnel
23. Care of pupils
24. Recruitment
25. ICT and students
26. Sanctions – Detention & Mobile Phones
27. Student work experience
28. Student Teachers
29. Use of School premises by outside organisations

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

Risk of harm due to inadequate supervision

Risk of a child being harmed in the school by another child

Risk of a child being harmed in the school by a member of school personnel

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 is participating in out of 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 due to inadequate code of behaviour

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 in one to one teaching, counselling, coaching situation.

Risk of harm caused by member of school personnel communicating with pupils inappropriately via social media, texting, digital device or another manner.

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

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

1. All school personnel are provided with a copy of the school's *Child Safeguarding Statement*.
2. *The Child Protection Procedures for Primary & PostPrimary Schools 2017* are made available to all school personnel.
3. 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*.
4. **The school has the following Policies, Programmes & Curriculum in place;**
 - Junior Cycle wellbeing programme
 - SPHE curriculum
 - Anti-Bullying Policy (*DES Anti-Bullying Procedures for Primary & Post Primary Schools*)
 - Corridor, Yard and Toilet area supervision procedures.
 - Clear procedures in respect of school outings.
 - Health and Safety Policy
 - Adheres to Garda Vetting Legislation & DES on Recruitment and vetting.
 - Code of conduct for school personnel (Teaching & Non- Teaching staff)
 - Agreed disciplinary procedures for Teaching staff.
 - SEN Policy.
 - Intimate care plan in respect of pupils with care needs.
 - Administration of Medication, First Aid and Defibrillator.
 - Code of behaviour
 - ICT policy in respect of ICT usage by pupils.
 - Mobile phone policy for students.
 - Critical Incident Management plan.
 - Use of external sports coaches, speakers, volunteers
 - One to One Teaching and Counselling
 - Student Teacher placements.
 - Students undertaking work experience.

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 all staff to avail of training.
- Maintains records of all staff training.

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 Manager 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 Manager on 02/03/2018. It shall be reviewed as part of the school’s annual review of its Child Safeguarding Statement.

Signed Dennis O'Donovan Date 2/3/2018
Manager

Signed Dennis O'Donovan Date 2/3/2018
Principal

Template 2: Child Safeguarding Statement Template

St. Patrick's Secondary School is a post-primary school providing post-primary education to pupils from JFirst 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 Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Manager of St. Patrick's Secondary School has agreed the Child Safeguarding Statement set out in this document.

1 The Manager 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 Denis O'Donovan (Principal)

3 The Deputy Designated Liaison Person (Deputy DLP) is Tim O'Connor (D. Principal)

4 The Manager 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 DES 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 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 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 all staff members to avail of relevant training
 - The Manager 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 Manager 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 school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015, 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 attached as an appendix to this statement.
- The various procedures referred to in this Statement can be accessed via the school’s website, the DES 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 Manager on 02/03/2018

Signed: 
 Manager

Signed: 
 Principal

Date: 2/3/2018

Date: 2/3/2018

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'?	Yes
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'?	Yes
3. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015?	Yes
4. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	Yes
5. Has the DLP attended available child protection training?	Yes
6. Has the Deputy DLP attended available child protection training?	Yes
7. Have any members of the Board attended child protection training?	N/A
8. Are there both a DLP and a Deputy DLP currently appointed?	Yes
9. Are the relevant contact details (Tusla and An Garda Síochána) to hand?	Yes
10. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	Yes
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?	Yes
12. Has the Board received a Principal's Child Protection Oversight Report at each Board meeting held since the last review was undertaken?	No
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?	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?	No
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?	No
16. Has the Board been provided with and reviewed all documents relevant to the Principal's Child Protection Oversight Report?	N/A
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	N/A

	Yes/No
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?*	N/A
19. Were child protection matters reported to the Board appropriately recorded in the Board minutes?	N/A
20. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	Yes
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'?	No
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?	N/A
23. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	N/A
24. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	N/A
25. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	Yes
26. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	N/A
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)	Yes
28. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	Yes
29. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	Yes
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?*	Yes
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)?*	Yes
32. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	N/A
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'?	No
34. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	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?	Yes
36. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	No
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 ?	N/A
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?	N/A

*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 Denis O'Donovan Date 2/3/18

Manager

Signed Denis O'Donovan Date 2/3/18
Principal

Child Safeguarding – Risk Assessment.

‘Harm’ as defined on section 8.8.2 page 68 of the Child protection procedures 2017.

‘Harm’ means in relation to a child

- (a) *Assault, ill-treatment or neglect of a child in a manner that seriously affects or is likely to seriously affect the child's health, development, or welfare, or*
- (b) *Sexual abuse of the child whether caused by a single act, omission, or circumstance or a serious or combination of acts, omissions or circumstances or otherwise.*

‘Ill Treatment’ means in relation to a child, to abandon or cruelly treat the child, or to cause or procure or allow the child to be abandoned or cruelly treated.

‘Neglect’ means in relation to a child, to deprive the child of adequate food, warmth, clothing, hygiene, supervision, safety or medical care.

‘Welfare’ includes in relation to a child, the moral, intellectual, physical, emotional and social welfare of the child.

	School Activities	Associated Risks of Harm	Procedures to address Risks
1	Daily arrival and dismissal of students.	Not being recognised by school personnel, not being reported properly by school personnel, being harmed by member of school personnel or by another child, or by adult or child outside school. Inappropriate relationship/communication between child and another child or adult.	Supervision, code of behaviour, anti-bullying, social media, Mobile phones and electronic devices. A member of senior school management is present in the school when students arrive and when the school day is over
2	Recreation Breaks	Inadequate supervision, bullying, accessing/using social media, Not being recognised by school personnel, not being reported properly by school personnel, being harmed by member of school personnel or by another child, or by adult or child out side school. Inappropriate relationship/communication between child and another child or adult.	Supervision, code of behaviour, anti-bullying, social media, Mobile phones and electronic devices. Signed Parental permission to leave school at lunchtime. Policy on students using cars/vehicles during lunch time.
3	Classroom Teaching	Harmed in the classroom by a member of school personnel, another child, by a volunteer or visitor. Harm to children with particular vulnerabilities	Professional code of conduct for teachers, policy on one to one teaching and meetings
4	One to One Teaching	Risk to students with SEN, with particular vulnerabilities, while receiving intimate care, counselling, inappropriate communication/relationship between child and adult	Professional code of conduct for teachers, SEN Policy, Guidance Policy, One to one teaching/meeting policy.
5	One to One Counselling	Risk to students with SEN, with particular vulnerabilities, while receiving intimate care, counselling, inappropriate communication/relationship between child and adult	Professional code of conduct for teachers, SEN Policy, Guidance Policy, One to one teaching/meeting policy.
6	After School Study	Harmed in the classroom by a member of school personnel, another child, by a volunteer or visitor. Harm to children with particular vulnerabilities	Professional code of conduct for teachers, policy on one to one teaching and meetings. Afterschool study will always be supervised by a member of the school's teaching staff.
7	Between Classes	Harm by a member of school personnel, another child, by a volunteer or visitor. Harm to children with particular vulnerabilities	Supervision, code of behaviour, anti-bullying, social media, Mobile phones and electronic devices. Professional code of conduct for teachers, Students will be classroom based and all movement will be supervised. Teachers will be in class on time.
8	Outdoor Teaching Activities; Geography Field Trip Ag Science Ecology Trip Biology Ecology Trip Science Field Trip	Inadequate supervision, bullying, accessing/using social media, Not being recognised by school personnel, not being reported properly by school personnel, being harmed by member of school personnel or by another child, or by adult or child out side school. Inappropriate relationship/communication between child and	Supervision, code of behaviour, anti-bullying, social media, Mobile phones and electronic devices. Signed Parental permission to travel on school trips & adherence to school code of behaviour. First Aid, Administration of Medicine, Pastoral Care, whole school Guidance, Use of external personnel. Minimum of two teachers to travel at all times.

		another child or adult.	
9	Sporting Activities Football, Rugby, Basketball, Soccer, Athletics, sports days	Inadequate supervision, bullying, accessing/using social media, Not being recognised by school personnel, not being reported properly by school personnel, being harmed by member of school personnel or by another child, or by adult or child out side school. Inappropriate relationship/communication between child and another child or adult. Various Injuries – NB Concussion	Supervision, code of behaviour, anti-bullying, social media, Mobile phones and electronic devices. Adherence to school code of behaviour. First Aid, Administration of Medicine, Pastoral Care, whole school Guidance, Use of external personnel. Minimum of two teachers to travel at all times. HIA and concussion protocol to be followed at all times.
10	School Outings – Day Trips	Inadequate supervision, bullying, accessing/using social media, Not being recognised by school personnel, not being reported properly by school personnel, being harmed by member of school personnel or by another child, or by adult or child out side school. Risk to students with SEN, with particular vulnerabilities. Inappropriate relationship/communication between child and another child or adult.	Supervision, code of behaviour, anti-bullying, social media, Mobile phones and electronic devices. Signed Parental permission to travel on school trips & adherence to school code of behaviour. First Aid, Administration of Medicine, Pastoral Care, whole school Guidance, Use of external personnel. Minimum of two teachers to travel at all times. SNA accompanying (not to be taken as part of the two teachers)
11	School Outings – Overnight TY – Gaisce & Delphi	Inadequate supervision, bullying, accessing/using social media, Not being recognised by school personnel, not being reported properly by school personnel, being harmed by member of school personnel or by another child, or by adult or child out side school. Risk to students with SEN, with particular vulnerabilities, Inappropriate relationship/communication between child and another child or adult.	Supervision, code of behaviour, anti-bullying, social media, Mobile phones and electronic devices. Substance use. Signed Parental permission to travel on school trips & adherence to school code of behaviour. First Aid, Administration of Medicine, Pastoral Care, whole school Guidance, Use of external personnel. Minimum of two teachers to travel at all times. Appropriate communication with parents/guardians. SNA accompanying (not to be taken as part of the two teachers)
12	Use of Toilet Area	Inadequate supervision, bullying, accessing/using social media, Not being recognised by school personnel, not being reported properly by school personnel, being harmed by member of school personnel or by another child. Risk to students with SEN, with particular vulnerabilities, while receiving intimate care,	Supervision, code of behaviour, anti-bullying, social media, Mobile phones and electronic devices. Substance use. Follow the school's breaktime and lunchtime supervision rota. Careful monitoring of students leaving class to use toilet. SNA assistance.
13	Use of Off Site facilities Rugby Club, Desmonds GAA, Community Centre, St. John's Hall, An Ríocht Athletic Club	Inadequate supervision, bullying, accessing/using social media, Not being recognised by school personnel, not being reported properly by school personnel, being harmed by member of school personnel or by another child, or by adult or child out side school. Inappropriate relationship/communication between child and another child or adult. Use of Changing and showering facilities	Supervision, code of behaviour, anti-bullying, social media, Mobile phones and electronic devices. Adherence to school code of behaviour. First Aid, Administration of Medicine, Pastoral Care, whole school Guidance, Use of external personnel. Minimum of two teachers supervising at all times. School code of behaviour when travelling to facilities. SNA accompanying (not to be taken as part of the two teachers)

14	School Transport Arrangements to school activities	Inadequate supervision, bullying, accessing/using social media, Not being recognised by school personnel, not being reported properly by school personnel, being harmed by member of school personnel or by another child, or by adult or child out side school. Inappropriate relationship/communication between child and another child or adult.	Supervision, code of behaviour, anti-bullying, social media, Mobile phones and electronic devices. Adherence to school code of behaviour. First Aid, Administration of Medicine, Pastoral Care, whole school Guidance, Use of external personnel. Minimum of two teachers supervision at all times. School code of behaviour when travelling on all outings. SNA accompanying (not to be taken as part of the two teachers)
15	SEN – Student Care	Inadequate supervision, bullying, accessing/using social media, Not being recognised by school personnel, not being reported properly by school personnel, being harmed by member of school personnel or by another child, or by adult or child out side school. Inappropriate relationship/communication between child and another child or adult. Recognising Health and well being care needs	Supervision, code of behaviour, anti-bullying, social media, Mobile phones and electronic devices. Substance use. The role of the SNA, One to One teaching and meeting procedures. Pastoral Care, Guidance, First Aid, Medicines,
16	Administration of Medicines	Health and Safety, inappropriate and/or inadequate supervision. Inappropriate and/or inappropriate training. SEN students and students with specific care needs and vulnerabilities.	Administration of Medicines Policy SEN Policy
17	First Aid and Defibrillators	Health and Safety, inappropriate and/or inadequate supervision. Inappropriate and/or inappropriate training. SEN students and students with specific care needs and vulnerabilities.	Administration of Medicines Policy SEN Policy
18	HSE Vaccination	Health and Safety, inappropriate and/or inadequate supervision. Inappropriate and/or inappropriate training. SEN students and students with specific care needs and vulnerabilities. inappropriate relationship/communication between child and another child or adult.	Teachers being present with external personnel. No unsupervised access to students.
19	Wellbeing -SPHE - RSE	Inappropriate and poor guidance	Wellbeing, SPHE and RSE policies.
20	Bullying amongst students	Inadequate supervision, bullying, accessing/using social media, Not being recognised by school personnel, not being reported properly by school personnel, being harmed by another student.	Anti Bullying, Code of behaviour, Pastoral Care, Whole school Guidance, Wellbeing and SPHE
21	Child Protection Training All school Personnel	Risk of harm due to lack of training, knowledge and reporting procedures, not reporting and not following procedures.	All school personnel are provided with a copy of the school's <i>Safeguarding statement and the child Protection Procedures for Primary and Post-Primary School 2017.</i> All school personnel are required to adhere to the <i>child Protection Procedures for Primary and Post-Primary School 2017.</i>

			<p>All registered teachers are required to adhere to the <i>Children First Act 2015</i>. The school adheres to the requirements of The Garda Vetting legislation and DES circulars. School complies with the agreed disciplinary procedures for teaching staff. Training for the DLP (Principal) DDLP (Deputy P) Make staff aware of all relevant training. All new staff including student teachers to complete all relevant training programmes.</p>
22	<p>Use of external personnel to supplement the curriculum</p> <ul style="list-style-type: none"> • support sports and teams • support extra curricular activities • speakers/Volunteers • Contractors 	<p>Inadequate supervision, bullying, accessing/using social media, Not being recognised by school personnel, not being reported properly by school personnel, being harmed by member of school personnel or by another child, or by adult or child out side school. Inappropriate relationship/communication between child and another child or adult.</p>	<p>Supervision, code of behaviour, anti-bullying, social media, Mobile phones and electronic devices. Adherence to school code of behaviour. First Aid, Administration of Medicine, Pastoral Care, whole school Guidance, Use of external personnel. Teacher(s) supervision at all times. School code of behaviour when travelling on all outings. SNA accompanying</p>
23	<p>Care of Pupils; Exchange Students Ethnic minorities/Migrants LGBT students Children in care</p>	<p>Inadequate supervision, bullying, accessing/using social media, Not being recognised by school personnel, not being reported properly by school personnel, being harmed by member of school personnel or by another child, or by adult or child out side school. Inappropriate relationship/communication between child and another child or adult.</p>	<p>Enrolment, Admissions and Religion policy. Supervision, code of behaviour, anti-bullying, social media, Mobile phones and electronic devices. Adherence to school code of behaviour. First Aid, Administration of Medicine, Pastoral Care, whole school Guidance, Links with NEPS, SENO, EWO, TUSLA, CAMHS Critical Incident Management Plan</p>
24	<p>Recruitment</p> <ul style="list-style-type: none"> • Teachers • SNA's • Caretaker/Cleaner 	<p>Inappropriate training, vetting, references,</p>	<p>Recruitment policy, Statutory Declaration, Garda Vetting, Teaching Council Registration, Induction Training, Child Protection procedures, References</p>
25	<p>ICT and Students</p>	<p>Inadequate supervision, accessing/using inappropriate social media, content, material. Not being recognised by school personnel, not being reported properly by school personnel, Inappropriate online relationship/communication between child and another child or adult.</p>	<p>Supervision, code of behaviour, anti-bullying, social media, Mobile phones and electronic devices. AUP policy, social media policy. Suspensions/Expulsion</p>
26	<p>Sanctions – Detention Mobile phones</p>	<p>Inadequate supervision, bullying, accessing/using social media, Not being recognised by school personnel, not being reported properly by school personnel, being harmed by member of school personnel or by another child, or by adult or child out side school. Inappropriate relationship/communication between child and another child or adult.</p>	<p>Supervision, code of behaviour, anti-bullying, social media, Mobile phones and electronic devices. Notification of detention to parents, supervision by teachers, suspensions/expulsions.</p>

27	Student Work Experience	Inadequate supervision, bullying, , being harmed by adult or child out side school. Social Media, exploitation. Inappropriate relationship/communication between child and another child or adult.	Work experience under supervision of teachers. Parental consent to undertake work experience. All employment placement is vetted by the school and monitored by the teachers. Evaluation from employers and from students.
28	Student Teachers	Inadequate supervision, bullying, accessing/using social media, Not being recognised by school personnel, not being reported properly by school personnel, being harmed by member of school personnel or by another child, or by adult or child out side school. Inappropriate relationship/communication between child and another child or adult.	Professional code of conduct for teachers, policy on one to one teaching and meetings. Induction and monitoring by mentoring teacher. Garda vetting, statutory declaration and child protection training.
29	Use of School Premises by outside organisations	Not when students are in the school.	Not when students are in the school.