

## Mandatory Template 1: Child Safeguarding Statement and Risk Assessment Template (Landscape Version)

### Child Safeguarding Statement

Monasterevan Convent N.S. (Scoil Eimhín Naofa) is a primary school providing primary education to pupils from Junior Infants to Sixth Class.

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 **Monasterevan Convent N.S. (Scoil Eimhín Naofa)** 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 **Declan Costello (Principal)**
- 3 The Deputy Designated Liaison Person (Deputy DLP) is **Ciara Byrne (Deputy Principal)**
- 4 The Relevant Person is **Declan Costello (Principal)**  
(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. In a school setting the relevant person shall be the designated liaison person.)
- 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](http://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](http://gov.ie) 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](http://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-
  - Has provided each member of staff with a copy of the school's Child Safeguarding Statement
  - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
  - Encourages staff to avail of relevant training
  - Encourages Board of Management members to avail of relevant training
  - The Board of Management maintains records of all staff and Board member training


- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the *Child Protection Procedures for Primary and Post Primary Schools (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 [gov.ie](http://gov.ie) 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.

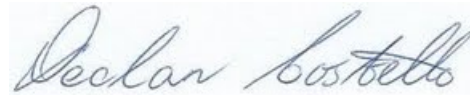
- 7 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 8 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on **08/03/2018 [date]**.

This Child Safeguarding Statement was reviewed by the Board of Management on **10/10/2024 [most recent review date]**.

Signed: 

Chairperson of Board of Management

Signed: 

Principal/Secretary to the Board of Management

Date: **Thursday, October 10th, 2024**

Date: **Thursday, October 10th, 2024**

## Child Safeguarding Risk Assessment

### Written Assessment of Risk of Monasterevan Convent N.S. (Scoil Eimhín Naofa)

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 PostPrimary Schools (revised 2023)*, the following is the Written Risk Assessment of **Monasterevan Convent N.S. (Scoil Eimhín Naofa)**.

1. List of school activities	2. The school has identified the following risk of harm in respect of its activities –	3. The school has the following procedures in place to address the risks of harm identified in this assessment -
Training of school personnel in Child Protection matters.	Harm not recognised or reported promptly.	Child Safeguarding Statement & DES procedures made available to all staff. DLP and DDLP attended PDST/OIDE face to face training. All Staff viewed the TUSLA training module and will do so regularly as an element of Croke Park Hours. Staff will complete any relevant online training offered. BOM retains all records of staff and board training.
One to one teaching.	Harm by school personnel.	School guidance for one to one teaching. Open doors - this is not required in Phase 1. Timetable teachers working together in one room. No staff member to be alone with a child in any enclosed area. Glass panel in door.
Care of children with special needs, including intimate care needs.	Harm by school personnel.	2 SNAs/ISAs assist each other when appropriate. MCTs/Special Class Teacher will always ensure a third party is present. Update our Intimate Care Policy during 2024/2025 - see draft.

Toilet areas.	Child being harmed in the school by another child. Inappropriate behaviour.	Code of Behaviour and Discipline. Friendship and Inclusion (Anti-Bullying) Policy. Pupil supervision during breaks. Toilet area in Eimhín Beag made available to pupils while on morning / lunch breaks in the playground.
Curricular Provision in respect of SPHE, RSE, Stay Safe.	Non-teaching of same.	School implements SPHE, specifically RSE and Stay Safe Programmes, in full. Supplementary Programme – Lust For Life.
LGBT children/pupils perceived to be LGBT.	Harm due to bullying of a child.	Friendship & Inclusion (Anti-Bullying) Policy. Code of Behaviour and Discipline. All Together Now Programme – PDST/OIDE
<b>List of school activities</b>	<b>The school has identified the following risk of harm in respect of its activities –</b>	<b>The school has the following procedures in place to address the risks of harm identified in this assessment -</b>

<p>Daily arrival and departure of pupils.  <i>School starts for all pupils at 09:05</i>  <i>School ends at 13:45 for Infant classes.</i>  <i>School ends at 14:45 for all other classes.</i>  <i>Gates open at 08:55 to admit all pupils and supervision is provided by teaching and ancillary staff once pupils enter the grounds and as they depart each afternoon.</i></p>	<p>Harm from older pupils or unknown adults on the playground.</p> <p>Traffic management on Drogheda Street, at school entrance / exit points and the subsequent risk of harm to our pupils</p>	<p>Morning arrivals and afternoon dismissals are supervised by staff members, teaching and ancillary. All staff members wear identification tags. From mid-September onwards, only pupils and staff are permitted on the school grounds in the morning.  Code of Behaviour and Discipline.  All school gates are closed after 09:05.  New school building site is fully cordoned off from our live school site – daily monitoring.  Ongoing monitoring, liaison and engagement with relevant statutory agencies. Parking areas are provided for disabled vehicles and school buses. Emergency service vehicles can access our grounds. Inclusion in the The Safe Routes to School (SRTS) Programme which was developed in partnership with the NTA and Green-Schools in 2020. A stated aim of the SRTS Programme is to improve safety at the school gate by providing ‘front of school’ treatments to alleviate congestion and improve access. Will form part of the infrastructure of the new school.</p>
<p>Management of challenging / violent behaviour amongst pupils.</p>	<p>Injury to pupils and staff.</p>	<p>Health &amp; Safety Policy.  Code Of Behaviour and Discipline.  NCSE Behaviour Management Training for Staff - ticket has been raised.  Behaviours of Concern Training for staff on 09/10/’23 provided by Mason Hayes Curran Solicitors.  Critical Incident Management Plan.  6 staff members completed FAR refresher training in May 2023. Scheduled for May 2025.  Crisis Prevention Training(Dynamis) completed by staff on 27/08/2024.</p>

		Whole of staff SOS Whatsapp group for emergency situations.
Sports Coaches.	Child being harmed in the school by a volunteer or visitor to the school.	Child Safeguarding Statement. Vetting procedures. Supervision of pupils by MCTs/Special Class Teacher and supported by SNAs/ISAs.
Students participating in Placement or Work Experience.	Child being harmed in the school by a volunteer or visitor to the school. Harm by student.	Work Experience Policy. Child Safeguarding Statement. Vetting Procedures.
Recreation breaks for pupils.	Risk of a child being harmed in the school by another child. Bullying.	Friendship & Inclusion (Anti-Bullying) Policy. Yard Supervision Policy. Playground divided into 2 sections – Senior and Junior. Toilet area in Eimhín Beag made available to pupils while on morning / lunch breaks in the playground. Essential medications / equipment for pupils is stored on high playground shelf beyond the reach of children. Additional safety latch placed on green gate nearest to grass area. Code of Behaviour and Discipline. Pupils line up at designated points. Rostered MCTs and SNAs/ISAs remain on yard supervision until all MCTs have brought their classes from the playground. All on supervision duty wear hi-vis vests.
Classroom teaching.	Harm by school personnel.	Code of Professional Conduct for Teachers. Recruitment / Vetting.
Outdoor teaching activities.	Risk of a child being harmed in the school by another child. Unknown adults on school grounds.	Code of Professional Conduct for Teachers. Code of Behaviour and Discipline. Closure of all access gates. Sign In Book at Reception area.
Sporting Activities	Risk of a child being harmed in the school by another child. Unknown adults on school grounds.	Code of Professional Conduct for Teachers. Code of Behaviour and Discipline. Supervision. All teams/squads change in the assigned classroom prior to matches/training sessions.



		Closure of all access gates. Sign In Book at Front Hall / Reception.
After school activities e.g. homework/sewing/chess/draughts club.	Risk of a child being harmed in the school by another child. Unknown adults on school grounds.	Code of Professional Conduct for Teachers. Code of Behaviour and Discipline. Dismissal supervised by teachers. Closure of all access gates. Sign In Book at Front Hall / Reception.
<b>List of school activities</b>	<b>The school has identified the following risk of harm in respect of its activities –</b>	<b>The school has the following procedures in place to address the risks of harm identified in this assessment -</b>
School outings.	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.	Code of Professional Conduct for Teachers. Supervision by MCTs, supported by SNAs/ISAs. Child Safeguarding Statements of venue/s.
Use of toilet/changing areas in schools Toilet area in Eimhín Beag made available to pupils while on morning / lunch breaks in the playground.	Child being harmed in the school by another child. Child being harmed in the school by volunteer or visitor to the school. Inappropriate behaviour/bullying.	Friendship & Inclusion (Anti-Bullying) Policy. Code of Behaviour and Discipline. Supervision by MCTse/Special Class Teacher, supported by SNAs/ISAs. Toilet area in Eimhín Beag made available to pupils while on morning / lunch breaks in the playground.
Annual Activity Day.	Inappropriate behaviour/bullying. Child being harmed in the school by another child. Child being harmed in the school by a visitor to the school.	Friendship & Inclusion (Anti-Bullying) Policy. Code of Behaviour and Discipline. Code of Professional Conduct for Teachers. Supervision by MCTs/Special Class Teacher, supported by SNAs/ISAs.
Fundraising events involving pupils e.g. Sponsored Walk.	Child being harmed by another child or visitor.	Adult supervision. Code of Behaviour and Discipline.
Use of off-site facilities for school activities	Child being harmed by a member of school personnel, a member of staff of another organisation or other person. Inappropriate behaviour/bullying.	Supervision Policy. Code of Behaviour and Discipline. Friendship & Inclusion (Anti-Bullying) Policy. Classes and/or adults 'pair up' for visits to town library, playground or local playing pitches.

School transport arrangements including use of bus escorts.	Harm from other/older pupils or unknown adults. Inappropriate behaviour/bullying.	Recruitment/Vetting Procedures. Friendship & Inclusion (Anti-Bullying) Policy. RSA Declaration of Compliance – Bus Operators.
<b>List of school activities</b>	<b>The school has identified the following risk of harm in respect of its activities –</b>	<b>The school has the following procedures in place to address the risks of harm identified in this assessment -</b>
Administration of Medicine. Administration of First Aid.	Harm by School Personnel.	Administration of Medicine Policy/Indemnification. Administration of First Aid Policy/Indemnification. Enrolment Application. October reminder issued to Parents / Guardians regarding new / evolving medical needs / conditions. Care Plan/s as appropriate.
Prevention and dealing with bullying amongst pupils.	Child being harmed/bullied by another child.	Friendship & Inclusion (Anti-Bullying) Policy. Appendix 3 Template for recording of bullying behaviour Annual review of Friendship and Inclusion Policy (Anti-Bullying) and its implementation. Summary reporting at BOM Meetings Code of Behaviour and Discipline.
Use of external personnel to supplement curriculum - e.g. Music Generation Kildare (MGK)	Child being harmed in the school by volunteer or visitor to the school	Vetting Procedures. Supervision Policy. Sign In Book at Front Hall / Reception.
Care of pupils with specific vulnerabilities/ needs such as <ul style="list-style-type: none"> <li>● Pupils from ethnic minorities/migrants</li> <li>● Members of the Traveller community</li> <li>● Lesbian, gay, bisexual or transgender (LGBT) children</li> <li>● Pupils perceived to be LGBT</li> <li>● Pupils of minority religious faiths</li> </ul>	Child being harmed in the school by a member of school personnel. Child being harmed in the school by another child. Child being harmed in the school by a volunteer or visitor to the school. Child being harmed by a member of school personnel, a member of staff of another	Friendship & Inclusion (Anti-Bullying) Policy. Code of Behaviour and Discipline. Code of Professional Conduct for Teachers. Yard Supervision Policy. <i>Update Equality/Inclusion Policy – during 2024/2025.</i>

<ul style="list-style-type: none"> <li>• Children in care</li> <li>• Children on Child Protection Notification System (CPNS)</li> </ul>	<p>organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons, etc. Risk of harm due to bullying of a child.</p>	All Together Now Programme – PDST/OIDE
<p>Recruitment of school personnel including -</p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• SNAs/ISAs</li> <li>• Caretaker/Office Administrator/Cleaners</li> <li>• Sports coaches</li> <li>• External Tutors/Guest Speakers</li> <li>• Volunteers/Parents in school activities</li> <li>• Visitors/contractors present in school during school hours</li> <li>• Visitors/contractors present during after school activities</li> </ul>	<p>Risk of harm not being recognised by school personnel.</p> <p>Risk of harm not being reported properly and promptly by school personnel.</p>	<p>Child Safeguarding Statement &amp; DES procedures made available to all staff. All Staff viewed TUSLA training module and will do so regularly as an element of Croke Park Hours. Staff will complete any relevant online training offered. Vetting Procedures.</p>
<b>List of school activities</b>	<b>The school has identified the following risk of harm in respect of its activities –</b>	<b>The school has the following procedures in place to address the risks of harm identified in this assessment -</b>
All entering and leaving our school.	Child being harmed in the school by a volunteer or visitor to the school.	All entering and leaving our school are required to sign a Visitor's Book. Where necessary, visitor identification tags will be provided.
Use of Information and Communication Technology by pupils in school or during remote learning.	<p>Children inappropriately accessing/using computers, social media, phones and other devices while at school or during remote learning.</p> <p>Bullying.</p>	<p>ICT and AUP policies. Friendship &amp; Inclusion (Anti-Bullying) Policy. Code of Behaviour and Discipline. Use of secure and reputable digital platforms, resources and apps. Regular Digital Workshops for III – VI pupils, MCTs/Special Class Teacher and Parents / Guardians.</p>

		Cyberbullying Talks by Community Gardaí. Code of Behaviour and Discipline. Mobile Phone Policy. Access to a staff member and use of the school landline.
Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of mobile phones, etc.	Inadequate supervision of children in school. Following dismissal of pupils.	
Students participating in Work Experience in the school	Child being harmed in the school by a visitor to the school.	Work Experience Policy. Vetting Procedures.
Student teachers undertaking training placement in school.	Child being harmed in the school by a visitor to the school.	Code of Professional Conduct for Teachers. <i>Update Policy on School Placements – during 2024/2025</i> Vetting Procedures.
Use of video/photography/other media to record school events.	Member of school personnel/visitor communicating with pupils in inappropriate manner via social media, texting, digital device or other manner  Member of school personnel/visitor accessing/circulating inappropriate material via social media, texting, digital device or other manner	Parent/Guardian Letters of Consent. Photos or videos taken at school events are not to be shared on social media – private use only permitted. Requested in advance. ICT Policy. <i>Contact Data Protection Commissioner again re. videography / photography of school events and GDPR compliance – during 2024/2025.</i>

**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)*

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.

## **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.

The Addendum to Children First: National Guidance for the Protection and Welfare of Children published in January 2019 clarifies that organisations providing relevant services to children should consider the specific issue of online safety when carrying out their risk assessment and preparing their Child Safeguarding Statement.

The Guidance on Continuity of Schooling for primary and post-primary schools (April 2020) advises of the importance of teachers maintaining the safe and ethical use of the internet during distance learning and assisting parents and guardians to be aware of their role also. Schools should ensure that their Acceptable Use Policy (AUP) informs and guides remote or distance learning activity.

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 learning support
- One-to-one counselling
- Outdoor teaching activities
- Online teaching and learning remotely
- Sporting Activities
- School outings
- Use of toilet/changing/shower areas in schools
- 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,
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- Management of provision of food and drink
- 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

- Children with medical needs
- 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, including social media
- 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
- 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
- Homework club

### **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 inappropriate use of online remote teaching and learning communication platform such as an uninvited person accessing the lesson link, students being left unsupervised for long periods of time in breakout rooms
- Risk of harm due to bullying of child

- Risk of harm due to racism
- 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, including medical 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 an inappropriate 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 (revised 2023)* are made available to all school personnel
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)* and all registered teaching staff are required to adhere to the *Children First Act 2015* and its Addendum (2019)
- The school implements in full the Stay Safe Programme
- The school implements in full the SPHE curriculum
- 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 undertakes anti-racism awareness initiatives
- 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 DE 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 an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents
- The school has in place a policy governing the use of smartphones and tablet devices in the school by pupils as per circular 38/2018
- The school has in place a Critical Incident Management Plan
- 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