



St. Peter's National School

Maynooth Road Dunboyne Co. Meath A86 RX96 Tel: (01) 8026741

Child Safeguarding Statement

St. Peter's National School 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 St. Peter's National School 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 **Laura McGovern**
- 3 The Deputy Designated Liaison Person (Deputy DLP) is **Marianne Coyle**
- 4 The Relevant Person is **Laura McGovern**
(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 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-
 - 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 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 19/09/23.

This Child Safeguarding Statement was reviewed by the Board of Management on 19/09/23.

Signed: Raheem Giff

Chairperson of Board of Management

Date: 19/09/2023

Signed: Laura M'faren

Principal/Secretary to the Board of Management

Date: 19/09/23



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Child Safeguarding Risk Assessment

Written Assessment of Risk of St. Peter's National School

In accordance with section 11 of the Children First Act 2015 and with the requirements of Chapter 8 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*, the following is the Written Risk Assessment of St. Peter's National School.

List of School Activities	Risk Level	The school has identified the following Risk of Harm	The school has the following Procedures in place to address risk identified in this assessment
Training of school personnel in Child Protection matters	High	Harm not recognised or reported promptly	<p>All school personnel are provided with a copy of the school's <i>Child Safeguarding Statement</i></p> <p>The <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i>, are made available to all school personnel</p> <p>School Personnel are required to adhere to the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i> and all registered teaching staff are required to adhere to the <i>Children First Act 2015</i></p> <p>DLP and DDLP to attend PDST face-to-face training</p> <p>All staff to view Tusla training module and any other training offered by PDST</p> <p>BOM records all records of staff and board training</p>
Curricular provision in respect of SPHE, RSE, Stay Safe.	Medium	Non-teaching of same	<p>The school implements in full the Stay Safe programme.</p> <p>The school implements in full the SPHE curriculum.</p> <p>The school implements in full the R.S.E programme.</p>
One-to one-teaching	High	Harm by school personnel	School has clear procedures in place for one-to-one teaching activities

Classroom teaching	Medium	Harm by school personnel	<p>The school personnel adhere to the professional code of conduct as outlined by the Teaching Council</p> <p>The school-</p> <ul style="list-style-type: none"> • 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 • Maintains records of all staff • The school complies with the agreed disciplinary procedures for teaching staff • Red card system in place for teachers to use to request help from an additional member of staff if needed for any health and safety reason.
Daily arrival and dismissal of pupils	Medium	Harm from pupils, unknown adults in playground	The school has procedures in place to ensure appropriate supervision of children during arrival and dismissal
Outdoor teaching activities	Medium	Harm by school personnel Harm to pupils	The school personnel adhere to the professional code of conduct as outlined by the Teaching Council. The school has a Health and Safety policy
Use of external personnel to supplement curriculum	Medium	Harm not recognised or properly or promptly reported Harm from unknown adults	<p>The school has in place procedures for the use of external persons to supplement delivery of the curriculum</p> <p>School ensures that external persons have been Garda vetted through the Patron body before any instructions with pupils commence</p>
Recreation breaks for pupils	Medium	Harm to pupils	The school has in place yard supervision procedures to ensure appropriate supervision of children during break times
Sporting Activities	Medium	Harm by school personnel Harm to pupils	The school has a Health and Safety policy
Sports Coaches	Medium	Harm to pupils	The school personnel adhere to the professional code of conduct as outlined by the Teaching Council. The school has in place procedures for the use of external sports coaches
Annual Sports Day	High	Harm by school personnel Harm to pupils	The school has a Health and Safety policy
Use of off-site facilities for school activities	High	Injury to pupils and staff Harm from unknown adults	<p>The school has a Health and Safety policy</p> <p>The school has in place supervision procedures to ensure appropriate supervision of children when using off-site facilities for school activities</p>

School outings/ school tours	High	Harm by school personnel Harm by tour personnel Harm to pupils	The school has a Health and Safety policy The school has in place clear procedures in respect of school outings and school tours
School transport arrangements	High	Harm from unknown adults Injury to pupils and staff	The school has in place clear procedures in respect of school transport arrangements
Use of toilet/changing areas in schools	High	Inappropriate behaviour	The school has in place supervision procedures to ensure appropriate supervision of children when using the toilet
Fundraising events involving pupils	Low	Harm by school personnel	The school has in place a Code of Behaviour for pupils. The school has a Health and Safety policy
Administration of Medicine	High	Harm by school personnel Harm to pupils	The school has in place a policy and procedures for the administration of medication to pupils
Administration of First Aid	High	Harm not recognised or properly or promptly reported Harm from unknown adults Harm by school personnel	The school has in place procedures for the administration of First Aid to pupils
Prevention and dealing with bullying amongst pupils	High	Bullying	The school has in place an Anti-Bullying Policy for pupils. The school has in place a Code of Behaviour for pupils.
Managing of challenging behaviour amongst pupils	High	Bullying	The school has in place a Code of Behaviour for pupils. The school has a Health and Safety policy
Care of children with special needs, including intimate care needs	High	Harm by student Harm not recognised or properly or promptly reported Harm from unknown adults	The school has a plan in respect of students who require intimate care

Care of pupils with specific vulnerabilities/ needs such as <ul style="list-style-type: none"> • Pupils from ethnic minorities/migrants • Members of the Traveller community 	High	Harm to pupils Harm not recognised or properly or promptly reported Harm from unknown adults	The school has in place a Code of Behaviour for pupils. The school has in place an Anti-Bullying Policy for pupils.
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<ul style="list-style-type: none"> • Lesbian, gay, bisexual or transgender (LGBT+) children • Pupils perceived to be LGBT+ • Pupils of minority religious faiths • Children in care • Children on Child Protection Notification System 			
LGBT+ Children/Pupils perceived to be LGBT+	Low	Bullying	<p>The school has in place a Code of Behaviour for pupils.</p> <p>The school has in place an Anti-Bullying Policy for pupils.</p>
<p>Recruitment of school personnel including-</p> <ul style="list-style-type: none"> • Teachers • SNA's <ul style="list-style-type: none"> • 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 	High	<p>Harm by school personnel</p> <p>Harm from unknown adults</p>	<p>All school personnel are provided with a copy of the school's <i>Child Safeguarding Statement</i></p> <p>The <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i>, are made available to all school personnel</p> <p>School Personnel are required to adhere to the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i>, and all registered teaching staff are required to adhere to the <i>Children First Act 2015</i> Child Safeguarding Statement and DES procedures made available to all staff</p> <p>Staff to view Tusla training module and any other training offered by PDST</p> <p>The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting</p> <p>The school has in place policies and procedures that apply to all parents, volunteers and visitors.</p>

Use of Information and Communication Technology by pupils in school, in school and during remote teaching and learning.	High	Harm to staff Harm not recognised or properly or promptly reported Harm from unknown adults	The school has in place an ICT Policy in respect of usage of ICT by pupils The school has in place a Code of Behaviour for pupils. The school has in place an Anti-Bullying Policy for pupils. The school has in place a firewall to ensure that the internet cannot be inappropriately accessed. The school has in place a Policy on the Use of Mobile Phones and Electronic Devices The School has in place an Acceptable User policy which addresses the risks relating to online teaching and learning.
Use of video/photography/ other media to record school events	High	Harm by school personnel Harm from unknown adults	The school has in place procedures in respect of the use of video/photography/other media to record school events The school follows Diocesan Guidelines
Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.	Medium	Bullying	The school has in place a Code of Behaviour for pupils. The school has in place a Policy on the Use of Mobile Phones and Electronic Devices
Students participating in work experience	Medium	Harm not recognised or properly or promptly reported Harm from unknown adults	The school has in place procedures in respect of students undertaking work experience in the school. All students on work experience are provided with a copy of the school's <i>Child Safeguarding Statement</i> All students on work experience are required to adhere to the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ,
Student teachers undertaking training placement in school	Medium	Harm to pupils Harm not recognised or properly or promptly reported Harm from unknown adults	The school has in place procedures in respect of student teacher placements
After school use of school premises by other organisations	Medium	Harm to staff Harm not recognised or properly or promptly reported	The school has in place policies and procedures that apply to all parents, volunteers and visitors.

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.

This risk assessment has been completed by the Board of Management on 19/09/23

It will be reviewed as part of the school’s annual review of its Child Safeguarding Statement.

Signed: Re. Ryan GSR

Chairperson of Board of Management

Date: 19/09/23

Signed: Laura M. J. J. J.

Principal/Secretary to the Board of Management

Date: 19/09/2023

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 (revised 2023)*.

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
- School trips involving overnight stay
- School trips involving foreign travel
- Use of toilet/changing/shower areas in schools
- Provision of residential facilities for boarders
- Annual Sports Day
- Fundraising events involving pupils
- Use of off-site facilities for school activities
- School transport arrangements including use of bus escorts
- Care of children with special educational needs, including intimate care where needed,
- Care of any vulnerable adult students, including intimate care where needed
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- 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 Tusla's Child Protection Notification System (CPNS)
 - Children with medical needs
- Recruitment of school personnel including -
 - Teachers/SNAs
 - 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
- Students from the school participating in work experience elsewhere
- Student teachers undertaking training placement in school
- Use of video/photography/other media to record school events
- After school use of school premises by other organisations
- Use of school premises by other organisation during school day
- Breakfast club
- Homework club/evening study

Examples of Risks of Harm

- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of child being harmed in the school by a member of school personnel
- Risk of child being harmed in the school by another child
- Risk of child being harmed in the school by volunteer or visitor to the school
- Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons
- Risk of harm due to 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 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 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 smart phones 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 Home School Liaison policy and related procedures
- The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
- The school has in place a policy and procedures for the use of external sports coaches
- The school has in place a policy and clear procedures for one-to-one teaching activities
- The school has in place a policy and procedures for one-to-one counselling
- The school has in place a policy and procedures in respect of student teacher placements
- The school has in place a policy and procedures in respect of students undertaking work experience in the school
- The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations

Appendix 1

Reasonable Grounds for Concern/Threshold of Harm

The Reasonable Grounds for Concern are:

Neglect

The threshold of harm, at which you must report to Tusla under the Children First Act 2015, is reached when you know, believe or have reasonable grounds to suspect that a child's needs have been neglected, are being neglected, or are at risk of being neglected to the point where the child's health, development or welfare have been or are being seriously affected, or are likely to be seriously affected.

Emotional Abuse/Ill-Treatment

The threshold of harm at which you must report to Tusla under the Children First Act 2015, is reached when you know, believe or have reasonable grounds to suspect that a child has been, is being, or is at risk of being ill-treated to the point where the child's health, development or welfare have been or are being seriously affected, or are likely to be seriously affected.

Physical Abuse

The threshold of harm, at which you must report to Tusla under the Children First Act 2015, is reached when you know, believe or have reasonable grounds to suspect that a child has been, is being, or is at risk of being assaulted and that as a result the child's health, development or welfare have been or are being seriously affected, or are likely to be seriously affected.

Sexual Abuse

If, as a mandated person, you know, believe or have reasonable grounds to suspect that a child has been, is being, or is at risk of being sexually abused, then you must report this to Tusla under the Children First Act 2015. As all sexual abuse falls within the category of

seriously affecting a child's health, welfare or development, you must submit all concerns about sexual abuse as a mandated person to Tusla.

Appendix2

Circumstances which give rise to Concern in Relation to Child Abuse

Children living in certain circumstances may be particularly vulnerable to harm. Children living in the following situations may be at increased risk of harm. However, it is important to note that the presence of any of these circumstances does not mean that the child is being abused:

a) Parent/Guardian/Carer Factors

- Drug and alcohol misuse
- Addiction, including gambling
- Mental health issues
- Conflictual relationships
- Domestic violence
- Adolescent parents
- Parental disability issues, including learning or intellectual disability

b) Child Factors

- Age
- Gender
- Sexuality
- Previous abuse
- Disability
- Communication difficulties
- Trafficked/Exploited
- Young carer
- Mental health issues, including self-harm and suicide

c) Community Factors

- Cultural, ethnic, religious or faith-based norms in the family or community which may not meet the standards of child welfare or protection required in this
- Jurisdiction Culture-specific practices, including:
 - Female genital mutilation
 - Forced marriage
 - Honour-based violence
 - Radicalisation

d) Environmental Factors

- Housing Issues
- Poverty/Begging
- Bullying
- Communication difficulties
- Children who are out of home and not living with their parents, whether temporarily or permanently
- Internet and social media-related concern

e) Poor Motivation or Willingness of Parents/ Guardians to engage

- Non-attendance at appointments
- Lack of insight or understanding of how the child is being affected
- Lack of understanding about what needs to happen to bring about change
- Avoidance of contact and reluctance to work with services
- Inability or unwillingness to comply with agreed plans

These factors should be considered routinely as part of the process of being alert to the possibility that a child may be at risk.

1. Bullying

Bullying is defined as repeated aggression -verbal, psychological or physical and can be conducted by an individual or group against one or more persons. It is behaviour that is intentionally aggravating and intimidating and occurs mainly among children in social environments such as schools. It includes behaviours such as physical aggression, cyberbullying, damage to property, intimidation, isolation/exclusion, name calling, malicious gossip and extortion. It can often be based on perceived differences e.g. gender identity, sexual preference, race, ethnicity religion, parent's occupation etc. ICTs mean that bullying can be perpetrated through mobile phones or other personal devices using internet and social media enablers such as Facebook, Snapchat etc.

Some children are particularly vulnerable to bullying. These include:

- SEN children
- Minority ethnic groups
- Traveller children
- LGBT+ children
- Minority religious faiths
- Academic high achievers
- Children with underdeveloped social skills and social cue recognition

The management of bullying among children in a school environment is an ongoing task and requires constant vigilance among school staff as well as constantly revised and understood policies.

All of the above factors and bullying need to be taken into account as part of the process of being vigilant for the presence of child abuse and suffering among the children in St. Peter's National School.

Appendix 3

When a Child Makes a Disclosure

When a child discloses abuse, this needs to be taken very seriously. It is important that any disclosure is dealt with appropriately, both for the wellbeing of the child and also to ensure that your actions do not jeopardise legal action against the abuser.

If, as a mandated person, you receive a disclosure of harm from a child, which is above the thresholds, you must consult with the Designated Liaison Person (OLP) and make a mandated report of the concern to Tusla, in consultation with the DLP. You are not required to judge the truth of the claims or the credibility of the child. If the concern does not meet the threshold to be reported as a mandated concern, you should report it to Tusla as a reasonable concern, in consultation with the OLP.

There are a number of basic 'rules' that should be followed to ensure the safe handling of any disclosures of abuse from a child:

- Do not panic
- Remember that the safety and well-being of the child come before the interests of any other person
- Listen to the child and accept what the child says
- Look at the child directly, but do not appear shocked
- Do not seek help while the child is talking to you
- Reassure the child that they did the right thing by telling you
- Assure the child that it is not their fault and you will do your best to help
- Let the child know that you need to tell someone else
- Let the child know what you are going to do next and that you will let them know what happens
- Be aware that the child may have been threatened
- Write down what the child says in their own words - record what you have seen and heard also
- Make certain you distinguish between what the child has actually said and the inferences you may have made. Accuracy is paramount in this stage of the procedure
- Tell your OLP or DDLP as possible
- As a mandated person, you must make a report to Tusla, or the Gardai immediately. This is to be done in conjunction with the DLP/DDLP
- After making the referral look after yourself. Discuss the matter with your DLP/DDLP or relevant person
-

Important Notes

- The same action should be taken if the allegation is about abuse that has taken place in the past, as it will be important to find out if the person is still working with or has access to children.
- Dealing with an allegation that a colleague on the school staff has abused a child is difficult but must be taken seriously and dealt with carefully and fairly.

Things to say when a child discloses

Repeat the last few words in a questioning manner

- 'I believe you'
- 'I am going to try to help you'
- 'I will help you'
- 'I am glad that you told me'
- 'You are not to blame'

Things not to say when a child discloses:

- 'You should have told someone before'
- 'I can't believe it! I am shocked!'
- 'Oh that explains a lot'
- 'No not...he's a friend of mine'
- 'I won't tell anyone else'
- 'Why? How? When? Where? Who?'

Things to do

- Reassure the child that s/he was right to tell you
- Let them know what you are going to do next
- Immediately seek help, in the first place from the DLP/DDLP
- Write down accurately what the child has told you. Sign and date your notes.
Keep all notes in a secure place for an indefinite period
- Seek help for yourself if you feel you need support

Things not to do

- Do not attempt to deal with the situation yourself
- Do not formally interview the child:
 - Never ask leading questions
 - Never push for information or make assumptions
 - Only necessary relevant facts should be obtained, when clarification is needed
 - Do not make assumptions, offer alternative explanations or diminish the seriousness of the behaviour or alleged incidents
 - Do not keep the information to yourself or promise confidentiality
 - Do not take any action that might undermine any future investigation or disciplinary procedure, such as interviewing the alleged victim or potential

witnesses, or informing the alleged perpetrator or parents or carers

- o Do not permit personal doubt to prevent you from reporting the allegation to the designated child protection officer

Appendix 4

Procedures for the Reporting of Child Protection and Welfare Concerns to Tusla

Below is a summary of the actions to be taken by the Designated Liaison Person (DLP) in relation to Child Protection Concerns brought to her. These give an outline and the DLP will consult the Child Protection Procedures for Primary and Post-Primary Schools 2017 for details before proceeding. Chapter 5 contains the details of Reporting Concerns.

Allegations of abuse made against school staff may require immediate action involving suspension of the teacher, SNA or member of ancillary staff. The Board of Management should always seek comprehensive legal advice before embarking on such action.

When a Registered Teacher has a Child Protection Concern (Procedures 5.1 / 5.2 / 5.2.11)

- A teacher will immediately report a child protection concern to the DLP. The teacher will work with the DLP on the reporting procedures.
- A registered teacher is a mandated person and has a statutory obligation to make a mandated report to Tusla. This will normally be done by making joint mandated report with the DLP.

When someone else in the School Community has a Child Protection Concern

- SNA/Ancillary Staff- Report Concern to DLP (Procedures 5.1)
- Parent/Guardian - Report Concern to DLP (Procedures 5.6)

Actions of OLP on becoming aware of a Concern (Procedures 5.3)

- Open a Secure File - use child's Clar Uimhir
- Record all details of the concern
- Consult:
 - o Resource Bundle and PAMs (Principal Adie Memoires)
 - o Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)
 - o Children First National Guidelines 2017
 - o Commence Reporting Procedure

Reporting Procedures (Procedures 5.3 / 5.4)

Are there Reasonable Grounds for Concern? Have the Thresholds for Harm been reached?

- If yes - Make a mandated report to Tusla
- If unsure - Consult with Tusla and follow advice given. Be clear that you are consulting only and do not give details of persons involved
- If in any doubt - make a mandated report
- If thresholds not reached, but you have concerns - make a report

Records of Reporting

Record the details of the concern in the Child Protection file

Keep records of all reports made to Tusla or Gardai

Record details of advice sought:

The person you spoke to

The advice given

When the DLP decides not to make a Report to Tusla (Procedures 5.3.8)

Inform the reporting person in writing of the decision not to make a report

Inform the reporting person that they may make a report to Tusla and give the school a copy

Keep copies of the above in the Child Protection file

Keep a copy of any report by the reporting person in the Child Protection file

Include all details in your next oversight report to the Board of Management

Informing Parents (Children First Chapter 3 Page 25)

A school is not required to inform the family that a report is being made to Tusla. It is good practice however to tell

the family that a report is being made and the reasons for the decision. It is not necessary to inform the family if by doing so:

- The child will be placed at further risk
- Might impair Tusla's ability to carry out a risk assessment
- You believe that you are putting yourself at risk of harm from the family

The OLP may seek advice from Tusla regarding informing the family and record all communication with the family or Tusla in the Child Protection file

Child Protection Oversight Report (CPOR) (Procedures 5.5)

The Principal (normally OLP) will make a CPOR at every Board of Management meeting. It will detail:

- Any allegations of abuse raised in relation to school staff since the last Board of Management meeting
- Other child protection concerns raised in relation to any child since the last Board of Management meeting
- Child protection concerns regarding alleged bullying behaviour since the last Board of Management meeting

Tusla Reporting Forms

Tusla has two Reporting Forms

- Child Protection and Welfare Report Form
- Retrospective Abuse Report Form

Appendix 5

Summary of Record Keeping Requirements

The section references below relate to '*Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*' and summarise the main record-keeping requirements set out in those procedures as follows:

Section 3.4 sets out requirements on individual members of the school staff to record child protection concerns that they may have, including disclosures from children and any actions taken in respect of same.

Section 5.1.1 requires that the DLP shall make a written record of any concern brought to her attention by a member of the school staff and will place this record in a secure location.

Section 5.3.3 requires that in all cases where the DLP has sought the advice of Tusla, the DLP will retain a record of the consultation which will note the date, the name of the Tusla official and the advice given.

Section 3.4.4 requires that the DLP shall retain a copy of every report submitted by her to Tusla and shall keep a record of any further actions taken by the DLP and of any further communications with Tusla, An Garda Síochána or other parties in relation to that report.

Section 3.4.5 requires that all records created shall be regarded as highly confidential and placed in a secure location.

Section 3.4.6 requires that to allow for the effective recording and tracking of relevant records and actions, child protection case files and any parties referenced in such files shall be assigned a unique code or serial number by the DLP. In this context 'parties' means any party whose identity, if disclosed, might lead to the identification of a child or a person against whom an allegation has been made.

Section 9.4 requires that a Child Protection Oversight Report must be provided to

the Board of Management (BoM), as part of the principal's report to the board, at every Board of Management meeting. The information that will be provided in this report is set out at sections 9.5 to 9.8 of these procedures.

Sections 9.5, 9.6 and 9.7 provide that the minutes of Board of Management meetings will record child protection matters by reference to the unique code or serial number assigned to the case/parties concerned.

Section 5.3.6 requires that where the DLP informs a parent/carer that a report concerning his or her child

is being made, a record will be made of the information communicated by the DLP to the parent/carer. It also requires that a decision by the DLP not to inform a parent/carer shall be recorded together with the reasons for not doing so.

Section 5.3.8 requires that if the DLP decides that the concern of the member of school personnel, including that of a mandated person, should not be reported to Tusla, the DLP shall give the member of the school staff a clear statement, in writing, as to the reasons why action is not being taken. A copy of this statement shall be retained by the DLP. Where that member of the school staff decides to make a report to Tusla, he or she must provide the DLP with a copy of that report.

Section 5.6 requires that where the DLP issues a notification to a parent in accordance with that section, a copy of that notification shall be retained by the DLP.

Section 3.5.4 requires the Board of Management to ensure that arrangements are in place to ensure that the DDLP can access relevant records when required.

Section 8.13.6 requires that records of the annual review of the school's Child Safeguarding Statement and its outcome shall be retained and made available, if requested, to the patron and/or the Department.

Appendix 6

Checklist for Review of the Child Safeguarding Statement St. Peter's National School 20191V

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> ?	no
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)	yes
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)	N/A
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?	yes
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 19 Sept. 2023

Chairperson, Board of Management

Signed  Date 19/09/23

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 7

Agency	Contact Numbers
Designated Liaison Person: Laura McGovern	(01) 8026741
Deputy Designated Liaison Person: Marianne Coyle	(01)8026741
Chairperson of Board of Management: Eugene Griffin	086 - 382 6646
Parents' Association Chairperson: Stephen Higgins	(01) 8026741
Rector: Rev. Eugene Griffin	086 - 382 6646
Local Garda Station: Dunboyne Gardar	(01) 8252211
Fire Brigade: Ashbourne	(01)8352444
Ambulance: Dunshaughlin	112/999
Local GPs: Dunboyne Surgery Family Practitioners	(01)8255069 (01)8252105
Hospitals: Navan Blanchardstown Temple Street	(046)9071088 (01)6465000 (01)8784200
NEPS Psychologist: Bridget Rodden	(0)76 1108635
Cigire Scoile: Elizabeth Sheirdan	elizabeth_sheridan@education.gov.ie
Community Care Psychology Department HSE	(046)9078826
Child and Adolescent Mental Health Service (CAMHS)	(046)9420803
Employee Assistance Service	1800 411057
Family Resource Centre	(046)9438850
Inspire Workplace Services (formerly Carecall)	1800 411057
Other local Schools: Junior National School Senior National School Gaelscoil Thulach na n6g St. Peter's Community College	(01) 8252807 (01) 8252803 (01) 8252858 (01) 8252552
Department of Education and Skills	(01)8896400
INTO	(1850)708708

Appendix 8

Notification Regarding the Board of Management's Review of the Child Safeguarding Statement

To: St. Peter's NS School Community

The Board of Management of St. Peter's NS wishes to inform you that:

- The Board of Management's annual review of the school's Child Safeguarding Statement was completed at the Board meeting of 19/09/23 [date].
- This review was conducted in accordance with the "Checklist for Review of the Child Safeguarding Statement" published on the [gov.ie](https://www.gov.ie) website

Signed Rev Eugene Gill Date 19/09/23

Chairperson, Board of Management

Signed Lauro Hifon Date 19/09/23

Principal/Secretary to the Board of Management