Alexandra College Junior School Child Safeguarding Statement and Risk Assessment

Alexandra College Junior School is a private independent school providing primary education to pupils from Preschool 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 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of Alexandra College Junior 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 2017 as part of this overall Child Safeguarding Statement.

2. The Designated Liaison Person (DLP) is Avril Lamplugh.

3. The Deputy Designated Liaison Person (Deputy DLP) is Aisling Gorry.

4. 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.

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 DE 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 DE 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 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.

- In this school the Board has appointed the above named DLP as the "relevant person" (as defined in the Children First Act 2015) to be the first point of contact in respect of the school's 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 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.

- The various procedures referred to in this statement can be accessed via the school's website, the DE website or will be made available on request by the school.

  Note: The above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

6. This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association (JACA) 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 revised Child Safeguarding Statement was adopted by the Board of Management in June 2023.
This Child Safeguarding Statement will be reviewed annually by the Board of Management. The next review date is September 2024.

Signed: _____   Signed: _____
Chairperson of Board of Management   Principal/Secretary to the Board of Management

Date: _____   Date: _____

Child Safeguarding Risk Assessment
Written Assessment of Risk at Alexandra College Junior 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 Alexandra College Junior School.

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
Absconding pupils	Staff awareness of potential risks	Firm, clear instructions given Additional staff to assist
Administration of First Aid	All staff members should be familiar with and confident in administering First Aid School secretary administers First Aid	The school has in place a policy and procedures for the administration of First Aid
Administration of Medicine	Staff aware of children with specific needs (written permission from parents in exceptional circumstances)	The school has in place a policy and procedures for the administration of medication to pupils
After school use of school premises by other organisations	Garda Vetting	Supervision policy Health and Safety policy Personnel to be Garda vetted
Annual Sports' Day	Harm from other pupils, buggies / unknown / non-Garda vetted adults on school premises with access to pupils	Supervision Policy Health and Safety All available staff involved and assigned appropriately
Application of sanctions under the school's Code of Behaviour	Risk of harm due to inadequate code of behaviour	The school has in place a Code of Behaviour for pupils

including timeout for pupils, confiscation of phones etc.		
Morning Supervision	Supervision	Personnel to be Garda vetted Supervision policy Health and Safety policy
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	Risk of harm to children with SEN who have particular vulnerabilities Bullying Racism Isolation	Anti – Bullying Policy SPHE programme Code of Behaviour
Changing for sport activities	Inappropriate behaviour Risk of child being harmed in the school by another child	Supervision policy Changing into sports' gear time
Choir and Orchestra	Contained area Well supervised	Supervision Policy – more than one adult present

Classroom teaching	Inappropriate reprimands Insensitive commentary	Supervision Policy Teachers being aware of sensitive issues Code of Behaviour
Curricular provision in respect of SPHE, RSE, Stay Safe	Non-teaching of same Making the links	School implements SPHE, RSE, Stay Safe in full
Cycle Training	Facilitators need to have their own policies / procedures and to be aware of ours	Class teacher / SNA in attendance with pupils while sessions are going on
Daily arrival and dismissal of pupils	Harm from other pupils, unknown adults on the campus Traffic in car park	Arrival and Dismissal Policy & Procedures: doors need to be closed once teachers bring classes in from yards. Whole school policy on parental access to school Supervision Policy Traffic Management Policy & Procedures Health & Safety Policy
Educational Trips / Matches	Accidental injuries Supervision levels	Policy in place Supervision policy Administration of First Aid
Fundraising events involving pupils	Contact with non-Garda vetted adults	JACA could communicate importance of supervision / safety if pupils are looking for sponsorship
Grandparents' Day	Harm from other pupils, buggies / unknown / non-Garda vetted adults on school premises with access to pupils	Supervision Policy Health and Safety All available staff involved and assigned appropriately

Prep and Aftercare	Supervision	Supervision policy Personnel to be Garda vetted Health and Safety policy
Intimate care needs including: Care of children with special needs in Preschool and KG classes	Harm by school personnel	Policy on intimate care – staff need to be aware of protocols to follow if toileting issues arise Parental consent to be included on enrolment form
Managing of challenging behaviour amongst pupils	Injury to pupils and staff Flight risk	Health & Safety Policy 'No touching' policy for all staff members Code Of Behaviour
One to one teaching	Risk of harm in one-to-one teaching	School has policy in place for one-to-one teaching Glass in window to give an un-obscured view of the room
Outdoor teaching activities	Harm from other pupils, unknown adults on the campus Gates open during school hours	Supervision Policy Notices required on front and rear gates re dogs not allowed on school grounds
Participation by pupils in religious ceremonies / religious instruction external to this school	Vigilance	Supervision by staff
Prevention and dealing with bullying amongst pupils	Physical, psychological and emotional online bullying Sexual harassment	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 Parental awareness of what bullying actually is? Resilience building programme in SPHE

Recreation breaks for pupils	Injury to pupils / Bullying Harm not recognised or properly or promptly reported Risk of harm due to inadequate supervision of children in school	Policy & Procedures in place Health & Safety Policy Code Of Behaviour SPHE programme to teach resilience / normal day to day bumping into each other in the yard Staff to collect pupils promptly from the yards
Recruitment of school personnel including: Teachers / SNAs Caretaker / Secretary / Cleaners	Inappropriate behaviour Policies not followed Not recognising risks / behaviour	Ensure all staff are Garda vetted and have completed the online Tusla / PDST online training (as appropriate) Copies of vetting forms on file
Recruitment of: Sports coaches External Tutors / Guest Speakers Volunteers / Parents in school activities	Inappropriate behaviour Policies not followed Not recognising risks / behaviour	Ensure all staff are Garda vetted and have completed the online Tusla / PDST online training (as appropriate) School has policy and procedures for the use of external persons to supplement delivery of the curriculum Ensure all volunteers are Garda vetted by the school before they start volunteering
Sports' Coaches	Harm to pupils Inappropriate behaviour Policies not followed Not recognising risks / behaviour	Policy & Procedures in place The school has in place a policy and procedures for the use of external sports coaches Ensure all volunteers are Garda vetted by the school before they start volunteering
Sporting Activities	Managing injuries	Supervision policy
Student teachers undertaking training placement in school	Class teacher to be present	The school has in place a policy and procedures in respect of student teacher placements

Students participating in work experience	Harm by student – need to be constantly supervised	Work Experience Policy: Garda vetting required for students aged 16 - 18 Child Safeguarding Statement.
Toilet areas	Inappropriate behaviour	Usage and supervision policy Designated toilet area
Training of school personnel in Child Protection matters	Harm not recognised or reported promptly by school personnel Inappropriate behaviour Policies not followed Not recognising risks / behaviour	Child Safeguarding Statement (Including Risk Assessment) & DES procedures made available to all staff at the beginning of each academic year or when a new member of staff arrives. DLP& DDLP to attend PDST face to face training All Staff to view Tusla training module & any other online training offered by PDST – new members of staff to complete training or produce certificate of completion to school 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 BOM records all records of staff and board training
Use of external personnel to supplement curriculum	Garda Vetting Class teacher present	The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
Use of external personnel to support sports and other extra – curricular activities	Injury Two members of staff to accompany pupils attending matches	Personnel to be Garda vetted Supervision policy Health and Safety policy

Use of Information and Communication Technology by pupils in school	Bullying Staff not following policies & procedures Risk of harm due to children inappropriately accessing / using computers, social media, phones and other devices while at school	ICT / AUP policy Anti-Bullying Policy Code of Behaviour Mobile phone policy – pupils to hand up their phones to class teacher upon arrival at school
Use of off-site facilities for school activities	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 / bullying	Educational Trips Policy Changing room protocols Phone contact lists
Use of school premises by other organisation during school day	Garda Vetting	Personnel to be Garda vetted Supervision policy Health and Safety policy

Use of toilet	Inappropriate Behaviour Risk of harm to child while a child is receiving intimate care	Usage and supervision policy
Use of video /photography / other media to record school events	Risk of harm caused by member of school personnel accessing /circulating inappropriate material via social media, texting, digital device or other manner	WhatsApp / Social media etiquette Parents to be advised / reminded on a regular basis. No videos / photos to be posted by parents.
Visitors / contractors present in school during school hours	Not all visitors to the school can be vetted	Visitors need to sign into the office and wear their badge visibly while in the school.
Visitors / contractors present during	Not all visitors to the school can be vetted	Visitors need to sign into the office and wear their

after school activities		badge visibly while in the school.
Volunteers / Parents	Risk of child being harmed in the school by volunteer or visitor to the school	Vetting Procedures Policy for Parents/Volunteers

Important Note: It should be noted that risk in the context of this risk assessment is the risk of "harm" as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the Child Protection Procedures for Primary and Post Primary Schools 2017

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this 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.

Our Child Safeguarding Statement and Risk Assessment has been created using the following guidelines:

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

- Administration of First Aid
- Administration of Medicine
- After school use of school premises by other organisations
- Annual Sports Day
- Application of sanctions under the school's Code of Behaviour including timeout for pupils, confiscation of phones etc.
- Care of children with special educational needs, including intimate care where needed
- Care of pupils with specific vulnerabilities/ needs such as:
    o Children in care
    o Children on CPNS
    o Children with medical needs
- Classroom teaching
- Curricular provision in respect of SPHE, RSE, Stay Safe
- Daily arrival and dismissal of pupils
- Guest speakers
- Fundraising events involving pupils
- Prep and Aftercare
    o Lesbian, gay, bisexual or transgender (LGBT) children
- Management of challenging behaviour amongst pupils

- Management of provision of food and drink
  - Members of the Traveller community
- One-to one learning support
- One-to-one teaching
- Online teaching and learning remotely
- Outdoor teaching activities
- Participation by pupils in religious ceremonies / religious instruction external to the school
- Prevention and dealing with bullying amongst pupils
- Provision of residential facilities for boarders
  - Pupils from ethnic minorities / migrants
  - Pupils of minority religious faiths
  - Pupils perceived to be LGBT
- Recreation breaks for pupils
- Recruitment of school personnel including –Caretaker, Secretary and Cleaners
- School outings
- School transport arrangements
- School trips involving foreign travel
- School trips involving overnight stay
- Sporting Activities
  - Sports coaches
- Student teachers undertaking training placement in school
- Students from the school participating in work experience elsewhere
- Students participating in work experience in the school
  - Teachers / SNA's
- 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
- Use of Information and Communication Technology by pupils in school, including social media
- Use of off-site facilities for school activities
- Use of school premises by other organisation during school day
- Use of toilet / changing / shower areas in schools

- Use of video / photography/other media to record school events
  - Visitors / contractors present during after school activities
  - Visitors / contractors present in school during school hours
  - Volunteers / Parents in school activities

Examples of Risks of Harm

- 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 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 harm caused by member of school personnel accessing / circulating inappropriate material via social media, texting, digital device or other manner
- 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 due to bullying of child
- Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm due to inadequate code of behaviour
- 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 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 racism
- Risk of harm in one-to-one teaching or coaching situation
- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of harm to child while a child is receiving intimate care
- Risk of harm to children with SEN who have particular vulnerabilities, including medical vulnerabilities

Examples of Procedures to address risks of harm

- All school personnel are provided with a copy of the school's Child Safeguarding Statement
- Encourages board of management members to avail of relevant training
- Encourages staff to avail of relevant training
- Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
- Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
- Maintains records of all staff and board member training
- 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 and it's Addendum (2019)
- The Child Protection Procedures for Primary and Post-Primary Schools 2017 are made available to all school personnel
- The school adheres to the requirements of the Garda vetting legislation and relevant DE circulars in relation to recruitment and Garda vetting
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has a codes of conduct for school personnel (teaching and non-teaching staff)
- The school has a Health and Safety policy
- The school has a Special Educational Needs policy
- 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 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 an Anti-Bullying Policy which fully adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools
- The school has an intimate care policy/plan in respect of students who require such care
- The school has in place a code of behaviour for pupils
- The school has in place a Critical Incident Management Plan
- The school has in place a policy and clear procedures for one-to-one teaching activities
- The school has in place a policy and clear procedures in respect of school outings
- 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 administration of medication to pupils
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a policy and procedures for the use of external sports coaches

- The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations
- 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 governing the use of smart phones and tables devices in the school by pupils as per circular 38/2018
- The school implements in full the SPHE curriculum
- The school implements in full the Stay Safe Programme
- The school undertakes anti-racism awareness initiatives