

Child Safeguarding Statement – Terenure College

Terenure College is a post-primary school providing post-primary education to pupils in First Year to Leaving Certificate Year of post-primary education.

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 Terenure College 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 Mr. Philip Wallace, the Principal.
- 3 The Deputy Designated Liaison Person (Deputy DLP) is Ms. Anne Hegarty, Deputy Principal.
- 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.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

- 5 The following procedures/measures are in place:


- In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DES (Department of Education and Skills) 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
 - The Child Protection Procedures for Primary and Post-Primary Schools 2017 are made available to all school personnel.
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- 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 abovenamed DLP as the “relevant person” (as defined in the Children First Act 2015) to be the first point of contact in respect of the child safeguarding statement.
 - All registered teachers employed by the school are mandated persons under the Children First Act 2015.
 - In accordance with the Children First Act 2015 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 in the accompanying Child Safeguarding Risk Assessment.
 - 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.
 - The school implements in full the SPHE (Social, Personal and Health Education) 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 undertakes anti-homophobia and anti-transphobia awareness initiatives
 - The school has a yard and corridor 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 School Excursions Policy
 - The school has a safety statement
 - The school has a Code of Behaviour for Workers (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 code of behaviour for pupils
 - The school has in place an AUP (Acceptable Use Policy) in place and has communicated this policy to parents
 - The school has in place a First Aid Policy
 - The school has in place a Critical Incident Management Plan


- The school has in place an External Persons Policy
 - The school has in place a policy and procedures for one-to-one teaching activities
 - The school has in place a policy and clear procedures in relation to counselling
 - The school has a Pastoral Care Policy
 - The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations and in respect of pupils undertaking work experience in the school
 - In certain circumstances the school will adapt the SPHE (Social, Personal and Health Education) / RSE (Relationships and Sexuality Education) curriculum to address the needs of students with SEN (Special Educational Needs).
 - The school has in place a Guidance Plan which includes a clear counselling policy and ensures best ethical principles and practice, including a provision that counselling interviews are only conducted by those who are suitably professionally qualified.
 - The school has in place an incident reporting system
 - The school Pastoral Care team meets regularly to address concerns surrounding individual students' welfare
 - Rugby coaches complete the Safe Rugby course
 - The school has in place a Weights Room Policy
 - In-school internet content is filtered through PDST (Professional Development Service for Teachers) / DES (Department of Education and Skills) firewalls
 - Information on Health and Learning Concerns is made available to all staff
 - The school attendance system is used to record and monitor student absence from class
 - The school clearly identifies with signs areas that are off limits to students
 - Areas and rooms where one-to-one meetings or teaching may occur have been adapted for maximum visibility
- 6 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 7 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on 5th March 2018.

This Child Safeguarding Statement was reviewed by the Board of Management on 26th February 2024.

Signed: 
 Ms. Patricia Bourden,
 Chairperson of Board of Management

Date: 26th February 2024

Signed: 
 Philip Wallace,
 Principal/Secretary to the Board of
 Management

Date: 26th February 2024

Child Safeguarding Risk Assessment

Written Assessment of Risk of Terenure College

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 Terenure College.

1. List of school activities

- Daily arrival and dismissal of pupils
- Recreation breaks for pupils
- Classroom teaching
- Learning support
- One-to-one teaching
- One-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
- Sports Days
- 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
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE
- Prevention and dealing with bullying amongst pupils
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum
- 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 (Child Protection Notification System)
- 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
- After-school supervised study
- Students travelling unattended to school activities or tours (including when the student misses supervised transport)
- Student use of school facilities without constant supervision
- One-to-one supervision during school exams and in separate exam centres for State exams
- Extracurricular activities or outings involving individual students or small groups
- Transportation of individual or small groups by teachers
- Students from other schools participating in curricular and extra-curricular activities on-site
- Students being outside the classroom during class-time
- Students participating in Care Week
- One to one meetings with teaching staff including Year Heads and study coaches
- Moving between classrooms
- Use of social media, newsletters and website to distribute school news

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

- 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 personnel or visitor to adjoining buildings and services
- 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
- Risk of harm due to inappropriate use of online remote teaching and learning communication platform such as uninvited person accessing the lesson link, students being left unsupervised for long periods in breakout rooms
- Risk of harm due to bullying of child
- Risk of harm due to racism
- Risk of harm due to homophobia and/or transphobia
- 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 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
- Risk of child being harmed outside of the school by a person not associated with the school
- Risk of harm due to access to online content and services

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

- All school personnel are provided with a copy of the school's *Child Safeguarding Statement*
- The *Child Protection Procedures for Primary and Post-Primary Schools 2017* are made available to all school personnel
- 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 its Addendum (2019)
- The school ensures that all new staff are provided with a copy of the school's Child Safeguarding Statement
- The school ensures staff avail of relevant training
- The school encourages board of management members to avail of relevant training
- The school maintains records of all staff and board member training
- 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 Code of Behaviour for Workers (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff
- 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 undertakes anti-homophobia and anti-transphobia awareness initiatives.
- The school has a yard and corridor 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 School Excursions Policy
- The school has a safety statement
- 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 code of behaviour for pupils
- The school has an Acceptable Usage Policy in place and has communicated this policy to parents
- The school has in place a Distance Learning Policy
- The school has in place procedures governing the use of smart phones, tablet devices and laptops as per circular 38/2018 in the Acceptable Usage Policy
- The school has in place a First Aid Policy
- The school has in place a Critical Incident Management Plan
- The school has in place an External Persons Policy
- The school has in place a policy and procedures for one-to-one teaching activities

- The school has in place a policy and clear procedures counselling
- The school has a Pastoral Care Policy
- The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations and in respect of pupils undertaking work experience in the school
- In certain circumstances the school will adapt the SPHE / RSE curriculum to address the needs of students with SEN
- The school has in place a Guidance Plan which includes a clear counselling policy and ensures best ethical principles and practice, including a provision that counselling interviews are only conducted by those who are suitably professionally qualified.
- The school has in place an incident reporting system
- The school Pastoral Care team meets regularly to address concerns surrounding individual students' welfare
- Rugby coaches complete the Safe Rugby course
- In-school internet content is filtered through PDST / DES firewalls
- Information on Health and Learning Concerns is made available to all staff
- The school attendance system is used to record and monitor student absence from class.
- The school clearly identifies with signs areas that are off limits to students
- Areas and rooms where one-to-one meetings or teaching may occur have been adapted for maximum visibility

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.