

Child Safeguarding Statement 2019/2020



John the Baptist Community School

John the Baptist Community School is a post-primary school providing post-primary education to students from First Year to Leaving Certificate Year and Adults (through an Adult Education programme).

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of John the Baptist Community 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 **Noreen Rafferty**.
- 3 The Deputy Designated Liaison Person(s) (Deputy DLP) is **Ita Browne**.
- 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;
- also adhere to the above principles in relation to any adult pupil with a special vulnerability;
- 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 by enabling them to identify unnecessary risks and 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;
- 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 DES website.
- In relation to the selection and recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the DES and available on the DES website.
- In relation to the provision of information and where necessary, instruction and training to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
 - Has provided each member of staff with a copy of the school's Child Safeguarding Statement;
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement;
 - Encourages staff to avail of relevant training;
 - Encourages 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 abovenamed DLP as the “relevant person” (as defined in the Children First Act 2015) to be the first point of contact in respect of the Child Safeguarding Statement.
- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015, the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school’s procedures for managing those risks is attached as an appendix to these procedures.
- The various procedures and policies referred to in this Statement can be accessed via the school’s website, the DES website or are available on request by the school. Many feature in the Teacher’s Diary.

Note: The above is not intended as an exhaustive list.

- 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 and trustees. 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 _____ .

Signed: _____

Signed: _____

Chairperson of Board of Management

Principal/Secretary to the Board of Management

Date: _____

Date: _____

Child Safeguarding Risk Assessment 2019/2020



Written Assessment of Risk of John the Baptist Community School, Hospital, Co. Limerick.

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 John the Baptist Community School.

1. List of school activities

Daily Life

- Daily arrival and dismissal of students
- Recreation breaks for students
- After school use of school premises by other organisations
- Use of school premises by other organisations during the school day
- Break-times/lunch times/before and after school supervision
- Use of off-site facilities for school activities
- School facilities being used by outside organisations during and after the school day and open competitions

Learning and Teaching

- Classroom teaching
- One-to-one teaching
- Outdoor teaching activities/off campus activities
- Curricular provision in respect of SPHE, RSE, Stay Safe
- Evening study

Pastoral Care, Wellbeing and Support

- Application of sanctions under the school's Code of Behaviour including detention of students, confiscation of phones etc.
- One-to-one counselling – guidance and support
- Care of children with special educational needs
- Prevention and dealing with bullying amongst students
- Training of school personnel in child protection matters
- Use of toilet/changing/shower areas in schools, including disabled toilets
- Internal school counselling/chaplaincy/career guidance
- Visiting counselling service
- Annual Health and Wellbeing Week
- Management of challenging behaviour amongst students

- Administration of Medicine
- Administration of First Aid
- Care of students with specific vulnerabilities/ needs such as
 - Those with specific learning difficulties
 - Students from ethnic minorities/migrants
 - Lesbian, gay, bisexual or transgender (LGBTQI+) children
 - Students perceived to be LGBTQI+
 - Students of minority religious faiths
 - Children in care
 - Children on Child Protection Notification System
- Homework club
- Lunchtime club(s)
- Recruitment of school personnel including -
 - Teachers/SNA's
 - Caretaker/Secretary/Cleaners
 - Sports coaches
 - External Tutors/Guest Speakers
 - Volunteers/Parents in school activities
 - Visitors/contractors present in school during school hours and/or after school activities

School Events

- Fundraising events involving students
- School transport arrangements including procedures for accompanying adults
- Open days and community based events e.g. Arts and Culture Week
- School concerts/presentation nights e.g. registration night, Third Year, Senior Options Night

Extra-curricular/Co-Curricular Activities

- Student Council
- Sporting Activities
- School outings
- School trips involving overnight stay
- School trips involving foreign travel
- Use of external personnel to supplement curriculum
- Use of external personnel to support sports and other extra-curricular activities
- Participation by students in religious ceremonies/retreats/religious instruction external to the school (e.g. Seinn)
- Extra-curricular Sports
- Young Scientist/Young Entrepreneur/Junk Couture & other TY competitions
- Green Schools
- School plays/musicals
- Various workshops held by visiting speakers (e.g. substance abuse/mental health/careers)
- Public speaking and debating competitions (within and outside school time)
- Activities associated with promotion of mental health e.g. Cycle Against Suicide

Use of Technology

- Use of Information and Communication Technology by students in school
- Use of video/photography/other media to record school events or as assessment requirements (e.g. LCVP, CBAs Junior Cycle)

Work Experience

- Students participating in work experience in the school
- Students from the school participating in work experience elsewhere
- Student teachers undertaking training placement in school

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

The following are defined risks of harm:

Physical Abuse: Is that which results in actual or potential harm from an interaction or lack of interaction, which is reasonably within the control of a parent or person in a position of responsibility, power or trust.

Emotional Abuse: When a child's developmental need for affection, approval, consistency and security are not met. Unless other forms of abuse are present, it is rarely manifested in terms of physical signs or symptoms.

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

Sexual Abuse: Includes when a child is used by another person for his or her gratification or sexual arousal or for that of others including rape, exposure to pornography, sexual activity in the presence of the child and child trafficking for the purpose of exploitation.

Bullying: Bullying, whether physical, verbal or cyber may also be considered serious grounds for concern.

The following are identified as risks of harm:

- Risk of harm not being identified by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of child being harmed in school by a member of school personnel
- Risk of child being harmed in school by another child
- Risk of child being harmed in school by volunteer or visitor to the school
- Risk of child being harmed by a member of staff of another organisation or other person while child participating in out of school activities
- Risk of harm due to bullying of child
- Risk of harm due to cyberbullying of child
- Risk of harm due to inadequate supervision of children in school
- Risk of harm due to inadequate supervision of children while attending out of school activities or on a trip
- Risk of harm due to inappropriate relationship/communications between child and another child or adult
- Risk of harm due to children inappropriately accessing IT services while at school
- Risk of harm to children who have particular vulnerabilities, such as those with special educational needs
- Risk of harm to child while a child is receiving intimate care
- Risk of harm due to inadequate code of behaviour
- Risk of harm due to one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with students 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 by other means
- Risk of self-harm.
- Risk of harm due to substance abuse/exposure to substance abuse
- Risk of harm/injury due to medical intervention

- Risk of harm due to the recording of school events/assessments etc. and subsequent poor storage, distribution and/or misuse of such materials

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

- The Board of Management of John the Baptist Community School (JTBCS) has adopted, without amendment, the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.
- All school personnel are provided with a copy of John the Baptist Community School's *Child Safeguarding Statement*.
- The Board of Management will make all reasonable efforts to ensure that all teaching staff adhere to the *Children First Act 2015*.
- The Designated Liaison Person (DLP) is **Noreen Rafferty**.
- The Deputy Designated Liaison Person(s) (Deputy DLPs) is **Ita Browne**.
- The names of our DLP and DDLP are prominently displayed on the wall outside the main secretaries' office, inside our front door.
- JTBCS is implementing in full the SPHE curriculum, building on the Stay Safe Programme from Primary School.
- JTBCS is implementing in full the Wellbeing Programme at Junior Cycle and in Transition Year and a RSE programme at Senior level.
- JTBCS has a Counter-Bullying policy in place which fully adheres to the requirements of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*
- The school has a supervision system to ensure appropriate supervision of children during dismissal and breaks and in respect of specific areas such as toilets, changing rooms, bus bay etc.
- The school has in place a policy and clear procedures in respect of school outings
- JTBCS ensures adequate supervision of corridors/yards etc. during break-times, before and after school
- JTBCS has a Health & Safety Policy in place and it is regularly updated.
- JTBCS adheres fully to the requirements of Garda Vetting legislation and the relevant DES circulars in relation to same
- The school has codes of conduct for school personnel (teaching and non-teaching staff) and adheres to the Teaching Council's Code of Professional Conduct
- JTBCS complies with agreed disciplinary procedures for teaching staff
- JTBCS has a Special Educational Needs Policy
- JTBCS has a Substance Abuse Policy and procedures, which is reviewed annually in line with best practice and legislation
- 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 students
- The school has in place a policy and procedures for the administration of First Aid, including First responders (good Samaritan intervention)
- JTBCS will ensure that
 - each member of staff will get a copy of our Child Safeguarding Statement
 - all new staff will get a copy of our Child Safeguarding Statement
 - all staff and BOM members avail of relevant training
 - maintains records of all staff and board member training
- JTBCS has in place a Code of Behaviour for students
- JTBCS has in place a policy for ICT use by students and a Mobile Phone Usage policy
- JTBCS has in place clear procedures for one-to-one teaching and support
- JTBCS has in place a Critical Incident Policy and team in place and is updated regularly
- The Pastoral Care Support Team, Cabhair, which consists of two Deputy Principals, the Guidance

Counsellor, Chaplain and staff representatives, meet on a weekly basis to discuss any concerns or referrals of concern regarding student welfare and to discuss support strategies for relevant students

- The school has in place procedures for the use of external persons to supplement delivery of the curriculum
- The school has in place procedures for the use of external sports coaches
- The school has in place procedures in respect of student teacher placements
- The school has in place procedures in respect of students undertaking work experience in the school and in external organisations (See Health and Safety Policy)
- This statement is readily available in the school, the staffroom, is emailed to staff and is uploaded on the school's website.

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.

This risk assessment has been completed by the Board of Management on [date]. It shall be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management

Checklist for Review of the Child Safeguarding Statement

The *Child Protection Procedures for Primary and Post-Primary Schools 2017* require the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. The review must be completed every year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers. Undertaking an annual review will also ensure that a school also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement every two years.

The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list of the issues to be considered. Individual Boards of Management shall include other items in the checklist that are of relevance to the school in question.

As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices and activities vis a vis their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children First Act 2015 and the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.

	Yes/No
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
2. As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
3. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015?	
4. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	
5. Has the DLP attended available child protection training?	
6. Has the Deputy DLP attended available child protection training?	
7. Have any members of the Board attended child protection training?	
8. Are there both a DLP and a Deputy DLP currently appointed?	
9. Are the relevant contact details (Tusla and An Garda Síochána) to hand?	
10. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	
11. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the 'Child Protection Procedures for Primary and Post Primary Schools 2017' and the Children First Act 2015?	
12. Has the Board received a Principal's Child Protection Oversight Report at each Board meeting held since the last review was undertaken?	
13. Since the Board's last review, was the Board informed of any child protection reports made to Tusla/An Garda Síochána by the DLP?	
14. Since the Board's last review, was the Board informed of any cases where the DLP sought advice from Tusla/and as a result of this advice, no report	

to the HSE was made?	
15. Since the Board's last review, was the Board informed of any cases where an allegation of abuse or neglect was made against any member of school personnel?	
16. Has the Board been provided with and reviewed all documents relevant to the Principal's Child Protection Oversight Report?	
17. Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed?	
18. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made?*	
19. Were child protection matters reported to the Board appropriately recorded in the Board minutes?	
20. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	
21. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'	
22. In relation to any cases identified at question 21 above, has the Board ensured that any notifications required section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017' were subsequently issued by the DLP?	
23. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	
24. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	
25. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	
26. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	
27. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post- primary schools)	
28. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	
29. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	
30. Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?*	
31. Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?*	
32. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	

33. Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'	
34. Has the Board sought the feedback of students in relation to the school's child safeguarding arrangements?	
35. Is the Board satisfied that the 'Child Protection Procedures for Primary and Post Primary Schools 2017' are being fully and adequately implemented by the school?	
36. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	
37. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement ?	
38. Has the Board ensured that any areas for improvement that that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed?	

*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 _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management

Notification regarding the Board of Management's review of the Child Safeguarding Statement

To: _____

The Board of Management of _____ 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 _____ [date].
- This review was conducted in accordance with the "Checklist for Review of the Child Safeguarding Statement" published on the Department's website www.education.ie

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management