

# St Felim's National School

(042) 9665605  
office@thevalens.com  
www.thevalens.com



Roll No. 18564W  
Charity No: 20109967  
Principal: Mrs. Eilis Keegan  
Deputy Principal: Mrs. Patrice Clarke

Leiter, Bailieborough, Co. Cavan A82 CX30

January 2023

## Child Safeguarding Documents

### St Felim's N.S.

18564W



Part A: Child Safeguarding Statement

Part B: Child Safeguarding Risk Assessment

Part C: Child Safeguarding Procedures & Practices Policy

Part D: Checklist for Review of the Child Safeguarding Statement

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

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## **Part A: Child Safeguarding Statement** **St Felim's N.S.**

St Felim's N.S. 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 2017](#) and [Tusla Guidance on the preparation of Child Safeguarding Statements](#), the Board of Management of St Felim'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 2017 as part of this overall Child Safeguarding Statement.
2. The Designated Liaison Person (D.L.P.) is Mrs Eilís Keegan, Principal.
3. The Deputy Designated Liaison Person (Deputy D.L.P.) is Mrs Patrice Clarke, 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 D.E. 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 D.E. 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 D.L.P. 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 D.E. 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 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 21/02/2023.

This Child Safeguarding Statement was reviewed by the Board of Management on 21/02/2023.

Signed: Gervey Ahern  
Chairperson of Board of Management

Signed: Silvia Keegan  
Principal/Secretary to the Board of Management

Date: 21/2/23

Date: 21/02/2023

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## Part B: Child Safeguarding Risk Assessment

### Written Assessment of Risk of St Felim's N.S.

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 St. Felim's National School.

#### 1. List of school activities:

- Daily arrival and dismissal of pupils
- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching & learning support
- One-to-one counselling, including pupil investigations
- Outdoor teaching activities
- One-to-one & small group movement breaks
- Sporting Activities: on-site and off-site
- School outings
- Use of toilet areas in schools
  - Toilets in classrooms
  - Toilets outside classrooms
  - Toilets at either end of the main corridor
  - Staff Toilets
  - Adults/Wheelchair accessible toilet
- Use of classrooms or toilet areas for changing into sports gear
- Annual Sports Day
- Swimming Lessons in Bailieborough Leisure Centre (2<sup>nd</sup>-4<sup>th</sup> Class)
- Fundraising events involving pupils
- Use of off-site facilities for school activities
- Private School transport arrangements, including the use of bus escorts
- Care of children with special educational needs, including intimate care where needed,
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of S.P.H.E., R.S.E., Stay Safe
- Prevention and dealing with bullying amongst pupils

- Training of school personnel in child protection matters
- Use of external personnel to supplement the 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 (L.G.B.T.) children
  - Pupils perceived to be L.G.B.T.
  - Pupils of minority religious faiths
  - Children in care
  - Children on C.P.N.S. (Child Protection Notification System)
  - Children with medical needs
- Recruitment of school personnel including:
  - Teachers/S.N.A.s
  - Caretaker/Secretary/Cleaners
  - Sports coaches
  - External Tutors/Guest Speakers
  - Volunteers/Parents in school activities
  - Visitors/contractors present in school during school hours
  - Visitors/contractors present during after school activities
- Participation by pupils in religious ceremonies external to the school, e.g. Altar serving
- Use of Digital Technologies by pupils in school
- Application of sanctions under the school's Code of Behaviour, including the detention of pupils, confiscation of phones etc.
- Students participating in work experience in the school
- Student teachers undertaking training placement in the 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 organisations during the school day
- After School Clubs
- After school meetings, e.g. Active Schools Meetings, Green Schools Meetings
- Cumann na mBunscol matches (off-site)
- Sacramental preparation practices in the church
- Choir Practice in church
- Community Events, e.g. Christmas Lights
- Movement and placement of pupils to another classroom when a teacher is absent.
- Pupil running away from supervising adult/classroom/school grounds when overwhelmed
- Visits from external agencies/community members – Tusla (Social Worker/E.W.O.), D.E.S. Inspectors, NEPS, Visiting Teachers, PDST/NCSE personnel, Priest/Pastoral Assistant.
- Visits from sales representatives from various companies
- H.S.E. staff – vaccinations/hearing and vision testing
- Annual school photographer
- Delivery companies, contractors, maintenance workers.
- Remote Teaching and Learning while school is closed for exceptional reasons e.g. COVID-19
- Teacher engagement with pupils via the school's agreed platforms for remote teaching and learning
- Teacher engagement with Zoom platform for prayer and monthly school assemblies

**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 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, matches
- Risk of harm due to bullying of a 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
- 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 S.E.N. who have particular vulnerabilities including medical vulnerabilities
- Risk of harm to a 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 or in the course of a pupil investigation
- Risk of harm caused by a member of school personnel inappropriately communicating with pupils via social media, texting, digital device or another manner
- Risk of harm caused by a member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or another manner
- Risk of harm due to inadequate supervision of children on an internet-enabled device for accessing school work
- Risk of harm due to inappropriate use of online remote teaching and learning communication platforms such as an uninvited person accessing a lesson or zoom link
- Risk of harm caused by school personnel or another child when engaging in remote teaching and learning, e.g. screenshotting images and sharing without consent, changing the images to cause hurt and embarrassment etc.
- Risk of harm being caused to a child while engaging in remote teaching and learning, e.g. viewing inappropriate behaviour or images.

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

- A copy of the school's *Child Safeguarding Statement* will be available to all staff. The Child Safeguarding Statement is displayed in the teachers' classrooms, and a copy is available in the teachers' classroom Policy folders.
- 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)*.

- Each class teacher has a copy of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*. Two further copies are available in the Principal's Office. These guidelines are made available to all school personnel.
- The school will ensure that staff will avail of relevant training in Child Protection. Records relating to all staff training will be recorded in B.O.M. minutes.
- The school will encourage staff and Board Members to avail of relevant training in Child Protection.
- The school will dedicate at least one Croke Park meeting to Child Protection annually.
- The school implements in full the Stay Safe Programme.
- The school implements in full the S.P.H.E. curriculum.
- The school has an R.S.E. Policy which it implements in full.
- The school has an Anti-Bullying Policy that fully adheres to the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools requirements.
- 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 a policy and procedures in respect of School Tours & Excursions.
- The school has a Health and Safety Policy.
- The school adheres to the requirements of the Garda vetting legislation and relevant D.E.S. circulars in relation to recruitment and Garda vetting.
- A copy of the Teaching Council Code of Professional Conduct for Teachers is available in the Documents section of Aladdin for all teachers.
- The school complies with the agreed disciplinary procedures for teaching staff as set out in Circular 0049/2018.
- The school has a Special Educational Needs policy.
- The school has an intimate care policy/plan regarding students who require such care.
- The school has 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 a policy and procedures for the administration of First Aid.
- The school has in place a code of behaviour for pupils.
- The school has in place an Internet Acceptable Use Policy in respect of the usage of Digital Technologies by pupils.
- The school has in place a mobile phone policy in respect of the usage of mobile phones by pupils.
- The school has in place a Critical Incident Management Plan.
- The school has procedures whereby visitors to the school must declare themselves to the school office and sign the sign-in/out book.
- The school has procedures to ensure all external doors are locked when not required for entry/exit during the school day.
- The school has in place a policy and procedures for the use of external persons to supplement the delivery of the curriculum.



- The school has a policy and procedures for the use of external sports coaches.
- The school has procedures for one-to-one teaching activities in our S.E.N. Policy.
- The school ensures that there are clear glass panels in the doors of all classrooms and resource rooms. This is to facilitate one to one teaching or counselling.
- The school encourages all teachers to investigate incidents with a colleague present. If a colleague is unavailable, all investigations should occur with the classroom door open.
- The school has a policy and procedures in relation to Work Placements for student teachers.
- The school has a policy and procedures in relation to Work Placements for students undertaking work experience in the school.
- The school has policies and procedures for swimming that are communicated to parents in advance of the commencement of lessons.
- Parents must provide written permission for pupils to attend altar serving. During this time, the children will be under the supervision of a parent or the person with whom they will travel.
- Parent helpers cannot enter changing rooms in off-site sporting facilities without a teacher present.
- All parent helpers who wish to assist with sports coaching must be Garda Vetted.
- The school has a Remote Teaching and Learning and Communication Plan in place. This policy has been communicated to parents.
- The school has dedicated class email addresses to communicate with families via parents' email addresses for distance learning. These will only be used during remote teaching & learning.

**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 impossible to foresee and remove all risks of harm, the school has 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 21/2/2023.

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

Signed Gerry Sheanon Date 21/2/23

Chairperson, Board of Management

Signed Silvia Keegan Date 21/02/2023

Principal/Secretary to the Board of Management

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## Part C: Child Safeguarding Procedures & Practices Policy St. Felim's National School

The Board of Management and St. Felim's N.S. Staff have developed and agreed on these procedures and practices, in line with the current recommendations and procedures relating to child abuse prevention and child safeguarding.

This policy should be read in conjunction with our Child Safeguarding Statement and Risk Assessment. It addresses the responsibilities of the school in the following areas:

- A. Prevention of Child Abuse:
  - i. *Communication of the Policy,*
  - ii. *Responsibilities of School Staff,*
  - iii. *Oversight*
  - iv. *Curriculum Provision*
- B. Procedures-procedures for dealing with concerns/disclosures
- C. Practice: best practice in safeguarding

### A. Prevention of Child Abuse:

- i. *Communication*
  - The names of the D.L.P. and the D.D.L.P. are displayed at the entrance to the school alongside a copy of the Child Safeguarding Statement, Child Safeguarding Risk Assessment and Policies and Procedures Document. The names of the D.L.P. and the D.D.L.P. are also on display on the wall at the bottom of the main corridor.
  - A copy of the following documents will be kept on file in each teacher's classroom, in the Principal's Office and in the School Office:
    - Child Protection Procedures for Primary and Post Primary Schools 2017
    - Child Safeguarding Statement
    - Child Protection Risk Assessment
    - Circular 0081/2017 Child Protection Procedures for Primary & Post Primary Teachers 2017
    - Children First National Guidance for the Protection & Welfare of Children 2017
      - Chapter 2: Child Abuse-What is it? How do I recognise it? How do I report it?
      - Chapter 3: Mandated Persons
    - Child Protection Checklist for School Employees
    - Dealing with Disclosures of Abuse
  - The Child Safeguarding Statement, Risk Assessment, Child Safeguarding Policies & Procedures Document & the Notification of Annual Review will also be distributed to:
    - School Personnel

- The Parents Association
- The School Website
- The Patron
- Tusla and the D.E.S. on request

ii. *Responsibilities of School Personnel*

- Registered teachers at St Felim's N.S. are aware of their legal obligations as mandated persons as set out in Chapter 3 of Children First National Guidance for the Protection and Welfare of Children 2017 and the Child Protection Procedures for Primary and Post Primary Schools 2017.
- In any situation where a member of school personnel receives an allegation of abuse or has a suspicion that a child may have been abused or neglected, is being abused or neglected, or is at risk of abuse or neglect, they shall, without delay, report the matter to the D.L.P. in accordance with Chapter 5 of the Child Protection Procedures for Primary and Post Primary Schools 2017. (P.G.s 34-43) Each report to the D.L.P. or Deputy D.L.P. will be dated and signed by the person making that report.
- All school personnel, teachers, S.N.A.'s, ancillary staff and Boards of Management are familiar with their responsibilities regarding allegations of Child Abuse regarding School Employees as set out in Chapter 7 of the Child Protection Procedures for Primary and Post Primary Schools 2017.

iii. *Curriculum Provision*

- The *Stay Safe Programme* is the primary resource used in the school to educate children on abuse prevention.
- This programme is taught as part of the school *S.P.H.E* programme under the strand unit *Safety and Protection (Personal Safety)*. The Stay Safe Lessons are taught in their entirety every year in Senior Infants, Second, Fourth and Sixth Classes as set out in our *S.P.H.E.* plan.
- When registering their child in the school, parents are informed that the Stay Safe programme is taught. Parents will be notified when Stay Safe Lessons are due to begin in advance and the following link will be sent as part of that notification for parents who wish to familiarise themselves with the content. <http://www.staysafe.ie/PDFs/Parents/Stay-Safe-Parents-Guide.pdf>
- Parents will be kept informed of the content of the programme through their involvement in the homework assignments which must be signed. Completed worksheets will be returned to the school where they will be kept in Pupil Assessment Folders.
- Teachers will at all times refer to the content of Stay Safe if relevant, as appropriate.
- The school implements its R.S.E. Policy. Parents are notified in advance of the sensitive lessons.

iv. *Oversight*

- A copy of the Child Protection Procedures for Primary and Post Primary Schools 2017 will be available at every Board Meeting.
- At each Board of Management meeting, the Principal's report to the Board shall include a Child Protection Oversight Report containing information under four headings as follows:
  1. Allegations of abuse against members of school personnel.
  2. Other child protection concerns in respect of pupils in the school (i.e. concerns that do not involve any allegation of abuse against a member of school personnel)
  3. Child Protection Concerns arising from alleged bullying behaviour amongst pupils and
  4. Summary Data in respect of reporting.
- The Board of Management is fully committed to its oversight responsibilities as set out in Chapter 9 of the Child Protection Procedures for Primary and Post Primary Schools 2017.

## **B. Procedures for Dealing for Disclosures:**

- In any situation where a member of school personnel receives an allegation of abuse or has a suspicion that a child may have been abused or neglected, is being abused or neglected, or is at risk of abuse or neglect, they shall, without delay, report the matter to the D.L.P. in accordance with Chapter 5 of the Child Protection Procedures for Primary and Post Primary Schools 2017. (P.G.s 34-43)
- Each report to the D.L.P. or Deputy D.L.P. will be dated and signed by the person making that report.
- The D.L.P. will always seek advice from Tusla. This advice will always be recorded by the D.L.P. and acted upon after that.
- Teachers, S.N.A.'s and the school secretary are familiar with the approach suggested as best practice for dealing with disclosures in the Child Protection Procedures for Primary and Post Primary Schools 2017 (pg 20). An information Sheet, 'Advice on what to do when a child makes a disclosure' is maintained in Classroom Policy Folders available to school staff.
- There will be strict adherence to maintaining confidentiality. Information regarding concerns or disclosures of abuse should only be given on a **need to know** basis.

## **C. Practice:**

*The following areas have been considered by the staff and Board of Management of the school as areas of specific concern in relation to child protection. Following discussion and consultation with the staff, we have agreed that the following practices be adopted:*

### **1. Recruitment and selection of staff**

When recruiting staff and volunteers, the school needs to satisfy itself that they select people of the highest calibre insofar as can be determined. While correct procedures must always be followed in relation to advertising, interviewing, and selecting staff, other practices should also be considered.

All applicants should be required to supply in writing information which includes:

- Appropriate personal details – address, P.P.S. number etc.;
- A resume of past and current work/volunteering experience, indicating relevant qualifications or skills acquired;
- Name and contact details of at least two referees.

### ***Garda Vetting***

All staff employed (or volunteering) must be Garda Vetted through the National Vetting Bureau (N.V.B.) and will not be allowed to work with children unless they provide a copy of this to the school.

The Teaching Council arranges Garda vetting for newly appointed teachers. All teachers must register with the Teaching Council before commencing employment. Staff must provide copies of their vetting forms, and these will be kept in the Principal's office. New Garda Vetting Procedures apply for all employees/volunteers from 29th April 2016 – **See Circular 0031/2016.**

In addition, the child protection-related Statutory Declaration must be provided by all persons appointed to teaching and non-teaching positions of any duration. The school must obtain and view the original statutory declaration and retain a copy for its records.

Also, the associated undertaking must be signed by all persons before commencing employment of any duration.

(Note: The Statutory Declaration and Form of Undertaking are valid for other school appointments if signed within the same or previous calendar year.)

## **2. General Conduct**

It is imperative in all our dealings with the children in our care that a balance is struck between the child's rights and the need for intervention. In general, any physical contact between school personnel and a child should respond to the child's needs. While physical contact can be used to comfort, reassure or assist a child, the following should be considered in assessing its appropriateness:

- It is acceptable to the child concerned;
- It is open and not secretive;
- It is appropriate to the age and developmental stage of the child.

School personnel should not do things of a personal nature for a child that the child can do for themselves. Inappropriate physical contact also includes rough physical play and horseplay (tickling, wrestling etc.) All children should be treated with equal respect – favouritism is not acceptable.

School personnel should never engage in or allow:

- The use of inappropriate language or behaviours, e.g. sarcasm;
- Physical punishment of any kind;
- Sexually provocative games or sexually suggestive comments about or to a child;
- The use of sexually explicit or pornographic material etc.

Teachers should check all websites and media products (DVDs, C.D.s etc.) in advance of their use for their appropriateness with regards to age and suitability. Where doubt exists in this regard, the Principal, parents and Board of Management should be consulted as necessary.

It is incumbent on the Board of Management that all school personnel are familiar with the D.E.S. guidelines on child protection and ensure that they are adhered to in the event of concerns or disclosures around child protection. The D.L.P. should be notified promptly of any concerns concerning the behaviour of a staff member or any allegations of abuse made by a child or an adult.

## **3. Toileting/Intimate care**

### ***Children with specific toileting/intimate care needs***

Usually, a child with specific toileting needs will be assigned a Special Needs Assistant. When a child with intimate care needs is enrolled in the school, school personnel will arrange a meeting with the child's parents/guardians. The child's needs will be addressed at this meeting, and parties will agree on how best the school can meet those needs. The Board of Management should be made aware of the alternate arrangements. Those involved in the intimate care needs of the child must agree to practices that are acceptable to the staff, the child and the parents. Agreements should be informed by medical professional advice if relevant. The Board of Management has an Intimate Care and Toileting Policy outlining agreed practices. Agreed practices should be sufficiently flexible to cover unforeseen situations, e.g. if the personnel involved in assisting the child are absent.

### ***Toileting Accidents***

Toileting accidents are not uncommon, particularly at the junior level, and it is prudent that schools address how these situations will be dealt with in the school. Clean underwear and suitable clothing will be kept in the school so that if a pupil has an 'accident' of this nature, they will, in the first instance, be offered fresh clothing into which they can change.

If the pupil, for whatever reason, cannot clean or change themselves, we will contact parents/guardians to come and assist the child. If the parents/guardians cannot attend, they may permit the teacher to help the child. The teacher will change the child in the presence of another teacher or S.N.A.

In the case where parents/guardians and emergency contacts are uncontactable, the teacher, with the Principal's permission, will, as a last resort, change the child in the presence of another adult or S.N.A. Staff will do this to preserve the dignity of the child.

#### **4. Changing for games, P.E. and swimming**

In our school, parents are requested to ensure that their children wear suitable clothing and footwear when they have P.E., games or swimming. Pupils are to dress and undress independently for games/P.E./swimming.

Where assistance is needed, this will be done in the communal areas and with the parents' consent. Under no circumstances will members of staff or volunteers be expected to, or allowed, to dress/undress a child in a cubicle/private area. In such situations where privacy is required, the parent/guardian of the child will be asked to assist the child.

#### **5. Supervision of children**

Children are supervised from 8.50 a.m. until 2.50 p.m. on normal school days. During lunch breaks, assigned teachers and S.N.A.'s supervise the pupils in the yard. Any significant accidents (requiring attention within the school) will be recorded on an Accident & Injury Form. All teachers can use the Q.R. code to log the nature and the treatment of the injury. Parents will be notified of injury when deemed necessary.

Any strangers who enter the school grounds during breaks should report directly to the office, where they must sign in. Any person who presents in the yard must identify themselves and the purpose of their visit. Children are not permitted to speak to passers-by during break times.

Staff will not take children on journeys alone in their cars.

Before the end of the day, any child leaving the school must be signed out by a parent /guardian at the school office. The parent/guardian must report to the school office, and the secretary will arrange for the child to come to the office for collection.

Children will not be released to adults unknown to the teacher/school staff unless parents have informed the school in person, in writing or by telephone, authorising the teacher about the new arrangement.

Where one parent informs the school that another parent is not allowed access to their children, the school will require a copy of court orders outlining the details. In the event of a parent failing to comply with a court order, the Principal will seek the support and assistance of the Gardai.

#### **6. One-to-one teaching**

When deemed appropriate for individual students, we will provide one-to-one teaching. We will notify parents if their child needs one to one support. Every effort will be made to ensure the protection of the child and staff member. Vision panels are installed in classroom doors in all special education rooms.

#### **7. Visitors/guest speakers**

If a guest speaker/external visitor/tutor visits, the class teacher must always be present and will have ultimate responsibility for the class or children. The school will check out the visitor/guest speaker (through procedures

already set out in this document. See: recruitment and selection of staff). It will ensure the content/material in use is appropriate.

## **8. Special Educational Needs**

Research has shown that children with special needs are more vulnerable and consequently more at risk of becoming victims of abuse for reasons such as:

- Poor communication skills;
- Limited sense of danger;
- Need for intimate care;
- Lack of mobility and greater reliance on adults;
- Need for attention, friendship or affection;
- Limited assertiveness and poorer self-confidence;
- Limited understanding of sexuality or sexual behaviour;
- Fear of not being believed.

The Stay Safe programme may be implemented by S.E.T.'s to address the personal safety needs of children with special needs in certain circumstances. Special Needs Assistants assigned to these children have a vital role in supporting their safety and should therefore have access to training in child protection.

In some instances, under the advice of an outside agency working with a pupil, they may be excluded from completing the Safe Stay programme in school.

## **9. Remote Teaching and Learning**

During periods of remote learning, teachers and S.N.A.s (if applicable, acting under the direction of teachers) may use a range of online platforms approved by the Principal, on behalf of the B.O.M., to assist with remote teaching and learning. Examples of these online platforms may include Aladdin Connect, class email accounts, YouTube videos, PowerPoint presentations, Seesaw, Padlet, Microsoft 365 Apps, Microsoft Teams, Zoom.

St Felim's N.S. will sign up to the terms of service of any chosen online platform before its use. The school will enable the most up to date security and privacy features provided by these online platforms as outlined in our internet and distance learning acceptable use policies.

## **Implementation and Review**

This policy was first drafted by the staff and Board of Management in consultation with the parent body in March 2018 and implemented with immediate effect. The Board of Management will review the Child Safeguarding Statement annually or during the year should the need arise. These Child Safeguarding Policy and Procedures will also be reviewed annually by staff during Croke Park Hours.

All staff are responsible for ensuring familiarity with Child Protection Procedures of Primary and Post Primary Schools 2017. This review took place in February 2022.

**Policy Ratification**

This policy was ratified by the Board of Management on 21/02/2023

Signed: Gerry Sheeran  
Chairperson of Board of Management

Date: 21/2/23

Signed: Silvia Keegan  
Principal

Date: 21/2/2023