



# Ardscoil La Salle

## Board of Management

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### Child Safeguarding Statement

Ardscoil La Salle is a post-primary school providing post-primary education to pupils from First Year to Leaving Certificate Year.

In accordance with the requirements of the [Children First Act 2015](#), [Children First: National Guidance for the Protection and Welfare of Children 2017](#), [the Addendum to Children First \(2019\)](#), the [Child Protection Procedures for Primary and Post-Primary Schools \(revised 2023\)](#) and [Tusla Guidance on the preparation of Child Safeguarding Statements](#), the Board of Management of Ardscoil La Salle has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department's *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)* as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is Michelle Benson
- 3 The Deputy Designated Liaison Person (Deputy DLP) is Claire Cooper
- 4 The Relevant Person is Michelle Benson  
*(The relevant person is one who can provide information in respect of how the child safeguarding statement was developed and will be able to provide the statement on request. In a school setting the relevant person shall be the designated liaison person.)*
- 5 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
- fully cooperate with the relevant statutory authorities in relation to child protection and welfare matters;
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;

- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

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

6 The following procedures/measures are in place:

- In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie website.
- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the [National Vetting Bureau \(Children and Vulnerable Persons\)](#) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the Department of Education and available on the gov.ie website.
- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
  - ☐ Has provided each member of staff with a copy of the school's Child Safeguarding Statement
  - ☐ Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
  - ☐ Encourages staff to avail of relevant training
  - ☐ Encourages Board of Management members to avail of relevant training
  - ☐ The Board of Management maintains records of all staff and Board member training
- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.
- The various procedures referred to in this Statement can be accessed via the school's website, the gov.ie website or will be made available on request by the school.

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

7 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.

- 8 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on \_5th October 2023.

This Child Safeguarding Statement was reviewed by the Board of Management on \_27th March 2023. .

Signed: \_\_\_\_\_

Chairperson of Board of Management

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

Principal/Secretary to the Board of Management

Date: \_\_\_\_\_

## Child Safeguarding Risk Assessment

### Written Assessment of Risk of Ardscoil La Salle

In accordance with section 11 of the Children First Act 2015 and with the requirements of Chapter 8 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*, the following is the Written Risk Assessment of Ardscoil La Salle.

#### 1. List of school activities

Daily arrival and dismissal of pupils  
Recreation breaks for pupils  
Classroom teaching  
One-to-one teaching  
Online teaching & learning  
One-to-one counselling  
Outdoor teaching activities  
Sporting Activities  
School outings  
School trips involving overnight stay  
School trips involving foreign travel  
Use of toilet/changing/shower areas in schools  
Annual Sports Day  
Fundraising events involving pupils  
Use of off-site facilities for school activities, including use of Skills at Work sites  
School transport arrangements for trips and sports events  
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 SPHE, RSE, Stay Safe  
Prevention and dealing with bullying amongst pupils

Training of school personnel in child protection matters  
 Use of external personnel to supplement curriculum  
 Use of external personnel to support sports and other extra-curricular activities  
 Care of pupils with specific vulnerabilities/ needs such as  
 Pupils from ethnic minorities/migrants  
 Members of the Traveller community  
 Lesbian, gay, bisexual or transgender (LGBT) children  
 Pupils perceived to be LGBT  
 Pupils of minority religious faiths  
 Children in care  
 Children on CPNS  
 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  
 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  
 Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.  
 Students participating in work experience in the school  
 Students from the school participating in work experience elsewhere  
 Student teachers undertaking training placement in school  
 Use of video/photography/other media to record school events  
 After school use of school premises by other organisations  
 Use of school premises by other organisation during school day  
 Breakfast club  
 Homework club/evening study/project work  
 Open evening  
 1<sup>st</sup> year assessment test  
 Visits, speakers, activities related to Business in the Community  
  
 Lunch time drama club,  
 Rehearsals for drama production which often run over school time,  
 Speakers invited from Alcoholics Anonymous  
 Visit to The Laughter Lounge,

Visit to Shakespeare production in The Bord Gais Energy Theatre and The Helix,  
 Planning and practicing the 6th Yr Graduation.  
 Homework club after school  
 Music club after school  
 TY Trips out of school  
 Work experience  
 Trips to colleges  
 Garda trip to Templemore  
 TY students visits to primary schools for paired reading and other programmes  
 Della voices /carol singing  
 Talent show/panto  
 Wellbeing week  
 Christmas carols in church  
 After school classes,  
 sports matches and training  
 Subject specific field work.  
 TY Panto  
 National Ploughing Championship  
 Spike Ball in Sutton Park  
 Zeminar  
 Butlers Chocolate Factory  
 Girls GAA  
 Basketball Arena  
 Ice Skating in Swords  
 MasterCard Mentoring  
 3Arena Cycle Against Suicide  
 Grandparents Afternoon  
 Bord Gais Theatre  
 Dublin Zoo Ecology Trip  
 Higher options 6th years  
 Guest speakers for careers  
 Mental health week - various speakers  
 TAP activities  
 Open days to colleges - 6th and 5th year  
 Parent evenings for 1st and 3rd and TY parents  
 BOI bank for TY  
 Student Council activities  
 CSPE action projects  
 Foreign Trips

Art Museum trip  
 SCP trips  
 SCP Homework Club  
 SCP Project Worker Activities  
 CFES mentoring at Mastercard Ireland  
 YSI Junior  
 World Wise Global Schools annual conference  
 Maths week at DIT  
 Bridge 21 Code Plus  
 Bridge 21 Workshops  
 Science Gallery Work experience  
 Microbiology Poster presentation  
 Nanotechnology week  
 Maths Week at National Concert Hall  
 Skills @ Work with Oath  
 Journalism Careers Talk  
 Writers in Residence Workshop  
 Scholars Ireland  
 AMBER week in Trinity  
 Maths Olympiad  
 Maths Enrichment UCD  
 Pathways to Law  
 CFES mentoring in school  
 Journalism Careers Talk  
 Foundation Course symposium  
 Maths Olympiad  
 TAP Med day  
 Maths revision session at Trinity College Dublin  
 TAP Foundation Year talk & workshop in school  
 Financial Access Workshop  
 Taste of TAP day  
 Voluntary Tuition Programme  
 Maths support sessions  
 TAP Student Ambassador visit  
 DCU maths support sessions  
 Green Schools  
 College Awareness Week  
 Maths Week  
 Engineering Week  
 Meetings with students - Care team issues.  
 Della Friends - TY & 1st Year Mentoring.  
 Opening School Mass.  
 Religious Services at various times of the year.  
 Religion Retreats.  
 Girls GAA - Training & Games.  
 TY Panto.  
 TY out of school trips.  
 1,2nd,3,5th,6th Year - out of school trips.  
 Breakfast Club.  
 After school Club.  
 Games Club - Tuesday Lunchtime.  
 Emmanuel.

Well-Being Week - supervising guest speakers and 3arena trip.

Le Cheile Events.

SOAR Workshop.

Lasallian Competition - Castletown.

Amber Flag Committee.

Walk in my Shoes Committee.

Graduation Committee.

Schools Go Orange.

Leaving Certificate Geography - Geographical Investigation (Fieldstudy)

Geography Field Trips (1st Year, 2nd Year, Junior Certificate, Transition Year, 5th Year and Leaving Certificate)

LCVP Link Modules - Work Placement

LCVP Link Modules - Class visits in and out of school

LCVP Link Modules - Enterprise Activity

LCVP Link Modules - Enterprise/Factory Visit

TY Outdoor Pursuits - Day Trips

Agricultural Science - Farm Visit(s)

Geography / LCVP Link Modules / Agricultural Science - Additional tuition time

LCA - Work Placement

LCA - Class visits in and out of school

Active Flag activities

## **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 (including parents) to the school
- 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 child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons
- Risk of harm due to bullying 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
- 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
- Risk of harm to child while a child is receiving intimate care
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other manner
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

**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*
- 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 has a yard/playground supervision policy to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
- The school has in place a policy and clear procedures in respect of school outings
- The school has a Health and safety policy
- The school has a Remote Teaching & Learning Policy
- The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has a Special Educational Needs policy
- The school has in place a policy and procedures for the administration of medication to pupils
- The school –
  - Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
  - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
  - Encourages staff to avail of relevant training
  - Encourages board of management members to avail of relevant training
  - Maintains records of all staff and board member training
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a code of behaviour for pupils
- The school has in place an ICT policy in respect of usage of ICT by pupils
- The school has in place a mobile phone policy in respect of usage of mobile phones by pupils
- The school has in place a Critical Incident Management Plan
- The school has in place a Home School Liaison policy and related procedures
- The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
- The school has in place a policy and clear procedures for one-to-one teaching activities



**Important Note:** It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

### **Examples of activities, risks and procedures**

The examples listed in this document are provided to assist schools in undertaking their risk assessment under the Children First Act, 2015. Schools should note that this list of examples is not intended to be exhaustive. It is the responsibility of each school to ensure, as far as possible, that any other risks and procedures that are relevant to its own particular circumstances are identified and specified in the written risk assessment and that adequate procedures are in place to address all risks identified.

It is acknowledged that schools already have in place a range of policies, practices and procedures to mitigate the risk of harm to children while they are participating in the activities of the school and that some school activities will carry low or minimal risks of harm

compared to others. In the context of the risk assessment that must be undertaken by schools, the Children First Act, 2015 refers to risk as “any potential for harm”. Therefore, it is important that, as part of its risk assessment process, each school lists and reviews all of its various activities (which shall include identifying those that may carry low risk of harm as well as those that carry higher risks of harm). Doing so will help the school to (1) identify, as required under the Children First Act, 2015, any risks of harm that may exist in respect of the school’s activities, (2) identify and assess the adequacy of the various procedures already in place to manage those risks of harm and (3) identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

The Addendum to *Children First: National Guidance for the Protection and Welfare of Children* published in January 2019 clarifies that organisations providing relevant services to children should consider the specific issue of online safety when carrying out their risk assessment and preparing their Child Safeguarding Statement.

The Guidance on Continuity of Schooling for primary and post-primary schools (April 2020) advises of the importance of teachers maintaining the safe and ethical use of the internet during distance learning and assisting parents and guardians to be aware of their role also. Schools should ensure that their Acceptable Use Policy (AUP) informs and guides remote or distance learning activity.

Important Note: It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act, 2015 and not general health and safety risk. The definition of harm is set out in chapter 4 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*.

### **Examples of School Activities**

- Daily arrival and dismissal of pupils
- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching
- One-to-one learning support
- One-to-one counselling
- Outdoor teaching activities
- Online teaching and learning remotely
- Sporting activities
- School outings
- School trips involving overnight stay
- School trips involving foreign travel
- Use of toilet/changing/shower areas in schools
- Provision of residential facilities for boarders
- Annual Sports Day
- Fundraising events involving pupils
- Use of off-site facilities for school activities
- School transport arrangements including use of bus escorts
- Care of children with special educational needs, including intimate care where needed,
- Care of any vulnerable adult students, including intimate care where needed

- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- Management of provision of food and drink
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE, Stay Safe
- Prevention and dealing with bullying amongst pupils
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum
- Use of external personnel to support sports and other extra-curricular activities
- Care of pupils with specific vulnerabilities/ needs such as
  - Pupils from ethnic minorities/migrants
  - Members of the Traveller community
  - Lesbian, gay, bisexual or transgender (LGBT) children
  - Pupils perceived to be LGBT
  - Pupils of minority religious faiths
  - Children in care
  - Children on Tusla's Child Protection Notification System (CPNS)
  - Children with medical needs
- Recruitment of school personnel including -
  - Teachers/SNAs
  - Caretaker/Secretary/Cleaners
  - Sports coaches
  - External Tutors/Guest Speakers
  - Volunteers/Parents in school activities
  - Visitors/contractors present in school during school hours
  - Visitors/contractors present during after school activities
- Participation by pupils in religious ceremonies/religious instruction external to the school
- Use of Information and Communication Technology by pupils in school, including social media
- Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.
- Students participating in work experience in the school
- Students from the school participating in work experience elsewhere
- Student teachers undertaking training placement in school
- Use of video/photography/other media to record school events
- After school use of school premises by other organisations
- Use of school premises by other organisation during school day
- Breakfast club
- Homework club/evening study

#### **Examples of Risks of Harm**

- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of child being harmed in the school by a member of school personnel
- Risk of child being harmed in the school by another child

- Risk of child being harmed in the school by volunteer or visitor to the school
- Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons
- Risk of harm due to inappropriate use of online remote teaching and learning communication platform such as an uninvited person accessing the lesson link, students being left unsupervised for long periods of time in breakout rooms
- Risk of harm due to bullying of child
- Risk of harm due to racism
- Risk of harm due to inadequate supervision of children in school
- Risk of harm due to inadequate supervision of children while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between child and another child or adult
- Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to children with SEN who have particular vulnerabilities, including medical vulnerabilities
- Risk of harm to child while a child is receiving intimate care
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other manner
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

### **Examples of Procedures to address risks of harm**

- All school personnel are provided with a copy of the school's *Child Safeguarding Statement*
- The *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* are made available to all school personnel
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* and all registered teaching staff are required to adhere to the *Children First Act 2015* and its Addendum (2019)
- The school implements in full the Stay Safe Programme
- The school implements in full the SPHE curriculum
- The school implements in full the Wellbeing Programme at Junior Cycle
- The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's *Anti-Bullying Procedures for Primary and Post Primary Schools*
- The school undertakes anti-racism awareness initiatives

- The school has a yard/playground supervision policy to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
- The school has in place a policy and clear procedures in respect of school outings
- The school has a health and safety policy
- The school adheres to the requirements of the Garda vetting legislation and relevant DE circulars in relation to recruitment and Garda vetting
- The school has a codes of conduct for school personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has a Special Educational Needs policy
- The school has an intimate care policy/plan in respect of students who require such care
- The school has in place a policy and procedures for the administration of medication to pupils
- The school –
  - Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
  - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
  - Encourages staff to avail of relevant training
  - Encourages board of management members to avail of relevant training
  - Maintains records of all staff and board member training
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a code of behaviour for pupils
- The school has an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents
- The school has in place a policy governing the use of smart phones and tablet devices in the school by pupils as per circular 38/2018
- The school has in place a Critical Incident Management Plan
- The school has in place a Home School Liaison policy and related procedures
- The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
- The school has in place a policy and procedures for the use of external sports coaches
- The school has in place a policy and clear procedures for one-to-one teaching activities
- The school has in place a policy and procedures for one-to-one counselling
- The school has in place a policy and procedures in respect of student teacher placements
- The school has in place a policy and procedures in respect of students undertaking work experience in the school

- The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations