



# Harcourt Terrace Educate Together National School

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## CHILD SAFEGUARDING – Risk Assessment

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 Harcourt Terrace ETNS

### 1. NAME OF SERVICE BEING PROVIDED

Harcourt Terrace Educate Together National School is a Primary National School, state-funded by the Department of Education and Skills. The school was established under the patronage of Educate Together who defines the ethos of the school. We are based in temporary accommodation in 151-153 Harold's Cross Road Dublin 6W. Harcourt Terrace ETNS provides primary education for children aged 4 to 12 years. We currently employ 3 teachers 2 ISAs and one secretary.

### 2. NATURE OF SERVICE AND PRINCIPLES TO SAFEGUARD CHILDREN FROM HARM

Harcourt Terrace ETNS operates under the core principles of Educate Together in that we are equality-based, co-educational, child-centred and democratically run. The role of the school is to provide an appropriate education for our pupils. A stable, secure learning environment is essential in order to achieve this goal. Here in Harcourt Terrace ETNS, we are committed to creating a safe and positive learning environment that is respectful, inclusive and caring for all our pupils.

#### **Activities and services provided:**

- Daily activities to educate the children in line with the National Curriculum. Lessons are conducted through whole- class teaching, team teaching (i.e. 2 or more adults co-teaching a class), small group and station teaching (i.e. one adult and six children) and withdrawal teaching (i.e. small groups of children or individual children receiving additional instruction with a support teacher outside of the main classroom).
- Visiting teachers to the school, e.g. G.A.A coach, storytellers, writers, science speakers, Dog's Trust, forest school
- School-based activities off campus, e.g. sports' events, school tours
- After-school clubs run on the school premises with school staff or independent businesses, e.g. drama, music, sport, arts and crafts
- Engagement with representatives of local initiatives, e.g. Barnardos *Roots of Empathy*, Bizworld, Young Entrepreneurs, Heads Together, CraftEd
- School Events, e.g. Sport's Day, Intercultural Day, Heritage Week, Science Week, Maths Week, Book Week, Seachtain na Gaeilge, Human Rights Month
- Parental involvement in the classroom, e.g. Maths for Fun, Science for Fun, Shared Reading, Grandparent's Day, Intercultural projects.

We believe that children have the right to learn in an environment in which they feel secure and protected from all forms of harm; such as neglect, assault, ill-treatment or sexual abuse. Our staff are vigilant for any signs of distress or harm among our pupils and apply our safeguarding procedures diligently to address and alleviate any such problems.

### 3. RISK ASSESSMENT

We have carried out a risk assessment of any potential for harm to a child while under our care. Below is a list of the areas of risk identified and the list of procedures for managing these risks.

	<b>Risk Identified</b>	<b>Procedure in place to manage risk identified</b>
1	School-based bullying, verbal, physical or psychological	<ul style="list-style-type: none"> <li>• Restorative practices implemented throughout the school to investigate and resolve conflict, e.g. restorative circles</li> <li>• Anti-bullying procedures displayed in every room to inform adults as to the steps to be followed</li> <li>• Anti-bullying coordinator identified during school induction and at staff meetings to support staff in the implementation of anti-bullying procedures</li> <li>• Anti-bullying month every February to promote a culture of respect, friendship and kindness</li> <li>• Anti-bullying policy on our school website to inform parents</li> <li>• Promotion of a culture of openness and respect in which students can approach staff to discuss concerns and worries</li> <li>• Adequate supervision is provided to ensure codes are being followed.</li> </ul>
2	Interaction with visitors to the school	<ul style="list-style-type: none"> <li>• Visitors to the school must check in at reception at the front entrance and sign in to our Visitors Book and wear a visitor badge</li> <li>• Front entrance to the school has a magnetic lock and so visitors must be provided with access by a staff member</li> <li>• Visitors are accompanied by a staff member at all times during their visit</li> <li>• Regular visitors to the school, e.g. external teachers, guest speakers, are Garda Vetted or a copy of their Garda vetting is provided to the school.</li> </ul>

		<ul style="list-style-type: none"> <li>• Persons administering external programmes (e.g. GAA) through another body will provide the school with a copy of their Garda vetting and any appropriate insurance.</li> <li>• Children are closely supervised by staff members during all school events in which visitors are invited into the school, e.g. Intercultural Day, Science Week, Sport's Day, School Performances)</li> <li>• Visitors wear 'Visitors Lanyard' for duration of their visit to the school</li> </ul>
3	School events held outside the school grounds, e.g. school tours, sports' events, concerts, etc.	<ul style="list-style-type: none"> <li>• A risk assessment will be completed before each school tour or trip.</li> <li>• Pupil-teacher ratio is reduced for school tours to maximise the supervision of children. Pupil-teacher ratio is 10:1, in so far as possible, based on staffing numbers. Pupils are closely supervised by staff when transitioning from one area to another (e.g. going to the toilets, going to and from the bus) and when interacting with staff and/or volunteers from the establishment they are visiting.</li> <li>• Parental consent is provided before children leave the school to attend any events.</li> </ul>
4	After-school clubs: drop-off, staff, collection	<ul style="list-style-type: none"> <li>• Drop-off: Children are lined up by their class teacher and handed over directly to the after-school teacher</li> <li>• Internal staff: Teachers are given a list of children's names and the names of adults who can collect them</li> <li>• External staff: Teachers provide the school with copies of their insurance, Garda Vetting, etc.</li> </ul>
5	Hand-over of children to responsible adult at collection time	<ul style="list-style-type: none"> <li>• Names and contact numbers of adults who have permission to collect each child are provided by parents at the beginning of each year and stored on our school online data-base</li> <li>• If an unknown adult comes to collect a child (e.g. a family friend, an aunt/uncle, a cousin, etc.) and the school has not been informed beforehand by parents, the class</li> </ul>

		<p>teacher calls the parents to confirm the child has permission to go with that adult</p> <ul style="list-style-type: none"> <li>• Children are lined up in the school yard (or in the school classroom on a rainy day) and released to their parents one by one</li> <li>• If an adult appears to be under the influence of drugs or alcohol when they come to collect a child from school, they are not released by the class teacher. This would then be reported to the DLP or DDLP immediately.</li> <li>• Children from Junior Infants – 2<sup>nd</sup> class must be collected from school by a <b>responsible adult</b>.</li> </ul>
6	Storage or publication of photos of children	<ul style="list-style-type: none"> <li>• Written parental permission to take photos of children is obtained by the school at the beginning of the school year</li> <li>• Class teachers are made aware of any children in his or her class who do not have permission to be in school photos</li> <li>• Photos taken by staff are removed from personal devices at the end of each school day. Photos are stored securely on the school online storage space.</li> <li>• Children's names are not published with photos uploaded to the school website or class blogs.</li> <li>• Children are not permitted to use electronic devices (e.g. iPads, cameras, personal devices) unless under the supervision of an adult. Children are not permitted to use camera phones during the school day or at school events.</li> </ul>
7	Withdrawal of children from class / yard	<ul style="list-style-type: none"> <li>• Glass panels are installed in the doors of all classrooms in the school</li> <li>• Parents are informed and provide written consent if children are withdrawn from class on a regular basis, e.g. for learning support, English language support, resource or movement breaks.</li> <li>• Children who need assistance with toileting during the school day are accompanied/assisted by two adults where possible. Adults are not permitted to go into a toilet with a child alone.</li> </ul>

		<ul style="list-style-type: none"> <li>• Children who need to use the toilet during yard time are accompanied by another child</li> </ul>
8	Lack of healthy lunch or insufficient lunch	<ul style="list-style-type: none"> <li>• Teachers monitor children's lunches and ensure that all children are provided with a sufficient quantity of healthy food each day.</li> <li>• If a child is not provided with any lunch in school, the school phones the parents and asks them to bring the lunch to school. If a lunch is not provided the DLP or DDLP will be informed immediately and best efforts made to ensure the child is adequately fed throughout the day.</li> <li>• If a child is regularly provided with insufficient lunch the class teacher discusses it with the parents in the first instance. If a child regularly has no lunch or insufficient lunch and the situation did not improve after speaking with the parents, the class teacher informs the DLP or DDLP.</li> </ul>
9	Data protection	<ul style="list-style-type: none"> <li>• Confidential documents relating to children in the school are stored securely in the school: <ul style="list-style-type: none"> <li>◦ Hard copies are stored in locked filing cabinets in the principal's office and in classrooms</li> </ul> </li> <li>• Documents are shared with staff on a need to know basis.</li> <li>• Parental permission for transfer of information (i.e. between the school and previous/prospective schools, between the school and other professionals) is obtained at the beginning of the school year.</li> </ul>
10	Children presenting with social, emotional, behavioural or medical needs in school	<ul style="list-style-type: none"> <li>• Concerns relating to social, emotional, behavioural or medical needs are communicated to parents by phone, at collection time or through formal meetings.</li> <li>• Children are provided with additional support in school through the model of the Continuum of Support. This may be in the form of in- class support or withdrawal from class. Staff discuss concerns and learning targets with parents and formulate a written plan, signed by the parents.</li> </ul>

		<p>Learning targets are regularly monitored to track progress.</p> <ul style="list-style-type: none"> <li>• An individual care plan will be completed for children with additional vulnerabilities to ensure extra supports are in place within the school environment as required. The specific strategies outlined in this care plan will be monitored and reviewed on a regular basis to ensure the needs and supports identified are current and appropriate.</li> <li>• The school may recommend onward referral (e.g. to the Primary Care Team, the School Age Disability Team, NEPS, GP or CAMHS) for children presenting with significant difficulties.</li> <li>• Significant concerns are raised with the DLP or DDLP.</li> <li>• The Administration of Medication Policy will be implemented in the event that a child requires medication throughout the school day. Parent/Guardians must complete the relevant forms and put a request in writing to the board. A copy of this policy will be available from the school website.</li> </ul>
11	Late drop-offs, early collection, late pick up, attendance	<ul style="list-style-type: none"> <li>• Children who are dropped to or collected from school more than 10 minutes late are signed in or out of the Late Book by an adult. The school discusses punctuality with parents if children are regularly late.</li> <li>• Significant concerns in relation to timekeeping are reported to the Education Welfare Officer.</li> <li>• Children's attendance at school will be monitored with absence notes required for any missed days. Contact will be made with parents in instances of regular absences, with a record of any discussion stored securely in assessment folders/children's class files/online database.</li> <li>• Significant attendance concerns are reported to the Education Welfare Officer.</li> <li>• Teachers must be informed in advance if children are to be collected early from school. Children must be signed out by a</li> </ul>

		parent-approved adult in the Early Collections Book.
12	Exposure to inappropriate online content	<ul style="list-style-type: none"> <li>• Use of electronic devices in school in guided by the school <i>Acceptable Usage Policy</i>.</li> <li>• Use of electronic devices, e.g. iPads, Chrome Books, laptops, cameras, is monitored and supervised by adults.</li> <li>• School internet is provided by <i>PDST Technology in Education</i> which is monitored for inappropriate content and unsuitable websites blocked.</li> <li>• Inappropriate content which appears through the school internet is logged and reported to our internet provider.</li> </ul>
13	The school site is utilised by other services with the approval of the Board of Management	<ul style="list-style-type: none"> <li>• Any service utilising the school premises shall be responsible for the review and implementation of their own Child Protection Policy and supporting documents and provide the school with a copy of same.</li> <li>• Any concerns relating to these services shall be raised immediately with the DLP or DDLP.</li> </ul>
14	Accidents and injuries on site	<ul style="list-style-type: none"> <li>• Accidents and injuries that occur on the premises shall be managed in accordance with the Accident and Injury Policy.</li> </ul>
15	Harold's Cross ETNS	<ul style="list-style-type: none"> <li>• Any concerns in relation to the parents/visitors to Harold's Cross ETNS will be referred immediately to the DLP and onwards to the DLP of HXETNS</li> <li>• HARCOURT TERRACE ETNS and HXETNS will work collaboratively to ensure that both child safeguarding statements are in line with each other</li> <li>• The Principal of HARCOURT TERRACE ETNS and HXETNS will meet regularly to review this working arrangement.</li> </ul>
16	Policy Dissemination	<ul style="list-style-type: none"> <li>• This policy will be discussed with all staff at induction day and at any other point required.</li> <li>• A copy of this policy will be placed on the school website.</li> </ul>

**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.

#### 4. PROCEDURES

Our Child Safeguarding Statement has been developed in line with requirements under the Children First Act 2015, the *Children First: National Guidance*, and Tusla's *Child Safeguarding: A Guide for Policy, Procedure and Practice*. In addition to the procedures listed in our risk assessment, the following procedures support our intention to safeguard children while they are availing of our service:

➤ ***Procedure for the management of allegations of abuse or misconduct against workers / volunteers of a child availing of our service***

- Minor complaints about staff are managed in line with the complaint's procedure, as outlined in our *Parent Teacher Communication Policy*.
- Allegations against staff of abuse or misconduct are managed according to the school *Child Safeguarding Statement*

➤ ***Procedure for the recruitment and selection of workers and volunteers to work with children***

- Only teachers who are Garda vetted are employed. All temporary and permanent teachers are registered with the Teaching Council.
- All ISAs who are employed in the school in a temporary or permanent capacity are Garda vetted by Educate Together. Substitute ISAs will present with Garda vetting.
- Parents and volunteers who work with the children on a long-term and/or consistent basis are Garda vetted by Educate Together.
- References from previous employers are obtained before employment in the school.
- Form of Undertaking and Statutory Declaration completed before commencing in the school.

➤ ***Procedure for the provision of and access to child safeguarding training and information, including the identification of the occurrence of harm***



- o Staff are informed of school child-protection and anti-bullying procedures during staff induction at the beginning of each school year
  - School policies are provided to all staff and discussed. Staff are informed of the relevant person to direct queries to for each policy.
  - All staff will be trained in the recognition of signs of abuse and reasonable grounds for concern and provided with a copy of the relevant sections of Children First during staff induction each October. All new members of staff hired after this induction day will receive training as soon as possible from an appropriate member of staff.
  - Staff are informed of reporting procedures and provided with a copy of the Child Safeguarding Statement.

o The school *Child Protection Policy* and *Anti-Bullying Procedures* are available to download on our school website. Child Protection and Anti-Bullying documents, e.g. reference sheets, reporting templates, are available for staff on the school network.

o Child Protection Guidelines, including names of the DLP and reporting procedures, are displayed at reception.

o The DLP/DDLP/Board of Management engage with Child Protection training through local education centres.

o School management stay updated on current Child Protection guidelines and circulars. School management will update staff and BoM and provide any training required where appropriate.

#### ➤ ***Procedure for the reporting of child protection or welfare concerns to Tusla***

o All mandated persons shall report a mandated concern to Tusla as soon as practicable in accordance with the Children First Act.

o The DLP or DDLP shall act as a resource to the mandated person to ensure that reporting procedures are followed correctly and promptly.

o On completion, a report shall be forwarded to the relevant Duty Social Worker by the DLP, DDLP or Mandated Person.

o In the event the report is forwarded by the DLP or DDLP, the Mandated Person shall be informed in writing that the report has been forwarded.

o In the event that the report is forwarded by a mandated person without the assistance of the DLP/DDLP, the DLP or DDLP shall be informed and any copies provided to be stored securely in a locked filing cabinet in the DLP's office.

#### ➤ ***Procedure for maintaining a list of the persons (if any) in the relevant service who are mandated persons***

o All teachers in the school are mandated persons. Mandated persons, as defined in the Children First Act 2015, have a statutory obligation to report concerns which reach a particular threshold to Tusla and to cooperate with Tusla in the assessment of mandated reports.

### ➤ *Procedure for appointing a relevant person*

- o The school principal and DLP, is the relevant person in accordance with the Children First Act 2015.
- o The DDLP, will deputise for the DLP in her absence.
- o The name and contact details of the current DLP will be displayed at the school entrance, in each classroom and on the school website.

All procedures listed are available upon request.

## 5. IMPLEMENTATION

We recognise that implementation is an ongoing process. Our service is committed to the implementation of the Child Safeguarding Statement and the procedures that support our intention to keep children safe from harm while availing of our service. This document will be published on our school website and will be circulated to all members of our school community including parents and staff. A hard copy of the policy can be available on request.

## 6. REVIEW

This risk assessment will be reviewed annually with the Child Safeguarding Statement, or as soon as practicable after there has been a material change in any matter to which the statement refers

### Ratification by Board of Management

This risk assessment has been completed by the Board of Management on 27 September 2019. It shall be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Camille Coyle                      Signed: \_\_\_\_\_

[camillecoyle@harcourtterrace.com](mailto:camillecoyle@harcourtterrace.com)

Niamh Cullen                      Signed: \_\_\_\_\_

[niamhcullen@harcourtterrace.com](mailto:niamhcullen@harcourtterrace.com)

For queries, please contact Niamh Cullen, school Principal; Relevant Person under the Children First Act 2015.

Ratified by the Board of Management of HARCOURT TERRACE ETNS, 18 September 2019

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