

## Child Safeguarding Risk Assessment St. Paul's College 2018 – 2019

### Written Assessment of Risk of St. Paul's College

In accordance with section 11 of the Children First Act 2015 and with the requirement of Chapter 8 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*, the following is the Written Risk Assessment of St. Paul's College.

#### 1. List of school activities

The list in this document is provided to assist St. Paul's College in undertaking their risk assessment under the Children First Act, 2015. This list 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.

St. Paul's College already has 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). This 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.

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 accordance with section 2 of the Children First Act, 2015 the defined threshold of "harm" in relation to a child is as follows:

*"harm" means, in relation to a child-*

*(a) assault, ill-treatment or neglect of the child in a manner that*

*seriously affects or is likely to seriously affect the child's health, development or welfare, or*

*(b) sexual abuse of the child,*

*whether caused by a single act, omission or circumstance or a series or combination of acts, omissions or circumstances, or otherwise;"*

*"ill-treatment" means, in relation to a child, to abandon or cruelly treat the child,*

*or to cause or procure or allow the child to be abandoned or cruelly treated;*

*"neglect" means, in relation to a child, to deprive the child of adequate food, warmth, clothing, hygiene, supervision, safety or medical care;*

*"welfare" includes, in relation to a child, the moral, intellectual, physical, emotional and social welfare of the child.*

## School Activities

- Daily arrival and dismissal of pupils
- Morning break for pupils
- Lunch Break
- Classroom teaching
- One-to-one teaching
- 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
- School transport arrangements
- 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,
- 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 activities 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
- Use of Canteen facilities at break and lunchtime
- After-school study
- Open Night
- Participation in individual Subject Department's competitions e.g. quiz competitions
- Biology Ecology Trip - 6<sup>th</sup> Years/Geography field trips / SPHE and CSPE organised events
- Public Speaking workshop
- Car Driving Visits with TY
- Garda/ Community training TY
- Glasnevin Tours Training TY
- First Year Hike to Wicklow Mountains
- History Trips / Business Studies Trips
- Junk Couture Exhibition TY
- Student Enterprise Awards
- St. Paul's College Musicians in the Helix / Emmanuelle Concert
- Engineer's Ireland – Speakers
- Irish Wheelchair Association
- Awards Ceremonies for all year groups
- TY Skating Trip
- Bowling and Cinema Trip
- Organising Shoe Box collections at Christmas
- Christmas Carols Concert / Christmas Carols fundraising outside of school
- Participation in and Visit to the Young Scientist Awards RDS
- Gas Networks working with 5<sup>th</sup> year students
- Speakers in to address students
- Retreats for all years
- Visit to the Dail/Mountjoy Prison/ Kilmainham Gaol
- North Leinster Cross Country Races
- **DCU Access Programme** – Johnny Cooper Presents to senior students
- Parent Council **Cake Sale**
- Visit to the **National Gallery**
- **DCU presentation** to seniors re services for disabilities to TY class
- **Boxing** programme TY
- **Glendalough Hike** for 1<sup>st</sup> years
- **Barcelona (European Trip) for 2<sup>nd</sup> years**
- **Ski Trip for 4<sup>th</sup> and 5<sup>th</sup> years**
- **Trip to London – Museums and Art Galleries – 4<sup>th</sup> and 5<sup>th</sup> year's (Mid-term October)**
- **Trip to Paris - Easter**
- **Seachtain na Gaeilge**
- **World Book Day** competitions and activities – poster competitions
- **Word of the Week** Literacy Initiative commenced
- **Student Enterprise Awards** Croke Park

- **Leaders on our Level – Croke Park**
- **STEM engineering** Presentation
- 5<sup>th</sup> Years – **Theatre visits**
- **Maths Quiz DCU**
- Business students 5<sup>th</sup> year visit **DCU for Leadership training**
- Tutor groups outings
- Peter McVerry Trust
- TY presentation with first aid badges – CPR badges
- Parent Council Cake Sale
- 1<sup>st</sup> Year Sponsored Walk
- Non Uniform day
- Easter Holidays supervised study and Easter revision programmes
- Arts and Sports Festival Workshop, DEAR, Glasnevin Museum, Film Course, Art and drama workshops, Make Create and Innovate Art workshops
- Business revision programme in DCU
- 6<sup>th</sup> Year v Teachers Matches
- End of year TY cycle
- Transition Year Graduation
- 6<sup>th</sup> Year Graduation
- Whole school graduation
- School musical and practice
- All sport participation

**The school has identified the following risk of harm in respect of its activities –**

1. Risk of harm not being recognised by school personnel
2. Risk of harm not being reported properly and promptly by school personnel
3. Risk of child being harmed in the school by a member of school personnel
4. Risk of child being harmed in the school by another child
5. Risk of child being harmed in the school by volunteer or visitor to the school
6. 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
7. Risk of harm due to bullying of child
8. Risk of harm due to inadequate supervision of children in school
9. Risk of harm due to inadequate supervision of children while attending out of school activities
10. Risk of harm due to inappropriate relationship/communications between child and another child or adult
11. Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
12. Risk of harm to children with SEN who have particular vulnerabilities
13. Risk of harm to child while a child is receiving intimate care
14. Risk of harm due to inadequate code of behaviour
15. Risk of harm in one-to-one teaching, counselling, coaching situation
16. Risk of harm caused by member of school personnel communicating with pupils in appropriate manner via social media, texting, digital device or other manner
17. Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

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

1. All school personnel are provided with a copy of the school's *Child Safeguarding Statement*
2. The *Child Protection Procedures for Primary and Post-Primary Schools 2017* are made available to all school personnel
3. 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*
4. The school implements in full the SPHE curriculum
5. The school implements in full the Wellbeing Programme at Junior Cycle
6. 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*
7. 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.
8. The school has in place a policy and clear procedures in respect of school outings
9. The school has a Health and Safety policy
10. The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting
11. The school has a codes of conduct for school personnel (teaching and non-teaching staff)
12. The school complies with the agreed disciplinary procedures for teaching staff
13. The school has a Special Educational Needs policy
14. The school has in place a policy and procedures for the administration of medication to pupils
15. The school –
  - i. Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
  - ii. Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
  - iii. Encourages staff to avail of relevant training
  - iv. Encourages board of management members to avail of relevant training
  - v. Maintains records of all staff and board member training
16. The school has in place procedures for the administration of First Aid
17. The school has in place a Code of Behaviour for pupils
18. The school has in place an ICT policy in respect of usage of ICT by pupils
19. The school has in place a mobile phone policy in respect of usage of mobile phones by pupils
20. The school has in place a Critical Incident Management Plan
21. The school has in place procedures for the use of external persons to supplement delivery of the curriculum
22. The school has in place procedures for the use of external sports coaches
23. The school has in place procedures for one-to-one counselling
24. The school has in place procedures in respect of student teacher placements

25. The school has in place procedures in respect of students undertaking work experience in the school
26. The school has in place procedures in respect of pupils of the school undertaking work experience in external organisations

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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.