

St. Oliver's Special School



Child Safeguarding Statement

St. Oliver's Special School is a special school providing primary and post-primary education to pupils from 4 to 18 years of age, with a moderate or severe to profound intellectual disability.

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. Oliver's Special School has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for primary and post-primary Schools 2017 as part of this overall Child Safeguarding Statement.
- 2 The Designated Liaison Person (DLP) is: Marieta Nolan
- 3 The Deputy Designated Liaison Person (Deputy DLP) is: Bernie Creaven
- 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 DE 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 DE 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 above named DLP 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.
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- 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 the 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 in the Child Safeguarding Statement.
 - The various procedures referred to in this Statement can be accessed via the school's website, the DE website or will be made available on request by the school
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- 6 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.
- 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 7th March 2018 and reviewed and updated on the 6th February 2019, 20th May 2020, 10th February 2021, 26th January 2022 & 8th March 2023.

Signed: _____ Date: _____
Chairperson, Board of Management

Signed: _____ Date: _____
Principal

Date of next review: _____

Appendix 1

St. Oliver's Special School



Child Safeguarding Risk Assessment

Written Assessment of Risk at St. Oliver's Special School

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. Oliver's Special School

1. List of School Activities

- o Classroom teaching
- o Online teaching and learning remotely
- o One to one teaching
- o Recreation breaks for pupils
- o Intimate Care
- o Use of toilet/changing/ shower areas in the school
- o Movement breaks for pupils

- o Curricular provision in respect of SPHE, RSE, Stay Safe
- o Use of ICT by staff and pupils
- o Use of video, camera, photocopying or other methods to record school events
- o Management of behaviours that challenge, including use of restraint as a last resort
- o Prevention and dealing with bullying behaviour amongst pupils or staff
- o Daily arrival and departure of pupils
- o Transport to and from school
- o Multi- D support, to include Speech and Language Therapist, Physiotherapy, Occupational Therapist, Psychologist, Behaviour Support Therapist, Social Worker
- o Medical Clinics
- o Social outings and school tours
- o Use of off-site facilities for extra-curricular activities
- o Administration of Medicine and Administration of First Aid
- o Visiting teachers
- o Volunteers
- o Visitors known and unknown to the school, including reps, service engineers
- o Open Days, Sports days, Christmas concert, Sporting activities
- o Students on placement or work experience
- o Recruitment of school personnel
- o Training of school personnel in child protection matters

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

In-School activities

- Teaching activities present a risk of harm by school personnel
- One to one teaching and therapeutic activities present a risk of harm by school personnel or by support personnel
- Non-teaching of SPHE, RSE, Stay Safe presents a risk of harm to pupils through lack of knowledge
- Recreation periods present risk of harm from school personnel and other pupils
- Pupil to pupil interactions may present a risk of harm
- In-appropriate use of ICT by staff or pupils presents a risk of harm through access to adult sites or adult material on the internet; through contact with unknown persons on social media; through recording and storing of digital images of pupils
- Management of behaviours that challenge including use of restraint as a last resort present a risk of harm by school personnel
- The provision of intimate care presents a risk of harm by school personnel
- The administration of medication and administration of first aid presents a risk of harm by school personnel

Personnel external to the school

- Risk of harm by known and unknown visitors to the school
- Risk of harm by unknown individuals on the school grounds
- Risk of harm by students on placement
- Risk of harm by external teachers and coaches

- Risk of harm by medical personnel
- Risk of harm by Multi- D support personnel

Off-site activities

- Social outings and school tours present a risk of harm by school personnel and by unknown persons
- Pupil to pupil interactions may present a risk of harm
- Swimming activities present a risk of harm by school personnel, by volunteers, by other pupils and by unknown persons.
- School transport presents a risk of harm by bus personnel, pupils known to the school and unknown pupils
- Online learning presents a risk of harm by unknown people entering the online lesson or computers hackers

Training

- Untrained staff can result in harm not being recognised or reported promptly
- Untrained staff can result in incorrect approach taken by staff to observations or disclosures

Recruitment

- Risk of harm through failure to screen individuals before hiring.

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

The school addresses the risks of harm through

- A whole school approach to the formulation of policies
- Regular staff reviews of procedures and policies
- Induction of new staff on procedures and policies, included Child Safeguarding Statement
- The Child Protection Procedures for Primary and Post Primary Schools 2017 are made available to all school personnel
- Communication with parents on school policies and procedures
- Communication with bus escorts
- Delivery of curriculum
- Provision of training; Túsla Children's First e-Learning Programme
- Vetting of staff, students, external coaches, volunteers.

All teachers are expected to adhere strictly to The Teaching Council Professional Code of Conduct

All members of staff adhere to the School Code of Behaviour.

A failure on the part of any staff to abide by policies and codes of conduct will be addressed through agreed Grievance and Disciplinary Procedures.

School Policies

- Code of Behaviour
- Anti-bullying Policy
- Child Safeguarding Statement
- Policy on Rights Promotion
- Protected Disclosure Policy
- Intimate Care Policy
- Substance Use Policy
- Relationships and Sexual Education Policy
- Policy for the safe use of Photographs and Videos
- Policy on Accidents and Incidents
- Policy in Mobile Phone Usage

School Procedures

- Child Safeguarding Statement & DES procedures are available to all staff
- DLP and DDLP are clearly identified to all staff
- An adequate number of personnel is available to supervise activities in class and on out of school activities
- Supervision rotas are in place to ensure adequate supervision during playtime.
- Pupils are closely supervised to ensure there are no incidents of bullying behaviour
- School policies are available to all staff.
- All staff are consulted in the formulation of new policies and in the review of existing policies.
- All doors are fitted with a viewing window
- Class timetables outline duties of individual personnel in the class.

- Staff are made aware when a staff member is going to work alone with a pupil to supervise the pupil at the toilet, to provide intimate care; to deliver a therapeutic activity or to carry out another activity or duty.
- All external personnel must report to the office and sign the visitor's book
- Open door policy when one-to-one activity is taking place in a room with no viewing window

Curriculum

- Stay Safe programme is taught on a rolling two year cycle in all classes
- SPHE curriculum incorporates lessons on positive relationships and acceptance

of diversity

- A teacher is assigned responsibility for reviewing and updating the SPHE plan in consultation with the teaching staff.
- Relationships and Sexuality Education(RSE) is incorporated into SPHE - Growing up for Boys and Girls
- Psychology support is available if necessary to support pupils and families in RSE.
- Teachers submit monthly reports on learning outcomes in relation to SPHE

Training

- TUSLA E-learning training availed of by all staff
- PDST E-learning training availed of by all staff
- E-learning and face to face training availed of by DLP and DDLP
- Teachers avail of training in SPHE and in RSE when available
- MAPA training has been completed by all staff
- All training is reported to the Board of Management and recorded in the Principal's

Office

Recruitment

- All non-teaching staff are requested to submit their details to the National Vetting Bureau through Ability West and obtain confirmation of vetting before commencing employment
- All teachers provide proof of vetting through the Teaching Council
- Vetting outcomes are filed in the office
- Statutory Statements and signed forms of Undertaking are provided on commencing employment and filed in the office

External Personnel

- Multi D support team sign in on arrival
- Reps and service engineers sign in on arrival
- Medical personnel sign in on arrival
- Multi D support professionals are bound by their professional code of conduct and protocols and procedures of the patron body and HSE services
- Medical personnel are governed by professional code of ethics
- Organisations or individuals delivering short courses are required to provide proof of Garda Vetting if it is during school hours.

- Volunteers are requested to submit their details to the National Vetting Bureau through Ability West and obtain confirmation of vetting before volunteering in school activities
- The school has procedures in place in respect of students undertaking work experience and substitute staff

Important Note: It should be noted that risk in the context of this risk assessment is the risk of "harm" as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post- Primary Schools 2017*

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

This risk assessment has been completed by the Board of Management on 7th March 2018 and reviewed and updated on 6th February 2019, 20th May 2020, 10th February 2021, 26th January 2022 & 8th March 2023. It shall be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Signed _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal

Review date: _____