



Child Safeguarding Statement

Citywest & Saggart CNS is a primary school providing primary education to pupils from Junior Infants to Sixth Class along with specialist placement for children with Autism.

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 Citywest & Saggart CNS has agreed the Child Safeguarding Statement set out in this document.

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

- 1 The Designated Liaison Person (DLP) is **Mike Byrne**
- 2 The Deputy Designated Liaison Person (Deputy DLP) is **Orla Doherty**
- 3 The relevant person is **Mike Byrne**
- 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.

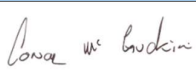

- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda 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 schools 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 DE 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 (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 reviewed by the Board of Management on 20th June 2024

This Child Safeguarding Statement was adopted by the Board of Management on 20th June 2024

This statement was ratified by the school's Board of Management	
Signed:  Chairperson	Signed:  Principal

Child Safeguarding Risk Assessment

Written Assessment of Risk of Citywest & Saggart CNS

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 Citywest & Saggart CNS.

1. List of school activities

- Daily arrival and dismissal of children
- Recreation breaks for pupils including but not limited to breaks in the yard and classroom such as Aistear, Golden Time and wet yard times
- Classroom teaching
- One-to one teaching
- Outdoor teaching activities
- Sporting activities, including but not limited to the annual Sports Day
- Fundraising events involving pupils
- School outings, including but not limited to yearly school tour and other school trips
- Use of off-site facilities for school activities
- School transport arrangements, including, but not limited to School Tours, attendance at sport events/other competitions
- Moving around the building including, toilet use, streaming, messages, returning from learning support
- Care of children with special education needs, including intimate care where needed
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- Use of the sensory room
- Curricular provision in respect to SPHE, RSE, and Stay Safe
- Administration of Medication
- Administration of First Aid
- Recruitment of school personnel including
- Use of external personnel to supplement curriculum
- Use of external personnel to support sports and other extracurricular activities including after school classes
- Use of parents or other members of the community to support curriculum engagement
- Use of school premises by other organisation during the school day.
- Use of information and communication technology in the classroom
- Use of information and communication technology by pupils in the school
- Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones
- Use of video, photography/other media to record school events
- Data gathering and protection

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

- Bullying amongst pupils; including but not limited to cyber, racist, homophobic, physical and verbal bullying
- Harm from unknown persons during daily arrival of pupils.
- Harm from parents or other care providers during late arrival.
- Harm from other students during daily arrival.

- Harm caused by inadequate supervision.
- Harm from unknown persons, particularly for younger children, during collection time.
- Harm from other students during daily dismissal.
- Harm caused by inadequate supervision.
- Harm caused by members of staff as a result of late collection.
- Risk of harm not being recognised due to inadequate supervision
- Harm from other students including, but not limited to, bullying
- Harm from members of staff during recreation breaks
- Risk of harm not being reported by the child or another bystander
- Risk of infections from Covid 19
- Harm from inadequate supervision
- Harm due to inappropriate relationship between a child and a member of staff
- Harm from other students
- Harm stemming from particular vulnerabilities of children with special educational needs (SEN) and/or other needs in the whole Class setting
- Harm from members of staff during whole Class instruction
- Harm stemming from particular vulnerabilities that children receiving one-to-one support may have including, but not limited to; special educational needs, language difficulties, physical disabilities, social, emotional and behavioural difficulties etc.
- Harm from member of staff during one-to-one teaching
- Harm due to the development of an inappropriate relationship between a child and a member of staff through one-to-one teaching and learning
- Harm due to inadequate supervision when collecting and returning children from one-to-one teaching
- Harm from unknown person who is in the outdoor activity space at the same time as the children completing an activity in said space
- Harm from another student whilst completing the outdoor activity
- Harm from a member of staff whilst completing the outdoor activity
- Harm to children with SEN or other vulnerabilities in an outdoor setting
- Harm from another student during the event
- Harm from a member of staff during the event
- Harm from a volunteer during the event
- Harm from unknown persons on public or privately hired transport
- Harm from a member of staff on public or privately hired transport
- Harm from another student on public or privately hired transport
- Harm due to inadequate supervision on public or privately hired transport
- Harm from another student who is accompanying or meeting a child as they make their way around the building
- Harm from a member of staff who encounters a child making their way around the building
- Harm from a visitor or unknown person who encounters a child making their way around the building
- Harm from member of staff meeting intimate care needs of a child with special educational needs
- Harm due to inadequate supervision of child with challenging behaviour
- Harm due to inadequate application of the school's code of behaviour by a member of staff
- Harm from a member of staff using the sensory room with the child

- Harm due to inadequate supervision of children in the sensory room
- Harm by another member of staff while first aid/medication is being administered
- RSE and/or Stay Safe programmes not implemented or completed in full
- Child withdrawn from either/both of the programmes
- Procedures set out in Anti-bullying policy not followed by members of staff
- Anti-bullying lessons/other preventative measures not being implemented or completed in full
- Child/children not reporting bullying
- Harm from members of staff
- All necessary documents (CSS and supporting documents) not reviewed by the BoM and staff
- Staff not implementing the procedures outlined in the child safeguarding statement, such as monitoring and reporting.
- DLP/DDLP not equipped to fulfil duties
- Harm caused by the external coordinator/after school provider/once-off visitor/visitor attending an activity provided by an outside organization during the school day
- Harm caused by another child participating in the lesson or afterschool activity
- Harm due to inadequate supervision
- Harm due to an inappropriate relationship/communication between the external coordinator/after school provider and a child
- Risk of harm not being reported
- Harm from member of staff meeting intimate care needs of a child with special educational needs
- Harm caused by another student due to lack of understanding on the part of the pupil or others because of one or more of the following items;
 - language barriers
 - cultural differences
 - understanding of rights and responsibilities
 - religious differences
 - differences in sexual orientation
 - differences in family status
 - differences in race
 - membership of the travelling community
 - *this is not an exhaustive list, but reflects the Equal Status Act 2015.
- Risk of harm through exposure to illicit or pornographic material
- Harm caused by members of staff/other pupils/parents/unknown persons obtaining/using personal information and/or making contact with children using said information

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

- The school has a supervision policy to ensure appropriate supervision of children.
- Teachers and SNAs carry out morning supervision duty in yard or designated classrooms on wet mornings. Additional support is provided by other teachers when necessary including wet mornings or in the case of the absence of an ISM member.
- Parents are informed of their responsibility to ensure their children make it to the yard safely.
- Only parents of Junior Infant children without older siblings or parents of children who may be considered vulnerable are permitted to enter the buildings on wet mornings or in the case of late arrival, to limit the number of adults in the building.
- Junior and Senior Infants are dismissed from the school yard, directly to their parents or after-school provider and are directly supervised by their class teacher.
- 1st & 2nd Class children are dismissed from the building exit doors. Teachers check that there is somebody familiar collecting the child and gives the child a high-five to signal that he/she may go to the person.
- 3rd Class upwards are dismissed from a separate area of the campus. Children are permitted to walk home alone with consent from parents through the Aladdin Connect App. Parents are informed that teachers will not be checking that each child is going with a familiar adult (as had been the case up to 2nd Class). They are informed of their responsibility to be punctual to collect their child at dismissal time. Teachers remain in that area until all children have left, with an adult or on their own if parental permission has been granted.
- Any teacher with two children left to be collected brings both children to the foyer in open view of the office until they are collected. No teacher remains by themselves while waiting for a child whose parent is late. The office should always be occupied by the secretary or another member staff while a teacher is waiting in the foyer for a child to be collected.
- The class teacher remains with class while they are eating in their classroom during lunch breaks. When a teacher will be on supervision duty for big lunch,, either a neighbouring teacher or learning support teacher will supervise the teacher's class.
- At least 2/3 teachers are on duty in designated areas of the yard for both breaks. Teachers move around their designated areas in order to provide adequate supervision to the whole yard.
- Teachers must wait with their class on yard until an adequate number of teachers on yard duty have entered the yard to take up supervision duty. Adequate supervision is defined as at least two teachers and there must be a teacher assigned to that class's area of the yard.
- The school has an anti-bullying policy.
- Children are continuously reminded of the importance of telling a teacher on yard if there is an issue with themselves or another child.
- All behaviour incidents on yard are recorded in incident books and on Aladdin by the teacher to whom an issue was reported. Teachers on yard also inform class teachers of any issues that occurred on yard.
- Principal/Deputy Principal monitor reports added to Aladdin to stay informed. Class teachers will monitor their class reports to spot trends in bullying.
- During Aistear and Golden Time the class teacher or supervising teacher ensures that all children are within their view. During these times in particular, member of staff will ensure that they are not in an out-of-sight area of the classroom with an individual child.

- When it's raining during yard times, the supervising teacher will instruct all children to remain seated at all times.
- Hot drinks will not be allowed on the yard while children are present in the yard.
- The yard times are staggered
- The principal ensures that all teachers are Garda vetted before they undertake a teaching position within the school.
- The (In-school Management) ISM team ensure that the school's supervision policy is reviewed regularly, especially to support the induction of new staff members.
- The school has a supervision policy to ensure appropriate supervision of children.
- Teachers remain in the classroom with the class at all times. If a teacher needs to leave their class for a few minutes during the regular teaching day, he/she will notify their neighbouring teacher so they can supervise both classes.
- Teachers ensure that the entire class is always within their view.
- Teachers ensure that they interact professionally with children at all times and that they only develop relationships with children with the intent of improving children's level of comfort within the classroom and engagement with learning as a result.
- School administration, mainstream and learning support teachers work collaboratively to ensure that provisions are put in place to ensure the social security and safety of children with special educational and other needs in the classroom, including but not limited to applications for Special Needs Assistants, special educational programmes in SPHE and other curricular areas etc.
- Teachers ensure the classroom door is left open and occupants are visible when teaching in a one-to-one setting.
- In the event that 1:1 teaching is deemed necessary for the educational development of a child, clear boundaries will be put in place: the teacher will be seated opposite the child, the classroom door will remain open (where the attention levels of the child allow). Staff will work with children in SEN rooms when available (glass panels in doors) where the occupants are visible at all times.
- Learning support teachers may teach in rooms where more than one learning support group is taking place.
- Class teachers implement the Stay Safe and RSE programmes in Term 2 in line with the school's SPHE plan to equip all children, including those with specific vulnerabilities, with the language, knowledge and skills that enable them to understand and voice any concerns they may have.
- A differentiated version of the Stay Safe Programme is offered to children with special educational needs to ensure that they have access to the Stay Safe programme content. This is taught by the child's SEN teacher
- Teachers collect and return individual children to their classroom.
- Teacher remains with entire group at all times and that all students are in sight.
- Where necessary, additional supervision is provided for through the use of parent volunteers or support from learning support teachers. There is no official ratio for supervision. Such supervision is allocated based on the needs of the group, with some classes needing more supervision than others.
- Teacher surveys the outdoor space in advance of an activity to ensure that it is secure.
- Teacher ensures that children are put in pairs before leaving the school building to complete the outdoor activity. These pairs are utilised to shorten the length of the line in which the children are walking and for bathroom use.

- Teacher ensures necessary support is put in place for children particular vulnerabilities stemming from a special educational or other need. This includes, but is not limited to, support from an SNA or additional supervision through the use of another adult.
- Teacher remains with entire group as much as possible. Parent volunteers may be allocated to a group, and may be required to independently supervise this group, whilst being overseen by the teacher, who will check in regularly.
- Teacher ensures that activities are organised to reduce the risk of inappropriate/harmful interactions between students
- Teacher outlines rules and responsibilities of children before they commence their engagement in the sporting activity.
- Parent/other volunteers are never left alone with individual children. These adults should ensure they are with at least two children or another adult at all times.
- Parent/other volunteers who will be volunteering regularly in the school will be vetted by the DDLETB.
- A member of staff is never permitted to transport children in their personal vehicle for any reason unless necessary and accompanied by a second adult.
- In conjunction with the principal, teachers will decide what form of transport is most appropriate, whether public (luas/bus) or private (hired bus) depending on the location of the event and the number of children attending.
- Additional supervision is provided for through the use of parent volunteers or support from SEN teachers when transporting children during the school day.
- Volunteers and support teachers are assigned to supervise a small group of children to ensure adequate supervision when transporting children on public or private transport vehicles during the school day. These volunteers/visitors are supervised by the class teacher who monitors all groups.
- When using the public/private transport vehicle, teachers and volunteers are dispersed throughout the luas/bus etc. to ensure adequate supervision of all children.
- Teachers and volunteers are never left alone with individual children on public or private transport
- If a child becomes ill on either public or private transport, a teacher or volunteer will help that child with another child or adult present.
- Any parent/other volunteer who regularly volunteers in the school will be vetted by the DDLETB.
- The school has a supervision policy to ensure appropriate supervision of children
- Children sent to the toilet and on messages in pairs
- Toilet procedure established and practised at the beginning of the year within individual classrooms
- Timers or another in class procedure set in classroom to ensure timely return of the children to the class.
- Visitors asked to sign in at the desk
- Learning support teachers allow small groups of children to return to their classrooms together. Individual children are accompanied by their teacher.
- Children must move around the school on the left side of the corridors and must maintain a distance at all times.
- A differentiated Stay Safe programme is taught to children with special educational needs, if deemed appropriate
- School staff providing intimate care are Garda vetted by the ETBI

- Permission sought from parents to meet intimate care needs of children, and specific outline of said needs agreed upon by parents and care provider, usually an SNA.
- Permission is sought from parents to meet any intimate care needs when intimate care commences.
- Through GMGY, SPHE, Human Rights, and discretely through other curricular areas, children are provided with the opportunity to learn about and understand differences. This is hoped to be a preventative measure to reduce the risk of harm of a student with special educational needs by other students.
- Only staff who have received “Positive Handling Training” are permitted to use physical restraint in extreme circumstances where all other options have been exhausted.
- A red card should be sent with two children to the office, principal or a neighbouring teacher. Help will then be sent to the classroom. Members of staff should remove other children from the area as a first response, and send them to the nearest classroom for supervision by that class teacher. After the class has been removed, a member of staff will remain with a child displaying challenging behaviour at all times, and where necessary two adults will remain with the child.
- As much as possible, the restraining of a child by a member of staff is avoided except where injury could occur to the child or another.
- If a child is restrained by a member of staff, that child’s parent is informed of the intervention as soon as possible.
- As much as possible, a member of staff will not use the sensory room alone with a child unless independent use of the room is required to meet the child’s needs.
- When a member of staff is using the sensory room alone with an individual child, the door will remain open.
- When a tent is in use, an adult should not enter it.
- An outline of the specific sensory needs of individual and groups of children is outlined and shared with teachers and SNAs working with said children, and those members of staff ensure that activities and their interactions within the sensory room are aimed at meeting those specific needs, as identified in the child’s IEP.
- Members of staff ensure that as much as possible, a child’s sensory needs are met without physical contact with a member of staff. Where physical contact needs to be made regularly with a child to meet a child’s sensory needs, written permission shall be sought from the child’s parents.
- All staff are Garda vetted by the DDLETB or Teaching Council.
- The sensory spaces must be sanitised after each use by a non- ASD class child.
- As much as possible, medication/first aid will be administered in the whole class setting and by the child themselves
- When first aid needs to be administered by a member of staff, that member of staff will ensure that first aid is administered in a public space, and/or in the presence of another child or member of staff.
- Where medication needs to be regularly administered in a room other than the child’s mainstream classroom, yard or another public space in the school and/or with assistance from a member of staff, permission will be sought from the child’s parents.
- Where medication is being administered by school staff, written instructions from child’s parents/guardians is required before any medication can be administered in school as stated in the school’s Administration of Medication Policy.

- In the case of an emergency, medication will be administered without delay. The child's parents will be informed of any action taken as soon as possible and relevant emergency services will be contacted
- The school's Child Safeguarding Statement and Risk Assessment is reviewed at the beginning of every year by returning and new members of staff.
- The school implements in full the SPHE curriculum.
- The school's RSE/Stay Safe policies are reviewed annually with staff to ensure full and effective completion of these programmes
- The school has a member of the ISM team designated to SPHE as part of their post of responsibility. It is the responsibility of the SPHE coordinator as well as the DLP/DDLP to ensure that the RSE and Stay Safe policies are implemented and reviewed with staff.
- CPD is offered to teachers to support their instruction in these areas through Croke Park hours and/or staff meetings
- Parents can withdraw their children from the sensitive lessons of the RSE programme, provided they take responsibility for educating their children on this aspect of the curriculum. Written confirmation for this will be sought from the parent(s).
- Stay Safe is mandatory - Parents cannot withdraw their child from this aspect of the curriculum
- 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.
- Anti-bullying policy covered with new staff every year, and reviewed bi-annually.
- Anti-bullying lessons and/or other preventative measures implemented formally during anti-bullying week and incidentally when needed
- Bullying lessons covered through Stay Safe and Webwise lessons.
- School expectations introduced at the beginning of the school year, and reviewed/discussed and drawn upon daily.
- Friendship Week/Anti-bullying week held yearly
- Anti-bullying posters displayed in each classroom, and discussed at the beginning of every year by Class teachers.
- Human Rights Month conducted every year. This is a time for children to explicitly learn about specific differences between people including gender, age race, ability/disability, sexual orientation, religion etc. It is hoped that understanding of these differences will help to prevent bullying.
- All other personnel interacting with children will be Garda vetted by the DDLETB
- DLP/DDLP is responsible for ensuring the Child Safeguarding Statement (CSS) is reviewed at the beginning of each year by the BoM.
- The BoM is responsible for reviewing the CSS and ensuring that all staff, new and returning, have been familiarised with this document.
- The Child Protection Procedures for Primary and Post-Primary Schools 2017 are made available to all school personnel.
- Training in child protection on an in school basis is provided every year at induction.
- Elective child protection training offered by external providers including, but not limited to, the PDST, TUSLA, or an Education and Training Centre will be shared with staff when it is available via email.
- The DLP/DDLP will complete joint reports with mandated persons to support them with the monitoring and reporting processes.
- Through their oversight report, the BoM are responsible for ensuring that all procedures set out in the CSS have been followed correctly.

- Training/retraining for the DLP/DDLP will when practically possible but at least every 2 years. In the case of maternity, sick or other temporary leave, those assuming the roles of Acting DLP will avail of the necessary training at the earliest opportunity. It is the responsibility of the Board of Management to ensure that such training is provided.
- External coordinators visiting school during school hours:
- External coordinators will not be left alone with an individual or group of children. They will be supervised by the class teacher at all times.
- External coordinators will be Garda vetted.
- External coordinators are required to sign in and out of the school building, and wear a visitor's badge.
- External coordinators will be required to read the school's CSS in advance of providing classes during the school day. THE DLP/DDLP are responsible for ensuring this. They must sign in and out of the school and complete a contact tracing form at the office. They are required to follow the procedures set out in the Covid Response Plan.
- After School Club Protocols are read and signed by the after school provider. A member of the ISM Team is designated to liaise with after school providers.
- After school club providers are responsible for creating their own CSS, and designating their own DLP/DDLP.
- Once-off visitors (parents, members of the community etc.), Visitors attending activity provided by outside organization during the school day (adult ed., toddler group)
- All visitors are expected to sign into the office and receive a visitor's badge.
- Children go to the bathroom and to different classrooms/office in pairs. If they come in contact with an unknown person visiting the school, they will not encounter them alone.
- Once off visitors will never be left alone with an individual or group of children. They will be supervised by the class teacher at all times.
- Visitors attending a class provided by an outside organization are not permitted to enter any room other than the room assigned to their group during their time in the building.
- Written permission is sought from children with SNA access that require assistance with toileting, for an SNA to assist them. Parents are informed that the SNA will be on their own assisting. If a second SNA is needed, this will be discussed.
- Any child that has a toileting accident will change themselves in the toilet cubicle by themselves if able.
- If a child after having a toileting accident is unable to change themselves, they will be brought to the closest staff toilet. The secretary/SNA and a teacher will direct the child from outside the toilet with the door ajar. If the child needs hands-on assistance, both adults will be present.
- Staff review the school's ethos statement, equality policy, sexual orientation policy, anti-bullying policy and language policy annually.
- An Acceptable Use Policy is in place.
- Webwise, an internet safety programme, is taught
- Teachers ensure that children only access valuable learning sites during school time. Even during Golden Time, children are not permitted to access games that have not been previously approved by their teacher.
- YouTube is placed on restricted mode in school to eliminate access to inappropriate adverts.
- A Broadband safety wall is in place to block inappropriate material appearing on the school devices
- IPADS are checked in and out of the IPAD box and are not given to children for free use.

- When children are using an application on an IPAD, the teacher locks them into that app to ensure that children are accessing content the teacher has required them to use.
- Ipads and laptops will be wiped down after a class has used them.
- Time out is given within the mainstream classroom/yard, and is within the view of all members of the class.
- A member of staff never remains with a child on their own for time out.
- Photographs and videos are used only for learning purposes or recording events during the school year.
- Photographs and videos of children taken during the school day can only be taken on school cameras. Members of staff are not permitted to use their own devices to take pictures of children.
- Photographic permission is sought from parents through the enrolment process.
- Photographs/videos of children will only be displayed on our school website with the permission of their parents.
- Photographs or videos of children uploaded to our school website are not captioned with children's names.
- Photographs or videos taken by external bodies (e.g. the local paper, the ETBI, the NCCA, the DES) will only be taken with additional permission from the children's parents.
- Parents are only permitted to take photographs or videos of their child and their class during school organised events: e.g. First day of school, Welcoming Ceremony, Winter Concert, Lá Glas. Any parent attempting to take photographs of their own or any other child at any other point in the year will be stopped and asked to delete any photos already on their device. Parents are asked not to share any photos taken, on social media sites.
- All sensitive data is stored in the principal's office or on aladdin.
- All teachers keep their aladdin software password protected and sign out of aladdin when not using it.
- When disposing of sensitive data, members of staff are required to use one of the school shredders to do so.
- Google classroom emails/passwords are kept private, and are only known to the parent, child and their class teacher.
- The ETB has a data protection policy in place for Community National Schools.

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.