**Child Safeguarding Statement**

Tralee Educate Together NS is a primary school providing primary education to pupils from Junior Infants to Sixth Class.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, 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 Tralee Educate Together NS 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: Mary Brosnan
3. The Deputy Designated Liaison Person (Deputy DLP) is: Gail Groves
4. The Board of Management recognises that child safeguarding and welfare considerations permeate all aspects of school life and must be reflected in all of the school’s policies, procedures, practices and activities. The school will adhere to the following principles of best practice in child safeguarding and welfare. The school will:
   1. recognise that the safeguarding and welfare of children is of paramount importance, regardless of all other considerations
   2. fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the safeguarding and welfare of children
   3. fully co-operate with the relevant statutory authorities in relation to child safeguarding and welfare matters
   4. 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
   5. develop a practice of openness with parents and encourage parental involvement in the education of their children; and
   6. fully respect confidentiality requirements in dealing with child safeguarding matters

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

1. The following procedures/measures are in place:
   1. 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 DES website
   2. 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 DES and available on the DES website
   3. 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:
      1. Has provided each member of staff with a copy of the school’s Child Safeguarding Statement
      2. Ensures all new staff are provided with a copy of the school’s Child Safeguarding Statement
      3. Encourages staff to avail of relevant training
      4. Encourages Board of Management members to avail of relevant training
      5. The Board of Management maintains records of all staff and Board member training.
   4. In relation to reporting of child safeguarding 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
   5. 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.
2. All registered teachers employed by the school are mandated persons under the Children First Act 2015
3. In accordance with the Children First Act 2015, 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 attached as an appendix to these procedures
4. The various procedures referred to in this Statement can be accessed via the school’s website, the DES 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.

1. 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.
2. 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 24/11/21

Signed: *Sinead Kelleher* Chairperson of the Board Date: 24/11/21

Signed: *Mary Brosnan* Principal Date: 24/11/21

Date of next review: 2022

**Mandatory Template 2: Checklist for Review of the Child Safeguarding Statement**

The [*Child Protection Procedures for Primary and Post-Primary Schools 2017*](https://www.gov.ie/pdf/?file=https://assets.gov.ie/45063/2d4b5b3d781e4ec1ab4f3e5d198717d9.pdf#page=1) require that the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. **The review must be completed every year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers.** Undertaking an annual review will also ensure that a school also meets its statutory obligation under section 11(8) of the [Children First Act 2015](http://www.irishstatutebook.ie/eli/2015/act/36/enacted/en/pdf), to review its Child Safeguarding Statement every two years.

The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list of the issues to be considered. Individual Boards of Management shall include other items in the checklist that are of relevance to the school in question.

As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices and activities vis a vis their adherence to the principles of best practice in child protection and welfare as set out in the school’s Child Safeguarding Statement, the [Children First Act 2015](http://www.irishstatutebook.ie/eli/2015/act/36/enacted/en/pdf), the [Addendum to Children First (2019)](https://assets.gov.ie/25819/c9744b64dfd6447985eeffa5c0d71bbb.pdf) and the [*Child Protection Procedures for Primary and Post-Primary Schools 2017*](https://www.gov.ie/pdf/?file=https://assets.gov.ie/45063/2d4b5b3d781e4ec1ab4f3e5d198717d9.pdf#page=1)*.*

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|  | **Yes/No** |
| 1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the ‘Child Protection Procedures for Primary and Post Primary Schools 2017’? |  |
| 1. Is the Board satisfied that the Child Safeguarding Statement is displayed in a prominent place near the main entrance to the school? |  |
| 1. As part of the school’s Child Safeguarding Statement, has the Board formally adopted, without modification, the ‘Child Protection Procedures for Primary and Post Primary Schools 2017’? |  |
| 1. Does the school’s Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015 ? (This includes considering the specific issue of online safety as required by the Addendum to Children First) |  |
| 1. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review? |  |
| 1. Has the Risk Assessment taken account of the risk of harm relevant to online teaching and learning remotely? |  |
| 1. Has the DLP attended available child protection training? |  |
| 1. Has the Deputy DLP attended available child protection training? |  |
| 1. Have any members of the Board attended child protection training? |  |
| 1. Are there both a DLP and a Deputy DLP currently appointed? |  |
| 1. Are the relevant contact details (Tusla and An Garda Síochána) to hand? |  |
| 1. Has the Board arrangements in place to communicate the school’s Child Safeguarding Statement to new school personnel? |  |
| 1. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the ‘Child Protection Procedures for Primary and Post Primary Schools 2017’ and the Children First Act 2015? |  |
| 1. Has the Board received a Principals Child Protection Oversight Report (CPOR) at each Board meeting held since the last review was undertaken? |  |
| 1. Since the Board’s last review, did each CPOR contain all of the information required under each of the 4 headings set out in sections 9.5 to 9.8 inclusive of the procedures? |  |
| 1. Since the Board’s last review, has the Board been provided with and reviewed all documents relevant to the CPOR? |  |
| 1. Since the Board’s last review, have the minutes of each Board meeting appropriately recorded the records provided to the Board as part of CPOR report? |  |
| 1. Have the minutes of each Board meeting appropriately recorded the CPOR report? |  |
| 1. Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed? |  |
| 1. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made?\* |  |
| 1. Where applicable, were unique identifiers used to record child protection matters in the Board minutes? |  |
| 1. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely? |  |
| 1. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the ‘Child Protection Procedures for Primary and Post Primary Schools 2017’? |  |
| 1. In relation to any cases identified at question 21 above, has the Board ensured that any notifications required under section 5.6 of the ‘Child Protection Procedures for Primary and Post Primary Schools 2017’ were subsequently issued by the DLP? |  |
| 1. Has the Board ensured that the Parents’ Association (if any), has been provided with the school’s Child Safeguarding Statement? |  |
| 1. Has the Board ensured that the patron has been provided with the school’s Child Safeguarding Statement? |  |
| 1. Has the Board ensured that the school’s Child Safeguarding Statement is available to parents on request? |  |
| 1. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools) |  |
| 1. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post- primary schools) |  |
| 1. Has the Board ensured that the SPHE curriculum is implemented in full in the school? |  |
| 1. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? \* |  |
| 1. Is the Board satisfied that the Department’s requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?\* |  |
| 1. Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?\* |  |
| 1. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school’s Child Safeguarding Statement? |  |
| 1. Has the Board sought the feedback of parents in relation to the school’s compliance with the requirements of the child safeguarding requirements of the ‘Child Protection Procedures for Primary and Post Primary Schools 2017’? |  |
| 1. Has the Board sought the feedback of pupils in relation to the school’s child safeguarding arrangements? |  |
| 1. Is the Board satisfied that the ‘Child Protection Procedures for Primary and Post Primary Schools 2017’ are being fully and adequately implemented by the school? |  |
| 1. Has the Board identified any aspects of the school’s Child Safeguarding Statement and/or its implementation that require further improvement? |  |
| 1. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school’s Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement ? |  |
| 1. Has the Board ensured that any areas for improvement that were identified in any previous review of the school’s Child Safeguarding Statement have been adequately addressed? |  |

\*In schools where the ETB is the employer the responsibility for meeting the employer’s requirements rests with the ETB concerned. In such cases, this question should be completed following consultation with the ETB.

**Mandatory Template 4: Notification regarding the Board of Management’s review of the Child Safeguarding Statement**

To: The School Community

The Board of Management of Tralee Educate Together NS wishes to inform you that:

• The Board of Management’s annual review of the school’s Child Safeguarding Statement was completed at the Board meeting of 24/11/21

• This review was conducted in accordance with the “Checklist for Review of the Child Safeguarding Statement” published on the Department’s website [www.education.ie](http://www.education.ie)

Signed: *Sinead Kelleher* Chairperson of the Board Date: 24/11/21

Signed: *Mary Brosnan* Principal Date: 24/11/21

Date of next review: 2022

**Child Safeguarding Statement – Distance Learning Addendum**

Tralee Educate Together NS is committed to a child-centred approach in our work with children. We undertake to provide a safe environment and experience, where the welfare of the child is paramount. This policy extends the Child Safeguarding Statement of Tralee Educate Together NS.

**Distance Learning**

In facilitating access to safe communication between staff and pupils, Tralee Educate Together NS extends the opportunity to learn via various platforms such as Aladdin, Class Dojo, Zoom, Seesaw or other platforms approved by the Principal as platforms (the “Online Platforms”) to assist with remote teaching where necessary. In providing these opportunities, we commit to adhering to the following best practices in the interest of safeguarding both students and staff.

**Child Safeguarding Concerns Related to Distance Learning**

Communicating with students over the internet raises the following concerns in relation to child safeguarding as the situation introduces the student to the idea of communicating over the internet with an adult who is not part of their family group. This is not a practice that should come to be considered normal by the student and it should be emphasised by parents that communicating in this manner is something that requires consent and supervision.

This method of communication invites the teacher/SNA into the student’s home, and vice versa, without being physically present and, therefore, possibly unknown to other members of either household. There should be an awareness on behalf of all involved that there is someone virtually present in their home and that everyone’s actions need to be reflected in this.

Tralee Educate Together NS staff undertake as part of our Child Safeguarding Policy to report any concerns over child welfare to Mary Brosnan (Principal Teacher), who is the Designated Liaison Person or in her absence to Gail Groves (Deputy Principal and Deputy Designated Liaison Person).

**Parental Consent**

Parental consent shall be sought for the purposes of:

* Engaging with the pupil in their home via live video calls (Zoom).
* Location and Supervision of Lessons.

All calls should be held in an area of the home that is open and accessible to the parents of the student.

Teachers/SNA should hold the video call in a location that respects the privacy of the pupil’s learning.

Lessons will, however, need to be held in an area where student and staff members can concentrate on the call and not be unnecessarily interrupted. This may be hard to balance with younger children in the house and may take a few sessions to establish a good routine. All concerned need to show some patience in forming a routine and be willing to discuss ways to improve concentration during lessons.

All one-to-one calls require a parent/guardian to be present during the video.

Parents are responsible for the supervision of their child during the video call.

No lessons are permitted to be recorded by any participants.

If a class teacher wishes to record a lesson online prior consent will be sought from parents.

**Time Keeping**

All parties will login on time for a video call.

If any party is delayed or unable to attend video call they should make prior contact to discuss with other party.

Staff will end non-attended calls 10 minutes after start time.

**Alternative Contact Methods**

All arrangements / re-arrangements to lessons must be made through a parent and teacher using the staff email or by phone.

Students and staff members are only allowed to communicate using the platforms mentioned above.

**Platform Communication**

Various platforms will be used to engage in school activities.

Teachers/SNAs will respond to messages during school hours. Any messages received after these hours will be responded to the following school day.

Pupils may request help or clarifications using this method of communication.

Pupils may submit schoolwork via the chosen platform or through staff email.

Teachers will provide feedback to pupil.

If parents wish to raise any concerns or discuss anything with teacher/SNA they must use the staff email or request that the teacher phone them to discuss the issues.

**Professional Boundaries**

While encouraging and fostering a positive relationship with learners, all Tralee Educate Together NS staff will maintain professional boundaries between themselves and pupils and parents in both the workplace and while working with pupils on the selected platform. Pupils and parents have a responsibility to recognise the ‘professional’ nature of their relationship with a staff member.

**Grounds for Concern**

The grounds for concern laid out in the school’s Child Safeguarding Statement shall apply in all lessons given over the internet and shall apply to all children in the student’s home. If a staff member witnesses any concerning issues during a video call they must report these to the Designated Liaison Person in accordance with the Child Safeguarding Guidelines. This includes things that happen in the background or off-camera. If a parent has any concerns about the process or relationship between student and staff member, they should contact the Designated Liaison Person to discuss the situation. Tralee Educate Together NS undertakes to investigate all complaints or concerns regarding its teaching staff in line with our Child Safeguarding Statement.

**Raising Concerns**

Concerns for the welfare of students will be dealt with in line with the school’s Child Safeguarding Statement.

**Recording of Lessons**

No recordings are to be made of lessons, without the consent of both teacher and parent/guardian.

**General Code of Conduct**

All participants in Distance Learning must agree to:

* Treat all users, educators and colleagues fairly and equally.
* Stimulate conversation, and be respectful of others’ views.
* Respect legitimate intellectual property rights, not plagiarise work and give credit to the originators of ideas.
* Not share the posts of others.

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