



# Powerstown Educate Together National School

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## CHILD SAFEGUARDING STATEMENT

POWERSTOWN EDUCATE TOGETHER NATIONAL SCHOOL

**\*\*Under the Department of Education guidelines for the safe re-opening of Primary Schools in the context of the continued presence of COVID-19 virus within the community, certain changes and adaptations may be made to this policy for the school year 2020/2021. All temporary changes are listed in Appendix 1.\*\***

### 1. NAME OF SERVICE BEING PROVIDED

Powerstown Educate Together National School (PETNS) 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 on Powerstown Road, Tyrrelstown, Dublin 15 and we share a campus with Gaelscoil an Chuileann. PETNS provides primary education for children aged 4 to 12 years. We provide education for 16 mainstream classes, 2 special classes for Autism Spectrum Disorder and one special class for Developmental Language Disorder. Our staff consists of principal, teachers, Special Needs Assistants, part-time speech and language therapist, caretaker and secretary.

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

PETNS 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 PETNS, we 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. 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).
- Powerstown ETNS is making full provision for the relevant aspects of the curriculum;
  - SPHE is taught for a minimum of 30 minutes per week,
  - Stay Safe is taught in January annually
  - RSE is taught annually in November.
  - Well-being is supported through SPHE programmes, Walk Tall and You Can Do It and also through our ethical curriculum.
- Visiting teachers to the school, e.g. G.A.A coach, storytellers, writers, science speakers, Dog's Trust
- School-based activities off campus, e.g. swimming lessons in the local swimming pool, sport' 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, religious instruction
- 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.
- Parental involvement in the education of their children, 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, bullying, 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

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

	Risk Identified	Procedure in place to manage risk identified
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, peer mediation</li> <li>• Anti-bullying procedures displayed in every room to inform adults and pupils 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> <li>• The school Anti-bullying programme is supported by the planning and teaching of SPHE, RSE and the Stay Safe Programme.</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 log their visit in digital sign-in system.</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 given a badge</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> <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</li> </ul>

		<p>Day, Science Week, Sport's Day, School Performances</p> <ul style="list-style-type: none"> <li>• Students in the school on teaching placement will be allocated a staff mentor and receive support throughout their time in the school. Student teachers/colleges will provide school with necessary vetting and insurance details.</li> <li>• Students in the school on work placement will be allocated a staff mentor and will not be responsible for the teaching of the children.</li> <li>• Students over the age of 16 will be vetted through Educate Together.</li> </ul>
3	School events held outside the school grounds, e.g. school tours, swimming lessons, sport's events, concerts, etc.	<ul style="list-style-type: none"> <li>• A risk assessment will be completed before each school tour or trip.</li> <li>• Children will be closely supervised by a teacher and SNA (if allocated to class) when utilising the outdoor classroom.</li> <li>• All school volunteers are vetted and will complete a volunteer agreement form (from September 2018) for school tours, swimming, outings etc.</li> <li>• Pupil-teacher ratio is reduced for school tours to maximise the supervision of children. Pupil-teacher ratio for junior infants to 1<sup>st</sup> class is 5:1 and for 2<sup>nd</sup> -6<sup>th</sup> class is 10:1. 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>• Changing rooms are closely supervised by staff when in use by children e.g. at swimming lessons and sport's events.</li> <li>• Parent/guardian helpers on trips will be informed that pictures may only be taken by staff members on school devices.</li> <li>• Parental consent is provided before children leave the school grounds 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: External staff provide the school with copies of their insurance, Garda Vetting, child safe guarding statement etc and implement their own collection policy.</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 teacher calls the parents to confirm the child has permission to go with that adult.</li> <li>• Children are lined up at an agreed collection point and released to their parents/guardians 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 3<sup>rd</sup>-6<sup>th</sup> class have permission to walk home from school, or to meet their parents at an off-site collection point, unless their parents notify the school otherwise.</li> <li>• Children from Junior Infants – 2<sup>nd</sup> class must be collected from school by a <b>responsible adult</b>. Younger children do not have permission to walk home with older siblings.</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 upon enrolment.</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 via the school data base</li> <li>• Photos taken by staff are taken solely on school devices. Photos are</li> </ul>

		<p>stored securely on the school online storage space.</p> <ul style="list-style-type: none"> <li>• Children names are not published with photos uploaded to the school website or class blogs.</li> <li>• Children are not permitted to use personal electronic devices (e.g. iPads, cameras, personal devices) on the school grounds at any time. If a personal electronic device is used by pupils, and images are taken, it is a serious breach of our Code of Behaviour and relevant sanctions will be implemented.</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 continuum of support or movement breaks.</li> <li>• If a child is withdrawn from play at yard (i.e. Time Out) it is due to a Health and Safety concern and/or serious incident. Teacher on supervision uses mediation script, reports incident to class teacher. Incident is logged on Aladdin. Stop Think Choose Do worksheet is completed and parents informed.</li> <li>• If a teacher withdraws a child to investigate an incident, (speaks with him/her one-to-one or in a small group setting), peer mediation scripts are followed as per Code of Behaviour.</li> <li>• If a teacher withdraws a child and sends him/her to principal's office, the child is accompanied by class teacher or relevant adult. Principal implements Code of Behaviour.</li> </ul>
8.	Withdrawal from class bases in SNU	<ul style="list-style-type: none"> <li>• Children attending the SNU have access to Sensory Room, Para-educational Room, Quiet Room and central activities area as well as the outdoors.</li> <li>• Children's school support plans and monthly targets highlight protocols for access to all areas in SNU, child's routine and timetable.</li> <li>• School support plans and monthly targets are shared with parents.</li> <li>• Children with behavioural issues will have a behaviour plan in place, with support from professionals sought. Behaviour plan is implemented in agreement with parents.</li> </ul>
9.	Toileting	<ul style="list-style-type: none"> <li>• Children who need assistance with toileting have an individualised toileting plan in place, agreed between staff and parents/guardians.</li> <li>• Children who need assistance with toileting during the school day are accompanied/assisted by two adults. Adults are not permitted to go into a toilet with a child alone. A record of toileting is kept.</li> <li>• Children who need to use the toilet during yard time are escorted into the toilet by an adult and an accompanying child. The adult does not go into the toilet cubicle.</li> </ul>
10.	Use of lift for children with mobility issues / disability	<ul style="list-style-type: none"> <li>• Mobility plan is put in place and agreed between staff and parents. /guardians.</li> <li>• Children with mobility issues who require lift access, are accompanied by a staff member and another child (or a second staff member) at all times.</li> <li>• Class teacher creates rota for classmates to accompany child with mobility issues in the lift.</li> </ul>
11.	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 are 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 provided with insufficient lunch the class teacher discusses it with the parents in the first instance.</li> <li>• If a child regularly has no lunch or insufficient lunch and the situation did not improve after speaking with the parents, the class teacher</li> </ul>

		informs the DLP or DDLP.
12.	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 support teachers' classrooms</li> <li>Soft copies are stored in a secure online database. A password is required to access the documents; a second password is required to open the documents. A log is kept of who has accessed the documents.</li> <li>Word documents and pdf documents are password protected.</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 school staff, between the school and previous/prospective schools, between the school and other professionals) is obtained each school year.</li> </ul>
13.	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. Learning targets are regularly monitored to track progress.</li> <li>An individual support 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, EIT, AON, NEPS, GP or CAMHS) for children presenting with significant difficulties. The school supports parents/guardians submit relevant referral forms.</li> <li>Significant concerns are raised with the DLP or DDLP.</li> </ul>
14.	Children presenting with medical needs in school	<ul style="list-style-type: none"> <li>The Administration of Medication Policy will be implemented in the event that a child requires medication throughout the school day.</li> <li>Parent/Guardians must complete the relevant forms and put a request in writing to the board. A copy of this policy can be downloaded from the school website.</li> <li>Medical needs are logged on Aladdin, with a copy of medical plan.</li> <li>A copy of the medical plan is shared with all relevant staff.</li> </ul>
15.	Late drop-offs, early collection, late pick up, attendance	<ul style="list-style-type: none"> <li>Children arriving late to school will be marked 'Late' in the class attendance record by their teacher. Their time of arrival / number of minutes late will be logged.</li> <li>The school discusses punctuality with parents if children are regularly late.</li> <li>Parents are informed each term via email / school report of punctuality and also at parent teacher meetings.</li> <li>Parents can also access this information via "Aladdin app"</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 unexplained absences, with a record of any discussion stored securely on the school system.</li> <li>Parents are informed each term via email / school report of attendance and also at parent teacher meetings.</li> <li>Parents can also access this information via "Aladdin app"</li> <li>Parents receive an automated text message when child has missed 10, 15 and 20 days of school.</li> </ul>

		<ul style="list-style-type: none"> <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 parent-approved adult.</li> <li>• If a parent is going to be late to collect their child, they should let the school know.</li> <li>• If child is collected more than 10 minutes late, and school not contacted parents/guardians are phoned.</li> <li>• Teachers log the number of minutes late child is collected on school admin system. This information is shared with parents each term via email and school reports and also at parent teacher meetings. .</li> </ul>
16.	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> and <i>Electronic Device Policy</i>.</li> <li>• Use of school 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> <li>• All pupils are provided with school emails in order to access Google Classrooms and other Google education applications.</li> <li>• Passwords for emails are controlled by the school and emails can be accessed and monitored by the school.</li> <li>• Emails can only be sent or received from within the school's domain i.e. Powerstown ETNS email addresses.</li> </ul>
17.	The school site is utilised by other services with the approval of the Board of Management	<ul style="list-style-type: none"> <li>• Little Stars and any other service utilising the school premises shall be responsible for the review and implementation of their own Child Safeguarding 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>
18.	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. This includes the administration of first aid where required.</li> <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 is accessible on the school website.</li> </ul>
19.	School transport arrangements including use of bus escorts	<ul style="list-style-type: none"> <li>• Department of Education provide school bus through Bus Éireann for specialised classes and for some children in mainstream with special needs.</li> <li>• Bus Éireann ensures all bus drivers are vetted and inform Department of Education of same. School request Garda Vetting confirmation annually.</li> <li>• All bus escorts are vetted through the school. School provides support and training for bus escorts.</li> <li>• A bus escort accompanies children on the bus with pupils <b>at all times</b>.</li> <li>• There is a bus escort communication book and time log that is completed daily to ensure adequate staff communication.</li> <li>• Bus Driver and escort ensure children are released to a known adult at all times.</li> <li>• If a concern arises on the bus, the bus escort and/or bus driver reports concern to DLP / DDLP.</li> </ul>
20.	Sporting Activities including annual Sports Day	<ul style="list-style-type: none"> <li>• Off-site sports day: risk assessment is completed prior to sports' day commencing.</li> <li>• Sports Day activities on-site are organised by our Sports' Committee. A</li> </ul>

		<p>breakdown of structure and activities are shared with staff in advance.</p> <ul style="list-style-type: none"> <li>• Staff <b>move with pupils</b> during sports day to ensure their safety throughout activities.</li> <li>• Pupils remain the responsibility of their class teacher for the duration of the school day.</li> </ul>
21.	Use of outdoor classroom/learning spaces	<ul style="list-style-type: none"> <li>• Outdoor classroom/learning spaces is a daily part of school life.</li> <li>• Risk assessments of areas are completed prior to use and as needs arise to ensure areas are safe to use.</li> <li>• Use of Outdoor classroom/learning spaces is timetabled.</li> <li>• Staff must ensure adequate supervision of pupils at all times.</li> <li>• Staff are aware of the increased risk of visitors. Staff advise all visitors to report to office, sign in and get visitor badge.</li> <li>• Toileting protocols as detailed above are implemented during the use of outdoor classroom/learning spaces.</li> </ul>
22.	Participation by pupils in religious ceremonies/religious instruction external to the school	<ul style="list-style-type: none"> <li>• Religious instruction is made available to parents via private after school clubs. This is a private arrangement between parents and tutors, and not arranged through school management.</li> <li>• External teachers/instructors must have their own health and safety policy and safe guarding statements. They provide the school with all relevant documentation including their calendar for the year.</li> <li>• Teachers employed by Board of Management, who are privately providing religious instruction, provide school with calendar for the year and implement the school's safe guarding statement.</li> </ul>
23.	Application of sanctions under the school's Code of Behaviour	<ul style="list-style-type: none"> <li>• All staff will be informed of the Code of Behaviour Policy at staff induction at the beginning of each school year.</li> <li>• Any staff member that joins after the date of this induction day will be informed of this Policy and provided with a copy.</li> <li>• A copy of this Policy is accessible to all staff on the school drive.</li> <li>• A copy of this Policy is available on the school website.</li> </ul>
24.	Recreation breaks for pupils /Classroom teaching	<ul style="list-style-type: none"> <li>• Children will be allocated a yard for outdoor play according to their class level.</li> <li>• Each yard will be supervised by a teacher.</li> <li>• SNA's are allocated to yards in accordance to the needs of each yard and SNA staffing schedule</li> <li>• Each member of staff will wear a high-visibility vest to ensure children can easily locate an adult.</li> <li>• A first-aid station is located inside the hall door for use as needed.</li> <li>• In the event that the yard is unsuitable for use (e.g. due to rain or ice), all staff will be informed via intercom that the children are to remain in their classroom.</li> <li>• The staff members responsible for yard duty on that day will be responsible for the supervision of the children in their classroom.</li> </ul>
25.	Exposure to infectious diseases or viruses	<ul style="list-style-type: none"> <li>• In the event of an epidemic or pandemic the school will follow guidelines from relevant governing bodies, e.g. the HSE, DES, NPHE for the prevention and control of infectious diseases in schools and procedures will be put in place accordingly. (e.g. Covid Response Plan 2020)</li> <li>• Children who present with symptoms of an infectious disease or virus in school will be taken to a sick bay, their parents will be asked to collect them and to seek further advice from a GP. Children presenting with symptoms of an infectious disease/virus may be asked to stay home from school based on GP advice.</li> <li>• Parents of children who have been in contact with a person who has been diagnosed with an infectious disease/virus will be notified according to relevant public health guidelines.</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 and in Section 4 of this Child Safeguarding Statement to manage and reduce risk to the greatest possible extent.

This risk assessment shall be reviewed as part of the school’s annual review of its Child Safeguarding Statement.

## 4. PROCEDURES

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. The school recognises that the protection and welfare of children is of paramount importance, regardless of all other considerations.

Our Child Safeguarding Statement has been developed in line with requirements under the Children First Act 2015, the *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’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***
  - Powerstown ETNS will fully comply with its statutory obligations under the Children First Act 2015 and all other relevant legislation relating to the protection and welfare of children.
  - Powerstown ETNS will fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters.
  - 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.
  
- ***Procedure for the recruitment and selection of workers and volunteers to work with children***
  - Only teachers who are Garda vetted are employed. All substitute, temporary and permanent teachers are registered with the Teaching Council.
  - Teachers provide the school will a copy of their Garda Vetting certificate.



- All SNAs who are employed in the school in a temporary or permanent capacity are Garda vetted by Educate Together. Substitute SNAs are vetted by Educate Together
- Parents and volunteers who work with the children are Garda vetted by Educate Together and will sign a volunteer agreement annually from September 2018.
- 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***

- Staff are informed of school child safeguarding 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 classrooms have a Child Safeguarding pocket-folder on the wall. This folder contains Children First document, the school's Child Safeguarding Statement and Child Safeguarding Summary report.
  - All staff will be trained in the recognition of signs of abuse and reasonable grounds for concern at induction. Child Safeguarding is discussed monthly at each staff meeting.
  - Staff are informed of reporting procedures and support given in how to complete reports.
- The school *Child Safeguarding Statement* and *Anti-Bullying Procedures* are available to download on our school intranet and on our school website. Child Protection and Anti-Bullying documents, e.g. reference sheets, reporting templates, are available for staff on the school intranet also.
- Child Safeguarding Summary, including names of the DLP and DDLP and reporting procedures, are displayed in every room.
- The DLP/DDLP/Board of Management engage with Child Protection training through local education centres and PDST.
- 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***

- All mandated concerns should be reported to the DLP/DDLP.
- All mandated persons shall report a mandated concern to Tusla as soon as practicable in accordance with the Children First Act.
- The DLP or DDLP shall act as a resource to the mandated person to ensure that reporting procedures are followed correctly and promptly.

- On completion, a report shall be forwarded to the relevant Duty Social Worker by the DLP, DDLP or Mandated Person.
  - In the event the report is forwarded by the DLP or DDLP, the Mandated Person shall be informed that the report has been forwarded.
  - In the event the report is **NOT** forwarded by the DLP or DDLP, the Mandated Person shall be informed in writing that the report has been forwarded.
  - 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.
  - All SNA's shall report a child protection or welfare concern to the DLP or DDLP as soon as practicable. The DLP or DDLP will complete a report which shall be forwarded to the relevant Duty Social Worker.
  - All staff will fully respect confidentiality requirements in dealing with child protection matters.
  - A copy of all mandated reports must be given to the DLP/DDLP for filing in confidential filing cabinet. No other mandated persons are permitted to keep hard or soft copies of mandated reports due to Data Protection.
  - All confirmation letters of receipt of mandated reports must be given to the DLP/DDLP for filing in confidential filing cabinet.
- ***Procedure for maintaining a list of the persons (if any) in the relevant service who are mandated persons***
- 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***
- The school principal in Powerstown ETNS is the school's DLP. He/She is the relevant person in accordance with the Children First Act 2015.
  - The deputy principal in PETNS is the school's DDLP, will deputise for the DLP in her absence.
  - The name and contact details of the current DLP and DDLP is displayed at the school entrance, in every classroom and on the school website.

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.

## 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 is published on our school website and is circulated to all members of our school community including parents and staff. A hard copy of this Statement is on display in the front lobby and in all classrooms.

## 6. REVIEW

The Board of Management of Powerstown ETNS has agreed the Child Safeguarding Statement set out in this document.

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

For queries, please contact Helena Trench, school Principal.

Relevant Person under the Children First Act 2015.

Date of last update / review: August 2020

Ratified by the Board of Management of PETNS, \_\_\_\_\_

### Curriculum provision

- The Department of Education is advising schools to place increased focus on wellbeing and the transition back to school at the beginning of the new school year. Increased time will be allocated to the SPHE curriculum during the initial weeks of the first term.
- Mandatory aspects of SPHE such as *Stay Safe* and Relationships and Sexuality Education (RSE) should be taught early in the year.
- Visitors to the classroom, e.g. external teachers, community representatives and parents, may have to be temporarily suspended or reduced.
- School-based activities off campus, e.g. swimming lessons and school tours will be temporarily suspended.
- After-school clubs will be temporarily suspended.

### Attendance and punctuality

- Parents are encouraged to practice good timekeeping at drop-off and collection times in order to reduce the number of adults congregating together in the school yard.
- Parents are encouraged to keep their child home from school if they are displaying symptoms of any transmissible infection or disease. In this event, parents should notify the school of the reason for absence. Doctors' notes may need to be provided to the school.

### Online or distance learning

- If a child is considered to be 'high risk' and cannot attend school, the school should be notified and a letter from a medical professional should be provided.
- The school will provide distance learning materials for children who are considered to be 'high risk'.
- If distance learning materials include engagement with online applications from the home setting, e.g. Google Classroom, Google Hangouts, Zoom, etc, the school Code of Behaviour and Acceptable Usage Policy must be followed at all times.