Coláiste Nano Nagle

Presentation Secondary School
Presentation Campus
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Limerick
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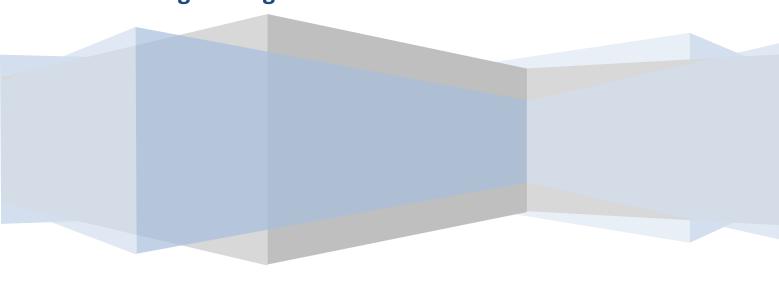**Fax: 061 311270**
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Child Safeguarding Risk Assessment

1. **Name of service being provided:**

Coláiste Nano Nagle is girl's voluntary secondary school, state funded by the Department of Education and Skills. The school is located on Sexton Street in Limerick City. Formally named, Presentation Secondary School, it was officially established as a secondary school in 1955 by the Presentation Sisters. The school, under the trusteeship of CEIST, offers a Catholic, faith-based education based on a set of values that have their roots in the gospel of Jesus. Today, the school caters for a diverse group of students primarily located in Limerick city centre and the southside of Limerick city. The secondary school shares a campus and buildings with its Post Leaving Certificate College (Central College Limerick). The campus also houses a Presentation Pre-School and Presentation Primary school in separate buildings and under a different Board of Management.

The school has DEIS status. As a DEIS school we focus on eight target areas namely: literacy, numeracy, attendance, retention, attainment, transitions, partnership with parents and partnership with others. The school also focuses on Wellbeing, CPD and Leadership. In order to progress in these areas and as part of school self-evaluation the school has a history of flexibility, curricular innovation and advancements in teaching and learning. The school offers a range of programmes including Junior Cycle, Junior Certificate Schools Programme, Transition Year, Leaving Certificate, Leaving Certificate Vocational Programme and Leaving Certificate Applied. It also offers a full and varied choice of co- and extra-curricular activities with several sports, a school choir, a green school's environmental committee and a debating team to name but a few.

2. **Nature of service and principles to safeguard children from harm**

Coláiste Nano Nagle operates under the core values of CEIST. CEIST is the trustee body for the voluntary secondary schools of the Daughters of Charity, the Presentation Sisters, the Sisters of the Christian Retreat, the Sisters of Mercy and the Missionaries of the Sacred Heart.

The founders of CEIST honour their rich heritage in education and pass its stewardship to lay colleagues. This will ensure that Catholic education will be an option in the Irish education system into the future. The congregations face unprecedented challenges but are confident that Gospel values and the radical vision of their founders can continue to inform and energise people as they meet the evolving needs of children, families and teachers. In the words of T.S. Elliot "We will take heart for the future, remembering the past."

All members of the CEIST community are committed to living the vision and the core values of the charter. These values have their roots in the Gospel of Jesus and have been central in the tradition of the five founding Congregations.

Promoting Spiritual and Human Development
We believe a knowledge of and a personal relationship with Jesus Christ give meaning and purpose to our lives.

Achieving Quality in Teaching and Learning
We are committed to excellence and to continually improving the quality of teaching and learning.

Showing Respect for Every Person
We respect the unique and intrinsic value of every person.

Creating Community
Our schools are faith communities of welcome and hospitality where Gospel values are lived and where there is special care for those most in need.

Being Just and Responsible
We seek to act justly and responsibly in all our relationships.

The values promote the dignity of the human person, inspire a Christian vision of the world, encourage the search for truth, wisdom and beauty, and lead to the formation of mature personalities.

CEIST post-primary schools, through the whole process of teaching and learning, promote the Gospel 'fullness of life' by:

- Lighting the fire of faith, hope and love, in their students
- Leading them to forgiveness, compassion and peace-making
- Developing in them hearts hungry for wisdom, spirits restless for justice, and minds inquisitive for learning.

Coláiste Nano Nagle's takes a person-centered approach to education and always strives to create a safe and positive learning environment which help all its diverse students reach their full potential. Its mission statement is as follows:

Our School is a Christian community which welcomes students in the tradition of Nano Nagle, foundress of the Presentation Order. A primary aim of our school is the pursuit of academic excellence. We seek to develop the full potential of each person; intellectual, spiritual, emotional, social, physical and creative. To achieve this the school strives to provide an educational environment suited to the needs of each individual, within the demands of a changing world.

List of School Activities

- Daily arrival and dismissal of students
- Late drop offs, early pick ups and late pick ups
- Attendance and leaving school without permission
- Break time for students and its supervision
- Classroom teaching
- Positive Behaviour Support Classroom
- One-to-one teaching
- One-to-one counselling
- One-to-one meetings
- Classroom substitution
- Teaching/giving extra classes outside normal school hours
- Withdrawal of individuals from class
- Accidental injuries on site
- Outdoor teaching activities
- Sporting Activities e.g. horse-riding, basketball, badminton
- Extra- and Co-curricular activities e.g. Debating, Junk Kouture, BT Young Scientist
- School Events, e.g. Sport's Day, Intercultural Day, Science Week, Maths Week, Seachtain na Gaeilge.
- Parental involvement in the classroom, e.g. Maths for Fun, Science for Fun, Shared Reading, Grandparent's Day, Intercultural projects.
- Parent classes e.g. photography, cookery, crochet and knitting, English Language through drama, art, barbering.
- Activities off campus e.g. sport's day, school tours, school matches and debating.
- School trips involving overnight stay
- School trips involving foreign travel
- Use of toilet/changing/shower areas in schools
- Fundraising events involving students e.g. Bake sales, colours day
- Use of off-site facilities for school activities e.g. UL Sport Arena
- School transport arrangements including use of bus escorts
- Care of students with special educational needs
- Administration of Medicine

- Communication and use of social media
- Use of video/photography and other media to record school events
- Administration of First Aid and Defibrillators
- HSE Vaccinations
- Curricular provision in respect of SPHE and RSE
- Prevention and dealing with bullying amongst students
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum
- Use of school premises by outside organisations/groups
- Use of external personnel to support extra-curricular activities
- Use of external personnel to provide therapeutic support
- Care of students with specific vulnerabilities/ needs such as:
  - ❖ Students from ethnic minorities/migrants
  - ❖ Students from the travelling community
  - ❖ Lesbian, bisexual or transgender (LGBT) students
  - ❖ Students of minority religious faiths
  - ❖ Students in care
  - ❖ Students on the protection notification system
  - ❖ Other vulnerable students
- Recruitment of school personnel including -
  - ❖ Teachers/SNA's
  - ❖ Caretaker/Secretary/Cleaners/Canteen staff
- External Tutors/Guest Speakers
- Volunteers/Parents in school activities
- Visitors/contractors present in school during school hours
- Visitors/contractors present during after school activities
- Use of Information and Communication Technology by students in school
- Application of sanctions under the school's Code of Behaviour including detention of students and confiscation of phones
- Students participating in work experience in the school
- Students from the school participating in work experience elsewhere
- Student teachers undertaking training placement in school
- Use of school premises by other organisations during school day
- Homework club, after school study, study during school holidays
- Lunch time and after-school clubs
- Engagement with representatives from School Completion Programmes.
- Engagement with the local Education Welfare Officer
- Engagement with representatives of local organisations, e.g. Junior Achievement, UL Chamber Orchestra

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*, the following is the Written Risk Assessment for Coláiste Nano Nagle.

We have carried out an assessment of any potential for harm to a child while availing of our services. Below is a list of the areas of risk identified and the list of procedures for managing these risks.

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

- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of student being harmed in the school by a member of school personnel
- Risk of student being harmed in the school by another student
- Risk of student being harmed as a result of the school sharing a campus and buildings with its Post Leaving Certificate College (Central College Limerick)
- Risk of student being harmed in the school by volunteer or visitor to the school
- Risk of student being harmed by a member of school personnel, a member of staff of another organisation or other person while student participating in out of school activities e.g. school trip
- Risk of harm due to bullying of student
- Risk of harm due to inadequate supervision of children in school
- Risk of harm due to inadequate supervision of children while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between student and another student or adult
- Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to students with SEN who have particular vulnerabilities
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with students in an inappropriate manner via social media, texting, digital device or other manner
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

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

- All school personnel are provided with a copy of the school's Child Safeguarding Statement.
- All staff have access to the school's Child Safeguarding Statement, Risk Assessment and Child Protection Procedures for Primary and Post-Primary Schools 2017 on Office 365 (SharePoint).

- The school adheres to the Child Protection Procedures for Primary and Post Primary Schools 2017 and all registered teaching staff are required to adhere to the Children First Act 2015
- All teaching staff have undergone the TUSLA Children First e-learning programme and the PDST Children First e-learning programme.
- All school personnel have undergone the TUSLA Children First e-learning programme.
- Child Protection forms part of induction training for all new staff.
- Child Protection is addressed with staff at the beginning of each school year.
- The school maintains records of all Child Protection staff training.
- The school implements in full the SPHE Curriculum and RSE Curriculum.
- The school implements in full the wellbeing programme
- The school adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post Primary Schools and has an anti-bullying policy in place which is currently being reviewed.
- The school has a supervision rota to ensure appropriate supervision of students during, arrival, dismissal and breaks. The school has supervision in respect of supervision of toilets and changing rooms. The school has a draft supervision policy.
- The school adheres to garda vetting legislation and relevant DES circulars.
- The school has a Code of Behaviour for students.
- The school has an Attendance policy.
- The school has a School Tour policy.
- The school has a mobile phone policy in respect of the use of mobile phones by students.
- The school has a Critical Incident Management Plan.
- The school has a draft policy on SEN in light of the new SEN model.
- The school has an RE and Faith Inclusion Policy.
- The school has personnel who are qualified to deliver first aid.
- The school has a Health and Safety policy which is currently being reviewed.
- The school is reviewing its Code of Conduct for school personnel.
- The school complies with agreed disciplinary procedures for teaching staff.
- All teachers are expected to adhere to the Code of Professional Conduct for registered teachers.
- The school is currently reviewing its staff Induction policy.
- The school has in place protocols and procedures for visitors and contractors.
- The school has in place protocols and procedures for parents attending parent classes or supporting school activities.
- The school has protocols and procedures in place for the use of external persons to supplement delivery of the curriculum.
- The school has protocols and procedures in place for the use of external personnel.
- The school has protocols and procedures in place in relation to one-to-one teaching.
- The school has a draft Guidance plan in place.
- The school has protocols and procedures in place in relation to withdrawal of students from class.
- The school has protocols and procedures in place in relation to school events held outside the school.
- The school has protocols and procedures in place in relation to school outings.
- The school has protocols and procedures in place in relation to school travel.

- The school has protocols and procedures in place in relation to student fundraising.
- The school has a draft work experience policy in place and protocols and procedure in relation to work placement.
- The school has protocols and procedures in relation to student teacher placements.
- The school has protocols and procedures in place in relation to the administration of medication and HSE Vaccinations.
- The school has protocols and procedures in place in relation to the care of children with special educational needs including intimate care needs.
- The school has a number of policies which address the care of student with specific needs e.g. Guidance Plan (Draft), HSCL Policy, SEN Policy (Draft) and RE and Faith Inclusion.
- The school is currently undertaking a GDPR audit and drafting a Data Protection policy. The school has protocols and procedures in place in relation to data protection.
- The school is currently reviewing its Acceptable Usage Policy.
- The school is currently reviewing its ICT policy.

> **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 *Student Protection Procedures for Primary and Post- Primary Schools 2017*

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

This risk assessment review has been completed by the Board of Management on ___11/1/19___

It shall be reviewed as part of the school's annual review of its Student Safeguarding Statement.

Signed _~Mauro~ Kitching_____ Date __11/1/19___

Chairperson, Board of Management

Signed __Sinead Aoby___ Date __11/1/19___

Principal/Secretary to the Board of Management