



Coláiste Nano Nagle

**Presentation Secondary School
Presentation Campus
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Child Safeguarding Statement and Risk Assessment

2022

Child Safeguarding Statement of Coláiste Nano Nagle

Coláiste Nano Nagle is post-primary school providing post-primary education to students from First Year to Leaving Certificate Year.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Addendum to Children First (2019), the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of [insert school name] 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 *Sinéad Moloney*
- 3 The Deputy Designated Liaison Person (Deputy DLP) is *Triona Murray*
- 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 abovenamed 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 adopted by the Board of Management on 1st March 2021.
 This Child Safeguarding Statement was reviewed by the Board of Management on 15 March 2022

Signed: _____
 Chairperson of Board of Management
 Date: _____

Signed: _____
 Principal/Secretary to the Board of Management
 Date: _____

Child Safeguarding Risk Assessment of Coláiste Nano Nagle

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 2017*, the following is the Written Risk Assessment of Coláiste Nano Nagle

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 there is a 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, Level Two Learning Programme, Transition Year, Leaving Certificate, Leaving Certificate Vocational Programme and Leaving Certificate Applied. In 2020 it opened a special class (Autism/ASD). 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.



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.

1. List of School Activities

- Daily arrival and dismissal of students
- Late drop offs, early pick ups and late pick ups
- Managing attendance and leaving school without permission
- Break time for students and its supervision
- Classroom teaching
- Online teaching and learning remotely
- 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 students from class
- Accidental injuries on site
- Outdoor teaching activities
- Sporting Activities e.g. horse-riding, basketball, badminton, Soccer
- 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.
- School Outings 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, Ballinacurra Gaels GAA Club
- School transport arrangements including use of bus escorts
- Care of students with special educational needs and physical disabilities, including intimate care needs where needed
- Care of vulnerable adults with special educational needs physical disabilities, including intimate care needs where needed
- Management of Challenging Behaviour amongst students
- Management of Provision of Food and Drink
- Administration of Medicine
- Administration of First Aid and Defibrillators
- Evacuations in the event of an emergency
- 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 during the school day
- Use of school premises by other organisations outside the school day
- Use of external personnel to support sports and other 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 traveller community
 - Lesbian, bisexual or transgender (LGBT) students
 - Students of minority religious faiths
 - Students in care
 - Students on the protection notification system
 - Students with medical needs
 - Other vulnerable students
- Recruitment of school personnel including:
 - Teachers/SNA's
 - Caretaker/Secretary/Cleaners/Canteen staff
 - Sports Coaches
 - 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
- Communication and use of social media
- Use of video/photography and other media to record school events
- Application of sanctions under the school's Code of Behaviour including detention of students and confiscation of phones etc.
- Students participating in work experience in the school
- Students from the school participating in work experience elsewhere

- Student teachers undertaking training placement in school
- 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 and SEC personnel
- Engagement with representatives of local organisations, e.g. Junior Achievement, UL Chamber Orchestra
- All students, teaching staff, non-teaching staff and ancillary staff have received all relevant DES training re safe working practices in a COVID 19 environment. These safe working practices are regularly revisited and updated in line with DES advice.
- Activities in relation to handwashing, sanitising, coughing and sneezing etiquette, ventilation and cleaning routines are in place to mitigate against the risk of the introduction and/or spread of COVID 19 in the school environment.

2. 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 racism
- Risk of harm due to inadequate supervision of students in school
- Risk of harm due to inadequate supervision of students while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between a 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, including medical 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

3. 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 and Risk Assessment. All staff have access to the school's Child Safeguarding Statement and Risk Assessment on the school website and Microsoft 365 (SharePoint). The Child Safeguarding Statement and Risk Assessment are publicly displayed in the school.
- The Child Protection Procedures for Primary and Post Primary Schools 2017 are made available to all school personnel. All staff have access to the Child Protection Procedures for Primary and Post Primary Schools 2017 on Microsoft 365 (SharePoint).
- School Personnel are required to adhere 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* and its Addendum (2019)
- 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 at Junior Cycle.
- 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 and Suspensions and Expulsions policy in place.
- The school undertakes anti-racism awareness initiatives e.g. Intercultural Day.
- The school has a supervision rota to ensure appropriate supervision of students during, arrival, assembly, dismissal and breaks. The school has supervision in respect of supervision of toilets and changing rooms. The school has a draft supervision policy awaiting ratification.
- The school adheres to garda vetting legislation and relevant DES circulars.
- The school has a Code of Behaviour for students.
- The school has an Admissions Policy.
- 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 policy on SEN in light of the new SEN model.
- The school has an RE and Faith Inclusion Policy which is currently being reviewed.
- The school has personnel who are qualified to deliver first aid and CPR.
- The school has a Health and Safety policy.
- The school has a Managing Chronic Health Conditions Policy.
- The school has a COVID 19 Response Plan and Risk Assessment in place which is updated to ensure adherence to latest DES advice.
- The school has a Data Protection policy.
- The school has a Confidentiality Policy
- The school has an Acceptable Usage Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents/guardians
- The school has an ICT strategy.
- 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 including a confidential sign in book and visitor badge.
- 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 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 student fundraising.
- The school has a draft work experience policy in place and protocols and procedures 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 is currently reviewing its Intimate Care Policy.
- The school has a number of policies which address the care of student with specific needs e.g. Guidance Plan, HSCL Policy, SEN Policy and RE and Faith Inclusion (Draft).

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

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

This risk assessment has been completed by the Board of Management on 1st March 2021. It shall be reviewed as part of the school’s annual review of its Child Safeguarding Statement.

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management