**Appendix 1: Child Safeguarding Risk Assessment**

**Written Assessment of Risk of Mercy College Coolock**

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 of **Mercy College Coolock.**

1. **List of school activities**

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| **Risk Identified** | **Potential risk of harm** | **Procedure in place to manage risk identified** |
| Opening/Closing times and break times  Classroom Teaching | Access to pupils by strangers or other adults  Risk of harm from other pupils  Risk of harm not being recognised by school personnel  Risk of harm not being reported properly and/or promptly by school personnel  Risk of child being harmed in school by another child on school grounds or in building | Supervision before and after school  Adequate supervision at break times  Text system to advise of non-attendance  The school:  Adheres to the requirements of the Garda vetting legislation and relevant DE circulars in relation to recruitment and Garda vetting;  Provides each member of school 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;  Maintains records of all staff and board member training. |

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| **Risk Identified** | **Potential risk of harm** | **Procedures in place to manage risk identified** |
| **Visitors/Visiting speakers:** CSPE-related; TY; LCVP; Guidance related; Careers Talks; Colleges of Further Education & University representatives; HEAR/DARE talks; YCL training, Business in the Community etc. (List is not exhaustive) | Visitors/Speakers behaving inappropriately; Visitors/Guest Speakers lacking awareness of child safety issues | Visiting speakers & instructors from reputable organisations with appropriate vetting;  Check in at reception;  Member of school staff present in room |
| **Transition Year activities:** DCU UniTY; Northside Partnership Law Course; Drive Safe for Life; Irish Red Cross First Aid Course; TYPE Trinity; Wassa Wassa drumming; Poetry Slam’ Yoga, Pilates, Zumba; Kickboxing; Self-Defence; Look into Law; Solicitors of the Future; Film-making etc. | Access to pupils by strangers  Inappropriate activity by pupils  Dangers posed by unfamiliar environment | Adequate supervision from school staff & external agency, where relevant.  Garda vetting and appropriate training completed by all staff in venue |
| **Outdoor teaching activities:** PE; ASDAN horticulture; ASDAN Life skills trips; Science; Geography; History; Art; Green Committee; Participation in religious ceremonies etc. | Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while pupil is participating in out of school activities etc. | Adequate supervision from school staff & external agency, where relevant.  Garda vetting and appropriate training completed by all staff in venue.  Presence of MCC staff. |
| **One to one:** Learning Support/Resource teaching; Detention; One to one counselling; Check and Connect; Mentoring; Paired Reading etc. | Risk of child being harmed by a member of staff;  Risk of promise of confidentiality if child discloses something;  Risk if child being harmed by a volunteer reader | Staff vetted;  Staff have completed Children First training;  Counsellors fully trained and vetted; |

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| **Risk identified** | **Potential risk of harm** | **Procedure in place to manage risk identified** |
| **Care of children with special educational or additional needs or in need of specific supports**: Intimate care, where needed; children from ethnic minorities; religious minorities; identifying as member of the LGBTi community; children in care etc. | Risk of harm to children with SEN who have particular vulnerabilities;  Risk of harm to child while receiving intimate care;  Risk of bullying | Adequate supervision;  The school has intimate care procedures in respect of students who require such care;  The school has procedures for the administration of medication to pupils;  Special Needs Assistants & Student Support Officer have undertaken training in the area of intimate care and administration of medication;  The school welcomes all students;  The school has an active Diversity Committee;  The school has a Young Carers club.  The school has an anti-bullying policy;  The school promotes positive relations and connection through activities such as Friendship Week, Stand-Up Week; SPHE classes, assemblies, Friends for Life Programme etc. |
| **Before/After school activities**: SCP – Breakfast Club; Homework Club;  After-school study; Extra tuition; Maths Club; violin; ukulele etc.  **Evening events:** Open Evening; musicals; Mercy Melodies; Carols by Candlelight; Fundraising Events; 6th Year Sleepover/Stay till Late; Access/Egress etc. | Risk of a child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in events or activities.  Access to pupils by strangers & other adults;  Flight risk for some pupils. | Presence of MCC staff;  Adequate supervision;  Staff vetted;  Volunteers vetted;  Appropriate activities undertaken.  Check in at reception/desk sign-in. |
| **Risk identified** | **Potential risk of harm** | **Procedure in place to manage risk identified** |
| **Sports related events:** training; matches – soccer, volleyball, Gaelic football; Girls Active Project; Mercy 5K – St. Anne’s Park; Sports Day; **Summer Project:** SCP & school organised | Potential for unsupervised times in changing areas;  Access to pupils by strangers and other adults;  Injury while participating | Adequate supervision;  First-Aid provision  Safe transport, where relevant. |
| **School trips abroad:** Subject-related European trips – France, Spain, Italy, Norway, Finland, Spain, Erasmus exchanges. | Access to pupils by strangers;  Inappropriate activity by pupils.  Dangers posed by unfamiliar environment. | Adequate supervision;  Use of IATA bonded tour organiser with experience of organising school trips;  Advice of Department of Foreign Affairs followed, where relevant.  Students not homed with families due to vetting concerns – stay in recognised hotels/hostels under supervision of MCC staff. |
| **Work Experience:** TY and LCVP | Access to pupils by strangers.  Inappropriate activity by pupils.  Dangers posed by unfamiliar environment.  Risk to younger children if work experience taking place in schools, crèches or early education centres. | **Staff monitor placements in person & by telephone;**  **Full contact details available to staff;**  **Parents fully aware of placement location and details;**  **Students aged 16 and over are vetted;** |
| **Primary Paired Reading & Maths/Music Project:** TY students | Dangers posed to primary pupils by older students | Vetting of MCC students,  Staff monitoring;  Adequate supervision – MCC & primary school |

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| **Risk Identified** | **Potential Risk of harm** | **Procedures in place to manage risk identified** |
| **Impact of Social Media**: Mobile phones; Other ICT – in and outside of class | Potential for bullying;  Potential for grooming of pupils;  Harm due to children inappropriately accessing or using computers, social media, phones or other devices while at school;  Inappropriate relationship or communication between a child and another child or adult;  Harm caused by a member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other manner;  Harm caused by a member of school personnel accessing or circulating inappropriate material via social media | Internet Acceptable Use Policy;  Pupils’ mobile phones required to be left off in bags in the school building or in box in the classroom under teacher supervision – where phones might be in use for teaching & learning purposes - as per policy in the school journal and advised to parents at information session;  Anti-Bullying Policy.  Information sessions for pupils parents and staff;  Training for relevant personnel – all staff, trainee teachers, SNAs, work placement candidates. |
| **Online Teaching & Learning Activities**: Online Curricular provision in respect of SPHE/RSE/Wellbeing; Online Mock Interviews, prefect interviews, mentor interviews; Use of substitute teachers in the online classroom; Online Meetings with staff, e.g. guidance counsellor on one-to-one basis; Use of technology within the online classroom; Students with Additional Educational Needs Students with medical needs; Student teachers undertaking training placement in school via online classes; Visiting speakers online | Risk of harm caused by member of school personnel communicating with students in an inappropriate manner via Google Classroom/breakout rooms/chat/posts  Risk of harm caused by personnel not differentiating for the needs of students with Additional Educational Needs in online classroom & breakout rooms  Risk to students who do not attend online classroom & breakout rooms  Recording /Screenshots of online classes  Safety online and accessing unsuitable content  Risk of uninvited parties accessing online classes or talks etc.  Isolation, mental health concerns of students due to online learning | The Acceptable Use Policy for Staff and Students  Protocols on the Use of Technology for Remote e-learning  Online Teaching and Learning guidelines  Additional Educational Needs Policy  Recording of online classes/breakout rooms is prohibited. The recording and onwards sharing of personal data would be unlawful as well as a breach of our school policies.  Google Classroom is the school platform for online learning  The school implements in full the SPHE curriculum & Wellbeing programme when online classes are occurring.  The school has codes of conduct for school personnel (teaching and non- teaching staff).  The school has procedures for teachers who will be absent from online classes.  The school complies with the agreed disciplinary procedures for teaching staff. |

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

* The school has provided each member of school staff with a copy of the school’s Child Safeguarding Statement.
* The school ensures all new staff are provided with a copy of the school’s Child Safeguarding Statement.
* The Child Protection Procedures for Primary and Post-Primary Schools 2017 are made available to all school personnel.
* 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*
* The school adheres to the requirements of the Garda vetting legislation and relevant DE circulars in relation to recruitment, Garda vetting and Statutory Declarations
* The Teaching Council’s code of conduct for teaching staff is in operation
* The school complies with the agreed disciplinary procedures for teaching staff
* The school encourages all staff to avail of relevant training.
* The school encourages board of management members to avail of relevant training.
* The school maintains records of all staff and board member training.
* The school implements in full the SPHE curriculum
* The school implements in full the Wellbeing Programme at Junior Cycle
* The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools*
* The school has supervision procedures to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
* The school has in place clear procedures in respect of school outings
* The school has a Special Educational Needs policy
* The school has intimate care procedures in respect of students who require such care
* The school has procedures for the administration of medication to pupils
* The school has in place procedures for the administration of First Aid
* The school has in place a code of behaviour for pupils
* The school has in place an ICT policy in respect of usage of ICT by pupils
* The school has in place a mobile phone policy in respect of usage of mobile phones by pupils
* The school has in place a Critical Incident Management Plan
* The school has in place Home School Liaison procedures
* The school has in place procedures for the use of external persons to supplement delivery of the curriculum
* The school has in place procedures for the use of external sports coaches
* The school has in place a statement of procedures for one-to-one counselling.
* The school has in place procedures in respect of student teacher placements.
* The school has in place procedures in respect of students undertaking work experience in the school.
* The school has in place procedures in respect of students undertaking work experience in external organisations.
* The school has in place procedures with Reception staff for the ingress and egress of visitors.
* The school will develop an awareness in pupils of school procedures regarding the ingress and egress of visitors.
* The school has in place sign-in procedures for any visitors to the school during the school day.
* The school has in place sign-in procedures for Open Night.

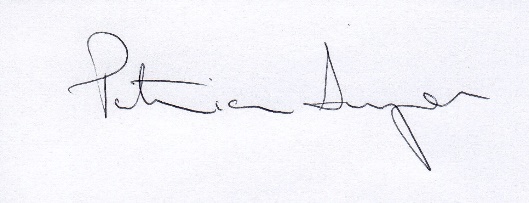
**Important Note:** It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post- Primary 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 was completed by the Board of Management on 09 March 2018. It shall be reviewed as part of the school’s annual review of its Child Safeguarding Statement.

Signed:  Date: \_\_\_10-03-2022\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson, Board of Management

Signed:  Date: \_\_\_10-03-2022\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal