



Grosvenor Special School

St. Michael's House

Child Safeguarding Statement – 13th June 2022

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The following documents were consulted in the developing of this Child Safeguarding Statement:

- *Children First: National Guidance for the Protection and Welfare of Children*
- *Guidance on Developing a Child Safeguarding Statement* (www.tusla.ie)
- *Child Safeguarding: A Guide for Policy, Procedure and Practice* (www.tusla.ie)
- DES “Child Protection Procedures for Primary and Post-Primary Schools 2017 (blue book)

“Relevant Persons”: For queries relating to this Child Safeguarding Statement, please contact the School’s Designated Liaison Person (DLP), Principal **John Fitzpatrick** or Deputy Designated Liaison Person (D-DLP), Deputy Principal **John Owen**, Relevant Persons under the Children First Act 2015.

Child Safeguarding Statement

Grosvenor School is a special school providing primary/post-primary education to pupils from aged 4 to 18 years who have a moderate or severe/profound general learning disability. We also have students who have a diagnosis of autism in addition to their learning disability.

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 Grosvenor School 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 John Fitzpatrick
3. The Deputy Designated Liaison Person (Deputy DLP) is John Owen
4. The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all the school's policies, procedures, practices and . 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 DES 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 DES 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 school's 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 reviewed by the Board of Management on 13th June 2022

Signed: e signed Paula O'Brien Signed: e signed John Fitzpatrick

Paula O'Brien John Fitzpatrick

Chairperson of Board of Management Principal/Secretary to the Board of Management

Original signed copy on file signed by the Chairperson.

Date: 13th June 2022

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Child Safeguarding Risk Assessment

Written Assessment of Risk of Grosvenor School

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 Grosvenor School.

1. List of school activities

1	Training of school personnel in Child Protection procedures
2	Classroom Teaching and Supervision
3	One to one (1:1) teaching/classroom activities
4	Care of Children with special needs, including intimate care needs.
5	Curricular Provision in respect of SPHE, RSE, Stay safe.
6	Daily arrival and dismissal of pupils
7	Managing of challenging behaviour amongst pupils
8	Use of Sports Coaches in the school
9	Students participating in work experience/College Observation
10	Recreation/movement breaks for pupils
11	School Outings
12	Events e.g., Annual Sports Day; Graduation; Christmas Show; Annual Arts' Week events.
13	Use of off-site facilities for school activities.
14	School transport arrangements including bus escorts.
15	Administration of Medication
16	Administration of First Aid
17	Curricular provision in respect of SPHE, RSE, Stay Safe, Wellbeing module as part of the Junior Cycle programme.
18	Training of school personnel in child protection matters
19	Recruitment of school personnel including Teachers, SNA's, Secretarial Staff, Sports coaches & Sessional Services, Visitors/contractors present in school during school hours. Performers during Arts Week
20	Use of Information and Communication Technology by pupils in school.
21	Communicating with children/pupils in school

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

1	<p>Harm not recognised or reported promptly.</p> <p>Procedure not followed correctly</p> <p>School profile indicates that some students are at risk of neglect.</p>
2	<p>Harm by school personnel</p> <p>Harm by school students</p> <p>Physical abuse, Bullying</p>
3	<p>Harm by school personnel</p> <p>Harm by school students</p> <p>Harm by visiting clinicians, therapists, or teachers.</p>
4	<p>Harm by school personnel</p> <p>Harm by student</p>
5	<p>Stranger awareness, appropriate/inappropriate physical contact and behaviours.</p>
6	<p>Harm from other pupils, unknown adults in the immediate environment/school grounds area mindful of the fact that transitions like this can provide opportunities for absconding by vulnerable pupils.</p> <p>Possible harm from strangers', non-school staff</p>
7	<p>Injury to pupils and staff including injury to pupils who abscond</p> <p>The environment</p>
8	<p>Harm to pupils</p>

9	<p>Harm by work-experience/ College student</p> <p>Harm to work-experience/ College student</p> <p>Increased footfall increases chance of CORONAVIRUS transmission.</p>
10	<p>Harm to student by staff</p> <p>Harm to staff by student</p> <p>Harm by student to student</p>
11	<p>Harm from pupils</p> <p>Harm from staff</p> <p>Harm from unknown persons in the community</p>
12	<p>Harm from students</p> <p>Harm from staff</p> <p>Harm from visitors/unknown personnel</p>
13	<p>Harm by school staff</p> <p>Harm by Volunteers</p> <p>Harm by unknown persons in the community</p>
14	<p>Harm by Bus Driver</p> <p>Harm by Bus Escorts</p> <p>Harm by Students</p> <p>Harm not recognised or promptly/properly reported.</p> <p>Persons collecting pupil's unknown to Bus Escorts or appear unfit to collect pupil</p>

15	Harm by nurse Harm by Staff Harm by students
16	Harm by staff
17	Harm from staff, volunteers, visiting teams if they are not aware of protection issues for children – risk for our pupils who are more vulnerable because they do not understand the risk
18	Staff not being fully aware of child protection guidelines thus not recognising or promptly/properly reporting concerns
19	Harm not recognised or properly or promptly reported
20	Bullying, exposure to inappropriate content
21	Pupils cannot disclose any incidence of abuse or any incidence relating to child protection because of their inability to communicate or because of their level of intellectual disability.

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

1	Child Safeguarding Statement, Risk Assessment and Reporting procedures made available to all staff. Staff Induction highlights Child Safeguarding Statement, Risk Assessment and Reporting procedures
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	<p>DLP & DDLP to attend any additional PDST face to face training / online training that becomes available.</p> <p>All current Staff have completed Túsla training module & any other relevant online training offered by PDST.</p> <p>New permanent staff to complete Túsla online course</p> <p>BOM (Board of Management) records all records of staff and board training.</p> <p>School has access to SMH Clinical personnel for additional advice and guidance.</p>
2	<p>Supervision Policy in place.</p> <p>Adequate staffing supplemented (where possible) with support from other classes when required.</p> <p>Where no teacher can be employed to cover a teacher absence, an SNA can be employed under the 5-day rule. If a class or bus transport cannot be adequately staffed (as might arise during the current COVID19 public health emergency) the principal may, for safety reasons, close the class or classes until sufficient suitably qualified and Garda Vetted staff are available.</p> <p>Awareness that other staff members can/will enter the room at any time.</p> <p>Glass in door of classroom to allow other school staff to observe what adults and students are doing.</p> <p>Code of Behaviour Policy and Anti-Bullying Policies are in place</p> <p>Behaviour recording and reporting procedures in place</p> <p>CALM Training and annual re-accreditation.</p> <p>Teaching Council Code of Practice in place</p> <p>https://www.teachingcouncil.ie/en/about-us1/role-of-the-teaching-council-/the-teaching-council-code-of-practice/code-of-practice.pdf</p> <p>Working Together document in place.</p> <p>https://www.into.ie/help-advice/staff-parent-relations/working-together/</p>
3	<p>Easy access to room/workspace by other members of staff</p>

	<p>Glass in door of classroom to allow other school staff to observe what adults and students are doing</p> <p>Teacher or other staff member to be informed/aware that a child is having a 1:1 session.</p>
4	<p>Policy on Intimate Care is in place</p> <p>Other staff to be made aware that the staff member is toileting/showering a pupil.</p> <p>All understand that another staff member may discreetly check on staff and pupil at any time</p>
5	<p>School implements SPHE, RSE, Stay Safe curriculum, differentiated as appropriate to the needs of the students.</p> <p>Junior Cycle PLU3: Personal Care, addresses SPHE and RSE in the secondary part of the school.</p> <p>Teachers should address this in their monthly reports.</p>
6	<p>Arrival and dismissal supervised by Teachers, SNAs and Bus Escorts.</p> <p>Procedures that may change in alignment with Government guidelines regarding Covid-19.</p>
7	<p>Management of Behaviours that challenge</p> <p>Recording and Reporting of challenging Behaviours</p> <p>CALM training for staff-reaccredited annually</p> <p>The Safety Statement & Risk Assessment are in place</p> <p>Code Of Behaviour in place.</p> <p>The Restrictive Practice policy is in place.</p> <p>Positive Behaviour Support Plans in place for some students</p> <p>School has access to CDNT4 Clinical Supports regarding cause and management of behaviours that challenge via the referral process.</p>

	Physical layout of class modified to meet the students' needs
8	<p>Pupils are never left alone or in a group without school staff present</p> <p>Ensuring vetting of coach by the swimming pool or other relevant centre/affiliate body.</p> <p>PE Policy and Child Safeguarding Statement will be referenced in this Policy</p>
9	<p>Work Experience/Student Protocol reviewed annually</p> <p>Child Safeguarding Statement highlighted to all</p> <p>School checks that Garda Vetting in place by work-exp <i>own</i> college/school, if over 16 years of age.</p> <p>All students and visitors must sign-in and sign-out on sheets at school entrance. Students only deployed to rooms with low risk of harm</p> <p>It is a condition of the school agreeing to facilitate student- placements/ observations by students under the care of SMH personnel (e.g., nursing, secretarial and cleaning staff), SMH organisation is required to ensure that all Safeguarding requirements have been met. The school Principal must have advance notice of such proposed placements so that they do not overlap with other education-based (Teacher/SNA) placements.</p>
10	<p>Adequate staffing</p> <p>Awareness that other staff members can/will enter the room/area at any time.</p> <p>Glass in door of classroom/activity area to allow other school staff to observe.</p> <p>Code of Behaviour Policy, incorporating Anti-Bullying Policy</p> <p>Positive Behaviour Support Plans in place for some students</p> <p>CALM Training and annual re-accreditation.</p> <p>Teaching Council Code of Practice in place</p> <p>Working Together document in place</p>

11	<p>See Supervision policy.</p> <p>Adequate supervision throughout school outing</p> <p>All school policies apply when off campus, e.g., Code of Behaviour, Intimate Care, Anti Bullying, Supervision, COVID19 School Response Plan</p> <p>Appropriate vetting for any volunteers or 2nd/3rd level students assisting</p> <p>Bus drivers vetted by own contractor. Drivers not to be left alone with pupils</p>
12	<p>Adequate staffing – ensure that there is always a staff member with student(s)</p> <p>Vetting for all volunteers</p> <p>Parent helpers are accompanied by school staff.</p> <p>Staff to be with pupils if cars are passing up the driveway.</p> <p>All school policies apply when off campus, e.g., Code of Behaviour, Intimate Care, Anti Bullying, Supervision, COVID19 School Response Plan</p>
13	<p>Adequate personnel so that no pupil is left unattended</p> <p>Volunteers/TY/3rd level students never left unaccompanied with school pupils</p> <p>All school policies apply when off campus, e.g., Code of Behaviour, Intimate Care, Anti Bullying, Supervision, COVID19 School Response Plan</p> <p>Staff authorised to use personal phones to contact school when off-site.</p>
14	<p>Vetting of Bus Driver by Contractor</p> <p>Garda Vetting of Bus Escorts by school prior to commencement of employment</p> <p>Child Safeguarding Statement & Risk Assessment in place</p> <p>Bus Escort Protocol in place re: handover of students, recording and reporting of incidents, pupil sickness/seizures etc.</p>
15	<p>School Nurses abide by SMH and NMBI (Nursing and Midwifery board) formerly Bord Altranais policies and procedures</p>

	<p>SMH Patron Body is responsible for vetting and oversight of nurses and student nurses, but such placements must be arranged in consultation with the school Principal.</p> <p>Specific school staff trained in safe administration of rescue medication to give emergency medication when indicated (SAM Training)</p> <p>MAS Sheets/Scripts for all medications must be given to Nurse by parents/doctor before it can be administered in school</p> <p>Occasional OTC medication that is required by pupil should be administered by nurse</p> <p>All staff to be aware of medication protocols for pupils with whom they work.</p> <p>All medications to be double locked in presses to prevent access by students.</p> <p>Staff's personal prescribed medication should not be brought on the premises. Staff OTC medication must be locked away, safe from student access.</p>
16	<p>First Aid Training generally provided to SNAs every two years.</p> <p>Nursing staff also carry out First Aid</p> <p>All head injuries notified to parents/guardians</p> <p>All to be aware of those students in their care who are allergic to certain preparations and/or types of wound dressing/plaster.</p>
17	<p>All staff have undertaken Tusla e-learning programme</p> <p>Staff have participated in the review of the Safeguarding Statement and Risk Assessment.</p> <p>Staff will be required to participate in future Child Safeguarding training/reviews.</p>
18	<p>DLP & DDLP to participate in DES Child Safeguarding training, as available</p> <p>DLP to ensure that staff are advised of Child Safeguarding updates</p> <p>Board of Management is aware of Board's obligations in this regard.</p>

19	<p>Child Safeguarding Statement & DES procedures made available to all staff</p> <p>Staff to complete Tusla training module & any other online training offered by PDST</p> <p>Vetting Procedures in place for staff and volunteers</p> <p>Procedure is in place between school and Patron Body regarding SMH Staff visiting and working in school</p> <p>New personnel to be given a copy of Child Safeguarding documentation</p> <p>Contractors/artists/performers/students observing or present during school hours are accompanied by/supervised by member of school staff; pupil(s) never left alone with any non-school person</p>
20	<p>ICT policy and Acceptable Use Policy (AUP) in place.</p> <p>Code of Behaviour and Anti-Bullying Policy in place</p> <p>Adequate firewall and encryption of computers managed by MicroPro, Rathfarnham, the schools I.T. service provider.</p> <p>Pupils always supervised while on computer/tablet and never left alone while engaging in online schoolwork.</p> <p>Pupils are instructed in cyper safety measures via the media element of the SPHE curriculum under the strand unit Media Education. Students will be made aware of social media rules and personal safety online with particular reference to not revealing their personal details to strangers. The addendum to the Children First: National Guidance for the Protection and Welfare of Children which refers to the importance of online safety has been included in the Safeguarding statement review</p>
21	<p>Staff are trained in various methods of communication: LAMH, Picture Exchange Communication System, Objects of Reference, Augmentative Technology Staff use appropriate method of communication for each child.</p> <p>Heightened awareness by staff and vigilance when participating in personal care.</p> <p>Reporting any concerns (e.g., unusual or repeated bruising, burns, cuts etc.) to the DLP. Reporting to DLP/DDLP if it is felt there are child protection issues.</p>

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.

Procedures

Our Child Safeguarding Statement has been developed in line with requirements under the Children First Act 2015, *Children First: National Guidance for the Protection and Welfare of Children* (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; per [DES “Child Protection Procedures for Primary and Post-Primary Schools 2017](#) (blue book). This book is integral to this Safeguarding Statement and Risk Assessment.

Procedure for the safe recruitment and selection of workers and volunteers to work with children: per [DES Governance Manual for Board of Management](#).

- Procedure for provision of and access to child safeguarding training and information, including the identification of the occurrence of harm.
- Procedure for the reporting of child protection or welfare concerns to Tusla; per [DES “Child Protection Procedures for Primary and Post-Primary Schools 2017](#) (blue book).
- Procedure for maintaining a list of the persons (if any) in the relevant service who are mandated persons; [List of Teachers](#) is updated annually and filed in the “School Plan” file in the Principal/DLP’s office.
- Procedure for appointing a relevant person: this will be the School Principal (Designated Liaison Person – DLP) or Deputy Principal (D-DLP) in his/her absence.

All procedures listed are listed above in blue.

Implementation

Our service is committed to the continued implementation of this Child Safeguarding Statement and the procedures that support our intention to keep children safe from harm while availing of our service.

This Initial Child Safeguarding Statement will be reviewed annually at the first Board of Management Meeting of the school year (September each year) or as soon as practicable after there has been a material change in any matter to which the Statement refers. This Statement was re- reviewed this year in March 2022 and further amended to reflect the change in D-DLP.

Signed: Paula O'Brien Chairperson, Board of Management, SMH Grosvenor school.

e-copy – original copy on file signed by Chairperson, Paula O'Brien

Date: 13/06/2022