

CSS 6

Staff Review of the Child Safeguarding Statement and Risk Assessment – suggested approach

As part of your annual review of the Child Safeguarding Statement and Risk Assessment, the staff in your school should have an opportunity to have a voice and participate in the process. This may be as part of a staff meeting.

Below are some prompts for the person leading the meeting together with possible questions a school could use to help ensure the participation of staff in the annual review of the child safeguarding statement. This is not intended to be a directive or exhaustive list.

Communication of the Child Safeguarding Statement and Risk Assessment

Prompts
> Check that each staff member, including special needs assistants, (SNAs), secretaries, caretakers, teachers and all employed in the school has a digital or hardcopy version of the Child Safeguarding Statement and Risk Assessment; and/or
> Remind staff of the date the Child Safeguarding Statement and Risk Assessment was circulated on and that it is available on the school website.
> Introduce the staff to the review prompts document for use with the children and young people in the school.
> Ensure that all staff are aware of who the DLP/relevant person is. Clarify that the relevant person is the person to contact if you have any questions about the Child Safeguarding Statement and that this is noted on the Child Safeguarding Statement.
Possible Questions
> Have you been provided with the Child Safeguarding Statement and Risk Assessment in hard copy or digital form? or
> Have you received the copy of our current Child Safeguarding Statement and Risk Assessment which was emailed to you on _____ (date)? or
> Have you viewed the Child Safeguarding Statement and Risk Assessment on our school website?
> Do you know where the Child Safeguarding Statement and Risk Assessment is displayed within the school?
> How are the children and young people in your class(es) (or those with whom you engage or support) made aware of the identity of the DLP/DDLP (or person in charge of child safeguarding, to use a child-friendly term)? How has this been communicated?
> Who is the DLP/DDLP/Relevant Person in this school? What is their role?

Review of Risks in the School

Prompts
<ul style="list-style-type: none"> > Check with staff if the school has undertaken any new activities since the last review of the risk assessment which should be noted in the next risk assessment (e.g. intimate care, swimming, shower facilities, remote teaching and online learning). This includes activities before school, during school and extra-curricular activities.
Possible Questions
<ul style="list-style-type: none"> > Does the Risk Assessment included in the Safeguarding Statement include: <ul style="list-style-type: none"> ~ all the activities in the school? ~ all risks associated with the activities? ~ actions taken to mitigate the risks involved in these activities? > Has the school undertaken any new activities since the last review of the risk assessment which should be noted in the next risk assessment (e.g. intimate care, swimming, shower facilities, remote teaching and learning)? > Have you any suggestions on anything else the school should include in the Risk Assessment in our Child Safeguarding Statement?

Implementation of Safeguarding Procedures

Prompts
<ul style="list-style-type: none"> > Clarify that in any situation where a member of school personnel (including a registered teacher), receives an allegation or has a child protection concern they shall respond appropriately as outlined in chapter 2 of the procedures and without delay report the matter to the DLP. > Clarify with mandated staff that the two main statutory responsibilities of a mandated person are: <ul style="list-style-type: none"> ~ to report any knowledge, belief or reasonable grounds to suspect that a child has been harmed, is being harmed or is at risk of being harmed to Tusla, and ~ to assist Tusla in assessing a concern which has been the subject of a mandated report, if requested by Tusla in accordance with the Act. > Answers to the question "If you had a concern that a child was at risk what would you do?" must indicate that staff members are aware of the procedures outlined in Chapter 5. > Ask when staff members last completed a child protection training module.
Possible Questions

- > What are the responsibilities of a member of school personnel who has a child protection concern? Can you describe the two main statutory responsibilities of a mandated person?
- > If you had a child safeguarding concern, what would you do? or
- > If you had a concern that a child was at risk what would you do?
- > Consider also what you would expect if the:
 - ~ DLP reports to Tusla,
 - ~ seeks advice from Tusla or
 - ~ decides not to report to Tusla.
- > Consider, also, joint reporting with the DLP.
- > Describe what you would do if a child made a disclosure to you.
- > If you had a child protection concern about the DLP, to whom should you report this concern?
- > When did you last complete a training module for child protection (e.g. Tusla's Children First eLearning programme or their mandated person eLearning module), Oide Child Protection Training?
- > Do you need to refresh your training to be confident that you are familiar with the procedures and your responsibilities?

SPHE/RSE Curriculum

<p>Prompts</p> <ul style="list-style-type: none"> > What steps has the school taken to ensure that the SPHE/RSE/Wellbeing curriculum is appropriately planned for and delivered to the children and young people in the school. <ul style="list-style-type: none"> ~ This should outline that for a primary school, aspects of all 3 strands are covered each year; Stay Safe is taught in its entirety in one year – at least once in infants, 1st/2nd, 3rd/4th, 5th/6th; and that the school plan outlines provision for RSE across each of the different class levels/stages) noting the date of the most recent policy review or curricular implementation. Schools will be informed if, in the future, the Department approves an alternative or replacement to the Stay Safe Programme. ~ For a post-primary school, the Wellbeing Programme for Junior Cycle is implemented and RSE and SPHE is appropriately delivered noting the date of the most recent policy review or curricular implementation.
<p>Possible Questions</p> <ul style="list-style-type: none"> > Does the school plan indicate that aspects of each of the three strands (Myself; Myself and Others; and Myself and the Wider World) of the SPHE curriculum are covered each year? > Does the school plan indicate that the Stay Safe Programme is delivered at least once in Junior Infants or Senior Infants; once in first or second class; once in third or fourth class and once in fifth or sixth class? > Does the school plan indicate that the Stay Safe Programme is taught in its entirety over one school year? > Does the school plan outline provision for learning in RSE across the different stages (Junior Infants/Senior Infants; first/second class; third/fourth class and fifth/sixth class)?
<p>Possible Questions – Post-primary</p> <ul style="list-style-type: none"> > Is SPHE timetabled for each year of the junior cycle? > Does the school provide SPHE in accordance with circular 28/2023? > Does the school implement a RSE programme for all students, from First Year to Sixth Year? Have outline programmes of work been prepared for 1st, 2nd and 3rd Year SPHE and 4th, 5th and 6th Year RSE? > Are a minimum of five-to six timetabled periods per year assigned to RSE in relevant plans? > Does the overall RSE plan include provision for the exploration of key aspects of RSE, for example, relationships, gender identity, sexual orientation, pornography and consent?

Final thoughts

<p>Possible Question</p> <ul style="list-style-type: none"> > Have you anything else you would like to bring to the attention of the relevant person/DLP/DDLP as we undertake the annual review of our Child Safeguarding Statement and Risk Assessment?
