



Child Safeguarding Statement

Moyderwell Mercy Primary School provides primary education to pupils from Junior Infants to Sixth Class and has two Special Education Classes.

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 Moyderwell Mercy Primary 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: Mr Pat Neenan
- 3 The Deputy Designated Liaison Person (Deputy DLP) is: Mrs Máire Jones
- 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 cooperate 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; fully respect confidentiality requirements in dealing with child protection matters.
- 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
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- 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 above named 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 and are made available at two points in the school entrances.
- 6 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association 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 11/03/18

This Child Safeguarding Statement was last reviewed by the Board of Management on 09/05/23

Signed: _____

Chairperson of Board of Management

Date: _____

Signed: _____

Principal/Secretary to the Board of Management

Date: _____



2. Child Safeguarding Risk Assessment

This Written Assessment of Risk of Moyderwell Mercy Primary School is 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*.

| 1. List of school activities | 2. The school has identified the following risk of harm in respect of its activities | 3. The school has the following procedures in place to address the risks of harm identified in this assessment - |
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| Training of school personnel in Child Protection matters...teachers, SNA's, Child-Care Staff (After-School), office-staff and caretaker | Harm not recognised or reported promptly. | <p>Child Safeguarding Statement, Risk Assessment & DES Child Protection Procedures 2017 information and Tusla Training Link(certified) made available to all staff each September by Máire Jones</p> <p>New staff, including student-staff (for extended periods) throughout the year are made aware of Child Safeguarding Statement and Risk Assessment via Welcome Pack.</p> <p>DLP (Mr Pat Neenan) & DDLP (Máire Jones) attend training when available.</p> <p>BOM records staff and Board of Management training.</p> |
| In the presence of children on one to one teaching/care basis/ | <p>Harm by school personnel i.e.</p> <p>School has to formalize 'unwritten' policy for working with children on one-one basis i.e. Open doors, table between teacher and pupil, clear-glass in window</p> | <p>'One to one teaching/care' policy to be put in place ...Link with new SEN Policy</p> |



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| Care of Children with special needs, including intimate care needs | Harm by school personnel | Intimate Care Policy in place and ratified by BOM on Dec. 9th 2020 |
| Toilet areas | Inappropriate behaviour Privacy issues in Boy's Toilet Area downstairs. | Usage and supervision needs a shared policy...but 'Back to School' Covid Response Plan 2020 2021 (supervision of groups/class-timetables appear to mitigate this risk) Consideration to be given to upgrading the downstairs boys' toilet as part of the upcoming ASA Project (get rid of communal urinals). |
| Curricular Provision in respect of SPHE, RSE, Stay safe. | Non-teaching of the same. | Teachers are reminded to follow school plan on full implementation of SPHE, RSE, Stay Safe Plan & Progress Reports checked for same |
| Daily arrival and dismissal of pupils | Harm from older pupils, unknown adults on the playground, Non-Collections, school supervision before 8.45 a.m. (Covid Response Plan mitigated level of high risk to low due to staggered supervised entries from 8.40 am) | Arrival and dismissal supervised by Teachers and SNA'S. Supervision Rotas and Policy in place Regular Information to parents re available supervision for the mornings |
| Managing of challenging behaviour amongst pupils, including appropriate use of restraint | Injury to pupils and staff | Training for Restraint (MAPPA Management of Actual and Potential Aggression) and Restraint Policy needs. Code of Behaviour Policy 2023 in place. Health & Safety Policy in place Code Of Behaviour in place, including staff training on 'Incredible Years' Classroom Management and Restorative Practice |



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| Recreation breaks for pupils | Harm by pupil Harm to pupil Harm from general public | Teachers refer to Anti-Bullying Policy and Code of Behaviour in relation to same. Supervision rotas in place. School Staff open all supervised gates at 8.45 (since September 2020) and children are walked by class-teachers to exit gates. (Covid Response Plan 2020/2021) Moyderwell Gate Buzzer to Office throughout the day |
| Classroom teaching | Harm by pupil Harm to pupil | Teaching Council Code of Ethics, Code of Behaviour/Anti-Bullying Professional planning and classroom management Appropriate class-teacher supervision |
| Outdoor educational activities (Park, Library, church learning trails etc...) | Harm by pupil Harm to pupil | Teaching Council Code of Ethics, Code of Behaviour/Anti-Bullying Professional planning and management of groups Appropriate class-teacher supervision |
| Participation by pupils in religious ceremonies and religious instruction external to the school e.g. choir on communion/confirmation day | Harm by people external to the school Adequate and appropriate supervision by class-teacher coming and going from church | Collection and supervision by parents if not being accompanied by staff. |
| Participation by pupils in religious ceremonies and religious instruction internal to the school | Harm/bullying in relation to classroom management or absence of class-teacher | Supervision in the presence of Class-Teacher |
| After-School Care | Harm by pupil Harm to pupil | After-School Staff and children implement the school's Anti-Bullying Policy and Code of Behaviour and |



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| | | Supervision Policy in relation and Child Safeguarding Statement as ratified by BoM Transition Year Students helping out must After-School Staff Direction and Procedures |
| School outings, including Annual Sports Day and all Tours/Field-Trips/ Siamsa, Library, swimming-pool | Harm by pupil Harm to pupil Harm by unknown people | School Tours/Outing Policy in place Secondary School Students (vetted by own school) follow Moyderwell staff direction Parents helping out MUST BE VETTED and follow Moyderwell Staff Direction Anti-Bullying Policy and Code of Behaviour Supervision Policy in Place |
| School trips involving overnight stay | Harm by pupil Harm to pupil Harm by unknown people | School Tours/Outing Policy in place Anti-Bullying Policy and Code of Behaviour Supervision Policy in Place RDS Primary Science Fair (annually since 2009) Policies 5: 1 supervision, involving overnight. |
| Fundraising events involving pupils e.g. town carol-singing/charity walks/runs | Harm by pupil Harm to pupil Harm by unknown people | School Tours/Outing Policy in place Anti-Bullying Policy and Code of Behaviour Supervision Ratio, depending on needs of group, is generally 1: 12 |
| School bus trips, specific to school activity, | Harm by pupil Harm to pupil | Moyderwell Staff always accompany school children on buses. |
| School bus Escorts for Special Class Pupils | Harm by pupil Harm to pupil | Vetted Escorts employed by Board of Management |



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| <p>Administration of Medicine</p> <p>Administration of First Aid</p> | <p>If parent sends medicine to school without informing school-office/class-teacher</p> <p>Untrained staff in administration of medicine</p> | <p>Medical Policy updated in Dec. 2020 ... No medicine is allowed to be taken by a child without a letter from the parent and information from the doctor.</p> <p>Policy on First Aid / Action Plan for Injuries Reviewed and Updated February 2021</p> <p>Training of Staff ... (Regina (Epilepsy Management), Sabrena/Paul (Epi-Pen), Maura M +Norah + Tricia(diabetes))</p> |
| <p>Prevention and dealing with bullying amongst pupils</p> | <p>Social and Emotional Harm from Bullying by Pupil(s) in school or through the use of Social Media</p> | <p>Teachers refer to Anti-Bullying Procedures and Code of Behaviour</p> <p>Refer to Deputy-Principal or Principal and follow procedures to BOM if necessary</p> <p>SPHE Curriculum ... Stay Safe Programme in the second term yearly (as a whole school/ parents informed before start)</p> <p>Acceptable Usage Policy for online bullying</p> |
| <p>Care of pupils with specific vulnerabilities and needs such as</p> <ul style="list-style-type: none"> • Pupils from ethnic minorities/migrants • Members of the Traveller community • Lesbian, gay, bisexual or transgender (LGBT) children • Pupils perceived to be LGBT • Pupils of minority religious faiths • Children in care • Children on CPNS (Child Protection Notification System) | <p>Bullying by Pupil(s)</p> | <p>Teachers refer to Anti-Bullying Procedures and Code of Behaviour</p> <p>Refer to Deputy-Principal or Principal and follow procedures to BOM if necessary</p> <p>SPHE Curriculum ... Stay Safe Programme in the second term yearly (as a whole school/ parents informed before start)</p> <p>Acceptable Usage Policy for online bullying</p> |



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| <p>Use of external personnel to supplement curriculum e.g. Engineers, Health Promoters, External Tutors/Guest Speakers</p> | <p>Inappropriate words or actions by any individual</p> | <p>One off visits... (supervision in the presence of Class-Teacher)</p> |
| <p>Recruitment of school personnel including -</p> <ul style="list-style-type: none"> • Teachers • SNA's • Caretaker/Secretary/Cleaners <ul style="list-style-type: none"> • Volunteers/Parents in school activities • Visitors/contractors present in school during school hours • Visitors/contractors present during after school activities | <p>Harm not recognised or promptly reported</p> | <p>Child Safeguarding Statement</p> <p>Tusla & DES Guidance on <i>Children First 2017 Procedures</i> highlighted to all staff each September by DDLP</p> <p>Tusla training module link & any other online training offered by PDST highlighted to all staff each September by DDLP</p> <p>Vetting Procedures by Teaching Council/Diocese</p> <p>Procedure of Parents / Volunteers in school = a garda-vetted staff must be present .</p> <p>All Visitors and Contractors sign in to office during school hours and receive visitor badge.</p> |
| <p>Student teachers undertaking training placement in school</p> | <p>Lack of Awareness of School Policies in relation to Child Safeguarding, but parallel college procedures followed</p> | <p>Vetting requirements organised by relevant colleges</p> <p>School Safeguarding Statement Signs visible</p> <p>Class-Teacher in charge</p> |
| <p>Sports Coaches</p> | <p>Harm to pupils</p> | <p>In the presence of Class-Teacher is established practice)</p> |



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| (Rugby, gymnastics, football, hurling, spike-ball, swimming, dance) | | Vetting through their own organisation ensured |
| Visiting Nurse | Harm to pupils | Vetting through their own organisation (HSE) Generally 2 nurses work together Follow professional guidance and Code of Practice within their field. |
| Art Therapists, Play Therapists | Harm to Pupils | Follow professional guidance and Code of Practice within their field Vetted Window on door |
| Music Coaching (Violin/Keyboard/Trad-Shed, After-School) | Harm to pupils | After-School Music Facility is not supervised by Class-Teacher In school music classes in the presence of school staff Vetting procedures if employed by BOM, but Music Generation Kerry look own vetting procedures (ETB) |
| Students (Second Level and Third Level) participating in work experience | Harm by pupil Harm to pupil | All TY students garda vetted on 16 th birthday through their own secondary schools. Students are not allowed to commence work placement if their 16th birthday falls during the placement. All work experience takes place in the presence of Class-Teacher/staff member |
| Use of school premises by other organisation/school during school day | Harm caused by visiting others on route to the gym e.g. students of a visiting school | Liaison with coordinator of visiting school re supervision Staff of outside groups supervise their own group |
| Use /Misuse of Information and Communication Technology by pupils in school | Harm to pupil | Webwise Programme ... Annual Internet Safety in February Regular Cyber-Safe Talks for Parents and Workshops for Children Nov '21 Ger Brick Workshops Online. |



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| | | <p>Cyber Safety Tips on the App</p> <p>ICT policy</p> <p>Anti-Bullying Policy</p> <p>Code of Behaviour</p> <p>SPHE / Wellbeing</p> |
| <p>Use of Information and Communication Technology by staff and pupils in school' including online learning</p> | <p>Risk to pupil: Unintended exposure to unsuitable content, images</p> <p>Risk to Pupil: Lack of teacher control of oversight due to nature of online teaching/learning</p> | <p>Personal phone (#31# FOR UNKNOWN CALLER-I.D... Databiz), I.T. contact with children, I.T. contact with parents of children ... Professional Communication Boundaries</p> |
| <p>Use of video /photography/other media to record school events</p> | <p>Images of pupil being shared without consent</p> | <p>School Policy requires parental permission (digital photography)</p> <p>School has a clearly defined procedure on Movie viewing in school... At a minimum PG content... How appropriate is movie viewing in an Educational setting? How regular?</p> |
| <p>After school use of school premises by other organisations</p> | <p>Lack of Awareness of 'Children First Act 2015'</p> | <p>Insurance, vetting and Code of Behaviour documents must be submitted to the BoM. (In the absence of the organisation's Code of Behaviour, the school Code of Behaviour must be followed.</p> |
| <p>Summer Provision /Camps</p> | <p>Harm to pupil</p> <p>Harm by Pupil</p> <p>Possibility of external staff</p> | <p>Permission received from parents. All Staff vetted & aware of child Protection safety Statement & risk assessment. DLP Available to staff if needed.</p> |
| <p>Googling for Research</p> | <p>Inappropriate Content</p> | <p>Firewall operational through IT Manager</p> |



Moyderwell Mercy Primary School

Principal: Mr. Pat Neenan

Deputy Principal: Mrs. Máire Jones

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| Informal Meetings /discussions about children in public areas ie...staff-room | Child being discussed in proximity of non-staff | No children to be discussed in presence of non-staff members |
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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 no 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.

Examples of activities, risks and procedures

The examples listed in this document are provided to assist schools in undertaking their risk assessment under the Children First Act, 2015. Schools should note that this list of examples is not intended to be exhaustive. It is the responsibility of each school to ensure, as far as possible, that any other risks and procedures that are relevant to its own particular circumstances are identified and specified in the written risk assessment and that adequate procedures are in place to address all risks identified.

It is acknowledged that schools already have in place a range of policies, practices and procedures to mitigate the risk of harm to children while they are participating in the activities of the school and that some school activities will carry low or minimal risks of harm compared to others. In the context of the risk assessment that must be undertaken by schools, the Children First Act, 2015 refers to risk as “any potential for harm”. Therefore, it is important that, as part of its risk assessment process, each school lists and reviews all of its various activities (which shall include identifying those that may carry low risk of harm as well as those that carry higher risks of harm). Doing so will help the school to (1) identify, as required under the Children First Act, 2015, any risks of harm that may exist in respect of the school’s activities, (2) identify and assess the adequacy of the various procedures already in place to manage those risks of harm and (3) identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

The Addendum to Children First: National Guidance for the Protection and Welfare of Children published in January 2019 clarifies that organisations providing relevant services to children should consider the specific issue of online safety when carrying out their risk assessment and preparing their Child Safeguarding Statement.

The Guidance on Continuity of Schooling for primary and post-primary schools (April 2020) advises of the importance of teachers maintaining the safe and ethical use of the internet during distance learning and assisting parents and guardians to be aware of their role also. Schools should ensure that their Acceptable Use Policy (AUP) informs and guides remote or distance learning activity.



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.

Examples of School Activities

- Daily arrival and dismissal of pupils
- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching
- One-to one learning support
- One-to-one counselling
- Outdoor teaching activities
- Online teaching and learning remotely
- Sporting Activities
- School outings
- School trips involving overnight stay
- School trips involving foreign travel
- Use of toilet/changing/shower areas in schools
- Provision of residential facilities for boarders
- Annual Sports Day
- Fundraising events involving pupils
- Use of off-site facilities for school activities
- School transport arrangements including use of bus escorts
- Care of children with special educational needs, including intimate care where needed,
- Care of any vulnerable adult students, including intimate care where needed
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- Management of provision of food and drink
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE, Stay Safe



- Prevention and dealing with bullying amongst pupils
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum
- Use of external personnel to support sports and other extra-curricular activities
- Care of pupils with specific vulnerabilities/ needs such as
 - Pupils from ethnic minorities/migrants
 - Members of the Traveller community
 - Lesbian, gay, bisexual or transgender (LGBT) children
 - Pupils perceived to be LGBT
 - Pupils of minority religious faiths
 - Children in care
 - Children on CPNS
 - Children with medical needs
- Recruitment of school personnel including -
 - Teachers/SNA's
 - Caretaker/Secretary/Cleaners
 - 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
- Participation by pupils in religious ceremonies/religious instruction external to the school
- Use of Information and Communication Technology by pupils in school, including social media
- Application of sanctions under the school's Code of Behaviour including detention of pupils, 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
- Use of video/photography/other media to record school events
- After school use of school premises by other organisations
- Use of school premises by other organisation during school day



- Breakfast club
- Homework club/evening study

Examples of Risks of Harm

- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of child being harmed in the school by a member of school personnel
- Risk of child being harmed in the school by another child
- Risk of child being harmed in the school by volunteer or visitor to the school
- Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons
- Risk of harm due to inappropriate use of online remote teaching and learning communication platform such as an uninvited person accessing the lesson link, students being left unsupervised for long periods of time in breakout rooms
- Risk of harm due to bullying of child
- Risk of harm due to racism
- 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 child and another child 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 children with SEN who have particular vulnerabilities, including medical vulnerabilities
- Risk of harm to child while a child is receiving intimate care
- 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 pupils 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

Examples of Procedures to address risks of harm



- All school personnel 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* and its Addendum (2019)
- The school implements in full the Stay Safe Programme
- 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 undertakes anti-racism awareness initiatives
- The school has a yard/playground supervision policy 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 a policy and clear procedures in respect of school outings
- The school has a Health and safety policy
- The school adheres to the requirements of the Garda vetting legislation and relevant DE circulars in relation to recruitment and Garda vetting
- The school has a codes of conduct for school personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has a Special Educational Needs policy
- The school has an intimate care policy/plan in respect of students who require such care
- The school has in place a policy and procedures for the administration of medication to pupils
- The school –
 - Has provided 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
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a code of behaviour for pupils



- The school has an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents
- The school has in place a policy governing the use of smartphones and tables devices in the school by pupils as per circular 38/2018
- The school has in place a Critical Incident Management Plan
- The school has in place a Home School Liaison policy and related procedures
- The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
- The school has in place a policy and procedures for the use of external sports coaches
- The school has in place a policy and clear procedures for one-to-one teaching activities
- The school has in place a policy and procedures for one-to-one counselling
- The school has in place a policy and procedures in respect of student teacher placements
- The school has in place a policy and procedures in respect of students undertaking work experience in the school
- The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations