

Mandatory Template 1: Child Safeguarding Statement and Risk Assessment

Child Safeguarding Statement September 2024

Danu Community Special School (CSS) is a special school providing primary and post primary education to students aged from four to eighteen who have a diagnosis of Autism Spectrum Disorder (ASD) and/or a Moderate or Severe General Learning Disability. Our students have complex needs associated with this diagnosis such as communication difficulties and sensory processing difficulties.

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 (revised 2023) and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of Danu CSS 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 (revised 2023)* as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is Patricia Doolan.
- 3 The Deputy Designated Liaison Person (Deputy DLP) is Annie Leddy.
- 4 The Relevant Person is Patricia Doolan.
(The relevant person is one who can provide information in respect of how the child safeguarding statement was developed and will be able to provide the statement on request. In a school setting the relevant person shall be the designated liaison person.)
- 5 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.

6 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 (revised 2023)* and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie 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 gov.ie 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 (revised 2023)*, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
- 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 gov.ie 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.

- 7 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.
- 8 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 08-20-24.

This Child Safeguarding Statement was reviewed by the Board of Management on 08-10-24.

Signed: Jane Weir

Chairperson of Board of Management

Date: 08-10-24

Signed: Pat Doolan

Principal

Date: 08-10-24

Child Safeguarding Risk Assessment

Written Assessment of Risk of Danu CSS

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 (revised 2023)*, the following is the Written Risk Assessment of [name of school].

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
Arrival and Dismissal	Risk of Harm from members of the public in immediate environment Risk of student being harmed in the school by another student Risk of Harm to students from members of Rathdara Campus & Public	Children are supervised by staff members at all times Procedures for Staff Supervision for Morning/Evening Arrival Departures Bus Escorts and Drivers are Garda vetted Absconding Protocols Parents& Visitors sign in/out when students are dropped in late/ taken home early
Yard	Risk of student being harmed in the school by another student Risk of student harm due to bullying a student Risk of student witnessing aggressive behaviour of concern Risk of harm not being reported properly and promptly by school personal	Adequate staff supervision provided- Daily Duty Rota Procedure for Supervision – Break time and Lunch time (Yard Time) Staff to provide activities for Yard times and engage with students during Yard times All About Me Plans-Proactive & Reactive Strategies Implemented Individualised Student Stress Support Plans Implemented Behaviour Therapist Recommendations Implemented Stay Safe Programme taught weekly Code of Behaviour & Anti-Bullying Policy is followed which fully adheres to the requirements for the DE <i>Anti-Bullying Procedures for Primary and Post Primary Schools</i> .
Toileting	Risk of student being harmed in school by a member of school personnel	Staff adhere to Intimate Care Policy

Group Teaching	Risk of student being harmed in school by a member of school personnel Risk of student being harmed in the school by another student bullying Risk of student witnessing another student aggressive behaviours of concern	Adequate staffing provided Staff aware of student potential of harmful behaviour to self and others. All About Me Plans-Proactive & Reactive Strategies Implemented Individualised Student Stress Support Plans Implemented Behaviour Therapist Recommendations Implemented Clear pathways identified for students and staff to exit/ go to Visual supports provided Code of Behaviour
1:1 Teaching	Risk of student being harmed in school by a member of school personnel	Other staff in room aware of activity taking place 1:1 instruction takes place in view of another staff member- windows on all doors for visibility into classroom Appropriate physical space is assigned between staff and student
1:1 Activities	Risk of student being harmed in school by a member of school personnel	Other staff in room aware of activity taking place Timetabled to re-join class Swoping in/out by staff practice Use of Walkie Talkies used if necessary to support communication between staff
External outdoor teaching activities on Rathdara Campus	Risk of student being harmed in school by a member of school personnel Risk of student being harmed in the school by another student Risk of student harm to students from members of Rathdara Campus Risk of student harm from members of the public	Adequate staffing provided Staff will identify potential risks- Individual Student Risk Assessment completed regarding external outdoor teaching activities on Rathdara Campus, to eliminate/mitigate risk All About Me Plans-Proactive & Reactive Strategies Implemented Individualised Student Stress Support Plans Implemented Behaviour Therapist Recommendations Implemented Visual supports provided No staff member goes outdoors alone with a student- Teacher always present when students leave school facility Absconding Protocols
Movement Breaks	Risk of student being harmed in school by a member of school personnel	Movement Break is scheduled in timetable or student may request or be working for a movement break Teacher/staff member working with student inform others of the movement break activity to take place Timetabled/schedule to return and re-join class

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.

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Registered Charity Number: 20083526
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Tel: 01 8270755

Mandatory Template 2: Checklist for Review of the Child Safeguarding Statement

The Child Protection Procedures for Primary and Post-Primary Schools (revised 2023) require that the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. **The review must be completed every year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers.** Undertaking an annual review will also ensure that a school also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement every two years.

The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list of the issues to be considered. Individual Boards of Management shall include other items in the checklist that are of relevance to the school in question.

As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices, and activities vis a vis their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children First Act 2015, the Addendum to Children First (2019) and the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*.

	Yes/No
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ?	yes
2. Is the Board satisfied that the Child Safeguarding Statement is displayed in a prominent place near the main entrance to the school?	yes
3. As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ?	yes
4. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015? (This includes considering the specific issue of online safety as required by the Addendum to Children First)	yes
5. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	yes
6. Has the Risk Assessment taken account of the risk of harm relevant to online teaching and learning remotely?	yes
7. Has the DLP attended available child protection training?	yes

	Risk of where student does not receive First Aid	when students are in trans between going home from Respite to home- medication is then handed from respite staff to school staff to office and stored in locked office in students' bag that is labelled with students' name. staff member will collect medication and bag and hand to bus escort saying that there is medication in the bag and bus escort hands to parent. 15 SNA staff are First Aid trained.
Use of video and photography by staff	Risk of harm where student dignity exposed	Parental consent gained- Photographic & Video graphic Image Consent Form Video and photographs taken using school iPad or phone only. These are uploaded and then deleted daily by teacher. Staff are not permitted to use their own personal phone for taking photos or recording videos. Staff /Student follow Acceptable Use Policy
Use of technology by student	Risk of harm due to student inappropriately accessing/ using computer/ iPad/ clever touch screen, iPhone, or other devices while at school. Risk of student harm when accessing Remote Learning without supervision at home	Students are supervised by staff when using technology. Parents sign Acceptable Use Policy and Remote Learning Policy Students are not allowed use of personal phones during the school day. Some students use iPad/phones while using school transport. Bus escorts supervise their use. As part of the SPHE Curriculum, Teachers to teach about Internet safety (Web wise -Internet Safety)
Online teaching and learning remotely	Risk of student being harmed by a member of school personnel due to inappropriate use of online remote teaching	Parent access and supervision required for student online / remote teaching Students are not lefty unsupervised by parents
Staff communicating to students	Risk of harm to student through offensive staff language or bullying	The school under patronage of DDLETB has codes of conduct for teachers (Teaching Council also), SNAs and non-teaching staff. The school complies with the agreed disciplinary procedures for teaching staff as set out by the DE Dignity of Work Policy Anti-Bullying Policy Code of Behaviour Dignity and respect are shown to students by staff at all times through • Use of appropriate language

Managing Behaviours of Concern • Targeting of Students	Risk of student being harmed by School Personnel Risk of student being harmed in the school by another student Risk of student harm due to bullying of a student Risk of student harm not being reported properly and promptly by school personal	• Use of respectful tone of voice • Not speaking about a child in front of them • Not talking about sensitive subject matter about a student in communal areas for example the staff room • Using school wide Studio 3 low arousal approach • Staff members using visuals and reducing verbal language • Student data of a sensitive nature shall not be displayed publicly in the classroom The school has code of conduct for teachers (Teaching Council), SNAs and non-teaching staff. Code of Behaviour Policy Anti-Bullying Policy Health and Safety Policy High level of staff vigilance and supervision required at all times. Staff record data of behaviours targeting students using school templates ABCs, Scatterplots, incident reports Staff analyse records of data of behaviours of ABCs, at daily morning meeting and implement a change/plan as a preventative measure All About Me Plans-Proactive & Reactive Strategies Implemented Individualised Student Stress Support Plans Implemented Behaviour Therapist Recommendations Implemented Staff will identify potential risks- Individual Student Risk Assessment completed regarding managing behaviours of concern, to eliminate/mitigate risk Teaching skills required from SPHE Curriculum - Strand Myself and Others Weekly timetabled teaching activity of Stay Safe Programme for students. Teaching of JC PLU Personal care and wellbeing, Elements: Self Awareness and Personal Safety. Liaise with Parents, Blanchardstown CDNT, NEPS, NCSE and HSE Staff implement Studio 3 training
• Stripping off clothes/ dis-robing	Risk of student being harmed in school by student, a member of school personnel or public member Risk of student harm not being reported properly and promptly by school personal	

• Seeking inappropriate physical contact	Risk of harm by due to inappropriate relationship between student and staff member Risk of student harm not being reported properly and promptly by school personnel	A blanket/towel/screen will accompany students who disrobe to ensure dignity is maintained at all times. Staff record data of behaviour of concern using school templates ABCs, Scatterplots, incident reports Staff analyse records of data of behaviour of concern of ABC, at daily morning meeting and implement a change/plan as a preventative measure All About Me Plans-Proactive & Reactive Strategies Implemented Individualised Student Stress Support Plans Implemented Behaviour Therapist Recommendations Implemented Staff will identify potential risks- Individual Student Risk Assessment completed regarding managing behaviours of concern, to eliminate/mitigate risk Liaise with Parents, Blanchardstown CDNT, NCSE and HSE
Curricular Provision in respect of SPHE, RSE and Stay Safe.	Risk of student harm due to not being taught SPHE, RSE and Stay Safe curriculum by teacher.	The school has codes of conduct for school personnel and non -teaching staff. Staff physical affection towards students in school for example touches such as student hugs, students sitting on staff knees or staff holding student hands at inappropriate times are discouraged. Teaching of Relationship and Sexual Education (RSE) programme is timetabled weekly. Teachers to implement SPHE Curriculum and ensure direct teaching for students of what is and is not appropriate/acceptable and who to be affectionate with for example hugs are for mammy.
Student teachers/	Risk of student being harmed by a member of school personnel	Teachers have a code of conduct (Teaching Council) The school complies with the agreed disciplinary procedures for teaching staff as set out by the DE circular The School implements the full Stay Safe Programme, full SPHE Curriculum and wellbeing Programme at JC Parental consent required for teaching of RSE.

student on placement undertaking training placement in school	Risk of new staff not knowing correct Child Safe Guarding Procedures	Personnel are provided with a copy of the school Child Safeguarding Statement <i>The Child Protection Procedures for Primary and Post Primary Schools (revised 2023)</i> are made available to all school personnel at their request School Personnel are required to adhere to the <i>Child Protection Procedures for Primary and Post Primary Schools (revised 2023)</i> and all registered teaching staff are required to adhere to Children First Act 2015. The school adheres to the requirements of Garda Vetting legislation and relevant DE circulars in relation to Garda Vetting
Recruitment of new staff and training of school personnel in Child Protection matters	Risk of student being harmed by a member of school personnel Risk of new staff not knowing correct Child Safe Guarding and Anti Bullying Procedures	The school under patronage of DDLTB has code of conduct for teachers (Teaching Council), SNAs and non-teaching staff. All school personnel are provided with a copy of the school Child Safeguarding Statement <i>The Child Protection Procedures for Primary and Post Primary Schools (revised 2023)</i> are made available to all school personnel at their request School Personnel are required to adhere to the <i>Child Protection Procedures for Primary and Post Primary Schools (revised 2023)</i> and all registered teaching staff are required to adhere to Children First Act 2015. The school has an Anti-Bullying Policy which fully adheres to the requirements for the DE <i>Anti- Bullying Procedures for Primary and Post Primary Schools</i>. The school adheres to the requirements of Garda Vetting legislation and relevant DE circulars in relation to Garda Vetting The school • provides each staff member (teachers, SNAs, bus escorts, bus drivers, cleaner, caretaker, secretary, substitute staff, student teachers, work experience staff) with a copy of the school Child Safeguarding Statement and they sign that they have read it. • Ensures all new staff are provided with a copy of the

Unfamiliar persons in school building for example Visitors, Contractors present during school hours.	Risk of student being harmed by visitor to the school	school Child Safeguarding Statement • Encourages all staff to avail of relevant training (Children First) • Encourages BOM members to avail of relevant training • Maintains records of all and BOM members training All visitors/therapist to school must arrange their visit prior with the principal via phone call or email Parents sign in/out when students are dropped in late/ taken home early Visitors sign in/out Main entrance gate is buzzed in entry for visitors on door release from office by secretary/principal, signage on main entrance door asks visitors to pull door open Secretary/staff will meet visitors at the main entrance corridor door. Entrance to school is keypad- this code is not to be shared with visitors/parents/work experience staff. All visitors will be accompanied by secretary/staff member during their entire visit to Danu CSS. Staff member will accompany visitor when they leave to the gate. Staff will alert Principal, Deputy Principal, Assistant Principal if there is an unaccompanied visitor to the school. The school has a Critical Incident Management Plan. A student will never be left alone with a visitor. The school has Guidelines in place for Students on Work Placement. Staff follow School Covid 19 Response Plan and follow current HSE recommendations. AP2 post holder trained in DDLP role.
Participation in school activities during Covid 19 Pandemic	Risk of student harm by school personnel	
DLP and DDLP absent from school premises	No one on the premises to deal with an immediate child safeguarding concern.	

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*

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.

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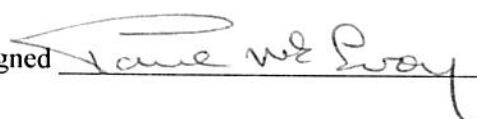
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	Yes/No
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ?	yes
2. Is the Board satisfied that the Child Safeguarding Statement is displayed in a prominent place near the main entrance to the school?	yes
3. As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ?	yes
4. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015? (This includes considering the specific issue of online safety as required by the Addendum to Children First)	yes
5. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	yes
6. Has the Risk Assessment taken account of the risk of harm relevant to online teaching and learning remotely?	yes
7. Has the DLP attended available child protection training?	yes

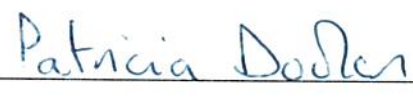
8. Has the Deputy DLP attended available child protection training?	yes
9. Have any members of the Board attended child protection training?	yes
10. Has the school appointed a DLP and a Deputy DLP?	yes
11. Are the relevant contact details (Tusla and A Garda Síochána) to hand?	yes
12. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	yes
13. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> and the Children First Act 2015?	yes
14. Has the Board received a Principal's Child Protection Oversight Report (CPOR) at each Board meeting held since the last review was undertaken?	yes
15. Since the Board's last review, did each CPOR contain all of the information required under each of the 4 headings set out in sections 9.5 to 9.8 inclusive of the procedures?	yes
16. Since the Board's last review, has the Board been provided with and reviewed all records relevant to the CPOR?	yes
17. Is the Board satisfied that the records provided are anonymised and redacted as necessary to ensure that the identities of children and any other parties, including school personnel, to whom the concern or report relates are not disclosed?	yes
18. Since the Board's last review, have the minutes of each Board meeting appropriately recorded the records provided to the Board as part of CPOR?	yes
19. Have the minutes of each Board meeting appropriately recorded the CPOR?	yes
20. Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed?	yes
21. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made?*	yes
22. Where applicable, were unique identifiers used to record child protection matters in the Board minutes?	yes
23. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	yes
24. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ?	No
25. In relation to any cases identified at question 20 above, has the Board ensured that any notifications required under section 5.6 of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> were subsequently issued by the DLP?	yes
26. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	yes
27. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	yes
28. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	yes
29. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	yes
30. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post-primary schools)	yes
31. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	yes
32. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	yes
33. Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions? *	yes

34. Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?*	yes
35. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	yes
36. Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ?	yes
37. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	n/A.
38. Is the Board satisfied that the ' <i>Child Protection Procedures for Primary and Post Primary Schools Post-Primary Schools (revised 2023)</i> ' are being fully and adequately implemented by the school?	yes
39. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	No
40. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement?	n/A.
41. Has the Board ensured that any areas for improvement that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed?	yes.

*In schools where the ETB is the employer, the responsibility for meeting the employer's requirements rests with the ETB concerned. In such cases, this question should be completed following consultation with the ETB.

Signed  Date 8/10/24

Chairperson, Board of Management

Signed  Date 8/10/24

Principal

Note: Where a school is undertaking its first review, references in this checklist to the "last review" shall be taken to refer to the date on which the Child Safeguarding Statement was first put in place.



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Mandatory Template 3: Notification regarding the Board of Management's review of the Child Safeguarding Statement

To: The Danu Community Special School Community

The Board of Management of Danu Community Special School wishes to inform you that:

- The Board of Management's annual review of the school's Child Safeguarding Statement was completed at the Board meeting of 08-10-24.
- This review was conducted in accordance with the "Checklist for Review of the Child Safeguarding Statement" published on the gov.ie website

Signed Pat Jordan Date 08-10-24

Chairperson, Board of Management

Signed Marie McEvoy Date 8/10/24

Principal

