

## Child Safeguarding Statement

Ashbourne Community School is a post-primary school providing post-primary education to pupils from First Year to Leaving Certificate Year.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, 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 Ashbourne Community School as 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 Ciarán Stewart, Principal.**
- 3 The Deputy Designated Liaison Person (Deputy DLP) is **Mr. Pat Moriarty, Deputy Principal.**
- 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 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.

- 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 DES 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 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, 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 attached as an appendix to these procedures.
- The various procedures referred to in this Statement can be accessed via the school’s website, the DES 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 patrons. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department of Education, 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 the 7<sup>th</sup> March, 2023.

Signed:   
Chairperson of Board of Management

Signed:   
Principal/Secretary to the Board of Management

## Child Safeguarding Risk Assessment

**1/3/2023 Proposed changes highlighted in Blue following Student Support Team Meeting**

### Written Assessment of Risk of Ashbourne Community School

In accordance with section 11 of the Children First Act 2015 and with the requirement of Chapter 8 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*, the following is the Written Risk Assessment of Ashbourne Community School:-

#### 1. List of school activities

##### Examples of School Activities

- Daily arrival and dismissal of pupils
- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching
- One-to-one example: disciplinary, SET, counselling
- Outdoor teaching activities
- Sporting Activities
- School outings
- School trips involving overnight stay
- School trips involving foreign travel
- Use of toilet/changing/shower areas in schools
- Annual Sports Day/ 5k Run /Wellness Days
- 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,
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE,
- Prevention and dealing with bullying amongst pupils
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum

##### Examples of School Activities cont/d.

- 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 Child Protection Notification System – CPNS

- 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 /teachers/ SNA's /other personnel in school
- 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.

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

- Medium risk of harm to students in the daily arrival and dismissal of students, traffic, scooters equivalent, walking using mobile phones,
- Low risk of harm whilst travelling on school buses to and from e.g., public bus stop
- Low risk of harm during recreation breaks for students.
- Low risk of harm during classroom teaching.
- Medium risk of harm during one-to-one teaching; for example, teaching of special needs students
- Medium risk of harm during one-to-one counselling. Working alone with children
- Low risk of harm during supervised evening study for students
- High risk of harm during extracurricular activities such as Sports activities (including the use of external Coaches)
- Low risk of spread of infection due to COVID 19 Risk Assessment for all extra-curricular activities.
- Medium risk of harm during Annual Sports Day/ 5km Run, /Wellness Days
- Low risk of harm in Co-curricular activities such as Choir, Debating, Drama Club and other lunchtime/afterschool activities

- High risk of harm during School Tours trips and outings. This includes overnight trips and foreign travel. There may be consultation with parents/guardians of students with specific additional needs.
- Medium risk of harm with outside speakers/presenters visiting the school. This includes the use of outside personnel to supplement the curriculum.
- Low risk of harm with School Ancillary staff working in offices, canteens and as caretakers
- Medium risk of harm whilst using toilets/changing/shower rooms.
- High risk of harm during intimate care of students with special needs
- Medium risk of harm during administration of medications
- Medium risk of harm during administration of First Aid
- Low risk of harm during school open days for prospective students
- Medium risk of harm during management of challenging behaviour amongst students
- Medium risk of harm during prevention and dealing with bullying amongst students.
- Low risk of harm during training of school personnel in child protection matters.
- Medium risk of harm during care of students with specific vulnerabilities/needs such as migrants, members of ethnic minorities, LGBT Gender fluid etc.
- High risk of harm with outside contractors working in the school during the school day and after school hours – e.g.: Plumber/electrician. Outside contractors who may work on more long-term projects during the school day
- Low risk of harm during recruitment of school personnel including Teachers/SNA's, Office staff, canteen staff, caretakers/grounds personnel, volunteer
- Parents in school activities such as school musicals
- Medium risk of harm with use of ICT by students/teachers and other adults in school
- Medium risk of harm with use of Video/Photography and other media to record school events
- Low risk of harm during application of sanctions under the school's Code of Behaviour including detention, confiscation of mobile phones/ICT equipment etc.
- Medium risk of harm to students participating in work experience both inside and outside school
- Low risk of harm to students from student teachers undertaking training and placement in the school
- Medium risk face to face meeting between Staff member and student in a school classroom/office.
- Low/ Medium 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/ uninvited person attending lessons on site
- Low 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
- Low risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner
- Medium/High risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school

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

The Board of Management has:

- Adopted without amendment the Child Protection Procedures for Primary and Post-Primary Schools 2017.
- Provided all school personnel with a copy of the school's Child Safeguarding Statement and has engaged in providing training for school personnel on Child Protection Procedures for Primary and Post-Primary Schools 2017.
- Adhered to all procedures regarding recruitment and vetting of all personnel.
- The school facilitates the SPHE programme to all students and has commenced the implementation of the Wellbeing Programme at Junior Cycle
- The school has the following policies/procedures in place to ensure correct procedures are in place:
  - The Code of Behaviour
  - Addendum to Code of Behaviour (Covid 19)
  - Anti-bullying policy
  - Attendance policy
  - Admissions policy
  - AUP policy
  - Blended Learning Policy
  - Career Break/Job share
  - CCTV Policy
  - ACCS Complaints Procedure
  - Homework Policy
  - Religious Education Policy
  - Uniform Policy
  - Data Protection policy
  - Health & Safety
  - Intercultural policy
  - Protected Disclosure policy
  - School Trips policy
  - SEN Policy (currently under review 'Additional Needs Policy')
  - Substance Use policy
  - Whole School Guidance Plan
  - SPHE Policy Provisional
  - COVID-19 Policy Statement
  - Data Breach Policy
  - Extra-Curricular Policy
  - Literacy Policy
  - Numeracy Policy
  - Wellbeing Policy

School regularly engages in staff CPD/in-service to ensure that it is fully compliant with its governance obligations.

1. The Child Protection Procedures for Primary and Post-Primary Schools 2017 are made available to all school personnel.  
This document was originally distributed to all staff in March 2018 and **is redistributed every subsequent year.**  
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
2. The school implements in full the SPHE curriculum.  
Social, Personal and Health Education (SPHE) is valued greatly in Ashbourne Community School.  
ACS has a set of SPHE guidelines which is a working document.  
Each year group has a yearly plan and a scheme of work.  
There is a 'whole school approach' to the subject, evident in the pastoral ethos of the school. In 2012-2013 we

changed the system of delivering SPHE at Junior Cycle - from class tutors teaching the subject to a core team of SPHE teachers.

From first year to sixth year each class grouping is recognised as a tutor group and is assigned a teacher who acts as tutor for the class. This is a significant investment of allocation time but is regarded by all as a lynchpin in the code of behaviour.

Registration is a very important part of the school day. It involves 8 minutes SPHE tuition time for each tutor group per day. In addition to this total of 40 minutes, each tutor group participates in a further 40-minute SPHE period during the week, with 1<sup>st</sup> Year receiving an additional 40-minute period for half of the school year.

**There is a plan for the delivery of RSE in ACS. This plan is followed by all SPHE teachers over an assigned six weeks, to ensure that students are receiving the six mandatory lessons per year as per the child safeguarding statement. Students are surveyed every year after delivery of this programme and results are analysed for future planning of programme.**

**It is recommended that department sanctioned resources ONLY are used, and that all resources used in the delivery of RSE should be approved by the BOM.**

Parents are also alerted on Cloud School when RSE is being covered, and what topics their son/daughter will be covering.

3. The school implements in full the Wellbeing Programme at Junior Cycle/Senior Cycle
  - The Wellbeing Programme & Policy are fully implemented.
  - ACS has met the needs of the current stage of the programme.
  - A Wellbeing Coordinator was appointed under POR review 2021\*\*
  - SDP (School Development Planning), two Wellbeing Committees established one focusing on students, one on staff wellbeing.
  - Wellness Days for each year group\*\*
  - All staff are informed of Wellbeing and approached/addressed through subject dept. meetings and included in all subject dept plans.
  - Each member of staff has received in their staff handbook (OneNote on line), the Wellbeing Guidelines, and indicators.
  - ACS offer and support staff in continuing their professional development around Wellbeing (CPD).
  - There is a strong and long-standing pastoral care system that involves key members of staff e.g., class tutors; year heads; deputy principals over junior & senior cycles; chaplains & guidance counsellors. A key element of the school's ethos is our communication with the whole school community but, particularly, the relationship between all staff & students. Regular Student Support Team meetings take place. vulnerable and students of concern are discussed. In accordance with the new SST guidelines published December 2022, we have requested consultation from our NEPS psychologist to participate in a review of our current process. We have a Wellbeing Policy that was developed by a staff committee, went through the consultation process, and ratified by the BOM in May 2019. Senior Management also very much support and encourage staff wellbeing by, e.g., weekly staff bulletin; staff events; external speakers/facilitators etc.
  - 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, Cineáltas: Action Plan on Bullying December 2022
4. The school has a set of Supervision Guidelines to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
  - Ashbourne Community School Yard Supervision Guidelines (Appendix 1)
  - ACS Safety Statement –which also includes other hazards and the school's fire safety protocols.
  - ACS Physical Education Handbook

5. The school has in place a policy and clear procedures in respect of school outings -
  - ACS School Trip's policy
6. The school has a Health and Safety Statement
7. "Management of Infectious Diseases in Schools" – this HSE document is consulted when required if we are notified of a case/an outbreak of an infectious disease and also advice/guidance taken from the Local HSE Medical Officer as to the need to inform parents/guardians.
8. Insurance 24 hours x 365 days x Personal Accident Insurance Policy annually in place for all students enrolled in the school.
9. Indemnity Declaration re staff use of own vehicle in accordance with DE circular 0017/2016.
10. The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting.
11. The school has a code of conduct for school personnel (teaching and non-teaching staff) –
  - ACS follows the professional Code of Conduct for Teachers
  - ACS has ensured training is provided to all personnel about Child protection.
12. The school complies with the agreed disciplinary procedures for teaching staff –
  - ACS has a Grievance Policy.
  - Dignity in the Workplace
13. The school has a Special Educational Needs Policy. Revision of this document is ongoing and is being completed in line with NCSE Additional Needs Guidelines and the revised allocation model of SEN resources to post primary schools 2017.
14. The school has an intimate care plan in respect of students who require such care.
  - ACS has a set of guidelines devised by SEN Coordinator (Appendix 2)
  - These general guidelines are adapted to individual care needs and recorded on students' files.
15. The school has in place a policy and procedures for the administration of medication to pupils.
  - Substance Use Policy 2015 section Appendix 2 'The administration of Medicines'
  - Parents/students will be informed at appropriate Information evenings.
16. Policies on website confirmed 27/2/2023 The school –
  - a. Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
    - Circulated every year from March 2018,
  - b. Provided digitally to all staff in Staff handbook from 2018 – 2019, Encourages staff to avail of relevant training.
    - Training completed in March 2018- guidelines delivered by email on March 1st, 2018.
    - Register and filing of certificates in main office.
    - This process is ongoing for all new staff to ACS.
  - c. Encourages board of management members to avail of relevant training. This is revisited with every new board member.
  - d. Maintains records of all staff and board member training.
17. The school has in place a policy and procedures for the administration of First Aid.
  - ACS Health and Safety Statement 2022 updated document awaiting ratification.
  - Register of all staff trained as First Responders.
  - Staff informed of all procedures including Incident report form.
  - Staff were alerted to courses in First Aid training in local Education Centres.
  - Comprehensive first aid boxes are available in key locations such as technology rooms, labs, P.E area & kitchens to deal with minor injuries.
  - First aid supplies are available in the staff room beside the main staff room door. Any enquiries regarding first aid supplies should be made to the health and safety representative.
  - First responders attend Refresher courses every two years.
  - Two additional First Aid Bags for Extra Curricular activities are available and procedure in place for use of these bags.
18. CCTV Policy is being updated due to installation of new cameras, approved by Board of Management.
  - Signage has been upgraded stating the name/contact details of the Data controller. The specific purposes of each location and use of camera have been noted in the policy.
  - List of cameras available in policy.



- The cameras are NOT to monitor teacher/student activity in school.
  - In two areas where cameras are in place, there is mixed usage of the space and all parties have been informed that cameras are now installed.
  - Cameras located in Caretaker's office – protocol in place for looking at camera – all documented.
  - Students/parents/staff all informed of new system.
19. The school has in place a code of behaviour for pupils.
- ACS Code of Behaviour
20. The school has in place an ICT policy in respect of usage of ICT by pupils.
- ACS ICT Policy
21. The school has taken the following actions in terms of mobile phone usage:
- The school has consulted with all partners following the Ministers circular re Mobile phone usage in schools.
  - ACS ratified the usage of mobile phones and musical devices into Code of Behaviour.
22. The school has in place a Critical Incident Management Plan
23. ACS Critical Incident Plan
24. The school has in place a set of procedures for the use of external persons supplement delivery of the curriculum.
- ACS has a proposed set of guidelines for the use of external persons delivering supplementary curriculum (Appendix 3)
25. The school has in place a policy and procedures for the use of external sports coaches.
- ACS Extra-Curricular policy
  - Garda Vetted
26. The school has in place a policy and clear procedures for one-to-one teaching activities.
- SEN Policy / Additional Needs Policy
  - Code of Professional Conduct for Teachers (2016)
27. The school has in place a policy and procedures for one-to-one counselling and support –
- Code of Professional Conduct for Teachers
  - NEPS Guidelines
  - Guidance Counsellors Code of Ethics
  - Chaplains 'General Directory for Catechesis'
  - In Staff handbook - Terms-and-Conditions-of-Employment-for-Registered-Teachers-in-Recognised-Primary-and-Post-Primary-Schools by DES 2017
  - School Mission statement
  - Religious Education Policy
  - Whole School Guidance Plan
  - SEN Policy/Additional Needs Policy
28. The school has in place a policy and procedures in respect of student teacher placements.
- ACS is following 'Guidelines for School Placement for Student Teachers' by Teaching Council
  - Vetting procedures.
  - ACS Mentoring Guidelines
29. The school has in place a policy and procedures in respect of students undertaking work experience in the school.
- ACS follows ACCS TY Work Placement guidelines
  - These guidelines are adopted for LCA work experience also.
30. The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations.
- ACS follows ACCS TY/LCA/LCVP Work Placement guidelines
  - Work placement is a key part of the T.Y/LCA/LCVP Programmes
  - Work placement is offered on a one day a week basis for TY and LCA. 3 day placement for LCVP (generally 3 days before February midterm). In preparation for this, incoming students are given information packs in late May, outlining details about securing placement, advice to all concerned parties, school insurance, lists of previous employers is not allowed under GDPR and guidelines on Garda Vetting procedures. These documents are uploaded and available on the work placement section of the school T.Y. Website.
  - It is the student's responsibility to find and secure a placement of value in an area of interest to the student. An extension of a part-time job is not suitable. Community involvement and volunteering in an

organisation are also encouraged. The school provides guidance as part of this process. To facilitate this, a work placement preparation workshop is held with the students in early September before the commencement of work placement.

- A timetabled class (A reflection class) once a week is used to help monitor, assess, and evaluate work placement in addition to offering guidance.
- If a valuable work placement opportunity arises outside of the designated Friday weekly placement, a student may avail of this after seeking permission in advance from the Programme Coordinator. The student submits a Weeklong Work Placement Summary Sheet, which is signed by the parental/guardian. Students are marked as school business for up to 2 of these week-long placements. *(applicable only to TY).*

**Important Note:** It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post- Primary Schools 2017*

In undertaking this risk assessment, the Board of Management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

This risk assessment has been completed by the Board of Management on the 7<sup>th</sup> March, 2023..  
It shall be reviewed as part of the school’s annual review of its Child Safeguarding Statement.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Principal/Secretary to the Board of Management

## Supervision on Corridors/ School grounds

### Ashbourne Community School Guidelines for Supervision

#### Relationship to the Characteristic Ethos of the School

The guidelines are in keeping with the school ethos of providing a safe and secure environment for learning for all students and the wider school community.

#### Roster for Supervision

- In consultation with staff, the Deputy Principal prepares the roster for supervision as per DES circular 0042/2014
- Staff are asked to choose their preferred time for supervision slots on receipt of their timetable in August each year.
- The roster is posted in the staffroom and is available in the Deputy Principals' offices so that all teaching staff have access to it.

#### School Procedures

- Ashbourne Community School's duty of care for students is exercised by all members of staff in the supervision of students on the corridors/ school site.
- The location of the school and the physical environment of the school site are considered when determining the level of supervision required.
- The duty of care which is expected includes provision of a safe environment and reasonable precautions to prevent injury or accident to students during break-times.
- Rules of conduct during break-time are incorporated in the School's Code of Behaviour
- A reasonable staff presence is maintained to ensure compliance with the Code of Behaviour.
- It is essential that the teaching staff accept their responsibility for active breaktime/lunchtime supervision, within the school and its environs.
- All staff are asked to inform senior management if they are unable to carry out their supervision on an agreed time/date.

### Policy for Students with Intimate Care Needs (Part of the Additional Needs Policy)

This is a general policy which underpins the specific details relevant to the intimate care needs of an individual student who may require support in the bathroom with catheterisation and/or hoisting. It is important to be matter-of-fact about bathroom use; place the student at his/her ease and at all times ensure dignity and respect.

#### Bathroom Protocol:

- The student will alert the SNA with him/her should he/she need to use the bathroom.
- The SNA with the student will alert, via silent text, a second SNA (as per the rota) that support is required in the bathroom with a student. It is the policy in Ashbourne Community School that with intimate care needs there are always two SNAs present.
- Exit the classroom, there is no need to inform teachers.
- Once in the bathroom wear PPE gear.
- Where needed, hoist student onto the changing bed, prepare their clothing as directed by parents/guardians/OTs and then hoist student onto the toilet or onto the toilet chair.
- Where the use of specialist equipment is required follow the instructions as given by parents/guardians/OTs and use a towel to ensure dignity and respect.
- Ensure that all required specialist equipment is disposed of as per instructions re biological waste or is sanitised.
- Be mindful of appropriate eye-contact and maintain an appropriate and relaxing discourse with the student to place him/her at ease.
- Where instructed, students may require support with wiping and if necessary, with showering. Ensure that all guidelines regarding hoisting students into shower chairs are adhered to.
- Once showering a student use the disposable aprons and shoe covers provided.
- Hoist student from shower chair to changing bed. Redress student, fix clothes allowing students to maintain as much independence as he/she can.
- Where a student does not require the use of the shower, hoist him/her back to the changing bed and follow the steps outlined above.
- Hoist the student back into wheelchair and adjust the sink to allow the student to wash his/her hands. Provide the required support here depending on the student's level of need; always maintaining as much independence as possible.
- Where students require the use of the changing table for changing disposable sanitary wear, please dispose of sanitary wear in the appropriate bins as per instructions for disposing of biological waste.
- SNAs to dispose of PPE gear as per instructions and wash hands.
- All areas used must be sanitised.
- Record time and duration of bathroom visits, these may be required by health professionals and the NCSE to monitor continued access to SNA support.

#### Rest Breaks Protocol:

- Students in wheelchairs may require rest breaks to relieve pain and/or discomfort on pressure points.
- The student will alert the SNA with him/her should he/she need to take a rest break.
- The SNA with the student will alert, via silent text, a second SNA (as per the rota) that support is required in the bathroom with the student. It is the policy in Ashbourne Community School that with intimate care needs there are always two SNAs present.
- Exit the classroom, there is no need to inform teachers.
- Follow instructions as given by parents/guardians/OTs. Students may simply require an adjustment to the chair which allows him/her to stretch or change position.
- All protocols regarding sanitising, hand washing, wearing of PPE, disposal of thereafter and cleaning of areas used afterwards, must be followed as per most recent HSE regulations.

Policy for Students with Support Care Needs requiring Specialist Equipment  
(Part of the Additional Needs Policy)

**Use of Specialist Equipment:**

For some students with particular disabilities, it is necessary to use specialist pieces of equipment throughout the school day as directed by Community or CRC (Central Remedial Clinic) or Occupational Therapy. Currently there are students who require the use of manual wheelchairs, powered wheelchairs, a K Walker, a Crocodile Walker.

- SNAs do ensure that students are using the walkers appropriately and correctly. If not, the matter is referred to the SEN Coordinator. It is essential that equipment is used correctly and safely.
- Where students require a break from a powered wheelchair to a Walker for a break in the classroom only the transfer from the chair to the walker must be supervised.
- The return transfer from the walker to the wheelchair is also supervised.
- All protocols regarding sanitising, hand washing, wearing of PPE, disposal of same and cleaning of areas used afterwards, must be followed as per regulations.
- Currently a powered wheelchair is housed in the school building over-night and is charged as required. Training has been provided to manage the movement of the chair once the student has left for home.
- The wheelchair **must be locked in a secure room overnight.**

Policy for Students with Support Care Needs requiring Specialist Equipment  
(Part of the Additional Needs Policy)

**Administering Medication:**

For some students with particular disabilities, it is necessary to support a student with additional needs to take medication throughout the school day, **as directed by parent or guardian.** This can include the following:

- Support to take an inhaler
- Support to take liquid medication already dispensed by a parent or guardian in an oral syringe, for pain relief
- Support to take oral medication for pain relief

On all occasions the student is assisted by an SNA to take the medication, the student has his/her hands on the medication, inhaler etc. In some cases a student may be working towards independent use with SNA supervision.

Details of what has been administered and when is recorded on the student's file.

Should there be any cause for concern regarding the student's wellbeing the support is sought from a First Responder.

*Please note the required procedures **may** change over time depending on the need of an individual student.*

*The above protocols are the basis for the individual intimate care needs of individual students and are referenced in an Individual Student Support Plan. The use of Specialist Equipment **or the need for medication is also referenced in the Support Plan.***

## **Appendix 3**

Ashbourne Community School

The following are a set of guidelines for all external Facilitators/Speakers to the school:

1. All facilitators/speakers must report to the general office in the White Area where they must sign the visitor's book (by order of the Board of Management) when entering and exiting the school.
2. All facilitators/speakers are required to wear a visitor's badge while on school premises.
3. All facilitator's speakers invited to ACS must be accompanied while on the school premises by a mandated person, if they are not Garda Vetted by an organisation/official agency/ school.
4. All materials which will be delivered to students must be in accordance with the curriculum.
5. All PowerPoints/resource material should be forward to the teacher before presentation occurs where relevant and /or a conversation in relation to the content of the power point with the organising teacher form the school.
6. The school CCTV will record images of the public visiting the school premises. There is appropriate signage in place.
7. All visitors are expected to cooperate with the school in carrying out the Health and Safety statement and ensuring they work and behave without risk to themselves and others.
8. All visitors should be informed of these guidelines prior to visit.
9. Feedback from students should be collated, where possible, on the workshop /event they attended in school, facilitated by an external speaker.