



Mandatory Template 1: Child Safeguarding Statement and Risk Assessment Template

Child Safeguarding Statement

St Louis Secondary School, Dundalk 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 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 St Louis Secondary School, Dundalk 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 _____Michelle Dolan_____
- 3 The Deputy Designated Liaison Person (Deputy DLP) is _____Mary Gilmore_____
- 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; 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 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

- 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, the DE website or will be made available on request by the school.

Note: The above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

- 6 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 7 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on 5th April 2022

This Child Safeguarding Statement was reviewed by the Board of Management on 5th April 2022

Signed: _____

Chairperson of Board of Management

Signed: _____

Principal/Secretary to the Board of Management

Date: _____

Date: _____

Child Safeguarding Risk Assessment

Written Assessment of Risk of St Louis Secondary School, Dundalk

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 St Louis Secondary School, Dundalk

| 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 - |
|--|--|--|
| <ul style="list-style-type: none"> ● Breakfast club ● Early Arrival ● General Arrival ● Departure ● Mid-morning Break ● Lunchtime for students who remain on the premises ● Lunchtime for students who leave the premises ● Use of Toilet facilities ● School Transport ● Use of Technology in areas other than the classroom ● Congregation in locker areas ● Supervised after school study ● An ‘empty’ school at the beginning or end of the school day ● Students alone in room if teacher is late | <p>Risk of harm not being recognised by school personnel</p> <p>Risk of harm not being reported properly and promptly by school personnel</p> <p>Risk of student being harmed by a member of school personnel</p> <p>Risk of student being harmed in the school by another child</p> <p>Risk of harm due to bullying of student</p> <p>Risk of harm due to inadequate supervision of student in school</p> | <ul style="list-style-type: none"> ✓ The school has a corridor/grounds supervision protocol to ensure appropriate supervision of students during arrival, dismissal and break times and in respect of specific areas such as toilets, changing rooms etc. ✓ The school has a Health and Safety policy ✓ The school has in place a Code of Behaviour for students ✓ All staff are Garda Vetted ✓ All staff have been provided with the Child Safeguarding Statement and have |

| <ul style="list-style-type: none"> ● Driving students to an event ● External areas: boiler house, castle, backstage ● Many rooms with open access all day ● Visitors to the school ● Use of social media to promote or share school activities / images. | <p>Risk of harm where student finds herself last/first in the school building</p> <p>Risk of harm to student by adult</p> <p>Risk of harm to student by adult or another student</p> <p>Risk of harm by adult to student</p> | <p>had appropriate training. (Tusla e-learning)</p> <p>✓ The school has an Anti-bullying policy and procedures in place, which have been explained to the whole school community.</p> <p>✓ All staff are Garda Vetted through school</p> <p>✓ Lock all empty rooms</p> <p>✓ All visitors sign in the main office/CCTV now installed at the main entrance.</p> <p>✓ Acceptable use of social media policy.</p> |
|--|--|---|
| Teaching and Learning Activities | Potential Risks Associated | |
| <ul style="list-style-type: none"> ● Classroom interactions ● One-to-one teaching ● Guidance/counselling one-to-one sessions ● Curricular Content and/or presentation in SPHE/RSE/Wellbeing ● Use of substitute teachers in the case of absenteeism | <p>Risk of student being harmed in the classroom by another student</p> <p>Risk of harm due to inadequate supervision of students in classroom</p> <p>Risk of harm not being recognised by school personnel</p> | <p>✓ The school implements in full the SPHE curriculum</p> <p>✓ The school implements in full the Wellbeing Programme at Junior Cycle</p> <p>✓ All school personnel are provided with a copy of the school's <i>Child Safeguarding Statement</i></p> |

| | | |
|--|---|--|
| <ul style="list-style-type: none"> ● Facilitation of all Faiths in Curricular RE ● Meetings with Senior Leadership Team members on one-to-one basis ● Learning Support Lessons ● Use of Education Technology within the classroom or at home during blended /remote Teaching & Learning ● Work Experience ● Students with Special Needs ● Student teachers undertaking training placement in school ● Special Centres in Exams | <p>Risk of harm not being reported properly and promptly by school personnel</p> <p>Risk of harm due to bullying of student in classroom</p> <p>Risk of student being harmed in the classroom by teacher or substitute teacher</p> <p>Risk of harm in one-to-one teaching</p> <p>Risk of harm during remote /blended teaching & learning</p> <p>Risk of harm caused by member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other</p> <p>Risk of harm while carrying out work experience</p> <p>Risk of harm caused by personnel not differentiating for the needs of students with Special Needs</p> <p>Risk of harm in one-to-one situation</p> | <ul style="list-style-type: none"> ✓ The <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i> are made available to all school personnel ✓ School Personnel are required to adhere to the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i> and all registered teaching staff are required to adhere to the <i>Children First Act 2015</i> ✓ The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting ✓ The school has 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 in place a policy and procedures for the use of external persons to supplement delivery of the curriculum ✓ The school has in place a code of behaviour for students |
|--|---|--|

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> ✓ The school has an RE policy to cater for the needs of all students ✓ The school has protocols in place for work experience in an external organisation ✓ The school has in place a policy and procedures in respect of student teacher placements ✓ The school has in place a mobile phone policy in respect of usage of mobile phones by students ✓ The school has in place an Acceptable Use policy in respect of usage of all Computers, Internet and Social Media ✓ The school has a Special Educational Needs policy |
| Pastoral Care | Potential Risks Associated | Mitigation of Risks |
| <ul style="list-style-type: none"> ● One-to-one counselling ● School outings ● School trips involving overnight stay ● School trips involving foreign travel | <p>Risk of harm in one-to-one counselling situation</p> <p>Risk of harm not being recognised by school personnel</p> | <ul style="list-style-type: none"> ✓ The school has a Health and Safety policy ✓ The school has in place a Code of Behaviour for students |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> ● Care of students with special educational needs, including intimate care where needed, ● Management of challenging behaviour amongst students. ● Administration of Medicine ● Administration of First Aid ● Curricular provision in respect of SPHE, RSE, Stay Safe ● Prevention and dealing with bullying amongst students. ● Training of school personnel in child protection matters ● Care of students with specific vulnerabilities/ needs such as: <ul style="list-style-type: none"> - Students from ethnic minorities/migrants - Students with SEN - Students with EAL - Members of the Traveller community <ul style="list-style-type: none"> - Students in the LGBTQ community - Students of minority religious faiths - Students in care - Students on CPNS <p>Supporting students involved in misuse of Social Media</p> | <p>Risk of harm not being reported properly and promptly by school personnel</p> <p>Risk of harm to students through bullying when away from home on school trips</p> <p>Risk of mishandling of students with challenging behaviour</p> <p>Risk of harm due to inadequate supervision of student</p> <p>Risk of harm to students through lack of understanding of specific needs, including sexual identity, religious and ethnic background</p> <p>Risk of harm to student</p> <p>Risk of harm caused by one student to another via inappropriate social media contact, texting, digital device or other</p> <p>Risk of harm to students by the use of inappropriate or over-harsh sanctions for bullying/misuse of social media</p> | <ul style="list-style-type: none"> ✓ All staff have been provided with the Child Safeguarding Statement and have had appropriate training. ✓ The school has an Anti-bullying policy and procedures in place which have been explained to the whole school community. ✓ School Personnel are required to adhere to the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i> and all registered teaching staff are required to adhere to the <i>Children First Act 2015</i> ✓ The school has in place a mobile phone policy in respect of usage of mobile phones by students ✓ The school has in place an Acceptable Use policy in respect of usage of all Computers, Internet and Social Media ✓ The school has a code of conduct for school personnel (teaching and non-teaching staff) ✓ The school has appointed qualified Guidance teachers |
|---|---|---|

| | | |
|---|--|--|
| <p>Sanctioning students involved in misuse of Social Media</p> | | <ul style="list-style-type: none"> ✓ The school has recruited teachers with Special Education Needs training and qualifications ✓ The school appoints qualified SNA's where deemed necessary and funded by the DES ✓ The school has a Tour policy which covers protocols for overnight stays ✓ The school has a Special Educational Needs policy ✓ The school has an active Pastoral Team with particular understanding of the needs of the students in its care, including their background ✓ The school has a set of procedures in relation to the administration of medicines |
| Recruitment | Potential Risks Associated | Mitigation of Risks |
| <ul style="list-style-type: none"> ● Principal ● Deputy Principal(s) ● Teachers ● SNA's ● Administration staff ● Caretaking Staff | <p>Risk of harm to students by personnel who are not qualified</p> | <ul style="list-style-type: none"> ✓ The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting |

| <ul style="list-style-type: none"> ● Housekeeping Staff ● Cleaning Staff ● Short or long-term contractors | <p>Risk of harm to students from personnel who have a history of unacceptable practices in previous employment</p> <p>Risk of harm to students from a member of personnel with a history of abuse</p> <p>Risk of harm to a student by a member of personnel unwilling to commit to the expected standards of the school</p> | <ul style="list-style-type: none"> ✓ The school has an Employee Handbook and Induction programme for school personnel (teaching and non-teaching staff) ✓ When appointing, detailed references are sought ✓ The school has a rigorous interview process. |
|--|--|---|
| Sporting Activities and Extra Curricular Activities | Potential Risks Associated | Mitigation of Risks |
| <ul style="list-style-type: none"> ● Travelling to matches ● Changing in school's changing room ● Changing in the changing rooms of other schools ● Annual Sports Day ● School trips involving overnight stay ● Administration of First Aid following a sports injury ● Use of external personnel to support sports and other extra-curricular activities ● Sports coaches ● Volunteers/Parents in sports activities ● Student PE teachers | <p>Risk of a student being harmed by a member of school personnel, a member of staff of another organisation or other person while participating in sporting activities</p> <p>Risk of harm to student while student is receiving First Aid treatment</p> <p>Risk of harm due to inadequate code of behaviour</p> <p>Risk of harm in one-to-one coaching situation</p> | <ul style="list-style-type: none"> ✓ All staff and volunteers are Garda Vetted ✓ All staff have been provided with the Child Safeguarding Statement and have had appropriate training. ✓ School sports personnel are required to adhere to the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i> and also are required to adhere to the <i>Children First Act 2015</i> ✓ The school implements in full the Wellbeing Programme at Junior Cycle, incorporating PE |

| | | |
|--|---|--|
| <ul style="list-style-type: none"> ● Use of social media to record and comment on sporting events ● Rehearsals for shows | <p>Risk of harm to student due to lack of experience of Student PE teachers</p> <p>Risk of harm caused by member of school personnel communicating with pupils in appropriate manner via social media, texting, digital device or other manner</p> <p>Risk of harm caused by member of school personnel or a student circulating inappropriate material in relation to sporting activities via social media, texting, digital device or other manner</p> <p>Risk of a student being harmed by a member of school personnel, a member of staff when preparing for activity</p> | <ul style="list-style-type: none"> ✓ The school has an Acceptable Use Policy in relation to the use of digital media ✓ The School has a Code of Behaviour, drafted in consultation with all stakeholders. ✓ The School has a supervision protocol for all major events. ✓ The school has a supervision protocol for transport to and from sporting activities ✓ Coaching staff and others are trained in First Aid ✓ The school has a Tour policy which covers protocols for overnight stays ✓ The school has in place a policy and procedures in respect of student teacher placements ✓ The school has in place a mobile phone policy in respect of usage of mobile phones by pupils |
|--|---|--|

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> ✓ The school has in place a Code of Behaviour for students ✓ All staff and volunteers are Garda Vetted. |
|--|--|--|

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.

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