St. Augustine's School is one of five Youth Encounter Projects (YEP) in the country, under the direction of the High Support Special Schools Section, Social Inclusion Unit of the Department of Education and Skills. The school is under the Patronage of the Diocese of Limerick and promotes the full and harmonious development of all aspects of the pupil and operates through co-operation between pupils, parents, staff, board, diocesan office and DES. Saint Augustine's school is a school under the Patronage of the Diocese of Limerick. We aim, in partnership with parents,to foster the intellectual, emotional and social development of our students in an atmosphere which is mutually educational and respectful.

- **Child Safeguarding Statement and Risk Assessment**

By 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 Augustine's School has agreed the Child Safeguarding Statement set out in this document.

1 The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools 2017 as part of this overall Child Safeguarding Statement.

2 The Designated Liaison Person (DLP) is **Maeve Lynch**

3 The Deputy Designated Liaison Person (Deputy DLP) is **Angela Flanagan**

4 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in 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 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 _____ [date].

This Child Safeguarding Statement was reviewed by the Board of Management on _____ [most recent review date].

Signed: _____   Signed: _____

Chairperson of Board of Management   Principal/Secretary to the Board of Management

Date: _____   Date: _____

Child Safeguarding Risk Assessment

Written Assessment of Risk of St Augustine's 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 St Augustine's 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 -

Training of school personnel in Child Protection matters	Low	Child Safeguarding Statement & DES procedures made available to all staff DLP & DDLP training ongoing (Limerick Education Centre) All Staff have viewed TUSLA training module & online training offered by PDST BOM (Training - St. Senan's Office) All Staff Training (TUSLA/Education Centre) Positive relationships maintained with Social Work Departments/TUSLA which may include visits to the school where and when deemed needed or necessary Child Protection Case Conferences Multi-disciplinary approach Knowledge & familiarity with the Meitheal process Ongoing agency and community networking
One to one teaching	Medium	Glass in all door windows High Staff to Pupil Ratio (Additional funding sourced to further support & maximise the composition of staff here in the school for the academic year 2024 / 2025) Internal behaviour support model Appropriate policies in place Risk Assessment with agreed internal model of managing behaviours in place
Care of pupils at risk in St Augustine's	Medium	SNA Policy is in place

School			All other relevant policies
			SOS Plans (Student Optimal Support Plan) incorporating a behaviour & curriculum plan and behaviour record
			Supervision model of practice signed by all staff
			Barnardos, Limerick Youth Service & Bluebox working with the school for the academic year 2024 / 2025
			School Behaviour Model in place
			Wellbeing Team reporting System in place
			Child Safeguarding Statement & DES procedures made available to all staff
			DLP & DDLP training ongoing
			All Staff have viewed TUSLA training module & online training offered by PDST
			BOM records all staff and board training
			BOM training ongoing
			High Staff to Pupil Ratio (increase in the number of staff in certain classes including the presence of third-level students where appropriate)
			NEPS supports in place
Toilet areas	Medium		Supervision Timetable in place Collaborative Communication through internal messaging service (Hangouts)

		Care Referrals as part of the Staff Reporting System in place
		Keyed toilets if deemed needed or necessary.
		Maximum support for transition to and from same
		One student at a time permitted in the toilet area where possible.
		Ongoing Monitoring of this area (wellbeing team)
Daily arrival of pupils and transition from home to school the end of each day	Medium	Supervision Timetable in place
		Well-being/teachers available for restorative interventions in the morning
		High Staff-to-Pupil Ratio
		Absconding Policy is in place
		Health & Safety Policy & Statement in place
		Current Code of Behaviour in place
		Anti-Bullying Policy is in place
		Outdoor space developed throughout Summer 2024 to encourage the students to avail of this facility before attending any formal class (Preventative)
		Community transport is available for maximum support where deemed necessary or needed (staff member always seated at the back of the bus to manage behaviours where needed)
		School Secretary is positioned on the ground floor and in conjunction with the wellbeing team supports transitions from school to home.

Managing of challenging behaviour amongst pupils	Medium	Supervision Timetable in place Health & Safety Policy & Statement in place Current Code of Behaviour in place Individual Behaviour Plans in place for all students Weekly Behaviour Management meetings with all staff present An anti-Bullying Policy is in place (Bí Cineálta Programme is currently being developed) Absconding Policy is in place Mobile Phone Policy is in place
Professionals other than school staff linking with pupils for activities	Medium	Wellbeing Team in place (member of the wellbeing team present & available to support) Health & Safety Policy & Statement in place Child Safeguarding Statement & Risk Assessment provided to all staff Awareness of DLP & DDLP & relevant protocols & procedures

		High Staff to Pupil/Teacher Ratio
		Relevant trained staff and systems in place (Health and safety)
		Garda Vetting
Students participating in work experience	Medium	The child Safeguarding Statement has been submitted
		Absconding Policy is in place
		Wellbeing Team in place
		Supports and link in from home
		External agency supports as required
Recreation breaks for pupils	Medium	Supervision Timetable in place
		Child Safeguarding Statement & Risk Assessment provided to all staff
		Health & Safety Policy & Statement in place
		Current Code of Behaviour in place
		Absconding Policy is in place
		Mobile Phone Policy is in place
		SOS Plans (Student Optimal Support Plan) incorporating a behaviour & curriculum plan and behaviour record
		Anti-Bullying Policy is in place
		Lunchtime Policy is in place
		High Staff to Pupil Ratio
		Split junior cycle/ senior cycle
Classrooms	Medium	SNA presence and SNA Policy in place

		SOS Plans (Student Optimal Support Plan) incorporating a behaviour & curriculum plan and behaviour record
		School Behaviour Model in place
		Behaviour plans/ strategies and relevant expertise
		Wellbeing team & staff reporting system in place
		SEN Policy is in place
		High Staff-to-Pupil Ratio
		Health & Safety Policy & Statement in place
		Current Code of Behaviour in place
		Anti-Bullying Policy is in place and is under review
		NEPS supports in place
		Relevant departmental training for all staff
		Relevant DOE training for all staff
		Appropriate signage, DLP / DDLP, CCTV, etc. are in place.
Outdoor teaching activities/ Sporting Activities	Low	SNA presence and SNA Policy in place
		SOS Plans (Student Optimal Support Plan) incorporating a behaviour & curriculum plan and behaviour record
		Student Support Team and Staff Reporting System in place
		SEN Policy is in place
		High Staff to Pupil Ratio
		Health & Safety Policy & Statement in place

		Current Code of Behaviour in place Anti-Bullying Policy is in place Trips Policy is in place Absconding Policy is in place Mobile Phone Policy is in place
Well-being / Restorative Curricular provision in respect of Wellbeing	Low	Supervision Timetable in place Health & Safety Policy & Statement in place Current Code of Behaviour in place a Absconding Policy is in place Mobile Phone Policy is in place SOS Plans (Student Optimal Support Plan) incorporating a behaviour & curriculum plan and behaviour record Anti-Bullying Policy is in place Lunchtime Policy is in place (Wellbeing staff only) High Staff to Pupil Ratio SNA presence and SNA Policy in place High Staff to Pupil Ratio Wellbeing team in place and maximum supports available at all times School Wellbeing framework in place which includes SPHE, RSE & Guidance programmes

Use of Off-Site Facilities for: School Activities School Transport Arrangements	Low	SNA presence and SNA Policy in place Wellbeing team & staff reporting system in place SOS Plans (Student Optimal Support Plan) incorporating a behaviour & curriculum plan and behaviour record High Staff to Pupil Ratio Health & Safety Policy & Statement in place Current Code of Behaviour in place Anti-Bullying Policy is in place Absconding Policy is in place Mobile Phone Policy is in place Trips Policy is in place High Staff to Pupil Ratio Wellbeing team in place and maximum supports available at all times
Administration of Medicine & Administration of First Aid	High	Medicine is securely locked away safely at all times If medicine is administered, two staff are present with the child and sign a record sheet Parental Consent received at all times BOM approval in place First Aid is administered by qualified personnel First Aid Training annually for qualified personnel
Prevention and dealing with bullying amongst pupils	High	Health & Safety Policy & Statement in place Current Code of Behaviour in place

		Anti-Bullying Policy is in place Mobile Phone Policy is in place High Staff-to-Pupil Ratio Wellbeing team and Staff Reporting System in place Supervision Timetable in place SOS Plans (Student Optimal Support Plan) incorporating a behaviour & curriculum plan and behaviour record Lunchtime Policy is in draft form and being worked upon TUSLA supports/ procedures where necessary School Wellbeing framework in place which includes SPHE, RSE & Guidance programmes Positive parental relationships DOE Bi Cinnealtas programme being developed
Care of pupils with specific vulnerabilities/needs such as: Pupils from ethnic minorities/migrants Members of the Traveller community Lesbian, gay, bisexual or transgender (LGBTQ) children Pupils of minority religious faiths Children in care	Medium	SNA Policy is in place SOS Plans (Student Optimal Support Plan) incorporating a behaviour & curriculum plan and behaviour record Wellbeing & Welfare Team and Staff Reporting System in place SEN Policy in place Child Safeguarding Statement & DES procedures made available to all staff DLP & DDLP training ongoing

Children on CPNS			All Staff have viewed Túsla training module & online training offered by PDST BOM records all staff and board training BOM training ongoing High Staff-to-Pupil Ratio Curricular Provision NEPS supports in place Anti-bullying policy in place DOE Bi Cinnealtas programme being developed
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	Medium		Child Safeguarding Statement & DES procedures made available to all staff DLP & DDLP training ongoing All Staff have viewed Túsla training module & online training offered by PDST BOM records all staff and board training BOM representatives have attended face to face training & training ongoing Induction Pack in draft form and being worked upon Vetting controls in place
Use of Information and Communication Technology by	Medium		Health & Safety Policy & Statement in place Current Code of Behaviour in place

			Anti - Bullying Policy is in place
pupils in school			Mobile Phone Policy is in place High Staff-to-Pupil Ratio Wellbeing team and Staff Reporting System in place Supervision Timetable in place
Application of sanctions under the school's Code of Behaviour	Low		Child Safeguarding Statement & DES procedures made available to all staff Current Code of Behaviour in place DOE Bi Cinnealtas programme being developed Whole staff consistent approach to managing behaviours (weekly behavior workshop) Wellbeing team and Staff Reporting System in place
Students participating in work experience in the school	Low		Child Safeguarding Statement & DES procedures made available to all staff DLP & DDLP training ongoing All Staff have viewed Túsla training module & online training offered by PDST BOM records all staff and board training BOM representatives have attended face to face training and training ongoing Vetting controls in place Supervision of 3rd level students

Student teachers undertaking training placement in school	Medium	Child Safeguarding Statement & DES procedures made available to all staff Induction Pack in draft form and being worked upon Vetting controls in place SNA presence and SNA Policy in place All students have IEPs in place Wellbeing team and Staff Reporting System in place DOE Bi Cinnealtas programme being developed Current Code of Behaviour in place Anti-Bullying Policy is in place NEPS supports in place
Use of video/photography/other media to record school events Technology safeguarding such as digital safeguarding, online safeguarding, e-safeguarding, internet safety and e-safety.	Medium	Health & Safety Policy & Statement in place Code of Behaviour in place Anti-Bullying Policy is in place High Staff-to-Pupil Ratio Wellbeing team and online reporting system in place Supervision Timetable in place Student SOS Plan in place Lunchtime Policy is in place Child Safeguarding Statement & DES procedures made available to all staff Department of Education governed Wi-Fi Staff monitoring & collections (agreed model). for management of mobile phones here in the school

		Close monitoring of laptop usage across the school in general.
		BoM approved software and all IT supports within the school
		ICT Policy
		Internet acceptable use policy
		GDPR policy

The Board of Management of Saint Augustine's School are a voluntary body, whose members give of their time freely and who act in good faith and with the best interests of the children in their charge at all times. The Board of Management make every effort to safeguard all students from harm through the continual review of all school policies, practices, procedures and structures while also adhering to the guidance and directives of all relevant stakeholders. Every attempt is made to proof the school environment yet the Board of Management note that it is both impossible and impractical to predict all eventualities within a school particularly a High Support School. The Board of Management will continue to deliver on its commitments to all students in our care, ensuring its responsibilities are met in loco parentis.

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 genera 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 relevant to this school and ensure that adequate procedures are in place to manage all identified risks. While it is not possible to foresee and remove all risks 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 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 relevant to its 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 a range of policies, practices and procedures to mitigate the risk of harm to children while they are participating in school activities and that some school activities will carry low or minimal risks of harm compared to others. In the context of the risk assessment that schools must undertake, 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 its various activities (which shall include identifying those that may carry low risk of harm and those with 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 with 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 assessments and preparing their Child Safeguarding Statements.

The Guidance on Continuity of Schooling for Primary and Post-Primary Schools (April 2020) advises that teachers maintain the safe and ethical use of the Internet during distance learning and assist parents and guardians in being aware of their role. 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 in Chapter 4 of the Child Protection Procedures for Primary and Post-Primary Schools 2017.
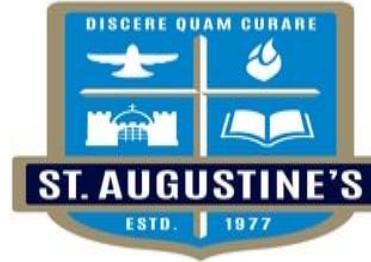
Examples of School Activities

- Daily arrival and dismissal of pupils
- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching
- One-to-one learning and wellbeing support (Offsite at times)
- One-to-one 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
- Fundraising events involving pupils

- Use of off-site facilities for school activities
- School transport arrangements, including the 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 the 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 among 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 organisations during the 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 the child being harmed by a member of school personnel, a member of staff of another organisation or another person while the child is participating in out-of-school activities, e.g., school trips, swimming lessons
- Risk of harm due to inappropriate use of online remote teaching and learning communication platforms, such as an uninvited person accessing the lesson link, students being left unsupervised for long periods 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, and coaching situation
- Risk of harm caused by members of school personnel inappropriately communicating with pupils via social media, texting, digital device, or other manner
- Risk of harm caused by members 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 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 the 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 for specific areas such as toilets, changing rooms, etc.
- The school has a policy in place and transparent procedures for 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 regarding recruitment and Garda vetting.
- The school has a code of conduct for school personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff.
- The school has an intimate care policy/plan (SOS) for students requiring such care.
- The school has a policy and procedures in place 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 tablet 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 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 concerning 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