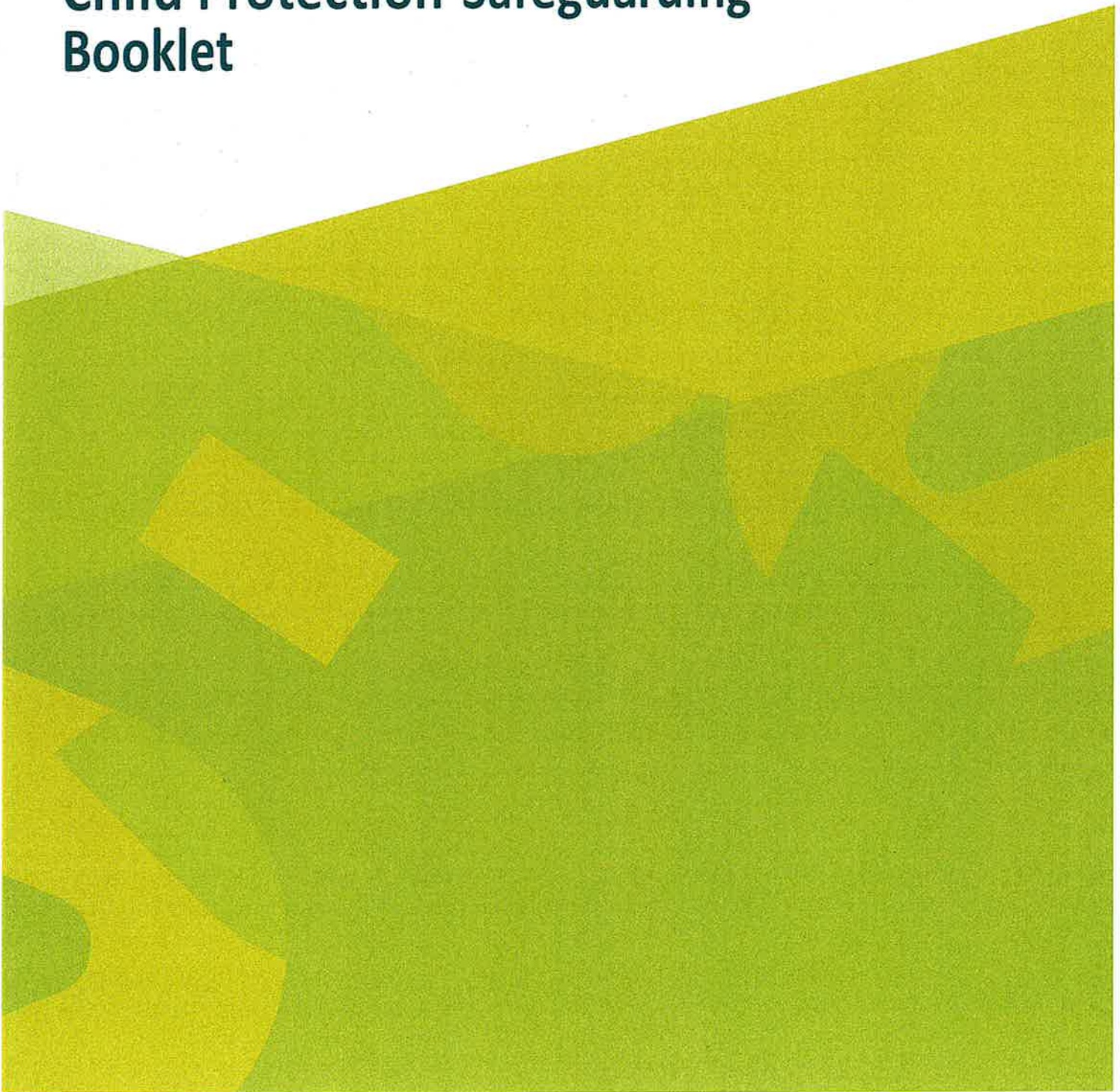




An Roinn Oideachais
agus Óige
Department of Education
and Youth

Ó Fiaich College

Child Protection Safeguarding Booklet



Child Protection Safeguarding Booklet

The board of management should refer to Chapter 9 of the procedures when developing and reviewing the school's Child Safeguarding Statement and Risk Assessment.

The templates in this booklet are provided to support schools in keeping children safe by ensuring that essential steps are taken and necessary information is recorded.

The templates are available to download from www.gov.ie/childprotectionschools. Please check this website regularly to ensure that you are using the most up to date versions available.

Templates

The following templates must be used

- CSS 1 Child Safeguarding Statement and Risk Assessment
- CSS 2 Review of the Child Safeguarding Statement and Risk Assessment
- CSS 3 Notification Regarding the board of management's Review of the Child Safeguarding Statement and Risk Assessment

Schools must provide a student-friendly version of the child safeguarding statement so that children know what to do or who to speak to if they have a concern. Please refer to chapter 9 for details of what needs to be included. The templates below can be used and edited to suit the school context.

- CSS 4(a) Student-Friendly Child Safeguarding Statement – Primary
- CSS 4(b) Student-Friendly Child Safeguarding Statement – Post-Primary

Additional Supports

The supports listed below are designed to assist schools in the essential actions of developing a Child Safeguarding Statement and Risk Assessment, conducting their annual review, and retaining details of training. The material within these supports can be used and/or edited as required to suit the individual needs of the school.

- CSS 5 Student Review of the Child Safeguarding Statement and Risk Assessment
- CSS 6 Staff Review of the Child Safeguarding Statement and Risk Assessment
- CSS 7 Parent/Carer Review of the Child Safeguarding Statement and Risk Assessment
- CSS 8 Record of Child Protection Training

Adopting the School's Child Safeguarding Statement and Risk Assessment

When adopting the Child Safeguarding Statement and Risk Assessment, the board of management may use this list as a support in ensuring that all the necessary steps have been taken.

- ✓ Our school has used the templates provided on www.gov.ie/childprotectionschools to develop its Child Safeguarding Statement and Risk Assessment and its student-friendly version. These are now displayed in a prominent position near the main entrance of the school.
- ✓ Our school has consulted with school personnel, parents/carers and our children and young people when reviewing our Child Safeguarding Statement and Risk Assessment and its student-friendly version. We have retained a record of these consultations.
- ✓ Our school has informed the patron, school personnel, our parents' association, and our parents/carers that the review has been undertaken using the notification template provided by the department.
- ✓ Our school has published the Child Safeguarding Statement and Risk Assessment and notification of its review on our website or will be made available on request by the school.

CSS 1

Child Safeguarding Statement and Risk Assessment

For: Ó Fiaich College (School Name)

At: Hoey's Lane, Dundalk, Co. Louth, A91WK75 (School Address)

This school is a: (tick appropriate)

Primary

post-primary



special school

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)* and 2025, *Child Protection Procedures for Schools 2025* and *Child Safeguarding: A Guide for Policy, Procedure and Practice, 2nd ed. (Tusla, 2024)*, the board of management has adopted the Child Safeguarding Statement and Risk Assessment set out in this document.

The board of management has adopted and will implement fully and without modification the department's *Child Protection Procedures for Schools 2025* as part of this overall Child Safeguarding Statement and Risk Assessment.

Name of the Designated Liaison Person (DLP):

Padraig Mc Govern

Name of the Deputy Designated Liaison Person (Deputy DLP/DDLP):

Audrey Flood

In the absence of the DLP, the Deputy DLP shall assume responsibilities of the DLP

Name of Relevant Person

Padraig Mc Govern

(In schools this person is the DLP)

Relevant Person can be contacted on:

(042) 9331398
PMcGovern.OFI@LMETB.ie

(insert phone & email)

Under the Children First Act 2015 Relevant Person means a person who is appointed by a provider of a relevant service to be the first point of contact in respect of the Child Safeguarding Statement. This person is nominated by the board of management to manage and provide oversight of child protection concerns/allegations of child abuse.

Name of Chairperson of the board of management, or in an ETB school the Chief Executive or their delegate:

Martin G O' Brien (CE LMETB)

In the event that both DLP and DDLP are absent and unavailable, and where there is no staff member formally acting in their role, the chairperson of the board of management, or in an ETB school the chief executive or their delegate, assumes the role of DLP.

The board of management recognises that child protection and safeguarding permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In all of these, 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 happening to children and protect members of school personnel from the necessity to take unnecessary risks that may leave themselves open to accusations of child abuse.
- ✓ Develop a practice of openness with parents and encourage parental involvement in the education of their children.
- ✓ Fully respect confidentiality requirements as set out in the *Child Protection Procedures for Schools 2025* in dealing with child protection matters.
- ✓ Adhere to the above principles in relation to any vulnerable adult.

Procedures and Measures in Place

Our Child Safeguarding Statement and Risk Assessment has been developed in line with requirements under the Children First Act 2015, the *Children First: National Guidance 2017*, and *Child Safeguarding: A Guide for Policy, Procedure and Practice, 2nd ed.* (Tusla, 2024), and the *Child Protection Procedures for Schools 2025*. In addition to the procedures listed in our risk assessment, the following procedures support our intention to safeguard children while they are availing of our service:

➤ Procedure for the Management of Allegations of Abuse or Misconduct against School Personnel Relating to a Child Availing of Our Service

- Where any member of school personnel is the subject of any investigation in respect of any act, omission or circumstance in relation to a child attending the school, the school is required to adhere to the relevant procedures set out in Chapter 7 of the *Child Protection Procedures for Schools 2025* and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie website

➤ **Procedure for the Safe Recruitment and Selection of School Personnel to Work With Children**

- The school is required to adhere to the requirements of the Vetting Act. The selection or recruitment of staff and their suitability to work with children, requires the school to adhere 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 Youth and available on the gov.ie website and as outlined in Chapter 10 of the procedures.
- A written protocol is in place authorising immediate action for cases which require an employee to be immediately absented from school for child safeguarding reasons.

➤ **Procedure for Provision of and Access to Child Safeguarding Training and Information, Including the Identification of the Occurrence of Harm**

- The school provides information and training to members of school personnel in relation to the identification of the occurrence of harm (as defined in the 2015 Act) as follows:
 - The school has provided each member of school personnel, including any new members of school personnel, (employees and volunteers, board of management members, student teachers and those on work experience) with a copy of the school's Child Safeguarding Statement and Risk Assessment.
 - The school ensures that members of school personnel have availed of relevant training and completed child protection training.
 - The school encourages board of management members to avail of any relevant training and complete child protection training.
 - The board of management ensures that records of all staff and board member child protection training are maintained.

➤ **Procedure for the Reporting of Child Protection or Welfare Concerns to Tusla**

- All members of school personnel are required to adhere to the procedures set out in the *Child Protection Procedures for Schools 2025*, in relation to reporting of child protection concerns to Tusla. Mandated reporting applies to all registered teachers and any other mandated person who may be employed by the school, for example a chaplain or nurse. A full list of those people who are mandated persons is set out in Appendix 1 procedures.

➤ **Procedure for Maintaining a List of the Persons (if any) in the Relevant Service Who Are Mandated Persons**

- There is a procedure in place to maintain a list of mandated persons. Schools may on occasion employ additional staff who are mandated by virtue of their profession. This list will include all registered teachers and identify additional employees that are not registered teachers.

➤ **Procedure for Appointing a Relevant Person (In schools this person is the DLP)**

- There is a procedure in place for appointing a relevant person.

The various procedures referred to in this Child Safeguarding Statement and Risk Assessment can be accessed via the school's website, the gov.ie website or will be made available on request by the school.

In accordance with the Children First Act 2015, the Addendum to Children First 2019 and 2025, and the *Child Protection Procedures for Schools 2025*, the board of management 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.

Note: The procedures and measures in place outlined above, are not intended as exhaustive list. Individual boards of management shall also include in this section such other procedures and measures that are of relevance to the school.

This statement has been published on the school's website or will be made available on request by the school. It has been provided to all members of school personnel, the parents' association (if any), the patron and parents. A copy of this statement and risk assessment will be made available to Tusla and the department if requested.

This Child Safeguarding Statement and Risk Assessment will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

Ó Fiaich College Child Safeguarding Risk Assessment (2025 Guidelines)

List of School Activities	Risks Identified Against Each School Activity	Measures in Place to Mitigate Risk
All School Activities	Child Protection Risks of Harm	➤ All school personnel are provided with a copy of the school's Child Safeguarding Statement and Risk Assessment ➤ The Child Protection Procedures for Schools 2025 are made available to all school personnel ➤ School personnel are required to adhere to the Child Protection Procedures for Schools 2025 and all registered teaching staff are required to adhere to the Children First Act 2015 as well as supporting the continued implementation of the best practice guidance set out in Children First: National Guidance for the Protection and Welfare of Children 2017 and its addenda, including the Addendum to Children First 2019 and 2025 ➤ A written protocol is in place authorising immediate action for cases which require an employee to be immediately absented from school for child safeguarding reasons ➤ Copies of all relevant documentation to be provided to new staff ➤ The school has in place a Critical Incident Management Plan
1. Training of school staff/personnel in Child Protection	- Risk of harm not being recognised by school personnel - Risk of harm not being reported properly and promptly by members of school personnel - Risk of harm where members of school personnel have not received appropriate training	➤ DLP & DDLP attended Child Protection training ➤ All school staff to attend OIDE Whole school training ➤ BOM Members to attend ETBI Training ➤ All staff to complete eLearning modules, when made available by TUSLA/OIDE ➤ Records of all staff & BOM training to be maintained & updated ➤ Child Protection Induction session to take place with all new staff & PME/PDE students ➤ The school encourages personnel to avail of relevant training

2. Daily arrival and dismissal of pupils	• Risk of harm to child by another child • Risk of harm to the child by a visitor to the school	➤ Supervision Rota in Place ➤ Card entry system for access ➤ Code of Behaviour ➤ Health & Safety Statement ➤ Bí Cineálta Policy
3. Recreation breaks for pupils	• Risk of harm to the child by another child • Risk of harm to the child by a member of the school community • Risk of harm to the child by a member of the school community • Risk of harm to the child by a visitor to the school • Risk of harm due to bullying of a child • Risk of harm due to inadequate supervision of children in school • Risk of harm due to racism •	➤ Supervision Rota in Place ➤ Card entry system for access ➤ Lunchtime clubs ➤ Code of Behaviour ➤ Health & Safety Statement ➤ Bí Cineálta Policy ➤ Separation of FET & PP Students in so far as is possible ➤ Garda Vetting Procedures ➤ The school undertakes antiracism awareness initiatives
4. Classroom teaching	• Risk of harm to the child by a member of the school community • Risk of child being bullied or unwilling to speak out in class • Risk of child becoming physically aggressive within class particularly practical classrooms • Risk of harm due to inappropriate relationship/communications between a child and another child or adult • Risk of harm due to inadequate Code of Behaviour	➤ Bí Cineálta Policy ➤ Code of Behaviour ➤ Expectations Matrix ➤ Garda Vetting Procedures ➤ Code of Conduct for all staff ➤ Teaching Council Regulations ➤ Professional Boundaries
5. One to one teaching	• Risk of harm in one-to-one teaching, counselling, coaching situations • Risk of harm to the child by a member of the school community	➤ The school has in place a policy and clear procedures for one-to-one teaching activities ➤ Glass window in classroom so activities can be observed and teacher can be seen

	• Risk of harm due to inappropriate relationship/communication between a child and an adult • Risk of child being harmed in the school by a member of school personnel	➤ Classroom Room door left open ➤ Classes indicated on school timetable & locations specified ➤ Garda Vetting Procedures ➤ Teachers have up to date training in Child Protection ➤ Students learn child protection procedures in SPHE classes ➤ Professional Boundaries ➤ LMETB Code of Professional Conduct
6. One to one learning support & One to one support -BFL, SCP, Sensory Room etc.	• Risk of harm in one-to-one teaching, counselling, coaching situations • Risk of harm due to inappropriate relationship/communication between a child and an adult • Risk of child being harmed in the school by a member of school personnel	➤ The school has in place a policy and clear procedures for one-to-one teaching activities ➤ Classes indicated on school timetable ➤ Glass window in classroom so activities can be observed and teacher can be seen ➤ Classroom Room door left open ➤ Garda Vetting Procedures ➤ AEN Policy & Procedures ➤ SSF highlight known potential areas of concern ➤ Professional Boundaries ➤ Staff CPD & Professional Development ➤ Student monitored by relevant staff member e.g. SCP, BFL, SNA etc. ➤ Rooms/Offices locked when not in use
7. One to one counselling	• Risk of harm in one-to-one teaching, counselling, coaching situations • Risk of harm due to inappropriate relationship/communication between a child and an adult • Risk of harm to the child by a member of the school community • Risk of harm to the child by a visitor to the school	➤ Appropriate qualifications for the provision of counselling in a therapeutic setting ➤ Up to date registration with professional body ➤ Awareness of procedure for reporting complaints to professional body ➤ The school has in place a policy and clear procedures for one-to-one counselling ➤ Sessions scheduled in dedicated counselling space ➤ Garda Vetting Procedures ➤ Staff CPD & Professional Development ➤ Boundaries of confidentiality are respected ➤ Keeping adequate notes within counselling guidelines ➤ Up to date Child Protection Training, CPD, Supervision and

		insurance ➤ Policy in relation to recruitment of staff (teachers and outside contractors) ➤ Procedure for reporting to DLP/Tusla/Gardai ➤ School GCs attend supervision sessions through Guidance professional Body ➤ External providers have weekly check in & reviews with school GC
8. Outdoor teaching activities, Polytunnel sustainability Classes, Summer Camps etc.	• Risk of harm due to inadequate supervision of children while attending out of school activities • Risk of harm to the child by a visitor to the school • Risk of harm to the child by a member of the school community • Risk of harm due to inappropriate relationship/communication between a child and an adult • Risk of harm due to inadequate Code of Behaviour	➤ School Code of Behaviour ➤ Supervision Rota in Place ➤ Health & Safety Statement ➤ Pre Teaching of Routines & safety regulations ➤ Risk Assessments of Areas ➤ Evaluation of activities ➤ Student monitored by relevant staff member e.g. Teacher, SCP, BFL, SNA etc.
9. Online teaching and learning remotely	• Risk of harm due to inappropriate relationship/communication between a child and an adult • 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 where members of school personnel have not received appropriate training • Risk of harm not being recognised by school personnel • Risk of harm not being reported properly and	➤ The school has in place a policy and clear procedures for online teaching activities ➤ AUP ➤ Use of approved Apps & equipment. E.g. Office 365, Microsoft Teams ➤ LMETB eMail Accounts ➤ ICT Policy ➤ Staff & student training

	promptly by members of school personnel	
10. Sporting activities & Summer Camps	• Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while a child is participating in out of school activities, e.g. school trip, activities etc. • Risk of harm to the child by another child • Risk of harm due to bullying of a child • Risk of harm due to inadequate supervision of children in school • Risk of harm due to racism • Risk of harm due to inadequate Code of Behaviour	➤ School Code of Behaviour ➤ Supervision Rota in Place ➤ Health & Safety Statement ➤ Pre Teaching of Routines & safety regulations ➤ Risk Assessments of Areas ➤ Evaluation of activities ➤ Student monitored by relevant staff member e.g. Teacher, Coach, SCP, BFL, SNA etc. ➤ Garda Vetting Procedures ➤ Adequate staffing in case a student needs to be escorted to a medical facility and a first aid kit ➤ Parental Consent for activities ➤ Social media and mobile phone policy to be upheld. ➤ Bí Cineálta Policy ➤ LMETB Procurement Rules ➤ The school undertakes antiracism awareness initiatives
11. School outings	• Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while a child is participating in out of school activities, e.g. school trip, activities etc. • Risk of harm due to bullying of a child • Risk of harm due to inadequate supervision of children in school • Risk of harm due to racism • Risk of harm due to inadequate Code of Behaviour	➤ Trips and tours policy & associated documents ➤ School Code of Behaviour ➤ Supervision Rota in Place ➤ Pre Teaching of Routines & safety regulations ➤ Risk Assessments of Trip venue & Areas ➤ Evaluation of activities ➤ H & S Briefing on arrival ➤ Student monitored by relevant staff member e.g. Teacher, SCP, BFL, SNA etc. ➤ Garda Vetting Procedures ➤ Adequate staffing in case a student needs to be escorted to a medical facility and a first aid kit ➤ Parental Consent for activities ➤ Social media and mobile phone policy to be upheld. ➤ Bí Cineálta Policy ➤ Use of Bus Escorts where applicable ➤ LMETB Procurement Rules

		➤ The school undertakes antiracism awareness initiatives
12. School trips involving overnight stay	• Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while a child is participating in out of school activities, e.g. school trip, activities etc. • Risk of harm to the child by another child • Risk of harm due to bullying of a child • Risk of harm due to inadequate supervision of children on trip/tour • Risk of harm due to racism • Risk of harm due to inadequate Code of Behaviour	➤ Trips and tours policy & associated documents ➤ LMETB Policy & Procedure ➤ School Code of Behaviour ➤ Supervision Rota in Place ➤ Pre Teaching of Routines & safety regulations ➤ Risk Assessments of Trip venue & Areas ➤ Evaluation of activities ➤ H & S Briefing on arrival ➤ Student monitored by relevant staff member e.g. Teacher, SCP, BFL, SNA etc. ➤ Garda Vetting Procedures ➤ Adequate staffing in case a student needs to be escorted to a medical facility and a first aid kit ➤ Parental Consent for activities ➤ Social media and mobile phone policy to be upheld. ➤ Bí Cineálta Policy ➤ BOM Approval ➤ LMETB Procurement Rules ➤ The school undertakes antiracism awareness initiatives
13. School trips involving foreign travel	• Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while a child is participating in out of school activities, e.g. school trip, activities etc. • Risk of harm to the child by another child • Risk of harm due to bullying of a child • Risk of harm due to racism • Risk of harm due to inadequate Code of Behaviour • Risk of harm due to inadequate supervision of children on trip/tour	➤ Trips and tours policy & associated documents ➤ LMETB Policy & procedure ➤ School Code of Behaviour ➤ Supervision Rota in Place ➤ Pre Teaching of Routines & safety regulations ➤ Risk Assessments of Trip venue & Areas ➤ Evaluation of activities ➤ H & S Briefing on arrival ➤ Student monitored by relevant staff member e.g. Teacher, SCP, BFL, SNA etc. ➤ Garda Vetting Procedures ➤ Adequate staffing in case a student needs to be escorted to a medical facility and a first aid kit ➤ Parental Consent for activities ➤ Social media and mobile phone policy to be upheld.

		➤ Bí Cineálta Policy ➤ BOM Approval ➤ Consent for Foreign Travel ➤ LMETB Procurement Rules
14. Use of toilet/changing/shower areas in schools	• Risk of harm due to inadequate supervision of students in school • Risk of harm due to bullying of a student • Risk of harm due to racism • Risk of child being harmed in the school by another student • Risk of harm not being reported properly and promptly by members of school personnel • Risk of harm due to inappropriate relationships/communication between students	➤ Supervision Rota ➤ Code of Behaviour ➤ Student ACCESS cards ➤ Separate changing rooms/toileting facilities ➤ Students wearing PE Uniform to school instead of changing ➤ SPHE Curriculum ➤ H & S Statement ➤ Staff Vigilance ➤ Garad Vetting Procedures
15. Provision of residential facilities for boarders	N/A	N/A
16. Annual Sports Day	• Risk of harm to the child by another child • Risk of harm to the child by a member of the school community • Risk of harm to the child by a visitor to the school • Risk of harm due to bullying of a child • Risk of harm due to racism • Risk of harm due to inadequate Code of Behaviour • Risk of harm due to inadequate supervision	➤ Structured Events ➤ School Code of Behaviour ➤ Supervision Rota in Place ➤ Health & Safety Statement ➤ Pre Teaching of Routines & safety regulations ➤ Risk Assessments of Areas ➤ Evaluation of activities ➤ Student monitored by relevant staff member e.g. Teacher, Coach, SCP, BFL, SNA etc. ➤ Garda Vetting Procedures ➤ Adequate staffing in case a student needs to be escorted to a medical facility and a first aid kit ➤ Parental Consent for activities ➤ Social media and mobile phone policy to be upheld. ➤ Bí Cineálta Policy
17. Fundraising events involving pupils	• Risk of child being harmed by a member of school personnel, a member of staff of another	➤ Structured Events ➤ School Code of Behaviour

	organisation or other person while a child is participating in out of school activities, e.g. school trip, fundraising activities etc. • Risk of harm to the child by another child • Risk of harm due to inadequate Code of Behaviour • Risk of harm due to inadequate supervision	➤ Supervision Rota in Place ➤ Pre Teaching of Routines & safety regulations ➤ Risk Assessments of Areas ➤ Evaluation of activities ➤ Student monitored by relevant staff member e.g. Teacher, Coach, SCP, BFL, SNA etc. ➤ Garda Vetting Procedures ➤ Parental Consent for activities ➤ Social media and mobile phone policy to be upheld ➤ Use of selected/Approved organisations ➤ Garda Permit – as needed
18. Use of offsite facilities for school activities	• Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while a child is participating in out of school activities, e.g. school trip, activities etc. • Risk of harm due to inadequate supervision of children on out of school activity • Risk of harm due to inadequate Code of Behaviour	➤ Trips and tours policy & associated documents ➤ LMETB Policy & procedure ➤ School Code of Behaviour ➤ Supervision Rota in Place ➤ Pre Teaching of Routines & safety regulations ➤ Pre inspection & Risk Assessments of venue & Areas ➤ Evaluation of activities ➤ H & S Briefing on arrival ➤ Student monitored by relevant staff member e.g. Teacher, SCP, BFL, SNA etc. ➤ Garda Vetting Procedures ➤ Parental Consent for activities ➤ LMETB Procurement Rules
19. School transport arrangements including use of bus escorts	• Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while a child is on school transport • Risk of harm due to inadequate supervision of children while on school transport • Risk of harm where members of school personnel have not received appropriate training • Risk of harm to the child by another child	➤ The school has a code of conduct for school personnel (teaching and nonteaching staff) ➤ Garda Vetting Procedures ➤ LMETB Recruitment Process ➤ LMETB Procurement rules & regulations ➤ Trips and tours policy & associated documents ➤ LMETB Policy & Procedures ➤ School Code of Behaviour ➤ Staff CPD & Training, including induction ➤ Copies of all relevant Child Protection documentation to be

	• Risk of harm due to bullying of a child	provided to new staff
20. Care of children with special educational needs, including intimate care where needed	• Risk of child being harmed by a member of school personnel • Risk of harm where members of school personnel have not received appropriate training	➤ Intimate Care Policy & Procedure ➤ The school encourages personnel to avail of relevant training ➤ The school has a special educational needs policy ➤ 2 Person Rota for ICN ➤ Specialist Room for ICN ➤ Parental training & advice for relevant school staff ➤ Manual Handling Training ➤ Equipment Maintenance & Log of same ➤ Health & Safety Statement ➤ SSF
21. Care of any vulnerable adult students, including intimate care where needed	• Risk of child being harmed by a member of school personnel • Risk of harm where members of school personnel have not received appropriate training	➤ Intimate Care Policy & Procedure ➤ Care Plans for relevant individuals ➤ The school encourages personnel to avail of relevant training ➤ The school has a special educational needs policy ➤ 2 Person Rota for ICN ➤ Specialist Room for ICN ➤ Manual Handling Training ➤ Equipment Maintenance & Log of same ➤ Health & Safety Statement ➤ Safeguarding Officer in Place (AP)
22. Management of challenging behaviour amongst pupils, including appropriate use of restraint where required	• Risk of child being harmed by a member of school personnel • Risk of harm where members of school personnel have not received appropriate training • Risk of harm to the child by another child • Risk of harm due to bullying of a child	➤ The school has complied with the Understanding Behaviours of Concern and Responding to Crisis Situations developed by the Department of Education and Youth to address uncertainty for staff on how to respond when facing crisis situations where there are concerns regarding physical safety ➤ School authorities have a code of behaviour and an

	• Risk of harm due to inadequate Code of Behaviour • Risk of allegations being made against staff member	antibullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in Circular 55/2024 ➤ Review of COB in line with TESS Guidelines when published ➤ Support & Training for school staff to be provided in 2026/27 ➤ The school encourages personnel to avail of relevant training ➤ BFL Teacher & Relate Team ➤ SSF & Recommendations from SEN Department ➤ BFL Targets & Plans ➤ SCP Supports & Targets ➤ Co-Teaching Procedures ➤ Some staff are trained in deescalation techniques and management of challenging behaviour ➤ Some staff are trained in restorative practice ➤ Some staff have received training in trauma informed practices
23. Management of provision of food and drink	• Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person • Risk of harm due to inadequate supervision of children while in school canteen • Risk of harm where members of school personnel have not received appropriate training	➤ All school personnel are provided with a copy of the school's Child Safeguarding Statement and Risk Assessment ➤ The Child Protection Procedures for Schools 2025 are made available to all school personnel ➤ The school encourages personnel to avail of relevant training ➤ Log of medical needs and allergies ➤ Supervision rota for Canteen
24. Administration of medicine & Administration of First Aid	• Risk of child being harmed by a member of school personnel • Risk of harm where members of school personnel have not received appropriate training	➤ The school has in place a policy and procedures for the administration of medication to pupils ➤ The school has in place a policy and procedures for the administration of First Aid ➤ The school encourages personnel to avail of relevant training ➤ Assigned school personnel to administer medicines & First Aid

		➤ First Aid Training offered to all staff, with Rota of in date trainers available ➤ Medicine storage cabinet ➤ Parental Consent & instructions for administration of Medicines ➤ Log sheets maintained of administration ➤ Student Care Plans & SSP ➤ Incident Log Sheets ➤ Accident Reporting Forms
25. Curricular provision in respect of SPHE, RSE,	• Risk of harm due to bullying of a child • Risk of harm due to racism • Risk of child being harmed in the school by another child • Risk of harm due to inappropriate relationship/communications between a child and another child or adult	➤ The school implements in full the Social, Personal, and Health Education (SPHE) curriculum ➤ The school implements in full the Wellbeing Programme at Junior Cycle ➤ School authorities have a code of Behaviour and an anti-bullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in Circular 55/2024 ➤ The school undertakes anti-racism awareness initiatives and inclusion initiatives e.g. Roma and Traveller culture ➤ The school encourages personnel to avail of relevant training ➤ BOM Approval for Wellbeing related activities & programme ➤ Parental consent for RSE
26. Prevention and dealing with bullying amongst pupils	• Risk of harm due to bullying of a child • Risk of harm due to racism • Risk of child being harmed in the school by another child • Risk of harm where members of school personnel have not received appropriate training	➤ The school implements in full the Social, Personal, and Health Education (SPHE) curriculum ➤ The school implements in full the Wellbeing Programme at Junior Cycle ➤ School authorities have a code of Behaviour and an anti-bullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in Circular 55/2024 ➤ Reporting of incidents to BOM ➤ The school undertakes antiracism awareness initiatives

		➤ Bí Cineálta Oide Whole School Day ➤ Oide Resources ➤ Student Induction & Tutor periods – CP Briefing
27. Use of external personnel to supplement curriculum	• Risk of child being harmed by a member of staff of another organisation or other person • Risk of child being harmed in the school by a volunteer or visitor to the school • Risk of harm due to inappropriate relationship/communications between a child and another child or adult	➤ The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum ➤ Approval by BOM ➤ Reference/Testimonial check ➤ Liaising with sister Schools ➤ LMETB Rules & procedures ➤ Garda Vetting Procedures ➤ Controlled Door Access ➤ Visitors Sign in book, visitors badge, visitor chaperone etc. ➤ Visitor briefing ➤ Evaluation of personnel ➤ Student Induction & Tutor periods – CP Briefing – Student Friendly Safeguarding document ➤ CP Display @ entrance & Reception ➤ The Child Protection Procedures for Schools 2025 are available to all personnel, along with the school's Child Safeguarding Statement and Risk Assessment ➤ School Website content on CP
28. Use of external personnel to support sports and other extracurricular activities	• Risk of child being harmed by a member of staff of another organisation or other person • Risk of child being harmed in the school by a volunteer or visitor to the school • Risk of harm due to inappropriate relationship/communications between a child and another child or adult • Risk of harm due to inadequate supervision of children while attending out of school activities	➤ The school has in place a policy and procedures for the use of external sports coaches ➤ Reference/Testimonial check ➤ Liaising with sister Schools ➤ LMETB Rules & procedures ➤ Garda Vetting Procedures ➤ Controlled Door Access ➤ Visitors Sign in book, visitors badge, visitor chaperone etc. ➤ Visitor briefing ➤ Evaluation of personnel ➤ Student Induction & Tutor periods – CP Briefing CP Briefing – Student Friendly Safeguarding document

		➤ CP Display @ entrance & Reception ➤ The Child Protection Procedures for Schools 2025 are available to all personnel, along with the school's Child Safeguarding Statement and Risk Assessment ➤ School Website content on CP ➤ Liaising with relevant sports associations ➤ Trips & Tours Policy and associated regulations
29. Care of pupils with specific vulnerabilities/needs	• Risk of harm to the child by another child • Risk of harm due to bullying of a child • Risk of harm due to racism • Risk of harm due to inadequate Code of Behaviour • Risk of harm due to inappropriate relationship/communications between a child and another child or adult	➤ School authorities have a code of behaviour and an antibullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in Circular 55/2024 ➤ The school encourages personnel to avail of relevant training ➤ The school has a special educational needs policy ➤ Parental training & advice for relevant school staff ➤ SSF & Recommendations from SEN department ➤ Pastoral Care Team Supports & referrals ➤ The school has a special educational needs policy ➤ The school has a code of conduct for school personnel (teaching and nonteaching staff)
30. Pupils from ethnic minorities/migrants	• Risk of harm to the child by another child • Risk of harm due to bullying of a child • Risk of harm due to racism • Risk of harm due to inadequate Code of Behaviour	➤ School authorities have a code of behaviour and an antibullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in Circular 55/2024 ➤ The school undertakes anti-racism awareness initiatives and inclusion initiatives ➤ Inclusion week in school Calendar
31. Members of the Traveller community	• Risk of harm to the child by another child • Risk of harm due to bullying of a child • Risk of harm due to racism	➤ School authorities have a code of behaviour and an antibullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and

	• Risk of harm due to inadequate Code of Behaviour	address bullying in schools and as outlined in Circular 55/2024 ➤ The school undertakes anti-racism awareness initiatives and inclusion initiatives e.g. Roma and Traveller culture ➤ Inclusion week in school Calendar
32. Lesbian, gay, bisexual or transgender (LGBT) children	• Risk of harm to the child by another child • Risk of harm due to bullying of a child • Risk of harm due to racism • Risk of harm due to inadequate Code of Behaviour	➤ School authorities have a code of behaviour and an antibullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in Circular 55/2024 ➤ The school undertakes LGBT awareness initiatives. ➤ The school implements in full the Social, Personal, and Health Education (SPHE) curriculum ➤ The school encourages personnel to avail of relevant training
33. Pupils perceived to be LGBT	• Risk of harm to the child by another child • Risk of harm due to bullying of a child • Risk of harm due to racism • Risk of harm due to inadequate Code of Behaviour	➤ School authorities have a code of behaviour and an antibullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in Circular 55/2024 ➤ The school implements in full the Social, Personal, and Health Education (SPHE) curriculum ➤ The school implements in full the Wellbeing Programme at Junior Cycle ➤ The school encourages personnel to avail of relevant training ➤ Pastoral Care supports
34. Pupils of minority religious faiths	• Risk of harm to the child by another child • Risk of harm due to bullying of a child • Risk of harm due to racism • Risk of harm due to inadequate Code of Behaviour	➤ School authorities have a code of behaviour and an antibullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in Circular 55/2024 ➤ The school undertakes antiracism awareness initiatives ➤ Inclusion week in school Calendar

35. Children in care	• Risk of harm to the child by another child • Risk of harm due to bullying of a child • Risk of harm due to inappropriate relationship/communications between a child and another child or adult • Risk of child being harmed by a member of staff of another organisation or other person •	➤ School authorities have a code of behaviour and an antibullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in Circular 55/2024 ➤ The school implements in full the Social, Personal, and Health Education (SPHE) curriculum ➤ School liaise with Tusla & Social Work Team ➤ Pastoral Care supports ➤ Note on Student File regarding any special arrangements, Court Orders etc. ➤ Compass Roll Flags ➤ Student Induction & Tutor periods – CP Briefing – Student Friendly Safeguarding document
36. Children on Tusla's Child Protection Notification System (CPNS)	• Risk of harm to the child by another child • Risk of harm due to bullying of a child • Risk of harm due to inappropriate relationship/communications between a child and another child or adult • Risk of child being harmed by a member of staff of another organisation or other person	➤ School authorities have a code of behaviour and an antibullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in Circular 55/2024 ➤ The school implements in full the Social, Personal, and Health Education (SPHE) curriculum ➤ School liaise with Tusla & Social Work Team ➤ Pastoral Care supports ➤ Note on Student File regarding any special arrangements, Court Orders etc. ➤ Compass Roll Flags ➤ Student Induction & Tutor periods – CP Briefing – Student Friendly Safeguarding document
37. Children with medical needs	• Risk of child being harmed by a member of school personnel • Risk of harm where members of school personnel have not received appropriate	➤ The school has in place a policy and procedures for the administration of medication to pupils ➤ The school has in place a policy and procedures for the administration of First Aid ➤ The school encourages personnel to avail of relevant

	training	training ➤ Assigned school personnel to administer medicines & First Aid ➤ Medicine storage cabinet ➤ Parental Consent & instructions for administration of Medicines ➤ Log sheets maintained of administration ➤ Student Care Plans & SSP ➤ Incident Log Sheets ➤ Accident Reporting Forms
38. Recruitment of school personnel including teachers/SNAs, caretakers/secretaries/cleaners and sport coaches	• Risk of child being harmed by a member of staff of another organisation or other person • Risk of child being harmed in the school by a volunteer or visitor to the school • Risk of harm due to inappropriate relationship/communications between a child and another child or adult	➤ LMETB Recruitment Procedures, including reference checks ➤ Garda Vetting Regulations ➤ The school has a code of conduct for school personnel (teaching and nonteaching staff) ➤ The school complies with the agreed disciplinary procedures for teaching staff ➤ LMETB Induction Process ➤ School specific induction & training ➤ CP Display @ entrance & Reception ➤ The Child Protection Procedures for Schools 2025 are available to all personnel, along with the school's Child Safeguarding Statement and Risk Assessment
39. External Tutors/Guest Speakers	• Risk of child being harmed by a member of another organisation or other person • Risk of child being harmed in the school by a volunteer or visitor to the school • Risk of harm due to inappropriate relationship/communications between a child and another child or adult • Risk of harm due to inadequate supervision of children while attending out of school activities	➤ The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum ➤ Recruitment Process for Tutors ➤ Procurement rules for use of Guest Speakers ➤ BOM Approval for Guest Speakers ➤ Vetting & Supervision Regulations ➤ Controlled Door Access ➤ Visitors Sign in book, visitors badge, visitor chaperone ➤ Reference/Testimonial check ➤ Liaising with sister Schools ➤ Visitor briefing

		➤ Teacher to remain in room during visitor talks ➤ Evaluation of personnel ➤ Student Induction & Tutor periods – CP Briefing CP Briefing – Student Friendly Safeguarding document ➤ CP Display @ entrance & Reception ➤ The Child Protection Procedures for Schools 2025 are available to all personnel, along with the school's Child Safeguarding Statement and Risk Assessment ➤ School Website content on CP
40. Volunteers/Parents in school activities	• Risk of child being harmed by a member of staff of another organisation or other person • Risk of child being harmed in the school by a volunteer or visitor to the school • Risk of harm due to inappropriate relationship/communications between a child and another child or adult • Risk of harm due to inadequate supervision of children while attending out of school activities	➤ Garda Vetting Procedures ➤ The school has in place a Home School Liaison policy and related procedures ➤ Controlled Door Access ➤ The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum ➤ Prearranged through HSCL & in specific area of the school ➤ Visitors Sign in book, visitors badge, visitor chaperone etc. ➤ Visitor briefing ➤ Teacher to remain in room during visitor talks
41. Visitors/contractors present in school during school hours	• Risk of child being harmed by a member of staff of another organisation or other person • Risk of child being harmed in the school by a volunteer or visitor to the school • Risk of harm due to inappropriate relationship/communications between a child and another child or adult	➤ The school has in place a policy and procedures for the use of contractors ➤ LMETB Procurement rules for use of contractors ➤ Arranging contractors for holiday periods ➤ Vetting & Supervision Regulations – caretaker to accompany ➤ Controlled Door Access ➤ Visitors Sign in book, visitors badge, visitor chaperone ➤ Reference/Testimonial check ➤ Visitor briefing ➤ CP Display @ entrance & Reception ➤ The Child Protection Procedures for Schools 2025 are available to all personnel, along with the school's Child

		Safeguarding Statement and Risk Assessment ➤ School Website content on CP
42. Participation by pupils in religious ceremonies/religious instruction external to the school	N/A	N/A
43. Use of Information and Communication Technology by pupils in school, including social media	• Risk of harm due to cyber/online bullying • Risk of exposure to inappropriate material • Risk of recording without permission e.g. Student recording staff or peers • Inappropriate use of social media • Inappropriate of phone during class • Risk of harm to the child by another child • Risk of harm due to inadequate Code of Behaviour	➤ 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 and the national guidelines ➤ The school has in place a code of behaviour for pupils & Bí Cineálta Policy ➤ The school encourages personnel to avail of relevant training ➤ The school implements in full the Social, Personal, and Health Education (SPHE) curriculum ➤ Awareness programmes and guest speakers to supplement the curriculum ➤ Student induction & Tutor lessons ➤ IT Specific Curriculum and Modules
44. Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.	• Risk of child being harmed by a member of school personnel	➤ The school has a code of conduct for school personnel (teaching and nonteaching staff) ➤ The school has in place a code of behaviour for pupils & Bí Cineálta Policy ➤ Scheduled supervisor of Detention ➤ 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 and the national guidelines ➤ Data Protection Regulations
45. Students participating in	• Risk of child being harmed by a member of	➤ Garda Vetting Procedures

work experience in the school	school personnel, a member of staff of another organisation or other person • Risk of harm to the child by another child	➤ The school has in place a policy and procedures in respect of pupils undertaking work experience in the school ➤ Work Experience Co-Ordinator in place (AP) ➤ Curriculum Provision for Work Experience in TY, LC & LCA ➤ Work Experience briefing ➤ Supervisor in place in the school e.g. Caretaker, Canteen staff etc. ➤ Employers Report ➤ Student Induction & Tutor periods – CP Briefing CP Briefing – Student Friendly Safeguarding document
46. Students from the school participating in work experience elsewhere	• Risk of child being harmed by a member of staff of another organisation or other person • Risk of harm due to inappropriate relationship/communications between a child and another child or adult • Risk of harm due to inadequate supervision of children while attending out of school activities	➤ The school has in place a policy and procedures in respect of pupils undertaking work experience ➤ Call outs to placement to assess both the host and learners satisfaction. ➤ Maintain a work experience directory with periodic validation ➤ Work Experience Co-Ordinator in place (AP) ➤ Curriculum Provision for Work Experience in TY, LC & LCA ➤ Work Experience briefing ➤ Employers Report ➤ Student Induction & Tutor periods – CP Briefing CP Briefing – Student Friendly Safeguarding document
47. Student teachers undertaking training placement in school	• Risk of child being harmed by a member of school personnel or other person • Risk of child being harmed in the school by a volunteer or visitor to the school • Risk of harm due to inadequate Code of Behaviour • Risk of harm due to inadequate Supervision	➤ The school has in place a policy and procedures in respect of student teacher placements ➤ Garda Vetting procedures ➤ The school has a code of conduct for school personnel (teaching and nonteaching staff) ➤ LMETB PME & PDE Induction ➤ Induction processes updated to include student teachers- NEW Teacher Mentor AP Post ➤ Briefing on school Policies and procedures ➤ Dedicated cooperating Teacher/Mentor ➤ College Handbook

		➤ Teaching Council Regulations ➤ CP Display @ entrance & Reception ➤ The Child Protection Procedures for Schools 2025 are available to all personnel, along with the school's Child Safeguarding Statement and Risk Assessment ➤ School Code of Behaviour
48. Use of video/photography/other media to record school events	• Risk of harm due to cyber/online bullying • Risk of Inappropriate use of social media • Risk of child being harmed in the school by a 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	➤ The school has an Acceptable Use Policy in place and has communicated this policy to parents ➤ Use of school specific devices ➤ The school encourages personnel to avail of relevant training ➤ Parental consent ➤ Dedicated PRO to manage Social Media posting (AP) - privacy settings etc. ➤ Use of procured & vetted photographer
49. Afterschool use of school premises by other organisations	• Risk of child being harmed in the school by a 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 • Risk of harm due to inappropriate relationship/communications between a child and another child or adult	➤ The school ensures all personnel are provided with a copy of the school's Child Safeguarding Statement and Risk Assessment ➤ Relevant Organisation should have their own Child Safeguarding Statement and Risk Assessment ➤ The school has in place a policy and procedures for the use of school premises ➤ CP Display @ entrance & Reception and on school website ➤ Visitor briefing
50. Use of school premises by other organisations during school day	• Risk of child being harmed in the school by a 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 • Risk of harm due to inappropriate relationship/communications between a child	➤ LMETB approval ➤ Garda Vetting Procedures ➤ The school ensures all personnel are provided with a copy of the school's Child Safeguarding Statement and Risk Assessment ➤ The school has in place a policy and procedures for the use of school premises ➤ CP Display @ entrance & Reception and on school website

	and another child or adult	➤ Visitor briefing ➤ Controlled Door Access ➤ Visitors Sign in book
51. Nurture Group/Breakfast club	• Risk of harm to the child by another child • Risk of harm due to bullying of a child • Risk of harm due to racism • Risk of harm due to inadequate Supervision	➤ Garda Vetting Procedures ➤ Scheduled Supervisors – SCP + SNA ➤ Roll calls and attendance records through Compass Events ➤ The school has a code of conduct for school personnel (teaching and nonteaching staff)
52. Homework club/evening study	• Risk of harm to the child by another child • Risk of harm due to bullying of a child • Risk of harm due to racism • Risk of harm due to inadequate Supervision	➤ Garda Vetting Procedures ➤ Scheduled Supervisors ➤ Roll calls and attendance records through Compass Events ➤ The school has a code of conduct for school personnel (teaching and nonteaching staff)
53. Children attending boarding schools or living away from home	N/A	N/A

Additional pages may be added to the Risk Assessment as required.

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, and that the inclusion of an example of a policy or procedure on these lists does not make it mandatory. 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:

- Identify, as required under the Children First Act, 2015, any risks of harm that may exist in respect of the school's activities.
- Identify and assess the adequacy of the various procedures already in place to manage those risks of harm.
- Identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

Online Safety

The Addendum to Children First: National Guidance for the Protection and Welfare of Children 2017 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 and Risk Assessment.

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.

Risk in the context of this Child Safeguarding Statement and 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 the Children First Act 2015: "harm" means, in relation to a child— (a) assault, ill-treatment or neglect of the child in a manner that seriously affects or is likely to seriously affect the child's health, development or welfare, or (b) sexual abuse of the child, whether caused by a single act, omission or circumstance or a series or combination of acts, omissions or circumstances, or otherwise.

Examples of School Activities which schools may draw from, as appropriate

1. Daily arrival and dismissal of pupils
2. Recreation breaks for pupils
3. Classroom teaching
4. One-to-one teaching
5. One-to-one learning support
6. One-to-one counselling
7. Outdoor teaching activities
8. Online teaching and learning remotely
9. Sporting activities
10. School outings
11. School trips involving overnight stay
12. School trips involving foreign travel
13. Use of toilet/changing/shower areas in schools
14. Provision of residential facilities for boarders
15. Annual Sports Day
16. Fundraising events involving pupils
17. Use of off-site facilities for school activities
18. School transport arrangements including use of bus escorts
19. Care of children with special educational needs, including intimate care where needed
20. Care of any vulnerable adult students, including intimate care where needed
21. Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
22. Management of provision of food and drink
23. Administration of medicine
24. Administration of First Aid
25. Curricular provision in respect of SPHE, RSE, Stay Safe
26. Prevention and dealing with bullying amongst pupils
27. Training of school personnel in child protection matters
28. Use of external personnel to supplement curriculum
29. Use of external personnel to support sports and other extra-curricular activities
30. Care of pupils with specific vulnerabilities/needs
31. Pupils from ethnic minorities/migrants
32. Members of the Traveller community

33. Lesbian, gay, bisexual or transgender (LGBT) children
34. Pupils perceived to be LGBT
35. Pupils of minority religious faiths
36. Children in care
37. Children on Tusla's Child Protection Notification System (CPNS)
38. Children with medical needs
39. Recruitment of school personnel including teachers/SNAs, caretakers/secretaries/cleaners and sport coaches
40. External Tutors/Guest Speakers
41. Volunteers/Parents in school activities
42. Visitors/contractors present in school during school hours
43. Visitors/contractors present during after-school activities
44. Participation by pupils in religious ceremonies/religious instruction external to the school
45. Use of Information and Communication Technology by pupils in school, including social media
46. Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.
47. Students participating in work experience in the school
48. Students from the school participating in work experience elsewhere
49. Student teachers undertaking training placement in school
50. Use of video/photography/other media to record school events
51. After-school use of school premises by other organisations
52. Use of school premises by other organisations during school day
53. Breakfast club
54. Homework club/evening study
55. Children attending boarding schools or living away from home

Examples of Risks of Harm

1. Risk of harm not being recognised by school personnel
2. Risk of harm not being reported properly and promptly by members of school personnel
3. Risk of harm where members of school personnel have not received appropriate training
4. Risk of child being harmed in the school by a member of school personnel
5. Risk of child being harmed in the school by another child
6. Risk of child being harmed in the school by a volunteer or visitor to the school

7. Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while a child is participating in out-of-school activities, e.g. school trip, swimming lessons
8. 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
9. Risk of harm due to bullying of a child
10. Risk of harm due to racism
11. Risk of harm due to inadequate supervision of children in school
12. Risk of harm due to inadequate supervision of children while attending out-of-school activities
13. Risk of harm due to inappropriate relationship/communications between a child and another child or adult
14. Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
15. Risk of harm to children with special educational needs who have particular vulnerabilities, including medical vulnerabilities
16. Risk of harm to child while a child is receiving intimate care
17. Risk of harm due to inadequate code of behaviour
18. Risk of harm in one-to-one teaching, counselling, coaching situations
19. Risk of harm caused by a member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device, or other manner
20. Risk of harm caused by a member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner
21. Risks where children are living away from home or attending boarding facilities

These are examples of policies and procedures that may be used to address Risks of Harm

1. All school personnel are provided with a copy of the school's *Child Safeguarding Statement and Risk Assessment*
2. The *Child Protection Procedures for Schools 2025* are made available to all school personnel
3. School personnel are required to adhere to the *Child Protection Procedures for Schools 2025* and all registered teaching staff are required to adhere to the *Children First Act 2015* as well as supporting the continued implementation of the best practice guidance set out in *Children First: National Guidance for the Protection and Welfare of Children 2017* and its addenda, including *the Addendum to Children First 2019 and 2025*
4. A written protocol is in place authorising immediate action for cases which require an employee to be immediately absented from school for child safeguarding reasons
5. The school implements in full the Stay Safe Programme
6. The school implements in full the Social, Personal, and Health Education (SPHE) curriculum

7. The school implements in full the Wellbeing Programme at Junior Cycle
8. School authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in *Circular 55/2024*
9. The school has complied with the *Understanding Behaviours of Concern and Responding to Crisis Situations* developed by the Department of Education and Youth to address uncertainty for staff on how to respond when facing crisis situations where there are concerns regarding physical safety
10. The school undertakes anti-racism awareness initiatives
11. 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.
12. The school has in place a policy and clear procedures in respect of school outings
13. The school has a health and safety policy
14. The school adheres to the requirements of the Garda vetting legislation
15. The school adheres to the relevant Department of Education and Youth circulars in respect of recruitment
16. The school has a code of conduct for school personnel (teaching and non-teaching staff)
17. The school complies with the agreed disciplinary procedures for teaching staff
18. The school has a special educational needs policy
19. The school has an intimate care policy/plan in respect of students who require such care
20. The school has in place a policy and procedures for the administration of medication to pupils
21. The school has provided each member of school staff with a copy of the school's Child Safeguarding Statement and Risk Assessment
22. The school ensures all new personnel are provided with a copy of the school's Child Safeguarding Statement and Risk Assessment
23. The school encourages personnel to avail of relevant training
24. The school encourages board of management members to avail of relevant training
25. The school maintains records of all personnel and board member training
26. The school has in place a policy and procedures for the administration of First Aid
27. The school has in place a code of behaviour for pupils
28. 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
29. 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* and the national guidelines
30. The school has in place a Critical Incident Management Plan
31. The school has in place a Home School Liaison policy and related procedures

32. The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
33. The school has in place a policy and procedures for the use of external sports coaches
34. The school has in place a policy and clear procedures for one-to-one teaching activities
35. The school has in place a policy and procedures for one-to-one counselling
36. The school has in place a policy and procedures in respect of student teacher placements
37. The school has in place a policy and procedures in respect of pupils undertaking work experience in the school
38. The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations
39. The school has in place a policy in relation to assisting members of school personnel in respect of disclosures of retrospective abuse
40. The school has considered the questions in *Appendix 1 of the Child Protection and Safeguarding Procedures for Boarding Facilities Associated with Recognised Schools 2023* and implemented the necessary risk mitigation measures

In accordance with Section 11 of the Children First Act 2015 and with the requirements of Chapter 9 of the *Child Protection Procedures for Schools 2025*, the following is the written Child Safeguarding Statement and Risk Assessment.

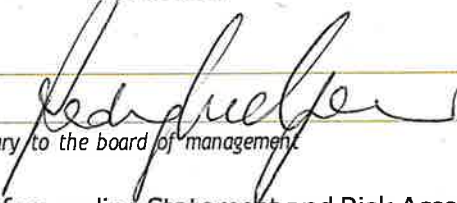
In undertaking this Child Safeguarding Statement and Risk Assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible 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 Child Safeguarding Statement and Risk Assessment was reviewed by the board of management on 09/09/2026 (most recent review date).

Signed:* 

Chairperson of the board of management

Date: 09/09/2026

Signed:* 

Principal/Secretary to the board of management

Date: 09/09/2026

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on 09/09/2027 (expected review date).

CSS 2

Review of the Child Safeguarding Statement and Risk Assessment

The *Child Protection Procedures for Schools 2025* require that the board of management must undertake a review of its Child Safeguarding Statement and Risk Assessment. The following template must be used for this purpose. The review must be completed every calendar year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers. Undertaking an annual review will ensure that a school also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement and Risk Assessment every two years.

As part of the overall review process, boards of management should also assess relevant school policies, procedures, practices and activities and their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children First Act 2015 and *Children First National Guidance 2017, the Addendum to Children First (2019) and 2025, Children First National Guidance 2017, the Addendum to Children First (2019) and (2025), and the Child Protection Procedures for Schools 2025*.

Designated Liaison Person (2025 Procedures)

Name: Padraig Mc Govern

Date Appointed: 27/05/2026

Relevant Person (2025 Procedures)

(In schools this is the DLP)

Name: Padraig Mc Govern

Contact details: (042) 9331398, PMcGovern.OFI@LMETB.ie

Date Appointed: 27/05/2026

Deputy Designated Liaison Person (2025 Procedures)

Name: Audrey Flood

Date Appointed: 27/05/2026

Contact details for Tusla

Contact Name:

Duty Social Work Team Louth Dedicated Contact Point

Address:

Tusla Child and Family Agency, Social Work Building, Louth Hospital Campus, Dublin Road, Dundalk, Co. Louth, A91X0DP.

Contact Number:

042 9392200

Contact details for An Garda Síochána

Contact Name:

Dundalk Garda Station

Address:

The Crescent, Townparks, Dundalk, Co. Louth, A91DK46

Contact Number:

042 9388400

Checklist for review of the Child Safeguarding Statement

1. When did the board first formally adopt a Child Safeguarding Statement and Risk Assessment in accordance with the *Child Protection Procedures for Schools 2025*? For most schools this will be March 2018, as outlined in Section 9.9 of the procedures.

Date first Child Safeguarding Statement and Risk Assessment adopted by the school:

March 2018

May 2026 for 2025 Procedures

- 2(a) Where is the Child Safeguarding Statement and Risk Assessment displayed in the school? For example, in a prominent place near the main entrance to the school.

Main Entrance, Post Primary Reception Area & FET Reception Area.

- (b) Is there a student-friendly version, with a photograph of the Designated Liaison Person, displayed beside the Child Safeguarding Statement and Risk Assessment?

✓ Yes

- (c) Other than displaying in a prominent place near the main entrance to the school, how have students been made aware of the student-friendly version?

✓ Displayed at all student entrances

✓ On school website

- ✓ School journal
- ✓ Other: (please state)

Student Induction and Tutor Class
DLP & DDLP Classroom Visits
Guidance & Student Support Teams signposts for students

3. Has the board used the most recent *Child Safeguarding Statement and Risk Assessment Template* and formally adopted, without modification, the *Child Protection Procedures for Schools 2025*?

✓ Yes

What is the date of the previous review of the Child Safeguarding Statement and Risk Assessment?

Date: 27/05/2026

4. Has the Board included a written assessment of risk as required under the Children First Act 2015? (This includes considering the specific issue of online safety as required by the *Addendum to Children First (2019)*)?

✓ Yes

5. Is there a written protocol in place authorising immediate action for cases which require an employee to be immediately absented from school for child safeguarding reasons in line with Appendix C of the *Child Protection Procedures for Schools 2025*?

✓ Yes

6. Has the Board reviewed and updated the written assessment of risk as part of this overall review (for example, to include shower facilities, changing rooms, swimming, online engagements to facilitate learning). Boards should refer to the Child Safeguarding Statement and Risk Assessment Template for examples.

✓ Yes

Date of this review: 09/09/2026

7. How has the Board ensured that the Child Safeguarding Statement and Risk Assessment is provided to the patron, the parents' association and all parents of children in the school? Give dates of emails/letters/texts/links provided.

When New Version approved by BOM, approved version will be displayed/communicated as follows:
School Website - link from website to be circulated to Parents/Guardians and Parents Association. Copy will also be circulated via Compass Newsfeed.
Email copy to be emailed to Patron & Parents Association.

8. How has the Board sought the feedback of parents, students and school personnel (teaching and non-teaching) on the Child Safeguarding Statement and Risk Assessment?

Has the school engaged with each of the above through, for example, a meeting or survey. The support documents CSS 5, CSS 6 and CSS 7 can be used to support this engagement. Details of how feedback was sought should be outlined below.

- (a) Parents

CSS7 used as a guide for prompt Questions
Parent/Guardian Survey
Verbal Feedback
Focus Group

- (b) Students

CSS5 used as a guide for prompt Questions
Student Survey
Verbal Feedback
Student Focus Group

- (c) School Personnel

CSS6 used as a guide for prompt Questions
Staff Survey
Verbal Feedback
Staff Focus Group

9. Outline any aspects of the school's Child Safeguarding Statement and Risk Assessment and/or its implementation that require further improvement, including any complaints or suggestions for improvements, which the Board has identified:

The first Child Safeguarding Statement and Risk Assessment under the Child Protection Procedures for schools 2025, approved @ BOM on 27/05/2026
During 2026/27 academic Year the Child Safeguarding Statement and Risk Assessment will be reviewed and any ideas/suggestions/improvements will form part of the annual review in May 2027.

10. Outline details of how areas for improvement have been adequately addressed including whether an action plan with appropriate timelines has been put in place:

N/A

11. Has the template for *Notification regarding the board of management's review of the Child Safeguarding Statement and Risk Assessment* been used to inform the school community and relevant parties that they have fulfilled their statutory obligation to annually review the school's Child Safeguarding Statement and Risk Assessment?

Yes

✓

No

N/A

Training

12. Give details of when the DLP and DDLP most recently attended child protection training for DLP/DDLPs:

DLP: Date:

DDLP: Date:

13. Give details of child protection training attended by any members of the Board and dates attended:

Oide Whole School Day 13/11/2025 One Board Member attended,
ETBI Child Protection Training Webinar 15/04/2026

14. How has the Board ensured that all school personnel (including new school personnel, temporary staff and substitutes) have been made aware of their responsibilities under the *Child Protection Procedures for Schools 2025* and the Children First Act 2015? For example, completing e-learning or other training, use of department's supports for school personnel when reviewing the Child Safeguarding Statement and Risk Assessment, induction/mentoring system for new personnel, or other measures. How are records of the training completed maintained by the school?

LMETB New Teacher Induction, Ó Fiaich College/Institute New Teacher Induction. Staff complete e-learning or other training as provided by Tusla or OIDE, ó Fiaich College use department's supports for school personnel when reviewing the Child Safeguarding Statement and Risk Assessment, all staff are provided with all relevant documents are reminded frequently through email and staff briefings, all documents are stored on staff SharePoint.

Child Protection Oversight Report (CPOR)

15. Has the Board received a Principal's Child Protection Oversight Report (CPOR) at every ordinary meeting of the Board held since the last review of the Child Safeguarding Statement was undertaken which contains all the information required under each of the four headings set out in Section 12.3 of the *Child Protection Procedures for Schools 2025*?

Yes ✓ No

16. Since the Board's last review of the Child Safeguarding Statement, if there have been cases presented for oversight as part of the CPOR, has the Board been provided with and reviewed all records relevant to the CPOR?

Yes ✓ No N/A

17. Have these cases been anonymised and redacted as necessary?

Yes ✓ No N/A

18. Since the Board's last review Child Safeguarding Statement, if there have been cases presented for oversight as part of the CPOR, do the minutes of the board meeting:

(a) specify the anonymised documents provided to the board as part of the CPOR

Yes ✓ No N/A

(b) use unique codes to record child protection matters?

Yes ✓ No N/A

19. The board has undertaken the review of the Child Safeguarding Statement and Risk Assessment and has issued/published notification confirming same.

Yes ✓ No N/A

Reporting

20. Where are all records relating to child protection filed and stored in a secure manner? For example, stored securely in the principal's office in such a manner as only the DLP and DDLP and the chairperson when acting as DLP will have access to these records.

Files/Records stored securely in the principal's office in such a manner as only the DLP and DDLP and the Chief Executive when acting as DLP will have access to these records.

21. How does the Board ensure that child protection procedures in relation to reporting to Tusla/An Garda Síochána are followed in full? The Board should indicate that the DLP follows the procedures outlined in the *Child Protection Procedures for Schools 2025* for reporting of all child protection concerns.

The DLP follows the procedures outlined in the *Child Protection Procedures for Schools 2025* for reporting of all child protection concerns.

Curriculum

22. The Board should outline the steps it has taken to ensure that the SPHE, RSE, and Wellbeing curriculum is appropriately planned for and delivered to the children and young people in the school.

Ó Fiaich College confirm that:

- > The Wellbeing Programme for Junior Cycle is being implemented.
- > RSE and SPHE are being appropriately delivered.
- > The date of the most recent policy review or curricular implementation is noted.

For primary schools, it should confirm that:

- > Aspects of all three strands (SPHE, RSE, Wellbeing) are covered each year.
- > The Stay Safe programme is taught in its entirety in one year – at least once during infants, 1st/2nd class, 3rd/4th class, and 5th/6th class. Schools will be informed if, in the future, the Department approves an alternative or replacement to the Stay Safe Programme.
- > The school plan outlines provision for RSE across each of the different class levels/stages.
- > The date of the most recent policy review or curricular implementation is noted.

For post-primary schools, it should confirm that:

- > The Wellbeing Programme for Junior Cycle is being implemented.
- > RSE and SPHE are being appropriately delivered.
- > The date of the most recent policy review or curricular implementation is noted.

Vetting and Recruitment

The board should be satisfied that procedures to ensure that all statutory requirements in relation to vetting, statutory declarations and forms of undertaking are met. The board should refer to the school's recruitment procedures about how references of all school personnel are checked and how vetting outcomes are managed before appointment or work in the school is undertaken. Schools under the aegis of Education and Training Boards (ETB) should outline how they adhere to ETB recruitment processes.

If joint agreements are used for the visiting coaches or for school placement students, this should be included. If the school is part of teacher sharing arrangements (see section 10.2 of the procedures), the vetting oversight actions taken should be included.

23. The Board should indicate how it is satisfied that:

- (a) the statutory requirements for Garda Vetting are met.

YES

- (b) the department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking are met.

YES

- (c) thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers).

YES

Statement by the Board

The Board should make an overall statement as to its satisfaction that the Child Safeguarding Statement and Risk Assessment and child protection procedures are being fully and adequately implemented by the school.

The Board is satisfied that the Child Protection Safeguarding Statement and Risk Assessment and Child Protection Procedures are being fully and adequately implemented by Ó Fiaich

Signed:*



Date:

Chairperson of the board of management

CSS 3

Notification Regarding the Board of Management's Review of the Child Safeguarding Statement and Risk Assessment

This template must be used by the board of management to inform the school community and relevant parties that they have fulfilled their statutory obligation to annually review the school's Child Safeguarding Statement and Risk Assessment.

To:

The board of management of
wishes to inform you that:

- (a) The board of management's annual review of the school's Child Safeguarding Statement was completed at the Board meeting of (date).
- (b) This review was conducted in accordance with the board of management's review of the Child Safeguarding Statement and Risk Assessment published on www.gov.ie/childprotectionschools.

Signed:*
Chairperson, board of management

Date:

Signed:*
Principal/Secretary to the board of management

Date:

CSS 4(b)

Student-friendly Child Safeguarding Statement (post-primary)




Child Safeguarding in our School

Child safeguarding is what we do in our school to keep children and young people safe from harm.

We think about how to keep everyone safe and we write down how we will do that.

This is called our **Child Safeguarding Statement**. We check this every year. When we do this we will ask you | what you think about safeguarding in our school. It is important that you feel safe at school and in your life outside of school too.



If someone says or does something to hurt you or makes you feel uncomfortable, you can tell an adult that you trust.

Who to go to:

☒ **Any trusted adult**
For example, your Year Head or Tutor, a teacher, SNA, the Principal or Deputy

What we will do:

☒ Listen and understand
☒ Guide or look for help

Every school has a person in charge of child safeguarding. This person is called the **Designated Liaison Person or DLP**. The DLP for our school is **The Deputy Designated Liaison Person**. DDLP for our school is

Mr. Mc Govern
DLP



Ms. Flood
DDLP



CSS 5

Student Review of the Child Safeguarding Statement and Risk Assessment – suggested approach

As part of your annual review of the Child Safeguarding Statement and Risk Assessment, the children and young people in your school should have an opportunity to have a voice and participate in the process.

This supports the process of advising children and young people of the procedures that are in place to safeguard them and to explore options of how students could be involved in the development and/or review of safeguarding procedures. Raising awareness of a school's Child Safeguarding Statement and Risk Assessment, the role of DLP/trusted adults and regular review risks of harm during school activities is part of the process of keeping children safe.

The questions set out below can be used to lead a classroom discussion, to help a student council have a focused discussion, or to inform other forms of consultation with the children and young people in your school in the annual review of the child safeguarding statement. This is not intended to be a directive or exhaustive list, and the questions and the approach should be informed by the context of the school.

Understanding the Child Safeguarding Statement and Risk Assessment
> Do you know what the Child Safeguarding Statement and Risk Assessment is?
> Why do you think the school has this document?
> Do you know where it is displayed in the school?
> Have you seen the poster with the name and photo of the Designated Liaison Person (DLP)?
Knowing Who to Talk to (DLP and Trusted Adults)
> There is someone in the school who is in charge of keeping children safe. This person is called the DLP. Do you know who they are and what they do?
> In SPHE class, we talked about trusted adults – people you can talk to if you're ever worried or upset. Who are some trusted adults in your life?
> Is there someone at school you feel safe talking to? Who are they?
Thinking About Safety in School Activities
> We do lots of different things at school during the year. We want to make sure everyone is safe while doing them. The school has made a list of all the things we do and how we try to keep everyone safe.
> Can you think of anything else we could do to make school activities safer? (<i>Teachers might remind children about activities like arriving and leaving school, playtime, breaks, and using toilets or changing rooms.</i>)
Your Final Thoughts
> We want everyone in the school to feel safe and happy while learning.
> If you were the DLP – the person in charge of helping keep children safe – what else would you do to make the school a safer and better place?

CSS 6

Staff Review of the Child Safeguarding Statement and Risk Assessment – suggested approach

As part of your annual review of the Child Safeguarding Statement and Risk Assessment, the staff in your school should have an opportunity to have a voice and participate in the process. This may be as part of a staff meeting.

Below are some prompts for the person leading the meeting together with possible questions a school could use to help ensure the participation of staff in the annual review of the child safeguarding statement. This is not intended to be a directive or exhaustive list.

Communication of the Child Safeguarding Statement and Risk Assessment

Prompts
> Check that each staff member, including special needs assistants, (SNAs), secretaries, caretakers, teachers and all employed in the school has a digital or hardcopy version of the Child Safeguarding Statement and Risk Assessment; and/or
> Remind staff of the date the Child Safeguarding Statement and Risk Assessment was circulated on and that it is available on the school website.
> Introduce the staff to the review prompts document for use with the children and young people in the school.
> Ensure that all staff are aware of who the DLP/relevant person is. Clarify that the relevant person is the person to contact if you have any questions about the Child Safeguarding Statement and that this is noted on the Child Safeguarding Statement.
Possible Questions
> Have you been provided with the Child Safeguarding Statement and Risk Assessment in hard copy or digital form? or
> Have you received the copy of our current Child Safeguarding Statement and Risk Assessment which was emailed to you on (date)? or
> Have you viewed the Child Safeguarding Statement and Risk Assessment on our school website?
> Do you know where the Child Safeguarding Statement and Risk Assessment is displayed within the school?
> How are the children and young people in your class(es) (or those with whom you engage or support) made aware of the identity of the DLP/DDLP (or person in charge of child safeguarding, to use a child-friendly term)? How has this been communicated?
> Who is the DLP/DDLP/Relevant Person in this school? What is their role?

Review of Risks in the School

Prompts
> Check with staff if the school has undertaken any new activities since the last review of the risk assessment which should be noted in the next risk assessment (e.g. intimate care, swimming, shower facilities, remote teaching and online learning). This includes activities before school, during school and extra-curricular activities.
Possible Questions
> Does the Risk Assessment included in the Safeguarding Statement include: ~ all the activities in the school? ~ all risks associated with the activities? ~ actions taken to mitigate the risks involved in these activities? > Has the school undertaken any new activities since the last review of the risk assessment which should be noted in the next risk assessment (e.g. intimate care, swimming, shower facilities, remote teaching and learning)? > Have you any suggestions on anything else the school should include in the Risk Assessment in our Child Safeguarding Statement?

Implementation of Safeguarding Procedures

Prompts
> Clarify that in any situation where a member of school personnel (including a registered teacher), receives an allegation or has a child protection concern they shall respond appropriately as outlined in chapter 2 of the procedures and without delay report the matter to the DLP. > Clarify with mandated staff that the two main statutory responsibilities of a mandated person are: ~ to report any knowledge, belief or reasonable grounds to suspect that a child has been harmed, is being harmed or is at risk of being harmed to Tusla, and ~ to assist Tusla in assessing a concern which has been the subject of a mandated report, if requested by Tusla in accordance with the Act. > Answers to the question "If you had a concern that a child was at risk what would you do?" must indicate that staff members are aware of the procedures outlined in Chapter 5. > Ask when staff members last completed a child protection training module.
Possible Questions
> What are the responsibilities of a member of school personnel who has a child protection concern? Can you describe the two main statutory responsibilities of a mandated person? > If you had a child safeguarding concern, what would you do? or > If you had a concern that a child was at risk what would you do? > Consider also what you would expect if the: ~ DLP reports to Tusla, ~ seeks advice from Tusla or ~ decides not to report to Tusla. > Consider, also, joint reporting with the DLP. > Describe what you would do if a child made a disclosure to you. > If you had a child protection concern about the DLP, to whom should you report this concern? > When did you last complete a training module for child protection (e.g. Tusla's Children First eLearning programme or their mandated person eLearning module), Oide Child Protection Training? > Do you need to refresh your training to be confident that you are familiar with the procedures and your responsibilities?

SPHE/RSE Curriculum

Prompts

- > What steps has the school taken to ensure that the SPHE/RSE/Wellbeing curriculum is appropriately planned for and delivered to the children and young people in the school.
- ~ This should outline that for a primary school, aspects of all 3 strands are covered each year; Stay Safe is taught in its entirety in one year – at least once in infants, 1st/2nd, 3rd/4th, 5th/6th; and that the school plan outlines provision for RSE across each of the different class levels/stages) noting the date of the most recent policy review or curricular implementation. Schools will be informed if, in the future, the Department approves an alternative or replacement to the Stay Safe Programme.
- ~ For a post-primary school, the Wellbeing Programme for Junior Cycle is implemented and RSE and SPHE is appropriately delivered noting the date of the most recent policy review or curricular implementation.

Possible Questions

- > Does the school plan indicate that aspects of each of the three strands (Myself; Myself and Others; and Myself and the Wider World) of the SPHE curriculum are covered each year?
- > Does the school plan indicate that the Stay Safe Programme is delivered at least once in Junior Infants or Senior Infants; once in first or second class; once in third or fourth class and once in fifth or sixth class?
- > Does the school plan indicate that the Stay Safe Programme is taught in its entirety over one school year?
- > Does the school plan outline provision for learning in RSE across the different stages (Junior Infants/Senior Infants; first/second class; third/fourth class and fifth/sixth class)?

Possible Questions – Post-primary

- > Is SPHE timetabled for each year of the junior cycle?
- > Does the school provide SPHE in accordance with circular 28/2023?
- > Does the school implement a RSE programme for all students, from First Year to Sixth Year? Have outline programmes of work been prepared for 1st, 2nd and 3rd Year SPHE and 4th, 5th and 6th Year RSE?
- > Are a minimum of five to six timetabled periods per year assigned to RSE in relevant plans?
- > Does the overall RSE plan include provision for the exploration of key aspects of RSE, for example, relationships, gender identity, sexual orientation, pornography and consent?

Final thoughts

Possible Question

- > Have you anything else you would like to bring to the attention of the relevant person/DLP/DDLP as we undertake the annual review of our Child Safeguarding Statement and Risk Assessment?

CSS 7

Parent/Carer Review of the Child Safeguarding Statement – suggested approach

As part of your annual review of the Child Safeguarding Statement and Risk Assessment, the parents in your school should have an opportunity to have a voice and participate in the process. This could be done through email, questionnaire, meetings, engagement by the parents' association with the wider parent body, or another appropriate approach.

Schools will need to ensure all parents have access to a copy of the school's Child Safeguarding Statement and Risk Assessment to participate in this review process. Raising awareness of a school's Child Safeguarding Statement and Risk Assessment, the role of DLP/trusted adults and regular reviews of risks of harm during school activities is part of the process of keeping children safe.

Below are some questions a school could use to help ensure the participation of parents in the annual review of the child safeguarding statement (including its risk assessment). This is not intended to be a directive or exhaustive list, and the questions and the approach should be adapted to suit the context of the school community.

Awareness of the Child Safeguarding Statement and Risk Assessment
> Did you know that our Child Safeguarding Statement and Risk Assessment (which includes a list of potential risks) is clearly displayed near the school's main entrance? > Have you received a copy of this statement by email? Or have you looked at it on our school website?
Awareness of the DLP/Trusted Adults
> Do you know that the person you can talk to at the school if you have any concerns about a child's safety is called the Designated Liaison Person (DLP)? In our school, that person is [insert DLP's name]. You can also ask them any questions about our Child Safeguarding Statement and Risk Assessment. > In school, we've talked to the children in SPHE class about trusted adults – people they can talk to if they're ever worried about anything. Have you had a similar conversation with your child about who they can talk to if they feel unsafe or upset?
Review of Risks in the School
> Our school does many different activities during the year. We want to make sure every child is safe while taking part. We've looked at all our activities and listed the possible risks, along with the steps we take to keep children safe. This is all included in our Risk Assessment, which is part of the Child Safeguarding Statement. > Do you have any ideas or suggestions about how we can make our school activities even safer? If so, we'd love to hear them.
Final Thoughts
> Is there anything else you'd like to share or suggest as we review our Child Safeguarding Statement this year?

CSS 8

Record of Child Protection Training

Boards of management must ensure that all school personnel and board of management members have the necessary familiarity with the *Child Protection Procedures for Schools 2025* to enable them to fulfil their responsibilities. The board of management shall ensure that all school personnel attend appropriate child protection training and retain a record of this training. Please refer to *Child Protection Procedures for Schools 2025* Chapter 11 Training and Supports for information on training and supports available.

This template can be used by schools if they wish or they can use any other method of recording the training.

School Name:

Ó Fiaich College

This master list will contain details of all child protection training undertaken by all members of school personnel.

The term "school personnel" as used in these procedures is a generic term that refers to all adults who are or were involved in the operation of the school. This includes employees and volunteers, board of management members, student teachers and those on work experience.

No:	Name – Member of School Personnel	Position in School e.g. Chairperson of BOM, Principal/ Deputy, Teacher	Mandated Person Yes/No	Title of Training Undertaken and Date Attended		
				Tusla Training	Oide Training	Other Relevant Training
				Children First eLearning Programme	Child Protection Procedures for Schools 2025	NEPS Trauma Informed Practice
1.	Padraig Mc Govern	DLP	YES	March 2018	13/11/2025	DLP 10/10/2025
2.	Audrey Flood	DDLp	YES	12/02/2018	13/11/2025	DDLp 08/10/2025 ETBI BOM Webinar 15/04/26

No:	Name – Member of School Personnel	Position in School e.g. Chairperson of BOM, Principal/ Deputy, Teacher	Mandated Person Yes/No	Title of Training Undertaken and Date Attended		
				Tusla Training	Oide Training	Other Relevant Training
3.	Ann Frawley	BOM Member	NO	March 2018	13/11/2025	ETBI BOM Webinar 15/04/26
4.	Kevin Meenan Karen Maguire Danny O Shea Barry Williams Keith Halpenny	BOM Members	NO	N/A	N/A	ETBI BOM Webinar 15/04/26
5.	Arlene Doherty	BOM Member Teacher	YES	February 2018	13/11/2025	ETBI BOM Webinar 15/04/26 10.12.24 Child Protection & Safeguarding - The Board Role
6.	Marcus Howard	BOM Member Teacher	YES	February 2018	13/11/2025	ETBI BOM Webinar 15/04/26
7.	John Caraher	Deputy Principal	YES	01/10/2025	13/11/2025	ETBI BOM Webinar 15/04/26
8.	Conor Rafferty	Deputy Principal	YES	February 2018	13/11/2025	ETBI BOM Webinar 15/04/26
9.	Staff Log sheet as of MAY 2026: Requires updating September 2026 for additional or outstanding staff					

Name	TUSLA E-Learning Programme Children	OIDE Whole school Day - Child Protection Procedures 2025	Other Relevant Child Protection Training (Name of course & Date completed)	Other Relevant Child Protection Training (Name of course & Date completed)1	Other Relevant Child Protection Training (Name of course & Date completed)2
First					
Katie McEneaney	08/09/2020	13/11/2025	N/A	N/A	
Una Fegan	13/11/2025	13/11/2025	n/a	n/a	n/a
Ronan Mc Donald	21/11/2021	13/11/2025	NA	NA	NA
Jennifer Lennon	21/03/2024	13/11/2025	Na	Na	
Caroline McMahon	28/08/2024	13/11/2025	N/A	N/A	N/A
Noirin Mackin	25/11/2025	25/11/2025	N/A	N/A	N/A
Shannon McLaughlin	19/01/2021	13/11/2025	N/A	N/A	N/A
Jamie King	02/10/2023	13/11/2025	N/A	N/A	
Garry Crossan	16/10/2024	13/11/2026	N/A	N/A	N/A
Conor Kerrigan	07/12/2017	28/11/2025	n/a	n/a	n/a
Aoife Lynch	05/03/2018	13/11/2025	.	.	
Karen Dolan	12/01/2026	28/10/2025	N/A	N/A	N/A
Jennifer Gray	25/05/2026	13/11/2025	N/A	N/A	
Kevin Toner	24/01/2018	13/11/2025	N/A	N/A	
Rebecca Everitt	06/02/2018	13/11/2025	n/a	n/a	n/a
Catherine Rennick	01/03/2018	13/10/2025	NA	NA	NA
Lisa Murphy	11/09/2023	25/09/2025	N/A	N/A	N/A
Mary McGeough	26/04/2023	13/11/2025	N/a	N/a	N/a
Ana RuizBelmonte	15/10/2024	25/11/2025	None	None	
Niamh Lawless	01/03/2018	13/11/2025	None	None	None
Caroline Flanagan	27/02/2018	13/11/2025	N/A	N/A	N/A
Kelly Wood	03/01/2018	13/11/2025	No	No	No
Dwayne Daly	17/04/2018	13/11/2025	N/A	N/A	
Karen Wiseman	03/03/2018	13/11/2025	No	No	No
Jane Wynne	04/03/2018	13/11/2025	n/a	n/a	n/a
Deirdre Curran	11/09/2018	13/11/2025	N/a	N/a	N/a
Sinead Conway	19/03/2018	13/11/2025	N/A	N/A	N/A
Emma McDonnell	25/05/2026	13/11/2025	N/A	N/A	N/A
Colm Murphy	08/03/2018	13/11/2025	n/a	n/a	
Oksana Ivashyna	26/05/2026	13/11/2025	NA	NA	NA
Paul Clarke	26/05/2026	13/11/2025	N/A	N/A	N/A
Sarah Kelly	08/09/2023	13/11/2025	n/an/a	n/a	n/a
Brenda Brady	28/02/2018	13/11/2025	N/A	N/A	
Tiernan Dowdall	01/07/2018	13/11/2025	N/A	N/A	N/A
Helen Mortimer	04/03/2018	13/11/2026	-	-	-
Bodyright: A Sexual Violence Awareness and Prevention Programme for Young People: 6 Feb 2026					
Larry Torris	29/06/2025	13/11/2025	People: 6 Feb 2026	N/A	
David Graham	14/03/2018	13/11/2025	N/A	N/A	N/A
Paula Duff	17/08/2021	13/11/2025	N/A	N/A	N/A
IRFU Vetting for young people					
Claire Reilly	12/03/2018	13/11/2026	22/08/2025	Safeguarding (SG1) 25/26 Dundalk RFC via IRFU 10/10/2025	Child Protection and Welfare of Children in Schools- Legal Island- 17/11/2015
Daniel McDermott	27/05/2026	13/11/2025	.	.	.
Dawn McCloskey	08/03/2018	13/11/2025	N/A	N/A	N/A
Sinead Donegan	27/04/2020	13/11/2025	N/A	N/A	N/A
Cormac Lambe	28/05/2026	13/11/2025	Na	Na	Na
Orla Macenri	01/03/2018	13/11/2025	No	No	No
Aileen Russell	27/05/2026	13/11/2025	N/A	N/A	N/A
Martina O'Reilly	27/05/2026	27/11/2025	No	No	No
Mandated person, Safe guarding training					
Geraldine Lawless	19/04/2018	25/11/2025	26/05/2026	.	.
Lisa Loughran	19/02/2018	13/11/2025	no	no	
Orla Murphy	21/11/2022	13/11/2025	NA	NA	NA
PeterJ Murphy	16/04/2018	13/11/2025	As above	As above	
Susan McBride	05/02/2018	04/12/2025	No	No	No