An Roinn Oideachais
agus Óige
Department of Education
and Youth

Child Protection Safeguarding Booklet

Scoil Naomh Pádraig
Corr a Chrainn
Emyvale
Monaghan



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.

CSS1
Child Safeguarding Statement and Risk Assessment

For:	**SCOIL NAOMH PÁDRAIG**	*(School Name)*
At:	**CORR A CHRAINN, EMYVALE, MONAGHAN**	*(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):

RICHARD BAXTER

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

HELEN MALLEN

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

Name of Relevant Person

RICHARD BAXTER

(In schools this person is the DLP)

Relevant Person can be contacted on:

047-87551	*corracrinns2019@gmail.com*

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:

Mr. Adrian Corrigan

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 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.

Child Safeguarding Risk Assessment

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
1.	Daily arrival and dismissal of pupils	**1. Unauthorised Collection of a Child** There is a risk that a child could be collected or approached by an adult who is **not authorised** by the school or known to the staff, particularly during busy dismissal times when supervision may be reduced. **2. Insufficient Supervision During Transition Times** Arrival and dismissal are high-traffic periods. If supervision is unclear or inconsistent, there is a risk that pupils may: • Leave the school grounds unsupervised • Become separated from their class or caregiver • Be exposed to inappropriate behaviour from others **3. Inappropriate Contact or Behaviour Between Pupils or Adults** Crowded and less structured times increase the risk of: • Bullying or peer-on-peer incidents • Inappropriate physical or verbal interactions • Boundary issues between adults and children if clear procedures are not followed	**Mitigation Measures / Controls in Place** **1. Mitigating the Risk of Unauthorised Collection** • The school maintains an **authorised collection list** for each pupil, provided by parents/guardians and updated as required. • Staff are instructed **not to release a child** to any person who is unknown or not previously authorised, without confirmation from school management. • Clear procedures are in place for **late collections**, including supervised waiting areas and parent contact protocols. **2. Mitigating the Risk of Insufficient Supervision** • Staff supervision rotas, i.e **ISM-T and SNA team** are in place for both arrival and dismissal, with designated staff visible at key points (school gates, corridors, yards). • Pupils are accepted and released in an **orderly and structured manner**, appropriate to their age group. • Younger pupils are handed over directly to parents/guardians or designated collectors. • School grounds are **clearly defined**, and pupils are not

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			permitted to leave the premises without staff permission. **3. Mitigating the Risk of Inappropriate Behaviour or Contact** • All staff are familiar with the school's **Code of Behaviour and Child Protection Procedures**, including expected professional boundaries. • Behaviour expectations are reinforced with pupils, and incidents of bullying or inappropriate conduct are addressed promptly in line with school policy. • Any child protection concerns observed during arrival or dismissal are reported **without delay** in accordance with the school's reporting procedures.
2.	Recreation breaks for pupils	1. Risk of peer-on-peer bullying or physical harm during unsupervised play. 2. Risk of harm from unauthorised adults approaching the yard. 3. Risk of inadequate response to an injury or incident due to poor supervision.	1. Implementation of a comprehensive Yard/Playground Supervision Policy with high-visibility staff. 2. Adherence to the school's Anti-Bullying Policy and 'Bí Cineálta' procedures. 3. Regular training for all staff on identifying and reporting child protection concerns. 4. High security on yards, buzzer system is in place.
3.	Classroom teaching	1. Risk of inappropriate communication or relationship between teacher and pupil.	1. All staff must adhere to the professional Code of Conduct and Child Protection Procedures 2025.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		2. Risk of harm where a staff member has not received child protection training. 3. Risk of a child being harmed by another child in a classroom setting.	2. Classroom doors to have clear glass panels to ensure visibility at all times. 3. Full implementation of the SPHE and Stay Safe programmes to empower pupils.
4.	One-to-one teaching	1. Risk of harm to a child in a private, one-to-one setting. 2. Risk of false allegations against staff members. 3. Risk of inappropriate physical contact or grooming	1. A written policy is in place for one-to-one teaching, requiring clear visibility through doors. 2. Parents/guardians are informed of the schedule and location of one-to-one sessions. 3. Staff are trained in maintaining professional boundaries and reporting disclosures.
5.	One-to-one learning support	1. Increased vulnerability of children with Special Educational Needs (SEN). 2. Risk of inadequate supervision in isolated areas of the school. 3. Risk of staff misinterpreting behaviours of concern.	1. Implementation of a Special Educational Needs policy and individual support plans. 2. Use of open-door policies or rooms with internal windows for all support sessions. Cameras in support rooms. 3. Staff training in "Understanding Behaviours of Concern and Responding to Crisis Situations."
6.	Outdoor teaching activities	1. Risk of a child wandering off or being separated from the group.	1. Rigorous risk assessments are conducted for all out-of-school and outdoor activities.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		2. Risk of harm from members of the public in non-secure environments. 3. Risk of inadequate first aid response in an outdoor setting.	2. Staff-to-pupil ratios are increased for outdoor activities to ensure constant supervision. 3. At least one staff member present is trained in First Aid with a mobile first aid kit.
7.	Sporting activities	1. Risk of harm from external coaches or volunteers who are not vetted. 2. Risk of inappropriate behaviour in changing or shower areas. 3. Risk of peer-on-peer abuse during competitive or high-contact sports.	1. Strict adherence to Garda Vetting legislation for all external coaches and volunteers. 2. Implementation of a policy for the use of changing rooms and toilets. 3. Coaches must adhere to the school's Code of Behaviour and anti-bullying protocols.
8.	School outings	1. Risk of harm during transport or at the external venue. 2. Risk of a child being approached by an unauthorized person in a public space. 3. Risk of a medical emergency not being managed properly off-site	1. Detailed "School Outings Policy" requiring parental consent and emergency contact lists. 2. Mandatory use of name tags or high-visibility vests for pupils in crowded areas. 3. Implementation of the "Administration of Medicine" policy for off-site trips
9.	Use of toilet/changing/shower areas in schools	1. Risk of a child being harmed by an adult or another child in a private space.	1. Policy in place governing the supervision of and access to toilets and changing areas.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		2. Risk of unauthorized photography or use of mobile devices.	2. Strict ban on the use of mobile phones or cameras in these areas.
		3. Risk of a child being left unsupervised for extended periods.	3. Staff check toilets regularly and ensure children go in pairs or groups as appropriate.
10.	Annual Sports Day	1. Risk of harm from external coaches on site.	1. Visitors are required to remain in designated areas and follow school safety protocols.
		2. Risk of children being photographed inappropriately by visitors.	2. Implementation of a policy on the use of photography and video at school events.
		3. Risk of heat stroke or neglect if hydration and shade are not managed.	3. Designated "First Aid Station" and "Hydration Stations" managed by school personnel.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
11.	Fundraising events involving pupils	1. Risk of harm from members of the public or unvetted volunteers at events.	1. Strict adherence to Garda Vetting for all volunteers assisting with activities.
		2. Risk of a child being separated from the group in busy external environments.	2. A clear supervision plan and designated assembly points for pupils at all times.
		3. Risk of inadequate supervision during non-routine school hours.	3. Adherence to the school's code of conduct for all external personnel.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
12.	Use of off-site facilities for school activities	1. Risk of child being harmed by staff from another organisation or other persons. 2. Risk of inadequate supervision in unfamiliar or non-secure environments. 3. Risk of harm in changing rooms or toilets at off-site venues.	1. Written risk assessments conducted for every off-site venue used. 2. Verification that the facility has its own adequate safeguarding procedures in place. 3. Maintaining a yard/playground supervision policy adapted for the off-site area.
13.	School transport arrangements including use of bus escorts	1. Risk of harm to a child from an unvetted bus driver or escort. 2. Risk of inappropriate communication between transport personnel and pupils. 3. Risk of a child being left unsupervised on a vehicle or at a drop-off point.	1. Mandatory Garda Vetting for all bus drivers and escorts employed or contracted. 2. Clear "Transport Policy" outlining professional boundaries and reporting procedures. 3. Training for bus escorts in the school's Child Safeguarding Statement and Risk Assessment. Escorts attended Child Safeguarding in-school training day.
14.	Care of children with special educational needs, including intimate care where needed	1. Increased vulnerability of pupils with SEN to various forms of abuse. 2. Risk of harm or neglect during the provision of intimate care. 3. Risk of misinterpreting a child's communication of a safeguarding concern.	1. Implementation of a robust Intimate Care Policy and individual care plans. 2. Two members of staff to be within "earshot" or sight during intimate care procedures. 3. Training for SNAs and teachers in "Understanding Behaviours of Concern".

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			4. School cameras covering corridors outside toilets and bathrooms.
15.	Management of challenging behaviour amongst pupils, including appropriate use of restraint where required	1. Risk of physical harm or ill-treatment during the use of physical intervention. 2. Risk of psychological distress or harm if restraint is used inappropriately. 3. Risk of harm where personnel have not received crisis response training.	1. Compliance with "Understanding Behaviours of Concern and Responding to Crisis Situations". 2. Detailed recording and reporting of all incidents involving physical restraint to the DLP. 3. Use of a Positive Behaviour Support Plan as part of the school's Code of Behaviour.
16.	Management of provision of food and drink	1. Risk of neglect if dietary requirements or severe allergies are not managed. 2. Risk of harm through the sharing of inappropriate materials or peer bullying during mealtimes. 3. Risk of inadequate supervision during less structured lunch periods.	1. Maintenance of an up-to-date medical and allergy register for all pupils. 2. Implementation of a healthy eating policy and supervised eating times. 3. Training for staff on recognising and responding to anaphylaxis and choking.
17.	Administration of Medicine	1. Risk of harm or medical neglect due to incorrect dosage or administration. 2. Risk of unauthorized access to medication by other pupils.	1. Strict "Administration of Medication Policy" requiring written parental consent. 2. Medication stored in a secure, locked location inaccessible to pupils.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		3. Risk of inadequate records leading to a failure to recognise a health crisis.	3. Maintenance of a clear administration log detailing time, date, and person responsible.
18.	Administration of First Aid	1. Risk of inappropriate physical contact during the administration of First Aid. 2. Risk of harm if First Aid is administered by untrained personnel. 3. Risk of a failure to report an injury that may be a sign of non-accidental harm.	1. Policy and procedures in place for the administration of First Aid. 2. Requirement for First Aid to be administered in an open, visible area where possible. Serious injuries to be reported immediately to parents/ or emergency services. 3. Recording of all First Aid incidents in the Accident booklet and reporting of any suspicious injuries to the DLP.
19.	Curricular provision in respect of SPHE, RSE, Stay Safe	1. Risk of a child being distressed by sensitive topics without adequate support. 2. Risk of harm if the curriculum is not delivered, leaving children without safety skills. 3. Risk of inappropriate disclosures being handled poorly by untrained staff.	1. Full implementation of the mandatory Stay Safe and SPHE programmes. Teachers to record same on their monthly reports. 2. Training for all teachers in handling disclosures of abuse in a school setting. 3. Informing parents of curriculum content to support discussions at home.
20.	Prevention and dealing with bullying amongst pupils	1. Risk of "harm" (assault or ill-treatment) from peer-on-peer bullying.	1. Anti-Bullying Policy in place in accordance with 'Bí Cineálta' procedures.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		2. Risk of online harm or cyberbullying affecting a child's welfare.	2. Implementation of an Acceptable Use Policy (AUP) for digital devices and ICT.
		3. Risk of harm due to an inadequate or poorly implemented Anti-Bullying Policy.	3. Use of the "Stay Safe" programme to empower pupils to report bullying.
21.	Training of school personnel in child protection matters	1. Risk of harm not being recognized due to a lack of appropriate training.	1. Mandatory completion of the Tusla "Children First" e-learning by all staff.
		2. Risk of harm not being reported promptly to Tusla/DLP.	2. All school staff to attend Child Safeguarding in-service training days as arranged by the DE.
		3. Risk of outdated practices being used due to a failure to access new training.	3. Annual briefing for all school personnel on the updated CSS and Risk Assessment.
22.	Lesbian, gay, bisexual or transgender (LGBT) children	1. Risk of harm due to bullying or exclusion.	1. Implementation of the Anti-Bullying Policy and 'Bí Cineálta' procedures.
		2. Risk of inappropriate relationship/communications.	2. Full delivery of SPHE and RSE curricula to promote inclusion and respect.
		3. Risk of psychological distress due to lack of support.	3. Identification of "trusted adults" pupils can talk to if they feel unsafe
23.	Pupils perceived to be LGBT	1. Risk of targeted peer-on-peer bullying or assault.	1. Strict application of the school's Code of Behaviour and anti-bullying protocols.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		2. Risk of harm due to isolation or neglect by peers/staff.	2. Staff training in recognising signs of harm and identity-based bullying.
		3. Risk of inappropriate communications via social media	3. Use of the "Stay Safe" programme to empower pupils to report concerns.
24.	Pupils of minority religious faiths	1. Risk of harm due to racism or religious intolerance.	1. Development of a practice of openness and parental involvement.
		2. Risk of exclusion from school activities or religious ceremonies.	2. Implementation of an inclusive SPHE curriculum covering diversity.
		3. Risk of peer-on-peer harassment	3. Reporting procedures in place for any incidents of identity-based harm.
25.	Pupils from ethnic minorities/migrants	1. Risk of harm due to racism, discrimination, or social exclusion by peers or adults, leading to emotional or physical ill-treatment.	1. Full implementation of an Anti-Bullying Policy that explicitly includes procedures to prevent and address identity-based bullying and racism.
		2. Risk of language barriers preventing a child from communicating a safeguarding concern or understanding their rights to safety.	2. Provision of EAL (English as an Additional Language) supports and, where necessary, access to translation services to ensure the child can voice concerns to a "trusted adult."
		3. Risk of isolation or neglect if the school fails to account for cultural sensitivities or the specific vulnerabilities of children who may have experienced trauma/displacement.	3. Cultural competency training for staff and the delivery of an inclusive SPHE/Stay Safe curriculum that promotes respect for diversity and builds every child's self-protective skills.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
26.	Members of the Travelling Community	1. Risk of harm due to discrimination, prejudice, or social exclusion which may lead to peer-on-peer bullying, physical assault, or emotional ill-treatment. 2. Risk of educational neglect or isolation if the school fails to provide culturally appropriate supports or if the child's attendance is not monitored with sensitivity to their lifestyle. 3. Risk of barriers to reporting where a child or parent may feel distrustful of statutory authorities, leading to a failure to report or disclose safeguarding concerns.	1. Implementation of an inclusive Code of Behaviour and Anti-Bullying Policy that explicitly prohibits identity-based bullying and promotes respect for Traveller culture. 2. Active engagement with the Primary Healthcare Projects or Traveller support groups to build trust and ensure clear lines of communication between the school and families. 3. Delivery of the "Stay Safe" and SPHE programmes using culturally inclusive materials to ensure pupils understand their right to be safe and how to seek help from a "trusted adult."
27.	Children in care	1. Increased vulnerability to harm due to disrupted care backgrounds. 2. Risk of inadequate communication between school and care providers. 3. Risk of unauthorized persons attempting to contact the child	1. Regular liaison between the DLP and Tusla/Social Workers for each child in care. 2. Maintenance of an authorised collection list and clear dismissal protocols. 3. Provision of additional emotional support through the SPHE and Wellbeing strands and/ or School Support. .
28.	Children on Tusla's Child Protection Notification System (CPNS)	1. High risk of harm recurring as identified by statutory authorities.	1. Priority monitoring by the DLP and reporting to Tusla in line with procedures.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		2. Risk of school failing to recognise signs of further neglect/abuse.	2. Regular review of the child's welfare as part of the Principal's Oversight Report.
		3. Risk of inadequate reporting of attendance or welfare changes.	3. Strict adherence to confidentiality requirements in all dealings
29.	Children with medical needs	1. Risk of medical neglect if needs are not properly managed.	1. Implementation of the "Administration of Medication Policy" with parental consent.
		2. Risk of harm during the administration of medicine.	2. Secure storage of medication and maintenance of an administration log.
		3. Risk of physical harm due to inadequate supervision of medical equipment.	3. Individual healthcare plans developed for pupils with specific medical needs.
30.	Recruitment of school personnel including teachers/SNAs, caretakers/secretaries/cleaners and sport coaches	1. Risk of a child being harmed by an unsuitable staff member.	1. Strict adherence to the statutory vetting requirements (Vetting Act). Checking of references of successful applicants.
		2. Risk of hiring personnel without proper vetting.	2. Use of a written protocol for immediate absence of staff for safeguarding reasons.
		3. Risk of boundary violations by new staff who lack training.	3. All new staff must receive the school's Child Safeguarding Statement on arrival
31.	External Tutors/Guest Speakers	1. Risk of harm from an adult who is not a regular staff member.	1. Vetting and reference checks for all external personnel working with pupils.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		2. Risk of inappropriate material being presented to children.	2. Tutors must be supervised by a staff member at all times unless fully vetted.
		3. Risk of tutors being left unsupervised with pupils	3. External personnel are briefed on the school's Code of Conduct and safeguarding rules.
32.	Volunteers/Parents in school activities	1. Risk of peer-on-peer harm occurring while supervision is redirected.	1. Mandatory Garda Vetting for all volunteers involved in "relevant work" with children.
		2. Risk of unauthorized contact or photography by volunteers.	2. Volunteers are provided with a clear summary of safeguarding and reporting rules.
		3. Risk of harm where volunteers are not vetted.	3. Direct supervision by school personnel of all volunteer-led activities.
33.	Visitors/contractors present in school during school hours	1. Risk of unauthorized access to pupils by unknown adults.	1. Mandatory sign-in/out procedures and wearing of visitor identification tags.
		2. Risk of harm in isolated areas (e.g., corridors, toilets).	2. Contractors are restricted to designated work areas away from pupil traffic.
		3. Risk of children witnessing inappropriate behaviour by contractors.	3. Continued implementation of a buzzer system and high-security yard gates.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
34.	Visitors/contractors present during after-school activities	1. Risk of harm due to reduced staff presence and supervision. 2. Risk of pupils being left alone with contractors. 3. Risk of unauthorised use of school equipment or digital devices.	1. Written agreements with contractors regarding safeguarding and site access. 2. Ensuring no pupils are present in work zones during after-school hours. 3. Regular monitoring of the premises by the Principal or school caretaker.
35.	Participation by pupils in religious ceremonies/religious instruction external to the school	1. Risk of harm while traveling to or attending external venues. 2. Risk of contact with unvetted adults at the ceremony. 3. Risk of inadequate supervision in public spaces	1. Risk assessments conducted for all out-of-school religious activities. 2. Maintenance of high staff-to-pupil ratios during external events. 3. Clearly defined boundaries and meeting points for pupils at the venue. 4. CCTV cameras are in place at each Church that the school attends, Glennan, Corracrin and St. Macartan's Cathedral.
36.	Use of Information and Communication Technology by pupils in school, including social media	1. Risk of children accessing or circulating inappropriate material. 2. Risk of cyberbullying or online harm. 3. Risk of inappropriate online communication between adults and children.	1. Implementation of an Acceptable Use Policy (AUP) for all digital devices. 2. Use of filtered internet access and supervised computer sessions. 3. Education on online safety as part of the SPHE and Stay Safe programmes

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
37.	Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.	1. Risk of ill-treatment or excessive physical/verbal sanctions. 2. Risk of harm during pupil interview. 3. Risk of psychological harm if sanctions are applied unfairly.	1. All sanctions must comply with the school's Code of Behaviour and DE guidelines. 2. Two teacher rule in place when investigating instances of challenging behaviour, either in Principal's Office or support rooms. 3. Records of all significant sanctions are maintained and reviewed by management.
38.	Students participating in work experience in the school	1. Risk of harm to pupils from an unvetted or untrained student teacher. 2. Risk of inappropriate relationships developing between students and pupils. 3. Risk of student teachers being left unsupervised with a class.	1. All work experience students over 16 must be Garda Vetted. 2. Students are provided with the Child Safeguarding Statement and briefed on boundaries. 3. Students are always under the direct supervision of a permanent teacher.
39.	Student teachers undertaking training placement in school	1. Risk of harm to a child through inappropriate teaching methods or contact. 2. Risk of student teachers not recognising/reporting a disclosure. 3. Risk of false allegations against student teachers.	1. Verification of vetting from the student's training college/university. 2. Corracrin NS mentor teachers oversee all classroom activities and student-pupil interactions. 3. Student teachers must complete mandatory child protection training with their colleges.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
40.	Use of video/photography/other media to record school events	1. Risk of inappropriate images being taken or circulated online. 2. Risk of pupils being identified and targeted by unauthorised persons. 3. Risk of harm if images are used without parental consent.	1. Policy in place regarding the use of photography and video at school events. 2. Parental consent is required for any images published on the website or social media. 3. Strict ban on pupil use of mobile phones to take images of others.
41.	After-school use of school premises by other organisations	1. Risk of pupils encountering unauthorised adults on school grounds. 2. Risk of damage to school property or access to sensitive records. 3. Risk of harm if after-school groups do not follow safeguarding rules.	1. External groups must provide their own Child Safeguarding Statement and vetting proof. 2. Use is restricted to specific rooms, with no access to pupil records or private areas. 3. Formal hire agreements include mandatory compliance with school safeguarding policies.
42.	Use of school premises by other organisations during school day	1. Risk of child being harmed by staff of another organisation. 2. Risk of inadequate supervision in shared spaces (e.g., halls, yards). 3. Risk of disruption leading to a breakdown in standard safeguarding protocols.	1. Clear physical separation between pupils and external group participants. 2. External staff must be vetted and adhere to school visitor procedures. 3. Direct supervision by school personnel of any shared activities or spaces.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
43.	School swimming lessons	1. Risk of harm in changing areas, including peer-on-peer abuse, inappropriate photography, or unauthorized access by adults in a public facility. 2. Risk of inappropriate physical contact between external swimming instructors/lifeguards and pupils during instruction or in an emergency. 3. Risk of inadequate supervision during transport to the pool or while transitioning between the pool and changing rooms.	1. Implementation of a Swimming Policy that requires pupils to change in cubicles with staff monitoring the perimeter of changing areas to ensure safety and privacy. 2. Requirement for all external pool staff to be Garda Vetted and to adhere to the school's safeguarding protocols regarding "hand-on" instruction. 3. Maintaining high staff-to-pupil ratios during transit and ensuring that school personnel, rather than pool staff, remain primarily responsible for the supervision of pupils at all times, especially in shared changing areas and when pupils need to leave the pool to access the toilet during a lesson.

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

- 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
- Risk of child being harmed in the school by a member of school personnel
- Risk of child being harmed in the school by another child
- Risk of child being harmed in the school by 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 while a child is participating in out-of-school activities, e.g. school trip, swimming lessons
- Risk of harm due to inappropriate use of online remote teaching and learning communication platform, such as an uninvited person accessing the lesson link, students being left unsupervised for long periods of time in breakout rooms
- Risk of harm due to bullying of a child
- Risk of harm due to racism
- Risk of harm due to inadequate supervision of children in school
- Risk of harm due to inadequate supervision of children while attending out-of-school activities
- Risk of harm due to inappropriate relationship/communications between a child and another child or adult
- Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to children with special educational needs who have particular vulnerabilities, including medical vulnerabilities
- Risk of harm to child while a child is receiving intimate care
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, counselling, coaching situations
- 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
- Risk of harm caused by a member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner
- 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 _____ (*most recent review date)*

Signed:*	Adrian Corrigan	**Date**:21st May 2026

Chairperson of the board of management

Signed:*	Richard Baxter	**Date**:21st May 2026

Principal/Secretary to the board of management

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again in September 2027 *(expected review date)*

** Document to be printed and signed with original signatures*

Appendix - Location of copies of the Child Protection Procedures and Children First Guidance

This may be in the form of specifying the online location for the procedures (Department of Education and Youth website www.gov.ie/childprotectionschools and/or the school website), providing a link to the Children First National Guidance 2017 Children_First_National_Guidance_2017.pdf, and stating the number and location of hard copies of these procedures available in the school.

Hard copies available in Principal's Office.

Online copies available to download at www.gov.ie/childprotectionschools

This Child Safeguarding Booklet is also available at www.corracrinns.com/policies

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

Name:	RICHARD BAXTER
Date Appointed:	SEPTEMBER 2019

Relevant Person

(In schools this is the DLP)

Name:	RICHARD BAXTER
Contact details:	047-87551
Date Appointed:	

Deputy Designated Liaison Person

Name:	HELEN MALLEN
Date Appointed:	SEPTEMBER 2011

Contact details for Tusla

Contact Name

DUTY SOCIAL WORKER

Address

Child and Family Agency
Rooskey
St. Davnet's Campus
Monaghan

Contact Number

Tusla Child & Family Agency
Hampton Court
Cootehill Road
Cavan
H12 YY84
049 4369800

Contact details for An Garda Síochána

Contact Name

Garda Síochána Monaghan

Address

Plantation,
Kilnacloy
Monaghan

Contact Number

047-77200

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

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.

AT THE FRONT ENTRANCE OF THE SCHOOL ADJACENT TO THE GENERAL OFFICE

(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)

STUCK ON THE CLASSROOM DOORS AND IN PROMINENT PLACES AROUND THE SCHOOL

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: SEPTEMBER ANNUALLY

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, see Appendices to this document

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: September 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.

Yes - pending

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

Via a Parents Association meeting

(b) Students

Via Student Council meeting

(c) School Personnel

At various staff meetings

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:

None to date

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:

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: Oide training @ Hotel Kilmore, Cavan	Date:18/09/2025

DDLP: Oide training @ Hotel Kilmore, Cavan	Date:18/09/2025

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

DLP attended CPSMA Board of Management training on 24/03/2026

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?

The Board of Management ensures that all school personnel are aware of their responsibilities through a combination of mandatory documentation, specific training requirements, and a formal induction process. **Ensuring Awareness of Responsibilities** To meet its obligations under the **Child Protection Procedures for Schools 2025** and the **Children First Act 2015**, the Board implements the following:

- **Provision of Documentation**: Every member of school personnel—including new staff, temporary employees, substitutes, volunteers, and student teachers—is provided with a copy of the school's **Child Safeguarding Statement and Risk Assessment**.
- **Mandatory E-Learning**: All staff are required to complete the **Tusla "Children First" e-learning programme**.
- **In-Service Training**: Personnel must attend child safeguarding in-service training days as arranged by the Department of Education and Youth.
- **Annual Briefings**: An annual briefing is held for all school personnel to review the updated Child Safeguarding Statement and Risk Assessment.
- **Induction and Mentoring**: New personnel are integrated into the school's safeguarding framework through the provision of essential safeguarding documents upon arrival.
- **Department Supports**: The Board utilises Department of Education templates and guidance (such as the CSS 6 Staff Review prompt) to facilitate staff participation in the annual review of safeguarding procedures.

Maintenance of Training Records

The Board is responsible for ensuring that detailed records of all completed training are maintained by the school:

- **Master Training List**: The school maintains a central record (often using **Template CSS 8**) that contains details of all child protection training undertaken by every member of school personnel.
- **Data Points Collected**: For each person, the record tracks their name, position, whether they are a "mandated person," and the specific titles and dates of training (e.g., Tusla e-learning, Oide training, or other relevant modules).
- **Scope of Records**: This list includes not only permanent employees but also Board members, volunteers, and students on work experience.

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 as manner as only the DLP and DDLP and the chairperson when acting as DLP will have access to these records.

Yes, stored in the Principal's Office locked securely

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.

To ensure that child protection procedures for reporting to Tusla and An Garda Síochána are followed in full, the Board of Management of Scoil Naomh Pádraig implements the following oversight and operational measures:

1. Mandatory Adherence to National Procedures

- **Full Adoption of Procedures**: The Board has officially adopted and implements, "fully and without modification," the Department of Education's *Child Protection Procedures for Schools 2025*.
- **Designated Responsibility**: The Board appoints a **Designated Liaison Person (DLP)**, currently Richard Baxter, and a **Deputy DLP**, Helen Mallen, to manage and provide oversight of all child protection concerns and allegations .
- **Statutory Compliance**: The Board ensures the school fully complies with its statutory obligations under the *Children First Act 2015* and co-operates entirely with statutory authorities like Tusla and An Garda Síochána.

2. Procedural Requirements for Reporting

- **Standardized Reporting**: All school personnel are required to adhere to the specific reporting procedures set out in the *Child Protection Procedures for Schools 2025*.
- **Mandated Reporting**: The Board ensures that all "mandated persons" (including all registered teachers) understand their statutory responsibility to report any knowledge or reasonable grounds for concern regarding a child being harmed directly to Tusla.
- **No Delay Policy**: The school's policy dictates that any child protection concern must be reported to the DLP "without delay".

3. Board Oversight and Monitoring

- **Child Protection Oversight Report (CPOR)**: At every ordinary meeting, the Board receives a CPOR from the Principal. This report includes:
    - Cases where a report was made to Tusla/Gardaí.
    - Cases where advice was sought from Tusla but no formal report was made.
    - Cases where the DLP decided not to report a concern to Tusla.
- **Record Review**: If cases are presented for oversight, the Board is provided with and reviews all relevant records (appropriately anonymized and redacted) to verify that procedures were followed correctly.
- **Annual Review**: The Board conducts an annual review of the Child Safeguarding Statement and Risk Assessment to assess the adequacy of reporting procedures and their implementation.

4. Training and Awareness

- **Staff Familiarity**: The Board ensures all personnel have the necessary familiarity with the 2025 Procedures to fulfil their responsibilities.
- **Verification of Training**: The Board maintains a master record of all child protection training (e.g., Tusla "Children First" e-learning) completed by staff to ensure they are equipped to recognise and report harm.

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.

To reflect the specific curricular choices of the school, the section regarding the planning and delivery of the **Social, Personal and Health Education (SPHE)**, **Relationships and Sexuality Education (RSE)**, and **Wellbeing** curricula can be amended as follows:

Planning and Delivery of Curricula

The Board of Management ensures that the school's planning and delivery of the SPHE, RSE, and Wellbeing curricula are robust and meet all national requirements:

- **Junior and Senior School Specialisation**: The school explicitly teaches the **Welcome to Wellbeing** and **Weaving Wellbeing** programmes in the Junior and Senior Schools respectively to support the Wellbeing strand of the curriculum and as part of our SSE efforts.
- **Curricular Coverage**: Aspects of all three strands of the SPHE curriculum—*Myself*, *Myself and Others*, and *Myself and the Wider World*—are planned for and covered in every class each year.
- **Stay Safe Programme**: The *Stay Safe* programme is implemented in its entirety over the course of a single school year. This occurs at least once during each of the following four stages:
  - Infants (Junior or Senior).
  - 1st or 2nd Class.
  - 3rd or 4th Class.
  - 5th or 6th Class.
- **RSE Provision**: The school plan explicitly outlines the provision for Relationships and Sexuality Education (RSE) across all class levels and stages.
- **Monitoring and Reporting**: Teachers record the delivery of these mandatory programmes in their monthly reports (Cuntas Míosúil) to provide accountability and oversight.
- **Parental Engagement**: Parents are informed of the curriculum content to ensure they can support and facilitate these safety and wellbeing discussions at home.

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.

To indicate how it is satisfied that the statutory requirements for Garda Vetting are met, the Board of Management should outline its compliance with the **National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016** and the **Child Protection Procedures for Schools 2025**.
The Board should confirm the following measures are in place:

1. Mandatory Vetting for All Relevant Work

- **Comprehensive Coverage:** The Board ensures that no person (including employees, volunteers, coaches, or student teachers) is allowed to undertake "relevant work or activities" with children in the school unless the school has received a vetting disclosure from the National Vetting Bureau in respect of that person.
- **Pre-Employment Vetting:** The Board confirms that Garda Vetting is completed *prior* to any person commencing employment or volunteering in the school.

2. Vetting of Specific Personnel

- **External Tutors/Coaches:** The Board ensures that all external individuals or organizations providing services to pupils have been appropriately vetted.
- **Work Experience/Student Teachers:** The Board verifies vetting disclosures for all students over the age of 16 who are on placement or work experience.
- **Non-Teaching Staff:** The Board confirms that all ancillary staff (caretakers, secretaries, cleaners) have undergone the vetting process.

3. Operational Oversight

- **Vetting Records:** The Board maintains a secure, central record of all vetting disclosures received. This record is checked as part of the annual review of the Child Safeguarding Statement.

- **The 183-Day Rule:** The Board ensures that for any person who has lived outside of Ireland for a period of 6 months or more, "Overseas Police Clearance" is sought in addition to Irish Garda Vetting.
- **Statutory Declarations:** In accordance with the 2025 Procedures, the Board ensures that all new employees provide a statutory declaration and form of undertaking regarding their fitness to work with children.

4. Principal's Reporting and Verification

- **CPOR Verification:** At every Board meeting, the Principal provides a Child Protection Oversight Report (CPOR) which includes a section confirming that all new staff and relevant volunteers since the last meeting have been vetted in line with the law.
- **Compliance Check:** The Board confirms it has used the Department of Education's vetting circulars (e.g., Circular 0031/2016) as the framework for its recruitment and vetting protocols.

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

To satisfy the Department of Education's requirements regarding the **Statutory Declaration** and **Form of Undertaking**, the Board of Management must ensure that these documents are integrated into the school's recruitment and safeguarding protocols.

The Board can confirm it is satisfied by outlining the following procedures:

1. Requirement for New Appointees

- **Mandatory Documentation:** The Board ensures that all new staff members (teachers and non-teaching staff) who are being appointed for the first time or who are returning after a break in service of more than three months, provide a **Statutory Declaration** and a **Form of Undertaking**.
- **Statutory Declaration:** This is a legal document signed in the presence of a Commissioner for Oaths, Peace Commissioner, or Notary Public. It confirms that the individual has no criminal convictions or cautions that would render them unsuitable to work with children.
- **Form of Undertaking:** This is a signed agreement between the employee and the school, confirming that the individual will notify the Board of Management should any changes occur regarding their suitability or criminal record.

2. Integration with Garda Vetting

- **Dual Requirement:** The Board acknowledges that the Statutory Declaration is a separate requirement from Garda Vetting. Both must be obtained and verified *before* the individual commences work in the school.
- **Verification Process:** The Principal or Chairperson of the Board verifies that the documents are valid, signed, and dated within the appropriate timeframe (typically within the current or previous calendar year).

3. Compliance with Circular 0031/2016

- **Regulatory Adherence:** The Board adheres to the specific guidelines set out in **Circular 0031/2016** (or any subsequent updates), which details the commencement of the National Vetting Bureau Act and the required recruitment documentation for schools.
- **Template Usage:** The school uses the standardized templates for the Statutory Declaration and Form of Undertaking provided by the Department of Education and Youth to ensure all legal requirements are met.

4. Record Keeping and Oversight

- **Personnel Files:** The Board ensures that the original Statutory Declaration and the signed Form of Undertaking are retained securely in the individual's personnel file.
- **Annual Review:** As part of the **Review of the Child Safeguarding Statement (CSS 2)**, the Board verifies that the procedures for collecting and storing these documents are being followed for all relevant personnel.
- **Principal's Report:** The Principal confirms in the Child Protection Oversight Report (CPOR) that all necessary documentation has been received for any new staff members appointed since the previous meeting.

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

The Board can confirm it is satisfied by outlining the following measures:

1. Verification of Credentials and References

- **Identity Verification:** The Board ensures that the identity of all applicants is verified using photographic ID (passport or driving license) and proof of address.
- **Reference Checks:** At least two written references are required and must be followed up with phone calls to the referees to verify the authenticity of the reference and the applicant's suitability to work with children.

- **Professional Standing:** For teaching staff, registration with the **Teaching Council** is verified to ensure they are in good standing and subject to the Council's professional standards.

2. Statutory Vetting and Documentation

- **Garda Vetting:** As previously noted, the Board ensures a vetting disclosure is received *before* any person commences relevant work.
- **Statutory Declaration & Undertaking:** The Board ensures all new appointees provide the required child protection-related Statutory Declaration and Form of Undertaking.
- **Overseas Clearance:** For applicants who have lived abroad for more than six months, the Board requires a police clearance certificate from those jurisdictions.

3. Safe Selection Process

- **Interview Process:** Selection panels are briefed on safeguarding and include questions designed to explore the candidate's attitude toward child protection and their ability to maintain professional boundaries.
- **Probationary Periods:** All new staff are subject to a probationary period during which their conduct and professional interactions with pupils are monitored.

4. Volunteers and External Personnel

- **Risk-Based Approach:** The Board applies the same level of scrutiny to long-term volunteers as it does to employees.
- **Written Agreements:** Volunteers and external tutors are required to sign an agreement confirming they have read and will abide by the school's **Child Safeguarding Statement** and **Code of Behaviour**.
- **Supervision:** Until all recruitment checks are complete, no individual is permitted to have unsupervised access to children.

5. Continuous Oversight

- **Personnel Files:** The Board ensures that a comprehensive personnel file is maintained for every employee and regular volunteer, containing all the aforementioned safeguarding documentation.
- **Annual Audit:** During the annual review of the Child Safeguarding Statement, the Board audits a sample of personnel files to ensure that recruitment procedures were followed correctly in every instance.

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.

Overall Statement of Satisfaction

The Board of Management of **Scoil Naomh Pádraig** is satisfied that the school's **Child Safeguarding Statement and Risk Assessment** and all associated child protection procedures are being fully and adequately implemented.

This satisfaction is based on the following ongoing assurances:

- **Full Compliance:** The school has adopted and implemented the *Child Protection Procedures for Schools 2025* without modification.
- **Effective Oversight:** The Board receives and reviews the **Principal's Child Protection Oversight Report (CPOR)** at every ordinary meeting, ensuring transparent monitoring of all safeguarding concerns and procedural adherence.
- **Robust Recruitment:** The Board verifies that all statutory requirements for **Garda Vetting**, **Statutory Declarations**, and **Forms of Undertaking** are met for all personnel before they commence work with children.
- **Curricular Integrity:** The Board is satisfied that the **SPHE, RSE, and Stay Safe** programmes—alongside the **Welcome to Wellbeing** and **Weaving Wellbeing** initiatives—are being planned for and delivered to all pupils to empower them with essential self-protection skills.
- **Continuous Training:** There is a verifiable commitment to staff development, with all personnel having completed the **Tusla "Children First" e-learning** and relevant Oide training, as evidenced by the school's central training records.
- **Risk Mitigation:** The comprehensive Risk Assessment identifies potential vulnerabilities across 43 specific school activities, with clear, actionable mitigation measures in place to prevent harm and ensure a safe learning environment.

The Board remains committed to the principle that the best interests of the child are paramount and will continue to review these procedures annually to maintain the highest standards of safeguarding.

Signed: __Adrian Corrigan_____ **Date:** _____25th May 2026

(Chairperson, Board of Management)

Signed: ___Richard Baxter_____ **Date:** ____25th May 2026

(Principal/Designated Liaison Person)

Signed*: Adrian Corrigan

Chairperson of the board of management

Date: 25th May 2026

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:*		**Date**:

Chairperson of the board of management

Signed:*		**Date**:

Principal/Secretary to the board of management

** Document to be printed and signed with original signatures*

Scoil Naomh Pádraig

Corr a Chrainn



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

We teach the ***Stay Safe Programme*** to help you feel safe at school and in your life outside of school too.

We also think about other ways to keep everyone safe and we write these down. 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.



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, a teacher, SNA, secretary/caretaker or the principal

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



Mr. Baxter (School Principal)

Scoil Naomh Pádraig

Corr a Chrainn



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



Mr. Baxter (School Principal)

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? (Teachers might remind children about activities like arriving and leaving school, playtime, breaks, and using toilets or changing rooms)
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
• 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: o all the activities in the school? o all risks associated with the activities? o 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 - Primary
• 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:

_____

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 eg Chairperson of BOM, Principal/Deputy, Teacher	Mandated Person Yes/No	Title of Training Undertaken and Date Attended		
				Tusla Training	Oide Training	Other Relevant Training
Example:	Sean Adams	Teacher	Yes	Children First eLearning Programme 21.02.25	Child Protection Procedures for Schools 2025 28.10.25	NEPS Trauma Informed Practice 02.01.26

No:	Name – Member of School Personnel	Position in School eg Chairperson of BOM, Principal/Deputy, Teacher	Mandated Person Yes/No	Title of Training Undertaken and Date Attended		
				Tusla Training	Oide Training	Other Relevant Training

