

Adopting the School's Child Safeguarding Statement and Risk Assessment

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

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

CSS 1

Child Safeguarding Statement and Risk Assessment

For: Cnoc Mhuire (School Name)
 At: Barrack Street, Granard Co Longford (School Address)

This school is a: (tick appropriate)

☐ primary x 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):

Jennifer McCabe

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

Sandra Durkan

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

Name of Relevant Person

Jennifer McCabe

(In schools this person is the DLP)

Relevant Person can be contacted on:

0436686231 – principal@cnocmhuiregranard.ie

(insert phone & email)

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

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

Niall Flynn

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

The board of management recognises that child protection and safeguarding permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In all of these, the school will adhere to the following principles of best practice in child protection and welfare. The school will:

- ☐ Recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations.
- ☐ Fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children.
- ☐ Fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters.
- ☐ Adopt safe practices to minimise the possibility of harm happening to children and protect members of school personnel from the necessity to take unnecessary risks that may leave themselves open to accusations of child abuse.
- ☐ Develop a practice of openness with parents and encourage parental involvement in the education of their children.
- ☐ Fully respect confidentiality requirements as set out in the *Child Protection Procedures for Schools 2025* in dealing with child protection matters.
- ☐ Adhere to the above principles in relation to any vulnerable adult.

Procedures and Measures in Place

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

- Procedure for the Management of Allegations of Abuse or Misconduct against School Personnel Relating to a Child Availing of Our Service
 - ~ Where any member of school personnel is the subject of any investigation in respect of any act, omission or circumstance in relation to a child attending the school, the school is required to adhere to the relevant procedures set out in Chapter 7 of the *Child Protection Procedures for Schools 2025* and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie website

- Procedure for the Safe Recruitment and Selection of School Personnel to Work With Children
 - ≈ The school is required to adhere to the requirements of the Vetting Act. The selection or recruitment of staff and their suitability to work with children, requires the school to adhere to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016, and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the Department of Education and Youth and available on the gov.ie website and as outlined in Chapter 10 of the procedures.
 - ≈ A written protocol is in place authorising immediate action for cases which require an employee to be immediately absented from school for child safeguarding reasons.
- Procedure for Provision of and Access to Child Safeguarding Training and Information, Including the Identification of the Occurrence of Harm
 - ≈ The school provides information and training to members of school personnel in relation to the identification of the occurrence of harm (as defined in the 2015 Act) as follows:
 - ≈ The school has provided each member of school personnel, including any new members of school personnel, (employees and volunteers, board of management members, student teachers and those on work experience) with a copy of the school's Child Safeguarding Statement and Risk Assessment.
 - ≈ The school ensures that members of school personnel have availed of relevant training and completed child protection training.
 - ≈ The school encourages board of management members to avail of any relevant training and complete child protection training.
 - ≈ The board of management ensures that records of all staff and board member child protection training are maintained.
- Procedure for the Reporting of Child Protection or Welfare Concerns to Tusla
 - ≈ All members of school personnel are required to adhere to the procedures set out in the *Child Protection Procedures for Schools 2025*, in relation to reporting of child protection concerns to Tusla. Mandated reporting applies to all registered teachers and any other mandated person who may be employed by the school, for example a chaplain or nurse. A full list of those people who are mandated persons is set out in Appendix 1 procedures.
- Procedure for Maintaining a List of the Persons (if any) in the Relevant Service Who Are Mandated Persons
 - ≈ There is a procedure in place to maintain a list of mandated persons. Schools may on occasion employ additional staff who are mandated by virtue of their profession. This list will include all registered teachers and identify additional employees that are not registered teachers.
- Procedure for Appointing a Relevant Person (In schools this person is the DLP)
 - ≈ There is a procedure in place for appointing a relevant person.

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

In accordance with the Children First Act 2015, the Addendum to Children First 2019 and 2025, and the *Child Protection Procedures for Schools 2025*, the board of management has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.

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

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

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

CHILD SAFEGUARDING RISK ASSESSMENT

Written Assessment of Risk of Cnoc Mhuire Secondary School

In accordance with section 11 of the Children First Act 2015 and the Child Protection Procedures for Schools 2025, the following is the Written Risk Assessment of Cnoc Mhuire Secondary School. The assessment identifies the potential for harm arising from school activities and practices and the procedures in place to manage and reduce those risks.

List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
Classroom teaching and supervised study	Risk of harm not being recognised, responded to or reported appropriately; risk of harm by school personnel or another student; bullying; inappropriate behaviour, relationships or communication; inadequate supervision.	Child Safeguarding Statement; Child Protection Procedures for Schools 2025; Children First Act 2015; Code of Conduct for school personnel; Code of Behaviour; Bí Cineálta procedures; appropriate classroom and study supervision arrangements.
Breaks, recreation, movement between classes and other unstructured periods	Risk of inadequate supervision; bullying; physical or verbal aggression; racism or discriminatory behaviour; inappropriate peer-to-peer behaviour; students accessing areas without appropriate supervision.	Supervision arrangements and rotas; Code of Behaviour; Bí Cineálta procedures; inclusion procedures; Child Protection Procedures for Schools 2025; designated student areas where appropriate.
Arrival, dismissal and students on the school premises before or after normal school hours	Risk arising from reduced supervision; bullying; unauthorised access to students; students remaining on the premises without appropriate supervision or arrangements for collection.	Arrival and dismissal procedures; supervision arrangements; access-control procedures; Code of Behaviour; Child Safeguarding Statement; communication with parents/guardians where appropriate.
Use of toilets, changing rooms and shower areas	Risk of bullying; intimidation or inappropriate peer behaviour; inappropriate physical or sexual behaviour; inappropriate photography/recording; inappropriate use of phones/devices; vulnerability associated with the private nature of these areas.	Appropriate supervision arrangements having regard to student privacy; Code of Behaviour; Bí Cineálta procedures; smartphone/device procedures; Acceptable Use Policy; Child Protection Procedures for Schools 2025; staff awareness of vulnerable locations within the school.
Sporting activities, PE, outdoor teaching, Sports Day, matches and competitions	Risk of inadequate supervision; bullying or inappropriate peer behaviour; inappropriate physical contact; harm by another student; school personnel, coach or external person; safeguarding concerns associated with changing facilities, travel or off-site venues.	Appropriate supervision; Health and Safety Policy; Code of Behaviour; Child Protection Procedures for Schools 2025; Garda vetting requirements where applicable; procedures for external coaches/personnel; activity-specific risk assessments.
Clubs, teams and extracurricular activities,	Risk associated with reduced staffing or supervision; inappropriate adult/student relationships or communications; one-to-one	Supervision arrangements; Code of Conduct for school personnel; Code of Behaviour; Child Protection Procedures for Schools 2025; Garda vetting where

List of School Activities including activities before and after school	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
One-to-one teaching, tuition, individual music instruction, rehearsal or coaching	Risk associated with a student being alone with an adult; inappropriate relationships, physical contact or communication; safeguarding allegations or concerns; inadequate visibility of the activity.	Procedures for one-to-one teaching; Child Protection Procedures for Schools 2025; Code of Conduct; appropriate visibility/open-door arrangements where practicable; use of suitable teaching spaces; appropriate scheduling and records.
Guidance counselling, individual student-support meetings and other one-to-one pastoral meetings	Risk associated with one-to-one interaction; inappropriate relationship or communication; sensitive information or safeguarding disclosures arising; concern not being recognised or reported appropriately.	Guidance and counselling procedures; Child Protection Procedures for Schools 2025; Code of Conduct; DLP/DDLP reporting arrangements; appropriate confidential record keeping; suitable meeting spaces.
SEN withdrawal, individual learning support and use of sensory/regulation or withdrawal spaces	Risk arising from one-to-one interaction or isolation; inadequate supervision; particular vulnerability of some students; communication difficulties which may make it more difficult for a student to disclose harm.	Inclusion/SEN Policy; one-to-one teaching procedures; supervision arrangements; Child Protection Procedures for Schools 2025; individual student support plans; appropriate communication supports.
School outings, educational visits, day trips and other off-site activities	Risk of inadequate supervision; bullying; a student becoming separated from the group; harm by another student, school personnel, external personnel or member of the public; safeguarding concerns arising in unfamiliar environments.	School outings/trips procedures; activity-specific risk assessment; appropriate staff/student ratios and supervision; Code of Behaviour, Health and Safety Policy; Child Protection Procedures for Schools 2025; emergency contact arrangements.
Residential, overnight and foreign school trips	Additional safeguarding risks associated with overnight accommodation, bedrooms, changing facilities, travel and reduced privacy; inappropriate adult/student or peer interaction; students becoming separated from the group; interaction with third parties.	Detailed trip-specific risk assessment; school trip procedures; clear accommodation and supervision arrangements; staff Code of Conduct; Code of Behaviour; emergency procedures; Child Protection Procedures for Schools 2025; appropriate communication with parents/guardians.
School transport and transport associated with school activities	Bullying or inappropriate behaviour during transport; inadequate supervision; inappropriate communication/contact; safeguarding risks where a student is transported alone or in a staff member's private vehicle.	School transport/trip procedures; Code of Behaviour; Bi-Cinealta procedures; Child Protection Procedures for Schools 2025; appropriate parental consent/arrangements; clear procedures governing transport by staff where necessary.
Work experience, TY/LCA placements and vocational/off-site learning	Risk of harm by staff or other persons in an external organisation; inadequate supervision; inappropriate adult/student relationships or communication; student encountering	Work Experience/TY/LCA procedures; appropriate liaison with placement providers; Child Protection Procedures for Schools 2025; clear reporting arrangements for students; parental

List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
	inappropriate behaviour; safeguarding concerns arising outside the direct school environment.	information/consent as appropriate; individual risk assessment where necessary.
SPHE, RSE, Wellbeing and other curriculum areas addressing sensitive issues	Safeguarding disclosures arising during lessons; concerns not being recognised or reported; inappropriate delivery of sensitive material; students feeling exposed or vulnerable during discussion of sensitive issues.	SPHE/RSE policies and programmes; Junior Cycle Wellbeing Programme; relevant curricular guidance; Child Protection Procedures for Schools 2025; appropriate staff training; student-support and DLP/DDLP referral structures.
Prevention and addressing of bullying, harassment and discriminatory behaviour	Bullying, cyberbullying, racism, identity-based bullying, harassment, discrimination, intimidation, social exclusion or targeting of individual students.	Bi Cineálta procedures; Code of Behaviour; inclusion procedures; SPHE/RSE/Wellbeing; anti-racism and awareness initiatives; Child Protection Procedures for Schools 2025; student-support structures.
Student-to-student harmful sexual behaviour and sexual harassment	Sexual harassment; inappropriate touching; sexualised comments or behaviour; coercion; exploitation; unwanted sexual attention; harmful sexual behaviour between students; sexualised behaviour occurring online or through digital devices.	Child Protection Procedures for Schools 2025; Code of Behaviour; SPHE/RSE; Bi Cineálta procedures where applicable; DLP/DDLP reporting procedures; student-support structures; appropriate reporting/referral where required.
Students who may be particularly vulnerable to identity-based bullying, discrimination or exclusion	Includes students from ethnic minority/migrant backgrounds, members of the Traveller community, LGBTQ+ students or students perceived to be LGBTQ+, and students of minority religious faiths. Risks include bullying, racism, discrimination, harassment, inappropriate comments, exclusion, isolation or targeting based on actual or perceived identity.	Bi Cineálta procedures; inclusion procedures; anti-racism initiatives; SPHE/RSE/Wellbeing; Code of Behaviour; Child Protection Procedures for Schools 2025; appropriate student-support structures.
Students with particular safeguarding or social vulnerabilities	Includes children in care, children on CPNS, students experiencing homelessness and students living in temporary/intermittent protection accommodation. Risks include increased vulnerability to abuse, neglect, exploitation, bullying or discrimination; barriers to disclosing harm; confidentiality concerns; failure to recognise or respond appropriately to safeguarding concerns.	Child Protection Procedures for Schools 2025; Children First Act 2015; DLP/DDLP procedures; Student Support Team; confidential record keeping; appropriate liaison with parents/guardians, Tusla and other relevant agencies in accordance with procedures.
Care and support of students with SEN/additional needs or communication difficulties	Increased vulnerability to abuse, bullying or exploitation; medical/personal vulnerabilities; difficulty recognising, communicating or reporting harm; dependency on adults for support.	Inclusion/SEN Policy; Child Protection Procedures for Schools 2025; Bi Cineálta procedures; individual support plans; appropriate communication supports; staff awareness of individual needs.

List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
Intimate/personal care and support for students with additional medical or personal-care needs	Risk associated with intimate or physical care; inappropriate physical contact; one-to-one interaction; dignity/privacy concerns; particular vulnerability due to dependency on adults.	Intimate Care Policy/Plan; individual care plans; Child Protection Procedures for Schools 2025; agreed care arrangements; appropriate record keeping; staff Code of Conduct; consultation with parents/guardians as appropriate.
Administration of medication and First Aid	Risk arising from physical contact or one-to-one situations; particular vulnerability of sick/injured students; inappropriate administration of medication; safeguarding concern becoming apparent during treatment and not being appropriately reported.	Administration of Medication procedures; First Aid procedures; individual healthcare plans where applicable; appropriate records; Code of Conduct; Child Protection Procedures for Schools 2025.
Management of challenging behaviour, including physical intervention in an emergency	Risk of injury or harm to a student or others; inappropriate physical contact/intervention; inappropriate disciplinary response; particular vulnerability of students with additional needs.	Code of Behaviour; Inclusion/SEN procedures; Health and Safety Policy; Child Protection Procedures for Schools 2025; appropriate staff training; individual behaviour/support plans where appropriate; recording and reporting of significant incidents.
Application of sanctions under the Code of Behaviour, including detention	Inappropriate disciplinary practice; inadequate supervision; inappropriate one-to-one situation; inappropriate communication or treatment of a student.	Code of Behaviour; agreed detention/supervision arrangements; Code of Conduct for school personnel; Child Protection Procedures for Schools 2025; appropriate communication with parents/guardians.
Recruitment of school personnel, including teachers, SNAs, secretarial, caretaking and cleaning staff	Risk of unsuitable persons obtaining access to students; failure to undertake required checks or follow appropriate recruitment procedures.	Garda vetting legislation; relevant Department requirements; appropriate recruitment procedures; Code of Conduct; Child Safeguarding Statement; Child Protection Procedures for Schools 2025.
External coaches, tutors, guest speakers, workshop facilitators and other external personnel	Harm by an external person; inappropriate content; behaviour, physical contact or communication; inappropriate relationship with students; inadequate supervision.	Procedures for external personnel; Garda vetting where required; staff supervision; Code of Conduct; Child Protection Procedures for Schools 2025; appropriate advance consideration of programme/content.
Volunteers and parents participating in school activities	Inappropriate interaction/contact with students; inadequate supervision; unsuitable person having access to students.	Garda vetting where required; procedures for volunteers; appropriate staff supervision; Child Safeguarding Statement; Child Protection Procedures for Schools 2025; clear role boundaries.
Visitors, contractors, maintenance personnel and other persons accessing the school premises	Unauthorised or unsupervised access to students; inappropriate interaction; persons entering student areas without appropriate controls; increased risk during after-school activities.	Visitor/contractor sign-in and access procedures; restricted access to student areas where appropriate; supervision; Health and Safety procedures; Child Safeguarding Statement.

List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
Student teachers undertaking school placement	Inappropriate relationships or communications; inappropriate one-to-one contact; safeguarding concerns not being recognised/reported; uncertainty regarding safeguarding responsibilities.	Student Teacher Placement procedures; Child Safeguarding Statement; Child Protection Procedures for Schools 2025; mentor/supervision arrangements; induction regarding school safeguarding procedures.
School events involving students, parents and/or members of the public, including Open Night, concerts, graduations, fundraising and social events	Increased public access to the school; interaction between students and unknown adults; reduced normal supervision arrangements; inappropriate photography/video; inappropriate behaviour or harassment.	Event-specific supervision/risk assessment; visitor/access arrangements; staff supervision; Code of Behaviour; photography/media procedures; Child Protection Procedures for Schools 2025.
Photography, video, school website, school social-media accounts and other recording/media activities	Inappropriate photography or recording; unauthorised storage, publication or circulation of images; identification of vulnerable students; inappropriate disclosure of personal information; unwanted online contact.	Acceptable Use Policy; photography/media procedures; appropriate consent arrangements; Data Protection Policy/procedures; restricted access to accounts/material; Child Safeguarding Statement.
Student use of computers, mobile phones, social media, messaging apps, online platforms and emerging digital technologies	Cyberbullying; harassment; inappropriate communication; access to or circulation of harmful/inappropriate material; contact with unknown adults; inappropriate recording; impersonation; inappropriate sharing of personal information.	Acceptable Use Policy; smartphone/device procedures; Code of Behaviour; B1 Cineálta procedures; online-safety education; Child Protection Procedures for Schools 2025; appropriate supervision of school technology.
Sharing of intimate/sexual images, online sexual harm and AI-generated/manipulated material involving students	Sexual harm, harassment, coercion or exploitation; creation, possession or circulation of intimate images; manipulation of student images; impersonation; humiliation/bullying; harmful sexual communication.	Child Protection Procedures for Schools 2025; Acceptable Use Policy; Code of Behaviour; SPHERSE; B1 Cineálta procedures where applicable; DLP/DLP reporting procedures; appropriate reporting/referral procedures.
Electronic communication between school personnel and students	Inappropriate/private communication; blurred professional boundaries; inappropriate contact through social media/texting; inappropriate material being sent, accessed or circulated.	Code of Conduct for school personnel; Acceptable Use Policy; Child Protection Procedures for Schools 2025; use of approved school communication systems/channels; appropriate record keeping.
Online or remote teaching and learning using school-approved platforms	Unauthorised persons accessing online learning; inappropriate communication; students being inadequately supervised; inappropriate recording/sharing; inappropriate use of online meeting or breakout functions.	Acceptable Use Policy including remote learning arrangements; approved school platforms/accounts; Code of Conduct; Child Protection Procedures for Schools 2025; clear expectations communicated to staff, students and parents/guardians.

List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
Student mentors, prefects, student leadership and peer-support programmes	Power imbalance between students; bullying; inappropriate communication; sensitive information being disclosed to another student; student attempting to deal with a safeguarding concern without adult involvement.	Clear mentor/peer-support procedures; staff oversight; appropriate student training; BI Cínealla procedures; Code of Behaviour; clear requirement to refer safeguarding concerns to appropriate school personnel.
Students aged 18 years or over attending school alongside students under 18	Potential inappropriate relationships or communications between adult students and minors; uncertainty regarding safeguarding expectations when some students are legally adults.	Code of Behaviour; Child Protection Procedures for Schools 2025; consistent safeguarding expectations for the school community; appropriate staff awareness.
Emergency evacuation, lockdown, critical incidents and unexpected disruption to normal school routines	Students becoming separated or inadequately supervised; vulnerable students requiring additional support; unauthorised access; normal safeguarding/supervision arrangements being disrupted.	Critical Incident Management Plan; emergency/evacuation procedures; Health and Safety Policy; supervision arrangements; individual emergency arrangements for students requiring additional assistance.
School premises used by outside organisations/groups	External adults gaining access to students; overlap between external and school activities; inappropriate/unauthorised contact; uncertainty regarding safeguarding responsibility.	School letting/access procedures; appropriate separation of school and external activities; visitor/access controls; Garda vetting requirements where applicable; Child Safeguarding Statement.
CCTV and other school security systems	Inappropriate access to, use or circulation of images of students; privacy/confidentiality concerns.	CCTV/Data Protection Policy; restricted authorised access; appropriate retention/storage arrangements; data-protection procedures.
Students leaving the school during the school day	Student leaving without appropriate authorisation; inadequate supervision; student becoming vulnerable while outside school; parent/guardian not being aware the student has left.	Attendance and sign-out procedures; parental permission/communication; Code of Behaviour; appropriate monitoring by school personnel.
Training and safeguarding awareness of school personnel	Harm or indicators of harm not being recognised; safeguarding concerns not being reported properly or promptly; personnel being unaware of their statutory/procedural responsibilities.	Child Safeguarding Statement provided to school personnel; Child Protection Procedures for Schools 2025 made available; safeguarding induction; appropriate child-protection training; DLP/DDLP training; Board training; records of relevant training maintained.

Whole-school safeguarding procedures applying across all activities

The school has adopted and implements its Child Safeguarding Statement and Child Safeguarding Risk Assessment. All school personnel are provided with access to the Child Safeguarding Statement and are required to comply with the Child Protection Procedures for Schools 2025 and their statutory obligations under the Children First Act 2015.

The school has appointed a Designated Liaison Person (DLP) and Deputy Designated Liaison Person (DDLp) and ensures that school personnel are aware of their identities and of the procedures to be followed where a child-protection concern arises.

The school maintains appropriate policies, procedures and practices in relation to student supervision; Code of Behaviour; Bí Cineálta; Inclusion/SEN; SPHE, RSE and Wellbeing; Health and Safety; Acceptable Use and digital technology; school trips and outings; work experience; intimate care; administration of medication and First Aid; one-to-one teaching/counseling; external personnel; visitors and contractors; recruitment and Garda vetting; student-teacher placements; photography/media; and critical incidents.

The school ensures that appropriate supervision arrangements are in place during the school day and, where applicable, before and after school, during extracurricular activities, school events, sporting activities and off-site activities.

The school adheres to relevant Garda vetting and recruitment requirements and maintains appropriate procedures governing external personnel, volunteers, coaches, contractors and other persons who may have contact with students.

School personnel are expected to maintain appropriate professional boundaries in all interactions with students, including face-to-face, one-to-one and electronic communications.

The school provides and facilitates appropriate child safeguarding training and awareness, including training relevant to the DLP and DDLp roles, and maintains appropriate records of training.

The school recognises that some students may have additional or particular vulnerabilities and seeks to ensure that safeguarding arrangements take account of students' individual needs, communication abilities and circumstances.

The school promotes a culture in which students know how and to whom they can raise a concern, and in which concerns, disclosures or allegations are dealt with in accordance with the Child Protection Procedures for Schools 2025.

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 28/9/2026 (*most recent review date*).

Signed:*



Chairperson of the board of management

Date:

28/9/26

Signed:*



Principal/Secretary to the board of management

Date:

28/9/26

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on **28/9/2027**

(*expected review date*).

* Document to be printed and signed with original signatures

