



**An Roinn Oideachais
agus Óige**
Department of Education
and Youth

Child Protection Safeguarding Booklet



Child Protection Safeguarding Booklet

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

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

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

Templates

The following templates must be used

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

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

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

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

Additional Supports

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

CSS 5 Student Review of the Child Safeguarding Statement and Risk Assessment

CSS 6 Staff Review of the Child Safeguarding Statement and Risk Assessment

CSS 7 Parent/Carer Review of the Child Safeguarding Statement and Risk Assessment

CSS 8 Record of Child Protection Training

Adopting the School's Child Safeguarding Statement and Risk Assessment

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

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

CSS1

Child Safeguarding Statement and Risk Assessment

For:	Ard Rí Community National School	(School Name)
At:	Balreask Old, Navan, Co. Meath, C15 F439	(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):

Darragh Roe (Principal)

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

Catherine Dooley (Deputy Principal)

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

Name of Relevant Person

Darragh Roe

(In schools this person is the DLP)

Relevant Person can be contacted on:

087 1341007

droe@lmetb.ie

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

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

Martin G. O'Brien

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 chief executive of LMETB 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.

Protocol authorising immediate action

The following protocol authorises immediate action under section 7.3.6 of the 'Child Protection Procedures for Schools 2025'. The procedures as set out in Chapter 7 of the Procedures should be followed in relation to the activation of this protocol.

Schools Under the Patronage of an ETB

In the context of these procedures, where circumstances warrant it, as an essential precautionary measure in order to protect the children in the school, the school principal, having consulted with the employer ETB in relation to the given circumstances, will be authorised to direct an employee to immediately absent himself or herself from the school without loss of pay until the matter has been considered by the employer. It is very important to note that this action under the protocol is intended to be precautionary and not disciplinary. The action under this protocol is an interim measure pending the employer's further consideration of the matter.

The employee will be invited to a meeting with the principal, the purpose of which is to inform the employee of the allegation and the action being taken. The employee may be accompanied by an appropriate person of their choice and will be so advised.

In any event, the employee will also be advised of the matter, in writing. The principal shall make a record of the meeting which shall be retained on the relevant case file.

Child Safeguarding Risk Assessment

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
1.	Daily arrival/dismissal and late arrivals	• Risk of harm due to inadequate supervision of children in school • Risk of child being harmed by another child • Risk of child being harmed by a visitor or unknown person on school grounds • Risk of harm not being recognised or reported properly by school personnel	• Yard supervision rota • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Safety Statement • Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) • Garda Vetting procedures for all personnel • Teaching Council Code of Conduct • Training and awareness for all staff in child safeguarding • Statement of Strategy for School Attendance
2.	Recreation breaks and yard time	• Risk of harm due to inadequate supervision of children in school • Risk of child being harmed by another child • Risk of harm due to bullying of a child • Risk of harm due to racism • Risk of harm not being recognised or reported properly by school personnel	• Yard supervision rota • Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Safety Statement
3.	Classroom teaching	• Risk of harm not being recognised by school personnel	• Child Protection Procedures for Schools 2025 and

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		• Risk of harm not being reported properly and promptly by members of school personnel • Risk of child being harmed by another child • Risk of harm due to bullying of a child • Risk of harm due to racism • Risk of harm due to inappropriate relationship / communications between a child and another child or adult • Risk of harm due to inadequate code of behaviour • Risk of harm to children with special educational needs who have particular vulnerabilities	Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) • SPHE and Stay Safe Programme implementation • Teaching Council Code of Conduct • Special Educational Needs Policy • Training and awareness for all staff in recognising and reporting concerns
4.	One-to-one teaching/support	• Risk of harm not being reported properly and promptly by members of school personnel • Risk of child being harmed by a member of school personnel • Risk of harm in one-to-one teaching situations • Risk of harm due to inappropriate relationship/communications between a child and an adult • Risk of harm to children with special educational needs who have particular vulnerabilities	• Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Teaching Council Code of Conduct • Open-door practice where possible and visibility through glass panels/open spaces • Special Educational Needs Policy • Training and awareness for all staff in recognising and reporting concerns • Garda Vetting procedures for all personnel
5.	Outdoor teaching activities	• Risk of harm due to inadequate supervision of children in school	• Child Protection Procedures for Schools 2025 and

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
	School walks, nature walks, walking to town	• Risk of child being harmed by another child • Risk of child being harmed by a visitor or unknown person while outdoors • Risk of harm not being recognised or reported properly by school personnel • Risk of harm to children with special educational needs who have particular vulnerabilities	• Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Safety Statement • Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) • Special Educational Needs Policy • Health and Safety Risk Assessments • Emergency procedures
6.	Online teaching and learning	• Risk of harm due to inappropriate use of online remote teaching and learning platforms (e.g. uninvited access, lack of supervision in breakout rooms) • Risk of harm due to inappropriate relationship / communications between a child and an adult • Risk of harm caused by a member of school personnel communicating with pupils in an inappropriate manner via digital platforms • Risk of children inappropriately accessing/using computers, social media, phones and other devices • Risk of harm not being recognised or reported properly by school personnel	• Acceptable Use Policy (including provisions for remote teaching and learning) • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Teaching Council Code of Conduct • Training and awareness for all staff in safeguarding and appropriate online practice • Anti-Bullying Policy (Bí Cineálta) addressing online/cyberbullying • LMETB Data Protection Policy • SPHE teaching • All Aboard! Internet and Technology Use Agreement
7.	Use of Information and Communication Technology by pupils in	• Risk of harm due to children inappropriately accessing / using computers, social	• Acceptable Use Policy for ICT and internet use

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
	school, including social media	- media, phones and other devices • Risk of harm due to bullying of a child (including cyberbullying) • Risk of inappropriate relationship / communications between a child and an adult • Risk of harm due to racism (including online behaviour) • Risk of harm not being recognised or reported properly by school personnel	• Anti-Bullying Policy (Bí Cineálta), including cyberbullying • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Teaching Council Code of Conduct • SPHE curriculum and Stay Safe Programme implementation • All Aboard! Internet and Technology Use Agreement • LMETB Data Protection Policy • Training and awareness for staff in online safety, safeguarding and reporting concerns • Procedures for monitoring, reporting and responding to online incidents
8.	Use of video / photography / other media use.	• Risk of inappropriate use or sharing of images of children • Risk of harm due to children inappropriately accessing/using digital devices or media • Risk of inappropriate relationship/communications between a child and an adult via media • Risk of harm due to bullying of a child (including misuse of images online) • Risk of harm not being recognised or reported properly by school personnel	• Acceptable Use Policy • LMETB Data Protection Policy • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Code of Conduct for school personnel • Anti-Bullying Policy (Bí Cineálta),

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			including cyberbullying Procedures for parental consent and appropriate storage/use of images
9.	Swimming activities	- Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while a child is participating in out-of-school activities - Risk of harm due to inadequate supervision of children while attending out-of-school activities - Risk of child being harmed in the school by another child - Risk of harm to children with special educational needs who have particular vulnerabilities, including medical vulnerabilities - Risk of harm not being recognised by school personnel - Risk of harm not being reported properly and promptly by members of school personnel	- Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance - Child Safeguarding Statement communicated to all staff - Safety Statement - Staff Supervision - Swimming Policy - LMETB Administration of Medication Policy - Garda Vetting procedures where applicable - Special Educational Needs Policy - Emergency procedures and first aid arrangements - Staff training and awareness in recognising and reporting concerns
10.	Children visiting other schools- Primary or Post Primary	- 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 - Risk of harm due to inadequate supervision of children while attending out-of-school activities - Risk of child being harmed in the school by another child	- Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance - Child Safeguarding Statement communicated to all staff - School tours and visits risk assessment procedures

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		• Risk of harm due to bullying of a child • Risk of harm due to racism • Risk of harm not being recognised or reported properly by members of school personnel	• Appropriate supervision arrangements • Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) • Special Educational Needs Policy • Training and awareness for all staff in recognising and reporting concerns
11.	Sporting activities	• Risk of harm due to inadequate supervision of children • Risk of child being harmed by another child • Risk of child being harmed by a member of school personnel or external coach • Risk of harm not being recognised or reported properly by school personnel • Risk of harm to children with special educational needs who have particular vulnerabilities • Risk of inappropriate relationship/communications between a child and an adult • 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	• Safety Statement Policy (including risk assessment for sporting activities) • LMETB • Administration of Medication Policy • Safety statement • Staff supervision • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) • Code of Conduct for school personnel • Garda Vetting procedures for all personnel and external coaches • Special Educational Needs Policy
12.	School tours and outings	• Risk of harm due to inadequate supervision of children while attending out-of-school activities • Risk of child being harmed by another child	• LMETB Policy and procedures in respect of school outings/tours • Child Protection Procedures for Schools 2025 and

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		• Risk of child being harmed by a member of school personnel, staff of another organisation, or other persons during the outing • Risk of harm not being recognised or reported properly by school personnel • Risk of harm to children with special educational needs who have particular vulnerabilities	Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Safety Statement (including risk assessments for trips) • Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) • Code of Conduct for school personnel • Garda Vetting procedures for all personnel and external providers • Special Educational Needs Policy • Training and awareness for all staff in recognising and reporting concerns
13.	Use of toilets/changing facilities	• Risk of child being harmed by another child • Risk of child being harmed by a member of school personnel • Risk of harm due to inadequate supervision of children in school • Risk of harm to a child while receiving intimate care • Risk of harm due to inappropriate relationship/communications between a child and an adult • Risk of harm not being recognised or reported properly by school personnel • Risk of harm to children with special educational needs who have particular vulnerabilities	• Intimate Care Plan • Staff supervision (including supervision of toilets/changing areas where appropriate) • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Teaching Council Code of Conduct • Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) • Safety Statement • Special Educational Needs Policy

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			• Garda Vetting procedures for all personnel • Training and awareness for all staff in recognising and reporting concerns
14.	Sports Days	• Risk of harm due to inadequate supervision of children in school • Risk of child being harmed by another child • Risk of child being harmed by a visitor or unknown person on school grounds • Risk of harm due to bullying of a child • Risk of harm not being recognised or reported properly by school personnel • Risk of harm to children with special educational needs who have particular vulnerabilities	• Safety Statement Policy (including risk assessment for the event) • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) • Code of Conduct for school personnel • Garda Vetting procedures for any external personnel/volunteers • Special Educational Needs Policy • Training and awareness for all staff in recognising and reporting concerns •
15.	Fundraising activities involving pupils	• Risk of harm due to inadequate supervision of children in school • Risk of child being harmed by another child • Risk of child being harmed by a visitor, volunteer or unknown person involved in the event • Risk of harm due to bullying of a child • Risk of harm not being recognised or reported properly by school personnel	• Staff Supervision • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Safety Statement Policy (including event risk assessments)

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		• Risk of harm to children with special educational needs who have particular vulnerabilities	• Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) • Teaching Council Code of Conduct • Garda Vetting procedures for volunteers and external participants • Procedures for the use of external persons/volunteers • Special Educational Needs Policy • Training and awareness for all staff in recognising and reporting concerns
16.	School transport arrangements for trips and offsite activities	• Risk of harm due to inadequate supervision of children while attending out-of-school activities • Risk of child being harmed by another child • 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 • Risk of harm not being recognised or reported properly by members of school personnel • Risk of harm to children with special educational needs who have particular vulnerabilities, including medical vulnerabilities	• Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Educational visits and risk assessments • Appropriate supervision on transport • Emergency procedures • Special Educational Needs Policy • Statement of Strategy for School Attendance
17.	School transport arrangements including use of bus escorts, private bus operators and pupil collection/drop-off arrangements	• 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 • Risk of harm due to inadequate supervision of	• Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		children while attending out-of-school activities • Risk of child being harmed by another child • 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 to children with special educational needs who have particular vulnerabilities, including medical vulnerabilities	• Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) • Garda Vetting procedures where required • Clear collection and drop-off procedures • Supervision arrangements and transport protocols • Special Educational Needs Policy • Staff training in safeguarding and reporting procedures
18.	Children with SEN and additional care needs including toileting	• Risk of harm to children with special educational needs who have particular vulnerabilities, including medical vulnerabilities • Risk of harm to a child while receiving intimate care • Risk of child being harmed by a member of school personnel • Risk of harm due to inappropriate relationship/communications between a child and an adult • Risk of harm not being recognised or reported properly by school personnel • Risk of harm due to inadequate supervision of children in school	• Special Educational Needs Policy • Intimate Care Plan • LMETB Administration of Medication Policy • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Teaching Council Code of Conduct • Safety Statement • Garda Vetting procedures for all personnel • Training and awareness for all staff in recognising and reporting concerns • Supervision and care planning procedures appropriate to individual pupil needs
19.	Administration of medication	• Risk of harm to children with special educational needs who have particular	• LMETB Administration of Medication Policy

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		vulnerabilities, including medical vulnerabilities • Risk of harm due to inappropriate administration or storage of medication • Risk of harm not being recognised or reported properly by school personnel • Risk of child being harmed by a member of school personnel (through error or inappropriate practice) • Risk of harm due to inadequate supervision of children in school	• Individual pupil emergency protocols and medication indemnity signed by parents • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Safety Statement • Special Educational Needs Policy • Teaching Council Code of Conduct • Training and awareness for staff in administration of medication and recognising medical needs • Record-keeping and parental consent procedures • Garda Vetting procedures for all personnel
20.	Administration of First Aid	• Risk of harm due to inadequate or inappropriate delivery of first aid • Risk of harm to children with particular vulnerabilities, including medical needs • Risk of child being harmed by a member of school personnel (through error or inappropriate practice) • Risk of harm not being recognised or reported properly by school personnel • Risk of harm due to inadequate supervision of children in school	• Procedures for the administration of First Aid • Training for staff in First Aid and emergency response • Record-keeping and reporting procedures • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Safety Statement

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			- Teaching Council Code of Conduct - Special Educational Needs Policy - Garda Vetting procedures for all personnel
21.	Curricular provision in respect of SPHE, RSE, Stay Safe	- 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 inappropriate relationship/communications between a child and an adult - Risk of harm due to inadequate code of behaviour during sensitive topics - Risk of harm to children with special educational needs who have particular vulnerabilities	- Full implementation of the SPHE curriculum - Full implementation of the Stay Safe Programme - RSE policy in line with Department guidelines - Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance - Child Safeguarding Statement communicated to all staff - Teaching Council Code of Conduct - Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) - Special Educational Needs Policy - Training and guidance for staff in delivering sensitive curricular content - Procedures for responding to disclosures arising from lessons
22.	Prevention and dealing with bullying amongst pupils.	- Risk of harm due to bullying of a child - Risk of harm due to racism - Risk of child being harmed by another child - Risk of harm not being recognised or reported properly by school personnel	- Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) - Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance - Child Safeguarding Statement

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		• Risk of harm due to inadequate code of behaviour	communicated to all staff • SPHE curriculum and Stay Safe Programme implementation • Anti-racism awareness initiatives and GMGY curriculum • Acceptable Use Policy • Teaching Council Code of Conduct • Training and awareness for staff in recognising, preventing and responding to bullying
23.	Management of challenging behaviour amongst pupils, including appropriate use of restraint where required	• Risk of child being harmed by another child • Risk of harm due to inadequate supervision of children in school • Risk of harm due to inadequate code of behaviour • Risk of harm not being recognised or reported properly by school personnel • Risk of child being harmed by a member of school personnel (inappropriate use of restraint) • Risk of harm to children with special educational needs who have particular vulnerabilities	• Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) • Understanding Behaviours of Concern and Responding to Crisis Situations guidance • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Teaching Council Code of Conduct • Special Educational Needs Policy • Safety Statement • Training and awareness for all staff in behaviour management and safeguarding • Garda Vetting procedures for all personnel

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
24.	Application of sanctions under the school's Code of Behaviour.	• Risk of harm due to inadequate code of behaviour • Risk of child being harmed by a member of school personnel (through inappropriate or disproportionate sanctions) • Risk of harm not being recognised or reported properly by school personnel • Risk of inappropriate relationship/communications between a child and an adult • Risk of child being harmed by another child (e.g. during detention or unsupervised sanction periods) • Risk of harm to children with particular vulnerabilities	• Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Teaching Council Code of Conduct • Special Educational Needs Policy • Training and awareness for staff in fair, proportionate and safe behaviour management • Clear procedures for recording and reporting incidents
25.	Visiting the Principal's Office	• Risk of child being harmed in the school by a member of school personnel • Risk of harm in one-to-one teaching, counselling, coaching situations • Risk of harm due to inappropriate relationship/communications between a child and another child or adult • Risk of harm not being recognised or reported properly by members of school personnel	• Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Teaching Council Code of Conduct • Special Educational Needs Policy • Open-door practice and visibility through glass panels where available
26.	Care of pupils with specific vulnerabilities/needs such as: • Pupils from ethnic minorities/migrants • Members of the Traveller community	• Risk of harm due to racism • Risk of harm due to bullying of a child • Risk of child being harmed by another child • Risk of harm not being recognised or reported properly by school personnel	• Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) • Special Educational Needs Policy • LMETB Administration of Medication Policy and

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
	• Lesbian, gay, bisexual or transgender (LGBT) children • Pupils perceived to be LGBT. • Pupils of minority religious faiths • Children in care or on Tusla's Child Protection Notification System (CPNS) • Children with medical needs	• Risk of harm due to inappropriate relationship/communications between a child and an adult • Risk of harm to children with particular vulnerabilities, including medical needs, children in care, and those from minority or marginalised groups	• procedures for the administration of medication • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Teaching Council Code of Conduct • Liaison with Tusla and relevant agencies • Secure record keeping • SPHE curriculum and Stay Safe / RSE Programme implementation • Anti-racism awareness initiatives and GMGY Curriculum • Training and awareness for staff in recognising and responding to vulnerability and safeguarding concerns
27.	Recruitment of school personnel including - • Teachers/SNA's • /Cleaners • Sports coaches • External Tutors/Guest Speakers • Volunteers/ Parents in school activities • Visitors/contractors present in school during school hours	• Risk of child being harmed by a member of school personnel • Risk of child being harmed by a visitor, volunteer, contractor or external provider • Risk of harm due to inadequate vetting or recruitment procedures • Risk of harm not being recognised or reported properly by school personnel • Risk of inappropriate relationship/communications between a child and an adult	• Adherence to Garda Vetting legislation for all personnel, volunteers and relevant visitors • Compliance with Department of Education recruitment circulars and procedures • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
	Visitors/contractors present during after school activities.	Risk of harm due to inadequate supervision of visitors/contractors on school premises	- Child Safeguarding Statement communicated to all staff and relevant external personnel - Code of Conduct for school personnel and clear expectations for visitors/contractors - Policy and procedures in respect of visitors, volunteers and external personnel in the school - Visitor sign-in procedures - Supervision arrangements for visitors/contractors during school hours - Training and awareness for staff in safeguarding responsibilities and reporting procedures
28.	Students participating in work experience in the school or on school placement.	- Risk of child being harmed by a student on work placement - Risk of harm due to inadequate supervision of pupils - Risk of inappropriate relationship/communications between a child and a student on placement - Risk of harm not being recognised or reported properly by school personnel or the student on placement - Risk of child being harmed by another child	- Policy and procedures in respect of students undertaking work experience in the school or school placement. - Appropriate Garda Vetting procedures where applicable - Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance - Child Safeguarding Statement communicated to all staff and relevant students on placement - Supervision arrangements for all

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			activities involving students on placement • Training/briefing for students on child safeguarding responsibilities and reporting procedures • Provision of safeguarding briefing/training for student teachers, including reporting procedures • Mentoring arrangements by qualified teaching staff • Safety Statement
29.	Training of school personnel in child protection matters.	• 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	• Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement and Risk Assessment provided to all staff • Induction procedures for all new staff • Ongoing training and upskilling for school personnel in child protection • Maintenance of records of all staff training • Encouragement of staff and Board of Management to avail of relevant training • Clear reporting procedures in line with Children First guidance
30.	Use of external personnel to supplement curriculum.	• Risk of child being harmed by a visitor or external person delivering activities	• Garda Vetting procedures for all

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		• Risk of child being harmed by a member of staff of another organisation • Risk of harm due to inadequate supervision of children • Risk of inappropriate relationship/communications between a child and an adult • Risk of harm not being recognised or reported properly by school personnel	external personnel where applicable • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff and relevant external personnel • Code of Conduct for school personnel and expectations for visitors • Supervision arrangements for all activities involving external personnel • Safety Statement • Visitor sign-in procedures • Special Educational Needs Policy • Training and awareness for staff regarding safeguarding responsibilities and oversight of external providers • Previewing the script of the speaker before delivery of talk/workshops
31.	Volunteers and parents assisting in school	• Risk of child being harmed by a volunteer or parent • Risk of inappropriate relationship/communications between a child and an adult • Risk of harm due to inadequate supervision of children • Risk of harm not being recognised or reported properly by school personnel • Risk of child being harmed by another child	• Procedures for the involvement of volunteers/parents in school activities • Garda Vetting procedures for volunteers/parents where applicable • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			• Child Safeguarding Statement communicated to all staff and relevant volunteers/parents • Supervision arrangements for all activities involving volunteers/parents • Safety Statement • Training/briefing for volunteers/parents regarding safeguarding responsibilities • Procedures for reporting concerns in line with Children First guidance
32.	Visitors/contractors present in school during school hours	• Risk of child being harmed by a visitor or contractor • Risk of inappropriate relationship/communications between a child and an adult • Risk of harm due to inadequate supervision of visitors/contractors • Risk of harm not being recognised or reported properly by school personnel • Risk of child being harmed by another child	• Policy and procedures in respect of visitors and contractors in school • Garda Vetting procedures where applicable • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff and relevant visitors/contractors • Code of Conduct for school personnel and clear expectations for visitors/contractors • Supervision and sign-in/sign-out procedures during school hours • Safety Statement • Awareness for staff regarding safeguarding responsibilities and monitoring of visitors

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
33.	Visitors/contractors present during after-school activities	• Risk of child being harmed in the school by a volunteer or visitor to the school • Risk of harm due to inadequate supervision of children in school • Risk of harm not being recognised by school personnel • Risk of harm not being reported properly and promptly by members of school personnel	• Visitor management and sign-in procedures • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Garda Vetting procedures where required • Contractor and visitor protocols
34.	Homework Club / After-school activities	• Risk of harm due to inadequate supervision of children in school • Risk of child being harmed in the school by another child • Risk of child being harmed in the school by a member of school personnel • Risk of harm due to bullying of a child • Risk of harm due to racism • Risk of harm not being recognised or reported properly by members of school personnel • Risk of harm to children with special educational needs who have particular vulnerabilities, including medical vulnerabilities	• Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Requirement for external organisations to have appropriate safeguarding procedures • Child Safeguarding Statement communicated to all staff • Appropriate supervision arrangements • Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) • Special Educational Needs Policy • LMETB Use of Facilities Policy and Procedure • Garda Vetting procedures • Staff safeguarding training

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
35.	Bedtime stories/ Open Evening (or similar initiatives where children and parents attend events in the evening)	• Risk of child being harmed in the school by a volunteer or visitor to the school • Risk of child being harmed in the school by another child • Risk of harm due to inadequate supervision of children in school • Risk of harm not being recognised or reported properly by members of school personnel	• Visitor management procedures • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Appropriate supervision arrangements • Code of Behaviour • Safety Statement
36.	Use of school premises by external organisations	• Risk of child being harmed in the school by a volunteer or visitor to the school • Risk of child being harmed in the school by a member of school personnel • Risk of harm not being recognised by school personnel • Risk of harm not being reported properly and promptly by members of school personnel	• LMETB Use of Facilities Policy and Procedure • Child Safeguarding Statement communicated to external users • Requirement for external organisations to have appropriate safeguarding procedures • Visitor management procedures • Garda Vetting requirements where applicable • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance
37.	Attendance monitoring	• 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	• Statement of Strategy for School Attendance • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		personnel have not received appropriate training	communicated to all staff • Tusla Educational Welfare reporting procedures • Staff safeguarding training
38.	Management of disclosures of abuse	• 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	• Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Designated Liaison Person (DLP) and Deputy DLP appointed • Child Safeguarding Statement communicated to all staff • Mandatory safeguarding training for staff • Secure recording and reporting procedures • Regular safeguarding updates and awareness training
39.	Records management and information sharing	• 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	• Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • LMETB Data Protection Policy • Secure storage and management of records • DLP oversight of safeguarding records • Staff training on confidentiality and information sharing

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
40.	Management of provision of food and drink	• Risk of harm due to inadequate supervision of children during meal times • Risk of harm to children with particular vulnerabilities, including medical and dietary needs (e.g. allergies) • Risk of harm due to inappropriate handling or distribution of food • Risk of child being harmed by another child (e.g. during meal times) • Risk of harm not being recognised or reported properly by school personnel	• Safety Statement Policy (including food safety and hygiene procedures) • Policy and procedures relating to the storage and distribution of meals • LMETB Administration of Medication Policy and procedures for the administration of medication (including response to allergic reactions) • Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff • Code of Conduct for school personnel • Special Educational Needs Policy (including dietary/medical needs) • Record-keeping and communication with parents regarding dietary requirements • Individual pupil emergency protocols and medication indemnity signed by parents
41.	Participation by pupils in religious ceremonies / religious instruction external 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 • Risk of harm due to inadequate supervision of	• Child Protection Procedures for Schools 2025 and Children First Act 2015 compliance • Child Safeguarding Statement communicated to all staff

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		children while attending out-of-school activities • Risk of child being harmed by another child • 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 due to racism	• Appropriate supervision ratios • Risk assessments for off-site activities • Code of Behaviour and Anti-Bullying Policy (Bí Cineálta) • Equality and Inclusion policies • Staff safeguarding training • Emergency procedures and parental consent procedures
		•	•

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.

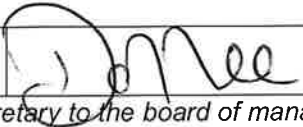
In accordance with Section 11 of the Children First Act 2015 and with the requirements of Chapter 9 of the Child Protection Procedures for Schools 2025, the following is the written Child Safeguarding Statement and Risk Assessment.

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 14/09/26 (most recent review date)

Signed:*		Date: 14/09/26
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Chairperson of the board of management

Signed:*		Date: 14/09/2026
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Principal/Secretary to the board of management

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on 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.

- Principal and Deputy Principal has hard copies of the Child Protection Procedures and Children First Guidance.
- All teaching and support staff have access to the Child Protection Procedures and Children First Guidance are available of Staff SharePoint
- Child Protection Procedures are available at:
https://assets.gov.ie/static/documents/09fe3ad4/Child_Protection_Procedures_for_Schools_2025.pdf
- Children First Guidance is available at:
https://www.tusla.ie/uploads/content/Children_First_National_Guidance_2017.pdf

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:	Darragh Roe (Principal)
Date Appointed:	1 st September 2026

Relevant Person

(In schools this is the DLP)

Name:	Darragh Roe (Principal)
Contact details:	087 1341007
Date Appointed:	1 st September 2026

Deputy Designated Liaison Person

Name:	Catherine Dooley (Deputy Principal)
Date Appointed:	1 st September 2026

Contact details for Tusla

Contact Name

Duty Social Worker

Address

Meath Enterprise Centre
Trim Road
Navan
Co Meath
C15 FV1C

Contact Number

046 9098560

Contact details for An Garda Síochána

Contact Name

Navan Garda Station

Address

Abbey Road
Navan
Co. Meath
C15 FW77

Contact Number

046 9079930

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.

Inside the front door of the school

Child friendly version on display in each classroom

- (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)

On display in each classroom

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: 11/09/2025

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

☒ Yes

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

☒ Yes

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

☒ Yes

Date of this review: 14/09/2026

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

- Is published on the school website.
- Is available on request from the school office.
- Is available for inspection in the school reception area.
- Child friendly version on display in each classroom
- Child Safeguarding Statement and Risk Assessment has been shared with the Patron, Parents' Association and Pupil Council through the annual review process.

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

- Parents notified via Aladdin.
- The Parents' Association.
- School newsletter advising parents of the annual review.
- Through the Draft Policy section of our school website.

(b) Students

- Student council discussions.
- School Assembly on Student Friendly Child Protection Procedures
- Classroom discussions on wellbeing, safety and anti-bullying measures.
- Age-appropriate pupil voice activities.
- SPHE and Bí Cineálta consultations.

(c) School Personnel

- Whole school personnel Oide Training Day
- Staff meetings.
- Email to all staff
- Review of safeguarding procedures.
- Consultation with teaching and non-teaching staff.
- Opportunities to provide observations and recommendations during policy review.

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:

- Continued promotion of the student-friendly Child Safeguarding Statement.
- Ongoing staff training regarding online safeguarding and child protection procedures.
- Annual review of risks associated with digital technology and social media.
- Continued enhancement of pupil consultation in safeguarding reviews.

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:

- Updated Child Safeguarding Statement and Risk Assessment completed.
- Child protection information highlighted during staff meetings and induction.
- Continued implementation of the Acceptable Use Policy and online safety education.
- Annual safeguarding review scheduled and included in the Board work plan.
- Ongoing consultation with staff, pupils and parents through established channels.

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: Darragh Roe	Date: 02/10/2025
DDLP: Catherine Dooley	Date: 18/09/2026

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

Board of Management members watched ETBI webinar (<https://www.etbi.ie/etbi-post-primary-webinars-resources/2/>) in September 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?

- All staff are provided with the Child Safeguarding Statement and Risk Assessment.
- All new staff receive safeguarding information as part of induction.

- Staff are directed to complete Tusla Children First e-learning and Department safeguarding training where appropriate.
- Child protection is a standing item at staff meetings when required.
- Substitute and temporary staff are made aware of safeguarding procedures.
- Records of training completed are maintained by school management and retained in accordance with LMETB procedures. Annual Microsoft Forms staff declaration.

Child Protection Oversight Report (CPOR)

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

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ N/A

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

☒ Yes ☐ No ☐ N/A

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

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

☒ Yes ☐ No ☐ N/A

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

☒ Yes ☐ No ☐ N/A

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

☒ Yes ☐ No ☐ N/A

Reporting

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

All child protection filed and stored in a secure manner in principal's office

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

- The DLP follows the Child Protection Procedures for Schools 2025.
- All child protection concerns are managed and reported in accordance with Children First and Department procedures.
- The Principal provides regular Child Protection Oversight Reports to the Board.
- Appropriate records are maintained securely.
- Staff receive guidance and support regarding reporting obligations.

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.

- Whole school SPHE plan updated yearly
- RSE policy, updated December 2025
- Review of teacher planning and Cuntas Míosúila
- Teacher declaration of teaching of Stay Safe programme bi-annually
- Notification of RSE teaching to parents in newsletter

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.

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.

The Board is satisfied that all statutory Garda Vetting requirements are met through LMETB recruitment procedures. No person commences work or voluntary activity requiring vetting until a satisfactory vetting disclosure has been received and reviewed.

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

The Board adheres to Department of Education and LMETB requirements regarding statutory declarations and forms of undertaking where applicable. Required documentation is obtained and retained before appointment.

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

The Board is satisfied that LMETB recruitment procedures ensure:

- Appropriate advertising of positions.
- Verification of qualifications.
- Reference checking.
- Garda Vetting compliance.
- Child protection compliance.
- Appropriate induction of all personnel and volunteers.

The school also ensures that external coaches, tutors, student teachers and other personnel engaged with pupils operate in accordance with safeguarding requirements and relevant agreements.

Statement by the Board

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

The Board of Management is satisfied that the school's Child Safeguarding Statement and Risk Assessment have been reviewed in accordance with the requirements of the Children First Act 2015 and the Child Protection Procedures for Schools 2025.

The Board is satisfied that appropriate policies, procedures and practices are in place to safeguard children attending the school and that these procedures are being fully and effectively implemented. The Board remains committed to promoting the welfare, safety

and protection of all pupils and to ensuring ongoing compliance with statutory child protection requirements.

Signed*:

 14/07/26
Chairperson of the board of management

Date:

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

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:

Ard Rí Community National School

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

14/09/2026

(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:*

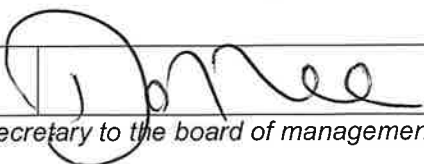


Date:

14/09/2026

Chairperson of the board of management

Signed:*



Date:

14/09/2026

Principal/Secretary to the board of management

* Document to be printed and signed with original signatures



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 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 Máistir Darragh. 



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: - all the activities in the school? - all risks associated with the activities? - actions taken to mitigate the risks involved in these activities? - Has the school undertaken any new activities since the last review of the risk assessment which should be noted in the next risk assessment (e.g. intimate care, swimming, shower facilities, remote teaching and learning)? - Have you any suggestions on anything else the school should include in the Risk Assessment in our Child Safeguarding Statement?

Implementation of Safeguarding Procedures

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

SPHE/RSE Curriculum

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

Ard Rí Community National School

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
<i>Example:</i>	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
1.	Darragh Roe	Principal	Yes	Children First eLearning Programme 08.09.26	DLP/DDLP Child Protection Procedures for Schools 2025 02.10.25 Oide Child Protection School Closure Day 09.09.26	
2.	Catherine Dooley	Deputy Principal	Yes	Children First	DLP/DDLP Child	

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
				eLearning Programme 03.09.26	Protection Procedures for Schools 2025 Oide Child Protection School Closure Day 09.09.26	
3.	Karen Dunne	SET	Yes	Children First eLearning Programme 02.09.26	DLP/DDLP Child Protection Procedures for Schools 2025 02.10.25 Oide Child Protection School Closure Day 09.09.26	Children First Mandated Person eLearning Module 04.09.26 NEPS Trauma Informed Practice 14.02.24
4.	Angela Melia	SET	Yes	Children First eLearning Programme 06.09.26	Oide Child Protection School Closure Day 09.09.26	
5.	Catherine Duplaa	SET	Yes	Children First eLearning Programme 04.02.25	Oide Child Protection School Closure Day 09.09.26	
6.	Laura Farrell	SET	Yes	Children First eLearning Programme 10.01.24	Oide Child Protection School Closure Day 09.09.26	
7.	Gráinne Doyle	Special Class Teacher	Yes	Children First eLearning Programme 31.08.26	Oide Child Protection School Closure Day 09.09.26	
8.	Laura Kearns	Mainstream Class Teacher	Yes	Children First eLearning Programme	Oide Child Protection School Closure Day	

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
				02.09.26	09.09.26	
9.	Rachel Condon	Mainstream Class Teacher	Yes	Children First eLearning Programme 02.09.26	Oide Child Protection School Closure Day 09.09.26	
10.	Aoife Gavin	Mainstream Class Teacher	Yes	Children First eLearning Programme 04.09.26	Oide Child Protection School Closure Day 09.09.26	
11.	Ruth Scannell	Mainstream Class Teacher	Yes	Children First eLearning Programme 06.09.26	Oide Child Protection School Closure Day 09.09.26	
12.	Lauren O'Brien	Mainstream Class Teacher	Yes	Children First eLearning Programme 28.08.26	Oide Child Protection School Closure Day 09.09.26	
13.	Ailis Bruce	Mainstream Class Teacher	Yes	Children First eLearning Programme 04.09.26	Oide Child Protection School Closure Day 09.09.26	
14.	Meghan Byrne	Mainstream Class Teacher	Yes	Children First eLearning Programme 04.09.26	Oide Child Protection School Closure Day 09.09.26	
15.	Maria O'Connor	Mainstream Class Teacher	Yes	Children First eLearning Programme 04.09.26	Oide Child Protection School Closure Day 09.09.26	
16.	Aoife McCluskey	Mainstream Class Teacher	Yes	Children First eLearning Programme 12.10.25	Oide Child Protection School Closure Day 09.09.26	

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
17.	Niamh Donnachie	Mainstream Class Teacher	Yes	Children First eLearning Programme 12.09.26	Oide Child Protection School Closure Day 09.09.26	Children First Mandated Person eLearning Module 06.09.26
18.	Claire O'Sullivan	Mainstream Class Teacher	Yes	Children First eLearning Programme 06.09.26	Oide Child Protection School Closure Day 09.09.26	
19.	Edel Barry	Mainstream Class Teacher	Yes	Children First eLearning Programme 02.09.26	Oide Child Protection School Closure Day 09.09.26	
20.	Sarah Anderson	Mainstream Class Teacher	Yes	Children First eLearning Programme 14.09.26	Oide Child Protection School Closure Day 09.09.26	
21.	Charlotte McLoughlin	Mainstream Class Teacher	Yes	Children First eLearning Programme 03.09.26	Oide Child Protection School Closure Day 09.09.26	
22.	Megan Whyte	Mainstream Class Teacher	Yes	Children First eLearning Programme 28.08.26	Oide Child Protection School Closure Day 09.09.26	
23.	Wilma Roe	Mainstream Class Teacher	Yes	Children First eLearning Programme 19.11.24	Oide Child Protection School Closure Day 09.09.26	
24.	Áine Carr	SET	Yes	Children First eLearning Programme 15.09.24	Oide Child Protection School Closure Day 09.09.26	
25.	Nuala Flanagan	SNA	No	Children First	Oide Child Protection	

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
				eLearning Programme 06.09.26	School Closure Day 09.09.26	
26.	Irene Carr	SNA	No	Children First eLearning Programme 05.09.26	Oide Child Protection School Closure Day 09.09.26	
27.	Magaret Fitzgerald	SNA	No	Children First eLearning Programme 12.01.24	Oide Child Protection School Closure Day 09.09.26	
28.	Kay Cassidy	SNA	No	Children First eLearning Programme 19.11.24	Oide Child Protection School Closure Day 09.09.26	
29.	Linda Smith	SNA	No	Children First eLearning Programme 08.09.26	Oide Child Protection School Closure Day 09.09.26	
30.	Jenny Dowling	SNA	No	Children First eLearning Programme 27.09.25	Oide Child Protection School Closure Day 09.09.26	
31.	Katie Doran	SNA	No	Children First eLearning Programme 16.06.26	Oide Child Protection School Closure Day 09.09.26	
32.	Debi Marjara	Secretary	No	Children First eLearning Programme 06.09.26	Oide Child Protection School Closure Day 09.09.26	
33.	Alan Muldoon	Substitute Teacher	Yes	Children First eLearning Programme 24.11.25	Oide Child Protection School Closure Day 09.09.26	

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
34.	Ciara Hughes	Teacher Supply Panel	Yes	Children First eLearning Programme 22.06.26	Oide Child Protection School Closure Day 09.09.26	
35.	May McGuone	Teacher Supply Panel	Yes	Children First eLearning Programme 31.08.26	Oide Child Protection School Closure Day 09.09.26	

School Policy Consultation and Ratification

Policy Name	ARD Rí GAIS Child Safeguarding Statement and Risk Assessment Consultation Log
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School Community	Date of Consultation	Proposed by	Seconded by
Students	04/09/2026	Senan Roe	Alina I. Joh
Staff	08/09/2026	Ailis Bruce	O'Brien
Parents	09/09/2026	Ally Walker	Gráinne Blake

Board of Management Meeting

Date of BOM Meeting	Proposed by	Seconded by	Confirmation included in the BOM Minutes of Meeting dated
14/09/2026	P. Fanning	P. Fanning	
Signed:		14/09/26	Chairperson
Signed:	J. O'Leary	14/09/2026	Secretary to the BOM

Scheduled Review Date

Date	September 2027
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