



(CSS1)
**Child Safeguarding Statement
and Risk Assessment**



For: Clarin College

At: Newford, Athenry, Co. Galway, H65 KC65

This school is a Post-Primary 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):

Susan McGann

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

Sinéad Connaughton

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

Name of Relevant Person:

Susan McGann

(In schools this person is the DLP)

Relevant Person can be contacted on:

091-844159 and susanmcgann@clarincollege.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:

David Leahy/Sinéad Farragher

If both DLP and DDLP are absent and unavailable, and where there is no staff member formally acting in their role, the chairperson of the Board of Management, or in an ETB school, the Chief Executive or their delegate, assumes the role of DLP.

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

- Recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations.
- Fully comply with its statutory obligations under the *Children First Act 2015* and other relevant legislation relating to the protection and welfare of children.
- Fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters.
- Adopt safe practices to minimise the possibility of harm happening to children and protect members of school personnel from the necessity to take unnecessary risks that may leave them 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 have 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 members' 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 who 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.
- **Sharing Information with External Support and Safeguarding Agencies**
 - The school works in partnership with a range of external agencies and support services to promote students' wellbeing, educational progress, safeguarding, participation, and positive outcomes. Where appropriate, information may be shared with relevant professionals to ensure that students and their families receive the support they need.

External agencies and services may include:

 - National Educational Psychological Service (NEPS)
 - Child and Adolescent Mental Health Services (CAMHS)
 - Tusla Child and Family Agency
 - Tusla Education Support Service (TESS)
 - Health Service Executive (HSE) services
 - National Council for Special Education (NCSE)

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- External therapeutic and support services
- Other agencies involved in supporting the welfare, education, and safeguarding of students and families
- The school may share relevant information with external agencies and support services when it is necessary to support a student's educational welfare, wellbeing, safeguarding, or overall development. Information may also be shared where there are child protection or welfare concerns.
- Any sharing of information will be relevant, proportionate, and limited to what is necessary for the purpose identified, undertaken in the best interests of the student and carried out in accordance with:
 - Children First Legislation and Guidance;
 - Child Protection Procedures for Primary and Post-Primary Schools;
 - General Data Protection Regulation (GDPR);
 - Data Protection Act 2018; and
 - School Policies and Procedures.

All child protection or welfare concerns identified by external professionals working with or on behalf of the school must be reported promptly to the Designated Liaison Person (DLP) or Deputy DLP and managed in line with the school's child safeguarding procedures.

The school will maintain accurate records of information shared with external agencies. Such records will be stored securely, treated as confidential, and accessed only by those with a legitimate need to know.

Where appropriate, the school may establish information-sharing agreements, interagency protocols, or consent procedures with external services to support effective collaboration and coordinated support for students and families.

This statement has been published on our school's website, **clarincollege.ie**. It has been provided to all members of school personnel, the parents' association, our patron, *Galway and Roscommon Education and Training Board (GRET)* and parents. A copy of this statement and risk assessment will be made available to Tusla and the department if requested.

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

Child Safeguarding Risk Assessment

List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
Arrival and Departure	Harm not being reported correctly and promptly; risk of a student being harmed by school personnel	Health and Safety Policy; Garda vetting of all staff; corridor/grounds supervision protocol
Mid-morning Break	Harm due to inadequate supervision	Rostered staff presence and corridor/grounds supervision
Lunchtime (on premises)	Bullying or harm due to inadequate supervision	Anti-bullying Policy and procedures; supervised lunch areas
Lunchtime (leaving premises)	Harm due to inadequate supervision off-site	Code of Behaviour for students; supervision protocol for leaving the premises
Use of Toilet Facilities	Harm in unsupervised areas	Supervision protocol in place for specific areas outside toilets doors
School Transport	Harm on school transport	Health and Safety Policy; supervision on school transport
Use of Technology (outside classroom)	Harm due to misuse of technology	Code of Behaviour includes technology use; supervision in technology areas
Congregation in Locker Areas	Harm in unsupervised or crowded areas	Supervision during peak times; clear behavioural expectations
Supervised After-School Study	Harm due to inadequate supervision	Supervised study sessions; staff trained in safeguarding
'Empty' School (beginning/end of day)	Harm when the school is less supervised	Rostered staff presence during these times for supervision
Classroom Interactions	Risk of a student being harmed in the classroom by another student; Risk of harm due to the bullying of a student in the classroom	The school implements the SPHE curriculum; Code of Behaviour for students; School has an RSE and Bí Cinealta policies
One-to-one Teaching	Risk of harm in one-to-one teaching; Risk of a student being harmed by a teacher or substitute teacher	Codes of conduct for school personnel; School Personnel adhere to Child Protection Procedures; Garda vetting legislation compliance
Guidance/Counselling Sessions	Risk of harm not being recognised or reported correctly and promptly by school personnel	Child Protection Procedures available to all personnel; Training in recognition and reporting of harm
SPHE/RSE/Wellbeing Curriculum	Risk of harm due to inappropriate curricular content or presentation	Wellbeing Programme at Junior Cycle; RSE policy catering to all students; Acceptable Use Policy for digital content
Use of Substitute Teachers	Risk of a student being harmed by a substitute teacher	Garda vetting for all staff; Policy and procedures for the use of external persons; Compliance with DES circulars
Meetings with Senior Leadership	Risk of harm not being recognised or reported in one-to-one settings	Codes of conduct for school personnel: Adherence to Child Protection Procedures
Education Technology in Classroom	Risk of harm caused by inappropriate use of technology	Acceptable Use Policy for Computers, Internet and Social

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		Media; Mobile phone policy; Teacher training in digital safety
Work Experience	Risk of harm while carrying out work experience	Protocols in place for work experience in an external organisation; Monitoring and vetting of work placement locations
Students with Special Needs	Risk of harm caused by not addressing the needs of students with Special Needs	Special Educational Needs Policy; Professional development in differentiation; Inclusive teaching practices
Student Teacher Training Placement	Risk of a student being harmed in the classroom by student teachers	Teaching Council guidelines for student-teacher placements; Supervision and training for student teachers
Graduation and Affirmation Ceremonies	Risk of harm in large gatherings or events	Policy and procedures for graduation and affirmation ceremonies; Event-specific risk assessments and supervision plans
One-to-one Counselling	Risk of harm in a one-to-one engagement	One-One-Engagement Policy; Guidance department and staff training
School Outings	Risk of harm due to inadequate supervision	Health and Safety Policy; Supervision protocols; External trip policy
School Trips (Overnight)	Risk of harm to students when away from home	External trip policy covering overnight stays; Supervision and safety protocols
School Trips (Foreign Travel)	Risk of harm to students in foreign environments	External trip policy for foreign travel; Health and Safety Policy; Staff training
Care of Students with Special Educational Needs	Risk of mishandling of students with challenging behaviour; Risk due to lack of understanding of specific needs	Special Educational Needs Policy; Qualified SNAs; Pastoral Care Coordination Team
Administration of Medicine	Risk of harm in medication administration	Procedures for administration of medicines; Trained personnel
Administration of First Aid	Risk of harm due to inadequate first aid response	Health and Safety Policy; First Aid trained staff
SPHE, RSE, Stay Safe Curriculum	Risk of harm through bullying; Lack of understanding of specific needs	Anti-bullying policy; Pastoral Care Policy; Inclusive curriculum design
Prevention and Dealing with Bullying	Risk of harm through bullying; Inappropriate sanctioning for bullying	Anti-bullying Policy; Code of Behaviour; Review of sanctioning policies
Training in Child Protection Matters	Risk of harm not being recognised or reported	Child Protection Procedures training; Adherence to Children First Act 2015
Care of Vulnerable Students	Risk of harm to students from diverse backgrounds	Student Support Team Coordination Team; Policies addressing diversity; Training in cultural competence
Misuse of Social Media	Risk of harm caused by inappropriate social media contact; Over-harsh sanctions for misuse	Personal Electronic Device Policy; Acceptable Use Policy for Internet
Recruitment of Principal, Deputy Principal(s), Teachers, Special Needs Assistants (SNAs),	Risk of harm to students by unqualified or inappropriate personnel	GRETb adheres to Garda vetting; Detailed references

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Administration Staff, Caretaking Staff, Housekeeping Staff, Cleaning Staff, Short or Long Term Contractors		sought; Rigorous interview process
As above	Risk of harm to students from personnel with a history of unacceptable practices	GRETB Garda vetting; Employee Handbook; Induction programme; Detailed reference checks
As above	Risk of harm to students from personnel with a history of abuse	Garda vetting legislation compliance; Induction and training; Reference checks
As above	Risk of harm to students by personnel unwilling to commit to expected standards	GRETB induction programme; Employee Handbook; Vigilant recruitment process
As above	Risk of harm to students by unqualified or inappropriate personnel	Adherence to Garda vetting; Employee Handbook; Thorough reference and background checks
As above	Risk of harm to students from personnel with unacceptable previous practices	Garda vetting; Induction and training; Detailed reference checks
As above	Risk of harm to students from personnel with a history of abuse	Compliance with Garda vetting requirements; Training in school policies; Reference verification
As above	Risk of harm to students by contractors unwilling to adhere to school standards	Contractor vetting; Clear contractual terms reflecting school standards; Regular monitoring
Travelling to Matches	Risk of harm during transportation	Supervision protocol for transport; Garda Vetted staff and volunteers
Changing in Schools/Other Schools' Changing Rooms	Risk of harm in changing room environments	Supervision protocols; Child Safeguarding Statement; Code of Behaviour
Sports Day	Risk of harm in large-scale events	Comprehensive supervision protocol; First Aid trained coaching staff
School Trips Involving an Overnight Stay	Risk of harm during overnight stays	External Trips policy covering overnight stays; Supervision and safety protocols
Administration of First Aid Following a Sports Injury	Risk of harm while receiving First Aid	Comprehensive first aid response team; Training for coaches in First Aid
Use of External Personnel for Sports/Extra-curricular Activities	Risk of harm in a one-to-one coaching situation	Garda vetting for all external personnel; Adherence to Child Protection Procedures
Sports Coaches	Risk of harm due to inadequate code of behaviour	Code of Behaviour; Training in Child Protection Procedures and Children First Act 2015
Volunteers/Parents in Sports Activities	Risk of a student being harmed by volunteers/parents	Garda vetting; Child Safeguarding training; Supervision protocols
Student PE Teachers	Risk of harm due to lack of experience	Policy and procedures for student-teacher placements; Teaching Council Guidelines
Use of Social Media for Sporting Events	Risk of inappropriate communication or content circulation	Acceptable Use Policy for digital media; Mobile phone policy; Code of Behaviour

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.

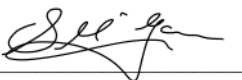
This Child Safeguarding Statement and Risk Assessment was reviewed by the board of management

on 20th August 2026

Signed 

Date: 20/08/2026

Chairperson of Board of Management

Signed 

Date: 20/08/2026

Principal/Secretary to the Board of Management

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again in August 2027.

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 ,providing a link to the Children First National Guidance 2017 [Children First National Guidance 2017.pdf](#), and there is 1 hard copy of these procedures available in the school (available from the Principal).

The procedures are available on the school website: clarincollege.ie and are on display inside the main entrance to the school, at reception.