CSS1 Child Safeguarding Statement and Risk Assessment

for **Kennedy College** at Bosheen, New Ross, Co. Wexford.

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):

Sarah Roche

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

Mary Whelan

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

Name of Relevant Person

Sarah Roche

Relevant Person can be contacted on:

086-1284486	sarahroche@wwetb.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 the Chief Executive or their delegate (TBC):

Eimear Ryan, Director of Schools, WWETB

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 or their delegate, assumes the role of DLP.

The board of management recognises that child protection and safeguarding permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In

all of these, the school will adhere to the following principles of best practice in child protection and welfare. The school will:

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

Procedures and Measures in Place

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

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

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

Procedure for the Safe Recruitment and Selection of School Personnel to Work with Children

~ The school is required to adhere to the requirements of the Vetting Act. The selection or recruitment of staff and their suitability to work with children, requires the school to adhere to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016, and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the Department of Education and Youth and available on the gov.ie website and as outlined in Chapter 10 of the procedures.

~ A written protocol is in place authorising immediate action for cases which require an employee to be immediately absented from school for child safeguarding reasons.

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

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

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

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

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

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

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

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

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

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

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

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

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

Child Safeguarding Risk Assessment

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 Risk Assessment.

	List of School Activities	**Risks Identified Against Each School Activity**	**Procedures /Policies/Measures in place to Mitigate Risk**
1.	School staff interaction with pupils	• Risk of child being harmed by a member of school personnel; • Risk of harm not being recognised or reported; • Risk of harm where members of school personnel have not received appropriate training; • Risk of harm where barriers (e.g. SEN, EAL, trauma) limit understanding of boundaries, consent, or reporting, or mask distress.	• WWETB and the school adheres to the requirements of the Garda vetting legislation; • The Child Protection Procedures for Schools 2025 are made available to all school personnel; • The school has provided each member of school staff 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; • School personnel are required to adhere to the Child Protection Procedures for Schools 2025 and all registered teaching staff are required to adhere to the Children First Act 2015 as well as supporting the continued implementation of the best practice guidance set out in Children First: National Guidance for the Protection and Welfare of Children 2017 and its addenda, including the Addendum to Children First 2019 and 2025; • WWETB has a code of conduct for all staff members; • WWETB complies with the agreed disciplinary procedures for teaching staff; • 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. • The school uses varied communication, teaches about boundaries/consent, offer multiple reporting routes and trains staff to spot masked distress.

	List of School Activities	Risks Identified Against Each School Activity	Procedures /Policies/Measures in place to Mitigate Risk
2.	Daily arrival and dismissal of pupils and recreation breaks	• Risk of harm due to inadequate supervision of children; Risk of child being harmed by a member of school personnel, by another student or by any other person during recreation breaks with heightened risk for students with SEN, EAL or social communication needs; • Risk of harm due to inadequate code of behaviour or anti-bullying procedure;	• The school has a supervision policy to ensure appropriate supervision of children during assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc. Clear routines/visuals, explicit teaching of expectations, and simple, well-signposted reporting routes are in place; • School authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's 'Bí Cineálta' procedures to prevent and address bullying in schools and as outlined in Circular 55/2024; • The school has a health and safety policy.
3.	Classroom teaching	• Risk of harm due to inadequate code of behaviour or anti-bullying procedure; • Risk of harm due to inappropriate communications between a child and another child or adult; • Risk of misinterpretation of behaviour, or underreporting of harm due to language, processing or cultural differences, particularly for pupils with SEN or EAL.	• School authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's 'Bí Cineálta' procedures to prevent and address bullying in schools and as outlined in Circular 55/2024; • School personnel are required to adhere to the Child Protection Procedures for Schools 2025 and all registered teaching staff are required to adhere to the Children First Act 2015 as well as supporting the continued implementation of the best practice guidance set out in Children First: National Guidance for the Protection and Welfare of Children 2017 and its addenda, including the Addendum to Children First 2019 and 2025; • The school uses clear, accessible communication (including visuals and translation), checks understanding, provides appropriate training for staff.
4.	One-to-one teaching or learning support or counselling etc.	• Risk of harm in due to the increased opportunity for boundary violations or false allegations including a heightened risk for pupils with SEN, EAL or social communication needs not recognising inappropriate boundaries, under-disclosing concerns, or developing emotional dependency or misinterpreting support roles.	• The school has in place a policy and clear procedures for one-to-one teaching/learning support/counselling activities including visibility, parental awareness and professional boundaries.

	List of School Activities	• **Risks Identified Against Each School Activity**	• **Procedures /Policies/Measures in place to Mitigate Risk**
5.	Outdoor teaching activities	• Risk of harm, particularly for students with SEN, due to transitions, less structured environment, increased peer-to-peer interaction and the potential for unplanned one-to-one situations.	• The school has in place a policy and clear procedures in respect of outdoor teaching activities which require appropriate supervision, clear behaviour boundaries, risk assessment particularly for students with SEN and adherence to safeguarding policies.
6.	Online teaching and learning remotely	• Risk of harm particularly for students with SEN or EAL due to inappropriate use of online remote teaching and learning communication platform, such as an uninvited person accessing the lesson link, students being left unsupervised for long periods of time in breakout rooms;	• The school has an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents.
7.	Sporting activities	• Risk of harm particularly for students with SEN, communication difficulties or trauma histories due to factors including physical contact, peer-to-peer interactions, changing facilities, interaction with external personnel and the potential for unplanned one-to-one situations. • Risk of harm due to inappropriate contact; injuries; use of external coaches	• The school has in place clear procedures in respect of sporting activities which require appropriate supervision, clear behaviour boundaries, risk assessment and adherence to safeguarding policies.
8.	Use of off-site facilities for school activities, School outings, School trips involving overnight stays, School trips involving foreign travel	• Risk of harm due to reduced supervision and environmental control (e.g. travel, unplanned one-to-one situations), unfamiliar cultural/legal contexts, sleeping and personal care arrangements, increased vulnerability (including SEN/EAL/refugee pupils), with potential for peer or adult-related harm.	• The school has in place clear procedures in respect of school outings, including overnight stays and foreign travel which require parental consent, appropriate supervision, clear behaviour boundaries, risk assessment, and adherence to safeguarding policies.

	List of School Activities	Risks Identified Against Each School Activity	Procedures /Policies/Measures in place to Mitigate Risk
9.	Use of toilet or changing areas in schools	• Risk of harm particularly for pupils with SEN/AEN due to the private and intimate nature of these spaces, reduced visibility, the potential for peer-to-peer abuse, and the need to balance supervision with children's dignity and privacy.	• The school has a supervision policy to ensure appropriate supervision of children during assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
10.	Annual Sports Day	• Risk of harm particularly for pupils with SEN/AEN due to increased pupil movement, temporary or alternative changing arrangements, reduced routine supervision, elevated peer-to-peer interaction, and the potential presence of visitors and volunteers.	• The school has in place clear procedures in respect of school events, which require appropriate supervision, clear behaviour boundaries, risk assessment, and adherence to safeguarding policies.
11.	Fundraising events involving pupils	• Risk of harm particularly for pupils with SEN/AEN due to increased public access to the school or pupils in the school, informal activity structures, supervision demands, and opportunities for peer-to-peer or adult interaction.	• The school has in place clear procedures in respect of fundraising event involving pupils, appropriate supervision, clear behaviour boundaries, risk assessment, and adherence to safeguarding policies.
12.	School transport arrangements including use of bus escorts or STAFF providing transport	• Risk of harm particularly for pupils with SEN/AEN due to reduced visibility, the involvement of external providers, communication difficulties, confined environments, transition points, and the potential for one-to-one and peer-to-peer safeguarding concerns. • Risk of harm in due to the increased opportunity for boundary violations or false allegations including a heightened risk for pupils with SEN, EAL or social communication needs not recognising inappropriate boundaries.	• The school has in place clear supervision arrangements when transport is arranged by the school. • Where a pupil needs a bus escort, that escort is employed by WWETB and appropriately vetted. • The school has in place clear procedures for the effective use of trained bus escorts and close monitoring and oversight by the school for SEN pupils. • The school has in place clear arrangements where staff provide transport for pupils.

	List of School Activities	Risks Identified Against Each School Activity	Procedures /Policies/Measures in place to Mitigate Risk
13.	Care of children or vulnerable adults with special educational needs, including intimate care where needed	• Risk of harm due to increased vulnerability, dependency on adults, communication difficulties, power imbalance, and the necessity for close physical contact and one-to-one support.	• The school has a whole school inclusion policy. • The school has an intimate care policy/plan in respect of students who require such care which provide for clear professional boundaries, staff training, appropriate supervision, respect for dignity and privacy, and robust recording and reporting procedures.
14.	Management of challenging behaviour amongst pupils, including appropriate use of restraint where required	• Risk of harm due to power imbalance, close physical contact, the potential for physical and emotional harm, and reduced visibility during incidents.	• School authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's 'Bí Cineálta' procedures to prevent and address bullying in schools and as outlined in Circular 55/2024 • The school has complied with the Understanding Behaviours of Concern and Responding to Crisis Situations developed by the Department of Education and Youth to address uncertainty for staff on how to respond when facing crisis situations where there are concerns regarding physical safety which emphasise de-escalation, individual behaviour support plans, robust recording and reporting procedures, and strong leadership oversight.
15.	Administration of medicine, First Aid, food and drink (for students who need assistance with feeding)	• Risk of harm due to close physical contact, one-to-one interactions, heightened pupil vulnerability, and the potential for physical and emotional harm.	• The school has in place a policy and procedures for the administration of medication to pupils, the provision of first aid and food and drink (for students who need assistance with feeding) including parental consent, individual healthcare or care plans, staff training, strict professional boundaries, respect for dignity and privacy and robust recording processes.
16.	Curricular provision in respect of SPHE and RSE	• Risk of harm due to the sensitive nature of the content, the potential for disclosures of abuse or harm, pupils' emotional vulnerability, and the need for careful management of professional boundaries and peer interaction.	• The school implements in full the Social, Personal, and Health Education (SPHE) curriculum; • The school provides Relationships and Sexuality Education; • The school implements in full the Wellbeing Programme; • The school has clear policies regarding these curricula which provide for age-appropriate delivery, staff training, safe disclosure handling, respectful practice and parental information.

	List of School Activities	Risks Identified Against Each School Activity	Procedures /Policies/Measures in place to Mitigate Risk
17.	Prevention and dealing with bullying amongst pupils	• Risk of harm due to the potential for significant emotional and psychological harm, power imbalance, vulnerability among certain pupils, and under-reporting of incidents.	• School authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's 'Bí Cineálta' procedures to prevent and address bullying in schools and as outlined in Circular 55/2024 including preventative education, safe reporting mechanisms, consistent investigation and response, appropriate supports for pupils, staff training, and robust recording and monitoring procedures.
18.	Training of school personnel in child protection matters	• Risk of harm due to failure to recognise abuse, particularly for students with additional vulnerabilities, inappropriate responses to disclosures, and non-compliance with safeguarding obligations.	• The school provides regular mandatory whole-staff training, has clear induction procedures, ensures that staff are aware of reporting responsibilities. • Regular oversight by senior management and the Board of Management, and ongoing review of safeguarding practice is undertaken.
19.	Use of external personnel to supplement curriculum	• Risk of harm due to the involvement of non-school staff, potential lack of familiarity with student needs, safeguarding procedures, power imbalance, and the possibility of reduced supervision or unclear accountability.	• The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum including appropriate supervision arrangements or Garda vetting where required.
20.	Use of external personnel to support sports and other extra-curricular activities	• Risk of harm due to the involvement of non-school staff, potential lack of familiarity with student needs, increased physical contact, less formal and possibly out-of-hours settings, power imbalance, and the potential for reduced supervision and unclear accountability.	• The school has in place a policy and procedures for the use of external sports coaches which provide for clear supervision arrangement and Garda vetting where required.
21.	Care of pupils with specific needs (e.g. those in care, on Tusla's CPNS and those with medical needs	• Risk of harm from vulnerability, existing protection concerns, adult dependency, complex needs, and the need for effective information sharing and multi-agency cooperation.	• The school has a whole school inclusion policy with provides for individual support and care plans, enhanced staff awareness and training, clear roles and responsibilities, strong information-sharing protocols, careful management of one-to-one support, and robust monitoring and oversight.

	List of School Activities	• **Risks Identified Against Each School Activity**	• **Procedures /Policies/Measures in place to Mitigate Risk**
22.	Pupils from ethnic minorities/migrants; Members of the Traveller community; Lesbian, gay, bisexual or transgender (LGBT) children or Pupils perceived to be LGBT; Pupils of minority religious faiths	• Risk of harm arising primarily from discrimination, prejudice, identity-based bullying, social exclusion, and barriers to disclosure including fear, stigma, prior experiences of authority or cultural norms.	• Through the enactment of the patrons' framework on Ethos, the school demonstrates a strong commitment to a strong whole-school culture of community, care, equality, and respect. • The school provides staff training, safe reporting mechanisms, appropriate pupil supports, inclusive curriculum provision, and robust monitoring and oversight. • School authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's 'Bí Cineálta' procedures to prevent and address bullying in schools and as outlined in Circular 55/2024;
23.	Recruitment of school personnel including teachers, SNAs, caretakers, secretaries, cleaners and sport coaches	• Risk of harm arising from the recruitment of school personnel, including teachers, SNAs, caretakers, secretarial and cleaning staff as these roles involve access to pupils and positions of trust.	• WWETB and the school adheres to the requirements of the Garda vetting legislation • WWETB and the school adheres to the relevant Department of Education and Youth circulars in respect of recruitment.
24.	External Tutors/Guest Speakers; Volunteers/Parents in school activities	• Risk of harm due to due to the involvement of non-school personnel, potential unfamiliarity with safeguarding procedures, power imbalance, content sensitivity, and the risk of reduced supervision or unclear accountability.	• The school has in place a policy and procedures for the involvement of external tutors/Guest Speakers, Volunteers/Parents in the school These risks are mitigated through clear supervision and role definitions, safeguarding induction, curriculum oversight and appropriate vetting, where required.
25.	Visitors or contractors present in school during school hours	• Risk of harm due to the presence of adults unfamiliar to pupils, potential gaps in safeguarding awareness, movement through sensitive areas, and the risk of unsupervised access, especially with vulnerable pupils who may not recognise or challenge inappropriate behaviour.	• The school has in place procedures to manage the presence of visitors/contractors in school during school hours including controlled access procedures, supervision arrangements, clear conduct expectations, staff vigilance, and scheduled planning where possible. • Contractors engaging in projects of a lengthy duration are required to provide child safeguarding training to their staff and subcontractors.

	List of School Activities	• **Risks Identified Against Each School Activity**	• **Procedures /Policies/Measures in place to Mitigate Risk**
26.	Participation by pupils in religious ceremonies or religious instruction external to the school	• Risk of harm due to reduced school oversight, off-site settings, involvement of external religious personnel, and potential differences in safeguarding practices or cultural expectations.	• Where a student is taking part in in religious ceremonies/religious instruction external to the school, the student must be collected by a parent/guardian who is then responsible for the student's care and welfare.
27.	Use of Information and Communication Technology by pupils in school, including social media	• Risk of harm due to exposure to inappropriate content, online bullying and peer-to-peer abuse, contact with unknown adults, misuse of images or personal data, and reduced supervision in digital environments. Increased online grooming or exploitation risk for pupils with SEN or limited English due to difficulties interpreting social cues or consent.	• The school has an Acceptable Use Policy in place, including provision for online teaching and learning remotely, and has communicated this policy to parents • The school has in place a policy governing the use of smartphones and tablet devices in the school by pupils as per Circular 38/2018 and the national guidelines • The school also provides appropriate network filtering, digital safety education, staff training, safe reporting mechanisms and pupil support.
28.	Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.	• Risk of harm due to potential emotional harm, one-to-one situations, and the risk of disproportionate impact on vulnerable pupils including those with SEN, EAL or trauma-related needs.	• The school has a code of behaviour which includes provision for the application of sanctions including the detention of pupils and confiscation of phones. The Code of Behaviour provides for the clear and consistent applications of proportional and fair sanctions, safeguards around detention and confiscation and transparent communication with pupils and parents.
29.	Students participating in work experience in the school	• Risk of harm due to their non-staff status, limited safeguarding experience, understanding of professional boundaries or safeguarding expectations, potential access to pupils, power imbalance, and the risk of unsupervised or inappropriate interaction if roles are unclear.	• The school has in place a policy and procedures in respect of pupils undertaking work experience in the school which provides for safeguarding induction, constant supervision, strict professional boundaries, confidentiality requirements and vetting where required.

	List of School Activities	• **Risks Identified Against Each School Activity**	• **Procedures /Policies/Measures in place to Mitigate Risk**
30.	Students from the school participating in work experience elsewhere	• Risk of harm due to reduced school oversight, exposure to unfamiliar adults and environments, potential one-to-one situations, power imbalance, and variations in safeguarding practices across host organisations.	• The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations. • Work experience preparation for pupils includes safeguarding briefings for students and written parental consent.
31.	Student teachers undertaking training placement in school	• Risk of harm due to due to their non-staff status, developing professional judgment, access to pupils, potential boundary-blurring, and limited familiarity with school-specific safeguarding procedures.	• The school has in place a policy and procedures in respect of student teacher placements which provide for vetting, safeguarding induction, clear role definition, structured supervision, guidance on professional boundaries, management of disclosures, access to information, and ongoing monitoring and oversight.
32.	Use of video, photography or other media to record school events	• Risk of harm due to the creation and potential misuse of images of pupils, risks around consent, privacy and dignity, unauthorised sharing (including on social media), and particular risks for vulnerable students.	• The school has in place a policy and procedure in respect of the use of video/photography/other media to record school events which provide for informed parental consent, respect for pupils' wishes and dignity, restrictions on unauthorised recording, secure storage and controlled access to media, clear arrangements with external providers,
33.	After-school use of school premises by other organisations	• Risk of harm due to reduced school oversight outside normal hours, the presence of external adults, shared use of facilities, transition periods, and potential confusion regarding safeguarding responsibilities.	• The school has in place written agreements with organisations for the use of school premises after school which includes provision for safeguarding assurance, controlled access and site security, clear allocation of supervision responsibility and separation from school activities.
34.	Use of school premises by other organisations during school day	• Risk of harm due to the presence of pupils and non-school personnel, potential one-to-one interactions, access to sensitive areas, and potentially unclear safeguarding responsibilities.	• The school does not generally allow external use during the day, but has clear procedures ensuring safeguarding checks, controlled access, site security, and separation from school activities.

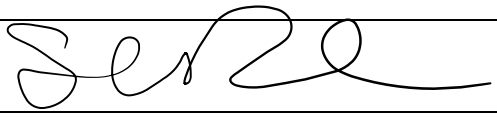
	List of School Activities	Risks Identified Against Each School Activity	Procedures /Policies/Measures in place to Mitigate Risk
35.	Breakfast club, Homework club, Evening Study	• Risk of harm due to extended supervision outside the normal school day, reduced staffing levels, transition periods, mixed-age or small-group settings, increased one-to-one interactions, and heightened vulnerability of some pupils.	• The school has in place clear procedures for appropriate staffing and supervision, safe arrival and collection arrangements, clear behavioural expectations, staff safeguarding training and robust reporting procedures.
36.	Disclosures of retrospective abuse by members of school personnel or adult learners.	• Risk of harm due to the emotional impact on the individual, the sensitivity of the information involved, confidentiality considerations, and the statutory obligation to report information that may indicate an ongoing risk to children.	• The school has in place a policy in relation to assisting members of school personnel or adults learners in respect of disclosures of retrospective abuse which provides for staff training on appropriate responses, prompt referral to the Designated Liaison Person, lawful information-sharing, respectful treatment of the disclosing adult, and signposting to appropriate support services.

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 October 2026.

Signed:*		**Date**: 21st October 2026

Chairperson of the board of management

Signed:*		**Date**: 21st October 2026

Principal/Secretary to the board of management

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

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

Appendix 1 - Location of copies of the Child Protection Procedures and Children First Guidance

The Child Protection Procedures for Schools are available on the Department of Education and Youth website at this link:

www.gov.ie/childprotectionschools

The Children First National Guidance 2017 are available at this link:

Children_First_National_Guidance_2017.pdf

Hard copies of these procedures are available on request from the school.

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 Chief Executive, WWETB, parents/guardians, school staff and students and other relevant parties**

The board of management of Kennedy College 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 20th October 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: 21/10/26

Chairperson of the board of management

Signed:*  Date: 21/10/26

Principal/Secretary to the board of management

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