

CSS1

Child Safeguarding Statement and Risk Assessment

For:	Swords Community College	(School Name)
At:	Rathbeale Road, Swords, Co. Dublin	(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):

Aoife Smith

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

Ciara Punch

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

Name of Relevant Person

Aoife Smith

(In schools this person is the DLP)

Relevant Person can be contacted on:

01-2233067

aoifsmith@swordsccl.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:

Caitriona Murphy DDLETB CE

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

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

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

Procedures and Measures in Place

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

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

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

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

~ The school is required to adhere to the requirements of the Vetting Act. The selection or recruitment of staff and their suitability to work with children, requires the school to adhere to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016, and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the

Department of Education and Youth and available on the gov.ie website and as outlined in Chapter 10 of the procedures.

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

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

~ The school provides information and training to members of school personnel in relation to the identification of the occurrence of harm (as defined in the 2015 Act) as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Child Safeguarding Risk Assessment

List of School Activities / Risks Identified / Procedures in Place to Mitigate Risk

School Activity	Risks Identified Against Each School Activity	Procedures / Measures in Place to Mitigate Risk
1. Child protection training of school personnel	Risk that harm, abuse or concerns are not recognised, reported properly, or reported promptly by school personnel. Risk of child being harmed by a member of school personnel, volunteer, contractor, visitor, or other adult involved in school activities.	The Board of Management ensures that the Child Safeguarding Statement, written Risk Assessment and Child Protection Procedures are made available to all staff. The DLP and DDLP undertake required training. All staff are required to complete Tusla Children First e-learning and any Department-approved child protection training. BOM receive training via DDLETB. Child safeguarding is reviewed with staff at the start of each school year and as needed throughout the year. Records of staff training are maintained and all staff must complete annual forms doc re same.
2. Record keeping	Risk of sensitive child protection information not being shared appropriately with the DLP/DDLP. Risk of confidential records being lost, accessed inappropriately, or not stored securely.	Child protection records are maintained by the DLP/DDLP in a secure and confidential manner. Access is restricted on a need-to-know basis. The school follows DDLETBs Data Protection Policy, records management procedures, and Child Protection Procedures in relation to retention, storage, and transfer of records. Related Policy: Data Protection DDLETB
3. Daily arrival of students	Risk of harm to students through inadequate supervision, bullying, peer conflict, or unauthorised access to the school by adults.	Supervision arrangements are in place for student arrival. Staff are rostered for yard/corridor/entry supervision as appropriate. School entrances are monitored and visitor access is controlled through the main office. Students are expected to arrive within designated times and to proceed to supervised areas. Students are signed in at reception if late. Staff wear HiVis.

School Activity	Risks Identified Against Each School Activity	Procedures / Measures in Place to Mitigate Risk
4. Daily dismissal of students	Risk of harm arising from inadequate supervision at dismissal, student vulnerability while leaving the school grounds, or contact with unsuitable adults.	Staff supervision is in place at dismissal times. School procedures are followed in relation to orderly departure, transport collection, and communication with parents/guardians where concerns arise. Students remain subject to the Code of Positive Behaviour and school supervision arrangements until they leave the premises or board school transport. Students who leave early must have an email/note regarding same and be signed out. HiVis worn by staff.
5. Breaks / lunchtime	Risk of harm from bullying, assault, inappropriate behaviour, accidents, or inadequate supervision. HiVis worn by staff for visibility.	Staff are rostered for yard and corridor supervision during breaks. Supervision areas are defined and reviewed. Incidents are recorded and addressed under the Code of Positive Behaviour and Bí Cineálta/Anti-Bullying procedures. Additional supervision/support is arranged where particular student needs or risks are identified. Incident Reported where necessary – copy filed and sent to DDLETB.
6. Classroom teaching	Risk of child being harmed by another student or by a member of staff. Risk of allegations being made against staff.	Teaching staff are appropriately vetted and are aware of safeguarding obligations. Professional boundaries are maintained at all times. Classroom management, visibility, and supervision arrangements reduce risk. Allegations or concerns are managed in line with Child Protection Procedures and agreed reporting protocols.
7. One-to-one teaching / learning support / SEN support / guidance / counselling	Risk of harm to a student by an adult. Risk of allegations being made against staff. Risk that concerns arising in one-to-one settings are not recognised or reported appropriately.	One-to-one work* is conducted, where possible, in rooms with visibility panels or open-door access, or in areas where proximity to other staff reduces risk. Another staff member is aware of the location and timing of the session. Staff maintain professional boundaries and follow school policy for one-to-one work, SEN support, guidance, and

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8. Student support meetings / restorative meetings / pastoral care	Risk of allegations, emotional harm, breach of confidentiality, or failure to identify/report safeguarding concerns disclosed during meetings.	counselling. Draft Policy – One to One teaching Policy Meetings are conducted by appropriate personnel in suitable settings. Staff are aware that any child protection concern disclosed must be passed to the DLP/DDLP. Confidentiality is respected within the limits of child protection obligations. Records are maintained where appropriate.
9. Outdoor teaching / activities on school grounds	Risk of harm through inadequate supervision, accidents, or student-to-student harm.	Appropriate staff supervision is provided. Risk assessments are completed where necessary. Staff maintain visibility and follow relevant health and safety and child safeguarding procedures.
10. School trips / tours / educational visits	Risk of harm to students by a member of school personnel, another student, staff of another organisation, or other adults while off-site. Risk due to inadequate supervision, transport issues, overnight arrangements, or unfamiliar environments.	School tours/trips are planned in line with school and DDLETB policy, procedures and Department guidance. Adult-to-student ratios are assessed according to age, needs, activity, and location. Permission procedures via DDLETB/parental permissions, emergency contacts, medical information, transport arrangements, and supervision rosters are in place. External venues/providers are checked for suitability and safeguarding arrangements where applicable.
11. Sporting activities / matches / extracurricular activities	Risk of harm due to inadequate supervision, inappropriate behaviour, physical injury, or contact with external adults.	Staff supervision is provided for all school sporting and extracurricular activities. External coaches/instructors are appropriately vetted where required and operate under school oversight. Codes of conduct for students and adults apply. Changing arrangements and travel arrangements are managed with safeguarding in mind. School has a dedicated Extra Curricular Coordinator. Same rules apply – all vetting, safeguarding and reporting rules apply.

School Activity	Risks Identified Against Each School Activity	Procedures / Measures in Place to Mitigate Risk
12. Use of changing rooms / shower areas	Risk of harm, bullying, inappropriate behaviour, or allegations in less supervised spaces.	Changing arrangements are age-appropriate and supervised in a manner that respects student dignity and privacy while ensuring safety. Staff do not engage in unnecessary presence in changing areas. Any supervision required is proportionate and in line with school procedures and accepted good practice.
13. Visiting speakers / tutors / external agencies	Risk of child being harmed by a visitor, tutor, speaker, volunteer, or member of another organisation on school premises.	All visitors report to the main office and comply with visitor procedures. Vetting is in place where required by law or Department guidance. All external providers/organisations must be provided with, a child safeguarding statement and risk assessment, be made aware of who the DLP is and be provided with Safeguarding training. Visiting personnel are not left unsupervised with students unless this is appropriate and authorised under school procedures. The class teacher or designated staff member retains oversight. The external coach, speaker must be made aware of who the DLP is and all concerns are reported to the DLP. All external visitors must be made aware of the safeguarding requirements, reporting procedures, data protection and insurance and health and safety policies.
14. Volunteers / work experience students / parent helpers	Risk of harm to students by unsuitable adults or older students assisting in school activities.	No person can undertake relevant work with children (teaching, coaching, mentoring, etc.) without: Garda Vetting disclosure. The School will not allow access without vetting and will retain vetting records. Where vetting is done by another organisation, a formal written agreement is in place and the school will obtain confirmation of vetting, proof of identity and if not satisfied the school will obtain vetting itself through DDLETB. The school follows Garda vetting requirements

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15. Student work experience placements arranged by the school	Risk of harm to students while participating in work experience off-site, including inappropriate conduct by adults, inadequate supervision, or unsafe environments.	and school procedures in relation to volunteers and work experience participants as per DDLETB policy. SLT members are garda vetting trained. Roles are clearly defined. The school follows its Work Experience Policy. Placement providers are selected with regard to suitability. Parents/guardians are informed. Students are briefed on safety, safeguarding, and reporting concerns. School contact procedures are in place during placements.
16. Use of ICT by students in school	Risk of bullying, grooming, exposure to inappropriate content, sharing of harmful material, or breaches of privacy through digital devices and online platforms.	The school has an Acceptable Use Policy, internet filtering/monitoring arrangements, and supervision of ICT use including managed devices. Students receive instruction in online safety through SPHE/RSE/Wellbeing and other relevant programmes. Breaches are dealt with under the Code of Positive Behaviour, Bí Cineálta and safeguarding procedures where necessary. School has a dedicated Digital Coordinator and team.
17. Communication between school personnel and students by phone, email, apps, or online platforms	Risk of inappropriate communication, boundary breaches, or allegations against staff.	Staff use only approved school communication systems and platforms. Direct private communication with students outside approved channels is prohibited except where authorised and recorded for legitimate school purposes. School policy on staff-student communication and digital platforms is communicated to staff.
18. Use of photography, video and digital media	Risk of inappropriate recording, sharing, or storage of student images; risk to student privacy and identity.	The school operates a Data Protection Policy (DDLETB) and procedures governing the taking, storage, and publication of photographs/video. Parental consent procedures are followed where applicable. Personal devices are not used inappropriately. Students and parents are informed of rules regarding recording and social

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19. Toilet areas	Risk of bullying, inappropriate behaviour, or harm in areas that cannot be constantly supervised.	media sharing. Staff undergo regular training via DDLETB. This applies to cross-school arrangements and external providers. Supervision arrangements for corridors and nearby areas reduce risk. Students use toilets at appropriate times and concerns are addressed promptly. Specific supports are provided where individual student vulnerabilities are identified.
20. Students with additional vulnerabilities / SEN / intimate care needs	Risk of harm to children who may be more vulnerable due to disability, additional needs, communication difficulties, care needs, or dependency on adults.	Individual needs are identified and supported through appropriate plans and procedures. Staff are informed on a need-to-know basis. Intimate care, personal care, toileting, behavioural support, and medical supports are provided in line with school policy and with regard to dignity, privacy, and safety. School has dedicated SEN Coordinators and team.
21. Management of challenging behaviour	Risk of harm to the student, other students, or staff. Risk of inappropriate responses, including disproportionate intervention or allegations against staff.	The school has draft policies and procedures for behaviour support and the management of behaviours of concern. Staff are supported with training where appropriate. Incidents are recorded and reviewed. Any restrictive practice is managed in line with Department guidance, school policy, and the principle of minimum necessary intervention. Draft Policy and Code of Positive Behaviour
22. Bullying / cyberbullying	Risk of harm due to bullying, including serious emotional harm. Risk of incidents not being recognised as child protection concerns.	The school's Bí Cineálta Policy and Code of Positive Behaviour set out prevention and response procedures. Students are taught strategies to report concerns. Staff respond to incidents promptly, record appropriately, and refer child protection concerns to the DLP where threshold concerns arise. The school has a Anti-Bullying Coordinator and anti-bullying team. A

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23. SPHE / RSE / Wellbeing / Stay Safe-related curricular provision	Risk that the curriculum is not adequately implemented, resulting in students not learning skills to recognise abuse, seek help, maintain boundaries, and stay safe online and offline.	report is provided to the BOM 5 times per year. The school implements the relevant curricular programmes in accordance with Department requirements. Teachers cover the relevant modules and maintain records through school planning and subject planning. Sensitive issues are handled in line with policy and referral pathways to student support structures are in place.
24. School transport arrangements	Risk of harm while boarding, travelling, or disembarking; bullying or inappropriate behaviour on transport; contact with unsuitable adults.	Students are supervised by staff where transport is arranged by the school for events. The school liaises with transport providers as required. Behaviour expectations apply on school transport. Concerns are followed up with parents/guardians and transport providers where necessary.
25. First aid / accidents / medical emergencies	Risk of harm due to delayed response, inadequate supervision during treatment, or poor communication with parents/guardians.	The school has procedures for first aid, accident reporting, and emergency response. Staff with first aid responsibilities are identified. First aid is administered in line with school procedures, and parents/guardians are informed as appropriate. Medical plans are in place for students with identified needs.
26. Administration of medication	Risk of harm due to incorrect administration, unauthorised handling of medication, or lack of staff awareness of medical needs.	The school has a Draft Administration of Medication Policy. Medication is stored and accessed in accordance with school procedures. Relevant staff are informed and trained where necessary. Care plans are maintained for students with significant medical needs.
27. Recruitment of school personnel	Risk of recruiting unsuitable personnel. Risk that indicators of abuse are not recognised or reported properly by staff.	The school complies with Garda vetting legislation, Department circulars, and recruitment procedures (DDLETB). References and relevant checks are obtained. New staff receive the Child Safeguarding Statement and

School Activity	Risks Identified Against Each School Activity	Procedures / Measures in Place to Mitigate Risk
		are made aware of reporting obligations and school procedures. All SLT are trained in Garda Vetting procedures.
28. Contractors / maintenance personnel / after-school users of the building	Risk of harm to students from adults present on the premises during or after school activities.	Access to the building is controlled through school procedures. Contractors and external groups are subject to sign-in procedures and restricted access as appropriate. Where school activities overlap with external use, separation, supervision, and safeguarding arrangements are put in place.
30. Student teachers / trainee professionals / observers	Risk of harm or allegations arising from adults in training having access to students.	Placement students/trainees are made aware of safeguarding procedures and professional boundaries. Vetting requirements are applied where relevant. Their work is supervised by school personnel through mentor programme and Droichead.
31. Care of students from minority groups or with specific vulnerabilities	Risk of harm due to racism, sexism, homophobia, transphobia, ableism, prejudice, exclusion, or discriminatory bullying.	The school promotes an inclusive ethos and applies its Code of Positive Behaviour, Bí Cineálta, Wellbeing, SEN, ASD Class and Child Safeguarding procedures to protect all students. Staff respond promptly to incidents of prejudice-based bullying or harassment.
32. Attendance, lateness, and unexplained absence	Risk that welfare concerns, neglect indicators, or safeguarding issues are not identified through poor attendance monitoring.	Attendance is monitored in accordance with school policy and legal obligations. Concerns are followed up with parents/guardians and, where appropriate, with relevant agencies. Persistent patterns that raise welfare concerns are brought to the attention of the DLP/DDLP.
33. Student disclosures / complaints / reports of concern	Risk that a student disclosure is not heard, recorded, or referred correctly. Risk of delayed action.	All staff are aware of the procedures for receiving, recording, and reporting child protection concerns to the DLP/DDLP. Students are informed of supports available through the pastoral care structure, Year Heads, Guidance, and trusted staff members.

School Activity	Risks Identified Against Each School Activity	Procedures / Measures in Place to Mitigate Risk
34. Remote learning / blended learning / online meetings	Risk of inappropriate online contact, visibility into home environments, recording without consent, or misuse of online platforms.	The school's Acceptable Use Policy and remote learning procedures govern online engagement. Approved platforms are used. Staff maintain professional boundaries and communication occurs only through school-approved systems. Students and parents are informed of expectations for online conduct and privacy.
35. Curricular Provision in respect of SPHE/RSE	Risk of inadequate implementation of the SPHE curriculum and the Stay Safe programme • Risk of pupils not learning the skills and strategies necessary to protect themselves	RSE is taught every year and parental information and permission sought. Teachers of RSE are sent on training regularly to ensure content is taught properly and that they are kept up to date. An SPHE coordinator and team coordinate activities and provide training to staff Policy/Procedure: SPHE/RSE policy
36. Cross-school activities	Depending on the activity, risk for anti-social behaviour, misbehaviour and all other risks associated with groups of students in a mixed setting.	Both Schools must include identify risks of any activity and mitigate the risks. The host school DLP leads any reporting process and joint reports to TUSLA can be made. Each school must have Data sharing agreements.

Swords Community College has provided each member of school staff with a copy of the school's Child Safeguarding Statement.

- Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
- Encourages staff to avail of relevant training
- Encourages board of management members to avail of relevant training
- Maintains records of all staff and board member training
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a code of behaviour for pupils and an Anti-Bullying Policy - Bí Cineálta

Reporting Responsibilities (All Scenarios)

- School cannot delegate child protection responsibility
- External staff/organisations must:
 - Follow their own procedures AND
 - Report concerns to the school DLP immediately
- DLP follows Chapter 5 procedures
- If a mandated report is already made:
 - No duplicate report required based solely on that information

If children are involved in any activity linked to the school:

- The school must ensure vetting, safeguarding, reporting, and risk management
- Responsibility always remains with the school, regardless of who runs the activity

Examples of Activities, Risks and Procedures

The examples listed in this document are provided to assist schools in undertaking their risk assessment under the Children First Act, 2015. Schools should note that this list of examples is not intended to be exhaustive, and that the inclusion of an example of a policy or procedure on these lists does not make it mandatory. It is the responsibility of each school to ensure, as far as possible, that any other risks and procedures that are relevant to its own particular circumstances are identified and specified in the written risk assessment and that adequate procedures are in place to address all risks identified.

It is acknowledged that schools already have in place a range of policies, practices and procedures to mitigate the risk of harm to children while they are participating in the activities of the school and that some school activities will carry low or minimal risks of harm compared to others. In the context of the risk assessment that must be undertaken by schools, the Children First Act, 2015 refers to risk as 'any potential for harm'.

Therefore, it is important that, as part of its risk assessment process, each school lists and reviews all of its various activities (which shall include identifying those that may carry low risk of harm as well as those that carry higher risks of harm). Doing so will help the school to:

- > Identify, as required under the Children First Act, 2015, any risks of harm that may exist in respect of the school's activities.
- > Identify and assess the adequacy of the various procedures already in place to manage those risks of harm.
- > Identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

Online Safety

The *Addendum to Children First: National Guidance for the Protection and Welfare of Children 2017* published in January 2019 clarifies that organisations providing relevant services to children should consider the specific issue of online safety when carrying out their risk assessment and preparing their Child Safeguarding Statement and Risk Assessment.

The Guidance on Continuity of Schooling for primary and post-primary schools (April 2020) advises of the importance of teachers maintaining the safe and ethical use of the internet during distance learning and assisting parents and guardians to be aware of their role also. Schools should ensure that their Acceptable Use Policy (AUP) informs and guides remote or distance learning activity.

Risk in the context of this Child Safeguarding Statement and Risk Assessment is the risk of 'harm' as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in the Children First Act 2015: 'harm' means, in relation to a child— (a) assault, ill-treatment or neglect of the child in a manner that seriously affects or is likely to seriously affect the child's health, development or welfare, or (b) sexual abuse of the child, whether caused by a single act, omission or circumstance or a series or combination of acts, omissions or circumstances, or otherwise.

Examples of School Activities which schools may draw from, as appropriate

1. Daily arrival and dismissal of pupils
2. Recreation breaks for pupils
3. Classroom teaching
4. One-to-one teaching
5. One-to-one learning support
6. One-to-one counselling
7. Outdoor teaching activities
8. Online teaching and learning remotely
9. Sporting activities
10. School outings
11. School trips involving overnight stay
12. School trips involving foreign travel
13. Use of toilet/changing/shower areas in schools
14. Provision of residential facilities for boarders
15. Annual Sports Day
16. Fundraising events involving pupils
17. Use of off-site facilities for school activities
18. School transport arrangements including use of bus escorts
19. Care of children with special educational needs, including intimate care where needed
20. Care of any vulnerable adult students, including intimate care where needed
21. Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
22. Management of provision of food and drink
23. Administration of medicine
24. Administration of First Aid
25. Curricular provision in respect of SPHE, RSE, Stay Safe
26. Prevention and dealing with bullying amongst pupils
27. Training of school personnel in child protection matters
28. Use of external personnel to supplement curriculum
29. Use of external personnel to support sports and other extra-curricular activities
30. Care of pupils with specific vulnerabilities/needs
31. Pupils from ethnic minorities/migrants
32. Members of the Traveller community

33. Lesbian, gay, bisexual or transgender (LGBT) children
34. Pupils perceived to be LGBT
35. Pupils of minority religious faiths
36. Children in care
37. Children on Tusla's Child Protection Notification System (CPNS)
38. Children with medical needs
39. Recruitment of school personnel including teachers/SNAs, caretakers/secretaries/cleaners and sport coaches
40. External Tutors/Guest Speakers
41. Volunteers/Parents in school activities
42. Visitors/contractors present in school during school hours
43. Visitors/contractors present during after-school activities
44. Participation by pupils in religious ceremonies/religious instruction external to the school
45. Use of Information and Communication Technology by pupils in school, including social media
46. Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.
47. Students participating in work experience in the school
48. Students from the school participating in work experience elsewhere
49. Student teachers undertaking training placement in school
50. Use of video/photography/other media to record school events
51. After-school use of school premises by other organisations
52. Use of school premises by other organisations during school day
53. Breakfast club
54. Homework club/evening study
55. Children attending boarding schools or living away from home

Examples of Risks of Harm

1. Risk of harm not being recognised by school personnel
2. Risk of harm not being reported properly and promptly by members of school personnel
3. Risk of harm where members of school personnel have not received appropriate training
4. Risk of child being harmed in the school by a member of school personnel
5. Risk of child being harmed in the school by another child
6. Risk of child being harmed in the school by a volunteer or visitor to the school

7. Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while a child is participating in out-of-school activities, e.g. school trip, swimming lessons
8. Risk of harm due to inappropriate use of online remote teaching and learning communication platform, such as an uninvited person accessing the lesson link, students being left unsupervised for long periods of time in breakout rooms
9. Risk of harm due to bullying of a child
10. Risk of harm due to racism
11. Risk of harm due to inadequate supervision of children in school
12. Risk of harm due to inadequate supervision of children while attending out-of-school activities
13. Risk of harm due to inappropriate relationship/communications between a child and another child or adult
14. Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
15. Risk of harm to children with special educational needs who have particular vulnerabilities, including medical vulnerabilities
16. Risk of harm to child while a child is receiving intimate care
17. Risk of harm due to inadequate code of behaviour
18. Risk of harm in one-to-one teaching, counselling, coaching situations
19. Risk of harm caused by a member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device, or other manner
20. Risk of harm caused by a member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner
21. Risks where children are living away from home or attending boarding facilities

These are examples of policies and procedures that may be used to address Risks of Harm

1. All school personnel are provided with a copy of the school's Child Safeguarding Statement and Risk Assessment
2. The Child Protection Procedures for Schools 2025 are made available to all school personnel
3. School personnel are required to adhere to the Child Protection Procedures for Schools 2025 and all registered teaching staff are required to adhere to the Children First Act 2015 as well as supporting the continued implementation of the best practice guidance set out in Children First: National Guidance for the Protection and Welfare of Children 2017 and its addenda, including the Addendum to Children First 2019 and 2025
4. A written protocol is in place authorising immediate action for cases which require an employee to be immediately absented from school for child safeguarding reasons
5. The school implements in full the Stay Safe Programme
6. The school implements in full the Social, Personal, and Health Education (SPHE) curriculum

7. The school implements in full the Wellbeing Programme at Junior Cycle
8. School authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's 'Bí Cineálta' procedures to prevent and address bullying in schools and as outlined in Circular 55/2024
9. The school has complied with the Understanding Behaviours of Concern and Responding to Crisis Situations developed by the Department of Education and Youth to address uncertainty for staff on how to respond when facing crisis situations where there are concerns regarding physical safety
10. The school undertakes anti-racism awareness initiatives
11. The school has a yard/playground supervision policy to ensure appropriate supervision of children during assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
12. The school has in place a policy and clear procedures in respect of school outings
13. The school has a health and safety policy
14. The school adheres to the requirements of the Garda vetting legislation
15. The school adheres to the relevant Department of Education and Youth circulars in respect of recruitment
16. The school has a code of conduct for school personnel (teaching and non-teaching staff)
17. The school complies with the agreed disciplinary procedures for teaching staff
18. The school has a special educational needs policy
19. The school has an intimate care policy/plan in respect of students who require such care
20. The school has in place a policy and procedures for the administration of medication to pupils
21. The school has provided each member of school staff with a copy of the school's Child Safeguarding Statement and Risk Assessment
22. The school ensures all new personnel are provided with a copy of the school's Child Safeguarding Statement and Risk Assessment
23. The school encourages personnel to avail of relevant training
24. The school encourages board of management members to avail of relevant training
25. The school maintains records of all personnel and board member training
26. The school has in place a policy and procedures for the administration of First Aid
27. The school has in place a code of behaviour for pupils
28. The school has an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents
29. The school has in place a policy governing the use of smartphones and tablet devices in the school by pupils as per Circular 38/2018 and the national guidelines
30. The school has in place a Critical Incident Management Plan
31. The school has in place a Home School Liaison policy and related procedures

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32. The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
33. The school has in place a policy and procedures for the use of external sports coaches
34. The school has in place a policy and clear procedures for one-to-one teaching activities
35. The school has in place a policy and procedures for one-to-one counselling
36. The school has in place a policy and procedures in respect of student teacher placements
37. The school has in place a policy and procedures in respect of pupils undertaking work experience in the school
38. The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations
39. The school has in place a policy in relation to assisting members of school personnel in respect of disclosures of retrospective abuse
40. The school has considered the questions in Appendix 1 of the Child Protection and Safeguarding Procedures for Boarding Facilities Associated with Recognised Schools 2023 and implemented the necessary risk mitigation measures

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

In undertaking this Child Safeguarding Statement and Risk Assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

This Child Safeguarding Statement and Risk Assessment was reviewed by the board of management on 27th May 2026 (most recent review date)

Signed:*		Date: <u>27/5/2026</u>
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Chairperson of the board of management

Signed:*		Date: <u>27/5/26</u>
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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 June 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.

- ✓ Copies of the Child Safeguarding Statement and Risk Assessment can be found online on the school's website – www.swordsgcc.ie
- ✓ The School's Child Safeguarding Statement and Risk Assessment are posted at the two main entrances to the school and hard copies can be found in the 2025/2026 Policies for Swords Community College in the Principal's Office.
- ✓ Notification of Ratification is sent to all parents, staff and students via VSMail and emailed copies to the Student Council, Staff and Parents Council.
- ✓ Student friendly version of the Safeguarding Statement can be found throughout the school.