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Child Safeguarding Statement and Risk Assessment

For:		<i>Pipers Hill College</i>
At:		<i>Kilcullen Road, Naas, Co. Kildare</i>

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):

Principal (acting as DLP) — Tom McDonald

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

Deputy Principal (acting as DDLP) — Orla Harkin

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

Name of Relevant Person

Principal (acting as DLP) — Tom McDonald

(In schools this person is the DLP)

Relevant Person can be contacted on:

045 897885

info@phcol.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:

Chief Executive, Kildare and Wicklow ETB, or their delegate — Dr Deirdre Keyes

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 Against Each School Activity	Procedures/Measures in place to Mitigate Risk
1.	Daily arrival and dismissal of pupils to/from school	Risk of harm due to inadequate supervision of children at arrival and dismissal; risk of harm by an adult in a visibly unsupervised area; risk of a pupil being approached at a collection point.	CCTV at main entrances and circulation areas; supervision rota for arrival, break and dismissal, published in the staffroom; Active Supervision model with duty teachers visible and identifiable; Red Zones (out-of-bounds areas) enforced; gates secured during the school day; Visitor Management Procedure (sign-in, lanyards, escort); Code of Behaviour; adherence to Child Protection Procedures for Schools 2025.
2.	Pupils arriving late to school or leaving during the school day (appointments, illness, early collection)	Risk of harm due to inadequate supervision; risk of a pupil leaving the premises without authorisation; risk of release to an unauthorised adult.	Sign-in / sign-out procedure at Reception for every late arrival or early leaver; attendance updated in real time on Tyro by Reception; parental notification; pupils released only to a named adult listed on Tyro; School Attendance Policy; Code of Behaviour.
3.	Recreation breaks for pupils (morning and lunch)	Risk of a pupil being harmed by another pupil; risk of bullying (verbal, physical, online or identity-based); risk of inadequate supervision in crowded areas such as corridors, canteen and yard.	Yard / break supervision rota; Active Supervision model with duty teachers in high-priority areas; Junior and Senior pupil areas in canteen; Red Zones enforced (pupils not allowed in designated out-of-bounds areas); CCTV in circulation areas; BÍ Cineálta Policy (Circular 55/2024); Code of Behaviour; staff training on identifying and responding to bullying.
4.	Classroom teaching	Risk of a pupil being harmed by school personnel or by another pupil; risk of harm due to pupils inappropriately accessing or using computers, social media, phones or other devices while at school; risk of harm due to racism; risk of harm not being recognised or reported; risk arising from staff not having received appropriate training.	Garda vetting of all staff; Child Safeguarding Statement provided to all staff; all teachers are mandated persons; mandatory Tusla / Department of Education Children First e-learning and TUSLA training encouraged; Code of Behaviour; BÍ Cineálta Bullying Prevention Policy (Circular 55/2024); ICT / Acceptable Use Policy (including provision for online and remote learning); Mobile phone policy-phones to be in lockers, schools-broadband content filtering at Level 3; device management software applied during the school day; Smartphone / Tablet Policy aligned to Circular 38/2018 and national guidelines; anti-racism initiatives; Staff Code of Professional Conduct.
5.	One-to-one teaching, subject support and RACE Centre sessions	Risk of a pupil being harmed by a member of school personnel; risk of inappropriate relationship or communications between a pupil and another pupil or adult.	Garda vetting of all staff and RACE Centre tutors; One-to-One Teaching Policy and clear procedures for one-to-one activities; rooms used have glass

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			panels or doors left open; sessions diarised and approved by Year Head; parental consent where required; TUSLA training encouraged and training records maintained; adherence to Child Protection Procedures for Schools 2025.
6.	One-to-one learning support / resource teaching and ASD Outreach class	Increased vulnerability of pupils with additional needs; risk of harm in a closed setting; risk of inappropriate communication; risk during periods of intimate care where needed.	AEN Policy; AS Outreach class staff fully Garda vetted; individual Student Support Plans agreed with parents; visible rooms with line of sight to corridor; two-staff model where appropriate; Intimate Care Policy with two-staff approach where needed; mandated-person reporting route; all relevant staff trained.
7.	One-to-one Guidance, Counselling, School Completion Coordinator and Project Worker sessions	Risk of a pupil being harmed by a member of school personnel; risk of inappropriate relationship or communications; risk of a disclosure not being handled appropriately.	Adherence to Garda vetting legislation for all staff including School Completion Coordinator and Project Worker; Counselling and Guidance Policy; professional external supervision for Guidance Counsellor and School Completion staff; clear note-taking and record-keeping; DLP notified of any safeguarding concern immediately; TUSLA training encouraged; adherence to Children First Act 2015 and Child Protection Procedures for Schools 2025.
8.	Outdoor teaching and extra-curricular activities (PE, Geography and Science fieldwork, clubs, societies)	Risk of harm where staff have not received appropriate training; risk of inadequate supervision on-site and off-site; risk of inappropriate relationship or communications during less-structured activities.	All outdoor and extra-curricular sessions supervised in line with the school's Supervision Policy; Health and Safety Policy; individual risk assessment per activity; staff follow the Code of Behaviour and Child Safeguarding procedures; clear expectations for conduct and supervision communicated and reinforced before each session; adherence to policies governing safe interactions and professional conduct; Critical Incident Management Plan.
9.	Online teaching and learning remotely	Risk of inappropriate use of online remote-teaching platforms, such as an uninvited person accessing a lesson link or pupils being left unsupervised in breakout rooms; risk of bullying online; risk of inappropriate communication via social media, phones or digital devices between a pupil and another pupil or adult; risk of inappropriate communication from school personnel via social media, texting or digital device.	Acceptable Use Policy and online-safety procedures fully implemented; secure, invitation-only lesson links; monitored sessions and appropriate supervision during remote learning; MS365 / Teams tenant controls; staff use of school accounts only (no personal messaging apps); two-staff presence in breakout rooms where reasonably possible; Code of Behaviour and Bí Cineálta Policy applied online; professional boundaries with pupils maintained at all times; Mobile Phone / ICT Policy; Remote Learning Policy.
	Sporting activities (on-site)	Risk of harm by coaches, staff	Garda vetting of all coaches;

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10 .		or other pupils; risk of inadequate supervision; risk of inappropriate use of changing facilities.	supervision by school staff during all sessions, wear PE clothes to school, use toilet cubicles to change if needed.; First Aid trained staff present; Critical Incident Management Plan.
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	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
11 .	Sporting activities (off-site / fixtures)	Risk of harm by opposition coaches, officials or spectators; transport risks; inadequate supervision off-site; changing-room risks.	School Outings Policy; trip leader briefing; minimum staff-to-pupil ratios; parental consent; vetting where required; pupils supervised in pairs in public areas; approved transport providers only; Critical Incident Management Plan.
12 .	School outings (day trips, curricular visits)	Risk of harm from external adults; accidents; inadequate supervision; separation of pupils.	School Outings Policy; individual trip risk assessment; parental consent forms; staff-to-pupil ratios; head-counts at key points; emergency contact list carried by trip leader; Critical Incident Management Plan.
13 .	School trips involving overnight stay	Increased risk of harm due to extended access and overnight setting; supervision challenges; intimate-space risks.	Overnight Trips Policy; single-sex room allocation with a nominated staff lead; parental consent and medical forms; pre-trip briefing for staff and pupils; trip leader has access to DLP/DDLP at all hours; adherence to Child Protection Procedures for Schools 2025.
14 .	School trips involving foreign travel	Further increased risk due to distance, unfamiliar environment, transport, accommodation and extended hours of contact.	Foreign Travel Policy; full trip risk assessment approved by Principal and BoM; parental consent with medical details; 24-hour emergency contact; travel insurance and Department of Foreign Affairs registration where required; Critical Incident Plan covering off-island incidents.
15 .	Use of toilet / changing / shower areas	Risk of bullying or inappropriate behaviour between pupils; risk of harm in spaces that cannot be directly supervised.	Active Supervision of the vicinity of toilets and changing areas without compromising pupil privacy; Red Zones policy restricts access at specific times; Bí Cineálta Policy; Code of Behaviour; design of facilities supports line of sight to entrances; reporting route via Year Head / DLP.
16 .	Annual Sports Day and other whole-school events	Public and visitor presence on site; risk of inadequate supervision; photography / recording risk.	Event-specific supervision plan; Visitor Management Procedure (sign-in, lanyards, escort); parental consent for images; First Aid cover on site; Critical Incident Management Plan.
17 .	Fundraising events involving pupils (on and off campus)	Interaction with members of the public and non-Garda-vetted individuals; risk of harm in less-structured settings.	Staff supervision of all fundraising activity; parental consent for any off-campus element; Visitor / Contractor Procedure applied on campus; oversight by Year Head or Deputy Principal; risk assessment per event.
18	Use of off-site facilities (sports	Interaction with members of the	School Outings Policy; facility

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.	grounds, pool, theatre, retreat centre, shopping centre visits)	public and non-Garda-vetted individuals; risk of harm in public areas where pupils cannot be supervised at all times (e.g. shopping centres); risk in changing/toilet areas at external venues.	vetted in advance; staff supervision at all times with particular attention to high-risk areas (toilets, dressing rooms); pupils kept in pairs or more in public areas; changing arrangements clarified before the visit; risk assessment per venue.
19.	School transport (coaches, buses, bus escorts)	Risk of harm by transport-company personnel; inadequate supervision in transit.	Use of approved transport providers only; vetting of school bus drivers and bus escorts where required by contract; staff supervision on all school-organised journeys; seat-belt compliance; Critical Incident Management Plan.
20.	Care of pupils with SEN, AS Outreach class and vulnerable adult students (including intimate care where needed)	Increased vulnerability; risk of harm during intimate care; communication barriers; risk to dignity.	AEN Policy; AS Outreach class staff fully Garda vetted; individual Care / Support Plans agreed with parents or (for adult students) the student and family; Intimate Care Policy with two-staff model; staff training records maintained; adherence to principles of dignity and consent; mandated-person reporting route.
21.	Management of challenging behaviour (including appropriate use of restraint where required)	Risk of physical harm to pupil or staff; risk of inappropriate restraint.	Code of Behaviour; implementation of the Department's Understanding Behaviours of Concern and Responding to Crisis Situations guidance; restraint only as a last resort by trained staff; incident log maintained; review by Principal and DLP after every incident.
22.	Management of provision of food and drink (canteen, home economics, hospitality)	Risk of harm in crowded spaces; bullying; allergy / medical incidents.	Supervision rota during lunch; Active Supervision model; canteen staff briefed on Code of Behaviour; allergy register held by Principal's Secretary; First Aid trained staff on call; Administration of Medication Policy.
23.	Administration of medication to pupils	Risk of incorrect or inappropriate administration; risk of harm through inaction.	Administration of Medication Policy; signed Medical Consent Form from parent required; trained staff only; medication stored securely; records kept; First Aid Policy.
24.	Administration of First Aid	Risk of incorrect or inappropriate administration; exposure during intimate first-aid situations.	First Aid Policy; designated First Aid trained personnel on each floor; two-staff approach during intimate first aid; parent notified; incident log maintained.
25.	Curricular provision in respect of SPHE, RSE, Guidance and Wellbeing	Sensitive content; risk of disclosures not being handled correctly; risk of inappropriate communication.	Full implementation of SPHE and RSE curriculum; Wellbeing Programme at Junior Cycle; teachers briefed on handling disclosures; clear referral route to DLP; DLP / DDLP briefed on curriculum timetable; parental information, All staff trained on new RSE Curriculum, Log of staff training in area of SPHE.
26.	Prevention of and dealing with bullying amongst pupils	Risk of harm through bullying — verbal, physical, online, racist or	Bí Cineálta Bullying Prevention Policy aligned to Circular

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•	(including cyberbullying and identity-based bullying)	identity-based; risk of non-recognition or delayed response.	55/2024; anonymous reporting route; Year Head logs reviewed monthly; SPHE and Wellbeing programmes; anti-racism awareness initiatives; Critical Incident Management Plan.
27 •	Training of school personnel in child protection matters	Risk that harm is not recognised or not reported due to lack of training.	Mandatory Tusla / Department of Education Children First e-learning module for all staff; TUSLA training encouraged and delivered where available; August return session each year on the Child Protection Procedures for Schools 2025; board of management members trained; training records for all personnel and BoM members maintained by Principal's/ Secretary.
28 •	Use of external personnel to supplement the curriculum (guest speakers, Arts / STEM / Music, HSE Immunisation team, visiting HSE clinicians)	Risk of harm by an external adult; risk of inappropriate communication with pupils; risk of HSE staff not liaising adequately with the school when contacting parents directly during Immunisation Programmes.	External Personnel Policy and procedures for the use of external persons to supplement the curriculum; Garda vetting where statutorily required; teacher supervision present at all sessions; pre-visit liaison with HSE Immunisation team to confirm parental consent and communication pathways; visitor sign-in, lanyard and escort; adherence to Department circulars on vetting and recruitment.
29 •	Use of external personnel for sports and other extra-curricular activities	Risk of harm by an external coach; risk of inappropriate contact outside school hours.	External Personnel Policy and procedures; vetting records held centrally; supervision by a member of school staff at every session; code-of-conduct agreement signed by each external; annual re-certification of vetting.
30 •	Care of pupils with specific vulnerabilities, medical needs or requiring a Pastoral Care Plan	Risk of harm due to increased vulnerability; risk related to specific medical conditions; risk of exclusion.	Individual Pastoral / Care Plans; medical register; Administration of Medication and First Aid policies; SEN / AEN Policy; communication with parents; briefing for class teachers on a need-to-know basis; DLP notified of any welfare concern.
31 •	Care of pupils from ethnic minorities, migrants and the Traveller community	Risk of discrimination, exclusion, racism-related bullying or harm.	Anti-Racism statement and anti-racism awareness initiatives; Bí Cineálta Policy; intercultural awareness in SPHE and Wellbeing; Home School Liaison support; DEIS / inclusion supports where applicable; Code of Behaviour.
32 •	Care of LGBT+ pupils and pupils perceived to be LGBT+	Risk of identity-based bullying; emotional harm; exclusion.	Bí Cineálta Policy; SPHE / RSE curriculum fully implemented; staff training on LGBT+ inclusion; Wellbeing programme; anti-bullying reporting route; peer-support initiatives.
33 •	Pupils of minority religious faiths	Risk of discrimination, exclusion or identity-based bullying.	Respect for diverse beliefs reflected in Code of Behaviour and Admissions Policy; alternative arrangements for

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			religious instruction / ceremonies where required; consultation with parents.
34	Children in care and children on Tusla's Child Protection Notification System (CPNS)	Increased vulnerability; risk of harm requiring heightened oversight; risk of information not flowing between agencies.	DLP maintains contact with Tusla social worker; Care Plan shared with school and key staff briefed on a need-to-know basis; attendance and welfare monitored closely via Tyro; Home School Liaison support; records retained securely.
35	Recruitment of school personnel (teachers, SNAs, SCP worker, caretakers, secretaries, cleaners, bus escorts and sport coaches)	Risk of unsuitable adults gaining access to pupils.	Garda vetting via the National Vetting Bureau before any contact with pupils; adherence to Department of Education recruitment circulars and KWETB HR procedures; reference checks; probation and performance review; all new personnel provided with a copy of the School's Child Safeguarding Statement and Risk Assessment; Staff Code of Conduct.
36	Visitors / contractors / external tutors / guest speakers on site during the school day	Risk of harm not being recognised by school personnel; risk of a pupil being harmed by a volunteer or visitor.	Visitor Management Procedure: sign-in, lanyard and escort for all visitors; contractors supervised and restricted to agreed areas; vetting where a contractor has ongoing unsupervised access; Health and Safety Policy; Policy for the use of external persons to supplement the curriculum; Policy for the use of external sports coaches.
37	Use of ICT by pupils and social media; use of video, photography or other media to record school events	Risk of cyberbullying; access to inappropriate content; inappropriate pupil-staff communication; grooming via social media; imagery being shared online by a third party.	Acceptable Use Policy; schools-broadband Level 3 content filtering; device management software applied during the school day; Smartphone / Tablet Policy aligned to Circular 38/2018 and national guidelines; Media and Photography Policy with parental consent for images; no staff-pupil contact via personal social media; reporting route via DLP; Critical Incident Management Plan includes a cyber playbook.
38	Application of sanctions under the Code of Behaviour (including detention and confiscation of phones)	Risk of inappropriate interaction; risk of allegations arising from sanction procedures.	Code of Behaviour; supervision of detention by two staff where possible; confiscation procedure clearly documented; parent informed; records kept; restraint or physical intervention only per Understanding Behaviours of Concern guidance.
39	Pupils participating in work experience (TY) — in school and in external organisations	Risk of harm by adults in external settings; inadequate oversight during placement.	Work Experience Policy and procedures; pre-placement host questionnaire including vetting statement; pupil briefing before placement clear reporting route for concerns; parental consent.
40	Student teacher placements, Homework Club / Supervised Study, and after-school use of school premises by other organisations	Risk of harm by an adult trainee, external hirer or after-school provider; inadequate supervision; insurance and safeguarding gaps outside the	Policy and procedures in respect of student teacher placements; Garda vetting of student teachers; supervision by a host teacher; Homework Club /

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		school day.	Supervised Study supervised by rostered staff with the Supervision Policy applied; Premises Hire Agreement requiring safeguarding statement, insurance cover and vetting declaration from hirer; Safeguarding Policy shared with any hired group; nominated safeguarding contact for each external group; Health and Safety Policy.
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Additional pages may be added as required

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.

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

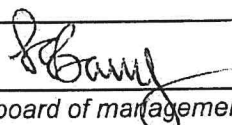
7. The school implements in full the Wellbeing Programme at Junior Cycle
8. School authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's 'Bí Cineálta' procedures to prevent and address bullying in schools and as outlined in Circular 55/2024
9. The 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

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 11 May 2026

Signed:*		Date: 11.5.26.
<i>Chairperson of the board of management</i>		

Signed:*		Date: 11.5.26
<i>Principal/Secretary to the board of management</i>		

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*