

Child Safeguarding and Risk Assessment

List of School Activities	Risks Identified	Measures in place to Mitigate Risk
Daily arrival and dismissal of pupils	Risk of inadequate supervision leading to accidents or unsafe situations during arrival or dismissal. Risk of bullying, harassment, or unsafe interactions among pupils. Risk of unauthorised persons accessing pupils or school premises. Risk of pupils leaving school unsupervised or without parental/guardian knowledge. Risk of traffic-related incidents, including pedestrian or vehicle accidents. Risk of pupils not feeling safe or unable to report concerns during arrival or dismissal.	Adequate supervision is provided at all entry and exit points, with staff deployed strategically to monitor pupils. Clear procedures for arrival and dismissal are communicated to pupils, parents/guardians, and staff. Access to school premises is controlled, with visitors required to report to reception and follow safeguarding protocols. Traffic management procedures are in place to ensure safe movement of pupils and vehicles. Incidents are recorded and reported promptly following school safeguarding procedures. Pupils are encouraged to speak to staff if they feel unsafe or notice concerning behaviour. Bí Cineálta Policy/ Code of Behaviour in place. Regular assembly and intercom reminders about behaviour expectations. Posters to identify the DLP and DDLP at student entrances to the building.
Recreation breaks for pupils	Risk of inadequate supervision leading to accidents, bullying, or unsafe behaviour Risk of physical injury during play or sports activities Risk of emotional harm through peer conflict, exclusion, or harassment Risk of inappropriate behaviour or language by pupils or visitors Risk of unsupervised access to restricted areas or school property Risk of pupils not feeling safe or unable to report concerns during breaks Risk of inappropriate phone use in certain unsupervised spaces (toilets etc.)	Adequate supervision is provided at all times during breaks, with staff deployed strategically across school grounds and bathrooms. Staff are trained in child protection, first aid, and conflict resolution to respond to incidents effectively. Clear rules and expectations for safe and respectful behaviour are communicated and reinforced with pupils Designated safe areas and boundaries are established to prevent access to restricted areas. Incidents are recorded and reported following school safeguarding procedures, with prompt follow-up Pupils are encouraged to speak to staff if they feel unsafe or witness concerning behaviour. Phone pouches or equivalent measure to prevent phones on a student's person.

		Bi Cineálta Policy / Code of Behaviour in place. Phone pouches or equivalent in place to minimise phone usage during school hours.
Classroom teaching	Risk of emotional or physical harm arising from inappropriate behaviour or interactions Risk of bullying, harassment, or intimidation among pupils in the classroom Risk of inadequate supervision or support for pupils with additional educational or wellbeing needs. Risk of exposure to inappropriate or harmful content, including online or teaching materials Risk of insufficient awareness or adherence to safeguarding policies by staff Risk of pupils not feeling safe to report concerns or ask for help Risk of harm while accessing computers/social media etc. Risk of abuse being overlooked due to numbers of students in classroom. Risk of students being exposed to online inappropriate content/contact.	Teachers maintain a safe, respectful classroom environment and promote positive behaviour. Staff are trained in child safeguarding and professional boundaries and are aware of their reporting responsibilities. Adequate supervision and support is provided, including differentiation for pupils with additional needs. Curriculum content and teaching materials are age-appropriate and aligned with school policies. Concerns or incidents are recorded and reported promptly to the Designated Liaison Person (DLP) Pupils are encouraged to communicate openly with staff and know how to raise concerns safely. Teachers are aware eye contact or personal space isn't always comfortable for students. Continued training and CPD in the area of Child Protection. Implement the use of Senso for security monitoring on student devices. High level of movement by the teacher while in the classroom. Behaviour expectations remain high to ensure a safe space for all students. Teacher training on classroom expectations take place regularly. Staff Handbook - expectations outlined for teachers. Regular emerging items email sent to staff on behaviour/expectations
One to one teaching/ Learning support	Risk of boundary issues or inappropriate interactions between teacher and pupil Risk of emotional or psychological distress if a pupil feels isolated or unsupported. Risk of inadequate supervision or oversight during the session Risk of misuse of teaching time or resources, including exposure to inappropriate content.	One-to-one sessions are conducted in visible, accessible locations with doors open or in rooms with glass panels where possible Staff maintain professional boundaries and follow school safeguarding policies at all times Pupils are supervised appropriately and are aware of their right to raise concerns Teaching content and materials are age-appropriate and safe Staff are trained in safeguarding and reporting procedures, including recognising signs of distress or harm

	Risk of pupils being reluctant to report concerns due to privacy or isolation. Risk of insufficient awareness of safeguarding procedures by staff delivering one-to-one teaching. Risk of increased vulnerability to inappropriate behaviour or abuse due to bring alone with a single adult. Risk of reduced visibility and oversight if sessions take place in isolated or poorly supervised locations. Risk of allegations of inappropriate conduct due to working alone without witnesses.	Records of one-to-one sessions are maintained and incidents or concerns are reported promptly to the Designated Liaison Person (DLP) Anyone responsible for one to one teaching is familiar with the AEN register and their specific students' needs. Adequate planning and preparation relative to AEN register. Implement the use of Senso. High level of movement of teacher while in the classroom. Behaviour expectations remain high to ensure a safe space for all students. Teacher training on classroom expectations take place regularly. Staff Handbook/ Email reminders on Behaviour/expectations
One to one counselling	Risk of emotional or psychological distress arising from sensitive discussions Risk of boundary issues or inappropriate interactions between counsellor and pupil Risk of inadequate supervision or oversight, especially if the counsellor is external Risk of breaches of confidentiality or inappropriate disclosure of personal information Risk of pupils feeling unable to raise concerns or communicate discomfort Risk of insufficient safeguarding awareness or training for the counsellor Risks associated with being alone with a student. Risk of harm when student does not understand the limits of confidentiality.	Counselling sessions are conducted in private but visible and accessible spaces, with appropriate safeguards in place Professional boundaries are strictly maintained, and counsellors adhere to school and professional codes of conduct Pupils are informed of the limits of confidentiality and how to raise concerns safely. Counsellors are trained in safeguarding procedures, including recognising signs of distress or harm and reporting to the Designated Liaison Person (DLP). Records of sessions are maintained securely, and any safeguarding concerns are reported promptly. Communication with parents/guardians occurs in line with school policies, respecting confidentiality and safeguarding requirements. Windows on the doors/ counsellor's seat facing the door and visible from the corridor/ appropriate space between seats in the room. Counsellors to attend supervision and CPD.
Outdoor teaching activities	Risk of inadequate supervision or oversight in outdoor settings. Risk of bullying, harassment, or unsafe behaviour during outdoor activities. Risk of pupils straying from designated areas or being exposed to unsafe locations.	School personnel follow Code of Behaviour and Bí Cinealta policy. Training for staff annually on these areas. The school has complied with the understanding behaviours of concern and responding to crisis situation School has in place school procedures in respect of school outings.

	Risk of insufficient awareness of safeguarding procedures among staff leading the activity. Risk of delayed response to incidents or emergencies in outdoor environments. Risk of harm not being recognised by school personnel. Risk of harm not being reported properly and promptly. Risk of child being harmed in the school by a volunteer/visitor/school personnel when doing school activity. Risk of harm to students with SEN. Risk of harm in the administering of first aid.	Training is provided to all staff on taking students on school outings. Guidelines are shared via email and in staff handbook. Policy and procedures for administration of medication to pupils. School has in place procedures for use of external sports coaches/external persons to supplement the delivery of the curriculum. Permission from parents/guardians sought for trips. Volunteers/visitors accompanied by school personnel.
Online teaching and learning remotely	Risk of exposure to inappropriate or harmful online content Risk of cyberbullying, harassment, or misuse of digital platforms. Risk of breaches of privacy or sharing of personal information. Risk of inadequate supervision or monitoring of pupils during online sessions. Risk of pupils not feeling safe to raise concerns in a virtual environment. Risk of insufficient safeguarding awareness among staff delivering online lessons. Risk of access to sites/AI with access to strangers/grooming. Risk of over reliance on AI	Use of secure, approved platforms for all online teaching, with appropriate access controls. Staff follow professional boundaries and safeguarding policies in all virtual interactions. Pupils and parents/guardians are provided with guidance on safe use of technology and expected behaviour online. Concerns or incidents are recorded and reported promptly to the Designated Liaison Person (DLP). Staff are trained in online safety and child safeguarding, including recognising signs of distress or risk in remote learning contexts Blocked sites such as Character AI for students. Difficult as new gaming sites etc. open up all the time. Wide broadband controls for all schools in place. Senso purchased so that we can see what students are doing. Internet safety extended tutor times. Webwise and SPHE content shared and taught to students and parents. Parents information evenings and emails/ website announcements and notices. Teacher AI training takes place. School has AI statement in Journal and on Website. AUP Policy - currently under review. TYRO reminders to parents about online safety.

Sporting Activities	Risk of physical injury or accidents during sports participation. Risk of inadequate supervision leading to unsafe behaviour or incidents. Risk of bullying, harassment, or exclusion during sporting activities. Risk of inappropriate behaviour, language, or conduct by staff, coaches, or pupils. Risk of insufficient safeguarding awareness among staff or volunteers leading the activity Risk of delayed response to injuries or emergencies during sporting events Risk of harm due to inappropriate relationship and/or communications between a student/other student or adult.	Adequate supervision and coaching is provided at all times, with staff trained in child safeguarding and first aid Risk assessments are conducted for sports activities, including indoor and outdoor venues Pupils are briefed on safety rules and expected behaviour before and during activities Staff and volunteers follow professional boundaries and safeguarding procedures Incidents or injuries are recorded and reported promptly to the Designated Liaison Person (DLP) and parents/guardians as appropriate Emergency procedures are in place, including access to first aid, communication, and response protocols Two teachers at all activities outside the school grounds. Risk assessment carried out for activities.
School outings	Risk of physical injury or accidents during travel or at the venue. Risk of inadequate supervision or oversight of pupils off-site. Risk of pupils getting lost or separated from the group Risk of exposure to inappropriate behaviour, language, or content during the outing. Risk of bullying, harassment, or unsafe interactions among pupils. Risk of delayed response to emergencies or incidents outside school premises.	Adequate supervision is provided at all times, with appropriate adult-to-pupil ratios. Risk assessments are conducted prior to all outings, including travel and venue considerations. Pupils are briefed on safety rules, boundaries, and expected behaviour before the outing. Staff and volunteers follow safeguarding policies and maintain professional boundaries. Communication and reporting procedures are in place for incidents, emergencies, or concerns. Emergency plans are established, including first aid provision, contact with parents/guardians, and procedures for lost or injured pupils. Accurate Roll calls take place pre/post trip.
School trips involving overnight stay	Risk of physical injury or accidents during travel, activities, at accommodation or at the hospital.	Adequate supervision is maintained at all times, with appropriate adult-to-pupil ratios, including night-time supervision.

	Risk of inadequate supervision or oversight, especially outside normal school hours. Risk of bullying, harassment, or unsafe interactions among pupils Risk of exposure to inappropriate behaviour, language, or content from peers or external staff. Risk of breaches of privacy or confidentiality during overnight stays. Risk of delayed response to emergencies, illness, or incidents outside school premises. Risk of harm to students with special educational needs who have particular vulnerabilities, including medical vulnerabilities. Risk of harm due to students inappropriately accessing/using computers, social media, phones and other devices while out of school.	Comprehensive risk assessments are conducted for travel, accommodation, and planned activities. Pupils are briefed on safety rules, boundaries, and expected behaviour before and during the trip. Staff and external providers adhere to safeguarding policies and maintain professional boundaries. Emergency and reporting procedures are established, including first aid, communication with parents/guardians, and access to medical care. Confidentiality and privacy are respected, with clear protocols for handling sensitive information and incidents. Safe Internet usage is taught to all students during extended tutor times, assemblies and students are reminded that this applies while on school trips. Accurate Roll calls take place during the trip. Students encourage not to open their bedroom to anyone other than their assigned supervising teacher.
School trips involving foreign travel	Risk of physical injury, illness, or accidents while abroad. Risk of inadequate supervision or oversight in unfamiliar environments. Risk of bullying, harassment, or unsafe interactions among pupils. Risk of exposure to unsafe or inappropriate activities, environments, or behaviour. Risk of breaches of privacy, including sharing of sensitive information in an international context. Risk of delayed response to emergencies or incidents due to distance, time zones, or language barriers. Risk of harm to students with special educational needs who have particular vulnerabilities, including medical vulnerabilities. Risk of harm due to students inappropriately accessing/using computers, social media, phones and other devices while out of school.	Adequate supervision is maintained at all times, with appropriate adult-to-pupil ratios, including emergency contact arrangements. Comprehensive risk assessments are conducted for travel, accommodation, activities, and health considerations. Pupils and parents/guardians are briefed on safety rules, behaviour expectations, and emergency procedures. Staff and external providers adhere to safeguarding policies, maintain professional boundaries, and are trained for international travel contexts Emergency and communication procedures are established, including local medical contacts, consular assistance, and reporting to school authorities. Confidentiality and privacy are maintained, with clear protocols for handling sensitive information and incidents during international travel. The school has in place a policy and clear procedures in respect of foreign travel. A parent information session takes place with all parents in advance of the trip to talk through safety with parents.

		Principal meets with all students in advance of going on a trip abroad to explain the safety concerns and expectations. Safe Internet usage is taught to all students during extended tutor times, assemblies etc. Reminders given in advance of trip. Accurate Roll calls take place during the trip. Students encourage not to open their bedroom to anyone other than their assigned supervising teacher.
Use of toilet/changing/shower areas in schools	Risk of unsupervised or inappropriate access by peers or adults, leading to potential abuse, bullying, intimidation or harassment of students. Risk of inadequate supervision or unclear supervision arrangements, particularly during transitions, extra-curricular activities or after-school use of facilities. Risk to student privacy and dignity arising from shared facilities, overcrowding, or lack of appropriate partitions, locks or clear usage procedures. Risk associated with students being isolated or alone in toilet, changing or shower areas, increasing vulnerability to harm or allegations of harm. Risk of misuse of mobile phones or digital devices in these areas, including unauthorised recording, photography or sharing of images. Risk arising from poor maintenance, visibility or design of facilities, including blind spots, faulty locks or restricted lines of sight that limit effective monitoring.	Ensure adequate supervision while respecting pupil privacy and dignity Implement clear rules and expectations for behaviour in these areas Restrict access to pupils only and monitor for unauthorized visitors Staff trained in safeguarding, child protection, and professional boundaries Encourage pupils to report any incidents or concerns and provide clear reporting procedures Clear supervision arrangements are in place, with staff aware of their responsibility to monitor use of facilities while respecting students' privacy and dignity, in line with Tusla Child Safeguarding Guidance. Access to toilet, changing and shower areas is appropriately managed, with adult access restricted to essential purposes only and communicated clearly to staff and students. School procedures promote privacy and dignity, including staggered access where necessary, use of appropriate partitions, and clear expectations for student behaviour. Systems are in place to minimise isolation of students, including structured movement times, supervision during transitions and clear protocols for after-school or extra-curricular activities. The use of mobile phones and digital devices is strictly prohibited in toilet, changing and shower areas, with this expectation clearly outlined in the school's Code of Behaviour and Acceptable Use Policy. Facilities are regularly inspected and maintained to ensure they are safe, fit for purpose and designed to support effective oversight, with any concerns addressed promptly through established reporting procedures. Toilet access is recorded on TYRO to monitor and track access.

Annual Sports Day	Risk of inadequate supervision during outdoor activities, events or transitions, leading to potential accidents, injury or safeguarding concerns. Risk of students becoming separated from their peer group or supervision arrangements, particularly in large, open or crowded areas. Risk associated with physical activities, including inappropriate challenge, lack of safety checks or insufficient adherence to agreed rules and boundaries. Risk of unsupervised interaction with visitors, volunteers or external providers who may be present on the school grounds for the event. Risk of bullying, exclusion or inappropriate behaviour during competitive or less structured activities. Risk arising from limited clarity around roles and responsibilities of staff, including first aid provision and incident reporting procedures.	A clear supervision plan is in place, with defined staff roles, allocated zones and agreed student-staff ratios, communicated in advance to all staff and students. Structured timetables and designated assembly points are used to support safe movement, maintain group integrity and reduce the risk of students becoming separated or unsupervised. Activities are planned to be age-appropriate and inclusive, with safety rules explained clearly to students and equipment checked prior to use. All visitors, volunteers and external providers are appropriately vetted where required, supervised at all times and made aware of the school's child safeguarding procedures. Staff actively promote positive behaviour and inclusion, with clear expectations outlined and prompt responses to any concerns in line with the Code of Behaviour. First aid arrangements, emergency procedures and reporting protocols are clearly identified in advance, with staff aware of how to respond to and record any incidents or concerns.
Fundraising events involving pupils	Risk of inadequate supervision during fundraising activities, particularly where events take place outside the normal school routine or off-site. Risk of pupils engaging with members of the public, visitors or external organisations without appropriate oversight or safeguarding controls. Risk associated with handling of money, including lack of clear procedures, potential disputes or inappropriate pressure on pupils. Risk of bullying, coercion or exclusion of pupils during fundraising activities, including competitive or peer-led initiatives. Risk arising from unclear roles and responsibilities of staff, volunteers or external contributors involved in the event.	Clear supervision arrangements are established, with staff and volunteer roles defined and communicated in advance, ensuring pupils are monitored at all times. Pupils engaging with the public or external organisations are accompanied by staff, and interactions are planned to minimise risk while maintaining child safety and dignity. Procedures for handling money are clearly defined, with appropriate oversight and accountability measures in place to protect pupils and staff. Positive behaviour and inclusion are actively promoted, with expectations clearly communicated and any concerns addressed promptly in line with school policies. All volunteers or external contributors are appropriately vetted and briefed on safeguarding responsibilities before involvement in the event. Pupils are provided with guidance on acceptable conduct, safety expectations, and how to seek support if they feel uncomfortable or unsafe during fundraising activities.

	Risk of insufficient clarity around acceptable conduct, leading to behaviour that may compromise pupils' safety, dignity or wellbeing. Risk of harm due to students inappropriately accessing/using social media, phones and other devices while out of school.	Students are aware of the acceptable usage policy and learn about this during extended tutor time and at assemblies. We also have extensive information in our student journal. Some events if outside of school require parental permission./consent.
Use of offsite facilities for school activities	Risk of inadequate supervision during travel to, from, and at the off-site location, increasing vulnerability to accidents or safeguarding incidents. Risk of pupils being separated from their group, leading to potential harm, bullying, or being lost. Risk of engaging with unfamiliar adults, members of the public, or external staff without appropriate safeguarding controls. Risk associated with the suitability, safety, or accessibility of the off-site facilities, including potential hazards, inadequate emergency arrangements, or poor design. Risk arising from unclear roles, responsibilities, or communication among staff, volunteers, and external providers. Risk of pupils engaging in unsafe behaviour or activities without proper oversight, leading to injury or emotional harm.	Detailed supervision plans are in place, including staff-to-pupil ratios, designated responsibilities, and clear communication procedures before, during, and after the visit. Structured group management strategies, such as buddy systems, check-ins, and headcounts, are used to prevent pupils from becoming separated or lost. All interactions with external staff, volunteers, or members of the public are supervised, and adults involved are appropriately vetted and briefed on safeguarding expectations. Off-site facilities are assessed in advance for safety, accessibility, and suitability, including emergency procedures and risk assessments specific to the location. Roles, responsibilities, and communication channels among staff, volunteers, and external providers are clearly defined and documented prior to the activity. Pupils receive guidance on expected behaviour, safety procedures, and how to seek support if they feel unsafe or uncomfortable, ensuring a safe and respectful environment. We promote the culture of students being role models and student ambassadors while representing the school in the wider school community. We have a telling culture which encourages students to report any incidents that may occur.
School transport arrangements	Risk of inadequate supervision of pupils during journeys, including boarding, travel, and disembarking, which may lead to accidents or safeguarding incidents. Risk of inappropriate behaviour by pupils towards each other or by adults towards pupils, including bullying, harassment, or abuse while travelling to and from school.	Clear supervision arrangements are in place, with staff or escorts assigned to monitor pupils during boarding, travel, and disembarking, ensuring safety and wellbeing. Expectations for pupil behaviour are clearly communicated, reinforced, and monitored, with prompt intervention in line with the school's Code of Behaviour.

	Risk of interaction with drivers who may not be appropriately vetted, trained, or aware of safeguarding procedures. Risk arising from unsafe travel conditions, including poorly maintained vehicles, lack of seat belts, or traffic hazards. Risk of pupils being left unsupervised due to miscommunication, delays, or lack of clear procedures at pick-up or drop-off points. Risk of misuse of mobile phones or devices during travel, including inappropriate recording, sharing of images, or exposure to harmful content. Risk of students with AEN being vulnerable while travelling to/from school or while travelling to a school event/activity.	All drivers, escorts, and transport providers are appropriately vetted, trained, and made aware of child safeguarding responsibilities. Vehicles used are maintained in a safe and roadworthy condition, with necessary safety features (e.g., seat belts) checked regularly and adhered to during travel. Procedures for pick-up, drop-off, and contingency situations (delays, missed buses, emergencies) are clearly defined and communicated to staff, pupils, and parents. The use of mobile phones and other digital devices is monitored and restricted as appropriate, preventing inappropriate recording, sharing, or exposure to harmful content. Staff have received training on best practice when taking students on transport by our SEN department. Guidance on school trips have been shared with staff via email, staff presentations and in our staff handbook.
Care of children with special educational needs, including intimate care where needed	Risk of inappropriate physical contact if staff are not properly trained in intimate-care procedures. Risk of violation of personal privacy if intimate care is provided without clear boundaries, consent, or sensitivity. Risk of physical abuse or exploitation during moments when the child is physically vulnerable. Risk of emotional distress if care is handled insensitively or without proper communication tailored to the student's needs. Risk of physical injury due to incorrect or unsafe handling. Risk of failure to meet medical or hygiene needs. Risk of lack of recognition of a disclosure if a child communicates distress or harm in non-verbal ways and staff do not identify it. Risk of allegations of inappropriate behaviour if procedures (e.g., two-adults rule, recording, consent) are not followed.	Providing mandatory training on intimate care, safeguarding, manual handling, and disability awareness to the appropriate staff. Ensure staff understand the professional boundaries and safe-touch principles. Have a clear, written intimate-care policy shared with staff and parents. Ensure every student has an individual care plan that outlines routines, communication needs, dignity measures. Obtain parental consent for all intimate-care tasks and keeping it updated. Using a two-member-of-staff or "visible/monitorable" rule where appropriate (e.g., open doors, visibility panels). Maintaining accurate records of any intimate-care interaction. Training staff to recognise non-verbal signs of distress or disclosure. Use correct hoists, changing beds, PPE, and hygiene supplies and ensuring equipment is maintained. Reporting and escalating any concerns using the school's safeguarding procedures.
Management of challenging behaviour	Risk of physical or emotional harm to pupils or staff if challenging behaviour escalates without appropriate intervention.	Staff are trained in positive behaviour management strategies, de-escalation techniques, and the appropriate use of restraint in line with Tusla guidance and school policy e.g. NCSE Relate

amongst pupils, including appropriate use of restraint where required.	Risk of inappropriate or excessive use of restraint, leading to injury or trauma for the pupil involved. Risk of inconsistent application of behaviour management strategies, creating confusion or perceptions of unfair treatment. Risk of bullying, intimidation, or aggression from peers in response to or during episodes of challenging behaviour. Risk of staff being unaware of or not following the school's policies, procedures, or Tusa guidance regarding behaviour management and restraint. Risk of insufficient recording or reporting of incidents, reducing accountability and the ability to review safeguarding concerns.	Clear school policies outline acceptable behaviour, procedures for responding to challenging behaviour, and circumstances under which restraint may be used. Behaviour management approaches are applied consistently across the school, ensuring fairness, transparency, and clarity for pupils. Restorative practice procedures in place. Supervision and monitoring arrangements are in place to reduce opportunities for peer intimidation or bullying during incidents of challenging behaviour. All staff are familiar with reporting and recording procedures, ensuring incidents are documented accurately, reviewed, and used to inform future safeguarding decisions. Support systems, including counselling, pastoral care, and follow-up interventions, are available to pupils and staff affected by challenging behaviour incidents. Escorting/ Supporting student to a safe space within school. Use restraint only as last resort; follow "reasonable, necessary, proportionate" principles – to protect the child from causing harm to themselves. Regulation Breaks where appropriate. Environmental checks (remove hazards, ensure space is clear) Create a behaviour support plan and share with relevant staff. School policy on managing challenging behaviour. When required we have sought professional advice from NEPS / NCSE to support a student needs.
Management of provision of food and drink	Risk of allergic reactions or adverse health effects if pupils are exposed to allergens or unsafe foods due to lack of awareness or labelling. Risk of inadequate supervision during break and lunch times, which could lead to choking, accidents, or bullying. Risk of harm not being recognised by school personnel. Risk of inappropriate interactions with students and canteen staff.	Supervision arrangements during break and lunch times ensure pupils are monitored to prevent accidents, bullying, or unsafe behaviour. Food and drink are prepared, stored, and served in line with hygiene and safety standards, with checks to prevent spoilage or contamination. Policies and procedures in place to administer First Aid. Canteen staff have been trained in Child Protection Procedures. Canteen staff know to report concerns to the DLP.

Administration of First Aid	Risk of injury or illness being exacerbated if first aid is delayed, incorrect, or inadequately administered. Risk of cross-contamination or infection if hygiene protocols are not followed during treatment. Risk of staff acting beyond their level of training or competence, leading to inappropriate care or harm. Risk of lack of privacy or dignity for pupils receiving first aid, particularly in sensitive situations. Risk of inadequate record-keeping, reducing accountability and follow-up on incidents. Risk of emotional distress for pupils or staff involved in serious incidents if support mechanisms are not in place. Risk of lack of availability of First Aid Responders. Delay to provide assistance due to FAR being in class. Risk of inadequate equipment/resources	Staff administering first aid are appropriately trained, certified, and aware of their responsibilities, ensuring care is safe and effective. Hygiene and infection control protocols are strictly followed, including the use of gloves, cleaning of equipment, and disposal of waste. Clear guidelines outline the scope of first aid staff responsibilities, ensuring no procedures are performed beyond their training or competence. First aid is administered with due consideration for pupil privacy and dignity, with sensitive situations managed appropriately. All first aid incidents are accurately recorded, with records reviewed and actions followed up to ensure ongoing safety and learning. Support systems, including counselling or pastoral care, are available for pupils or staff affected by serious incidents, helping to address emotional and psychological needs. We have increased the numbers of First Aid Responders. Reminders sent to all staff that only those certified can treat students (legally). FAR email protocol working well. The teacher even if not a qualified FAR, remains with the student while awaiting support. PPE provided and correct disposal unit Room kept clear and new equipment purchased regularly. Staff refresher training and periodic audits of incident logs, manual handling training and general refresher. Safety and First Aid Training/Reminders take place annually for teachers. Updated training for evacuation chairs. Lifts serviced regularly. First Aid Responders keep certification up to date.
Administration of medicine	Risk of incorrect dosage, timing, or type of medication being given, potentially causing harm to the pupil. Risk of allergic reactions or adverse effects if medical information is incomplete, outdated, or misunderstood. Risk of pupils accessing medication unsupervised, leading to accidental or intentional misuse.	Written parental consent and clear instructions are obtained for all medication, including dosage, timing, and method of administration. This information is recorded on TYRO. Staff responsible for administering medication are trained, competent, and aware of pupils' medical needs, allergies, and potential adverse effects. Medication is stored securely and access is strictly controlled to prevent unsupervised use by pupils.

	Risk of staff administering medication without proper training or authorisation. Risk of breaches of confidentiality or privacy regarding pupils' medical needs. Risk of inadequate record-keeping, reducing accountability and tracking of medication administration. Risk of students forgetting to take essential medication when on trips.	Procedures clearly define who may administer medication, under what circumstances, and with appropriate authorisation. Confidentiality regarding pupils' medical information is maintained, with information shared only on a need-to-know basis. Accurate records of all medication administered are maintained, reviewed regularly, and communicated to parents or guardians as appropriate.
Curricular provision in respect of SPHE, RSE	Risk of pupils receiving inconsistent or incomplete information on personal, social, or sexual health topics, leading to misunderstanding or misinformation. Risk of sensitive topics causing discomfort, embarrassment, or emotional distress for pupils if not handled appropriately. Risk of discussions or questions that could reveal personal experiences of abuse or neglect without proper support or safeguarding measures in place. Risk of staff lacking confidence, training, or guidance in delivering SPHE or RSE content effectively and safely. Risk of exclusion or inequity if certain pupils' needs, cultural backgrounds, or learning differences are not considered. Risk of inadequate follow-up or support for pupils who disclose personal concerns or safeguarding issues during lessons.	Lessons are planned in line with the curriculum and Tusla guidance, ensuring accurate, age-appropriate, and inclusive content. Staff are trained and supported in delivering sensitive topics, using strategies that maintain pupil comfort, dignity, and engagement. Clear protocols are in place for managing disclosures or concerns raised during lessons, ensuring immediate safeguarding response where required. Teaching approaches are inclusive, considering pupils' diverse needs, backgrounds, and learning styles to ensure equitable access to information. Ground rules and respectful discussion frameworks are established to create a safe classroom environment where pupils feel comfortable asking questions. Ongoing support and referral mechanisms, including pastoral care and counselling, are available to pupils who may experience distress or disclose personal issues. The school implements the Wellbeing Programme at Junior Cycle. The school implements the full SPHE curriculum and has a SPHE Policy. The school raises awareness on various cultural initiatives such as languages day / cultural dress and Black History Month. There are clubs that help awareness also such as the Multicultural club and The Global Change Club. The school follows the curriculum set out by the NCCA relating to RSE.

			The students are aware of how to report concerns to a trusted adult who may in turn seek advice from the DLP.
Prevention and dealing with bullying amongst pupils.	Risk of physical, verbal, emotional, or cyberbullying occurring between pupils, causing harm to wellbeing or mental health. Risk of bullying being unreported or unnoticed due to inadequate supervision, peer pressure, or fear of retaliation. Risk of inconsistent responses by staff, leading to perceptions of unfairness or failure to address the issue effectively. Risk of vulnerable pupils being targeted, including those with additional needs, new students, or minority groups. Risk of bullying escalating outside school hours or through digital platforms without proper monitoring or guidance. Risk of insufficient support for victims or inappropriate consequences for perpetrators, potentially perpetuating the cycle of bullying. Risk of bullying taking place in areas of the school that there is less supervision e.g toilets.	The school has a clear anti-bullying policy in line with Bí Cineálta, communicated to pupils, staff, and parents, outlining expectations and procedures. Staff are trained to recognise, prevent, and respond to all forms of bullying, including cyberbullying, promptly and effectively. Supervision arrangements are designed to reduce opportunities for bullying, including during transitions, breaks, and extra-curricular activities. Clear reporting mechanisms are in place, enabling pupils and parents to raise concerns safely and confidentially. Support systems, including counselling and pastoral care, are available for victims, and restorative approaches are used to address behaviour by perpetrators. Regular education and awareness initiatives promote respectful behaviour, inclusion, and a positive school culture, reinforcing the school's commitment to preventing bullying. We have a telling culture in our school with a very clear reporting system. We utilise our tutors, class teachers, year heads, deputy principals and principal where required. We use the new templated for reporting under the Bí Cineálta guidance. We apply the Code of Behaviour Policy where required. We act promptly and efficiently when dealing with reported bullying. We support all parties when dealing with an incident of bullying. We ensure parents are informed.	
Training of school personnel in child protection matters	Risk of staff lacking awareness or understanding of their legal and professional responsibilities in child safeguarding. Risk of inconsistent responses to safeguarding concerns due to variable knowledge or confidence among personnel. Risk of staff failing to recognise or appropriately act on signs of abuse or neglect. Risk of inadequate familiarity with school policies, Tusla guidance, or reporting procedures.	All staff receive child protection training on appointment and regular refresher training in line with Tusla guidance. Training covers recognising signs of abuse and neglect, understanding reporting procedures, and staff responsibilities under law and school policy. Staff are familiarised with the school's Child Safeguarding Statement, Code of Behaviour, and relevant policies, ensuring consistent and appropriate practice.	

	Risk of staff not being updated on changes in legislation, best practice, or emerging safeguarding issues. Risk of delayed or inappropriate intervention in cases where staff are unsure of their role or the correct procedures.	Updates on changes to legislation, best practice, and emerging safeguarding issues are provided regularly to all personnel. Designated Liaison Persons (DLPs) are trained to provide guidance and support to staff regarding child protection concerns. Staff are encouraged to seek advice and clarification on safeguarding matters, ensuring timely and appropriate intervention when concerns arise. The staff handbook is updated annually with all relevant child protection information/procedures. Training look place for ALL staff in our school community this year by OIDE. The Board of Management will also receive training on their responsibilities as a board member. The DLP and DDLP have attended all compulsory training. The DLP has attended further training to develop and expand expertise in this area. Information in student journal on Child Protection matters. The DLP meets with student council annually regarding the CSS&RA. The DLP attends all year group assemblies annually to explain their role. An extended tutor time takes place annually on the area of Child Protection.
Use of external personnel to supplement curriculum	Risk of pupils being exposed to adults who are not appropriately vetted or trained in child safeguarding. Risk of inconsistent application of the school's behaviour, safety, and safeguarding expectations by external personnel. Risk of inappropriate interactions between external personnel and pupils, including access to sensitive information or opportunities for abuse. Risk of unclear roles, responsibilities, and supervision arrangements leading to gaps in safeguarding oversight. Risk of external personnel not being familiar with the school's policies, emergency procedures, or reporting obligations.	All external personnel are appropriately vetted, including Garda vetting where required, and confirmed to be suitable to work with children. Form of Undertaking & Statutory Declaration to supplement Garda Vetting. Clear agreements are established outlining the roles, responsibilities, and expectations of external personnel, including adherence to school policies and codes of behaviour. External personnel are supervised by school staff at all times when working with pupils, ensuring safeguarding oversight. Staff brief external personnel on safeguarding procedures, emergency protocols, and the school's expectations for behaviour and conduct. Content, materials, and methods used by external personnel are reviewed in advance to ensure suitability, age-appropriateness, and alignment with the curriculum.

	Risk of exposure to unsuitable content, methods, or materials inconsistent with the curriculum or pupils' age and needs. Risk of harm due to inadequate supervision of students.	Procedures are in place to record and respond to any concerns or incidents involving external personnel promptly and in line with safeguarding policy. Seek references from previous employers – verbal and written. Check qualifications to ensure they are truthful and accurate.
Use of external personnel to support sports and other extra-curricular activities and external tutors	Risk of pupils being exposed to adults who are not appropriately vetted or trained in child safeguarding. Risk of inappropriate behaviour, conduct, or interactions between external personnel and pupils, including physical, emotional, or verbal harm. Risk of insufficient supervision or unclear responsibility for pupil safety during activities, particularly in off-site or less structured settings. Risk of external personnel not being familiar with the school's safeguarding policies, emergency procedures, or reporting obligations. Risk of exposure to unsafe practices, unsuitable content, or activities not aligned with age, ability, or school standards. Risk of inadequate record-keeping or delayed reporting of incidents or concerns involving external personnel.	All external personnel are Garda-vetted or otherwise appropriately checked for suitability to work with children. Clear agreements and codes of conduct are established, outlining roles, responsibilities, and expectations for behaviour and interaction with pupils. School staff supervise external personnel at all times during activities, ensuring pupil safety and safeguarding oversight. External personnel are briefed on the school's safeguarding policies, emergency procedures, and reporting obligations prior to involvement. Activities and practices are reviewed to ensure they are safe, age-appropriate, and aligned with school standards and the abilities of pupils. Systems are in place to record and respond promptly to any concerns or incidents, ensuring accountability and safeguarding compliance. Form of Undertaking & Statutory Declaration to supplement Garda Vetting completed. Buddy the external personnel with a member of Coláiste Bride teaching staff if a standalone event. Provide copy of child safeguarding statement to external personnel if supplementing the curriculum on a regular basis. Seek references from previous employers – verbal and written. Check qualifications to ensure they are truthful and accurate. Notify of any AEN needs in group.
Care of pupils with specific vulnerabilities/needs	Risk of communication barriers preventing pupils from reporting harm, or neglect. Risk of failure to identify indicators of abuse, especially when signs present differently in children with particular disabilities, trauma histories, or medical conditions.	Creating and regularly updating behaviour plans, medical plans, or support plans. Identifying communication methods (PECS, signs, AAC devices, etc.) for recognising distress or disclosures. Conducting regular Student Support Team meetings.

	Risk of isolation from peers if support arrangements unintentionally separate the pupil. Risk of emotional harm if staff lack training in trauma-informed or needs-specific support. Risk of misinterpretation of behaviours (e.g., self-regulation strategies or stress responses) which may result in inappropriate disciplinary responses. Risk of poor communication, leading to fragmented support or missed safeguarding information. Risk of insufficient supervision or staffing levels, reducing the ability to provide safe, consistent care. Risk of failure to regularly review vulnerabilities, especially when pupils' needs change over time. Lack of environmental adaptations that could create physical risk or impede the pupil's safety.	Providing training on: - o safeguarding signs in children with AEN - o de-escalation and behaviour support - o trauma-informed practice Ensuring staff have clear role descriptions to avoid working outside competence. Keeping interactions documented. Adapting the environment to the pupil's needs (e.g., sensory adjustments, mobility aids, quiet spaces).
Pupils from ethnic minorities/migrants	Risk of racial or cultural discrimination, bullying, or exclusion from peers or staff, impacting wellbeing and inclusion. Risk of language barriers preventing pupils from understanding safety instructions, school policies, or reporting procedures. Risk of isolation or social marginalisation due to cultural differences, unfamiliarity with school routines, or lack of peer support. Risk of insufficient awareness among staff of pupils' cultural, religious, or linguistic needs, affecting effective safeguarding and support. Risk of vulnerability to exploitation or harm outside school due to unfamiliarity with local systems, rights, or supports. Risk of inadequate communication with parents or guardians, reducing engagement and effective safeguarding collaboration.	The school promotes an inclusive culture, actively addressing discrimination, bullying, and exclusion through policies, awareness programmes, and peer support initiatives. Language support, translation services, or visual aids are provided to ensure pupils understand school rules, safety instructions, and reporting procedures. Structured induction and buddy systems help pupils integrate socially, learn routines, and build peer networks. Staff receive training on cultural competence and awareness of diverse needs, ensuring sensitive and effective safeguarding practices. Information on local services, rights, and support systems is provided to pupils and families to reduce vulnerability outside school via HSCL. Regular communication with parents or guardians is maintained, using interpreters or translated materials where necessary, to ensure engagement and safeguarding collaboration. Celebrating cultural diversity via celebration days, multi-culture newsletter, intercom announcements, cultural dress days.

		HSCL parent mornings to build connections and knowledge about our school culture and community. Student Journal and Staff Handbook clearly outline the importance of diversity and inclusion in our school.
Members of the Traveller community	Risk of discrimination, stereotyping, or bullying from peers or staff, impacting pupils' wellbeing and sense of belonging. Risk of social isolation or exclusion due to cultural differences or lack of awareness among the wider school community. Risk of low attendance or disengagement affecting access to education, support, and safeguarding measures. Risk of language or literacy barriers limiting pupils' understanding of safety instructions, school policies, or reporting procedures. Risk of insufficient staff awareness of cultural practices, leading to misunderstandings or inappropriate responses. Risk of inadequate communication with families, limiting parental engagement and collaboration in safeguarding matters.	The school promotes inclusion, respect, and awareness of Traveller culture through policies, training, and awareness initiatives. Anti-bullying measures and peer support systems are in place to address discrimination, stereotyping, or exclusion. Attendance and engagement are actively monitored, with support strategies in place to ensure consistent access to education and safeguarding measures. Clear communication strategies, including visual aids or support for literacy needs, are used to ensure pupils understand safety instructions, school policies, and reporting procedures. Staff receive information from our traveller coordinator to respond appropriately and sensitively to the needs of Traveller pupils. Regular engagement with families is maintained, ensuring they are informed, involved, and supported in safeguarding and school-related matters. Family support provided by our Traveller Co-ordinator with regular communication links. Promotion of external supports. Traveller culture promoted and celebrated through art projects.
Lesbian, gay, bisexual or transgender (LGBTQI+) children/ Pupils perceived to be LGBTQI+	Risk of bullying, harassment, or social exclusion from peers or, in some cases, staff, impacting mental health and wellbeing. Risk of pupils hiding their identity due to fear of discrimination, limiting access to support and safeguarding mechanisms. Risk of inappropriate or insensitive comments, assumptions, or behaviour from peers or adults, including microaggressions.	The school promotes an inclusive, respectful, and supportive environment for all pupils, explicitly addressing discrimination based on sexual orientation or gender identity. Anti-bullying policies specifically reference LGBTQI+ issues, with clear procedures for reporting, investigating, and responding to incidents. Staff receive training on LGBTQI+ inclusion, awareness, and appropriate safeguarding practices to support pupils effectively. Confidential support systems, including counselling and pastoral care, are available to pupils experiencing distress or discrimination.

	Risk of exposure to online bullying, harmful content, or exploitation related to sexual orientation or gender identity. Risk of insufficient awareness or training among staff on LGBT inclusion and safeguarding considerations. Risk of inadequate support systems for pupils experiencing distress, identity-based challenges, or discrimination.	Opportunities for pupils to discuss issues safely, such as through peer support groups, lunchtime group or trusted staff, are provided. School communication and curriculum approaches promote acceptance, respect, and understanding of diversity, reinforcing a culture of inclusion. Adequate supervision in place/Teachers supervise toilets. Cleaners highlighting graffiti. Capacity to deal with any issues respectfully and in a timely manner. Recording incidents via the new templates – Bi Cineálta. Celebration days/ Stand Up Week showing our inclusive school community. LGBTQI+ lunchtime club.
Pupils of minority religious faiths	Risk of discrimination, stereotyping, or bullying from peers or staff based on religious beliefs or practices. Risk of social exclusion or isolation due to differences in religious observances, dietary requirements, or cultural practices. Risk of misunderstanding or insensitivity from staff or peers regarding religious customs, attire, or practices. Risk of pupils feeling unable to participate fully in school activities or curriculum due to lack of accommodation for religious needs. Risk of insufficient communication with families about religious observances, potentially impacting engagement and safeguarding. Risk of inadequate awareness among staff of faith-related safeguarding considerations, such as specific rituals, dietary restrictions, or gender-related practices. Risk that our Admissions Policy / RE Policy (2019) doesn't cover the protection of pupils of minority religious faiths.	The school promotes respect, inclusion, and understanding of all religious beliefs through policies, awareness initiatives, and curriculum content. Anti-bullying measures explicitly address religious discrimination, with clear procedures for reporting and responding to incidents. Staff receive training on cultural and religious awareness to ensure sensitivity and appropriate responses to pupils' needs. Accommodations are made where possible for religious observances, dietary requirements, and cultural practices, supporting full participation in school life. Regular communication with families ensures understanding of pupils' religious needs and collaboration in safeguarding and wellbeing. School routines, activities, and resources are reviewed to ensure they respect and reflect the diversity of pupils' faiths, fostering inclusion and belonging. Our school Mission Statement includes the nurturing of 'spiritual wellbeing'. Admission Policy and Religion Policy both ensure risks are mitigated.
Children in care	Risk of inconsistent care or support due to changes in placement, guardianship, or living arrangements, potentially impacting wellbeing and safeguarding. Risk of social isolation or difficulty forming relationships with peers and staff, affecting emotional and social development.	The school maintains strong communication and collaboration with carers, social workers, and relevant professionals to ensure consistent support and safeguarding oversight.

	Risk of exposure to past trauma or adverse experiences that may influence behaviour, emotional responses, or interactions. Risk of inadequate communication or collaboration between the school, carers, and social work professionals, leading to gaps in safeguarding oversight. Risk of pupils not having access to information, support, or advocacy to ensure their rights and needs are met. Risk of inadvertent breaches of confidentiality or inappropriate assumptions by staff regarding care status. Risk of emotional, physical, sexual abuse or neglect. Risk of substance abuse/running away (increased risk taking) due to past trauma. Risk of abuse due to children already being vulnerable. Risk of mental health issues/medical issues not being addressed promptly. Risk of placement breakdown and isolation from peers if living far away/frequently moving. Risk of poor communication between various support agencies. Risk of after care plan once student turns 18.	Staff are trained to understand the needs, rights, and vulnerabilities of children in care, including the impact of trauma and previous adverse experiences. Individualised support plans are developed, addressing educational, social, and emotional needs, and reviewed regularly. Efforts are made to foster inclusion, positive peer relationships, and a sense of belonging within the school community. Confidentiality regarding care status is strictly maintained, with staff aware of information-sharing protocols and professional boundaries. Pupils are provided with access to advocacy, counselling, and pastoral support to ensure their voices are heard and their needs are met. Teachers where relevant are aware of those students in care so that they are on high alert – brought up at regular intervals at SST. Check and connect support very useful to connect with the vulnerable students. Open dialogue with appropriate personnel in school. HSCL to support with this. Be aware of high staff turnover in care homes. Liaise with social workers/carers when needed. Ensure student voice / listen to concerns.
Children on Tusla's Child Protection Notification System (CPNS)	Risk of harm or neglect due to the child's existing vulnerabilities, requiring heightened safeguarding vigilance. Risk of staff being unaware of or misunderstanding the child's status, leading to delayed or inappropriate response to concerns. Risk of insufficient communication between the school, Tusla, and other relevant professionals, creating gaps in safeguarding oversight. Risk of emotional or behavioural challenges arising from previous trauma or protective interventions. Risk of confidentiality breaches that could compromise the child's safety or trust.	The school maintains up-to-date records of children on CPNS, ensuring only those who need to know are aware of safeguarding responsibilities and relevant protective measures. Clear communication channels are established with Tusla and other relevant professionals to ensure coordinated monitoring and intervention. Staff receive training on recognising and responding to signs of abuse or neglect, tailored to the needs of vulnerable children. Individualised support for each child, addressing educational, social, and emotional needs, and regularly reviewed at SST meetings. Confidentiality is strictly maintained, with information shared only on a need-to-know basis in line with safeguarding policies.

	Risk of inconsistent application of support measures if staff are unclear on roles, responsibilities, or agreed protocols. Risk of students not reporting issues due to protecting family members.	Staff are assigned clear roles and responsibilities, ensuring consistent application of protective measures and prompt response to any concerns. DLP usually attends Child Protection Case Conferences. Students on CPSN are supported in a number of ways in our school - a Guidance Counsellor/ School Completion Project Worker/ HSCL. DLP links with social workers, Barnardo's and any other external agencies supporting the family. Links when necessary with Gardai. Our weekly Student Support Team meeting may identify other supports such as morning club, after school support, night study etc.
Children with medical needs	Risk of medical emergencies occurring without timely or appropriate response, potentially leading to harm. Risk of staff being unaware of a child's specific medical needs, allergies, or conditions, resulting in inadequate care. Risk of medication being administered incorrectly, missed, or accessed unsupervised by pupils. Risk of social exclusion or reduced participation in school activities due to medical needs. Risk of staff acting beyond their level of training or competence in managing medical situations. Risk of insufficient communication with parents, guardians, or healthcare professionals, leading to gaps in care and safeguarding. Risk of parents/guardians providing inadequate contact information provided to school/ on TYRO system. Risk of medical information not kept up to date – change in medical condition or no information provided at all.	Individual healthcare plans are developed for pupils with medical needs, detailing conditions, medications, emergency procedures, and staff responsibilities. Staff are trained and regularly updated in managing specific medical conditions, recognising symptoms, and responding to emergencies. Medication is stored securely, with strict procedures for administration, record-keeping, and restricted pupil access. Supervision and support are provided to ensure full participation in school activities, with reasonable adjustments made where necessary. Clear communication channels are maintained with parents, guardians, and healthcare professionals to ensure coordinated care. Staff act within their level of training and competence, following established protocols and seeking assistance when necessary to safeguard the child. Medical forms sent to parents to be completed annually. Parents are asked to update the school with any new information. Medical forms are also available for Parents on the school website. Relevant information is placed on TYRO. First Aiders are made aware of students with serious medical needs. School staff provided with all necessary care information – in emergency situation/medication etc. Tutor and Year head to be provided with up-to-date information.

Volunteers/Parents in school activities	Risk of volunteers or parents having unsupervised access to pupils, increasing potential for harm or safeguarding concerns. Risk of individuals not being appropriately vetted or aware of child protection responsibilities. Risk of inconsistent behaviour or guidance from volunteers/parents compared to school policies, leading to confusion or safety issues. Risk of breaches of confidentiality or inappropriate sharing of information about pupils. Risk of inadequate supervision or unclear roles, resulting in gaps in safeguarding oversight. Risk of volunteers/parents being unaware of or not following school policies on bullying, behaviour, and emergency procedures.	All volunteers and parents are vetted appropriately, including Garda vetting where required, and confirmed suitable to work with children. Clear roles, responsibilities, and expectations are communicated, including adherence to school policies, codes of behaviour, and child safeguarding procedures. Volunteers and parents are supervised by school staff at all times when interacting with pupils. Guidance is provided on maintaining confidentiality and appropriate boundaries with pupils. School procedures and emergency protocols are explained to all volunteers/parents before participation in activities. Any concerns or incidents involving volunteers/parents are recorded and addressed promptly in line with safeguarding policy. Statutory Declaration Form – depending on how long they will be in the school. Vetting must be in place if regularly participating in school activities. If a stand-alone event ensure parent/volunteer is buddied up with a CB staff member who is vetted and trained.
Guest Speakers	Risk of pupils being exposed to adults who are not appropriately vetted or trained in safeguarding. Risk of inappropriate content being presented, including material that is unsuitable for pupils' age, background, or sensitivities. Risk of inappropriate interactions between guest speakers and pupils, including potential physical, emotional, or verbal harm. Risk of unclear supervision or oversight during the speaker's visit, creating gaps in safeguarding. Risk of guest speakers being unaware of school policies, codes of behaviour, or emergency procedures. Risk of breaches of confidentiality or disclosure of sensitive pupil information during sessions. Risk of strangers walking into the building without signing in.	All guest speakers are vetted appropriately, including Garda vetting where required, to ensure suitability for working with children. Content, materials, and methods are reviewed in advance to ensure they are age-appropriate, relevant, and aligned with school values and curriculum. School staff supervise guest speakers at all times, maintaining safeguarding oversight and appropriate boundaries with pupils. Guest speakers are briefed on the school's policies, codes of behaviour, and emergency procedures before the session. Procedures are in place to manage disclosures, concerns, or incidents raised during or after the session, in line with safeguarding policy. Confidentiality and privacy expectations are clearly communicated to the speaker to protect pupils' information and wellbeing. There should always be two students sent to meet/greet guest. Where this is not possible a teacher is always present.

		Link teacher outlines what to do if guest speaker needs to be shown toilet etc (ask another staff member) Clear sign on outside of the door that guests need to sign in at reception. Ensure door lock/fob is on during the school day.
Visitors/contractors present in school during school hours/after school hours	Risk of unsupervised access to pupils, potentially leading to safeguarding concerns or harm. Risk of contractors or visitors not being appropriately vetted or aware of child protection responsibilities. Risk of breaches of confidentiality or inadvertent exposure of sensitive pupil information. Risk of inappropriate behaviour or interactions between visitors/contractors and pupils. Risk of disruption to school routines or confusion about supervision and responsibility during visits. Risk of safety hazards related to the presence of external personnel, tools, or equipment, particularly during maintenance or construction work. Risk of strangers walking into the school building without presenting at reception or signing in.	All visitors and contractors are vetted appropriately, including Garda vetting where required, and confirmed suitable to be on school premises. Clear procedures are in place for signing in and out, wearing identification badges, and being escorted while on site. Supervision arrangements ensure visitors and contractors do not have unsupervised access to pupils at any time. Staff brief visitors/contractors on school policies, safeguarding responsibilities, and emergency procedures prior to commencing work or visits. Areas where work is being carried out are secured or restricted to prevent pupil access and minimise safety risks. Any concerns or incidents involving visitors or contractors are recorded and addressed promptly in line with safeguarding policy. Ask to sign in and ensure those a member of staff will meet the contractor at reception before they move around school. All visitors will be asked to wear a red 'visitor' lanyard going forward to identify those who are non-staff / visitors/ guests' speakers.
Participation by pupils in religious ceremonies/religious instruction external to the school	Risk of pupils being exposed to adults who are not appropriately vetted or trained in child safeguarding. Risk of inappropriate or unsafe behaviour during external religious activities, including physical, emotional, or verbal harm. Risk of pupils feeling pressured to participate or conform to religious practices against their wishes. Risk of inadequate supervision or unclear responsibility for pupils while attending external events. Risk of exposure to content, practices, or teachings that may be unsuitable for pupils' age or individual needs.	All external religious providers are appropriately vetted and confirmed suitable to work with children. Clear agreements and guidance are established, outlining roles, responsibilities, and safeguarding expectations for all adults involved. Pupils are supervised by school staff or designated responsible adults throughout the activity, ensuring safety and safeguarding oversight. Participation is voluntary, with pupils and parents fully informed, and no pupil is coerced into attending. Content and practices are reviewed in advance where possible to ensure age-appropriateness and suitability for pupils' needs.

	Risk of insufficient communication between the school, parents/guardians, and external religious providers, leading to gaps in safeguarding oversight. Risk of indoctrination against familial or personal beliefs for external. Risk of exclusion or bullying on the basis of faith differences. Risk of isolation on the basis of faith practice.	Communication channels between the school, parents/guardians, and external providers are maintained to ensure coordinated safeguarding and prompt reporting of any concerns. Students are encouraged to use this time for personal reflection or focus on their own prayers. Ember team are of all faiths to model inclusive religious participation and the reality of our religious cohort. We promote values of respect, inclusion and kindness in our school. Our Code of Behaviour and Bí Cineálta policy supports best practice.
Use of Information and Communication Technology by pupils in school, including social media and Artificial Intelligence	Exposure of children to inappropriate, harmful or age-inappropriate online content. Risk of bullying, harassment or intimidation through digital platforms, including social media, messaging apps and online gaming. Risk of online grooming or exploitation by adults or peers. Risk of sexual exploitation, including the creation, sharing or receipt of inappropriate images or messages. Risk of non-consensual sharing of personal information, images or videos. Risk of breaches of privacy and confidentiality through misuse of digital platforms. Risk of emotional harm arising from negative online interactions, exclusion or peer pressure. Risk associated with unsupervised or excessive use of digital devices. Risk of children being contacted by unknown persons through online platforms. Risk of inappropriate communication between pupils facilitated through digital technologies. Risk of misuse of school ICT systems, including unauthorised access or recording. Risk of exposure to harmful online influences, including violent or extremist material.	The school has an Acceptable Use Policy (AUP) for ICT, including internet and social media use, which is reviewed regularly and communicated to pupils, parents/guardians and staff. Pupils and parents/guardians are required to accept and adhere to the AUP as a condition of access to school ICT systems. Supervision of pupils' ICT use is provided during school time, where practicable, in line with the school's supervision arrangements. Filtered and monitored internet access is in place on school networks to reduce exposure to inappropriate content. Clear procedures are in place for the reporting, recording and responding to concerns relating to online safety, cyberbullying or inappropriate online behaviour. The school provides age-appropriate education on digital citizenship, online safety and respectful online behaviour through the curriculum and wellbeing programmes. Pupils are supported to develop an understanding of privacy, consent, digital footprints and reporting mechanisms. Staff receive training and guidance on child safeguarding, online risks and appropriate professional boundaries, including use of digital communication. The school has clear guidance on appropriate use of personal devices, including mobile phones, during the school day. Recording, photographing or sharing images of pupils is managed in line with school policy and data protection requirements.

	Risk of reduced awareness among pupils of online safety, reporting mechanisms and protective behaviours. Risk of reputational harm to pupils arising from online activity Risk of pupils accessing AI tools that generate inappropriate, harmful, or misleading content. Risk of pupils relying on AI for academic work, leading to plagiarism or diminished critical thinking and learning. Risk of exposure to biased, inaccurate, or unsafe outputs from AI systems, including offensive or discriminatory material. Risk of sharing personal or sensitive information with AI platforms, potentially compromising privacy and data protection. Risk of pupils being targeted by AI-driven interactions online, including grooming, manipulation, or exploitation. Risk of inadequate staff understanding or supervision of AI tools, resulting in unmonitored use or unsafe practices.	Any concerns relating to online grooming, sexual exploitation or serious harm are dealt with in accordance with the school's Child Safeguarding Statement and Children First procedures. Parents/guardians are provided with information and guidance to support safe use of ICT and social media at home. The school promotes a culture of openness, encouraging pupils to speak to a trusted adult if they feel unsafe or uncomfortable online. The Designated Liaison Person (DLP) and Deputy DLP are clearly identified and accessible for consultation and reporting of concerns. Clear policies are established for the responsible use of AI, including guidance on acceptable tools, purposes, and limitations. Staff supervise and monitor pupils' use of AI, ensuring alignment with educational objectives and safeguarding standards. Pupils are educated about the risks of AI, including misinformation, bias, plagiarism, and responsible digital citizenship. Procedures are in place to prevent sharing of personal or sensitive information with AI platforms, protecting privacy and data security. Staff receive training on AI tools, potential risks, and strategies to guide safe, ethical, and effective use in the classroom. AI use is integrated into the curriculum in a controlled manner, promoting critical thinking and safe, responsible engagement.
Application of sanctions under the school's Code of Behaviour including detention	Risk of emotional harm or distress arising from inappropriate, disproportionate or insensitive application of sanctions. Risk of inconsistent or unfair application of disciplinary measures Risk of inadequate supervision of pupils during detention or withdrawal from class. Risk of reduced safeguarding oversight when pupils are separated from normal supervision arrangements. Risk of poor communication or misunderstanding with pupils and parents/guardians regarding sanctions.	Sanctions are applied fairly, proportionately, and in line with the school's Code of Behaviour, with attention to the students wellbeing. Staff receive guidance and training on consistent, age-appropriate disciplinary measures and safeguarding responsibilities. Students are supervised at all times during detention or withdrawal from class, in accordance with supervision policies. Procedures are in place to maintain safeguarding oversight when pupils are separated from peers or normal routines. Clear communication with pupils and parents/guardians is maintained regarding the reasons for and nature of any sanction.

		One-to-one interactions during sanctions follow safeguarding protocols to ensure appropriate boundaries and protect both pupils and staff.
Breakfast club	Risk of inadequate supervision during arrival, breakfast service, and activities, potentially leading to accidents, bullying, or safeguarding incidents. Risk of food-related hazards, including allergic reactions, choking, or consumption of unsafe or inappropriate food. Risk of inappropriate behaviour, including peer conflict or bullying, during unstructured social time. Risk of unsupervised access to school facilities or areas, increasing vulnerability to harm. Risk of insufficient staff awareness of pupils' medical needs, dietary requirements, or specific vulnerabilities. Risk of breaches of confidentiality or privacy if sensitive information about pupils is shared inappropriately.	Adequate supervision is provided at all times, with clear staff-to-pupil ratios and designated responsibilities during arrival, breakfast, and activities. Procedures are in place to manage food safely, including awareness of allergies, dietary requirements, and safe eating practices. Behaviour expectations are clearly communicated and actively monitored, with staff trained to manage conflict or bullying promptly. Access to school facilities is controlled, ensuring pupils remain in safe areas and are not left unsupervised. Staff are aware of pupils' medical needs, dietary restrictions, and individual vulnerabilities, with emergency procedures in place. Confidentiality and privacy of pupils are maintained, with sensitive information shared only on a need-to-know basis in line with safeguarding policies.
Students from the school participating in work experience elsewhere	Risk of students being exposed to adults or environments that are not appropriately vetted or supervised. Risk of students encountering unsafe working conditions, including physical hazards, harassment, or exploitation. Risk of students being isolated or unsupervised, increasing vulnerability to harm or inappropriate behaviour. Risk of insufficient awareness or adherence to safeguarding policies by external employers or supervisors. Risk of students disclosing personal information or experiencing breaches of confidentiality while off-site. Risk of inadequate communication between the school, students, and employers, leading to gaps in monitoring, reporting, or emergency response.	All relevant work experience placements are vetted to ensure suitability, safety, and compliance with child safeguarding requirements. Clear agreements and guidelines are established with employers, outlining roles, responsibilities, supervision, and safeguarding expectations. Students are briefed on health, safety, and safeguarding procedures prior to placement, including how to report concerns. Regular communication is maintained between the school, students, and employers to monitor wellbeing, progress, and safety. Staff provide support and guidance to students, ensuring they are not isolated or placed in vulnerable situations. Procedures are in place to record, report, and respond promptly to any incidents or safeguarding concerns arising during work experience. All details of work experience employers recorded by Programme Co-Ordinator.

		No obligation for pupils to stay where they find a situation or work environment uncomfortable. Tutor calls to employers to check in. All incidents that take place on work experience should be reported to link teacher/co-ordinator or DLP if necessary.
Student teachers undertaking training placement in school	Risk of student teachers having unsupervised access to pupils without adequate safeguarding oversight. Risk of inconsistent application of school policies, procedures, or behaviour management strategies by student teachers. Risk of breaches of confidentiality or inappropriate sharing of pupil information. Risk of student teachers being unaware of or not following the school's safeguarding procedures. Risk of inappropriate interactions or boundary issues between student teachers and pupils. Risk of insufficient supervision or support for student teachers, leading to errors or unsafe practices. Issues with classroom management and behaviour management may increase risk for students. Risk of harm due to students inappropriately accessing/using computers, social media, phones and other devices while in school.	All student teachers are Garda-vetted and confirmed suitable to work with children before commencing their placement. Clear induction is provided, including briefing on the school's safeguarding policies, codes of behaviour, and emergency procedures. Student teachers are supervised by qualified staff/cooperating teachers, with clearly defined roles and responsibilities. Guidance is provided on maintaining appropriate professional boundaries and confidentiality regarding pupils. Student teachers are supported and monitored throughout the placement to ensure consistent application of school policies and safe practice by their cooperating teacher and an external examiner. Any concerns or incidents involving student teachers are recorded and addressed promptly in line with the school's safeguarding procedures. All students participate in Internet Safety Day, and certain groups participate in Cybersafety student workshops. CPD session on staff return to school. Training for new teachers incorporating best practice with etiquette online, managing personal profiles, maintaining boundaries etc takes place. They are encouraged to know and understand policies: child protection, data protection, code of behaviour etc. They are observed and assessed to ensure safe practice by a member of the Droichead team/ Subject Mentor/Subject Co-Ordinator or member of SLT. Student teachers receive in depth training in our school at the beginning of the school year and receive an Induction booklet and staff handbook to help support their learning.
Use of video/photography	Risk of unauthorised or inappropriate recording of pupils, potentially compromising privacy and safety.	Clear policies are in place regarding the use of video, photography, and other media, including obtaining parental consent where required.

phy/other media to record school events	Risk of images, videos, or media being shared without consent, including on social media or online platforms. Risk of misuse of media by pupils, staff, or visitors, leading to potential safeguarding concerns. Risk of capturing sensitive or vulnerable pupils inappropriately during school events. Risk of breaches of data protection legislation or school policies regarding storage and access to media. Risk of inadequate supervision during recording activities, allowing unsafe or inappropriate behaviour to occur.	Staff, pupils, and visitors are briefed on appropriate use of media and the importance of safeguarding and privacy. Media capturing is supervised by staff to ensure pupils' safety, dignity, and adherence to school policies. Procedures are in place for secure storage, access, and deletion of media to comply with data protection and safeguarding requirements. Guidelines prohibit unauthorised sharing of images or videos on social media or other platforms. Any concerns or breaches relating to media use are recorded and addressed promptly in line with safeguarding procedures. Entry on TYRO highlighting students we have no permission for photos to be shared.
After-school use of school premises by other organisations	Risk of inadequate safeguarding supervision of children while on school premises outside school hours. Risk of inappropriate or harmful behaviour by adults or other children attending after-school activities Risk of exposure to unsuitable content, practices, or activities provided by external organisations. Risk of insufficient vetting or recruitment checks for staff/volunteers from outside organisations Risk of poor communication between the school and external providers regarding safeguarding responsibilities. Risk of boundary issues or unauthorised access to school facilities or pupils.	Agreements/Memoranda of Understanding are in place with external organisations outlining safeguarding responsibilities All staff and volunteers from external organisations are vetted in accordance with Children First requirements and Garda Vetting procedures Adequate supervision arrangements are agreed and monitored by the school for all after-school activities External organisations must follow school safeguarding policies while on premises, including reporting procedures for concerns Regular communication between school and external providers ensures awareness of safeguarding expectations and incidents. Access to school facilities is controlled, and pupils are only present in supervised, safe areas during after-school activities.
Use of school premises by other organisations during school day	Risk of inadequate supervision of pupils when external organisations are on school premises Risk of inappropriate or harmful behaviour by adults or other children from outside organisations Risk of exposure of pupils to unsuitable content, activities, or practices provided by external groups Risk of insufficient vetting or safeguarding checks for staff/volunteers from external organisations	Agreements with external organisations specify safeguarding responsibilities and compliance with school policies. All external staff and volunteers are vetted in line with Children First guidance and Garda Vetting procedures if attending school regularly. Supervision arrangements are clearly defined and monitored by the school when external organisations operate on-site. External organisations follow school safeguarding policies, including reporting procedures for any concerns to the DLP.

	Risk of poor communication between the school and external providers regarding safeguarding responsibilities and child protection procedures Risk of unauthorised access to pupils or school facilities.	Regular communication ensures awareness of safeguarding expectations and coordination between school staff and external providers. Controlled access to school facilities ensures pupils are only in supervised areas and protected from unauthorised contact.
Students participating in work experience in the school	Risk of inadequate supervision or support for students on work experience Risk of exposure to inappropriate behaviour, language, or content from staff or other pupils, Risk of students being asked to perform tasks beyond their level of competence or outside agreed responsibilities Risk of insufficient induction or orientation regarding school policies, including child safeguarding procedures. Risk of unclear reporting lines or lack of guidance if a student experiences difficulties or unsafe situations. Risk of boundary issues or unauthorised access to pupils or sensitive areas.	Supervision arrangements are clearly defined, ensuring students are supported and observed at all times Students receive induction and guidance on school policies, including child safeguarding and professional conduct. Work tasks are clearly agreed in advance and appropriate to the student's age, competence, and experience Students are informed of reporting procedures and have access to a named staff member for support or concerns Staff hosting students are aware of safeguarding responsibilities and maintain professional boundaries at all times. Access to pupils, sensitive areas, and confidential information is controlled, in line with safeguarding and data protection policies.
Homework club/evening study/ Supervision classes.	Risk of inadequate supervision during sessions, potentially leading to accidents, bullying, or safeguarding incidents. Risk of pupils being isolated or unsupervised in classrooms, study areas, or corridors. Risk of inappropriate behaviour among pupils, including conflict, harassment, or exclusion. Risk of staff or supervisors being unaware of pupils' specific needs, vulnerabilities, or medical conditions. Risk of breaches of confidentiality if sensitive pupil information is discussed or accessed inappropriately. Risk of inconsistent application of school policies or safeguarding procedures during after-school sessions. Risk of pupils having unsupervised access to ICT, materials, or other pupils Risk of poor communication with parents/guardians regarding attendance, behaviour, or concerns.	Adequate supervision is provided at all times, with clear staff-to-pupil ratios and designated responsibilities during sessions. Structured procedures are in place to prevent pupils from being isolated or unsupervised, including check-ins and monitoring of movement. Behaviour expectations are clearly communicated and actively monitored, with staff trained to manage conflict or bullying promptly. Staff are aware of pupils' individual needs, medical conditions, or vulnerabilities, and emergency procedures are in place. Confidentiality and privacy of pupils are maintained, with sensitive information shared only on a need-to-know basis. School policies, codes of behaviour, and safeguarding procedures are consistently applied during after-school sessions. ICT use and access to materials are controlled and monitored to ensure safety and appropriateness Communication with parents/guardians is maintained regarding attendance, incidents, or concerns during these sessions.

	Risk of students leaving the building late at night. Risk of DLP/DDLP not being on site.	Updated parental information on Tyro each year/bi-yearly. Checks with tutors in Sept/January. All students to leave through same door/point when leaving school. Sign in/out list and tick off as they leave. Ensure students know to leave grounds immediately and through the usual front and side gate. Reminded to be careful going home and to leave promptly. Don't allow students to wait in the dark alone. All staff should have the mobile phone number of the DLP and DDLP. DLP is available by email and/or phone.
HSCL Role	Risk of boundary issues arising in one-to-one meetings or communications with pupils or families Risk of inadequate safeguarding oversight during home visits or off-site interactions Risk of inappropriate disclosure of sensitive pupil or family information Risk of exposure to harmful behaviour, language, or situations during engagement with pupils or families Risk of miscommunication or lack of clarity regarding the HSCL role in safeguarding procedures Risk of insufficient awareness or training in child protection for the HSCL person	Clear professional boundaries are maintained in all interactions with pupils, families, and the wider community HSCL activities are conducted with appropriate supervision and adherence to school safeguarding policies. Confidentiality and data protection protocols are strictly followed, with sensitive information shared only on a need-to-know basis. HSCL person receives regular training and guidance on safeguarding, child protection, and professional conduct. Communication with school staff and parents/guardians is clear regarding the HSCL role and procedures for raising concerns. Records of meetings, home visits, and interventions are maintained appropriately and securely, in line with school and statutory policies. Weekly SST meetings to identify the needs of vulnerable children. Regular updates from and to the DLP re children of concern. Training from TESS/Tusla. Empowering parents to become best versions of themselves. Helping Parents with Tyro App to ensure they can monitor their child's attendance and know where they are. Regular meetings with the EWO and SCP to identify and monitor children at risk.
For All Seasons	Risk of emotional distress or psychological harm to pupils discussing grief and loss Risk of inappropriate disclosure of sensitive personal information by pupils	Sessions are facilitated by trained staff or appropriately qualified personnel with experience in supporting bereavement Adequate supervision is maintained at all times, with attention to pupil wellbeing and safety

	Risk of inadequate supervision or support during group sessions Risk of boundary issues arising between facilitators and pupils Risk of insufficient safeguarding awareness among staff or volunteers leading the group Risk of poor communication with parents/guardians regarding pupils' participation or wellbeing	Clear boundaries and professional conduct are observed by facilitators in all interactions with pupils Sensitive disclosures are managed carefully, with pupils informed of reporting procedures and access to additional support if needed Facilitators are trained in safeguarding procedures, recognising signs of distress or risk and reporting concerns to the Designated Liaison Person (DLP). Communication with parents/guardians is maintained regarding participation and any concerns, in line with confidentiality and safeguarding policies.
After School Clubs	Risk of inadequate supervision during activities, transitions, or pick-up, leading to accidents, bullying, or safeguarding incidents. Risk of pupils being isolated or unsupervised in activity areas, corridors, or outdoor spaces. Risk of inappropriate behaviour or conflict among pupils, including bullying, harassment, or exclusion. Risk of staff or external providers being unaware of pupils' specific needs, vulnerabilities, or medical conditions. Risk of unauthorized access to facilities or activities by non-school personnel or visitors. Risk of breaches of confidentiality if sensitive pupil information is shared or accessed inappropriately. Risk of harm due to students accessing computers or social media during this time. Risk of harm to students with special educational needs who have vulnerabilities that the after school clubs may not be aware of.	Adequate supervision is provided at all times, with clear staff-to-pupil ratios and designated responsibilities during activities and transitions. Structured procedures, including check-ins and monitoring, prevent pupils from being isolated or unsupervised. Behaviour expectations are clearly communicated and actively monitored, with staff trained to manage conflict, bullying, or inappropriate behaviour. Staff and external providers are briefed on pupils' individual needs, medical conditions, and vulnerabilities, with emergency procedures in place. Access to facilities and activities is controlled to prevent unauthorized entry by non-school personnel or visitors. Confidentiality and privacy of pupils are maintained, with sensitive information shared only on a need-to-know basis in line with safeguarding policies. Doors left open and no teacher should be left alone with one student at any time. All staff are vetted for afterschool clubs in line with teaching council vetting requirements Staff make themselves aware of students that have particular medical or educational needs through TYRO. Specific medical action plans known by all teachers (eg. use and location of Epi Pens) or carried by students. Printed and left in Study Hall and G1. Numbers for local emergency services and/or caretakers. Number for Rob (basketball).

		Updated parental information on Tyro each year/bi-yearly. Checks with tutors in Sept/January. Offer First Aid courses to all / Regular Fire Training. All students to leave through same door/point when leaving school. Sign in/out list and tick off as they leave. Ensure students know to leave grounds immediately and through the usual front and side gate. Reminded to be careful going home and to leave promptly. Don't allow students to wait in the dark alone. All staff should have the mobile phone number of the DLP and DDLP. DLP is available by email and/or phone.
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