An Roinn Oideachais
agus Óige
Department of Education
and Youth

PER ARDUA AD ASTRA
COLÁISTE RÍS
WESTPORT

Child Protection Safeguarding Booklet Rice College



Child Protection Safeguarding Booklet

The board of management refers to Chapter 9 of the procedures when developing and reviewing the school's Child Safeguarding Statement and Risk Assessment.

Templates

The following templates are used

CSS 1 Child Safeguarding Statement and Risk Assessment
CSS 2 Review of the Child Safeguarding Statement and Risk Assessment
CSS 3 Notification Regarding the board of management's Review of the Child Safeguarding Statement and Risk Assessment

CSS 5 Student Review of the Child Safeguarding Statement and Risk Assessment

CSS 6 Staff Review of the Child Safeguarding Statement and Risk Assessment
CSS 7 Parent/Carer Review of the Child Safeguarding Statement and Risk Assessment
CSS 8 Record of Child Protection Training

Adopting the School's Child Safeguarding Statement and Risk Assessment

When adopting the Child Safeguarding Statement and Risk Assessment, the board of management may use this list as a support in ensuring that all the necessary steps have been taken.

- ✓ Our school has used the templates provided on www.gov.ie/childprotectionschools to develop its Child Safeguarding Statement and Risk Assessment and its student-friendly version. These are now displayed in a prominent position near the main entrance of the school.
- ✓ Our school has consulted with school personnel, parents/carers and our children and young people when reviewing our Child Safeguarding Statement and Risk Assessment and its student-friendly version. We have retained a record of these consultations.
- ✓ Our school has informed the patron, school personnel, our parents' association, and our parents/carers that the review has been undertaken using the notification template provided by the department.
- ✓ Our school has published the Child Safeguarding Statement and Risk Assessment and notification of its review on our website or will be made available on request by the school.

CSS1
Child Safeguarding Statement and Risk Assessment

For:	**RICE COLLEGE**
At:	**WESTPORT, CO MAYO**

This school is a: POST PRIMARY WITH SPECIAL ASD CLASSES

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Addendum to Children First (2019) and 2025, Child Protection Procedures for Schools 2025 and Child Safeguarding: A Guide for Policy, Procedure and Practice, 2nd ed. (Tusla, 2024), the board of management has adopted the Child Safeguarding Statement and Risk Assessment set out in this document.

The board of management has adopted and will implement fully and without modification the department's Child Protection Procedures for Schools 2025 as part of this overall Child Safeguarding Statement and Risk Assessment.

Name of the Designated Liaison Person (DLP):

MICHAEL RABBETTE

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

SINEAD RUDDY

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

Name of Relevant Person

MICHAEL RABBETTE

(In schools this person is the DLP)

Relevant Person can be contacted on:

09825698	*principal@rcw.ie*

Under the Children First Act 2015 Relevant Person means a person who is appointed by a provider of a relevant service to be the first point of contact in respect of the Child Safeguarding Statement. This person is nominated by the board of management to manage and provide oversight of child protection concerns/allegations of child abuse.

Name of Chairperson of the board of management, Rice College

Marie MacCabe

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

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

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

Procedures and Measures in Place

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

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

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

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

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

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

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

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

~ The school has provided each member of school personnel, including any new members of school personnel, (employees and volunteers, board of management members, student teachers and those on work experience) with a copy of the school's Child Safeguarding Statement and Risk Assessment.

~ The school ensures that members of school personnel have availed of relevant training and completed child protection training.

~ The school encourages board of management members to avail of any relevant training and complete child protection training.

~ The board of management ensures that records of all staff and board member child protection training are maintained.

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

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

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

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

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

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

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

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

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

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

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

Child Safeguarding Risk Assessment

List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
Daily arrival and dismissal of pupils	Risk of Student going missing and or injury or illtreatment by others.	Vsware rollcall- linked to text message home first class, all other rollcall monitored by Year Head & Deputy Principal
	Risk of Peer-on-peer bullying, physical or emotional abuse.	Staggered breaks, Yard Supervision Rota.
Recreation breaks for pupils	Risk of harm from unauthorized visitors or intruders entering school grounds.	Implementation of the school's Anti-Bullying Policy and Code of Behaviour.
	Risk of harm or grooming by school personnel.	Secure boundary gates and mandatory visitor check-in at reception.
Classroom teaching	Risk that harm went unrecognized or wasn't reported promptly.	All staff complete the Tusla Children First E-Learning Module.
	Risk of harm going unrecognized or unreported promptly due to the isolated nature of the room.	Glass panels installed in all classroom/meeting doors where possible.
One-to-one teaching	Risk of vulnerability of a child with Special Educational Needs (SEN) being exploited	One-to-one teaching policy implemented (e.g., maintaining open doors/clear sightlines).
	Risk of harm or psychological/emotional boundary violations by school personnel or external professionals.	Visibility and Transparency: All support rooms must feature clear glass panels in the doors. If no glass panel is present, the door must remain wide open during the session.
One-to-one learning support	Risk of a disclosure of abuse failing to be reported promptly because of a misunderstanding regarding confidentiality.	Room Layout: The desk/table must be positioned between the teacher and pupil to maintain an appropriate physical boundary.
	Risk of harm or psychological/emotional boundary violations by school personnel.	Vetting and Training: Strictly enforce the school's SEN Policy, mandatory Garda Vetting for all personnel, and completion of the Tusla Children First E-Learning Module by all teaching staff.
One-to-one counselling	Risk of child being harmed while participating in out-of-school activities by a third party or staff member.	Confidentiality vs. Protection Limit: Implementation of the school's Guidance and Counselling Policy, explicitly stating to the pupil that child protection concerns override confidentiality.
	Risk of harm to a child by another child (peer-on-peer bullying or physical abuse) or by school	Logistical Awareness: Counselling schedules must be recorded in VSWare , and sessions must only occur when other staff members are working in the immediate vicinity.

	personnel in a less structured environment where supervision lines are wider.	
Outdoor teaching activities	Risk of harm from unknown adults/intruders due to open or porous school boundaries.	Suitable adult-to-student supervision ratios applied.
	Risk of a student leaving the school premises unaccompanied or wandering off out of line-of-sight	Off-site activity risk checklists completed prior to departure.
Sporting activities	Risk of harm or grooming of a pupil by a teacher, coach, or external facilitator.	Compliance with the school's Critical Incident and Transport policies.
	Risk of peer-on-peer bullying, physical assault, or emotional abuse during high-stress matches or training.	Boundary Management: Clearly zoning the outdoor teaching perimeter before the lesson begins, ensuring pupils understand the physical limits of the safe zone.
School outings	Risk of harm going unnoticed due to wide, open, or noisy environments.	Emergency Communication: The teacher must have an active, fully charged mobile phone on their person to immediately trigger the school's Critical Incident Policy if a child goes missing or an unauthorized adult approaches
	Risk of a pupil going missing or being separated from the group, leading to potential neglect or exposure to harm.	Safe Recruitment: Strict statutory Garda Vetting and reference checks for all external coaches.
School trips involving overnight stay	Risk of peer-on-peer bullying or assault on transport or at an external venue.	Supervision & Proximity: A school teacher must always remain present to supervise external coaches; coaches are never left alone with pupils.
	Risk of harm, grooming, or inappropriate boundary violations by staff or external accommodation workers during unstructured evening or nighttime hours.	Code of Conduct: Strict implementation of the school's Code of Behaviour and the Code of Ethics and Good Practice for Children's Sport.
School trips involving foreign travel	Risk of peer-on-peer sexual or physical abuse occurring in shared dormitories or bedrooms.	Adherence to accepted, predefined adult-to-pupil supervision ratios based on the age of the pupils and the nature of the trip.
	Risk of unauthorized access to student sleeping quarters by outsiders.	Roll Calls & Identity: Mandatory roll calls before departure, at transition points, and before returning. Pupils wear identifiable school uniforms/hi-vis vests (without individual name tags displayed to the public).

Use of toilet/changing/shower areas in schools	Heightened risk of harm or exploitation by third parties/unvetted individuals in an unfamiliar jurisdiction.	Vetted Transport: Use of pre-approved transport providers whose drivers have undergone appropriate vetting, or where students are always supervised by vetted school staff while on board.
	Risk of a student becoming separated, lost, or stranded in a foreign country due to communication or logistical breakdown.	Rooming Security: Strict separation of staff and student sleeping quarters. Clear rules preventing staff from entering student rooms alone (minimum of two staff members must be present for any room check).
Fundraising events involving pupils	Risk of harm going unreported due to language barriers or lack of immediate access to local child protection authorities.	Dormitory Supervision: Nighttime corridor supervision and clear curfews. Separation of student rooms by gender/age where appropriate.
	Risk of peer-on-peer physical or emotional bullying, hazing, or assault in private, less supervised zones.	Emergency Contact: Dedicated, 24/7 staff emergency contact phone available to students during the trip. Detailed itinerary and parental consent forms secured beforehand.
School transport arrangements including use of bus escorts	Risk of privacy violations, illicit photography, or digital harm (e.g., smartphones used inside changing areas).	Pre-Trip Vetting & Auditing: Comprehensive risk assessment of all foreign accommodation, transport, and local guides prior to departure.
	Risk of inappropriate access or proximity by staff members or external adults.	Jurisdiction Protocols: Clear protocols for contacting the Irish Embassy/Consulate and local emergency services if a child protection incident occurs abroad, alongside immediate notification to the school's DLP back in Ireland.
Care of children with special educational needs, including intimate care where needed	Risk of harm not being recognised by school personnel	Device Ban: Absolute ban on the use of mobile phones, cameras, or recording devices inside any toilet, changing room, or shower area.
	Risk of harm where members of school personnel have not received appropriate training	Supervision Boundaries: Staff supervise from outside the changing/communal areas, maintaining a presence nearby to listen and deter bullying, but respecting bodily privacy. Staff only enter if a safety emergency is suspected (and should do so in pairs if possible).
Management of challenging behaviour amongst pupils, including appropriate use of restraint where required	Risk of child being harmed in the school by another child	All school personnel are provided with a copy of the school's Child Safeguarding Statement and Risk Assessment
	Risk of child being harmed in the school by a volunteer or visitor to the school	The Child Protection Procedures for Schools academic year are made available to all school personnel

Management of provision of food and drink	Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while a child is participating in out-of-school activities, e.g. school trip, swimming lessons	School personnel are required to adhere to the Child Protection Procedures for Schools each academic year and all registered teaching staff are required to adhere to the Children First Act 2015 as well as supporting the continued implementation of the best practice guidance set out in Children First: National Guidance for the Protection and Welfare of Children 2017 and its addenda, including the Addendum to Children First 2019 and 2025
	Risk of harm due to bullying of a child	A written protocol is in place authorising immediate action for cases which require an employee to be immediately absented from school for child safeguarding reasons
Administration of medicine	Risk of harm due to racism	Rice College implements in full the Stay Safe Programme
	Risk of harm due to inadequate supervision of children in school	Rice College implements in full the Social, Personal, and Health Education (SPHE) curriculum
Administration of First Aid	Risk of harm due to inadequate supervision of children while attending out-of-school activities	Rice College implements in full the Wellbeing Programme at Junior Cycle
	Risk of harm due to inappropriate relationship/communications between a child and another child or adult	School authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's 'Bí Cineálta' procedures to prevent and address bullying in schools and as outlined in Circular 55/2024
Curricular provision in respect of SPHE, RSE, Stay Safe	Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school	Rice College has complied with the Understanding Behaviours of Concern and Responding to Crisis Situations developed by the Department of Education and Youth to address uncertainty for staff on how to respond when facing crisis situations where there are concerns regarding physical safety
	Risk of harm to children with special educational needs who have particular vulnerabilities, including medical vulnerabilities	Rice College undertakes anti-racism awareness initiatives
Prevention and dealing with bullying amongst pupils	Risk of harm to child while a child is receiving intimate care	The school has in place a policy and clear procedures in respect of school outings
	Risk of harm in one-to-one teaching, counselling, coaching situations	Rice College has a health and safety policy
Training of school personnel in child protection matters	Risk of harm caused by a member of school personnel communicating with pupils in an	Rice College adheres to the requirements of the Garda vetting legislation

	inappropriate manner via social media, texting, digital device, or other manner	
	Risk of harm caused by a member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner	Rice College adheres to the relevant Department of Education and Youth circulars in respect of recruitment
Use of external personnel to supplement curriculum	Risks where children are living away from home	Rice College has a code of conduct for school personnel (teaching and non-teaching staff)
	Risk of physical harm or severe neglect through the deliberate or careless exposure to life-threatening allergens.	Rice College complies with the agreed disciplinary procedures for teaching staff
Use of external personnel to support sports and other extra-curricular activities	Risk of medical neglect, incorrect dosage harm, or unauthorized staff dispensing medication without protocols.	Rice College has a special educational needs policy
	Risk of harm or compromise to a child's bodily dignity during physical injury assessments in an isolated area.	Rice College has an intimate care policy/plan in respect of students who require such care
Care of pupils with specific vulnerabilities/needs	Risk of harm going unrecognized if teachers fail to identify or respond properly to a student's child protection disclosure.	Rice College has in place a policy and procedures for the administration of medication to pupils
	Risk of severe emotional or physical harm, exclusion, or psychological distress due to peer-on-peer bullying.	Rice College encourages personnel to avail of relevant training
Pupils from ethnic minorities/migrants	Risk of harm going unnoticed, unrecorded, or unreported due to lack of staff awareness regarding safeguarding legislation.	Rice College encourages board of management members to avail of relevant training
	Risk of student harm or inappropriate physical contact by a volunteer or parent who has not been vetted.	Rice College maintains records of all personnel and board member training
Lesbian, gay, bisexual or transgender (LGBT) children	Risk of emotional or physical harm due to targeted discrimination, isolation, exclusion, or racism.	Rice College has in place a policy and procedures for the administration of First Aid
	Risk of emotional abuse, peer-on-peer bullying, or targeted exclusion stemming from homophobia or transphobia.	Rice College has in place a code of behaviour for pupils

Pupils perceived to be LGBT	Risk of emotional harm or isolation due to religious discrimination, intolerance, or exclusion from peer groups.	Rice College has an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents
	Risk of emotional vulnerability being unaddressed or exploited.	Rice College has in place a policy governing the use of smartphones and tablet devices in the school by pupils as per Circular 38/2018 and the national guidelines
Pupils of minority religious faiths	Risk of physical harm or severe neglect if emergency medical care is withheld or handled by untrained staff.	Rice College has in place a Critical Incident Management Plan
	Risk of hiring an individual who is legally barred or highly unsuitable to work near minors, resulting in a direct threat of harm.	Rice College has procedures for the use of external persons to supplement delivery of the curriculum
Children in care	Risk of a student experiencing harm or exploitation while placed within an unvetted external work environment.	Rice College has procedures for the use of external sports coaches
	Risk of harm or boundary violations committed by a student teacher who is unfamiliar with whole-school policies.	Rice College has in place a policy and clear procedures for one-to-one teaching activities
Children with medical needs	Risk of emotional harm, distress, or unmonitored isolation if a student is detained alone with a single staff member.	Rice College has in place a policy and procedures for one-to-one counselling
	Risk of privacy breaches during electronic device storage.	Rice College has in place procedures in respect of student teacher placements- meet with Deputy Principal and complete Children First
Recruitment of school personnel including teachers/SNAs, caretakers/secretaries/cleaners and sport coaches	Risk of student images being exploited, shared maliciously, or published online without parental consent.	Rice College has in place procedures in respect of pupils of the school undertaking work experience in external organisations
	Risk of exposing children under specific protection orders.	Rice College has in place a policy in relation to assisting members of school personnel in respect of disclosures of retrospective abuse
External Tutors/Guest Speakers		Rice College has considered the questions in Appendix 1 of the Child Protection and Safeguarding Procedures for Boarding Facilities Associated with Recognised Schools 2023 and implemented the necessary risk mitigation measures

		Provision of the Child Protection Procedures for Schools to all transport personnel.
Volunteers/Parents in school activities		Mandatory Garda Vetting and tailored child protection training for all designated bus escorts.
		Implementation of a strict school Intimate Care Policy detailing pre-planned care routines.
Visitors/contractors present in school during school hours		Adoption of the "Two-Adult Rule" (two staff members in immediate proximity/notified).
		Implementation of a strict school Allergy and Critical Incident Protocol.
Visitors/contractors present during after-school activities		Secure, central storage of emergency EpiPens with clear staff access records.
		Strict operational adherence to the school's Administration of Medicines Policy.
Use of Information and Communication Technology by pupils in school, including social media		Mandatory implementation of the SPHE/RSE Curriculum and Stay Safe Programme in full.
		Immediate application of Mandated Reporting protocols if a student makes a disclosure.
Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.		Proactive, school-wide anti-bullying and anti-racism initiatives.
		•Mandatory sign-in/sign-out registry at school reception.
Students from the school participating in work experience elsewhere		Access to language support systems and targeted integration programs.
		Whole-school implementation of inclusive diversity frameworks.
Student teachers undertaking training placement in school		Immediate intervention and application of sanctions for any identity-based bullying under the Code of Behaviour.
		Strict adherence to an inclusive school ethos that protects and respects minority expressions of faith.

Use of video/photography/other media to record school events		Clear reporting pathways through the DLP if religious intolerance issues arise.
		Maintain a dedicated, secure record of designated legal guardians and social work contacts under the DLP.
After-school use of school premises by other organisations		Regular monitoring via an individual student support and welfare plan.
		Verification of Teaching Council status, checking original qualifications, and obtaining two written references.
This list is not exhaustive		

Online Safety

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

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

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

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

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

This Child Safeguarding Statement and Risk Assessment was reviewed by the board of management on **22/11/2026**

Signed:*	Marie Mac Cabe	**22/11/2026**:

Chairperson of the board of management

Signed:*	Michael Robbett	**22/11/2026**:

Principal/Secretary to the board of management

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on **22/11/2027**

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

This may be in the form of specifying the online location for the procedures (Department of Education and Youth website www.gov.ie/childprotectionschools and/or the school website), providing a link to the Children First National Guidance 2017 Children_First_National_Guidance_2017.pdf, and stating the number and location of hard copies of these procedures available in the school.

Staffroom

Entrance at Reception

Double Automatic Doors Downstairs

First Floor Entrance

Our Website
https://www.ricecollegewestport.ie/page/Policies/12743/Index.html

CSS 2
Review of the Child Safeguarding Statement and Risk Assessment

The Child Protection Procedures for Schools 2025 require that the board of management must undertake a review of its Child Safeguarding Statement and Risk Assessment. The following template must be used for this purpose. The review must be completed every calendar year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers. Undertaking an annual review will ensure that a school also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement and Risk Assessment every two years.

As part of the overall review process, boards of management should also assess relevant school policies, procedures, practices and activities and their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children First Act 2015 and Children First National Guidance 2017, the Addendum to Children First (2019) and 2025, Children First National Guidance 2017, the Addendum to Children First (2019) and (2025), and the Child Protection Procedures for Schools 2025.

Designated Liaison Person

Name:	**MICHAEL RABBETTE**
Date Appointed:	**01/09/2010**

Relevant Person

(In schools this is the DLP)

Name:	**MICHAEL RABBETTE**
Contact details:	*09825698 principal@rcw.ie*
Date Appointed:	**01/09/2010**

Deputy Designated Liaison Person

Name:	**SINEAD RUDDY**
Date Appointed:	**01/09/2010**

Contact details for Tusla

Contact Name

General Enquiries / Mayo Dedicated Contact Point

Address

General Enquiries	**Mayo Dedicated Contact Point**
Tusla – Child and Family Agency, The Brunel Building, Heuston South Quarter, Saint John's Road West, Dublin 8. D08 X01F Phone: **01 7718500*** Email: **info@tusla.ie**	Mill Lane, Main Street, Castlebar, Co Mayo F23 WP58 094-9049137

Contact Number

094-9049137

Contact details for An Garda Síochána

Contact Name

Westport Gardaí

Address

The Fairgreen, Westport, Co. Mayo, F28 XF30

Contact Number

098 50230 **Emergencies:** Call **999** or **112**

Checklist for review of the Child Safeguarding Statement

1. When did the board first formally adopt a Child Safeguarding Statement and Risk Assessment in accordance with the Child Protection Procedures for Schools 2025? For most schools this will be March 2018, as outlined in Section 9.9 of the procedures.

Date first Child Safeguarding Statement and Risk Assessment adopted by the school:

22/11/2026

2(a) Where is the Child Safeguarding Statement and Risk Assessment displayed in the school? For example, in a prominent place near the main entrance to the school.

At the RED wall at Reception

(b) Is there a student-friendly version, with a photograph of the Designated Liaison Person, displayed beside the Child Safeguarding Statement and Risk Assessment?

Yes

(c) Other than displaying in a prominent place near the main entrance to the school, how have students been made aware of the student-friendly version?

- ✓ Displayed at all student entrances
- ✓ On school website
- ✓ School journal
- ✓ Student Council

3. Has the board used the most recent Child Safeguarding Statement and Risk Assessment Template and formally adopted, without modification, the Child Protection Procedures for Schools 2025?

- ✓ Yes

What is the date of the previous review of the Child Safeguarding Statement and Risk Assessment?

Date: 08/10/2025

4. Has the Board included a written assessment of risk as required under the Children First Act 2015? (This includes considering the specific issue of online safety as required by the Addendum to Children First (2019)?

- ✓ Yes

5. Is there a written protocol in place authorising immediate action for cases which require an employee to be immediately absented from school for child safeguarding reasons in line with Appendix C of the Child Protection Procedures for Schools 2025?

- ✓ Yes

6. Has the Board reviewed and updated the written assessment of risk as part of this overall review (for example, to include shower facilities, changing rooms, swimming, online engagements to facilitate learning). Boards should refer to the Child Safeguarding Statement and Risk Assessment Template for examples.

✓ Yes

Date of this review: 22/10/2026

7. How has the Board ensured that the Child Safeguarding Statement and Risk Assessment is provided to the patron, the parents' association and all parents of children in the school? Give dates of emails/letters/texts/links provided.

Email Website Social Media Meetings

8. How has the Board sought the feedback of parents, students and school personnel (teaching and non-teaching) on the Child Safeguarding Statement and Risk Assessment?

Has the school engaged with each of the above through, for example, a meeting or survey. The support documents CSS 5, CSS 6 and CSS 7 can be used to support this engagement. Details of how feedback was sought should be outlined below.

(a) Parents

Email Website Social Media Meetings

(b) Students

Email Website Social Media Meetings

(c) School Personnel

Email Website Social Media Meetings

9. Outline any aspects of the school's Child Safeguarding Statement and Risk Assessment and/or its implementation that require further improvement, including any complaints or suggestions for improvements, which the Board has identified:

Signage observations

10. Outline details of how areas for improvement have been adequately addressed including whether an action plan with appropriate timelines has been put in place:

Erect new signage by May 27

11. Has the template for Notification regarding the board of management's review of the Child Safeguarding Statement and Risk Assessment been used to inform the school community and relevant parties that they have fulfilled their statutory obligation to annually review the school's Child Safeguarding Statement and Risk Assessment?

✓ Yes ☐ No ☐ N/A

Training

12. Give details of when the DLP and DDLP most recently attended child protection training for DLP/DDLPs:

DLP: Michael Rabbette	Date: 24/09/2026

DDLP: Sinead Ruddy	Date: 24/09/2026

13. Give details of child protection training attended by any members of the Board and dates attended:

Secretary: DLP Training

14.

The Board ensured that all school personnel (including new school personnel, temporary staff and substitutes) have been made aware of their responsibilities under the Child Protection Procedures for Schools 2025 and the Children First Act 2015? All personal complete e-learning or other training, use of department's supports for school personnel when reviewing the Child Safeguarding Statement and Risk Assessment, induction/mentoring system for new personnel, or other measures. Records of the training completed are entered on the CSS8 Form?

Child Protection Oversight Report (CPOR)

15. The Board received a Principal's Child Protection Oversight Report (CPOR) at every ordinary meeting of the Board held since the last review of the Child Safeguarding Statement was undertaken which contains all the information required under each of the

four headings set out in Section 12.3 of the Child Protection Procedures for Schools 2025?

✓ Yes ☐ No

16. Since the Board's last review of the Child Safeguarding Statement, if there have been cases presented for oversight as part of the CPOR, has the Board been provided with and reviewed all records relevant to the CPOR?

✓ Yes ☐ No ☐ N/A

17. Have these cases been anonymised and redacted as necessary?

✓ Yes ☐ No ☐ N/A

18. Since the Board's last review Child Safeguarding Statement, if there have been cases presented for oversight as part of the CPOR, do the minutes of the board meeting:

(a) specify the anonymised documents provided to the board as part of the CPOR

✓ Yes ☐ No ☐ N/A

(b) use unique codes to record child protection matters?

✓ Yes ☐ No ☐ N/A

19. The board has undertaken the review of the Child Safeguarding Statement and Risk Assessment and has issued/published notification confirming same.

✓ Yes ☐ No ☐ N/A

Reporting

20.

All records relating to child protection filed and stored in a secure manner in the principal's office in such as manner as only the DLP and DDLP and the chairperson have access to these records.

21.

The DLP follows the procedures outlined in the Child Protection Procedures for Schools 2025 for reporting of all child protection concerns.

Curriculum

22.

Teachers attend CPD through OIDE

- The Wellbeing Programme for Junior Cycle is being implemented.
- RSE and SPHE are being appropriately delivered.
- The date of the most recent policy review or curricular implementation is noted

For post-primary schools, it should confirm that:

Vetting and Recruitment

The board should be satisfied that procedures to ensure that all statutory requirements in relation to vetting, statutory declarations and forms of undertaking are met. The board should refer to the school's recruitment procedures about how references of all school personnel are checked and how vetting outcomes are managed before appointment or work in the school is undertaken. Schools under the aegis of Education and Training Boards (ETB) should outline how they adhere to ETB recruitment processes.

If joint agreements are used for the visiting coaches or for school placement students, this should be included. If the school is part of teacher sharing arrangements (see section 10.2 of the procedures), the vetting oversight actions taken should be included.

23. The Board should indicate how it is satisfied that:

(a) All the statutory requirements for Garda Vetting are met through the recruitment processes.

(b) the department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking are met.

(c) thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers).

Statement by the Board

The Board is satisfied that the Child Safeguarding Statement and Risk Assessment and child protection procedures are being fully and adequately implemented by Rice College.

Signed*: Marie Mac Cabe.

Chairperson of the board of management

Date: **22/11/2026**

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

CSS 3

Notification Regarding the Board of Management's Review of the Child Safeguarding Statement and Risk Assessment

This template must be used by the board of management to inform the school community and relevant parties that they have fulfilled their statutory obligation to annually review the school's Child Safeguarding Statement and Risk Assessment.

To: Our School Community

The board of management of:

RICE COLLEGE WESTPORT

wishes to inform you that:

(a) The board of management's annual review of the school's Child Safeguarding Statement was completed at the Board meeting of 22/11/2026

(b) This review was conducted in accordance with the board of management's review of the Child Safeguarding Statement and Risk Assessment published on www.gov.ie/childprotectionschools .

Signed:*	Marie Mac Cabe	**22/11/2026**

Chairperson of the board of management

Signed:*		**22/11/2026**

Principal/Secretary to the board of management

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



Child safeguarding is what we do in our school to keep children and young people safe from harm.

We think about how to keep everyone safe and we write down how we will do that.



This is called our **Child Safeguarding Statement**. We check this every year. When we do this we will ask you what you think about safeguarding in our school. It is important that you feel safe at school and in your life outside of school too.

If someone says or does something to hurt you or makes you feel uncomfortable, you can tell an adult that you trust.

Who to go to:

☑ **Any trusted adult**

For example, your Year Head or Tutor, a teacher, SNA, the Principal or Deputy

What we will do:

☑ Listen and understand

☑ Guide or look for help

Every school has a person in charge of child safeguarding. This person is called the Designated Liaison Person or DLP. The DLP for our school is

MICHAEL RABBETTE



CSS 5

Student Review of the Child Safeguarding Statement and Risk Assessment – suggested approach

As part of your annual review of the Child Safeguarding Statement and Risk Assessment, the children and young people in your school should have an opportunity to have a voice and participate in the process.

This supports the process of advising children and young people of the procedures that are in place to safeguard them and to explore options of how students could be involved in the development and/or review of safeguarding procedures. Raising awareness of a school's Child Safeguarding Statement and Risk Assessment, the role of DLP/trusted adults and regular review risks of harm during school activities is part of the process of keeping children safe.

The questions set out below can be used to lead a classroom discussion, to help a student council have a focused discussion, or to inform other forms of consultation with the children and young people in your school in the annual review of the child safeguarding statement. This is not intended to be a directive or exhaustive list, and the questions and the approach should be informed by the context of the school.

Understanding the Child Safeguarding Statement and Risk Assessment
• Do you know what the Child Safeguarding Statement and Risk Assessment is?
• Why do you think the school has this document?
• Do you know where it is displayed in the school?
• Have you seen the poster with the name and photo of the Designated Liaison Person (DLP)?
Knowing Who to Talk to (DLP and Trusted Adults)
• There is someone in the school who is in charge of keeping children safe. This person is called the DLP. Do you know who they are and what they do?
• In SPHE class, we talked about trusted adults – people you can talk to if you're ever worried or upset. Who are some trusted adults in your life?
• Is there someone at school you feel safe talking to? Who are they?
Thinking About Safety in School Activities
• We do lots of different things at school during the year. We want to make sure everyone is safe while doing them. The school has made a list of all the things we do and how we try to keep everyone safe
• Can you think of anything else we could do to make school activities safer? (Teachers might remind children about activities like arriving and leaving school, playtime, breaks, and using toilets or changing rooms)
Your Final Thoughts
• We want everyone in the school to feel safe and happy while learning. If **you** were the DLP – the person in charge of helping keep children safe – what else would you do to make the school a safer and better place?

CSS 6

Staff Review of the Child Safeguarding Statement and Risk Assessment – suggested approach

As part of your annual review of the Child Safeguarding Statement and Risk Assessment, the staff in your school should have an opportunity to have a voice and participate in the process. This may be as part of a staff meeting.

Below are some prompts for the person leading the meeting together with possible questions a school could use to help ensure the participation of staff in the annual review of the child safeguarding statement. This is not intended to be a directive or exhaustive list.

Communication of the Child Safeguarding Statement and Risk Assessment
• Check that each staff member, including special needs assistants, (SNAs), secretaries, caretakers, teachers and all employed in the school has a digital or hardcopy version of the Child Safeguarding Statement and Risk Assessment; and/or
• Remind staff of the date the Child Safeguarding Statement and Risk Assessment was circulated on and that it is available on the school website.
• Introduce the staff to the review prompts document for use with the children and young people in the school.
• Ensure that all staff are aware of who the DLP/relevant person is. Clarify that the relevant person is the person to contact if you have any questions about the Child Safeguarding Statement and that this is noted on the Child Safeguarding Statement
Possible Questions
• Have you been provided with the Child Safeguarding Statement and Risk Assessment in hard copy or digital form? Or
• Have you received the copy of our current Child Safeguarding Statement and Risk Assessment which was emailed to you on —— (date)? Or
• Have you viewed the Child Safeguarding Statement and Risk Assessment on our school website?
• Do you know where the Child Safeguarding Statement and Risk Assessment is displayed within the school?
• How are the children and young people in your class(es) (or those with whom you engage or support) made aware of the identity of the DLP/DDLP (or person in charge of child safeguarding, to use a child-friendly term)? How has this been communicated?
• Who is the DLP/DDLP/Relevant Person in this school? What is their role?

Review of Risks in the School

Prompts
• Check with staff if the school has undertaken any new activities since the last review of the risk assessment which should be noted in the next risk assessment (e.g. intimate care, swimming, shower facilities, remote teaching and online learning). This includes activities before school, during school and extra-curricular activities.
Possible Questions
• Does the Risk Assessment included in the Safeguarding Statement include: o all the activities in the school? o all risks associated with the activities? o actions taken to mitigate the risks involved in these activities? • Has the school undertaken any new activities since the last review of the risk assessment which should be noted in the next risk assessment (e.g. intimate care, swimming, shower facilities, remote teaching and learning)? • Have you any suggestions on anything else the school should include in the Risk Assessment in our Child Safeguarding Statement?

Implementation of Safeguarding Procedures

Prompts
• Clarify that in any situation where a member of school personnel (including a registered teacher), receives an allegation or has a child protection concern they shall respond appropriately as outlined in chapter 2 of the procedures and without delay report the matter to the DLP. • Clarify with mandated staff that the two main statutory responsibilities of a mandated person are: • to report any knowledge, belief or reasonable grounds to suspect that a child has been harmed, is being harmed or is at risk of being harmed to Tusla, and • to assist Tusla in assessing a concern which has been the subject of a mandated report, if requested by Tusla in accordance with the Act. • Answers to the question "If you had a concern that a child was at risk what would you do?" must indicate that staff members are aware of the procedures outlined in Chapter 5 • Ask when staff members last completed a child protection training module.
Possible Questions
• What are the responsibilities of a member of school personnel who has a child protection concern? Can you describe the two main statutory responsibilities of a mandated person? • If you had a child safeguarding concern, what would you do? Or • If you had a concern that a child was at risk what would you do? • Consider also what you would expect if the: ~ DLP reports to Tusla, ~ seeks advice from Tusla or ~ decides not to report to Tusla. • Consider, also, joint reporting with the DLP. • Describe what you would do if a child made a disclosure to you. • If you had a child protection concern about the DLP, to whom should you report this concern? • When did you last complete a training module for child protection (e.g. Tusla's Children First eLearning programme or their mandated person eLearning module), Oide Child Protection Training? • Do you need to refresh your training to be confident that you are familiar with the procedures and your responsibilities?

SPHE/RSE Curriculum

Prompts

• What steps has the school taken to ensure that the SPHE/RSE/Wellbeing curriculum is appropriately planned for and delivered to the children and young people in the school.
  ○ This should outline that for a primary school, aspects of all 3 strands are covered each year; Stay Safe is taught in its entirety in one year – at least once in infants, 1st/2nd, 3rd/4th, 5th/6th; and that the school plan outlines provision for RSE across each of the different class levels/stages) noting the date of the most recent policy review or curricular implementation. Schools will be informed if, in the future, the Department approves an alternative or replacement to the Stay Safe Programme.
  ○ For a post-primary school, the Wellbeing Programme for Junior Cycle is implemented and RSE and SPHE is appropriately delivered noting the date of the most recent policy review or curricular implementation.

Possible Questions - Primary
• Does the school plan indicate that aspects of each of the three strands (Myself; Myself and Others; and Myself and the Wider World) of the SPHE curriculum are covered each year? • Does the school plan indicate that the Stay Safe Programme is delivered at least once in Junior Infants or Senior Infants; once in first or second class; once in third or fourth class and once in fifth or sixth class? • Does the school plan indicate that the Stay Safe Programme is taught in its entirety over one school year? • Does the school plan outline provision for learning in RSE across the different stages (Junior Infants/Senior Infants; first/second class; third/fourth class and fifth/sixth class)?
Possible Questions – Post-primary
• Is SPHE timetabled for each year of the junior cycle? • Does the school provide SPHE in accordance with circular 28/2023? • Does the school implement a RSE programme for all students, from First Year to Sixth Year? Have outline programmes of work been prepared for 1st, 2nd and 3rd Year SPHE and 4th, 5th and 6th Year RSE? • Are a minimum of five to six timetabled periods per year assigned to RSE in relevant plans? • Does the overall RSE plan include provision for the exploration of key aspects of RSE, for example, relationships, gender identity, sexual orientation, pornography and consent?

Final thoughts

Possible Question
• Have you anything else you would like to bring to the attention of the relevant person/DLP/DDLP as we undertake the annual review of our Child Safeguarding Statement and Risk Assessment?

CSS 7

Parent/Carer Review of the Child Safeguarding Statement – suggested approach

As part of your annual review of the Child Safeguarding Statement and Risk Assessment, the parents in your school should have an opportunity to have a voice and participate in the process. This could be done through email, questionnaire, meetings, engagement by the parents' association with the wider parent body, or another appropriate approach.

Schools will need to ensure all parents have access to a copy of the school's Child Safeguarding Statement and Risk Assessment to participate in this review process. Raising awareness of a school's Child Safeguarding Statement and Risk Assessment, the role of DLP/trusted adults and regular reviews of risks of harm during school activities is part of the process of keeping children safe.

Below are some questions a school could use to help ensure the participation of parents in the annual review of the child safeguarding statement (including its risk assessment). This is not intended to be a directive or exhaustive list, and the questions and the approach should be adapted to suit the context of the school community.

Awareness of the Child Safeguarding Statement and Risk Assessment
• Did you know that our Child Safeguarding Statement and Risk Assessment (which includes a list of potential risks) is clearly displayed near the school's main entrance? • Have you received a copy of this statement by email? Or have you looked at it on our school website?
Awareness of the DLP/Trusted Adults
• Do you know that the person you can talk to at the school if you have any concerns about a child's safety is called the Designated Liaison Person (DLP)? In our school, that person is [insert DLP's name]. You can also ask them any questions about our Child Safeguarding Statement and Risk Assessment. • In school, we've talked to the children in SPHE class about trusted adults – people they can talk to if they're ever worried about anything. Have you had a similar conversation with your child about who they can talk to if they feel unsafe or upset?
Review of Risks in the School
• Our school does many different activities during the year. We want to make sure every child is safe while taking part. We've looked at all our activities and listed the possible risks, along with the steps we take to keep children safe. This is all included in our Risk Assessment, which is part of the Child Safeguarding Statement. • Do you have any ideas or suggestions about how we can make our school activities even safer? If so, we'd love to hear them.
Final Thoughts
• Is there anything else you'd like to share or suggest as we review our Child Safeguarding Statement this year?

CSS 8

Record of Child Protection Training

Boards of management must ensure that all school personnel and board of management members have the necessary familiarity with the Child Protection Procedures for Schools 2025 to enable them to fulfil their responsibilities. The board of management shall ensure that all school personnel attend appropriate child protection training and retain a record of this training. Please refer to Child Protection Procedures for Schools 2025 Chapter 11 Training and Supports for information on training and supports available.

This template can be used by schools if they wish or they can use any other method of recording the training.

School Name: **RICE COLLEGE WESTPORT**

This master list will contain details of all child protection training undertaken by all members of school personnel.

The term "school personnel" as used in these procedures is a generic term that refers to all adults who are or were involved in the operation of the school. This includes employees and volunteers, board of management members, student teachers and those on work experience.

No:	Name – Member of School Personnel	Position in School eg Chairperson of BOM, Principal/Deputy, Teacher	Mandated Person Yes/No	Title of Training Undertaken and Date Attended		
				Tusla Training	Oide Training	Other Relevant Training
1:	MICHAEL RABBETTE	DLP Principal	Yes	Children First eLearning Programme 21.02.25	Child Protection Procedures for Schools 2025 28.10.25	NEPS
2	SINEAD RUDDY	DDLP DEPUTY PRINCIPAL	Yes			
3	All Mandated Staff		YES		All Staff 04/11/2025	

No:	Name – Member of School Personnel	Position in School eg Chairperson of BOM, Principal/Deputy, Teacher	Mandated Person Yes/No	Title of Training Undertaken and Date Attended		
				Tusla Training	Oide Training	Other Relevant Training

