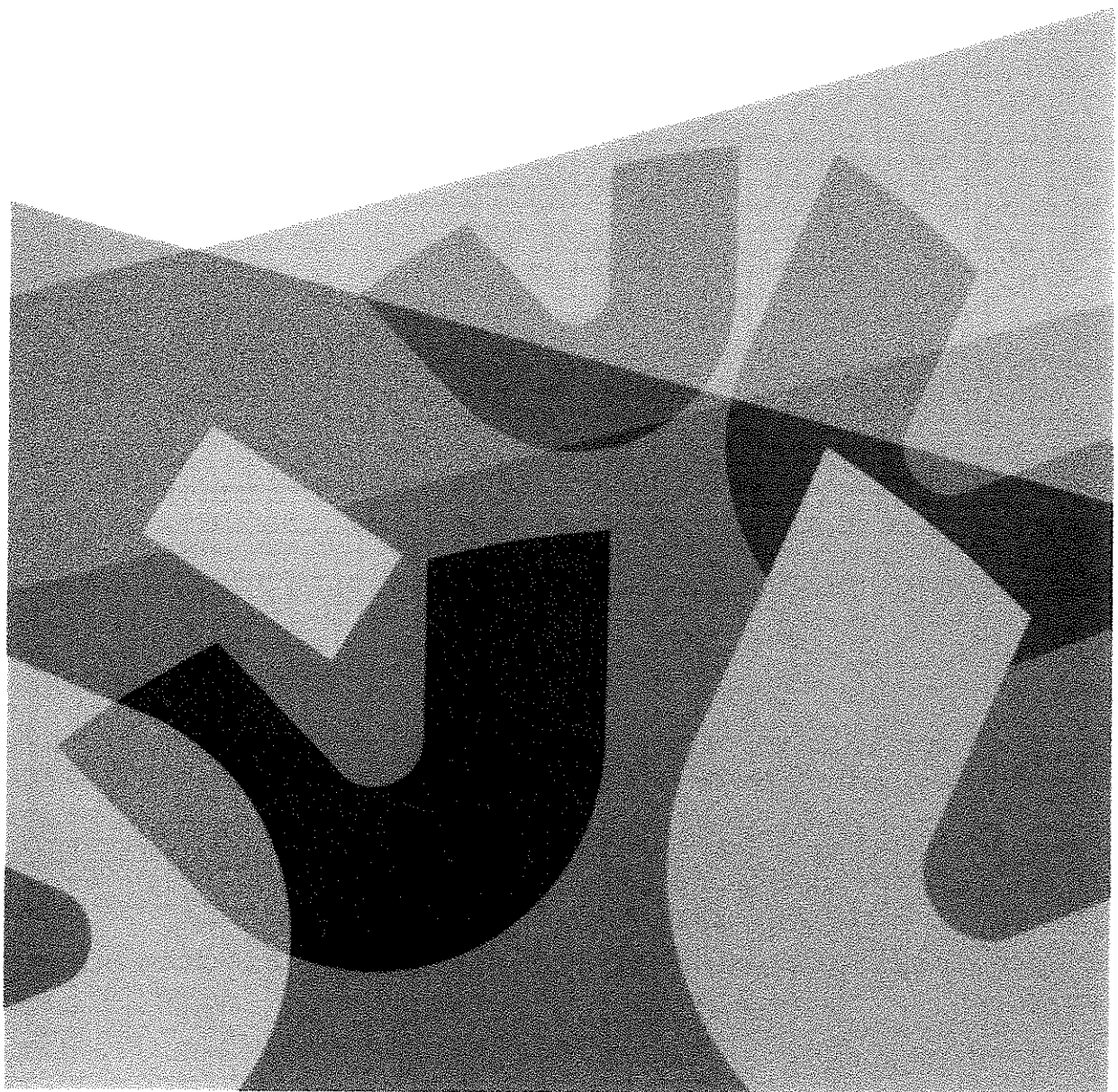




**An Roinn Oideachais
agus Óige**
Department of Education
and Youth

Child Protection Safeguarding Booklet



Child Protection Safeguarding Booklet

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

The templates in this booklet are provided to support schools in keeping children safe by ensuring that essential steps are taken and necessary information is recorded.

The templates are available to download from www.gov.ie/childprotectionschools. Please check this website regularly to ensure that you are using the most up to date versions available.

Templates

The following templates must be 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

Schools must provide a student-friendly version of the child safeguarding statement so that children know what to do or who to speak to if they have a concern. Please refer to chapter 9 for details of what needs to be included. The templates below can be used and edited to suit the school context.

- CSS 4(a)** Student-Friendly Child Safeguarding Statement – Primary
- CSS 4(b)** Student-Friendly Child Safeguarding Statement – Post-Primary

Additional Supports

The supports listed below are designed to assist schools in the essential actions of developing a Child Safeguarding Statement and Risk Assessment, conducting their annual review, and retaining details of training. The material within these supports can be used and/or edited as required to suit the individual needs of the school.

- 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:	Ballon N.S. (Scoil Naomh Padraig agus Pol)	
At:	Ballon, Co . Carlow	

This school is a: (tick appropriate) ☒ primary ☐ post-primary ☐ special school

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

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

Name of the Designated Liaison Person (DLP):

Mary Carroll

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

Edel Keogh

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

Name of Relevant Person

Mary Carroll

Relevant Person can be contacted on:

0599159280	mcarroll@ballonns.ie
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Under the Children First Act 2015 Relevant Person means a person who is appointed by a provider of a relevant service to be the first point of contact in respect of the Child Safeguarding Statement. This person is nominated by the board of management to manage and provide oversight of child protection concerns/allegations of child abuse.

Name of Chairperson of the board of management, or in an ETB school the Chief Executive or their delegate:

Brigid Dunphy

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

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

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

Procedures and Measures in Place

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Child Safeguarding Risk Assessment

List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
<p>1. Daily arrival time</p> <p>2. Dismissal of pupils time</p> <p>3. Recreation breaks for pupils</p> <p>4. Visitors/ Visiting tutors / external personnel to supplement curriculum, sports and other extracurricular activities (Medium)</p> <p>5. School Tours / Outings (High)</p> <p>6. Access to pupils during the day (Low)</p>	<p>1. Access to pupil by Strangers or other adults</p> <p>2.Risk of harm for other pupils</p> <p>3.Risk of harm for other pupils</p> <p>4.Tutors/external personnel/ visitors behaving inappropriately, tutor lacking awareness of child safety issues.</p> <p>5.Access to pupils by strangers, Inappropriate activity by pupils, danger posed by unfamiliar environment</p> <p>6.Access to pupils by strangers, inappropriate activity by pupils, danger posed by unfamiliar environment Access to pupils during school time by strangers and other adults, flight risk for some pupils</p>	<p>1.Correspondence to parents asking them not to drop pupils to the school before opening times, Supervision by School staff from 9:10 am.</p> <p>2.Adequate supervision at home time by all class teachers and SNAs.</p> <p>3. Adequate supervision at break times, lunchtime policy</p> <p>4.All tutors/ external personnel must be from reputable organisations with appropriate Garda vetting, -Class teacher present to supervise classes/ classes will not be left on their own with visitor. The school has a code of conduct for school personnel (teaching and non-teaching staff), The school complies with the agreed disciplinary procedures for teaching staff, Coaching Policy .</p> <p>5. Adequate supervision - Development of a school Tour / Outing policy. Adequate planning, Risk assesment and preparation by staff, Parental permission forms and letter explaining activities in advance</p> <p>6. Buzz in system on main door, all doors closed during class time, gates closed at all times. Supervision during class time, Risk assessment of all classes using the front of the school, Flight risks noted on student support plans.</p>

List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
7. Swimming lessons, Sports events ,use of off site facilities for school activities. (High)	7.Potential risk for unsupervised times in changing areas of swimming pool, Access to pupils by strangers or other adults, risk of child being harmed in changing areas by another child.	7.Adequate supervision provided, Trained life guards in pools, Garda vetting for all involved and volunteers, Swimming policy. Pupils are taught the Stay safe programme
8. Use of technology , tablets,phones, internet and social Media .	8. Potential risk for online bullying, potential for grooming pupils, access to pupils by strangers	8. Adequate supervision when using ICT in the classroom. Mobile phones are strictly forbidden. If pupils need to bring a mobile phone to school they must hand it to the teacher in the morning and have it returned in the evening Anti -Bullying policy, no pupils are allowed access to social media in school, Teaching of SPHE programmes on cyberbullying and internet safety e.g MySelfie, Webwise . Schools Acceptable Usage Policy, Content filtering for internet usage in school. Apple Manager in use on I pads
9. One to one teaching	9. Risk of child being harmed by a member of school personnel Potential risk of harms to students by other students	9. Clear glass windows and doors. Where possible students will be grouped for SET teaching hours. Special Educational Needs Policy. Garda vetting of Staff, Teaching of Stay Safe programme in full. The school has a code of conduct for school personnel (teaching and non-teaching staff). The school complies with the agreed disciplinary procedures for teaching staff.
10. Use of toilets in schools	10. Access to pupils by strangers or other adults. Potential risk of harms to students by other students	

List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
<p>11. Participation by pupils in religious ceremonies/ instruction external to the school (High)</p> <p>12. Management of Challenging behaviour among pupils including appropriate use of restraint where required (High)</p> <p>13. Administration of Medicine and First Aid</p> <p>14. Prevention and Dealing with bullying amongst Children (Low)</p> <p>15. Training of School personnel in child protection matters (Low)</p>	<p>11. Access to pupils by strangers or other adults.</p> <p>12. Risk of harm not being recognised by school personnel, risk of child being harmed in the school by another child, Risk of child being harmed by themselves, risk of harm to pupils with SEN who have particular vulnerabilities.</p> <p>13. Risk of Harm not being recognised by school personnel, risk of child being harmed by a member of school personnel, risk of child being harmed by themselves by consuming medication</p> <p>14. Risk of child being harmed by another child, Risk of child being harmed by a member of school personnel</p> <p>15. Risk of Harm not being recognised by school personnel, risk of harm not being reported properly and promptly by school personnel. Risk of harm to pupils by school personnel</p>	<p>10. Toilet procedures – only one pupil in the toilet at the one time, Toilets are in the classroom for youngest students when possible - adequate supervision of access to toilets . Permission must be sought to use toilets.</p> <p>11. Sacramental co-ordinator or class teacher is Garda vetted and escorts pupils to and from the church and supervises activities . SNA provision when travelling to the church.</p> <p>12. SNAS on hand. The school encourages staff to avail of extra training. The school has in place a code of behaviour for pupils. Adequate supervision.. The school has in place a Code of Behaviour.</p> <p>13. The school has a Administration of Medicine policy in place . The school has a health and safety policy in place . The school will arrange First Aid training. The school will keep the First Aid kit updated.. Adequate supervision of administration of medicine.</p> <p>14. The school has an Anti-Bullying Policy/Bi Cinealta which fully adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools</p> <p>15. The school implements in full the Stay Safe Programme</p> <p>The school implements in full the SPHE curriculum. The school has a code of conduct for school personnel (teaching and non-teaching staff). The school</p>

List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		<p>complies with the agreed disciplinary procedures for teaching staff. School personnel are required to adhere to the Child Protection Procedures for Schools 2025 and all registered teaching staff are required to adhere to the Children First Act 2015 as well as supporting the continued implementation of the best practice guidance set out in Children First: National Guidance for the Protection and Welfare of Children 2017 and its addenda, including the Addendum to Children First 2019 and 2025</p> <p>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</p> <p>The school implements in full the Stay Safe Programme</p> <p>The school has:</p> <ul style="list-style-type: none"> • Provided each member of staff with a copy of the Child Safeguarding statement • Ensures new staff are provided with a copy of the schools safeguarding statement • Encourages staff to avail of training • Encourages Board members to avail of training • Maintains a record of all staff and board of management training. <p>15. The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting.</p> <p>The school has a code of conduct for school personnel</p>

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
	<p>16. Students and student teachers partaking in work experience (Medium)</p> <p>17. Use of Video / Photography other media to record school events (High)</p> <p>18. Fundraising events involving pupils</p>	<p>16. Risk of harm to pupils by students and student teachers, inappropriate behaviour by students and student teachers</p> <p>17. Risk of harm caused by members of school personnel or outside school community accessing / circulating inappropriate material via social media, texting, digital device or other manner</p> <p>18. Risk of Harm due to access to pupils by strangers and other members of the community</p>	<p>(teaching and non-teaching staff)</p> <p>The school complies with the agreed disciplinary procedures for teaching staff</p> <p>16. The school has a work experience policy; All students and student teachers must be Garda vetted. Adequate supervision of students and student teachers by class teachers.</p> <p>17. Enrolment forms have a permission section for use of children's photos. Staff do not use personal mobiles for photographing students and staff follow a communication policy.</p> <p>18. Pupils must be accompanied by parent/legal guardian to fundraising events.</p>

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 13/10/26

Signed:*	<u>Brigid Dunphy</u>	Date: <u>13/10/2026.</u>
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Chairperson of the board of management

Signed:*	<u>Mary Carrall</u>	Date: <u>13/10/26</u>
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Principal/Secretary to the board of management

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on Oct 27

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

Online versions are available at

www.gov.ie/childprotectionschools

<https://www.ballonns.ie>

There are 3 hardcopies of the Child Protection Procedures and Children First Guidance in the principal's office.

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:	Mary Carroll
Date Appointed:	Sept 26

Relevant Person

(In schools this is the DLP)

Name:	Mary Carroll
Contact details:	0599159280, mcarroll@ballonns.ie
Date Appointed:	Sept 26

Deputy Designated Liaison Person

Name:	Edel Keogh
Date Appointed:	Sept 26

Contact details for Tusla

Contact Name

Annemarie Stafford

Address

Tusla Carlow,
Strawhill.
Carlow

Contact Number

0599129500

Contact details for An Garda Síochána

Contact Name

Tullow Garda Station

Address

Tullowphelin
Co.carlow
R93h528

Contact Number

0599151222

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:

March 2018

- 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.

Entrance Noticeboard

- (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

☐ Other: (please state)

Displayed at main

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: Oct 25

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: 13/10/26

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.

Emailed a copy to patron and PA on 22/10/26.
Link emailed to parents in newsletter on 22/10/26.

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

Aladdin message on 10/09/26

(b) Students

Student council meeting on 15/09/26

(c) School Personnel

Staff meeting On 15/09/26

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:

None received

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:

None received

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:

Mary Carroll	25/09/25
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Edel Keogh	25/09/25
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13. Give details of child protection training attended by any members of the Board and dates attended:

Monday 27 th Diocesan Board Training in Dolmen Hotel

14. How has 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? For example, completing 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. How are records of the training completed maintained by the school?

Records kept with Child Protection Statement in Policy Folder

Child Protection Oversight Report (CPOR)

15. Has 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. Where are all records relating to child protection filed and stored in a secure manner? For example, stored securely in the principal's office in such a manner as only the DLP and DDLP and the chairperson when acting as DLP will have access to these records.

In a separate locked filing cabinet in the principals office. Only DLP and DDLP have keys.

21. How does the Board ensure that child protection procedures in relation to reporting to Tusla/An Garda Síochána are followed in full? The Board should indicate that the DLP follows the procedures outlined in the Child Protection Procedures for Schools 2025 for reporting of all child protection concerns.

The Board affirms that the DLP follows the procedures outlined in the Child Protection Procedures for Schools 2025

Curriculum

22. The Board should outline the steps it has taken to ensure that the SPHE, RSE, and Wellbeing curriculum is appropriately planned for and delivered to the children and young people in the school.

The Board of Management confirms that it is satisfied that Social, Personal and Health Education (SPHE), Relationships and Sexuality Education (RSE), and the Wellbeing curriculum are appropriately planned for and delivered to all children and young people in the school.

In this regard, the Board notes that:

The school has developed and is implementing a comprehensive two-year SPHE cycle plan, which ensures that all relevant topics, strands, and strand units are systematically taught across all class levels.

RSE is delivered in line with the school's policy and Department of Education guidelines, as an integral component of the SPHE programme.

The Wellbeing curriculum is embedded across the school through SPHE and other relevant curricular and extracurricular activities.

The Principal monitors the implementation of the SPHE programme through regular review of teachers' Cuntas Míosúil (monthly progress records), ensuring that planned content is being covered.

Ongoing informal monitoring also takes place through professional dialogue with staff and engagement with students, providing assurance that the curriculum is being delivered effectively.

SPHE, RSE, and Wellbeing are regularly discussed at staff meetings to support consistent and high-quality implementation across the school.

The Board is satisfied that these measures ensure a structured, consistent, and effective delivery of SPHE, RSE, and Wellbeing, supporting the holistic development, safety, and wellbeing of all pupils.

Vetting and Recruitment

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

- (a) the statutory requirements for Garda Vetting are met.
- (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).

The Board of Management confirms that it is satisfied that all statutory requirements in relation to Garda Vetting are fully met in accordance with the Child Protection Procedures for Primary and Post-Primary Schools (2025), the Children First Act 2015, and relevant Department of Education requirements.

In particular, the Board affirms that:

All persons engaged in relevant work or activities with children, including employees, volunteers, visiting coaches, and placement students, are subject to Garda Vetting as appropriate prior to commencing their role.

No individual is permitted to undertake work or have access to children in the school until the Garda Vetting process has been completed and a satisfactory disclosure has been received and appropriately risk assessed.

The school adheres to its recruitment procedures, ensuring that references are obtained and verified for all school personnel prior to appointment.

Outcomes of Garda Vetting disclosures are carefully reviewed and managed in line with best practice, with appropriate risk assessment and decision-making undertaken by the Board of Management.

Where applicable, the school implements joint agreement arrangements for external personnel (e.g. coaches, tutors, placement students), ensuring that appropriate vetting confirmation is received from the relevant organisation.

In cases of teacher sharing arrangements, the Board ensures that vetting oversight is maintained and confirmation of compliance is obtained from the base school/employer.

Where the school operates under the aegis of an Education and Training Board (ETB), all recruitment and vetting processes are carried out in line with ETB policies and procedures.

The Board is satisfied that robust systems are in place to ensure that Garda Vetting requirements are consistently applied and monitored, and that the safety and wellbeing of students remains paramount in all recruitment and engagement practices.

Statement by the Board

The Board of Management of this school has completed its annual review of the Child Safeguarding Statement, Child Safeguarding Risk Assessment, and the school's child protection procedures in line with the requirements of the Child Protection Procedures for Primary and Post-Primary Schools (2025).

The Board confirms that it is satisfied that:

The Child Safeguarding Statement and Child Safeguarding Risk Assessment have been reviewed and are in accordance with the Child Protection Procedures (2025).

The child protection procedures adopted by the school are being fully and adequately implemented.

All relevant school personnel have been made aware of their responsibilities under the Child Protection Procedures (2025).

Appropriate arrangements are in place to inform school staff of matters relating to child safeguarding, including training and ongoing guidance.

The Designated Liaison Person (DLP) and Deputy DLP are carrying out their roles in accordance with the procedures.

Records relating to child protection concerns are maintained appropriately and securely.

The Board is satisfied that the school is compliant with its statutory obligations under the Children First Act 2015 and the updated 2025 procedures.

The Board of Management affirms its ongoing commitment to ensuring the safety and wellbeing of all children attending the school and will continue to monitor and review safeguarding practices on an ongoing basis.

Signed*:

Chairperson of the board of management

Date:

**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: School Patron | Parents | Parents Association

The board of management of:

Ballon NS

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

13/10/2026 .

(date).

(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:*	Beigid Dunphy	Date: 13/10/2026
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Chairperson of the board of management

Signed:*	Mary Carroll	Date: 13/10/26
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Principal/Secretary to the board of management

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

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
<ul style="list-style-type: none"> Do you know what the Child Safeguarding Statement and Risk Assessment is?
<ul style="list-style-type: none"> Why do you think the school has this document?
<ul style="list-style-type: none"> Do you know where it is displayed in the school?
<ul style="list-style-type: none"> 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)
<ul style="list-style-type: none"> 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?
<ul style="list-style-type: none"> 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?
<ul style="list-style-type: none"> Is there someone at school you feel safe talking to? Who are they?
Thinking About Safety in School Activities
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Remind staff of the date the Child Safeguarding Statement and Risk Assessment was circulated on and that it is available on the school website.
<ul style="list-style-type: none"> • Introduce the staff to the review prompts document for use with the children and young people in the school.
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Have you been provided with the Child Safeguarding Statement and Risk Assessment in hard copy or digital form? or
<ul style="list-style-type: none"> • Have you received the copy of our current Child Safeguarding Statement and Risk Assessment which was emailed to you on — (date)? or
<ul style="list-style-type: none"> • Have you viewed the Child Safeguarding Statement and Risk Assessment on our school website?
<ul style="list-style-type: none"> • Do you know where the Child Safeguarding Statement and Risk Assessment is displayed within the school?
<ul style="list-style-type: none"> • 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?
<ul style="list-style-type: none"> • Who is the DLP/DDLP/Relevant Person in this school? What is their role?

Review of Risks in the School

Prompts
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Does the Risk Assessment included in the Safeguarding Statement include: <ul style="list-style-type: none"> all the activities in the school? all risks associated with the activities? 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
<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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? <ul style="list-style-type: none"> Consider also what you would expect if the: <ul style="list-style-type: none"> ~ 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

<p>Prompts</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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.
<p>Possible Questions - Primary</p> <ul style="list-style-type: none"> 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)?
<p>Possible Questions – Post-primary</p> <ul style="list-style-type: none"> 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

<p>Possible Question</p> <ul style="list-style-type: none"> 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?
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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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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:

Ballin N.S.

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
	Example: Sean Adams	Teacher	Yes	Children First eLearning Programme 21.02.25	Child Protection Procedures for Schools 2025 28.10.25	NEPS Trauma Informed Practice 02.01.26
—	Carmel Fleming Bus E				✓	
—	Theresa Kelly Bus E				✓	
—	Michelle Gahney Bus E				✓	

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 1/26/25	Other Relevant Training
	Mary Canall	Principal	yes		+	DIP
	Edel Keogh	Deputy Principal	yes		+	DDLP
	Sinead Maxwell	Teacher	yes		+	
	Anne McMahon	Teacher	yes		+	
	James Kehoe	"	yes		+	
	Sarah Furlong	"	yes		+	
	Rebecca McCaffrey	"	yes		+	
	Beanie Doherty	"	yes		+	
	Helen Leigh	"	yes		+	
	Seán Murphy	"	yes		+	
	Alannah Hayden	"	yes		+	
	Pauline Lyden	"	yes		+	
	Eile Murphy	"	yes		+	
	Deirdre Nolan	"	yes		+	
	Anna Walsh		yes		+	
	Michelle Townsend		yes		+	
	Marta Widdler		yes		+	
	Karen Gennathy		yes		+	
	Marian Dowd		yes		+	
	Nuala Connolly		yes/No		X	
	Kate		yes/No		X	
	Richard Maher		yes/No		+	
	Mary Flynn		yes/No		+	
	Catrina Clarke		yes/No		+	
	Betty Fitzgerald		yes/No		+	
	Caroline C. Toole		yes/No		+	
	Rose Whelan		yes/No		+	
	Agnes Smithers		yes/No		+	
	Lara C. Wall		yes/No		+	
	Kim Deane		yes/No		+	
34	Trish McCord		yes/No		+	
	Goldie Hogan		yes/No		+	