**ARDSCOIL PHÁDRAIG**
**GRANARD**
**CO LONGFORD**
Telephone: 043 6686209 Fax: 043 6687076
Email: admin.apg@lwetb.ie

# Child Safeguarding Statement and Risk Assessment

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| **For:** | **ARDSCOIL PHÁDRAIG** | *(School Name)* |
| **At:** | **GRANARD, CO LONGFORD N39RR79** | *(School Address)* |

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

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

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

**Name of the Designated Liaison Person (DLP):**

Rosemary Johnston



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

Brid Nevin



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

**Name of Relevant Person**

Rosemary Johnston

*(In schools this person is the DLP)*

**Relevant Person can be contacted on:**

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| *(085) 8749860* | *RJohnston.apg@lwetb.ie* |

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

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

Ms Siobhan Lynch

*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.*

REVIEWED AND RATIFIED BY BOM ON 17 SEPTEMBER 2026

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.

REVIEWED AND RATIFIED BY BOM ON 17 SEPTEMBER 2026

**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.

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 ___17 September 2026_____*(most recent review date)*

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| **Signed:*** | Kathleen Mcgaher | **Date:** 17-09-2026 |

*Chairperson of the board of management*

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| **Signed:*** | Rosemary Houston | **Date:** 17.09.2026 |

*Principal/Secretary to the board of management*

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on ___17 September 2027_____ *(expected review date)*

REVIEWED AND RATIFIED BY BOM ON 17 SEPTEMBER 2026

# Child Safeguarding Risk Assessment

| List of School Activities | Risk Identified | Existing Controls | Procedures / Measures in Place to Mitigate Risk |
|---|---|---|---|
| 1. Daily arrival and dismissal of pupils | Risk of inadequate supervision at start/end of school day; risk of peer-on-peer harm | Supervision rota; Code of Behaviour; sign-in/out procedures (as applicable) | Staff supervision is in place during arrival and dismissal. Clear procedures apply for late arrival/early collection and for ensuring students are not left unsupervised. |
| 2. Recreation breaks for pupils | Risk of peer-on-peer harm (including bullying); inadequate supervision | Supervision rota; Code of Behaviour; Anti-Bullying Procedures | Appropriate supervision is provided during breaks and in identified higher-risk areas. Incidents are addressed promptly and recorded in line with the Code of Behaviour and Anti-Bullying Procedures. |
| 3. Classroom teaching | Risk of harm not being recognised; inappropriate interaction; peer-on-peer incidents | Children First training; classroom-based supervision; professional boundaries | Teaching takes place in supervised settings. Staff maintain professional boundaries, remain alert to indicators of harm, and follow reporting procedures where concerns arise. |
| 4. One-to-one teaching | Risk of boundary breaches or unobserved interactions in 1:1 settings | Child Safeguarding Statement; professional boundaries; visibility arrangements | One-to-one teaching is conducted only where necessary and in locations with visibility (e.g., door open/vision panel). Records of supports are maintained in line with school procedures. |

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| 5. One-to-one learning support | Risk of boundary breaches; increased vulnerability of some students | Student Support systems; professional practice; visibility arrangements | Learning support is delivered in accordance with professional standards, in suitable rooms with visibility, with appropriate recording and oversight. |
| 6. One-to-one counselling | Risk of boundary breaches; sensitive disclosures | Professional codes; suitable rooms; safeguarding procedures | Counselling sessions occur in appropriate rooms with visibility. Any child protection concerns arising are managed in accordance with Child Protection Procedures and reported to the DLP. |
| 7. Outdoor teaching activities | Risk of reduced supervision/visibility ; separation from group | Planning; supervision; risk assessment where appropriate | Outdoor learning is planned in advance with appropriate supervision ratios and clear boundaries. Staff maintain line-of-sight supervision and apply headcounts where relevant. |
| 8. Online teaching and learning remotely | Risk of online abuse or inappropriate contact; cyberbullying | Acceptable Use Policy; approved platforms; online safety education | Online engagement occurs only through approved platforms and accounts. Staff maintain professional boundaries, and online safety expectations are communicated and reinforced. |
| 9. Sporting activities | Risk of inappropriate physical contact; injury; peer-on-peer incidents | Supervision; coaching guidance; first aid provision | Sport is supervised by school personnel. Physical contact is limited to what is necessary and appropriate. Safe practices are |

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| | | | followed and first aid is available. |
| 10. School outings | Risk of harm off-site; separation from group; inadequate supervision | Trip planning; parental consent; supervision ratios | Outings are risk assessed and planned in advance. Staff roles are assigned, headcounts taken at key points, and emergency procedures and contacts are in place. |
| 11. School trips involving overnight stay | Risk of harm in accommodation settings; supervision challenges | Trip policy; risk assessment; parental consent | Overnight trips include enhanced supervision plans, rooming arrangements, codes of conduct, and clear reporting lines to the Trip Leader and DLP. |
| 12. School trips involving foreign travel | Risk of harm in unfamiliar settings; safeguarding complexity | Trip policy; enhanced risk assessment; parental consent | Foreign travel includes enhanced planning, verified providers, clear supervision schedules, passport/medical info procedures, and emergency escalation arrangements. |
| 13. Use of toilet/changing/shower areas in schools | Risk of inappropriate behaviour; privacy/dignity concerns | Supervision practices; Code of Behaviour | Facilities are supervised appropriately while respecting privacy and dignity. Students are supported to report concerns and any issues are managed promptly in line with procedures. |
| 14. Provision of residential facilities for boarders | Risk of harm in residential settings | N/A where no boarding provided | Not applicable where the school does not provide residential/boarding facilities. If introduced, a specific residential safeguarding policy and risk |

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| | | | assessment would be implemented. |
| 15. Annual Sports Day | Risk of injury; large-group supervision challenges | Event planning; supervision allocation; first aid provision | Sports Day is planned with supervision zones, safe equipment use, hydration/rest arrangements, and ready access to first aid. Incident reporting procedures apply. |
| 16. Fundraising events involving pupils | Risk of inadequate supervision; contact with external parties | Event planning; supervision arrangements ; parental communicatio n | Fundraising events are planned in advance with clear supervision, agreed roles, and safeguarding expectations. Any external involvement is managed under supervision. |
| 17. Use of off-site facilities for school activities | Risk of harm at external venues; unclear safeguarding responsibilities | Risk assessment; liaison with venues; supervision | Off-site facilities are used only with prior planning and risk assessment. School personnel supervise students at all times and safeguarding expectations are clarified with venue providers. |
| 18. School transport arrangements including use of bus escorts | Risk of harm during transport; supervision gaps | Approved providers; supervision/es cort arrangements ; behaviour expectations | Transport includes clear supervision (including escorts where required), headcounts, and behaviour expectations. Procedures exist for incidents, delays, and safe drop-off/collection. |
| 19. Care of children with special educational needs, including intimate care where needed | Risk of harm during intimate care; increased vulnerability | Individual support/care plans; staff guidance/train ing; recording | Where intimate care is required, it is provided in accordance with an agreed plan, with dignity and privacy upheld. Appropriate |

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| | | | recording and oversight apply. |
| 20. Care of any vulnerable adult students, including intimate care where needed | Risk of harm due to vulnerability; safeguarding in intimate care | Safeguarding procedures; individual plans; confidentiality | Supports for vulnerable adult students follow safeguarding procedures and agreed plans, including privacy, dignity, appropriate recording and oversight. |
| 21. Management of challenging behaviour amongst pupils, including appropriate use of restraint where required | Risk of harm during incidents; inappropriate restraint | Code of Behaviour; behaviour support; staff training | Behaviour is managed using de-escalation strategies. Any restraint, where necessary, is proportionate and reasonable and is recorded and reviewed in line with school policy/guidance. |
| 22. Management of provision of food and drink | Risk of harm related to allergies/medical needs; supervision issues | Supervision; allergy awareness (where notified); safe practices | Food provision is supervised as appropriate. Where allergies/medical needs are notified, arrangements support student safety and access to assistance if required. |
| 23. Administration of medicine | Risk of harm through incorrect administration; privacy concerns | Medication procedures; parental consent; record keeping | Medication is administered only in accordance with procedures, with written consent/instructions, secure storage and accurate recording. |
| 24. Administration of First Aid | Risk of inappropriate physical contact; inadequate recording | Trained personnel; first aid procedures; incident recording | First aid is provided by trained personnel where possible, with appropriate privacy and dignity. Incidents are recorded and follow-up actions are taken as required. |

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| 25. Curricular provision in respect of SPHE, RSE, Stay Safe | Risk of disclosures arising; inappropriate content delivery | Curriculum planning; staff guidance; Child Protection Procedures | SPHE/RSE/Stay Safe are delivered in line with national guidance. Disclosures/concerns are managed in accordance with Child Protection Procedures and reported to the DLP. |
| 26. Prevention and dealing with bullying amongst pupils | Risk of peer-on-peer harm including cyberbullying | Anti-Bullying Procedures; Code of Behaviour; monitoring | Bullying concerns are addressed promptly in line with Anti-Bullying Procedures, including recording, investigation, supports for students and follow-up monitoring. |
| 27. Training of school personnel in child protection matters | Risk of harm not recognised/reported due to lack of training | Training schedule; policy dissemination; staff briefings | All school personnel receive child protection training and updates as required. Staff are reminded of reporting procedures and the role of the DLP/DDLP. |
| 28. Use of external personnel to supplement curriculum | Risk posed by external personnel; inappropriate contact/content | Vetting where required; supervision | External personnel are supervised by school personnel. Safeguarding expectations and appropriate content are clarified in advance; they are not left unsupervised with students. |
| 29. Use of external personnel to support sports and other extra-curricular activities | Risk posed by external coaches/tutors; supervision gaps | Vetting where required; supervision by school staff | External coaches/tutors operate under the oversight of school personnel and are not left alone with students. Safeguarding expectations are |

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| | | | communicated and monitored. |
| 30. Care of pupils with specific vulnerabilities/needs | Risk of increased vulnerability; reduced capacity to disclose | Student support systems; pastoral care; monitoring | Supports are provided through individual plans and pastoral structures. Staff remain alert to indicators of harm and respond in accordance with Children First guidance and reporting procedures. |
| 31. Pupils from ethnic minorities/migrants | Risk of bullying, discrimination or isolation | Code of Behaviour; Anti-Bullying Procedures; inclusive practice | The school promotes inclusion and addresses discriminatory bullying promptly. Students are supported to report concerns and access pastoral supports. |
| 32. Members of the Traveller community | Risk of bullying, discrimination or marginalisation | Code of Behaviour; Anti-Bullying Procedures; inclusion measures | The school promotes respectful, inclusive practice and responds promptly to discriminatory behaviour in line with procedures. |
| 33. Lesbian, gay, bisexual or transgender (LGBT) children | Risk of bullying/harassment ; increased vulnerability | Anti-Bullying Procedures; SPHE; student supports | Supports are provided through pastoral/guidance systems. Bullying/harassment is addressed promptly, recorded, and followed up. |
| 34. Pupils perceived to be LGBT | Risk of bullying/harassment based on perception | Anti-Bullying Procedures; Code of Behaviour | The school addresses homophobic/transphobic bullying and harassment promptly and provides appropriate supports and follow-up. |

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| 35. Pupils of minority religious faiths | Risk of discriminatory bullying or exclusion | Code of Behaviour; Anti-Bullying Procedures; inclusion | The school promotes respect for diversity and addresses discriminatory behaviour promptly, with supports provided as needed. |
| 36. Children in care | Risk of increased vulnerability; confidentiality/information sharing concerns | Student support systems; liaison with relevant agencies; confidentiality | Appropriate supports are provided, with careful management of confidential information and engagement with relevant professionals in line with guidance. |
| 37. Children on TUSLA's Child Protection Notification System (CPNS) | Risk of harm; need for heightened awareness and appropriate response | DLP oversight; confidentiality; need-to-know staff awareness | Where CPNS notifications are received, the DLP manages information in accordance with procedures and ensures appropriate supports and vigilance are in place. |
| 38. Children with medical needs | Risk of harm from medical incidents; medication errors | Individual care arrangements; medication procedures; staff awareness | Where notified, individual healthcare/response arrangements are implemented, including safe medication management and clear emergency procedures. |
| 39. Recruitment of school personnel including teachers/SNAs, caretakers/secretaries/cleaners and sport coaches | Risk of harm from unsuitable recruitment | Vetting; safer recruitment procedures; reference checks | Recruitment follows required vetting and safer recruitment procedures, including references and verification of suitability. |
| 40. External Tutors/Guest Speakers | Risk posed by external visitors; | Vetting where required; supervision | Guest speakers/tutors are supervised by |

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| | inappropriate content/contact | | school personnel, content is age-appropriate, and safeguarding expectations are communicated in advance. |
| 41. Volunteers/Parents in school activities | Risk of harm from non-school personnel; supervision gaps | Visitor procedures; supervision; safeguarding expectations | Volunteers/parents are supervised by school personnel and are informed of safeguarding expectations. They are not left unsupervised with students. |
| 42. Visitors/contractors present in school during school hours | Risk of harm from visitors/contractors | Controlled access; sign-in; identification | Visitors/contractors sign in, wear identification and remain in agreed areas. Where practicable they are supervised and not left alone with students. |
| 43. Visitors/contractors present during after-school activities | Risk of reduced oversight after hours | Access control; supervision of activities | Access during after-school activities is managed in accordance with procedures. Activity supervisors maintain oversight and ensure visitors/contractors are appropriately managed. |
| 45. Use of Information and Communication Technology by pupils in school, including social media | Risk of online abuse; cyberbullying; inappropriate content | Acceptable Use Policy; monitoring; education | ICT use is governed by the Acceptable Use Policy. Students receive education on safe online behaviour and concerns are responded to promptly. |
| 46. Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc. | Risk of inappropriate 1:1 situations; lack of transparency | Code of Behaviour; supervision; recording | Sanctions are applied fairly and consistently. Detentions are supervised and recorded and conducted in a |

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| | | | manner that maintains visibility and safeguarding. |
| 47. Students participating in work experience in the school | Risk of boundary/role confusion; supervision of student helpers | Supervision; defined roles; safeguarding expectations | Where students undertake work experience within the school, roles are defined, supervision is provided, and students are not placed in positions of unsupervised responsibility for other students. |
| 48. Students from the school participating in work experience elsewhere | Risk of harm in external placements; inadequate safeguarding | Placement checks; parental consent; monitoring | External placements are approved by the school, parental consent obtained, and safeguarding expectations communicated to placement providers. Procedures for reporting concerns are provided. |
| 49. Student teachers undertaking training placement in school | Risk due to unfamiliarity with procedures; boundary issues | Induction; supervision; Children First awareness | Student teachers receive induction on safeguarding procedures and reporting lines and are supervised and supported by cooperating teachers. |
| 50. Use of video/photography/other media to record school events | Risk of misuse of images; privacy/data protection breaches | Consent procedures; AUP; data protection awareness | Recording of events follows school policy. Consent is obtained where required and images are stored/used appropriately. Students are reminded of responsible device use. |
| 51. After-school use of school premises by other organisations | Risk of harm where external groups use premises | Lettings/Hire agreements in place; access control | Where premises are used by external organisations, |

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| | | | written agreements clarify safeguarding responsibilities, access and supervision. School areas and student access are managed appropriately. |
| 52. Use of school premises by other organisations during school day | Risk of contact between students and external users | Access control; scheduling; supervision | Any external use during the school day is managed to prevent unsupervised interaction with students, with clear access routes and appropriate monitoring. |
| 53. Breakfast club | Risk due to early supervision needs in informal settings | Supervision arrangements ; attendance records | Where a breakfast club operates, it is supervised by school personnel with attendance records and clear procedures for arrival and any concerns. |
| 54. Homework club/evening study | Risk of reduced visibility after hours; inappropriate 1:1 situations | Supervision; suitable rooms; attendance records | Homework club/evening study is supervised with attendance records and use of appropriate rooms that maintain visibility. Reporting procedures apply. |

# 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.

Child Protection Procedures can be found on the Department of Education and Youth website www.gov.ie/childprotectionschools.

Children First National Guidance 2017 can be found here: Children_First_National_Guidance_2017.pdf.

Two hard copies of these procedures are available in the Principal's office in the school.

# Mandatory Template 2: Checklist for Review of the Child Safeguarding Statement

The *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)* require that the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. **The review must be completed every 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 also 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 every two years.

The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list of the issues to be considered. Individual Boards of Management shall include other items in the checklist that are of relevance to the school in question.

As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices and activities vis a vis 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, the Addendum to Children First (2019) and the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023).*

| | Yes/No |
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| 1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*? | Yes |
| 2. Is the Board satisfied that the Child Safeguarding Statement is displayed in a prominent place near the main entrance to the school? | Yes |
| 3. As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*? | Yes |
| 4. Does the school's Child Safeguarding Statement include 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) | Yes |
| 5. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review? | Yes |
| 6. Has the Risk Assessment taken account of the risk of harm relevant to online teaching and learning remotely? | Yes |
| 7. Has the DLP attended available child protection training? | Yes |
| 8. Has the Deputy DLP attended available child protection training? | Yes |
| 9. Have any members of the Board attended child protection training? | Yes |
| 10. Has the school appointed a DLP and a Deputy DLP? | Yes |
| 11. Are the relevant contact details (Tusla and An Garda Síochána) to hand? | Yes |
| 12. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel? | Yes |
| 13. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* and the Children First Act 2015? | Yes |
| 14. Has the Board received a Principal's Child Protection Oversight Report at each Board meeting held since the last review was undertaken? | Yes |
| 15. Since the Board's last review, did each CPOR contain all of the information required under each of the 4 headings set out in section 9.5 to 9.8 inclusive of the procedures? | Yes |
| 16. Since the Board's last review, has the Board been provided with and reviewed all documents relevant to the CPOR? | Yes |

| | Yes/No |
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| 17. Is the Board satisfied that the records provided are anonymised and redacted as necessary to ensure that the identities of children and any other parties, including school personnel, to whom the concern or report relates are not disclosed? | |
| 18. Since the Board's last review, have the minutes of each Board meeting appropriately recorded the records provided to the Board as part of CPORt? | Yes |
| 19. Have the minutes of each Board meeting appropriately recorded the CPOR report? | Yes |
| 20. Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochana were appropriately followed in each case reviewed? | Yes |
| 21. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made?* | Yes |
| 22. Where applicable, were unique identifiers used to record child protection matters in the Board minutes? | Yes |
| 23. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely? | Yes |
| 24. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)?* | No |
| 25. In relation to any cases identified at question 20 above, has the Board ensured that any notifications required section 5.6 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* were subsequently issued by the DLP? | Yes |
| 26. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement? | Yes |
| 27. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement? | Yes |
| 28. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request? | Yes |
| 29. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools) | n/a |
| 30. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post-primary schools) | Yes |
| 31. Has the Board ensured that the SPHE curriculum is implemented in full in the school? | Yes |
| 32. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? * | Yes<br>ETB |
| 33. Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?* | Yes<br>ETB |
| 34. Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?* | Yes<br>ETB |
| 35. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement? | n/a |
| 36. Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)?* | Yes |
| 37. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements? | Yes |
| 38. Is the Board satisfied that the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* are being fully and adequately implemented by the school? | Yes |
| 39. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement? | No |

| | Yes/No |
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| 40. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement? | n/a |
| 41. Has the Board ensured that any areas for improvement that that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed? | n/a |

*In schools where the ETB is the employer the responsibility for meeting the employer's requirements rests with the ETB concerned. In such cases, this question has been completed following consultation with the ETB.

Signed _____ Date 17.09.2026

Chairperson, Board of Management

Signed _____ Date 17.09.2026

Principal/Secretary to the Board of Management

# 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:** Ms Siobhan Lynch, Chief Executive, LWETB

**The board of management of** Ardscoil Phadraïg, Granard, Co Longford **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 _____ *(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:*** Kathleen Magahy. **Date:** 17-09-2026

*Chairperson, board of management*

**Signed:*** [signature] **Date:** 17.09.2026

*Principal/Secretary to the board of management*

* Doiciméad le priontáil agus le síniú le sínithe bunaidh