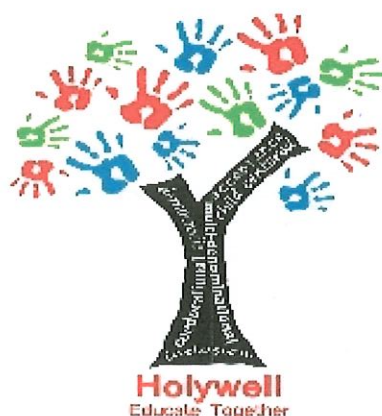


Child Protection Safeguarding Statement and Risk Assessment

Holywell Educate Together National School



November 26th 2025

CSS1

Child Safeguarding Statement and Risk Assessment

For:	The school community of Holywell Educate Together National School	(School Name)
At:	Holywell, Swords, Co. Dublin, K67AP99	(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):

Maria Boyne (Principal)

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

Cathal Manning (Deputy Principal)

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

Name of Relevant Person

Maria Boyne

(In schools this person is the DLP)

Relevant Person can be contacted on:

014444386 principal@holywelletns.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:

Denis Brennan (Chairperson, Board of Management)

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
Training of school personnel in Child Protection matters	Harm not recognised or reported promptly	<ul style="list-style-type: none"> • Child Safeguarding Statement & DES procedures made available to all staff • DLP & DDLP to attend face to face training when made available • All staff and members of the Board of Management received training on revised Child Protection Procedures 2025 (September 2025 for DLP & DDLP, whole staff training December 2025) • BOM records all records of staff and board training
Daily Arrival and Dismissal of pupils		<ul style="list-style-type: none"> • Morning Supervision for Senior Management members & SETs of front of school and entrance doors • Class Teachers hand over all students Infants – 2nd at home time (unless attending after-school, with written confirmation of such by parents/guardians). • Class Teachers walk their class (3rd- 6th) to exit point and hand over to parent or children walk home if they have consent. • Children dismissed from school only at specific times (1.10pm for infants & 2.10pm for classes 1st-6th class). • Teachers running after-school clubs must keep a list of home-time arrangements for each club member and return all children directly to the care of the after-school/childcare staff at agreed venue.
One to one teaching (Reading Recovery & support teaching)	Harm by school personnel	<ul style="list-style-type: none"> • Procedures in place for one-to-one teaching (door is ajar at all times, parents/guardians aware the child is with the teacher one to one, adequate distance in place between children when not possible to have desk in between student and teacher, ie. In the case of Reading Recovery lessons). • Doors with Glass Window Pane (if not available, door will be left ajar at all times).
One-to-one counselling	Harm by counsellor	<ul style="list-style-type: none"> • Policy and procedures for one-to-one counselling by NEPS psychologist or external counsellor: parental consent obtained in writing; door with glass panel/door ajar; parent informed of arrangements; counsellor Garda

		vetted; sessions logged; supervision arrangements clear; counsellor provided with Child Safeguarding Statement.
Care of children with additional needs, including intimate care needs	Harm by school personnel	<ul style="list-style-type: none"> • Toileting/Intimate Care policy • Two staff present to attend to intimate care needs & if child needs clothes changed. Staff member waits outside the toilet/room if the child can change themselves. • Parents are aware of arrangement • Communication with home & records kept on 'classdojo'/'Aladdin'
Toilet areas	Inappropriate behaviour	<ul style="list-style-type: none"> • Toilets in the Classroom • Children accessing toilets before and after breaks. • At yard-time, toilets are not available to students, with the exception of infants and children with additional needs. • ANA supervision of toilet areas for younger classes during transition times; staff never enter cubicles unless emergency and second staff member present; concerns reported to DLP immediately.
Curricular Provision in respect of SPHE, RSE, Stay Safe.	Non-teaching of same	<ul style="list-style-type: none"> • SPHE, RSE & Stay Safe implemented in full • RSE policy in place & curricular links available to parents on school website • Teachers own planning, notes and observations
Managing of challenging behaviour amongst pupils, including appropriate use of restraint	Injury to pupils and staff	<ul style="list-style-type: none"> • Health & Safety Policy • Positive Behaviour Policy (Code of Behaviour ratified by Board and published on website) • Managing Behaviours of Concern appendix to Positive Behaviour Policy • Class and support teachers draft and implement Individual Behaviour Plan to support the child's behaviour in school. • Restorative Practice Culture developed • Specific staff trained in CPI/MAPA/Dynamis & certified as such. • Discussion at staff meeting of the 'Behaviours of Concern' document • Write risk assessment for managing the behaviour of specific children to help support the child, peers in class and staff working with the child. • Involve outside agencies such as NEPS, NCSE, CDNT & Meitheal process. • Sanctions proportionate and age-appropriate; corporal punishment

		prohibited; dignity of child always maintained; serious sanctions referred to Principal; parents informed of serious sanctions; record kept of all serious behavioural incidents; no child isolated unsupervised.
Sports Coaches or external personnel to supplement the curriculum	Harm to pupils	<ul style="list-style-type: none"> • Policy and procedures for external persons supplementing curriculum delivery: Garda vetting completed before access; never left unsupervised with children; teacher remains present at all times; external person provided with extract of CSS; child safeguarding clause in all contracts; register of all external providers maintained by Principal; annual review of external providers' continued suitability.
Recreation breaks for pupils		<ul style="list-style-type: none"> • Yard supervision rota in place • Adequate yard supervision in place • Recording of incidents and behaviours on yard • Active Yards in Place for all the school to minimise conflict/incidents • Structured Play organised for individuals • Positive Behaviour Policy • Bí Cineálta/Anti-Bullying Policy • Restorative Practice Culture developed • Staff administer first aid onsite in the yard and throughout the school day. • School staff trained in and implementing the KiVa anti-bullying programme
Classroom teaching	Harm from other pupils and staff	<ul style="list-style-type: none"> • Positive Behaviour Policy • Restorative Practice Culture developed • Door open if in room alone with a child • Door open between partner teacher if teacher is on break- SET teacher to cover where possible • School staff trained in and implementing the KiVa anti-bullying programme
Outdoor teaching activities	Harm to pupils Bullying	<ul style="list-style-type: none"> • Adequate supervision in place • Teacher present at all times • Culture of reporting to staff promoted & encouraged • School staff trained in and implementing the KiVa anti-bullying programme
Online Teaching and Learning	Harm due to inappropriate use of online remote teaching and learning communication platform	<ul style="list-style-type: none"> • The school has an Acceptable Usage Policy and Digital Learning Policy in place, to include provision for online teaching and learning remotely

		<ul style="list-style-type: none"> • Students in senior class attend cyber-safety seminars annually 'Don't Be Mean Behind the Screen' • Using Digital Platforms – Guidelines for teachers and parents
School transport arrangements including use of bus escorts	Harm to students with additional needs accessing school transport	<ul style="list-style-type: none"> • Department of Education provide school bus through Bus Éireann for specialised classes and for some children in mainstream with special needs. • Bus Éireann ensures all bus drivers are vetted and inform Department of Education of same. School request Garda Vetting confirmation annually. • All bus escorts are vetted through the school. School provides support and training for bus escorts. • A bus escort accompanies children on the bus with pupils at all times. • There is a bus escort communication app (see-saw) and time log that is completed daily to ensure adequate staff communication. • Bus Driver and escort ensure children are released to a known adult at all times. • If a concern arises on the bus, the bus escort and/or bus driver reports concern to DLP / DDLP.
Use of tablet devices, smartphones and smart watches in the classroom and in the course of the school day	Harm associated with misuse, abuse of devices and the various associated technologies	<ul style="list-style-type: none"> • Positive Behaviour Policy • The school has a digital learning policy • Online Safety talks for 5th & 6th Classes annually & their parents • Assemblies to focus on online safety • Rota in place where student's i-pad access is traceable and accountable. • All recordable devices, phones and smartwatches submitted to the class teacher at the start of each day. • Community Gardaí available to speak to 5th & 6th class on online safety. • School has introduced IT lessons to promote IT literacy and to promote online safety through 'Webwise' & teaching 'Digital Citizenship' <ul style="list-style-type: none"> • Students in senior class attend cyber-safety seminars annually 'Don't Be Mean Behind the Screen'

Sporting Activities		<ul style="list-style-type: none"> • BÍ Cineálta/Anti-Bullying Policy • First Aid Procedures • Supervision Policy/School Tours/Trips Policy • First aid bag with personal medication where required • Risk Assessment conducted before trips/outings • Contact list- Aladdin App • Adequate supervision at all times • Teachers must be present and in charge at all times
School tours, trips and outings	<p>Harm to pupils Bullying Inappropriate behaviour Risk of inappropriate communication between pupils via digital devices, physical injury</p>	<ul style="list-style-type: none"> • BÍ Cineálta/Anti-Bullying Policy • Digital learning Policy • First Aid, Accidents Procedures-reporting • Risk Assessment conducted before trips/outings • School Tour/Trips Policy • Proper supervision arrangements & collection • Pupil-teacher ratio (as per supervision policy)
Annual Sports Day	<p>Harm to pupils by inappropriate communications between child and unknown adult, inadequate supervision & physical injury</p>	<ul style="list-style-type: none"> • Sports Day timetable and organisation circulated to school community in advance • No photography or recording permitted by parents/visitors • Positive Behaviour Policy • BÍ Cineálta/Anti-Bullying Policy • First Aid procedures in place. • Teachers must be always present and in ultimate charge
Fundraising events involving pupils	<p>Harm to pupils by inappropriate communications between child and unknown adult, inadequate supervision & physical injury</p>	<ul style="list-style-type: none"> • Appropriate insurance • Safety Statement & first aid procedures in place • Event timetable, organisation & procedures circulated to school community in advance • Risk Assessment conducted before trips/outings • Proper supervision arrangements & collection • Garda vetting for volunteers • BÍ Cineálta/Anti-Bullying Policy • Proper supervision arrangements & collection • Pupil-teacher ratio
During & after school use of school by other individuals/groups/organisations	<p>Harm to pupils</p>	<ul style="list-style-type: none"> • Insurance in place by outside groups • Proper supervision arrangements & collection • Pupil-teacher ratio

<p>Management of challenging behaviour amongst pupils, including appropriate use of restraint where required</p>		<ul style="list-style-type: none"> • Positive Behaviour Policy • Managing Behaviours of Concern Appendix to Positive Behaviour Policy • Restorative Practice community practice. • Reporting to parents after subsequent events • Presence of two staff members for particular aggressive/physical behaviour • Risk assessment of particular class carried out • Individual Behaviour Plans in place for specific students • Preventative programmes such as 'Braincalm' implemented by appropriately trained staff. • Specific staff trained in TCI/MAPA/Dynamis and certified as such
<p>Administration of Medicine & First Aid</p>	<p>Physical harm to pupils and adults</p>	<ul style="list-style-type: none"> • Administration of Medication Policy implemented; two staff present where possible when administering medication; records maintained; intimate care during medical needs addressed as per Intimate Care Policy; all staff trained in administration procedures; medical conditions known to relevant staff on need-to-know basis; care plans in place for children with complex medical needs. • Staff training in first aid very two years & for those working with students with specific medical conditions • Indemnity signed by parents. • Medical Needs Folder for relevant staff of children who have chronic medical conditions. • Medicines stored in secure locations in a locked cabinet in the main office • Injures pertaining to the neck and head, and other serious Injuries – dealt with at the office – parents informed
<p>Care of pupils with specific vulnerabilities/ needs such as</p> <ul style="list-style-type: none"> • Pupils from ethnic minorities/migrants • Members of the Traveller community • Lesbian, gay, bisexual or transgender (LGBT+) children 	<p>Bullying behaviour and physical harm</p>	<ul style="list-style-type: none"> • BÍ Cineálta/Anti-Bullying Policy • Positive Behaviour policy • Learn Together Curriculum and Lessons • Flag awards for Yellow flag, Amber flag application & celebration of Pride annually in June.

<ul style="list-style-type: none"> • Pupils perceived to be members of the LGBT+ community • Pupils of minority religious faiths • Children in care 		
Use of Information and Communication Technology by pupils in school	Bullying Risk of harm due to inappropriately accessing/using ICT devices while at school	<ul style="list-style-type: none"> • AUP policy • Bí Cineálta/Anti-Bullying Policy • Positive Behaviour Policy • Assistive Technology Policy • Firewall managed by Sord IT company on both student and staff network
Students/Student Teachers participating in work experience in the school	Harm not being recognised by school personnel Risk of harm due to inappropriate relationship/communication between child and adult	<ul style="list-style-type: none"> • Children never left on their own with TY students or student teacher • Garda vetting & insurance documentation from colleges • Teachers has overall responsibility of the class and teaching • Work experience and placement policy
Trainee ANA's undertaking placement	Risk of harm by volunteer	<ul style="list-style-type: none"> • Garda Vetting in place for Trainee ANAs • Children never left on their own with trainee ANAs
Use of video/photography/other media to record school events	Risk of identification of individual child online	<ul style="list-style-type: none"> • AUP policy <ul style="list-style-type: none"> • Parental consent sought annually for use of images; GDPR-compliant consent form used; images stored securely; only school devices used for photographs; images not stored on personal devices; social media policy clear; parents reminded annually not to share images of other children on social media; sanctions for breach outlined in Acceptable Use Policy; children taught about digital footprint and image sharing in SPHE.
Use of off-site facilities for school activities		<ul style="list-style-type: none"> • Bí Cineálta/Anti-Bullying Policy • Positive Behaviour policy • Garda vetting for volunteers • Proper supervision arrangements & collection • Pupil-teacher ratio as per the supervision policy
School transport arrangements including use of bus escorts	Harm to pupils by inappropriate communications between child and unknown adult, inadequate supervision & bullying	<ul style="list-style-type: none"> • Positive Behaviour Policy & Bí Cineálta/Anti-Bullying Policy • Bus escorts are fully Garda vetted and reference checks in place prior to employment.
Visits from External Agencies- DES, Inspectorate, NCSE, TUSLA and others	Risk of harm to pupils by volunteer/visitor to the school	<ul style="list-style-type: none"> • All visitors to school sign it at office • Such Visitors are not left alone with children • Member of school personnel always present

HSE Vaccinations/Hearing and Vision Tests School Photographers	Risk of harm to pupils by those visiting	<ul style="list-style-type: none"> • Sign in at office • Parents to sign consent form • Testing/Vaccinations take place in Hall • Visitors never left unsupervised with children
Annual Book Fair	Risk of harm by visitors or volunteers	<ul style="list-style-type: none"> • Class teachers present when class visit Book Fair • Takes place on corridors
Recruitment of school personnel including – <ul style="list-style-type: none"> • Teachers & ANA's • Caretaker/Secretary/Cleaners • Sports coaches • External Tutors/Guest Speakers • Volunteers/Parents in school activities 	Harm not recognised or properly or promptly reported	<ul style="list-style-type: none"> • Child Safeguarding Statement & DES procedures 2023 & 2025 made available to all staff • Staff to receive Child Protection training/view Tusla training module/any other online training offered by Oide • Vetting Procedures • School Visitors, External Tutors- never unsupervised with children •
<ul style="list-style-type: none"> • Visitors/contractors in school during school and after school hours 	Potential harm to children	<ul style="list-style-type: none"> • Visitors/contractors signing in and out when leaving • School personnel always present with adult
Shared facilities with the community centre and school campus	Risk of harm to children by unvetted community centre staff and centre users	<ul style="list-style-type: none"> • Community centre staff prohibited on school grounds during school hours and when after-school children are present • Community centre staff must report to reception, sign in the visitor's book and be accompanied at all times by school staff, even in the case of an emergency • Shared facilities to be serviced outside of school hours or during school holidays. • Shared facilities (water meters etc.) to be recorded by caretaker
Data protection	Breach of sensitive data relating to students and families	<ul style="list-style-type: none"> • Confidential documents relating to children in the school are stored securely in the school • Hard copies are stored in locked filing cabinets in the principal's office and in support teachers' classrooms • Soft copies are stored in a secure online database. A password is required to access the documents; a second password is required to open the documents. A log is kept of who has accessed the documents. • Word documents and pdf documents are password protected. • Documents are shared with staff on a need to know basis. • Parental permission for transfer of information (i.e. between school staff, between the school and

		previous/prospective schools, between the school and other professionals) is obtained each school year.
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The following policies support our Child Safeguarding Statement and are available on request:

- Anti-Bullying Policy
- Code of Behaviour
- Acceptable Use Policy (ICT)
- First Aid Policy
- Intimate Care/Toileting Policy
- RSE Policy
- Attendance Policy
- Critical Incident Management Plan
- Remote Learning Policy (if applicable)
- Data Protection Policy

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.

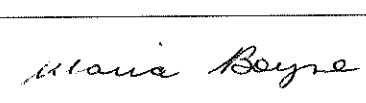
In accordance with Section 11 of the Children First Act 2015 and with the requirements of Chapter 9 of the Child Protection Procedures for Schools 2025, the following is the written Child Safeguarding Statement and Risk Assessment.

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 **November 26th 2025**.

Signed:*		Date: 26/11/25
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Chairperson of the board of management

Signed:*		Date: 26/11/25
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Principal/Secretary to the board of management

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again in November 2026.

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

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.

<https://www.gov.ie/en/department-of-education/policy-information/child-protection-procedures-in-schools/>

<https://www.gov.ie/en/department-of-children-disability-and-equality/publications/children-first-national-guidelines-for-the-protection-and-welfare-of-children-2017/>

Hard Copy of Child Protection Procedures for schools 2025 (outside staff room in hard copy & in Maria's office)

Hard Copy of Children_First_National_Guidance in outside the staffroom & in Maria's office

Both documents in soft copy of TEAMS/STAFF/Child Protection [ChildrenFirst.pdf](#)

[Child Protection Procedures 2025.pdf](#)

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:	Maria Boyne
Date Appointed:	1/9/2010

Relevant Person *(In schools this is the DLP)*

Name:	Maria Boyne
Contact details:	principal@holywelletns.ie/014444386
Date Appointed:	1/9/2010

Deputy Designated Liaison Person

Name:	Cathal Manning
Date Appointed:	1 st October 2018

Contact details for Tusla

Contact Name

Duty Social Worker, Tusla Child & Family Agency

Address

[180-189 Lakeshore Dr, Airside Business Park, Swords, Co. Dublin](#)

Contact Number

018708000

Contact details for An Garda Síochána

Contact Name

Swords Garda Station

Address

Main Street, Swords, Co. Dublin, K67 RF7

Contact Number

(01) 666 4700

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 9th 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.

School reception

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

Yes (In porch at school entrance)

- (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)

In classrooms and on interactive whiteboards during SPHE lesson.

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: November 20th 2024

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: November 26th 2025

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.

Microsoft form completed for Patron on 27/11/25:

https://forms.office.com/Pages/ResponsePage.aspx?id=9suV6plrgUqC2YoBv_FvcWk0slvm8FpDt3-TRFkmiGZUQk1ORVE5VFdUSk1IRVVHQktaUIY2WUgwSi4u

Email sent to PTGA on 27/11/25

Email sent to parent body on 27/11/25

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

Survey sent to parents via email on 9/11/25

[Child Safeguarding Review - Children 2025 – Fill out form](#)

(b) Students

Principal visited classes to discuss personal safety and role of DLP/DDLP in October 2025

(c) School Personnel

Feedback sought at staff meeting on October 20th 2025

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:

N/A

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:

N/A

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

Yes No N/A

Training

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

DLP: Maria Boyne

Date: 19/9/2025

DDLP: Cathal Manning

Date: 19/9/2025

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

Tusla E-Learning Modules (variety of dates)

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?

Tusla E-learning Module

DLP & DDLP training on 19/9/2025 in Drumcondra Education Centre

Whole-staff training due to take place on December 10th 2025

Records are maintained in Child Protection folder in Principal's office

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.

Stored securely in a locked cabinet in the Principal's office, which only the DLP & DDLP can access (and Chairperson in the event of both DLP & DDLP being unavailable).

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

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.

SPHE plan was revised in school year 2024/25, with programmes such as Stay Safe, Walk Tall, Friends for Life (3rd class) and RSE taught in each class. This is reviewed by all members of the senior management team monthly in teachers' cuntaisí míosúla. Well-being is the focus of the school improvement plan which sets annual targets for review at the end of each school year.

- Aspects of all three strands (SPHE, RSE, Wellbeing) are covered each year.
- The Stay Safe programme is taught in its entirety in one year – at least once during infants, 1st/2nd class, 3rd/4th class, and 5th/6th class. Schools will be informed if, in the future, the Department approves an alternative or replacement to the Stay Safe Programme.
- The school plan outlines provision for RSE across each of the different class levels/stages.
- The date of the most recent policy review or curricular implementation was in the school year 2024/25.

Vetting and Recruitment

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

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

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

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

Garda vetting is undertaken for all staff members of the school. Teaching staff are vetted through the Teaching Council. All other staff members are vetted through the Patron Educate Together for the National Vetting Bureau and sent to the school's dedicated vetting email address.

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

Statutory Declarations and Forms of Undertaking are met. Staff must provide these to the principal prior to commencement of their work in the school. For teachers, the form of undertaking is incorporated into their appointment form.

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

Thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers. References are checked for all employees by their current and past employers, prior to the offer of a position of employment.

Statement by the Board

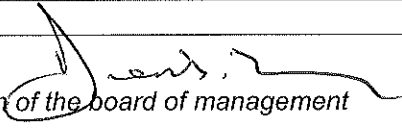
The Board should make an overall statement as to its satisfaction that the Child Safeguarding Statement and Risk Assessment and child protection procedures are being fully and adequately implemented by the school.

The **Board of Management of Holywell Educate Together National School** confirms that it has **reviewed the implementation of the school's Child Safeguarding Statement, Risk Assessment and Child Protection Procedures** in accordance with the **Child Protection Procedures for Schools 2025**.

The Board is satisfied that:

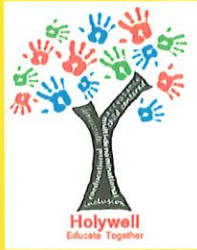
- The **Child Safeguarding Statement and Risk Assessment** remain appropriate to the activities and context of the school.
- The **Child Protection Procedures for Schools 2025** are **fully and adequately implemented** by the school.
- The **Principal, as Designated Liaison Person (DLP), and the Deputy Designated Liaison Person (DDL P)** are fulfilling their roles in accordance with the procedures.
- All staff members are aware of and comply with the school's **Child Safeguarding Statement and associated child protection procedures**.

Signed*:


Chairperson of the board of management

Date: 26/11/2025

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



CHILD SAFEGUARDING IN OUR SCHOOL

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

We teach the **Stay Safe Programme** to help you feel safe at school and in your life outside of school too.

We also think about other ways to keep everyone safe and we write these down. This is called our **Child Safeguarding Statement**.

We check it every year. When we do this we will ask you what you think about safeguarding in our school.

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

Who to go to:



Any trusted adult
For example a teacher.
ANA, secretary of
caretaker or the principal

What we will do:



Listen and understand



Guide or look for help



You can also contact:
Childline: 1800 66 66 66 (freephone, 24 hours)
Text: 50101 | Online chat: www.childline.ie
Tusla (Child and Family Agency):
If you need to talk to someone outside school, you can call 01 8708000 or visit www.tusla.ie

Every school has a person in charge of child safeguarding. This person is called the **Designated Liaison Person or DLP**. The DLP for our school is Maria Boyne the principal and the **Deputy Designated Liaison Person or DDLP** is Cathal Manning. We talk to Cathal if Maria is out.

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: The School Community of Holywell Educate Together National School

The board of management of:

Holywell ETNS

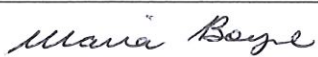
wishes to inform you that:

(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:*		Date: 26/11/25
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Chairperson of the board of management

Signed:*		Date: 26/11/25
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Principal/Secretary to the board of management

* Document to be printed and signed with original signatures