



Academic Year 2026/2027

Child Safeguarding Statement and Risk Assessment

For:	Salesian Secondary College
At:	Pallaskenry, County Limerick

This school is a: post-primary.

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):

Keith O'Rahilly

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

Mike Lavan

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

Name of Relevant Person

Keith O'Rahilly

(In schools this person is the DLP)

Relevant Person can be contacted on:

061 393105	keith.orahilly@salesiancollege.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:

Michael Burke

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.



School child protection risk assessment. Child Safeguarding Risk Assessment

Salesian Secondary College, Pallaskenry, Co. Limerick

In accordance with section 11 of the Children First Act 2015 and with the requirements of Chapter 8 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*, the following is the Written Risk Assessment of Salesian Secondary School, Pallaskenry, Co. Limerick.

Risk Category	Specific Risk	Procedure in Place to Address Risk	Measures to Mitigate Risk
Recognition & Reporting of Harm	Risk of harm not being recognised by school personnel	All school personnel are provided with a copy of the school's Child Safeguarding Statement; The Child Protection Procedures for Primary and Post Primary Schools 2025 are made available to all school personnel; School Personnel are required to adhere to the Child Protection Procedures for Primary and Post Primary Schools 2025 and all registered teaching staff are required to adhere to the Children First Act 2015 and its Addendum (2019 and 2025); Encourages staff to avail of relevant training; Maintains records of all staff and board member training	Mandatory Children First training for all new staff at induction; Annual refresher training offered to all staff; Staff briefings on indicators of abuse and neglect; Child Safeguarding Statement displayed prominently in staff areas; DLP contact details clearly communicated to all personnel
	Risk of harm not being reported properly and promptly by school personnel	All school personnel are provided with a copy of the school's Child Safeguarding Statement; Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement; The Child Protection Procedures for Primary and Post Primary Schools 2025 are made available to all school personnel; School Personnel are required to adhere to the Child Protection Procedures for Primary and Post Primary Schools 2025 and all registered teaching staff are required to adhere to the Children First Act 2015 and its Addendum (2019 and 2025)	Clear reporting structure and flowchart displayed in staff areas; Dedicated DLP and Deputy DLP appointed and available; Confidential reporting template available on staff shared drive; Regular reminders at staff meetings of reporting obligations; Records maintained of all child protection concerns and referrals
	Risk of harm due to delayed or inadequate response to parental concerns about safeguarding	The school has in place policies which govern communication with parents/guardians; The school has procedures for parents to raise safeguarding concerns; The school has a Complaints Policy in place	Parental concerns logged and acknowledged promptly; Clear timelines communicated to parents; Principal/DLP available to meet parents; Concerns escalated appropriately; Parents informed of actions taken (within confidentiality limits); Records maintained of all parental safeguarding concerns



Risk Category	Specific Risk	Procedure in Place to Address Risk	Measures to Mitigate Risk
Harm by Adults (School Personnel)	Risk of child being harmed in the school by a member of school personnel	The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting; The school has codes of conduct for school personnel (teaching and non-teaching staff); The school complies with the agreed disciplinary procedures for teaching staff	All staff Garda vetted prior to appointment; Re-vetting in line with DES requirements; Code of Conduct signed annually by all staff; Supervision and performance review processes in place; Clear boundaries regarding physical contact and one-to-one interactions; Induction programme for new staff includes safeguarding expectations
	Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons, sports days	The school has in place a policy and clear procedures in respect of school outings; The school has in place a policy and procedures for the use of external sports coaches; The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum	External coaches/instructors Garda vetted and qualifications verified; Written agreements with external organisations specifying safeguarding requirements; Adequate staff-to-student ratios maintained on trips and sports days; Parent consent obtained for all off-site activities; Emergency contact details and medical information carried on all trips; Clear supervision arrangements for annual sports day with designated zones; Risk assessments completed before all activities
	Risk of harm caused by member of school personnel communicating with pupils in inappropriate manner via social media, texting, digital device or other manner	The school has codes of conduct for school personnel (teaching and non-teaching staff); The school has an Acceptable Use Policy in place, which includes provision for online teaching and learning remotely, and has communicated this policy to parents; The School has Acceptable Usage and Digital Technology Policies which safeguard children	Staff prohibited from private social media contact with students; All electronic communication through official school platforms only (VSware, school email, approved learning platforms); Online interactions recorded and monitored; Clear guidance provided to staff on appropriate digital communication; Breaches addressed through disciplinary procedures
	Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner	The school has codes of conduct for school personnel (teaching and non-teaching staff); The school has an Acceptable Use Policy in place, which includes provision for online teaching and learning remotely, and has communicated this policy to parents; The School has Acceptable Usage and Digital Technology Policies which safeguard children	Internet filtering and monitoring systems in place on school devices; Acceptable Use Policy signed annually by all staff; Regular audits of school ICT systems; Clear disciplinary consequences for breaches; Staff awareness training on appropriate use of technology
Harm by Peers (Students)	Risk of child being harmed in the school by another child	The school has in place a Code of Behaviour for pupils; The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools	Code of Behaviour communicated to all students and parents; Progressive sanctions in place for harmful behaviour; Student support services available (guidance counsellor, year heads); Restorative practice approaches used; Incidents logged and monitored for patterns
	Risk of harm due to bullying of child	The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post-Primary	Anti-bullying awareness programmes delivered annually; Multiple reporting channels for students (verbal, written, online); All bullying incidents investigated and recorded; Parents informed



		Schools; The school implements in full the SPHE curriculum; The school implements in full the Wellbeing Programme at Junior Cycle	and involved in resolution; Follow-up reviews conducted; SPHE and Wellbeing classes address respect, diversity, and relationships
Risk Category	Specific Risk	Procedure in Place to Address Risk	Measures to Mitigate Risk
	Risk of harm due to cyberbullying	The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools; The school has an Acceptable Use Policy in place, which includes provision for online teaching and learning remotely, and has communicated this policy to parents; The school implements in full the SPHE curriculum; The school implements in full the Wellbeing Programme at Junior Cycle	Cyberbullying addressed in Anti-Bullying Policy and Code of Behaviour; Digital citizenship and online safety taught through curriculum; Students and parents sign Acceptable Use Policy; Multiple reporting channels for cyberbullying incidents; School monitors for online safety concerns; Liaison with parents and Gardaí where appropriate; Support provided to victims and restorative work with perpetrators
	Risk of peer-on-peer sexual harassment or abuse	The school has in place a Code of Behaviour for pupils; The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools; The school implements in full the SPHE curriculum; The school implements in full the Wellbeing Programme at Junior Cycle	Consent, healthy relationships, and respect taught through RSE/SPHE; Zero-tolerance approach to sexual harassment; All incidents treated seriously and investigated; Support provided to victims; Gardaí and Tusla informed where appropriate; Parents informed; Sanctions applied through Code of Behaviour; Staff trained to respond appropriately to disclosures
Harm by Others (Visitors/Volunteers/External Personnel/Contractors)	Risk of child being harmed in the school by volunteer or visitor to the school	The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting; The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum	Sign-in procedures for all visitors; Visitor badges issued and worn; Volunteers Garda vetted where appropriate; Visitors never left unsupervised with students; Contractors briefed on child safeguarding expectations; Restricted access to school areas during school hours
	Risk of harm from external personnel delivering curricular content (e.g. guest speakers, workshop facilitators)	The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum	External personnel Garda vetted where appropriate; Qualifications and references verified; School staff present at all times during external delivery; Programme content reviewed in advance; Feedback obtained from students and staff; Records maintained of all external personnel engagements
	Risk of harm from external sports coaches and extra-curricular activity leaders	The school has in place a policy and procedures for the use of external sports coaches	External coaches Garda vetted; Coaching qualifications and insurance verified; Code of Conduct signed; School staff present during coaching sessions; Parental consent obtained; Child Safeguarding Statement shared with external providers; Clear complaints procedure in place



Risk Category	Specific Risk	Procedure in Place to Address Risk	Measures to Mitigate Risk
	Risk of harm from non-curricular contractors (e.g. maintenance, cleaning, catering, IT support) present during school hours	The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting; The school has codes of conduct for school personnel (teaching and non-teaching staff)	All contractors working regularly in school Garda vetted; Contractors briefed on child protection requirements; Work scheduled outside school hours where possible; Contractors supervised and restricted to designated areas when students present; Sign-in/sign-out procedures enforced
	Risk of harm from parents/guardians or other family members on school premises	The school has in place policies which govern communication with parents/guardians; The school has in place a Code of Behaviour for pupils which includes procedures for managing parental conduct	Clear boundaries for parental access to school premises; Parents sign in at reception; Parents not permitted in classrooms or corridors during school day without prior arrangement; Staff trained to manage difficult interactions professionally; Principal/Deputy Principal available to support staff; Barring orders and safety orders on file where applicable; Gardaí contacted if threatening behaviour occurs
Supervision Issues	Risk of harm due to inadequate supervision of children in school	The school has a yard/playground supervision policy to ensure appropriate supervision of children during assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.	Published supervision rota for yard, corridors, and key areas; Staff assigned to specific zones; Supervision schedule covers arrival, break times, lunch, and dismissal; High-risk areas (toilets, changing rooms, isolated corridors) included in rota; Relief cover arranged for absent supervisors
	Risk of harm due to inadequate supervision during break times and SNA interactions	The school has a yard/playground supervision policy to ensure appropriate supervision of children during assembly, dismissal and breaks; The school has a Special Educational Needs policy	SNAs supervise assigned students during break times; SNA deployment plan ensures adequate coverage; Clear communication between SNAs and supervising teachers; Designated safe zones for students who find breaks challenging; SNA break rota coordinated to maintain student supervision continuity; SNAs follow Code of Conduct and safeguarding procedures
	Risk of harm due to inadequate supervision of children while attending out of school activities	The school has in place a policy and clear procedures in respect of school outings	Minimum staff-to-student ratios applied (higher for younger students, special needs, high-risk activities); Risk assessments completed before all trips; Venue/activity provider safeguarding policies reviewed; Emergency procedures and contact details prepared; Roll call at regular intervals; Clear boundaries and meeting points established; First aid provision arranged
	Risk of harm due to inadequate supervision on school transport and with bus escorts	The school has in place a policy and procedures governing school transport arrangements including use of bus escorts	All bus escorts Garda vetted; Bus escort code of conduct in place; Designated seating plans for students with additional needs; Clear procedures for student behaviour on buses; Regular communication between bus escorts and school; Emergency contact details carried by escorts; Roll call at



			collection and drop-off; Parents informed of transport arrangements and timings
Risk Category	Specific Risk	Procedure in Place to Address Risk	Measures to Mitigate Risk
	Risk of harm due to children being left alone or unsupervised in classrooms	The school has a yard/playground supervision policy to ensure appropriate supervision of children during assembly, dismissal and breaks	Staff instructed never to leave students unsupervised in classrooms; Clear procedures for emergencies requiring teacher to leave classroom briefly; Neighbouring teachers alerted if teacher must leave room; Students not permitted to remain in classrooms unsupervised during breaks; Classroom doors locked when rooms unoccupied
Relationships & Communications	Risk of harm due to inappropriate relationship/communications between child and another child or adult	The school has codes of conduct for school personnel (teaching and non-teaching staff); The school has in place a Code of Behaviour for pupils; The school has in place policies which govern communication with parents/guardians; The school has an Acceptable Use Policy in place, which includes provision for online teaching and learning remotely, and has communicated this policy to parents	Staff trained on professional boundaries; Students taught about healthy relationships through SPHE/RSE; Clear channels for parent-teacher communication (VShare, school app, scheduled meetings); Transparent communication practices (emails copied to DLP/Principal where appropriate); Concerns about relationships monitored and addressed promptly; Staff alert to signs of grooming or inappropriate relationships
Digital/Online Safety	Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school	The school has an Acceptable Use Policy in place, which includes provision for online teaching and learning remotely, and has communicated this policy to parents; The school has in place a policy governing the use of smartphones and tablet devices in the school by pupils as per circular 0038/2024; The school has in place an ICT policy in respect of usage of ICT by pupils; The school has in place a mobile phone policy in respect of usage of mobile phones by pupils	Internet filtering and monitoring on all school devices and WiFi; Acceptable Use Policy signed by students and parents annually; Mobile phone policy enforced (phones stored during school day per Circular 0038/2024); Digital literacy and online safety taught through curriculum; Incidents of misuse addressed through Code of Behaviour; Parents provided with online safety resources, email, VShare, provided mobile phone number, website) Password-protected online lessons; Waiting rooms enabled on video platforms; Only school email addresses admitted to sessions; Staff monitor breakout rooms and set time limits; Recording of lessons where appropriate and with consent; Staff guidance on online teaching safeguards; Student and parent agreement to online learning code of conduct; Attendance monitored during online sessions



Risk Category	Specific Risk	Procedure in Place to Address Risk	Measures to Mitigate Risk
Vulnerable Groups	Risk of harm to students with ASD who have specific communication, sensory, and social vulnerabilities	The school has a Special Educational Needs policy; The school implements in full the SPHE curriculum; The school implements in full the Wellbeing Programme at Junior Cycle	Individual education plans (IEPs) developed for students with ASD; Sensory profiles and communication needs documented; Designated quiet spaces available; Visual supports and structured routines in place; Staff trained in autism awareness and de-escalation strategies; Transition planning for new environments and activities; Peer awareness and inclusion programmes; Regular liaison with parents and external support services (e.g. psychologists, occupational therapists)
	Risk of harm to students with additional educational needs (AEN) who may be vulnerable to abuse, exploitation, or bullying	The school has a Special Educational Needs policy; The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools; The school has codes of conduct for school personnel (teaching and non-teaching staff)	AEN students' specific vulnerabilities assessed and documented; Additional supervision and monitoring where required; Staff trained to recognise signs of abuse in non-verbal or limited-communication students; Accessible reporting mechanisms (visual, simplified language); Enhanced vigilance for signs of peer exploitation; Regular welfare checks; Strong home-school communication; Multi-disciplinary team meetings where appropriate
	Risk of harm due to racism	The school undertakes anti-racism awareness initiatives; The school implements in full the SPHE curriculum; The school implements in full the Wellbeing Programme at Junior Cycle; The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools	Anti-racism policy in place; Diversity and inclusion promoted through curriculum and school ethos; Incidents of racism addressed promptly and seriously through Code of Behaviour; Reporting mechanisms available; Cultural diversity celebrated (e.g. intercultural days, inclusive curriculum); Staff training on anti-racism and cultural competence; Links with external support organisations
	Risk of harm to members of the Traveller community	The school undertakes anti-racism awareness initiatives; The school implements in full the SPHE curriculum; The school implements in full the Wellbeing Programme at Junior Cycle; The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools	Cultural awareness training for staff; Inclusive curriculum content; Designated staff member for liaison with Traveller families; Anti-discrimination policies enforced; Monitoring of attendance and engagement; Links with Traveller support services; Celebration of Traveller culture and heritage; Incidents of discrimination addressed through Code of Behaviour
	Risk of harm to lesbian, gay, bisexual or transgender (LGBT) children or pupils perceived to be LGBT	The school implements in full the SPHE curriculum; The school implements in full the Wellbeing Programme at Junior Cycle; The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools	LGBTQ+ inclusive anti-bullying procedures; Staff training on LGBTQ+ awareness and inclusive language; Confidential support available through guidance counsellor; RSE programme addresses diverse identities and relationships; Zero-tolerance approach to homophobic, biphobic, or transphobic language/behaviour; Links with external LGBTQ+ support



			organisations (e.g. BeLonG To, TENI); Visibility of LGBTQ+ affirmation in school policies and culture
Risk Category	Specific Risk	Procedure in Place to Address Risk	Measures to Mitigate Risk
	Risk of harm to pupils of minority religious faiths	The school implements in full the SPHE curriculum; The school implements in full the Wellbeing Programme at Junior Cycle; The school has codes of conduct for school personnel (teaching and non-teaching staff); The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools	Respect for religious diversity in school ethos; Accommodation of religious observance and dietary requirements; Alternative arrangements for students opting out of religious instruction/ceremonies; Anti-discrimination training for staff; Incidents of religious intolerance addressed through Code of Behaviour; Liaison with parents regarding religious needs; Inclusive approach to religious celebrations and events
	Risk of harm to children in care	The school has codes of conduct for school personnel (teaching and non-teaching staff); The school has in place policies which govern communication with parents/guardians; The school has a Special Educational Needs policy	Designated liaison person for children in care; Confidential record of care status and appropriate contacts; Regular communication with social workers and foster carers; Awareness of trauma-informed practice among staff; Sensitivity to family occasions and language used; Additional emotional and academic support where needed; Attendance and welfare monitoring; Information shared on need-to-know basis only
	Risk of harm to children on Child Protection Notification System (CPNS)	All school personnel are provided with a copy of the school's Child Safeguarding Statement; The Child Protection Procedures for Primary and Post Primary Schools 2025 are made available to all school personnel; School Personnel are required to adhere to the Child Protection Procedures for Primary and Post Primary Schools 2025	DLP maintains confidential record of students on CPNS; Enhanced monitoring and vigilance by staff; Information shared on need-to-know basis only; Regular liaison with Tusla and other agencies; Immediate reporting of any new concerns; Staff briefed on heightened vulnerability without disclosing confidential details
	Risk of harm to children with medical needs	The school has in place a Policy for the Administration of Medication to pupils; The school has a Policy governing Illness and the Administration of Medications; The school has in place a Policy and Procedures for the administration of First Aid	Individual healthcare plans for students with chronic/serious conditions; Emergency medication protocols in place (e.g. asthma, epilepsy, diabetes, anaphylaxis); Staff trained in specific emergency procedures; Medical information accessible to relevant staff; Secure storage of medication; Administration logs maintained; Emergency contact details current; Communication with parents and medical professionals; Risk assessments for trips and activities
	Risk of harm to asylum seekers or refugee children	The school implements in full the SPHE curriculum; The school implements in full the Wellbeing Programme at Junior Cycle; The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's Anti-Bullying	Designated staff member for liaison with asylum seeker/refugee families; Cultural awareness and trauma-informed practice training for staff; Language support provided where needed; Links with external support agencies; Sensitivity to potentially traumatic backgrounds; Incidents of discrimination addressed



		Procedures for Primary and Post-Primary Schools; The school has a Special Educational Needs policy	promptly; Inclusive curriculum and celebration of diversity; Additional academic and pastoral support where needed
Risk Category	Specific Risk	Procedure in Place to Address Risk	Measures to Mitigate Risk
Intimate Care	Risk of harm to child while a child is receiving intimate care	The school has an Intimate Care Policy in respect of students who require such care	Individual intimate care plans agreed with parents; Two adults present where possible; Same-gender care provided where possible and appropriate; Staff trained in appropriate intimate care procedures; Dignity and privacy of student respected; Records maintained of intimate care provision; Regular review of care plans with parents and relevant professionals
Behavioural Management	Risk of harm due to inadequate code of behaviour	The school has in place a Code of Behaviour for pupils; The school complies with the agreed disciplinary procedures for teaching staff	Code of Behaviour reviewed regularly with Board of Management approval; Positive behaviour promoted and rewarded; Sanctions applied proportionately and fairly; Parents informed of serious breaches; Disciplinary procedures clearly communicated to students and parents; Staff trained in behaviour management strategies; Serious incidents recorded and monitored
	Risk of harm through inappropriate use of restraint when managing challenging behaviour	The school has in place a Code of Behaviour for pupils; The school has a Special Educational Needs policy	Behaviour support plans in place for students with challenging behaviour; Staff trained in de-escalation techniques and positive behaviour support; Restraint used only as last resort in accordance with DES guidelines; Incidents of restraint recorded and reported to parents and Principal; Post-incident review and debrief; Alternative strategies explored; Multi-disciplinary input where appropriate
One-to-One Situations	Risk of harm in one-to-one teaching, counselling, coaching situation	The school has in place a policy and clear procedures for one-to-one teaching activities; The school has in place a policy and procedures for one-to-one counselling	One-to-one sessions conducted in rooms with visual access (glass panels in doors); Location and timing of sessions recorded; Parents informed where appropriate; Door left open or ajar where possible; Avoid isolated areas and out-of-hours sessions; Professional boundaries maintained; Records kept of counselling sessions (in line with confidentiality requirements)
Health & Safety	Risk of harm through illness, contracted through unsafe measures in place in school	The school has a Health and Safety policy; The school has a cleaning system in place; The School has a Covid19 Response Plan in place in line with Department of Education guidance and the Return to Work Safety Protocol and public health advice; The School has an Emergency Closure Plan; The school has a Critical Incident Management Plan	Daily cleaning schedules maintained; Hand hygiene facilities available throughout school; Infection control procedures in place; Health and Safety audits conducted regularly; Risk assessments for activities and premises; First Aid trained staff available; Emergency procedures communicated to all staff and students; Critical incidents reviewed and plans updated; Communication systems in place for emergency closure; Public health advice followed and implemented promptly



	Risk of harm due to inadequate first aid provision	The school has in place a Policy and Procedures for the administration of First Aid	Designated trained first aiders on staff; First aid kits located in accessible areas and regularly checked; First aid room/area available; First aid incidents recorded; Parents notified of significant injuries/incidents; Staff aware of first aid procedures and personnel; Emergency services contacted when required; First aid training updated regularly
Risk Category	Specific Risk	Procedure in Place to Address Risk	Measures to Mitigate Risk
	Risk of harm due to errors in administration of medication	The school has in place a Policy for the Administration of Medication to pupils; The school has a Policy governing Illness and the Administration of Medications	Written parental consent obtained before administering any medication; Medication stored securely in locked cabinet; Clear labelling of all medication with student name, dosage, and timing; Administration log completed each time medication given; Only designated trained staff administer medication; Double-checking procedures for high-risk medications; Medication reviewed regularly with parents; Out-of-date medication returned to parents
	Risk of harm during fire drills or emergency evacuations	The school has a Health and Safety policy; The school has a Fire Safety policy and procedures; The school has an Emergency Closure Plan	Regular fire drills conducted and recorded; Evacuation procedures clearly displayed; Assembly points designated and communicated; Students with mobility issues have personal emergency evacuation plans (PEEPs); Fire safety equipment regularly inspected and maintained; Staff trained in evacuation procedures; Roll call conducted at assembly points; Students educated about fire safety
Curriculum Delivery – SPHE, RSE, Wellbeing	Risk of harm due to inappropriate or inadequate delivery of SPHE, RSE, or Wellbeing programmes	The school implements in full the SPHE curriculum; The school implements in full the Wellbeing Programme at Junior Cycle; The school has codes of conduct for school personnel (teaching and non-teaching staff)	SPHE and RSE delivered by trained teachers; Age-appropriate DES-approved resources used; RSE policy in place and communicated to parents; Parental right to withdraw from certain RSE elements respected; Sensitive topics handled professionally with appropriate language; Staff trained in responding to disclosures during sensitive lessons; External facilitators vetted and school staff present; Student welfare prioritised; Lessons create safe environment for discussion; Ground rules established
School Transport	Risk of harm during school transport to/from school or on school trips	The school has in place a policy and procedures governing school transport arrangements including use of bus escorts	All drivers and bus escorts Garda vetted; Drivers hold appropriate licences and insurance; Vehicles regularly maintained and safety-checked; Seatbelts worn at all times; Code of Behaviour applies on transport; Designated seating for vulnerable students; Emergency contact details carried; Mobile phone for emergencies; Student roll call at collection and drop-off; Clear communication with parents regarding routes and times; Behaviour incidents reported to school



Risk Category	Specific Risk	Procedure in Place to Address Risk	Measures to Mitigate Risk
Premises & Facilities	Risk of harm due to unsecure or unsafe school premises	The school has a Health and Safety policy; The school conducts regular health and safety audits and risk assessments	Perimeter fencing and gates secure; External doors locked during school day; CCTV in operation at entry points; Regular maintenance and safety inspections; Hazards identified and remedied promptly; Security lighting in place; Visitors cannot access school buildings without passing through reception; Out-of-hours access controlled
	Risk of harm in toilets, changing rooms, or other private areas	The school has a yard/playground supervision policy to ensure appropriate supervision of children during assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.	Toilets and changing rooms included in supervision rota; Regular patrols by staff during break times; Students discouraged from going to toilets alone in isolated areas; Adequate sightlines and visibility; Gender-appropriate facilities; Clear reporting procedures for incidents in these areas; Maintenance issues addressed promptly
	Risk of harm in isolated or unsupervised areas of school grounds	The school has a yard/playground supervision policy to ensure appropriate supervision of children during assembly, dismissal and breaks	Identified isolated areas included in supervision rota; Students informed of out-of-bounds areas; Regular staff patrols; High-risk areas locked or made inaccessible; CCTV coverage where appropriate; Landscaping designed to minimise hiding places
Records & Information Management	Risk of harm due to inadequate record-keeping of child protection concerns	School Personnel are required to adhere to the Child Protection Procedures for Primary and Post Primary Schools 2025; The school has a Data Protection policy	All child protection concerns recorded using standardised template; Records stored securely by DLP with restricted access; Records retained in accordance with DES guidelines and GDPR; Chronological records maintained; Records transferred appropriately when student moves school; Regular audits of record-keeping practices
	Risk of harm due to unauthorised access to sensitive student information	The school has a Data Protection policy; The school has an Acceptable Use Policy in place	Student files stored securely with access restricted to authorised personnel; Electronic records password-protected; Information shared on need-to-know basis only; Staff trained in data protection and confidentiality; Clear protocols for information sharing with external agencies; Breaches investigated and addressed
Attendance & Punctuality	Risk of harm due to poor attendance or unexplained absences	The school has an Attendance policy in line with the Education (Welfare) Act 2000; The school reports to Tusla Educational Welfare Services as required	Daily attendance monitored and recorded; Parents contacted on first day of unexplained absence; Patterns of poor attendance identified and addressed; Reports submitted to Tusla EWS in accordance with legislation; Home visits conducted where appropriate; Student support plans developed for attendance concerns; Liaison with external agencies where safeguarding concerns arise



Risk Category	Specific Risk	Procedure in Place to Address Risk	Measures to Mitigate Risk
After-School & Extra-Curricular Activities	Risk of harm during after-school clubs, homework club, or extra-curricular activities	The school has in place a policy and procedures for the use of external sports coaches; The school has codes of conduct for school personnel (teaching and non-teaching staff)	All adults supervising activities Garda vetted; Staff-to-student ratios maintained; Parental consent obtained; Code of Conduct applies; Clear start and finish times communicated; Students signed in/out; Adequate supervision during transitions; Emergency contact details available; Activities risk-assessed
	Risk of harm when students remain on school premises before/after school hours	The school has a yard/playground supervision policy to ensure appropriate supervision of children during assembly, dismissal and breaks	Early arrival and late collection procedures in place; Designated supervised areas for students waiting; Parents informed of school supervision hours; Students not permitted on premises outside supervision hours without explicit arrangement; Staff present before official start time and after dismissal; Adequate lighting and visibility in waiting areas
Work Experience & Transitions	Risk of harm to students on work experience placements	The school has in place a policy and procedures governing work experience placements	Work experience providers Garda vet supervisors where appropriate; School visits work experience sites; Clear guidelines provided to employers; Students briefed on rights and reporting concerns; Regular check-ins during placement; Parents informed of placement details; Incidents reported to school immediately; Insurance and health & safety requirements verified
	Risk of harm during transition periods (e.g. primary to post-primary, moving between year groups)	The school has a Special Educational Needs policy; The school implements in full the Wellbeing Programme at Junior Cycle	Transition programmes in place for incoming first years; Information transferred from primary schools with parental consent; Vulnerable students identified and additional support provided; Year heads assigned to support transitions; Peer mentoring programmes; Parents involved in transition planning; Regular reviews during transition periods
Students with Caring Responsibilities	Risk of harm to young carers who may be at risk of neglect or exploitation	The school implements in full the SPHE curriculum; The school implements in full the Wellbeing Programme at Junior Cycle; School Personnel are required to adhere to the Child Protection Procedures for Primary and Post Primary Schools 2025	Staff trained to identify signs of young carers; Attendance and punctuality monitored; Academic support provided; Flexibility with homework where appropriate; Liaison with external support agencies; Confidential support through guidance counsellor; Concerns about neglect or inappropriate caring responsibilities reported to Tusla
Radicalisation & Extremism	Risk of harm due to exposure to radicalisation or extremist ideologies	The school implements in full the SPHE curriculum; The school implements in full the Wellbeing Programme at Junior Cycle; The school has an Acceptable Use Policy in place	Staff trained to recognise signs of radicalisation; Critical thinking and media literacy taught through curriculum; Monitoring of concerning behaviour or language; Internet filtering in place; External speakers vetted and content reviewed; Concerns reported to DLP and Gardaí where appropriate; Inclusive ethos promotes respect and diversity



Risk Category	Specific Risk	Procedure in Place to Address Risk	Measures to Mitigate Risk
Substance Misuse	Risk of harm due to possession, use, or distribution of drugs, alcohol, or other substances on school premises or at school events	The school has in place a Code of Behaviour for pupils; The school has a Substance Use policy	Substance Use policy clearly communicated to students and parents; Clear sanctions for possession or use; Support provided to students with substance misuse issues; Liaison with parents and external agencies; Incidents reported to Gardaí where appropriate; Education on substance misuse through SPHE; Referrals to counselling services where needed
Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)	Risk of harm through child sexual exploitation or child criminal exploitation	School Personnel are required to adhere to the Child Protection Procedures for Primary and Post Primary Schools 2025; The school implements in full the SPHE curriculum; The school implements in full the Wellbeing Programme at Junior Cycle	Staff trained to recognise indicators of CSE and CCE (unexplained gifts, money, absences, changes in behaviour, relationships with older individuals); Concerns reported immediately to DLP and Tusla; Education on healthy relationships, consent, and exploitation through RSE/SPHE; Monitoring of vulnerable students; Liaison with Gardaí and social services; Support provided to victims
Peer Influence & Gang-Related Activity	Risk of harm through involvement in gang-related activity or negative peer influences	The school has in place a Code of Behaviour for pupils; The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools; The school implements in full the Wellbeing Programme at Junior Cycle	Staff trained to identify signs of gang involvement or concerning peer dynamics; Positive peer relationships promoted through school culture; Support services available through guidance counsellor and year heads; Liaison with parents and external agencies where concerns arise; Incidents addressed through Code of Behaviour; Education on positive decision-making and peer pressure through SPHE

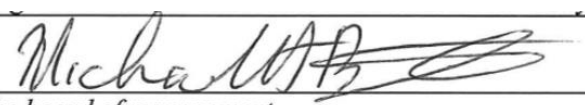
In accordance with Section 11 of the Children First Act 2015 and with the requirements of Chapter 9 of the Child Protection Procedures for Schools 2025, the following is the written Child Safeguarding Statement and Risk Assessment. In undertaking this Child Safeguarding Statement and Risk Assessment, 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 29/9/2026 (*most recent review date*)

Chairperson of the board of management

Principal/Secretary to the board of management

Signed:* 

Principal/Secretary to the board of management

Signed:* 

Chairperson of the board of management

