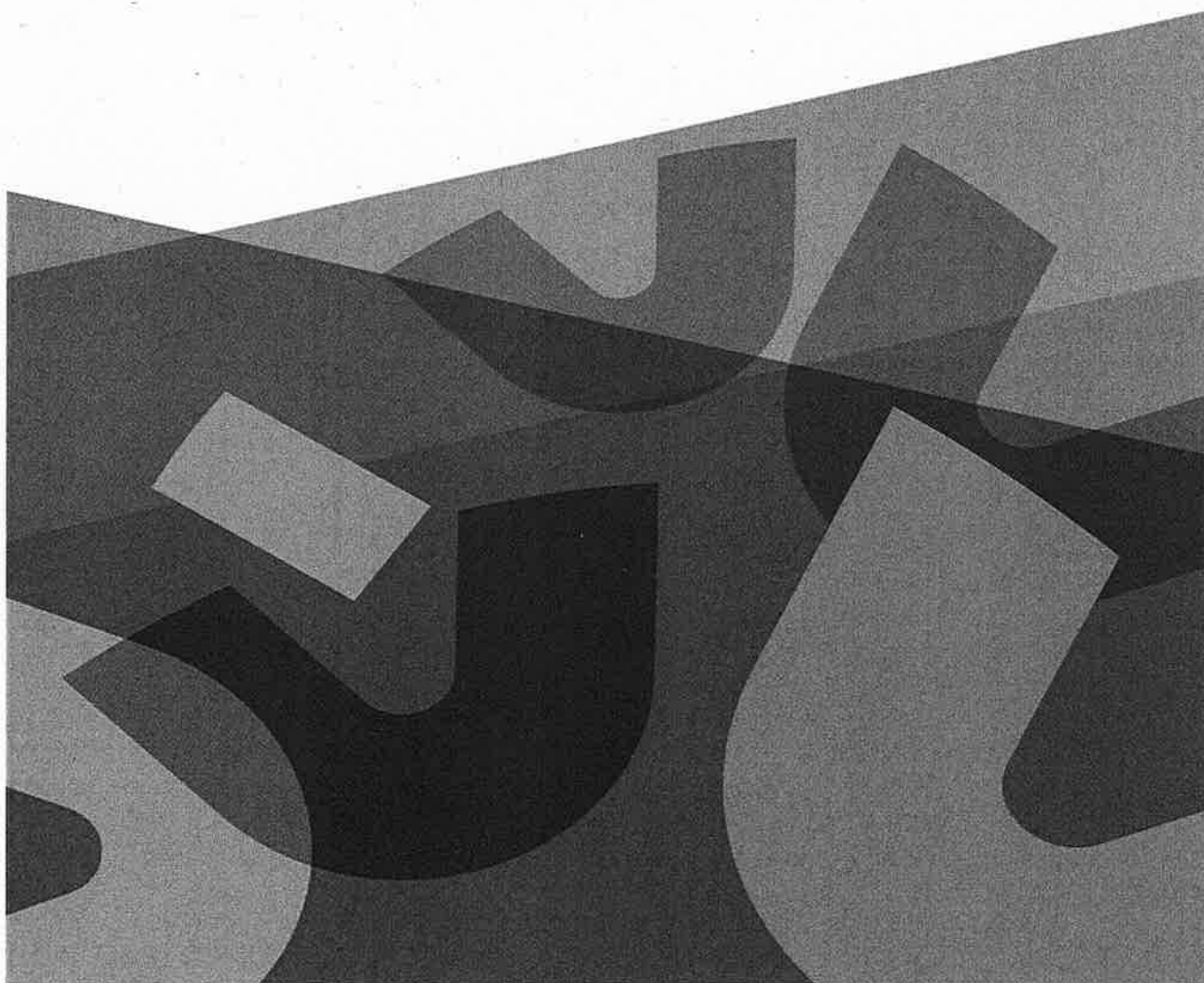




**An Roinn Oideachais
agus Óige**
Department of Education
and Youth

Coláiste Clavin - Child Protection Safeguarding Booklet



Child Protection Safeguarding Booklet

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

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

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

Templates

The following templates must be used

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

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

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

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

Additional Supports

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

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

CSS 6 Staff Review of the Child Safeguarding Statement and Risk Assessment

CSS 7 Parent/Carer Review of the Child Safeguarding Statement and Risk Assessment

CSS 8 Record of Child Protection Training

Adopting the School's Child Safeguarding Statement and Risk Assessment

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

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

CSS1

Child Safeguarding Statement and Risk Assessment

For:	Coláiste Clavin	(School Name)
At:	Enfield Road Longwood, Co. Meath	(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):

Ms Eimear Flanagan

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

Ms Niamh Land

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

Name of Relevant Person

Ms Eimear Flanagan

(In schools this person is the DLP)

Relevant Person can be contacted on:

046955018

0861761586

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:

Mr Martin O'Brien

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
1.	Daily Arrival and Dismissal	• Risk of harm due to bullying • Risk of harm due to inadequate supervision • Risk of unauthorised adults accessing school premises	• Staff supervision at designated entry and exit points • Supervision of corridors, blocks and toilet areas • Clear arrival and dismissal procedures communicated to students, staff and parents/guardians • Visitor sign in procedures and monitoring of access to school grounds
2.	Recreation breaks	• Risk of harm due to inadequate supervision • Risk of bullying, peer conflict, or harm caused by another student • Risk of students leaving school grounds without permission • Risk of students accessing inappropriate content on social media or personal devices	• Staff supervision rota in place for yard areas, corridors, and school blocks during break times • Designated safe zones available for students who require support or supervision • Bí Cineálta policy implemented and consistently enforced to promote positive behaviour and address bullying concerns • Acceptable Use Policy (AUP) communicated to students and enforced regarding the use of devices and online activity • School grounds monitored during break times to ensure students remain on site
3.	Classroom teaching	• Risk of inappropriate staff student interactions • Risk of a student being harmed by a member of school personnel	• Open door policy in place where appropriate to promote transparency and accountability

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		• Risk of bullying, harassment, or negative peer interactions within the classroom setting • Risk arising from noncompliance with the school's Code of Behaviour	• Staff Code of Conduct implemented and adhered to by all school personnel • Student Code of Behaviour communicated, monitored, and consistently applied • Regular SPHE lessons delivered to promote respect, personal safety, positive relationships, and wellbeing • Concerns relating to student welfare managed in accordance with Child Safeguarding Procedures and school policies
4.	One to One Teaching and Support Sessions i.e Guidance Appts/HSCL/SCP	• Risk associated with a student being alone with a member of staff • Risk of allegations of inappropriate conduct or misconduct • Risk of breaches of confidentiality relating to student information and support sessions	• Teaching and support spaces fitted with glass panels in doors to promote visibility and transparency • Records of support sessions maintained in line with school procedures • Parental/guardian consent obtained where appropriate for individual support sessions • Staff receive regular safeguarding and child protection training and are familiar with Child Safeguarding Procedures and reporting requirements

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
5.	Outdoor teaching activities	• Risk of harm due to inadequate supervision during outdoor activities • Risk of students wandering away from the designated activity area • Risk of injury or accident occurring without appropriate supervision or support	• Risk assessment before activity • Adequate pupil/staff ratio • Student attendance records Risk assessment completed in advance of all outdoor teaching activities • Appropriate staff to student ratios maintained to ensure effective supervision • Student attendance and participation records maintained throughout the activity • Staff involved in activities have access to, or training in, First Aid procedures • Clear boundaries and expectations communicated to students before activities commence
6.	Online teaching/remote learning	• Cyberbullying • Sharing of inappropriate content • Uninvited person gaining access to lesson link • Students left unsupervised in breakout rooms	• Acceptable Use Policy (AUP) signed by students • Use of school-approved platforms • Monitoring of online sessions • Digital safety education SPHE
7.	Sporting activities	Risk of physical injury during sporting activities or training sessions • Risk of inappropriate	• Coaches and instructors are appropriately qualified, Garda vetted, and trained in

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		supervision in changing room facilities • Risk of harm due to inadequate supervision during activities • Risk of students leaving school grounds or activity areas without permission	safeguarding procedures • Separate changing facilities provided and appropriately monitored in line with safeguarding requirements • First Aid provision available during sporting activities and events • Appropriate supervision maintained throughout all activities in accordance with school procedures • Sports safety guidelines and relevant health and safety procedures communicated and adhered to at all times • Student attendance monitored and students accounted for before, during, and after activities
8.	School Trips and Educational Activities	• Risk associated with interactions with members of the public during offsite activities • Risk of students becoming separated from the group or getting lost • Risk of inappropriate contact with strangers • Risk of harm due to inadequate supervision by teachers or SNAs • Risk of a student being harmed by another person while participating in an out of school activity	• Detailed risk assessments completed prior to all trips and activities • Signed arental/guardian consent obtained before participation • Clear supervision arrangements in place, including regular headcounts and the maintenance of attendance records throughout the activity • Appropriate staff to student ratios maintained to ensure adequate supervision • Emergency contact procedures established and communicated to all supervising staff • Students briefed on safety expectations, behavioural standards, and procedures for

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			staying with the group at all times
9.	School Trips Involving an Overnight Stay	• Risk of harm due to inadequate or inappropriate supervision during overnight stays • Risk of bullying, peer conflict, or peer abuse among students • Risk of inappropriate staff student boundary issues • Risk of a student being harmed by another person while participating in the trip • Risk of students accessing inappropriate content through social media or personal devices	• Pre trip meeting held with parents/guardians and students to outline expectations, safety arrangements, and trip procedures • Signed parental/guardian consent forms obtained and student Code of Behaviour agreements completed prior to departure • Appropriate staff to student ratios maintained, with all supervising staff suitably vetted and trained in safeguarding procedures All in LMETB trips and activities policy.
10.	School trips involving foreign travel	• Risk of harm due to inadequate supervision while travelling abroad • Risk of a student becoming separated from the group or going missing in an unfamiliar location • Risk of exposure to harm in an unfamiliar environment, including cultural, environmental, or travel-related risks • Risk of communication difficulties between students, staff, parents/guardians, and local services • Risk of inappropriate staff-student boundary issues • Risk of inappropriate	• Parental/guardian consent obtained, with comprehensive emergency contact procedures in place • Signed consent forms and student Code of Behaviour agreements completed prior to travel • Detailed risk assessment undertaken and itinerary shared with parents/guardians in advance of departure • Appropriate staff-to-student ratios maintained, with staff trained in safeguarding and child protection procedures • Clear supervision arrangements, attendance checks, and

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		contact with strangers • Risk of a student being harmed by another person while participating in the trip	communication procedures in place throughout the trip • Students briefed on personal safety, group expectations, and procedures for responding to emergencies • The school's Critical Incident Management Plan is available and implemented where required during foreign travel activities

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
11.	Use of toilet/changing/shower areas in schools	• Risk of peer on peer abuse, bullying, or inappropriate behaviour. • Risk of inappropriate adult access to toilet, changing, or shower facilities. • Risk of breaches of privacy and dignity for students using these facilities.	• Supervision procedures are in place that ensure student safety while respecting privacy and dignity. • Access by staff is restricted to situations where it is necessary and appropriate, including emergencies. • Clear anti-bullying procedures are implemented and concerns are addressed promptly in accordance with the school's Bí Cineálta and safeguarding policies. Students are informed of reporting procedures and encouraged to raise any concerns relating to safety, bullying, or

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			inappropriate behaviour. Access to changing and toilet facilities is monitored to ensure that only authorised persons enter these areas.
13.	School transport arrangements including use of bus escorts	- Risk of inappropriate behaviour, bullying, or unwanted contact while travelling on school transport - Risk arising from inadequate supervision during journeys - Risk of road traffic accidents or other road safety incidents during transport to and from school	- Garda vetted bus escorts provided where required and appropriate - Clear seating plans and behaviour expectations established and communicated to students - School Code of Behaviour applies during all transport arrangements - Adequate supervision maintained during boarding, travel, and disembarkation - Road safety procedures and protocols followed by transport providers and school personnel - Any concerns or incidents reported and managed in accordance with school safeguarding and behaviour policies
14.	Care of children with special educational needs, including intimate care	- Risk of harm to students who may have additional vulnerabilities related to their special educational needs. - Risk of breaches of privacy; dignity, and	- An Intimate Care Policy is in place and implemented with parental/guardian agreement. - Individual care plans are developed, reviewed regularly,

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		personal independence. • Risk of inappropriate physical contact during the provision of intimate care. • Risk that care is provided without appropriate consent or understanding of the student's needs and preferences.	and incorporate the voice and preferences of the student where appropriate. • A two adult approach is used where required and appropriate to safeguard both students and staff. Staff receive training in special educational needs, intimate care procedures, child protection, and safeguarding requirements. Care is provided in a manner that respects the student's dignity, privacy, wellbeing, and independence. Records of care arrangements and any significant concerns are maintained in accordance with school procedures.
15.	Management of challenging behaviour (including restraint)	• Risk of harm where members of school personnel have not received appropriate training in managing challenging behaviour. • Risk of physical harm or injury to a student, staff member, or others during behavioural incidents.	• Staff receive training in Positive Behaviour Management and the school's Relate Programme procedures. • Clear policies and procedures on restraint and Behaviour of Concern are in place and aligned with Department of

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		• Risk of inappropriate, unnecessary, or excessive use of restraint. • Risk of escalation of behaviour resulting in distress or harm to those involved.	Education guidance and best practice. • Deescalation strategies are used wherever possible to reduce the need for restrictive interventions. • Any use of restraint or significant behavioural incident is recorded, reported, and reviewed in accordance with school procedures. • Individual support and behaviour plans are developed where appropriate to meet students identified needs. • Parents/guardians are informed of significant incidents in line with school policy and procedures.
17.	Administration of Medicine and First Aid	• Risk where members of staff have not received appropriate training in the administration of medication or First Aid. • Risk of incorrect medication dosage being administered or medication being given to the wrong student. • Risk of unauthorised administration of medication. • Risk of failing to provide essential medication during an emergency situation.	• Written parental/guardian consent and clear medical instructions are obtained before the administration of medication. • Medication is stored securely and accessed only by authorised personnel. • Designated staff members receive appropriate training in the administration of medication and emergency medical procedures. • First Aid training is provided to relevant members of staff and refresher training is

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		• Risk of an inadequate response to illness, injury, or medical emergencies. • Risk of inappropriate physical contact while administering First Aid or medical assistance.	• undertaken as required. • First Aid kits are maintained and readily accessible throughout the school. • Records of medication administered and all First Aid incidents are maintained in accordance with school procedures. • Emergency procedures are in place to ensure prompt and appropriate responses to medical incidents and injuries. • Parents/guardians are informed of significant medical incidents or injuries in line with school procedures.
19.	Curricular provision (SPHE, RSE, Stay Safe)	• Risk of inappropriate or non age appropriate content being delivered to students • Risk that a student disclosure of a welfare, protection, or safeguarding concern may not be managed appropriately • Risk of student misunderstanding or distress arising from sensitive topics	Teachers delivering SPHE, RSE and Stay Safe programmes are appropriately trained and follow relevant curriculum guidelines • Child Protection and Safeguarding Procedures are followed in relation to all disclosures and concerns raised by students • Age-appropriate, Department of Education approved curriculum and resources are used • Lessons are delivered in a safe, respectful and supportive learning environment • Students are informed

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			of appropriate supports available within the school should they have concerns or require assistance
20.	Prevention and dealing with bullying	• Risk of harm not being recognised or identified promptly by school staff. • Risk of emotional, psychological, or physical harm to a student caused by another student. • Risk of bullying incidents being underreported or not addressed effectively. • Risk of ongoing harm where appropriate intervention and support measures are not implemented.	• The school's Bí Cineálta Anti-Bullying Policy is implemented and reviewed in accordance with national guidelines. • Regular awareness programmes, lessons, and initiatives are provided to students to promote respect, inclusion, and positive relationships. • Clear reporting, recording, and investigation procedures are in place, including the school's student-friendly reporting system. Students, parents/guardians, and staff are informed of how to report bullying concerns and seek support. • Bullying concerns are investigated promptly and managed in line with school policy and safeguarding procedures. Appropriate support is

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			provided to students affected by bullying, and records of incidents and follow up actions are maintained.
21.	Training of school personnel in child protection	• Risk of school personnel not recognising signs, indicators, or disclosures of abuse or neglect. • Risk of non compliance with Child Protection Procedures and statutory safeguarding obligations. • Risk of delays or failures in reporting child protection and welfare concerns appropriately. • Risk of inconsistent safeguarding practices arising from insufficient training or awareness.	• Mandatory Child Protection training is provided to all school personnel, including Child Protection Procedures training (20.10.25) and Tusla Child Protection and Welfare eLearning. • A Designated Liaison Person (DLP) is appointed to coordinate child protection and welfare responsibilities within the school. • A Deputy Designated Liaison Person (DDL P) is appointed to support the DLP and fulfil responsibilities in their absence. • Regular safeguarding updates and guidance are provided to staff as required. • The school's Child Safeguarding Statement and Risk Assessment are reviewed annually and whenever necessary in accordance with statutory requirements. • Child protection and welfare concerns are managed and reported in line with

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			the Child Protection Procedures for Primary and Post-Primary Schools.
23.	Pupils from ethnic minorities / migrants (incl. EAL learners)	• Risk of isolation, exclusion, bullying, or racist harassment not being identified or reported due to language, cultural, or communication barriers. • Risk of harm, welfare concerns, or safeguarding issues not being recognised or disclosed because of limited English language proficiency or cultural differences. • Risk of students experiencing difficulties accessing learning, support services, or school information. • Risk of discrimination or unequal participation in school life.	• The school's Bí Cineálta Policy explicitly addresses bullying, including racist bullying and discriminatory behaviour. • Staff receive guidance and training on recognising, responding to, and preventing racist bullying, discrimination, and safeguarding concerns involving students from diverse backgrounds. • EAL learners participate in an intake assessment process and receive targeted language and educational supports as appropriate. • Key school communications and notices are translated where feasible to support engagement with students and families. • A buddy or peer support system is used to assist students in settling into the school community and developing positive relationships. Clear reporting pathways to the Designated Liaison

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			Person (DLP) are communicated to students, parents/guardians, and staff. • Interpreter or translation support is accessed where required to facilitate effective communication with students and families. • The school promotes an inclusive and welcoming environment that values diversity, equality, and intercultural understanding.
24.	Members of the Traveller community	• Risk of discriminatory bullying, prejudice, or social exclusion based on Traveller identity • Risk of reduced attendance, engagement, and participation arising from discrimination or marginalisation • Risk of stereotyping, bias, or unequal treatment by peers or adults within the school community	• Anti-bullying measures, including the Bí Cineálta Policy, explicitly address identity-based bullying, including bullying related to Traveller identity • Promotion of an inclusive and respectful school culture that values diversity and equality • Attendance supports provided in collaboration with the Tusla Education Support Service (TESS) where required • Early intervention and attendance monitoring through collaboration with the Educational

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			Welfare Officer (EWO) • SPHE and Wellbeing programmes promote inclusion, diversity, respect, and equality • Concerns relating to discrimination, bullying, or exclusion managed in accordance with school policies and Child Safeguarding Procedures
25.	Lesbian, gay, bisexual or transgender (LGBT) children	• Risk of homophobic, biphobic or transphobic bullying, harassment, or exclusion • Risk of discrimination, prejudice, or stereotyping based on sexual orientation or gender identity • Risk of adverse impacts on wellbeing, engagement, attendance, and participation in school life	• The Bí Cineálta Anti-Bullying Policy explicitly addresses homophobic, biphobic, and transphobic bullying and outlines procedures for reporting and responding to incidents • SPHE, RSE, and Wellbeing programmes promote respect, inclusion, diversity, equality, and positive relationships • A whole school culture of inclusion and respect is fostered through school policies, practices, and student support systems • Staff are supported in promoting a safe and

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			inclusive learning environment for all students Concerns relating to bullying, discrimination, or student wellbeing are managed in accordance with school policies and Child Safeguarding Procedures
26.	Children on Tusla's Child Protection Notification System (CPNS)	- Risk of significant harm to a child if Child Protection Plans and agreed protective measures are not implemented effectively. - Risk of important child protection information not being shared appropriately with relevant personnel. - Risk of school staff being unaware of a student's CPNS status and the protective actions required to support the child. - Risk of deterioration in a child's wellbeing, safety, attendance, or engagement not being identified and reported promptly.	- The Designated Liaison Person (DLP) maintains secure and confidential records relating to any CPNS notifications and associated Child Protection Plans. Relevant school personnel are informed on a strictly need to know basis to ensure appropriate supports and safeguards are in place. - Regular liaison is maintained with Tusla Social Workers and other relevant agencies as required, including the use of Tusla emergency and out of hours contacts where necessary. - Enhanced monitoring of attendance, welfare, wellbeing, and engagement is implemented where appropriate. - Pastoral supports and regular check ins are provided in line with

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			the child's identified needs and protection plan. - Any concerns, changes in circumstances, or deterioration in a child's wellbeing are documented and reported without delay in accordance with Child Protection Procedures. - All information is managed confidentially and in line with data protection and child safeguarding requirements.
27	Recruitment of school personnel (teachers/SNAs, caretakers/secretaries/cleaners, sports coaches)	- Risk of unsuitable adults gaining access to children because of inadequate recruitment, vetting, or reference checking procedures. - Risk to student safety where safeguarding concerns are not identified before an individual commences employment or engagement with the school. - Risk associated with contractors, volunteers, or external personnel being present on school premises without appropriate safeguarding awareness,	- Garda Vetting is completed and verified prior to commencement for all relevant personnel in accordance with statutory requirements. - LMETB recruitment, selection, reference checking, and vetting procedures are implemented for all appointments. - All new personnel receive an induction that includes the Child Safeguarding Statement, Child Protection Procedures, and the contact details of the Designated Liaison Person (DLP) and Deputy Designated Liaison Person (DDLDP).

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		induction, or supervision	- Contractors, volunteers, and visitors are managed in accordance with school safeguarding and visitor procedures. - Appropriate supervision arrangements are in place for personnel who do not have direct responsibility for students. Records relating to recruitment, vetting, and safeguarding compliance are maintained in accordance with LMETB and statutory requirements.
28	Volunteers, Parents, Visitors and Contractors in School	- Unsupervised access to students where harm could occur. - Inappropriate interactions with pupils. - Access to restricted areas. - Unmonitored contact with students during the school day.	- All external facilitators working directly with students must be Garda vetted. - Volunteers, parents, visitors, and contractors must sign in and out at reception and wear a visitor badge. - Volunteers and visitors are always supervised by school staff when in student areas. - Contractors and visitors are escorted by staff when accessing areas where students are present. - Access to restricted areas is controlled and monitored in accordance with

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			school safeguarding procedures.
29	Application of sanctions (detention, confiscation of phones)	• Risk of isolation without supervision - Conflict escalation	• Detention in supervised area • Confiscated items stored securely Sanctions applied per Code of Behaviour
30.	Students on work experience	• Exposure to unsafe working environments or activities. • Lack of adequate supervision in the workplace. • Risk of harm, inappropriate behaviour, or safeguarding concerns involving another adult. • Injury arising from unfamiliar tasks, equipment, or workplace practices.	• School provides a list of recommended work experience placements within the locality. • Completion of the Work Experience Record Form A, including employer details, workplace address, nature of work, and working hours. • Parental/guardian consent obtained prior to placement. • Employers are informed of their responsibility to provide appropriate supervision and a safe working environment. • Regular check-ins and monitoring by school staff throughout the placement. • Any concerns relating to health, safety, or student welfare are reported

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			immediately to the school and parents/guardians.
31.	Student teachers on training placement	• Inappropriate conduct or behaviour towards students. • Unsupervised teaching or interaction with students. • Failure to adhere to school safeguarding and child protection procedures. • Lack of clarity regarding roles, responsibilities, and professional boundaries.	• Garda Vetting is required in accordance with statutory requirements. • Student teachers work under the guidance and oversight of a designated supervising teacher. • Placement activities are monitored by school management and supervising staff. • Clear safeguarding and child protection induction provided at the commencement of the placement. • Student teachers are informed of the school's Child Safeguarding Statement, Code of Behaviour, and relevant policies. • Any safeguarding concerns are reported immediately through the school's established reporting procedures.
32.	Use of Photography, Video Recording and Media at School Events	• Misuse or unauthorised sharing of student images or recordings. • Breach of student privacy	• Parental/guardian consent obtained for the use of photographs, video recordings, and other media involving students.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		and data protection requirements. • Recording or publication of images without appropriate consent. • Reputational and safeguarding concerns arising from inappropriate use of media.	• All photography and recording activities are managed and supervised by authorised school staff. • Clear guidelines are in place regarding the capture, storage, sharing, and publication of images and recordings. • Images and recordings are stored securely and used only for approved educational, promotional, or school-related purposes. • Personal devices are not used to capture student images unless authorised in accordance with school policy. • Any concerns regarding the use of images or recordings are reported and addressed in line with school safeguarding and data protection procedures.
33	Homework Club / Evening Study	• Reduced supervision ratios compared to the normal school day.	• Appropriate staff supervision is provided at all times during Homework Club and Evening Study sessions.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		• Risk of bullying, inappropriate behaviour, or harm to students. • Students leaving the premises without permission or adequate oversight. • Safeguarding concerns arising from extended school hours.	• An attendance register is maintained and monitored for all students attending. • The school's Code of Behaviour and Anti-Bullying Policy are consistently applied and enforced. • Students are signed in and out, where applicable, and attendance is monitored throughout the session. • Any safeguarding, behavioural, or welfare concerns are reported and addressed in line with school procedures. • Clear arrangements are in place for student collection and departure at the end of the session.

Additional pages may be added as required

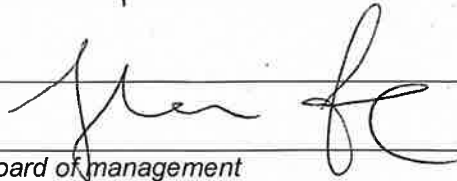
Online Safety

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

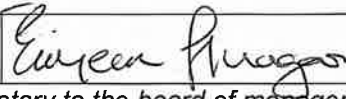
The Guidance on Continuity of Schooling for primary and post-primary schools (April 2020) advises of the importance of teachers maintaining the safe and ethical use of the internet during distance learning and assisting parents and guardians to be aware of their role also. Schools should ensure that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

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.

This Child Safeguarding Statement and Risk Assessment was reviewed by the board of management on 10/6/2026. (most recent review date)

Signed:*		Date:	<u>10-6-26.</u>
-----------------	---	--------------	-----------------

Chairperson of the board of management

Signed:*		Date:	<u>10-6-26.</u>
-----------------	---	--------------	-----------------

Principal/Secretary to the board of management

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on 10-6-27. (expected review date)

* 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.

Child Safeguarding Statement and Risk Assessment is displayed on Noticeboard at the front of the school and on the school website.

Hard copies can be found in the staffroom, Principal & Deputy Principal's office and on the Teacher's Team Page.

CSS 2

Review of the Child Safeguarding Statement and Risk Assessment

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

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

Designated Liaison Person

Name:	Eimear Flanagan
Date Appointed:	August 2023

Relevant Person

(In schools this is the DLP)

Name:	Eimear Flanagan
Contact details:	Eflanagan.ccn@lmetb.ie
Date Appointed:	August 2023

Deputy Designated Liaison Person

Name:	Niamh Land
Date Appointed:	February 2026

Contact details for Tusla

Contact Name

Tusla Child and Family Agency

Address

Meath Enterprise Centre
Trim Road
Navan
Co Meath
C15 FV1C

Contact Number

046 9098560

Contact details for An Garda Síochána

Contact Name

Enfield Garda Station

Address

Main Street, Enfield, Co Meath

Contact Number

046 9486151

Checklist for review of the Child Safeguarding Statement

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

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

March 2018

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

In the Foyer at the main entrance, displayed on the noticed board. On the website and in the staffroom and at Le Cheile, ASD entrance noticeboard also.

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

☒ Yes

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

☒ Displayed at all student entrances

☒ On school website

☒ School journal

☒ Other: (please state)

In addition to the above, presentations are delivered to all classes across each year group during Tutor Time. The programme is also outlined to parents at HSCL coffee mornings and during the Incoming First Year Information Night.

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: 03/09/2025

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

☒ Yes

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

☒ Yes

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

☒ Yes

Date of this review: 03/09/2025

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.

The Child Safeguarding Statement and Risk Assessment was circulated to all parents /students May 2026.
Statement and Student Friendly Safeguarding Document uploaded on website May 2026.

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

Parent Questionnaire was circulated via compass in May 2026 to seek feedback.

(b) Students

Student questionnaire circulated via Compass in May 2026 and feedback collated to feed into actions for academic year 26/27

(c) School Personnel

School staff participated in the review and development of the Child Safeguarding Risk Assessment during an Oide Child Safeguarding Training Day on 20 October 2025. The Child Safeguarding Statement and Child Safeguarding Risk Assessment were subsequently reviewed with staff at a staff meeting held on 20 May 2026. Staff completed a review questionnaire to support the annual review process, and the findings were collated and considered as part of the school's review of its child safeguarding practices and procedures.

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:

As a growing school, the Board recognises that the Child Safeguarding Risk Assessment is a living document and will require ongoing review and updating to reflect changes in the school environment, staffing, facilities, programmes, and activities. The Board will continue to monitor the implementation of the Child Safeguarding Statement and Risk Assessment to ensure they remain effective and responsive to emerging risks. No complaints were received during the review period. Staff feedback highlighted the importance of maintaining regular safeguarding training and ongoing review of safeguarding practices as the school continues to develop and expand.

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:

The school will continue to strengthen its child safeguarding practices through the ongoing promotion and distribution of the Student Friendly Child Safeguarding Statement, ensuring that all students are aware of their rights, safeguarding supports, and reporting pathways.

Child safeguarding awareness is further reinforced through the school's pastoral care programme, delivered by tutors, which provides regular opportunities to discuss wellbeing, safety, trusted adults, and help seeking behaviours.

Student voice plays an important role in the school's safeguarding culture. Regular opportunities for consultation and feedback are provided through the Student Council, the Prefect Team, and the Student Mentor Programme. These structures enable students to contribute to discussions on wellbeing, safety, inclusion, and school improvement, ensuring that student perspectives inform the ongoing development of safeguarding practices.

To ensure an inclusive approach, safeguarding information and resources are differentiated and adapted by the ASD Coordinators and AEN anchors to meet the needs of students with Additional Educational Needs (AEN). This work will continue to develop to ensure that all students can access and understand safeguarding information in a manner appropriate to their individual needs and communication profiles.

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: Eimear Flanagan	Date: 03.10.2025
DDLP: Niamh Land	Date: 24.09.25

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

Child Safeguarding Webinar for ETBI BOM members 15/04/2026
--

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?

The Board has ensured that all school personnel, including newly appointed staff, temporary staff, substitute teachers and other relevant personnel, are made aware of their responsibilities under the Child Protection Procedures for Schools 2025 and the Children First Act 2015 through a range of training, induction, and ongoing professional learning measures.

All teaching staff are required to complete the Tusla/Children First e-learning programme at least every two years and to submit evidence of completion to LMETB. Records of completed training are maintained by LMETB and monitored by school management. Child safeguarding updates and reminders are provided regularly at staff meetings, ensuring that all personnel remain informed of current procedures, reporting obligations, and best practice in safeguarding.

The Child Safeguarding Statement and Child Safeguarding Risk Assessment are reviewed with staff on a regular basis, with opportunities provided for consultation and feedback. School personnel are encouraged to engage with Department of Education, Oide and LMETB safeguarding supports and guidance as part of the school's ongoing commitment to safeguarding.

A comprehensive induction process is in place for all new staff members, including temporary and substitute personnel. This includes participation in the LMETB induction programme for newly appointed teachers, which incorporates child safeguarding requirements and professional responsibilities. At school level, new personnel are provided with the Child Safeguarding Statement, Child Safeguarding Risk Assessment, details of the Designated Liaison Person (DLP) and Deputy Designated Liaison Person (DDL), reporting procedures, relevant policies, and key safeguarding contacts. New staff are further supported through the school's mentoring and induction arrangements to ensure they are fully aware of their safeguarding responsibilities from the outset of their employment.

Records relating to safeguarding training, induction, and staff engagement with child protection requirements are maintained by LMETB and school management and are available for review as required by the Board and relevant authorities.

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.

All child protection and safeguarding records are stored securely in the Designated Liaison Person's (DLP) office. These records are maintained in a secure manner, with access restricted to the DLP, the school ensures that all records are managed in accordance with data protection requirements and the Child Protection Procedures for Schools 2025.

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

The Board ensures that all child protection and welfare concerns are managed and reported in accordance with the Child Protection Procedures for Schools 2025. The Designated Liaison Person (DLP) follows the procedures outlined in the Child Protection Procedures for Schools 2025 when responding to, recording, and reporting child protection concerns to Tusla and, where appropriate, An Garda Síochána. The Board receives confirmation through the Child Protection Oversight Report that the school's reporting obligations are being fulfilled and that safeguarding procedures are being implemented in line with statutory requirements and Department of Education guidance.

Curriculum

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

The school has planned for and delivers the SPHE, RSE and Wellbeing curriculum in accordance with Department of Education requirements. The SPHE programme is timetabled and delivered to all students each school year. The Wellbeing Programme for Junior Cycle is implemented, and the required Wellbeing hours are documented and provided across the relevant year groups. Relationships and Sexuality Education (RSE) forms an integral part of the school's SPHE programme and is delivered in line with the school's policy and curriculum requirements. Relevant policies and programmes are scheduled for review during the 2026/2027 school year to ensure continued alignment with current Department of Education guidance and best practice.

For primary schools, it should confirm that:

- 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 is noted.

For post-primary schools, it should confirm that:

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

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.

The Board is satisfied that all statutory Garda Vetting requirements are met. All registered teachers are subject to Garda Vetting through the Teaching Council and LMETB recruitment processes. Teaching placement students are Garda Vetted

through their respective higher education institutions prior to undertaking school placement. All other school personnel, including ancillary and support staff, are required to undergo Garda Vetting through LMETB before commencing their roles. The Board relies on LMETB's recruitment and vetting procedures to ensure compliance with all relevant statutory requirements and safeguarding obligations.

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

The Board is satisfied that the Department's requirements in relation to child protection statutory declarations and associated forms of undertaking are met. All school personnel are required to provide the appropriate statutory declaration and form of undertaking, where applicable, as part of the pre-employment process before commencing work in an LMETB school. LMETB oversees these requirements to ensure compliance with relevant child protection and safeguarding obligations.

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

The Board is satisfied that thorough recruitment, selection, and safeguarding procedures are applied in relation to all school personnel, including employees and volunteers. LMETB recruitment processes incorporate the required safeguarding measures, including Garda Vetting, reference checks, verification of qualifications, statutory declarations and undertakings where applicable, and compliance with all relevant child protection requirements. The Board relies on LMETB's established recruitment and selection procedures to ensure that suitable and appropriately qualified personnel are engaged to work with students in a safe and supportive school environment.

In addition, a list of all proposed external speakers, facilitators, and visitors is presented as a standard agenda item at each Board of Management meeting. This oversight supports the Board in ensuring that appropriate safeguarding considerations and procedures are in place for all external individuals engaging with students.

CSS 3**Notification Regarding the Board of Management's Review of the Child****Safeguarding Statement and Risk Assessment**

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

To: Colaiste Clavin School Community

The board of management of:

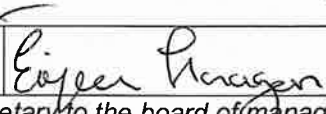
Coláiste Clavin

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 10/06/2026 (date).

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

Signed:*		Date: 10/06/2026
<i>Chairperson of the board of management</i>		

Signed:*		Date: 10/06/2026
<i>Principal/Secretary to the board of management</i>		

* Document to be printed and signed with original signature CSS 8

Record of Child Protection Training

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

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

School Name: Colaiste Clavin

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

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

No:	Name – Member of School Personnel	Position in School eg Chairperson of BOM, Principal/Deputy, Teacher	Mandated Person Yes/No	Title of Training Undertaken and Date Attended		
				Tusla Training	Oide Training	Other Relevant Training
	Eimear Flanagan	Principal DLP	Yes	Children First eLearning Programme 21.02.25 Tusla SCP 'Guidance and Templates for School Completion Programme Projects on Developing a Child Safeguarding Statement and Child Safeguarding Procedures' 10/10/2025	Child Protection Procedures for DLP 2025 03.10.2025 Child Protection Procedures for schools 20.10.2025	ETBI Webinar Child Safeguarding Procedures 16.04.2026

No:	Name – Member of School Personnel	Position in School eg Chairperson of BOM, Principal/Deputy, Teacher	Mandated Person Yes/No	Title of Training Undertaken and Date Attended		
				Tusla Training	Oide Training	Other Relevant Training
	Niamh Land	DDLDP Deputy Principal	YES	Tusla Child First	Child Protection Procedures for DLP/DDLP 2025 24.10.2025 Child Protection Procedures for schools 20.10.2025	ETBI Webinar FOR BOM Members Child Safeguarding Procedures 16.04.2026
	Catrin Mc Grath	SCP Coordinator	Yes	Tusla SCP 'Guidance and Templates for School Completion Programme Projects on Developing a Child Safeguarding Statement and Child Safeguarding Procedures' 10/10/2025		

4. No:	Name – Member of School Personnel	Position in School eg Chairperson of BOM, Principal/Deputy, Teacher	Mandated Person Yes/No	Title of Training Undertaken and Date Att		
				Tusla Training	Oide Training	Other f Trainin
5.	Jade Tang	SCP Project Worker	YES	Tusla SCP 'Guidance and Templates for School Completion Programme Projects on Developing a Child Safeguarding Statement and Child Safeguarding Procedures' 10/10/2025	Child Protection Procedures for schools 20.10.2025	
6.	Denise Farrell	HSCL BOM Member	YES	Tusla SCP 'Guidance and Templates for School Completion Programme Projects on Developing a Child Safeguarding Statement and Child Safeguarding Procedures' 10/10/2025 Tusla Child First Cert 16/04/2026	Child Protection Procedures for schools 20.10.2025	ETBI Webir FOR f Memt Child Safeg Proce 16.04.
7.	Darren Fay	Teacher BOM Member	YES	Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	ETBI Webir FOR f Memt Child Safeg Proce 16.04.
8.	Joe Fox	Chairperson of BOM	Yes			ETBI Webir FOR f Memt Child Safeg Proce 16.04.
9.	Jean Doran	BOM Member	Yes			ETBI Webir FOR f Memt

Record of Child Protection Training

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

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

School Name: Colaiste Clavin

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

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

No:	Name – Member of School Personnel	Position in School eg Chairperson of BOM, Principal/Deputy, Teacher	Mandated Person Yes/No	Title of Training Undertaken and Date Attended		
				Tusla Training	Oide Training	Other Relevant Training
	Eimear Flanagan	Principal DLP	Yes	Children First eLearning Programme 21.02.25 Tusla SCP 'Guidance and Templates for School Completion Programme Projects on Developing a Child Safeguarding Statement and Child Safeguarding Procedures' 10/10/2025	Child Protection Procedures for DLP 2025 03.10.2025 Child Protection Procedures for schools 20.10.2025	ETBI Webinar Child Safeguarding Procedures 16.04.2026

No:	Name – Member of School Personnel	Position in School eg Chairperson of BOM, Principal/Deputy, Teacher	Mandated Person Yes/No	Title of Training Undertaken and Date Attended		
				Tusla Training	Oide Training	Other Relevant Training
	Niamh Land	DDLDP Deputy Principal	YES	Tusla Child First	Child Protection Procedures for DLP/DDLP 2025 24.10.2025 Child Protection Procedures for schools 20.10.2025	ETBI Webinar FOR BOM Members Child Safeguarding Procedures 16.04.2026
	Catrin Mc Grath	SCP Coordinator	Yes	Tusla SCP 'Guidance and Templates for School Completion Programme Projects on Developing a Child Safeguarding Statement and Child Safeguarding Procedures' 10/10/2025		

	Name – Member of School Personnel	Position in School eg Chairperson of BOM, Principal/Deputy, Teacher	Mandated Person Yes/No	Title of Training Undertaken and Date Attended		
				Tusla Training	Oide Training	Other Relev Training
	Jade Tang	SCP Project Worker	YES	Tusla SCP 'Guidance and Templates for School Completion Programme Projects on Developing a Child Safeguarding Statement and Child Safeguarding Procedures' 10/10/2025	Child Protection Procedures for schools 20.10.2025	
	Denise Farrell	HSCL BOM Member	YES	Tusla SCP 'Guidance and Templates for School Completion Programme Projects on Developing a Child Safeguarding Statement and Child Safeguarding Procedures' 10/10/2025 Tusla Child First Cert 16/04/2026	Child Protection Procedures for schools 20.10.2025	ETBI Webinar FOR BOM Members Child Safeguard Procedure 16.04.2026
	Darren Fay	Teacher BOM Member	YES	Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	ETBI Webinar FOR BOM Members Child Safeguard Procedure 16.04.2026
	Joe Fox	Chairperson of BOM	Yes			ETBI Webinar FOR BOM Members Child Safeguard Procedure 16.04.2026
	Jean Doran	BOM Member	Yes			ETBI Webinar FOR BOM Members

						Child Safeguard Procedure 16.04.2021
	William Walsh	Caretaker		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Bernadette Nangle	Cleaner		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Sinead Mc Quaid	Cleaner		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Pauline Martin	Cleaner		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Tracey Mc Elhenney	SNA		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Catherine Mc Coeey	Casual Sub SNA		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Karen Smyth	SNA		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Jacqueline Lenehan	SNA		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Emer Donnelly	SNA		Tusla Child First Cert	Child Protection Procedures	

					for schools 20.10.2025	
	Christine Mc Allister	SNA		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Patricia Kirke	SNA		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Monica Donegan	Secretary		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Darina Reilly	Secretary - Transferred to Old Castle Jan 26		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Deirdre Chambers	Casual Sub		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Romina Tersigni	Casual Sub		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Shona Skates	Casual Sub		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Elaine Tiernan	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Sandra O Rafferty	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	

	Ann Marie O Byrne	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Emma Ni Bhrian	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Clarice Brennan	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Etain O Leary	Admin		Tusla Child First Cert	Child Protection Procedures for schools	
	Grace Coyne	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Evan Jones	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Aaron Stone	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Anne Hamiliton	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Siobhain Reaney	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Nola Harrison	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	

	Ian Baker	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Liam Cocoman	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Sean Gildea	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Shauna Brady	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Kayleigh Burke	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Amy Cahill	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Ciaran Caufield	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Niamh Dillon	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Kathleen Durkan	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Rowan Gillick	Teacher		Tusla Child First Cert	Child Protection Procedures for schools	

					Child Protection Procedures for schools 20.10.2025 20.10.2025	
	Rory Keyes	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Evelyn Lee	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Jill Mc Coy	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Chloe Mc Loughlin	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Niamh Meade	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Catherine Moloney	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Caroline Olivier	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	James Rafferty	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	

Child Protection Safeguarding Booklet

	Patrick Rossiter	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Julianne Scanlon	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Colin Smith	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Sinead Purcell	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Deirdre Shine	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Eric Szymanski	Teacher		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	
	Nicola Kelly	Bus Escort		Tusla Child First Cert	Child Protection Procedures for schools 20.10.2025	

