Child Safeguarding Statement and Risk Assessment

For:	**Scoil Naomh Pádraig**
At:	**Ballyroan Crescent, Ballyroan, Dublin 16, D16XK80**

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):

Anna Jennings

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

Sinéad Treacy

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

Name of Relevant Person

Anna Jennings

(In schools this person is the DLP)

Relevant Person can be contacted on:

014946566	priomhoide@snp.ie

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

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

Maeve O'Rourke

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

	School Activity	Risk(s) Identified	Procedures/Measures in place to mitigate risk
1.	Daily arrival & dismissal of pupils	Risk of harm from traffic, strangers entering, pupils left unsupervised, bullying.	Supervision roster at arrival/dismissal; secure entry/exit points; visitor sign-in procedures; late/early collection procedure; CCTV monitoring; names of adults permitted to collect listed and adhered to.
2.	Break and yard time	Bullying, physical injury, inadequate supervision, peer conflict.	Staff on supervision rota; Code of Behaviour and Bí Cineálta implemented; yard rules taught to pupils; incidents recorded and followed up.
3.	Classroom teaching/ Outdoor teaching activities	Risk of harm not being recognised/reported; bullying or peer exclusion; inadequate supervision	All staff trained in Child Protection Procedures; SPHE/Stay Safe/RSE programmes delivered; mandatory reporting obligations reinforced; Code of Behaviour and Bí Cineálta applied. Adequate supervision and staff awareness of H&S risk assessments.
4.	One-to-one teaching or counselling	Allegations of misconduct; child feeling unsafe; inappropriate behaviour.	Open/visible rooms; parental consent where relevant; record/log of sessions (Wellbeing Practitioner); Vetting & Code of Conduct adhered to.
5.	Online teaching and learning remotely	Risk of harm not being recognised/reported; access to inappropriate material online	AUP policy in place for Pupils and Staff; Code of Behaviour and Bí Cineálta implemented; regular online safety sessions for pupils and parent body.
6.	Sporting activities (PE, training, matches), Active Week & Sports Day	Risk of injury; inappropriate contact; bullying or exclusion; external coaches not vetted.	PE Risk Assessment in place; external coaches vetted and supervised; first aid procedures; supervision ratios maintained; inclusive participation promoted. Equipment checked for safety. Sports Day areas cordoned off from spectators.

7.	School outings/trips (including overnight stay)	Children separated from group; accidents; inappropriate behaviour; risk from external adults.	School Tours Policy; School Offsite Activity & School Excursions Risk Assessment in place; adequate staff to pupil ratios; parental consent forms; roll calls; pupils briefed on behaviour rules; Supervision on overnight trips on 24-hour rota.
8.	Use of toilets/ changing	Bullying, peer abuse, inappropriate behaviour, risk of unsupervised adult access.	Supervision guidelines; age-appropriate rules; staff not alone with pupils in changing areas; clear Intimate Care Policy for pupils requiring assistance; Positive Handling Policy in place; one pupil to use a toilet cubicle at a time; Stay Safe programme implemented.
9.	Use of off-site facilities (e.g. swimming pool)	Risk of harm from external adults; inadequate supervision.	Staff supervision maintained; vetting of external personnel; Pupils reminded of appropriate behaviour; adherence to Intimate Care Policy; parental consent; risk assessments.
10.	School transport arrangements including use of bus escorts	Risk of harm from external adults; inadequate supervision.	Staff trained in Child Protection Procedures; vetting of personnel; Adequate supervision.
9.	Care of children with SEN (intimate care, toileting, feeding, lifting)	Risk of inappropriate contact; injury during lifting/assistance.	Intimate Care Policy and Positive Handling Policy followed; two adults present where possible; parental consent; staff training in manual handling and SEN support.
10.	Management of challenging behaviour (including restraint)	Physical or emotional harm to pupil or staff; allegations of misconduct.	Positive Behaviour Policy implemented; staff trained in de-escalation; restraint used only as last resort and documented; incident reports kept. Adherence to Circular 0081/2024.
11.	Administration of medicine/first aid	Incorrect dosage, allergic reaction, Lack of training, allegations of inappropriate contact.	Administration of Medicines Policy; written parental consent; staff trained in first aid; records kept of all medication administered.
12.	Online teaching (remote learning)/ Use of Digital Technologies	Cyberbullying, inappropriate online contact, unauthorised image sharing, exposure to harmful content.	Acceptable Use Policy; monitoring software; Bí Cineálta policy; online safety lessons (e.g. Webwise); Sessions with online safety organisations such (e.g. Cyber Safe Kids); parental consent for online platforms; staff training in safe online

			practices; Parents or guardians must be present during online .
13.	Use of external personnel (tutors, coaches, guest speakers)	Risk from unvetted adults; inconsistent safeguarding standards	Garda vetting for all external personnel; external visitors supervised at all times; clear guidelines on role of external providers.
14.	Visitors, contractors, volunteers in school	Risk of unsupervised contact with pupils. Harm to pupils	Visitor sign-in system; visitor badges; supervised access only; Garda vetting where required; contractors monitored by school staff.
15.	Application of sanctions (e.g. confiscation of devices)	Risk of emotional harm, allegations of unfair treatment, misuse of confiscated items.	Code of Behaviour and Pupils' AUP outlines rule and procedures; confiscated devices securely stored, Smartphone and Smartwatch free school.
16.	School Assemblies Mass/Religious Events	Large gatherings: risk of bullying, accidents, or children left unsupervised during transitions.	Supervision assigned as appropriate; regular head-count taken; behaviour expectations explained.
17.	Homework Clubs/ Afterschool activities	External staff/volunteers risk; children collected late; inadequate supervision.	Vetting of staff/volunteers; sign-in/out procedures; clear collection policy; supervision ratios maintained; club providers to liaise with school's DLP (Anna Jennings) in matters relating to Child Protection
18.	Student Council /Paired activities (e.g. Paired Reading)/Buddy system	Bullying or misuse of peer power.	Staff oversight of Student Council; training for Wellbeing Ambassadors/buddies; Code of Behaviour and Bí Cineálta policies applied.
19.	School library	Risk of isolation, bullying in quiet spaces.	Regular supervision; clear behaviour expectations; open access design where possible.
20.	Fire drills/emergency evacuations	Injury or missing child during evacuation.	Fire Drill Procedures followed; evacuation maps displayed; roll call procedures; drills practiced regularly as per H&S Statement

21.	Drama/School plays/Music lessons	Contact during rehearsals; risk in use of props/instruments.	Staff supervision; costumes checked by staff; equipment safety checks.
22.	Cultural days/Theme days (e.g. World Book Day, Sports Day etc)	Risk of children leaving groups; risk of inappropriate behaviour in open spaces.	Supervision arrangements in place; risk assessments completed; staff briefings; behaviour guidelines communicated.
23.	Transition programmes (e.g. infants starting school)	Emotional vulnerability; risk of harm in new environments.	Induction phase (shorter days); Open Day; parental involvement; transition plans for children with additional needs; communication with preschools.
24.	Fundraising events (cake sales, Sale of Work)	External visitors; handling of money; dietary risks.	Supervised stalls; allergy awareness; visitor sign-in; two adults manage money.
25.	Transport to/from events (bus travel)	Bullying on bus; accidents; lack of supervision.	Supervision on buses; seatbelt use; roll call; Code of Behaviour applies on school transport.
26.	Social media presence (school website, newsletters, photography)	Misuse of images, online safety concerns. Photographs/other content being shared online.	Parental consent for photos; Data Protection Policy; staff training on GDPR; AUP for Pupils and AUP for Staff followed. Parents & guardians are asked not to take photographs and/or videos of other children and not to post pictures of other children online. Online Safety Charter in journals from 1st-6th Class (led by the PA). No facial images of pupils posted to our schools' social media platforms.
27.	Staff recruitment/student teachers/placements	Unvetted adults working with pupils.	Garda Vetting completed for all personnel along with other paperwork supplied including a Statutory Declaration, Form of Undertaking and proof of Tusla course completed; supervision of student teachers; induction on Child Protection Procedures and checklist completed by new personnel. Chairperson completes referee checks and Patron's approval is sought.

28.	LGBT+ children/children perceived to be LGBT+	Bullying	Anti-bulling policy (Bí Cineálta) and Code of Behaviour in place
29.	Curricular provision in respect of SPHE, RSE, Stay Safe, Wellbeing	Not being taught	The Stay Safe Programme taught in every class in Term 1 each year. Teacher confirmation that Stay safe modules have been taught (available on the Drive); Teacher monthly reports confirm teaching of programmes.
30.	School grounds before and after school	Injury to pupils	Parents and guardians reminded to supervise children before and after school opens. Parents and guardians advised not to drive onto school grounds. Assigned staff to supervise entrances to the school from 8:40am each day.
31	Record Keeping	Sensitive data being shared/stored incorrectly.	Data Protection Policy adhered to by all staff; Correct record retention and disposal practices followed in line with GDPR compliance legislation.

Activities, Risks and Procedures

It is the responsibility of each school to ensure, as far as possible, that any other risks and procedures that are relevant to its own particular circumstances are identified and specified in the written risk assessment and that adequate procedures are in place to address all risks identified.

It is acknowledged that schools already have in place a range of policies, practices and procedures to mitigate the risk of harm to children while they are participating in the activities of the school and that some school activities will carry low or minimal risks of harm compared to others. In the context of the risk assessment that must be undertaken by schools, the Children First Act, 2015 refers to risk as 'any potential for harm'.

Therefore, it is important that, as part of its risk assessment process, each school lists and reviews all of its various activities (which shall include identifying those that may carry low risk of harm as well as those that carry higher risks of harm). Doing so will help the school to:

- Identify, as required under the Children First Act, 2015, any risks of harm that may exist in respect of the school's activities.
- Identify and assess the adequacy of the various procedures already in place to manage those risks of harm.
- Identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

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 activity.

Risk in the context of this Child Safeguarding Statement and Risk Assessment is the risk of 'harm' as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in the Children First Act 2015: 'harm' means, in relation to a child— (a) assault, ill-treatment or neglect of the child in a manner that seriously affects or is likely to seriously affect the child's health, development or welfare, or (b) sexual abuse of the child, whether caused by a single act, omission or circumstance or a series or combination of acts, omissions or circumstances, or otherwise.

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

In undertaking this Child Safeguarding Statement and Risk Assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

This Child Safeguarding Statement and Risk Assessment was reviewed by the board of management on **30 September 2026** (*most recent review date)*

Signed:*	Maeve O'Rourke	**Date**:30 September 2026

Chairperson of the board of management

Signed:*		**Date**: :30 September 2026

Principal/Secretary to the board of management

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again in Term 1 in the 2027-2028 academic year *(expected review date)*

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

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

The **Child Protection Procedures for Schools (2025)**, along with the document **'Understanding Child Protection Procedures for Schools – Parents Guide'** can be found on our website: www.snp.ie under policies in the Parents' Zone.

The procedures can also be found on the Department of Education and Youth's website: www.gov.ie/childprotectionschools

The Children First National Guidance 2017 can be found at the following link:

Children_First_National_Guidance_2017.pdf

There is also a hard copy of these documents available in the Principal's (DLP's) office.

For School Personnel –

Taken from Ch. 2 and 5 of the Child Safeguarding Procedures for Schools (2025)

2.9 Dealing With Disclosures From Children

It is important that all members of school personnel are aware and prepared for responding to a child who may disclose abuse.

Dealing With Disclosures From Children

- A child or young person may disclose to a member of school personnel that they have been or are being harmed or abused.
- Children will often have different ways of communicating that they are being abused. If a child hints at or tells a member of school personnel that they are being harmed by someone it should be treated in a sensitive way.
- An abused child is likely to be under severe emotional stress and a member of school personnel may be the only adult who the child is prepared to trust. Great care must be taken not to damage that trust.
- Information may be offered in confidence and the member of school personnel will need tact and sensitivity in responding to the disclosure.
- The member of school personnel will need to reassure the child, and endeavour to retain their trust, while explaining the need for action which will necessarily involve other adults being informed.
- It is important to tell the child that everything possible will be done to protect and support them, but not to make promises that cannot be kept, for example promising not to tell anyone else.

The following approach is suggested as best practice for dealing with these disclosures:

- Be as calm and natural as possible.
- Listen carefully and attentively. Give the child the time and opportunity to tell as much as they are able and wish to.
- Take the child seriously.
- Be aware that disclosures can be very difficult for the child.
- Reassure the child that they have taken the right action in talking to you.
- Do not pressurise the child. Allow them to disclose at their own pace and in their own language.
- Do not promise to keep anything secret.
- Remember that the child may initially be testing your reactions and may only fully open up over a period of time.
- Do not express any opinions about the alleged abuser.
- It is important to differentiate between the person who carried out the abuse and the act of abuse itself. The child/young person quite possibly may love or strongly like the alleged abuser while also disliking what was done to them. It is important therefore to avoid expressing any judgement of, or anger towards the alleged perpetrator while talking with the child/young person.
- It may be necessary to reassure the child/young person that your feelings towards him or her have not been affected in a negative way as a result of what they have disclosed.

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- Questions should be supportive and for the purpose of clarification only (for example, ask "Am I correct in saying that...?").
- Do not ask leading questions. Leading questions are questions that are asked in a way that is intended to produce a desired answer.
- Check back with the child that what you have heard is correct and understood.
- Ensure that the child understands the procedures that will follow.
- Treat the information confidentially, subject to the requirements of the *Children First National Guidance 2017* and relevant legislation.

At the earliest possible opportunity:

- Make a written record of the conversation as soon as possible, in as much detail as possible, preferably quoting words actually used. It is important to note that there is no need to anonymise this record at this point.
- Signs of physical injury should be described in detail and, if appropriate, sketched.
- While a child should be allowed to make a written statement if they wish to do so, **it is important to note that the child should not be asked to write the account of their disclosure for the record.**
- Fact-check the written record with the child, where possible.

Where necessary, immediate action should be taken to ensure the child's safety.

The reporting requirements outlined in chapter 5 of these procedures must be followed at the earliest possible opportunity.

Ongoing Support

Disclosure is a huge step for a child. Following a disclosure by a child, it is important that the member of school personnel continues in a supportive relationship with the child. It is important to ensure that the child feels safe, and that any actions necessary for that safety are taken.

School personnel should also continue to offer support, particularly by:

- Maintaining a positive relationship with the child.
- Keeping lines of communication open by listening carefully to the child; Any further disclosure should be treated as a first disclosure and responded to as indicated above.

Any further disclosure should be treated as a first disclosure and responded to as indicated above. It must always be remembered that school personnel have a supportive, not an investigative role.

It is important to deal with any allegation of abuse or neglect in a sensitive manner through listening to and facilitating the child to tell about the problem, **rather than interviewing the child about details of what happened.**

Tusla has also published a "Child Safeguarding: A guide for Policy, Procedure and Practice" document which includes further guidance in relation to responding to a child who discloses abuse and it is available on Tusla's website.

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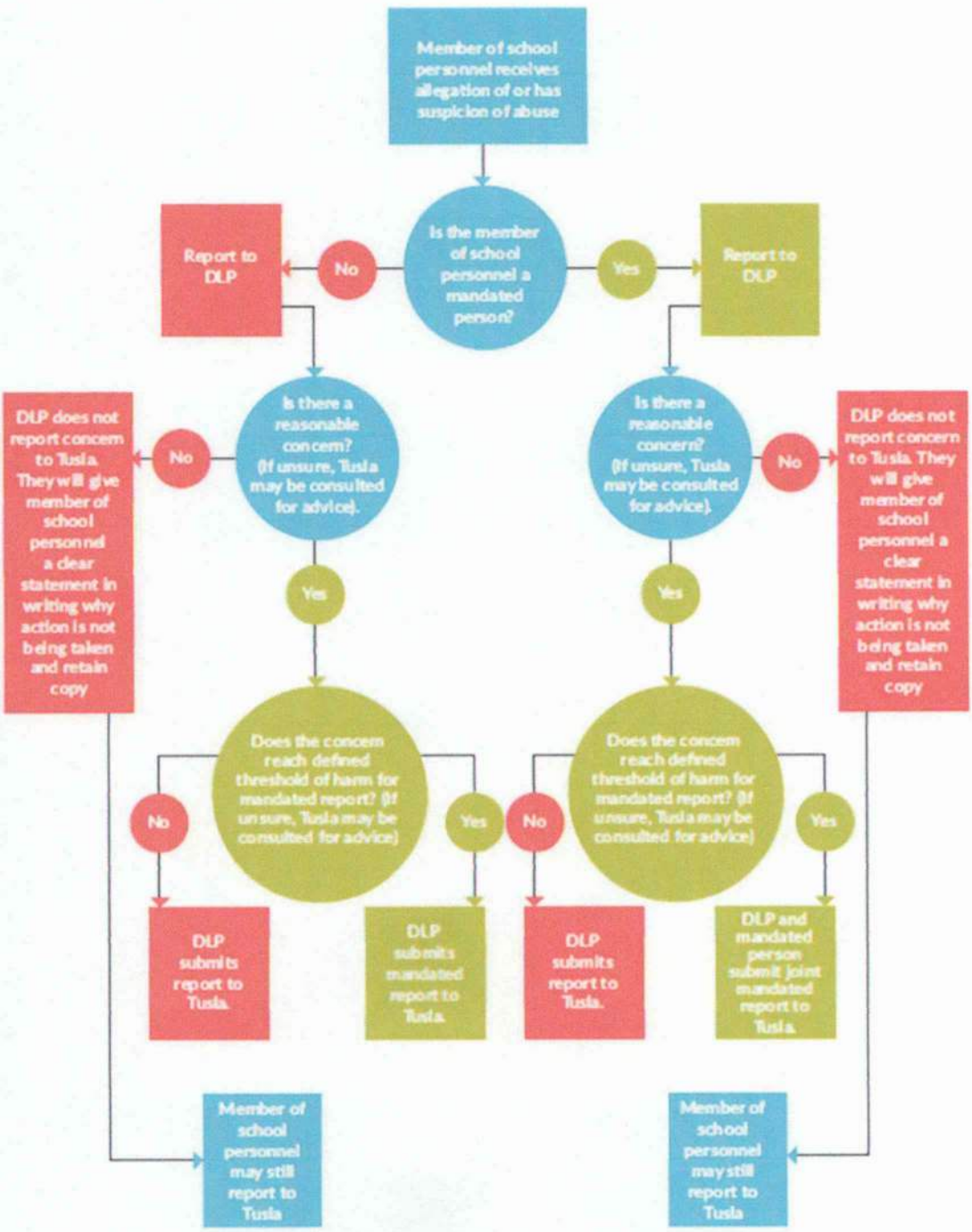
Reporting of Concerns - Key Steps