An Roinn Oideachais
agus Óige
Department of Education
and Youth

Child Protection Safeguarding Booklet



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.

CSS 1
Child Safeguarding Statement and Risk Assessment

For: Castleiney National School *(School Name)*

At: Castleiney Village, Templemore, Co. Tipperary. E41X386 *(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):

Jody Harkin (Principal)

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

Kathrine Maher (Deputy Principal)

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

Name of Relevant Person

Jody Harkin

(In schools this person is the DLP)

Relevant Person can be contacted on:

0863976552 & castleineyns@gmail.com

(insert phone & email)

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:

Tom Meade

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 has 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 of pupils	Potential for unauthorised access to the school grounds during arrival or dismissal times.	Supervision by school staff during arrival and dismissal times. Clear procedures for
2.	Recreation breaks for pupils	Risk of physical injury due to rough play or inadequate supervision. Risk of bullying.	Adequate staff supervision during all break times, with clear supervision zones and rotas.
3.	Classroom Teaching	Risk of inappropriate or unsafe interactions between staff and pupils.	All staff vetted, trained, and familiar with the Child Protection Procedures for Schools 2025 and Children First
4.	One-to-One teaching & Learning Support	Risk of inappropriate or unsafe physical or verbal interactions between staff and pupil.	All staff Garda vetted and trained in the Child Protection Procedures for Schools 2025.
5.	Sporting activities & school outings	Risk of physical injury during sports or travel. Risk of inadequate supervision ratios	Adequate staff supervision ratios maintained in line with school policy and risk level of activity.
6.	Use of toilet/changing facilities in school	Risk of inappropriate or unsafe interactions between pupils, or between staff and pupils, in toilet or	Staff and pupils use separate toilet facilities. Supervision practices ensure awareness of
7.	Fundraising events involving pupils	Risk of inadequate supervision of pupils during events, especially in public or off-site settings.	All events supervised by vetted school staff in accordance with school ratios and policies.
8.	Care of children with special educational needs, including intimate care where needed	Risk of inappropriate or unsafe physical contact during intimate care. Risk of an allegation	All staff involved Garda vetted and trained in Child Protection Procedures for Schools 2025 and in the school's
9.	Management of challenging behaviour amongst pupils, including appropriate use of	Risk of physical injury to pupils or staff during incidents of challenging behaviour.	School has a Code of Behaviour and Behaviour Policy outlining expectations and strategies for
10.	Administration of medicine & First Aid	Risk of incorrect medication being administered, wrong dosage, or to the wrong pupil.	Written Parental Consent required for administration of any medication, with clear instructions provided.

Additional pages may be added to the Risk Assessment as required.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
11.	Curricular provision in respect of SPHE, RSE, Stay Safe	Risk of pupils receiving information that is age-inappropriate or distressing if not delivered sensitively.	SPHE, RSE, and Stay Safe programmes delivered in line with Department of Education guidelines
12.	Prevention and dealing with bullying amongst pupils	Risk of physical, verbal, or online bullying among pupils. Risk of emotional	Implementation of the Bí Cineálta (Be Kind) Policy to promote positive behaviour and respectful interactions.
13.	Training of school personnel in child protection matters	Risk that staff may not recognise or respond appropriately to child protection concerns.	All school personnel complete mandatory child protection training in line with the Child Protection Procedures
14.	Use of external personnel to supplement curriculum and other extra curricular activities	Risk of inappropriate or unsafe interactions between external personnel and pupils.	All external personnel are Garda vetted and approved before engaging with pupils.
15.	Recruitment of school personnel including teachers/SNAs, caretakers/secretaries/cleaners and sport	Risk of employing individuals who pose a risk to children due to inadequate vetting.	All prospective staff, including teachers, SNAs, caretakers, secretaries, cleaners, and sports coaches, are
16.	Use of Information and Communication Technology by pupils in school, including social media	Risk of cyberbullying, inappropriate content, or contact with strangers online.	Implementation of a Digital Learning Policy and Acceptable Use Policy (AUP) for pupils and staff.
17.	Students participating in work experience in the school	Risk of inappropriate or unsafe interactions between students on work experience and pupils.	All students on work experience receive a child protection induction before placement, including the
18.	Use of video/photography/other media to record school events	Risk of pupils being photographed or recorded without consent.	Parental consent obtained for all pupils featured in school photography, video, or media projects.
19.	Afterschool use of school premises by other organisations	Risk of inappropriate or unsafe interactions between pupils and external staff or children attending the afterschool	Written agreement or contract with the external afterschool provider outlining safeguarding
20.	Pupils from ethnic minorities/migrants and other religions	Risk of discrimination, exclusion, or bullying based on ethnicity, religion, or migrant status.	Promotion of an inclusive and respectful school culture, guided by the Bí Cineálta Policy and Anti-Bullying

Additional pages may be added to the Risk Assessment as required.

Examples of Activities, Risks and Procedures

The examples listed in this document are provided to assist schools in undertaking their risk assessment under the Children First Act, 2015. Schools should note that this list of examples is not intended to be exhaustive, and that the inclusion of an example of a policy or procedure on these lists does not make it mandatory. 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.

Examples of School Activities which schools may draw from, as appropriate

1. Daily arrival and dismissal of pupils
2. Recreation breaks for pupils
3. Classroom teaching
4. One-to-one teaching
5. One-to-one learning support
6. One-to-one counselling
7. Outdoor teaching activities
8. Online teaching and learning remotely
9. Sporting activities
10. School outings
11. School trips involving overnight stay
12. School trips involving foreign travel
13. Use of toilet/changing/shower areas in schools
14. Provision of residential facilities for boarders
15. Annual Sports Day
16. Fundraising events involving pupils
17. Use of off-site facilities for school activities
18. School transport arrangements including use of bus escorts
19. Care of children with special educational needs, including intimate care where needed
20. Care of any vulnerable adult students, including intimate care where needed
21. Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
22. Management of provision of food and drink
23. Administration of medicine
24. Administration of First Aid
25. Curricular provision in respect of SPHE, RSE, Stay Safe
26. Prevention and dealing with bullying amongst pupils
27. Training of school personnel in child protection matters
28. Use of external personnel to supplement curriculum
29. Use of external personnel to support sports and other extra-curricular activities
30. Care of pupils with specific vulnerabilities/needs
31. Pupils from ethnic minorities/migrants
32. Members of the Traveller community

33. Lesbian, gay, bisexual or transgender (LGBT) children
34. Pupils perceived to be LGBT
35. Pupils of minority religious faiths
36. Children in care
37. Children on Tusla's Child Protection Notification System (CPNS)
38. Children with medical needs
39. Recruitment of school personnel including teachers/SNAs, caretakers/secretaries/cleaners and sport coaches
40. External Tutors/Guest Speakers
41. Volunteers/Parents in school activities
42. Visitors/contractors present in school during school hours
43. Visitors/contractors present during after-school activities
44. Participation by pupils in religious ceremonies/religious instruction external to the school
45. Use of Information and Communication Technology by pupils in school, including social media
46. Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.
47. Students participating in work experience in the school
48. Students from the school participating in work experience elsewhere
49. Student teachers undertaking training placement in school
50. Use of video/photography/other media to record school events
51. After-school use of school premises by other organisations
52. Use of school premises by other organisations during school day
53. Breakfast club
54. Homework club/evening study
55. Children attending boarding schools or living away from home

Examples of Risks of Harm

1. Risk of harm not being recognised by school personnel
2. Risk of harm not being reported properly and promptly by members of school personnel
3. Risk of harm where members of school personnel have not received appropriate training
4. Risk of child being harmed in the school by a member of school personnel
5. Risk of child being harmed in the school by another child
6. Risk of child being harmed in the school by a volunteer or visitor to the school

7. Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while a child is participating in out-of-school activities, e.g. school trip, swimming lessons
8. Risk of harm due to inappropriate use of online remote teaching and learning communication platform, such as an uninvited person accessing the lesson link, students being left unsupervised for long periods of time in breakout rooms
9. Risk of harm due to bullying of a child
10. Risk of harm due to racism
11. Risk of harm due to inadequate supervision of children in school
12. Risk of harm due to inadequate supervision of children while attending out-of-school activities
13. Risk of harm due to inappropriate relationship/communications between a child and another child or adult
14. Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
15. Risk of harm to children with special educational needs who have particular vulnerabilities, including medical vulnerabilities
16. Risk of harm to child while a child is receiving intimate care
17. Risk of harm due to inadequate code of behaviour
18. Risk of harm in one-to-one teaching, counselling, coaching situations
19. Risk of harm caused by a member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device, or other manner
20. Risk of harm caused by a member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner
21. Risks where children are living away from home or attending boarding facilities

These are examples of policies and procedures that may be used to address Risks of Harm

1. All school personnel are provided with a copy of the school's *Child Safeguarding Statement and Risk Assessment*
2. The *Child Protection Procedures for Schools 2025* are made available to all school personnel
3. School personnel are required to adhere to the *Child Protection Procedures for Schools 2025* and all registered teaching staff are required to adhere to the *Children First Act 2015* as well as supporting the continued implementation of the best practice guidance set out in *Children First: National Guidance for the Protection and Welfare of Children 2017* and its addenda, including *the Addendum to Children First 2019* and *2025*
4. 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
5. The school implements in full the Stay Safe Programme
6. The school implements in full the Social, Personal, and Health Education (SPHE) curriculum

7. The school implements in full the Wellbeing Programme at Junior Cycle
8. School authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in *Circular 55/2024*
9. The school has complied with the *Understanding Behaviours of Concern and Responding to Crisis Situations* developed by the Department of Education and Youth to address uncertainty for staff on how to respond when facing crisis situations where there are concerns regarding physical safety
10. The school undertakes anti-racism awareness initiatives
11. The school has a yard/playground supervision policy to ensure appropriate supervision of children during assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
12. The school has in place a policy and clear procedures in respect of school outings
13. The school has a health and safety policy
14. The school adheres to the requirements of the Garda vetting legislation
15. The school adheres to the relevant Department of Education and Youth circulars in respect of recruitment
16. The school has a code of conduct for school personnel (teaching and non-teaching staff)
17. The school complies with the agreed disciplinary procedures for teaching staff
18. The school has a special educational needs policy
19. The school has an intimate care policy/plan in respect of students who require such care
20. The school has in place a policy and procedures for the administration of medication to pupils
21. The school has provided each member of school staff with a copy of the school's Child Safeguarding Statement and Risk Assessment
22. The school ensures all new personnel are provided with a copy of the school's Child Safeguarding Statement and Risk Assessment
23. The school encourages personnel to avail of relevant training
24. The school encourages board of management members to avail of relevant training
25. The school maintains records of all personnel and board member training
26. The school has in place a policy and procedures for the administration of First Aid
27. The school has in place a code of behaviour for pupils
28. The school has an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents
29. The school has in place a policy governing the use of smartphones and tablet devices in the school by pupils as per *Circular 38/2018* and the national guidelines
30. The school has in place a Critical Incident Management Plan
31. The school has in place a Home School Liaison policy and related procedures

32. The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
33. The school has in place a policy and procedures for the use of external sports coaches
34. The school has in place a policy and clear procedures for one-to-one teaching activities
35. The school has in place a policy and procedures for one-to-one counselling
36. The school has in place a policy and procedures in respect of student teacher placements
37. The school has in place a policy and procedures in respect of pupils undertaking work experience in the school
38. The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations
39. The school has in place a policy in relation to assisting members of school personnel in respect of disclosures of retrospective abuse
40. The school has considered the questions in *Appendix 1 of the Child Protection and Safeguarding Procedures for Boarding Facilities Associated with Recognised Schools 2023* and implemented the necessary risk mitigation measures

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 12/10/26 *(most recent review date).*

Signed:* _____ Date: 12/10/26
Chairperson of the board of management

Signed:* _____ Date: 12/10/26
Principal/Secretary to the board of management

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

* Document to be printed and signed with original signatures

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: Jody Harkin

Date Appointed: 14/10/2025

Relevant Person

(In schools this is the DLP)

Name: Jody Harkin

Contact details: 0863976552

Date Appointed: 14/10/2025

Deputy Designated Liaison Person

Name: Kathrine Maher

Date Appointed:

Contact details for Tusla

Contact Name:

Túsla Child and Family Agency

Address:

Yellow House, St. Luke's Hospital, Western Road, Clonmel, Co. Tipperary, E91 PR83

Contact Number:

(052) 6177302

Contact details for An Garda Síochána

Contact Name:

An Garda Siochána

Address:

Templemore, Co. Tipperary

Contact Number:

0504 32630

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:

10/14/25

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.

Inside the main door of the school. Beside the secretary's office and inside the Junior Room door. The Child friendly versions are also here. Each Classroom teacher also has a copy

(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 school assembly PPT Slide every fortnight and sent to parents fortnightly also.

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: 14/10/25

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: 12/10/26

7. How has the Board ensured that the Child Safeguarding Statement and Risk Assessment is provided to the patron, the the parents' association and all parents of children in the school? Give dates of emails/letters/texts/links provided.

This CSS & RA will be sent to the patron, parents' association & all parents on 16/10/2026 - the Friday after it is formally adopted by the BOM. The CSS & RA will be sent via email and will also be published on the schools website.

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

Email was sent to parents with a google form using the questions outlined in CSS 7 (Review of the Child Safeguarding Statement) All returned forms were read and answers considered before statement went to BOM.

(b) Students

In a whole school assembly on Friday 9th October, the Principal (DLP) prepared a slide for the children explaining the child friendly policy and why we have one. The questions from CSS 5 were used to give the children a voice and participate in the process

(c) School Personnel

In a staff meeting on Wednesday 7th October, the Principal used CSS 6 with staff to review the CSS & RA.

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:

The CSS & RA are working documents and will be updated and improved whenever it is deemed necessary.

10. Outline details of how areas for improvement have been adequately addressed including whether an action plan with appropriate timelines has been put in place:

N/A

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

☑ Yes ☐ No ☐ N/A

Training

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

DLP:	Jody Harkin	Date:	15/09/25
DDLP:	Kathrine Maher	Date:	9/16/25

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

All BOM have been given notice of training dates and times and will let the princip

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 of Management ensures that all school personnel, including new staff

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 as manner as only the DLP and DDLP and the chairperson when acting as DLP will have access to these records.

All documents will be stored securely in the principal's office in such as manner as only the DLP and DDLP and the chairperson when acting as DLP will have access to these records.

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

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

Curriculum

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

- 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 on
- The school plan outlines provision for RSE across each of the different cla levels/stages (SPHE Policy & Yearly Plan)
- The SPHE Policy & Yearly plan will be reviewed at the next BOM meeting.

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 school has stringent recruitment procedures and references of all school personnel are checked
Vetting outcomes are managed before appointment or work in the school is undertaken.

(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 ensures that all staff, including new and existing personnel, complete the child protection statutory declaration and associated form of undertaking in accordance with Department of Education requirements, in line with best practice and the Child Protection Procedures for Schools 2025.

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

The Board ensures that rigorous recruitment and selection procedures are applied to all school personnel, including employees and volunteers, in line with Department of Education guidelines and best practice, incorporating Garda vetting, reference checks, and induction in child protection and safeguarding procedures.

Statement by the Board

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

The Board of Castleiney National School is satisfied that the Child Safeguarding Statement, Risk Assessment, and child protection procedures are being fully and adequately implemented in the school in line with Department of Education guidelines and the Child Protection Procedures for Schools 2025.

Signed:* _____ Date: 12/10/26

Chairperson of the board of management

* Document to be printed and signed with original signatures

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: Our patron (St. Senans), CNS Parents' Association, School Personnel and

The board of management of The board of management of Castleiney National **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 12/10/26 *(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: 12/10/26
Chairperson, board of management

Signed:* _____ Date: 12/10/26
Principal/Secretary to the board of management

* Doiciméad le priontáil agus le síniú le sínithe bunaidh

Child Safeguarding in our School



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

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

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

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



If someone says or does something to hurt you or makes you feel uncomfortable, you can tell an adult that you trust. You can always use the Bosca Cineáltas.

Who to go to:

☑ **Any trusted adult**
For example, a teacher, SNA, secretary or the principal.

What we will do:

- ☑ Listen and understand
- ☑ Guide or look for help
- ☑ Protect you & keep you safe

Every school has a person in charge of child safeguarding. This person is called the Designated Liaison Person or DLP. The DLP for our school is



Jody Harkin (Principal)

In CNS, 'Kind people are our kind of people'

CSS 5

Student Review of the Child Safeguarding Statement and Risk Assessment – suggested approach

As part of your annual review of the Child Safeguarding Statement and Risk Assessment, the children and young people in your school should have an opportunity to have a voice and participate in the process.

This supports the process of advising children and young people of the procedures that are in place to safeguard them and to explore options of how students could be involved in the development and/or review of safeguarding procedures. Raising awareness of a school's Child Safeguarding Statement and Risk Assessment, the role of DLP/trusted adults and regular review risks of harm during school activities is part of the process of keeping children safe.

The questions set out below can be used to lead a classroom discussion, to help a student council have a focused discussion, or to inform other forms of consultation with the children and young people in your school in the annual review of the child safeguarding statement. This is not intended to be a directive or exhaustive list, and the questions and the approach should be informed by the context of the school.

Understanding the Child Safeguarding Statement and Risk Assessment
> Do you know what the Child Safeguarding Statement and Risk Assessment is?
> Why do you think the school has this document?
> Do you know where it is displayed in the school?
> Have you seen the poster with the name and photo of the Designated Liaison Person (DLP)?
Knowing Who to Talk to (DLP and Trusted Adults)
> There is someone in the school who is in charge of keeping children safe. This person is called the DLP. Do you know who they are and what they do?
> In SPHE class, we talked about trusted adults – people you can talk to if you're ever worried or upset. Who are some trusted adults in your life?
> Is there someone at school you feel safe talking to? Who are they?
Thinking About Safety in School Activities
> We do lots of different things at school during the year. We want to make sure everyone is safe while doing them. The school has made a list of all the things we do and how we try to keep everyone safe.
> Can you think of anything else we could do to make school activities safer? *(Teachers might remind children about activities like arriving and leaving school, playtime, breaks, and using toilets or changing rooms.)*
Your Final Thoughts
> We want everyone in the school to feel safe and happy while learning.
> If **you** were the DLP – the person in charge of helping keep children safe – what else would you do to make the school a safer and better place?

CSS 6

Staff Review of the Child Safeguarding Statement and Risk Assessment – suggested approach

As part of your annual review of the Child Safeguarding Statement and Risk Assessment, the staff in your school should have an opportunity to have a voice and participate in the process. This may be as part of a staff meeting.

Below are some prompts for the person leading the meeting together with possible questions a school could use to help ensure the participation of staff in the annual review of the child safeguarding statement. This is not intended to be a directive or exhaustive list.

Communication of the Child Safeguarding Statement and Risk Assessment

Prompts
> Check that each staff member, including special needs assistants, (SNAs), secretaries, caretakers, teachers and all employed in the school has a digital or hardcopy version of the Child Safeguarding Statement and Risk Assessment; and/or
> Remind staff of the date the Child Safeguarding Statement and Risk Assessment was circulated on and that it is available on the school website.
> Introduce the staff to the review prompts document for use with the children and young people in the school.
> Ensure that all staff are aware of who the DLP/relevant person is. Clarify that the relevant person is the person to contact if you have any questions about the Child Safeguarding Statement and that this is noted on the Child Safeguarding Statement.
Possible Questions
> Have you been provided with the Child Safeguarding Statement and Risk Assessment in hard copy or digital form? **or**
> Have you received the copy of our current Child Safeguarding Statement and Risk Assessment which was emailed to you on *(date)*? **or**
> Have you viewed the Child Safeguarding Statement and Risk Assessment on our school website?
> Do you know where the Child Safeguarding Statement and Risk Assessment is displayed within the school?
> How are the children and young people in your class(es) (or those with whom you engage or support) made aware of the identity of the DLP/DDLP (or person in charge of child safeguarding, to use a child-friendly term)? How has this been communicated?
> Who is the DLP/DDLP/Relevant Person in this school? What is their role?

Review of Risks in the School

Prompts
> Check with staff if the school has undertaken any new activities since the last review of the risk assessment which should be noted in the next risk assessment (e.g. intimate care, swimming, shower facilities, remote teaching and online learning). This includes activities before school, during school and extra-curricular activities.
Possible Questions
> Does the Risk Assessment included in the Safeguarding Statement include: - all the activities in the school? - all risks associated with the activities? - actions taken to mitigate the risks involved in these activities? > Has the school undertaken any new activities since the last review of the risk assessment which should be noted in the next risk assessment (e.g. intimate care, swimming, shower facilities, remote teaching and learning)? > Have you any suggestions on anything else the school should include in the Risk Assessment in our Child Safeguarding Statement?

Implementation of Safeguarding Procedures

Prompts
> Clarify that in any situation where a member of school personnel (including a registered teacher), receives an allegation or has a child protection concern they shall respond appropriately as outlined in chapter 2 of the procedures and without delay report the matter to the DLP. > Clarify with mandated staff that the two main statutory responsibilities of a mandated person are: - to report any knowledge, belief or reasonable grounds to suspect that a child has been harmed, is being harmed or is at risk of being harmed to Tusla, **and** - to assist Tusla in assessing a concern which has been the subject of a mandated report, if requested by Tusla in accordance with the Act. > Answers to the question "If you had a concern that a child was at risk what would you do?" must indicate that staff members are aware of the procedures outlined in Chapter 5. > Ask when staff members last completed a child protection training module.
Possible Questions
> What are the responsibilities of a member of school personnel who has a child protection concern? Can you describe the two main statutory responsibilities of a mandated person? > If you had a child safeguarding concern, what would you do? or > If you had a concern that a child was at risk what would you do? > Consider also what you would expect if the: - DLP reports to Tusla, - seeks advice from Tusla or - decides not to report to Tusla. > Consider, also, joint reporting with the DLP. > Describe what you would do if a child made a disclosure to you. > If you had a child protection concern about the DLP, to whom should you report this concern? > When did you last complete a training module for child protection (e.g. Tusla's Children First eLearning programme or their mandated person eLearning module), Oide Child Protection Training? > Do you need to refresh your training to be confident that you are familiar with the procedures and your responsibilities?

SPHE/RSE Curriculum

Prompts
> What steps has the school taken to ensure that the SPHE/RSE/Wellbeing curriculum is appropriately planned for and delivered to the children and young people in the school. ~ This should outline that for a primary school, aspects of all 3 strands are covered each year; Stay Safe is taught in its entirety in one year – at least once in infants, 1st/2nd, 3rd/4th, 5th/6th; and that the school plan outlines provision for RSE across each of the different class levels/stages) noting the date of the most recent policy review or curricular implementation. Schools will be informed if, in the future, the Department approves an alternative or replacement to the Stay Safe Programme. ~ For a post-primary school, the Wellbeing Programme for Junior Cycle is implemented and RSE and SPHE is appropriately delivered noting the date of the most recent policy review or curricular implementation.
Possible Questions
> Does the school plan indicate that aspects of each of the three strands (Myself; Myself and Others; and Myself and the Wider World) of the SPHE curriculum are covered each year? > Does the school plan indicate that the Stay Safe Programme is delivered at least once in Junior Infants or Senior Infants; once in first or second class; once in third or fourth class and once in fifth or sixth class? > Does the school plan indicate that the Stay Safe Programme is taught in its entirety over one school year? > Does the school plan outline provision for learning in RSE across the different stages (Junior Infants/Senior Infants; first/second class; third/fourth class and fifth/sixth class)?
Possible Questions – Post-primary
> Is SPHE timetabled for each year of the junior cycle? > Does the school provide SPHE in accordance with circular 28/2023? > Does the school implement a RSE programme for all students, from First Year to Sixth Year? Have outline programmes of work been prepared for 1st, 2nd and 3rd Year SPHE and 4th, 5th and 6th Year RSE? > Are a minimum of five to six timetabled periods per year assigned to RSE in relevant plans? > Does the overall RSE plan include provision for the exploration of key aspects of RSE, for example, relationships, gender identity, sexual orientation, pornography and consent?

Final thoughts

Possible Question
> Have you anything else you would like to bring to the attention of the relevant person/DLP/DDLP as we undertake the annual review of our Child Safeguarding Statement and Risk Assessment?

CSS 7
Parent/Carer Review of the Child Safeguarding Statement – suggested approach

As part of your annual review of the Child Safeguarding Statement and Risk Assessment, the parents in your school should have an opportunity to have a voice and participate in the process. This could be done through email, questionnaire, meetings, engagement by the parents' association with the wider parent body, or another appropriate approach.

Schools will need to ensure all parents have access to a copy of the school's Child Safeguarding Statement and Risk Assessment to participate in this review process. Raising awareness of a school's Child Safeguarding Statement and Risk Assessment, the role of DLP/trusted adults and regular reviews of risks of harm during school activities is part of the process of keeping children safe.

Below are some questions a school could use to help ensure the participation of parents in the annual review of the child safeguarding statement (including its risk assessment). This is not intended to be a directive or exhaustive list, and the questions and the approach should be adapted to suit the context of the school community.

Awareness of the Child Safeguarding Statement and Risk Assessment
> Did you know that our Child Safeguarding Statement and Risk Assessment (which includes a list of potential risks) is clearly displayed near the school's main entrance? > Have you received a copy of this statement by email? Or have you looked at it on our school website?
Awareness of the DLP/Trusted Adults
> Do you know that the person you can talk to at the school if you have any concerns about a child's safety is called the Designated Liaison Person (DLP)? In our school, that person is [insert DLP's name]. You can also ask them any questions about our Child Safeguarding Statement and Risk Assessment. > In school, we've talked to the children in SPHE class about trusted adults – people they can talk to if they're ever worried about anything. Have you had a similar conversation with your child about who they can talk to if they feel unsafe or upset?
Review of Risks in the School
> Our school does many different activities during the year. We want to make sure every child is safe while taking part. We've looked at all our activities and listed the possible risks, along with the steps we take to keep children safe. This is all included in our Risk Assessment, which is part of the Child Safeguarding Statement. > Do you have any ideas or suggestions about how we can make our school activities even safer? If so, we'd love to hear them.
Final Thoughts
> Is there anything else you'd like to share or suggest as we review our Child Safeguarding Statement this year?

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:

Castleiney National School

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
	Example: Sean Adams	Teacher	Yes	Children First eLearning Programme 21.02.25	Child Protection Procedures for Schools 2025 28.10.25	NEPS Trauma Informed Practice 02.01.26
1	Jody Harkin	Principal AET DLP	Yes	CF - 17.10.26 Mandated Person Training 17.10.25	15/9/25 CPPS 2025 CPP Whole School 7.11.26	NCSE Under Standing Behaviour 14/15 Oct 2025 RP - 2025
2	Kathrine Maher	DP Class Teacher DEPUTY DDLP	Yes	CF 19.10.25	CPPS 25 16.9.25 CPP Whole School 7.11.25	RP - 2025

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
3	Joanne McCormack	Class Teacher	YES	CF 17.10.25	CPP Whole School 7.11.25	RP
4	Angela Glasheen	ANA Secretary	No	CF - 2.11.23	CPP Whole School 7.11.25	
5	Tom Meade	Chairperson of BOM	NO	Patron Training for BOM Nov 2025		
6.	Maureen Kennedy	BOM Member	NO	Patron training for BOM Nov 2025		
7.	Ann Marie Higgins	BOM Member	NO	Patron training for BOM Nov' 25		

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



