



Knocknacarra Educate Together  
National School

# Child Safeguarding Statement and Risk Assessment

*In accordance with the requirements of the Children First Act (2015) and the updated Child Protection Procedures for Schools (revised 2025) this statement provides guidance to all adults in the school community regarding child protection and safeguarding procedures.*

**Original Ratification: 2015      Reviewed: 2016, 2017, 2018, 2019, 2020,  
2021, 2022, 2023, 2024, 2025, 2026**

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## **Child Safeguarding Statement**

<b>For:</b>	<b>Knocknacarra Educate Together NS</b>
<b>At:</b>	<b>An Coimín Mór, Cappagh Rd, Knocknacarra, Galway, H91 Y38E</b>

**This school is a:**  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):**

Matthew Wallen

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

Vivienne Kelly

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

### **Name of Relevant Person**

Matthew Wallen

*(In schools this person is the DLP)*

### **Relevant Person can be contacted on:**

(091) 590627

[matt@ketns.ie](mailto:matt@ketns.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:**

Paul Adams

*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.

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.

### **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**

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.

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.

	<b>List of school activities</b>	<b>Risks Identified Against Each School Activity</b>	<b>Procedures/Measures in place to Mitigate Risk</b>
1.	Training of personnel in child protection matters	Lack of shared knowledge and procedures as well as gaps in consistency could harm children or	<ul style="list-style-type: none"> <li>• Annual review of the Child Safeguarding Statement including a review with staff and parents.</li> <li>• Participate in all available training for DLP, DDLP and other members of staff.</li> <li>• The DLP or DDLP will provide refresher training on an annual basis as part of a staff meeting.</li> </ul>

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		lead to an omission in fulfilling responsibilities	<ul style="list-style-type: none"> <li>• Provide everyone with a copy of the Safeguarding Statement.</li> <li>• Induction of new staff with a particular focus on child protection procedures defined in this risk assessment.</li> </ul>
2.	One-to-one teaching	A staff member could cause harm to a child	<ul style="list-style-type: none"> <li>• Glass panel in the door or an open door or a public space for all one-to-one teaching.</li> <li>• One-to-one teaching is timetabled or verbally communicated to other staff.</li> <li>• Regular one-to-one teaching is planned and documented in a child's support plan.</li> <li>• One-to-one teaching takes place only during the structured teaching day.</li> <li>• All parents grant permission for individual or small-group teaching as described in the Additional Education Needs Policy.</li> </ul>
3.	Intimate care needs	Dignity and privacy of a child could be compromised and an adult could harm a child in our care	<ul style="list-style-type: none"> <li>• In most situations, teachers wait outside unless a child has a physical need that requires assistance with changing.</li> <li>• In the case of toileting accidents, staff communicate with each other to inform another staff member that they are assisting a child and parents are informed of the incident.</li> <li>• Parents are informed on the same day should their child require support with intimate care needs.</li> <li>• Privacy is ensured so that a child is never exposed unnecessarily.</li> <li>• Procedures are established and communicated where a child has ongoing regular care needs which have been agreed between parents, teachers and ISAs and are included in support plans, ensuring adults responsible for intimate care understand the procedures.</li> <li>• Children are involved as far as possible in their own intimate care, dressing themselves and managing their personal care needs as independently as possible.</li> <li>• Gloves are worn if a staff member must assist a child.</li> <li>• Consistent care is offered as well as choices where possible and appropriate.</li> <li>• Children are included in conversations and discussions that affect themselves, and procedures are explained before they happen.</li> </ul>
4.	Toilet areas	Dignity and privacy of a child could be compromised and an adult could harm a child in	<ul style="list-style-type: none"> <li>• Adults use designated toilets for adults and children use designated toilets for children where possible, unless a child needs specified access to a disabled toilet.</li> <li>• An adult will knock on the door before entering and give an oral instruction if looking for a child or needing to access the toilet.</li> </ul>

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		our care	
5.	First Aid	An adult could cause harm to a child in the care of the school or a child could not receive the care required due to a medical need	<ul style="list-style-type: none"> <li>• Two staff members are certified for first aid, and all staff have a basic understanding of how to respond to incidents.</li> <li>• Full details of procedures for responding to any first aid needs are found in the Health and Safety Policy.</li> <li>• If clothing needs to be removed due to injury, the child will do this themselves, as much as possible, and if impracticable in the presence of two adults.</li> <li>• Parents are informed on the same day should their child require first aid.</li> <li>• An incident report is written in accordance with the school’s Health and Safety Policy.</li> </ul>
6.	Security of the school	To prevent intruders causing harm to children	<ul style="list-style-type: none"> <li>• Entrances are normally kept locked or under supervision, and children are instructed that they are not allowed to open the doors to let anyone into the school.</li> <li>• When children are outside of the building in the yard and other areas, they are always under the direct supervision of staff members. Gates are kept closed.</li> <li>• Any unknown visitors will be approached and asked to check in with the office, including anyone in the near vicinity of the school but outside of the school gates.</li> </ul>
7.	Current provision of SPHE, RSE, Stay Safe	Without proper prevention training, children will be unable to have appropriate language or awareness of appropriate touch and how and who to tell when being harmed	<ul style="list-style-type: none"> <li>• Stay Safe is fully implemented.</li> <li>• Regular conversations about bullying take place.</li> <li>• Policies and curriculum plans are in place which are ratified and reviewed by the Board of Management.</li> <li>• Resources are provided to teachers.</li> <li>• CPD is regularly offered and taken up.</li> <li>• A culture of open communication and shared planning is in place among staff members.</li> </ul>
8.	Swimming	A child could be harmed by an instructor, staff member or other people present, such as parents or others using the facilities	<ul style="list-style-type: none"> <li>• The school seeks confirmation in writing that swimming instructors have Garda Vetting and that the swimming facility follows robust child protection procedures.</li> <li>• Independence in changing and dressing is emphasised, and parents are encouraged to ensure that children wear clothes which they can put on and take off independently.</li> <li>• Children are supervised closely, especially when other people are using the facilities, by staff members at all times.</li> <li>• Parents are encouraged to ensure children’s swimming</li> </ul>

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			<p>suits are appropriate.</p> <ul style="list-style-type: none"> <li>Where a child needs assistance, this will be documented and agreed with parents and the assistance will be given in the presence of two adults or in a semi-public setting.</li> </ul>
9.	Outings	Children could be harmed by staff members, chaperones or other persons in public spaces	<ul style="list-style-type: none"> <li>The ratio of staff members to children, as explained in the school's Offsite Learning Experiences Policy, ensures adequate supervision.</li> <li>Teachers have heightened awareness in public spaces and ensure the group stays together with a staff member leading and a staff member at the rear.</li> <li>Staff members supervise the use of public toilets.</li> <li>Children walk in pairs and are responsible for their partner.</li> <li>Children are never sent on their own to the bus or toilet or any other place but are ideally accompanied by a member of staff and another child.</li> <li>Outdoor activities are weather dependent and take into account any hazards.</li> <li>As appropriate, a risk assessment, particularly for a new outing, is completed.</li> </ul>
10.	Yard Supervision	A child could be physically harmed or experience bullying behaviour	<ul style="list-style-type: none"> <li>Supervision protocols, as established in the school's Health and Safety Policy, are strictly followed.</li> <li>Visitors are not allowed to access the yard without specific permission.</li> <li>Supervision is based on an MBWA (Management by Walking Around) approach whereby children are spoken to frequently.</li> <li>If a member of the teaching staff is called away, including administration of first aid, other supervisors will be informed and another member of the teaching staff may replace them if the staff member's absence will be extended.</li> </ul>
11.	Recruitment of new staff	Without sufficient safeguards, a new staff member could be hired who may have a history of harming a child or lack appropriate skills for working in an environment with children	<ul style="list-style-type: none"> <li>All posts are advertised publicly and are sanctioned and approved by the Department and Educate Together.</li> <li>All teachers will be registered with the Teaching Council and other staff members will be suitably qualified.</li> <li>A Board member, an independent assessor approved by Educate Together and the principal act as the recruitment panel.</li> <li>All staff members, as explained in the school's Garda Vetting Policy, must be vetted prior to working in the school and at least two references must be checked.</li> </ul>
12.	Breakfast Club	Risk of harm	<ul style="list-style-type: none"> <li>Breakfast Club, taking place from 8.00-8.40, is available</li> </ul>

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		related to allergies, contamination or poor hygiene practices	<p>and run by a member of the staff.</p> <ul style="list-style-type: none"> <li>• A second staff member is normally onsite as well.</li> <li>• An attendance record is maintained.</li> <li>• Food that is provided takes account of any allergies and dietary preferences, as communicated by parents to the school, and is compliant with the school’s Healthy Eating Policy.</li> <li>• Children and staff practice good hand hygiene.</li> <li>• Food preparation and serving areas are kept clean.</li> <li>• Pupils are supervised and remain seated while eating.</li> </ul>
13.	Afterschool clubs	A child could be harmed by a leader, another child or through unsafe activities	<ul style="list-style-type: none"> <li>• Afterschool club leaders are vetted and are provided with all policies as explained in the After School Clubs Policy.</li> <li>• Clubs are only open to children currently enrolled in the school.</li> <li>• Clubs operate under the approval of the Board of Management only.</li> </ul>
14.	Visitors and contractors	A visitor could harm a child while they are in the school	<ul style="list-style-type: none"> <li>• Visitors to the school, including contractors, must sign in at the office, providing contact details. If necessary, this may involve requesting proof of identity such as a name badge, uniform or letter.</li> <li>• Whenever children are present, staff members accompany the visitors while in the school.</li> <li>• Visitors are directed to use the designated staff toilets only.</li> </ul>
15.	Transportation		<ul style="list-style-type: none"> <li>• In some situations, a bus escort accompanies children availing of regular transport to school is Garda vetted and familiar with the children’s individual needs. If a bus escort is unavailable, a substitute employed by the school will be in place when possible.</li> <li>• The bus provider ensures the bus driver is vetted.</li> <li>• For all events off site and involving bus or taxi transport, children remain seated throughout and wear seatbelts. Staff ensure appropriate behaviour is maintained throughout the journey.</li> <li>• Ordinarily bus and taxi drivers are never left with children alone without the presence of a staff member unless it is agreed with parents.</li> <li>• Ordinarily a staff member will not transport a pupil alone in a personal car unless it is deemed to be a health and safety necessity and with prior permission from the principal or deputy principal.</li> <li>• Buses or taxis will be hired for planned excursions, and staff and parent vehicles will only be used with permission of the principal and the parents of children and when specific car insurance that covers such use is in</li> </ul>

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			place.
16.	Management of provision of food and drink	Children could be physically harmed by eating something that they are allergic to or something that is not safe for consumption	<ul style="list-style-type: none"> <li>Hot lunches are provided following strict guidelines as established by the provider. Children bring a snack that follows healthy eating guidelines and does not include any ingredients that present a serious food allergy for anyone in the school community. Further details are found in the Healthy Eating Policy.</li> <li>Parents are requested to inform the school of any allergies or dietary requirements.</li> <li>For events where food is shared, parents ordinarily supervise what their children eat. Due to nut allergies, such items are not to be brought.</li> <li>During cooking experiences, children and staff members follow hygiene protocols and staff ensure all ingredients are acceptable for all children involved. Safety protocols are in place whenever heated elements and sharp tools are in use.</li> </ul>
17.	Administration of medicine	A child could be harmed by using a medication not intended for them or use medication incorrectly	<ul style="list-style-type: none"> <li>The Substance Use Policy sets out clear protocols for any administration of medication. The school will not administer any medication outside of these guidelines.</li> </ul>
18.	Use of school premises by other organisations	A person using the school from another organisation could cause harm to a child or be unaware of their responsibilities regarding child protection	<ul style="list-style-type: none"> <li>Other organisations may use the school with the permission of the Board of Management. Ordinarily these are for activities that involve children. If anyone is participating outside of children enrolled in the school, the organisations will require their own liability insurance. Organisations that involve anyone who is not enrolled in the school will only use the school facilities outside of school hours.</li> <li>For those organisations working with children or vulnerable individuals, they are expected to complete their own Garda vetting and reference checks, and this is confirmed to the Board.</li> </ul>
19.	Bullying based on difference	A child may be harmed by an adult or another child, potentially related to an aspect of their personal identity.	<ul style="list-style-type: none"> <li>The Anti-Bullying Policy is effectively implemented and reviewed regularly.</li> <li>Lessons on respecting difference are a regular part of both the Learn Together and SPHE curricula.</li> <li>Incident reports are written, and the DLP or DDLP is informed, as required.</li> </ul>
20.	Afterschool activities	A member of staff, an	<ul style="list-style-type: none"> <li>All leaders and volunteers must have Garda Vetting in accordance with the school's Garda Vetting Policy.</li> </ul>

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		afterschool leader or another child could harm a child	<ul style="list-style-type: none"> <li>• Leaders must supervise children and fulfil all requirements as explained in the school’s After-School Activities Policy.</li> </ul>
21.	Drop-off	Parents leave a child unattended or children do not reach the school safely	<ul style="list-style-type: none"> <li>• Supervision is provided from 8.40 either in the yard or the hall until 8.50. Children in the Breakfast Club are supervised from 8.00 to 8.40.</li> <li>• The supervision procedures are regularly communicated to parents as set down in the Health and Safety Policy.</li> <li>• In accordance with the school’s Attendance Policy, the school will contact parents if a child’s absence is unexplained.</li> </ul>
22.	Collection	A child could be harmed without adequate supervision or if collected by someone who was not designated	<ul style="list-style-type: none"> <li>• Supervision of children by staff members continues until a parent or other designated adult is present.</li> <li>• For junior classes (up to 2<sup>nd</sup> Class), teachers ensure parents or designated adults collect children personally.</li> <li>• Parents must give permission for another person to collect their child.</li> <li>• Children in third class and above may walk or cycle home independently if permission from parents has been received, and after a specific request by a parent they may be allowed to supervise a younger sibling with the agreement of the principal. If children are unwell and need to leave the school, they must be collected by a parent rather than walk home independently.</li> <li>• If parents are collecting a child early, they must visit the office and sign out their child. A staff member will collect the child from the classroom.</li> </ul>
23.	Managing challenging behaviour	A child could be harmed by an adult or another child	<ul style="list-style-type: none"> <li>• The school’s Code of Behaviour provides guidance and clear procedures.</li> <li>• The school liaises with psychologists, other professionals, the SENO and parents.</li> <li>• A safe environment is maintained.</li> <li>• A communication log may be maintained as well as regular meetings.</li> <li>• A child will not be restrained without specific training and clear protocols agreed with parents and professionals.</li> <li>• Professional development for staff members is completed to ensure good practice.</li> </ul>
24.	Substitute teachers	A substitute teacher could cause harm to a child or be unaware of their responsibilities	<ul style="list-style-type: none"> <li>• All substitutes must provide proof of Teaching Council Registration, current Garda vetting through the Teaching Council and a Statutory Declaration.</li> <li>• Casual substitutes meet the DLP or Deputy DLP and are encouraged to report any concerns or disclosures.</li> <li>• Long-term substitutes (where the vacancy extends</li> </ul>

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		regarding child protection	beyond one month) are considered members of staff and are given a copy of this statement as well as all necessary policies.
25.	Guest teachers or sports coaches	A child could be harmed by a visiting teacher /coach or the visiting teacher has a lack of training or awareness regarding child protection	<ul style="list-style-type: none"> <li>• As explained in the Garda Vetting policy, all visiting guest teachers and coaches will be vetted.</li> <li>• A member of the teaching staff will always be present.</li> <li>• The Child Safeguarding Statement is given to regular coaches and visitors.</li> <li>• Open dialogue between staff members and visitors takes place regarding the planning of activities.</li> </ul>
26.	Students participating in work experience	A student could harm a child or be unaware of child protection matters	<ul style="list-style-type: none"> <li>• As explained in the Garda Vetting policy, all students on work experience will be vetted.</li> <li>• Students will always work under the direct supervision of a member of the teaching staff.</li> <li>• Documentation is required from the host organisation (i.e. secondary school, university).</li> <li>• The Child Safeguarding Statement is discussed and given to students.</li> <li>• Open dialogue between staff and students is maintained.</li> </ul>
27.	Volunteers and parents	A volunteer or parent could harm a child or be unaware of child protection requirements	<ul style="list-style-type: none"> <li>• Any volunteers, including parents, who work with children on a regular basis (other than attending assemblies or chaperoning on excursions on an incidental basis), will be Garda Vetted in accordance with the school's Garda Vetting Policy.</li> <li>• Volunteers and parents working with children other than their own will always be directly supervised by a member of the teaching staff.</li> <li>• Long-term volunteers are given a copy of this Child Safeguarding Statement.</li> </ul>
28.	Online safety in the school and at home, including using school-owned devices away from the school	Children may access or see inappropriate content or may use digital technology to bully another child	<ul style="list-style-type: none"> <li>• The school's Internet Acceptable Usage Policy is properly implemented including appropriate filtering of devices used in the school.</li> <li>• As explained in the Mobile Phone and Electronic Devices Policy, children are not allowed to use their own personal internet-enabled devices in the school.</li> <li>• Safe and appropriate use of digital technology is taught in school, and training/guidance is offered to parents.</li> <li>• Parents are responsible for supervising the use of school-owned devices at home.</li> <li>• Teachers will monitor use of digital learning platforms such as Google Classroom and Seesaw to ensure interactions adhere to the Code of Behaviour and Anti-</li> </ul>

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			<p>Bullying Policy.</p> <ul style="list-style-type: none"> <li>Restrictions are in place, including passwords and keeping links to online assemblies private, to ensure that only authorized users participate in any online digital learning opportunities.</li> <li>Teachers are familiar with how to use the learning platforms to manage interactions effectively and to endeavour to keep them secure.</li> </ul>
29.	Use of school by other organisations or public events	A visitor attending an event or connected to an organisation renting space could cause harm to a child	<ul style="list-style-type: none"> <li>Children’s names with photos are not visible in the school in a place where a stranger can view them.</li> <li>When children enrolled in the school are present, no organisation not directed towards the children of the school may use any part of the school premises.</li> </ul>
30.	Photographing and videoing children including the school website and social media	Images of children may be used inappropriately or children’s identity may be revealed	<ul style="list-style-type: none"> <li>The school’s Website and Social Media Policy provides clear protocols for use of photographs and videos of children.</li> <li>Staff members may gather and share photos with parents using Aladdin, Google Drive or similar secure platform, asking parents not to share the link with anyone outside the school community.</li> <li>Parents are welcome to take photos and videos at school events as long as it is for personal use only.</li> <li>Additional consent is sought for use of photos and videos if children are named.</li> <li>Photos of children where they are identified will never be visible, including in public places in the school building.</li> </ul>

This Child Safeguarding Statement and Risk Assessment was reviewed by the Board of Management on \_\_\_\_\_ (most recent review date).

<b>Signed:*</b>		<b>Date:</b>
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*Chairperson of the Board of Management*

<b>Signed:*</b>		<b>Date:</b>
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*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*

## **Appendix A – Detailed Guidelines for Managing Child Protection Concerns**

### **Role of the Designated Liaison Person (DLP):**

- The Board of Management of this school has appointed Matt Wallen as the Designated Liaison Person (DLP) and Vivienne Kelly as the Deputy DLP.
- The name of the DLP will be displayed prominently in the school.
- The DLP has specific responsibility for child protection and will represent the school in all dealings with TÚSLA, An Garda Síochaná and other parties in connection with allegations of abuse or child-protection concerns. All matters pertaining to the investigation of child abuse should be processed through the DLP.
- The DLP will coordinate continuing professional development for all teachers as well as induction for new staff members.
- The DLP will be available to staff for consultation regarding suspicions of abuse. S/he will keep records of these consultations.
- The DLP will maintain proper records in a secure, confidential manner and in a secure location.
- The DLP will keep up to date on current developments regarding child protection.

### **Procedure for dealing with disclosures:**

The following procedure will be followed in Knocknacarra Educate Together NS by staff or by any adult participating in school activities if a disclosure of abuse is made.

(1)

- Listen to the child,
- take all disclosures seriously,
- do not ask leading questions or make suggestions to the child,
- offer reassurance but do not make promises,
- do not stop a child recalling significant events,
- do not over-react,
- explain that further help may have to be sought and
- record the discussion accurately in writing and retain the record.

(2) The teacher, staff member or other adult to whom the child has spoken will report the exchange to the Designated Liaison Person (DLP). The DLP, with the help of the other adult, will make a written record of the disclosure. The DLP and Deputy DLP may discuss cases and seek advice from one another.

(3) In cases where school personnel have concerns about a child but are not sure whether to report the matter to TÚSLA, they will seek appropriate advice. To do so, the DLP will consult the appropriate TÚSLA staff. In consulting TÚSLA staff, the DLP should be explicit that he/she is requesting advice and consultation and that he/she is not making a report. It is not envisaged at this informal stage that the DLP would have to give identifying details as are required when a report is being made. If TÚSLA staff member advises that a referral should be made, the DLP will act on that advice.

(4) The Chairperson of the Board of Management will support the implementation of the Child Protection Procedures as laid down by the Knocknacarra Educate Together NS.

(5) The DLP will make a formal report to TÚSLA if there are ‘reasonable grounds for concern that a child may have been abused or is being abused or is at risk of abuse’ based on one of the following:

- specific indication from the child that he or she was abused;
- an account by a person who saw the child being abused;
- evidence, such as an injury or behaviour which is consistent with abuse and unlikely to be caused another way;
- an injury or behaviour, which is consistent both with abuse and with an innocent explanation but where there are corroborative indicators supporting the concern that it may be a case of abuse (an example of this would be a pattern of injuries, an implausible explanation, other indications of abuse or dysfunctional behaviour) and/or
- consistent indication, over time, that a child is suffering from emotional or physical neglect.

(6) The DLP will provide information as required by the standard reporting form and by telephone to the duty Social Worker in TÚSLA.

(7) If the DLP is making a formal report to TÚSLA, the child’s parents/carers will be informed that such a report is being submitted unless doing so is likely to endanger the child.

(8) The DLP and the staff member who received a disclosure will decide whether the concern is above the defined threshold of harm. If it is, a joint mandated report will be made. If the DLP determines that a report is unnecessary, another mandated person, such as the teacher who received a disclosure, may choose to submit a report independently.

(9) In cases of emergency, where a child appears to be at immediate serious risk and a duty Social Worker is unavailable, An Garda Síochána will be contacted. Under no circumstances will a child be left in a dangerous situation pending a TÚSLA intervention.

(10) All information regarding concerns of possible child abuse will only be shared on a need-to-know basis in the interest of the child. The test is whether or not the person has any legitimate involvement or role in dealing with the issue.

(11) As part of the Principal’s report at each BOM meeting, the number of instances when the Principal sought advice from TÚSLA or made a formal report to TÚSLA will be reported without reference to the names or individuals involved.

In summary, the staff and management of this school have agreed that:

- they are duty bound to respond and report any child protection concerns and disclosures, noting that all teachers are mandated reporters;
- the recording of concerns/disclosures and the reporting of same to the DLP, or deputy DLP where appropriate, is crucial;
- all records/reports will be dated and signed by the person making the report;
- a strict adherence to maintaining confidentiality will be maintained;
- dated records of conversations with parents, TÚSLA, Gardaí or legal experts will be kept and
- an identifier number will be used on reports and records instead of names.

## **Appendix B – Location of the Child Protection Procedures and Children First Guidance**

The Child Protection Procedures can be found on the Department of Education and Youth website [www.gov.ie/childprotectionschools](http://www.gov.ie/childprotectionschools) which follow the Children First National Guidance 2017 ([Children First National Guidance 2017.pdf](#)). Three hard copies of these procedures available in the school, one each for the DLP, DDLP and Chairperson of the Board of Management.

DRAFT

**Appendix C - 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:	
Date Appointed:	

**Relevant Person**

*(In schools this is the DLP)*

Name:	
Contact details:	
Date Appointed:	

**Deputy Designated Liaison Person**

Name:	
Date Appointed:	

**Contact details for Tusla**

Contact Name

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Address

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Contact Number

**Contact details for An Garda Síochána**

Contact Name

Address

Contact Number

**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:

**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.

**(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)

**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:

**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:

**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.

**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

(b) Students

(c) School Personnel

**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:

**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:

**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:

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

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**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?

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**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.

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.

### 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.

### 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.

### 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

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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.

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

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

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**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.

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Signed\*:

*Chairperson of the Board of Management*

Date:

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

**Appendix D - Notification of Review of Child Safeguarding Statement and Risk Assessment**

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

**To:**

**The Board of Management of:**

**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 on

(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](http://www.gov.ie/childprotectionschools) .

<b>Signed:*</b>	<input type="text"/>	<b>Date:</b>	<input type="text"/>
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*Chairperson of the Board of Management*

<b>Signed:*</b>	<input type="text"/>	<b>Date:</b>	<input type="text"/>
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*Principal/Secretary to the Board of Management*

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