



Thomond Primary School

Child Safeguarding Statement

CSS1 - Child Safeguarding Statement and Risk Assessment

For:	Thomond Primary School	Roll No; 20460W
At:	Ballynanty, Limerick. V94 C2R7	

This school is a: (tick appropriate) primary post-primary special school

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Addendum to Children First (2019) and 2025, Child Protection Procedures for Schools 2025 and Child Safeguarding: A Guide for Policy, Procedure and Practice, 2nd ed. (Tusla, 2024), the board of management has adopted the Child Safeguarding Statement and Risk Assessment set out in this document.

The board of management has adopted and will implement fully and without modification the department's Child Protection Procedures for Schools 2025 as part of this overall Child Safeguarding Statement and Risk Assessment.

Name of the Designated Liaison Person (DLP):

Ms. Sinéad Toomey

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

Mrs. Caroline Murphy

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

Name of Relevant Person

Sinéad Toomey

(In schools this person is the DLP)

Relevant Person can be contacted on:

061 452755

principal@thomondps.ie

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

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

Mr. Michael Condon

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 provide information and training to members of school personnel in relation to the identification of the occurrence of harm (as defined in the 2015 Act) as follows:

~ The school has provided each member of school personnel, including any new members of school personnel, (employees and volunteers, board of management members, student teachers and those on work experience) with a copy of the school's Child Safeguarding Statement and Risk Assessment.

~ The school ensures that members of school personnel have availed of relevant training and completed child protection training.

~ The school encourages board of management members to avail of any relevant training and complete child protection training.

~ The board of management ensures that records of all staff and board member child protection training are maintained.

> Procedure for the Reporting of Child Protection or Welfare Concerns to Tusla

~ All members of school personnel are required to adhere to the procedures set out in the *Child Protection Procedures for Schools 2025*, in relation to reporting of child protection concerns to Tusla. Mandated reporting applies to all registered teachers and any other mandated person who may be employed by the school, for example a chaplain or nurse. A full list of those people who are mandated persons is set out in Appendix 1 procedures.

> Procedure for Maintaining a List of the Persons (if any) in the Relevant Service Who Are Mandated Persons

~ There is a procedure in place to maintain a list of mandated persons. Schools may on occasion employ additional staff who are mandated by virtue of their profession. This list will include all registered teachers and identify additional employees that are not registered teachers.

> Procedure for Appointing a Relevant Person (In schools this person is the DLP)

~ There is a procedure in place for appointing a relevant person.

The various procedures referred to in this Child Safeguarding Statement and Risk Assessment can be accessed via the school's website, the gov.ie website or will be made available on request by the school.

In accordance with the Children First Act 2015, the Addendum to Children First 2019 and 2025, and the *Child Protection Procedures for Schools 2025*, the board of management carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.

Note: The procedures and measures in place outlined above, are not intended as exhaustive list. Individual boards of management shall also include in this section such other procedures and measures that are of relevance to the school.

This statement has been published on the school's website or will be made available on request by the school. It has been provided to all members of school personnel, the parents' association (if any), the patron and parents. A copy of this statement and risk assessment will be made available to Tusla and the department if requested.

This Child Safeguarding Statement and Risk Assessment will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

Child Safeguarding Risk Assessment

List of school activities	Risks identified	Procedures / Measures in place to Mitigate Risk
<p>Recruitment of school personnel including;</p> <ul style="list-style-type: none"> • Teachers / SNA's • Caretaker/Cleaner/Secretary • Sports coaches • External tutors/guest speakers • Volunteers/Parents in school activities 	<ul style="list-style-type: none"> • Appointment of unsuitable or unvetted individuals to work with pupils • Failure to identify safeguarding concerns during recruitment process • Inadequate understanding of child protection responsibilities by new or existing personnel • Failure of school personnel to recognise or report child protection concerns • Volunteers or external personnel engaging in inappropriate behaviour or communication with pupils • Lack of supervision of non-teaching personnel interacting with pupils 	<ul style="list-style-type: none"> • All staff and relevant personnel are Garda vetted in accordance with statutory requirements prior to commencement; vetting is verified, recorded and retained by the school; no individual is permitted to work with pupils without appropriate clearance • Recruitment procedures follow DEY circulars and best practice, including reference checks, verification of qualifications and employment history; any gaps or concerns are followed up prior to appointment • All personnel are provided with the Child Safeguarding Statement and Child Protection Procedures for Schools 2025; staff are required to complete Tusla Children First eLearning and participate in ongoing safeguarding training • Clear reporting procedures are in place; all staff are instructed to report concerns immediately to the DLP; mandated persons fulfil their statutory reporting obligations • Volunteers are vetted where appropriate; their role is clearly defined; they are supervised at all times by school staff and do not have sole responsibility for pupils • Pupils remain under the supervision of school staff at all times; volunteers and external personnel do not work unsupervised with pupils

	<ul style="list-style-type: none"> • Unauthorised individuals accessing pupils during school activities • Risk of allegations against staff or volunteers 	<ul style="list-style-type: none"> • All visitors sign in at the school office, wear identification and are monitored while on site; access to pupils is controlled through school procedures • Professional boundaries are reinforced; staff operate within agreed codes of conduct; procedures are in place for managing allegations in line with Child Protection Procedures for Schools 2025
<p>Use of external personnel to support curriculum delivery and school activities (e.g. sports coaches, music tutors, therapists, guest speakers)</p>	<ul style="list-style-type: none"> • Inappropriate behaviour, boundary breaches or abuse by external personnel • Inappropriate communication with pupils • Failure to recognise, respond to, or report child protection concerns • Inappropriate photographing, recording or use of images of pupils • Lack of clarity regarding safeguarding responsibilities and reporting procedures • Risk of allegations against staff or external personnel 	<ul style="list-style-type: none"> • All external personnel are Garda vetted where required prior to engagement; vetting is verified and recorded by the school • Communication with pupils is restricted to the supervised activity; use of personal contact details or social media interaction is prohibited • A teacher or SNA remains present and retains responsibility for supervision at all times; external personnel are never left alone with individual pupils or groups • All visitors report to the school office, sign in and out, and wear identification; access to the school is controlled through secure entry systems and monitored by staff • Use of personal devices is prohibited unless specifically authorised; any recording is carried out only in line with school policy and with prior parental consent; storage and use of images comply with Data Protection requirements • Staff presence is maintained during all activities; clear professional boundaries are enforced; all concerns or allegations are

		managed in line with Child Protection Procedures for Schools 2025
Training of school personnel in child protection and safeguarding matters	<ul style="list-style-type: none"> • Failure of school personnel to recognise signs of abuse, neglect or harm • Failure to report child protection concerns promptly and in line with procedures • Inconsistent understanding of roles and responsibilities under Child Protection Procedures • Risk of harm to pupils arising from inadequate staff knowledge or safeguarding practice • Volunteers or ancillary staff lacking appropriate safeguarding awareness • Lack of oversight or monitoring of staff compliance with safeguarding requirements • Failure to keep safeguarding knowledge up to date with current legislation and guidance 	<ul style="list-style-type: none"> • All staff receive mandatory child protection training, including Tusla Children First eLearning; refresher training is completed at regular intervals and recorded • Clear reporting procedures are communicated to all staff; all concerns are reported immediately to the DLP; mandated persons fulfil statutory reporting obligations • All staff are provided with the Child Safeguarding Statement and Child Protection Procedures for Schools 2025; procedures are reviewed annually and at the start of each school year • Ongoing training ensures staff are aware of safeguarding risks, appropriate responses and professional boundaries; safeguarding is a standing item at staff meetings where required • All personnel, including SNAs, ancillary staff, volunteers and board members, are informed of safeguarding procedures and their responsibilities appropriate to their role • The DLP maintains records of training completion; the Principal and Board of Management oversee compliance and ensure training requirements are met • Staff are updated on any changes to Children First guidance and Child Protection Procedures; annual review of safeguarding practices is conducted by the Board of Management

	<ul style="list-style-type: none"> • Risk of allegations or poor practice due to lack of awareness of professional boundaries 	<ul style="list-style-type: none"> • Training includes guidance on maintaining professional boundaries and appropriate interactions with pupils; staff adhere to school policies and procedures at all times
<ul style="list-style-type: none"> • Parents attending classes in the school • Parents attending HSCL initiatives (e.g. Little Voices, Maths 4 Fun, Reading initiatives) 	<ul style="list-style-type: none"> • Inappropriate behaviour or communication by parents towards pupils • Parents engaging in unsupervised contact with pupils • Risk of harm to pupils due to lack of safeguarding awareness among parents • Unauthorised access to classrooms or other areas of the school • Risk of allegations arising from interactions between parents and pupils • Disruption to safeguarding practices due to inconsistent supervision or procedures 	<ul style="list-style-type: none"> • A teacher, SNA or HSCL coordinator is present at all times and retains responsibility for supervision; parents are not left alone with pupils • Parents participate only in structured activities under staff supervision; access to pupils is monitored at all times • Parents are informed of school policies and procedures relevant to their involvement; activities are directed and overseen by school staff • School access is controlled; external doors remain secured; entry is through the main office; visitors are monitored while on site • Staff supervision is maintained at all times; parents do not have sole responsibility for pupils; all concerns are managed in line with Child Protection Procedures • Activities are organised and supervised in line with the Supervision of Pupils Policy and HSCL Policy; staff ensure consistent implementation of procedures
<ul style="list-style-type: none"> • Parents / guardians seeking to collect pupils early, at home time or when pupils are unwell 	<ul style="list-style-type: none"> • Unauthorised or unknown adult attempting to collect a pupil • Pupils being released without proper verification of collection arrangements 	<ul style="list-style-type: none"> • Clear procedures are in place for early collection; staff confirm collection arrangements with the office before releasing a pupil • Parents/guardians are not permitted to access classroom areas unless

	<ul style="list-style-type: none"> • Inappropriate behaviour or communication by adults towards pupils • Unsupervised access of adults to school building or pupils • Presence of unknown adults on school grounds or in the car park • Confusion or lack of clarity around collection arrangements, particularly in urgent situations • Risk of allegations arising during collection interactions 	<p>accompanied by a staff member; all interactions occur under staff supervision</p> <ul style="list-style-type: none"> • Access to the school building is controlled; entry is via the main door only; visitors are monitored by office staff and must not move through the school unaccompanied • School security measures are in place including controlled entry points, monitored front door and supervision at key times (arrival/dismissal) • Parents/guardians are required to notify the school in advance where possible; clear communication procedures are in place between office staff and class teachers • Staff supervise pupil release; procedures ensure clear handover of responsibility from school to parent/guardian; all concerns are managed in line with Child Protection Procedures
<p>Visitors / contractors present during school hours or during after-school activities</p>	<ul style="list-style-type: none"> • Inappropriate behaviour or communication by visitors/contractors towards pupils • Unauthorised or unknown individuals gaining access to the school or pupils • Visitors/contractors having unsupervised contact with pupils • Failure to verify identity of individuals on site 	<ul style="list-style-type: none"> • All visitors and contractors are supervised while on site; they do not have unsupervised access to pupils; responsibility for pupils remains with school staff at all times • All visitors report to the school office on arrival, sign in and out, and wear identification; access to the building is controlled and monitored • Visitors and contractors are not permitted to move around the school unaccompanied where pupils are present; work is scheduled to avoid pupil contact where possible • Visitors/contractors are required to provide identification where necessary; office staff monitor entry and exit

	<ul style="list-style-type: none"> • Inappropriate interaction due to lack of awareness of safeguarding procedures • • Risk of harm during maintenance or external works • Inappropriate recording or photographing of pupils • Risk of allegations arising from interactions between visitors/contractors and pupils 	<ul style="list-style-type: none"> • Visitors/contractors are informed of expected standards of behaviour and restricted access areas; they operate under the direction of school staff • Contractors carry out work outside school hours where possible; where this is not possible, work areas are segregated and supervised • Use of personal devices by visitors/contractors is not permitted unless authorised by the school in line with policy and consent procedures • Staff presence and supervision are maintained; all concerns or incidents are reported to the DLP and managed in line with Child Protection Procedures
<p>Morning entry and home time dismissal of pupils</p>	<ul style="list-style-type: none"> • Unauthorised or unknown adults accessing school grounds or approaching pupils • Pupils leaving the school without appropriate supervision or being released to unauthorised persons • Lack of supervision during high-risk times (arrival and dismissal) • Unsupervised movement of pupils on school grounds 	<ul style="list-style-type: none"> • School entrances are opened only at designated times and are supervised by school staff; all other access points remain closed; entry outside these times is through the main reception only • Class teachers and SNAs supervise arrival and dismissal; pupils are released in a controlled manner; younger pupils remain under the care of staff until collected by a parent/guardian • Staff are assigned to supervise all entrances, exits and yard areas during these times; clear supervision arrangements are in place and implemented daily • Pupils enter and exit through designated points only; staff oversee movement to and from classrooms and school gates

	<ul style="list-style-type: none"> • Confusion regarding collection arrangements, particularly for younger pupils • Risk to pupils using school transport • Unauthorised access to the school building during the school day • Risk of allegations or incidents occurring during transition times 	<ul style="list-style-type: none"> • Parents/guardians are responsible for prompt collection; junior pupils remain supervised until collected; non-collected pupils are brought to the school office and parents are contacted • Pupils using school transport are supervised by staff and/or bus escorts; clear procedures are in place for safe handover to transport services • Front door is monitored by the school secretary; a key fob system is in operation; only authorised access is permitted • Staff supervision is maintained at all times; clear procedures ensure safe handover of responsibility from school to parent/guardian; any concerns are reported in line with Child Protection Procedures
<p>Breakfast club operating before school (8:15–8:45am), run by members of the Parents' Association and supervised by a member of the school leadership/management team</p>	<ul style="list-style-type: none"> • Inappropriate behaviour or communication by adults towards pupils • Volunteers working unsupervised with pupils • Access of unvetted or unsuitable individuals to pupils • Failure to recognise or report safeguarding concerns • Inadequate supervision due to early start time 	<ul style="list-style-type: none"> • A member of the school leadership/management team is present at all times and retains overall responsibility for supervision; parents do not have sole responsibility for pupils • Parents/volunteers are supervised by school staff; they are not left alone with pupils at any time • Parents/volunteers involved are known to the school; vetting is carried out where appropriate in line with school policy • All supervising staff are familiar with Child Protection Procedures; any concern is reported immediately to the DLP • Clear supervision arrangements are in place for the full duration of the breakfast club;

	<ul style="list-style-type: none"> • Unauthorised access to school during early hours • Risk of incidents during transition from breakfast club to school day • Risk of allegations arising during informal setting 	<p>pupils are signed in and supervised until transition to class</p> <ul style="list-style-type: none"> • Access to the building is controlled; entry is through designated doors only and monitored by staff • Pupils are handed over directly to class teachers or supervised transition arrangements are in place • Staff oversight is maintained at all times; clear boundaries and supervision arrangements are in place
<p>Recreation Breaks and Lunch breaks and yard time</p>	<ul style="list-style-type: none"> • Inappropriate behaviour, bullying or peer-on-peer abuse between pupils • Inadequate supervision leading to risk of harm or incidents • Unauthorised or unknown adults accessing the playground or school grounds • Inappropriate communication or interaction between adults and pupils • Inappropriate photographing or recording of pupils • Pupils leaving designated yard areas or accessing unsafe areas 	<ul style="list-style-type: none"> • Yard supervision is in place at all times; staff are assigned to specific areas; Code of Behaviour and Anti-Bullying Policy are implemented; incidents are addressed promptly and recorded where necessary • A supervision rota is in place; teachers/SNAs are on duty in all yard areas; staff actively supervise and monitor pupil behaviour throughout break times • School grounds are secured; external doors remain closed; access is controlled; staff on yard duty monitor all areas and challenge/report any unknown individuals • Pupils are supervised at all times; any interaction with adults is visible and monitored by staff; concerns are reported immediately to the DLP • Visitors/parents are not permitted to record pupils without authorisation; staff monitor for any inappropriate use of devices and respond immediately • Pupils remain within designated play areas; boundaries are clearly defined and

	<ul style="list-style-type: none"> • Delayed response to accidents, incidents or safeguarding concerns • Risk during transition to and from yard areas • Risk of allegations arising during less structured play times 	<p>supervised; staff ensure pupils remain within safe zones</p> <ul style="list-style-type: none"> • Staff are present and vigilant; incidents are dealt with immediately; appropriate follow-up and reporting procedures are implemented • Class teachers supervise pupils exiting to and returning from the yard; classes are collected promptly; orderly movement is maintained at all times • Staff visibility and active supervision are maintained at all times; clear expectations of behaviour are reinforced; all concerns are managed in line with Child Protection Procedures
Toilet areas / other communal school areas	<ul style="list-style-type: none"> • Inappropriate behaviour, bullying or peer-on-peer abuse between pupils • Pupils being unsupervised in isolated areas leading to risk of harm • Potential for incidents in less visible or unsupervised spaces • Risk of harm to younger or more vulnerable pupils • Inappropriate interaction between pupils in confined spaces 	<ul style="list-style-type: none"> • Clear school rules and Code of Behaviour are implemented; pupils are reminded of expected behaviour; incidents are addressed promptly and recorded where necessary • Classroom procedures are in place to monitor pupil movement; pupils require permission to leave class; staff maintain awareness of pupil whereabouts at all times • Pupils go to the toilet in pairs (where appropriate); senior pupils use a sign in/sign out system; toilets closest to classrooms are used • Additional supervision and support is provided where required; staff are alert to the needs of pupils with SEN or additional vulnerabilities • Use of toilet facilities is monitored through class systems; pupils are expected to use facilities appropriately and return promptly to class

	<ul style="list-style-type: none"> • Delay in responding to incidents occurring in communal areas • Risk of allegations arising due to lack of clarity or supervision 	<ul style="list-style-type: none"> • Staff respond promptly to any concerns; pupils are encouraged to report issues; concerns are dealt with in line with school procedures • Clear procedures for pupil movement are in place; staff maintain oversight; all concerns are managed in line with Child Protection Procedures
<ul style="list-style-type: none"> • Classroom teaching, one-to-one teaching, and outdoor teaching (e.g. PE, sports) 	<ul style="list-style-type: none"> • Failure to recognise or respond to signs of abuse, neglect or safeguarding concerns • Inadequate supervision of pupils during class or activities • Increased risk in one-to-one teaching situations (e.g. boundary issues or allegations) • Risk of inappropriate behaviour or communication between staff and pupils • Reduced visibility and increased risk during outdoor teaching activities • Lack of accurate records of pupil attendance and movement 	<ul style="list-style-type: none"> • All staff are trained in Child Protection Procedures; any concern is reported immediately to the DLP; safeguarding is embedded in daily practice • Teachers/SNAs maintain appropriate supervision at all times; pupils are not left unattended; supervision arrangements are adapted as required for different activities • One-to-one teaching takes place in visible settings where possible; open door policy is in place; rooms have glass panels (e.g. SEN rooms); staff maintain professional boundaries at all times • Staff adhere to Code of Behaviour and professional standards; interactions are appropriate, transparent and observable; concerns are reported in line with procedures • Outdoor activities are supervised by staff; appropriate pupil–teacher ratios are maintained; clear boundaries and expectations are set for pupils • Daily attendance, late arrivals and early departures are recorded (e.g. via Aladdin); pupil whereabouts are monitored throughout the school day

	<ul style="list-style-type: none"> • Risk to pupils with additional needs or vulnerabilities • Risk of allegations arising in teaching or supervision contexts 	<ul style="list-style-type: none"> • SEN and SNA supports are in place; supervision and teaching approaches are adapted to meet individual needs; additional safeguards are implemented where required • Open, transparent teaching practices are maintained; staff work within agreed procedures; any concern or allegation is managed in line with Child Protection Procedures
<p>Use of ICT by pupils and school staff during the school day, including use of digital platforms (e.g. Seesaw, email, online learning tools)</p>	<ul style="list-style-type: none"> • Inappropriate use of the internet by pupils • Pupils exposed to inappropriate online content or messaging • Inappropriate communication between staff and pupils (e.g. outside approved platforms) • Inappropriate recording or sharing of images/videos of pupils or staff • Lack of supervision or transparency in online interactions • Misuse of devices by pupils (e.g. recording, messaging, accessing unauthorised content) • Failure to recognise or report safeguarding concerns arising online 	<ul style="list-style-type: none"> • Acceptable Usage Policy is implemented; pupils are supervised when using devices; staff monitor and guide appropriate use at all times • Websites and digital tools are checked in advance by staff; filtering systems and supervision are in place; Internet Safety lessons are delivered • Staff use only school-approved platforms and school email accounts; personal contact details and social media are not used for communication with pupils • Data Protection Policy is followed; parental consent is obtained; recording is controlled and only carried out for approved purposes • All online communication is conducted through approved platforms accessible to the school; staff maintain oversight of all interactions • Laptop/iPad Policy and Code of Behaviour are enforced; staff supervise device use; misuse is addressed in line with school procedures • Staff are trained in recognising online safeguarding concerns; any concern is

	<ul style="list-style-type: none"> • Risk of breaches of data protection or confidentiality 	<p>reported immediately to the DLP and managed in line with Child Protection Procedures</p> <ul style="list-style-type: none"> • Staff adhere to Data Protection Policy; pupil information is handled securely; group communications are managed appropriately (e.g. use of BCC)
<p>One-to-one counselling and creative therapy sessions with pupils</p>	<ul style="list-style-type: none"> • Increased risk of harm or inappropriate interaction in one-to-one setting • Boundary breaches or inappropriate behaviour by therapist or adult • Failure to recognise or report safeguarding concerns arising during sessions • Lack of supervision or oversight of sessions • Risk of allegations arising in one-to-one context • Risk to pupils with additional vulnerabilities (e.g. SEN, emotional needs) • Unauthorised access to pupils by external therapists 	<ul style="list-style-type: none"> • Sessions take place in rooms with visibility (e.g. glass panels); open door policy is applied where appropriate; school staff retain overall responsibility for pupils • Therapists are Garda vetted prior to engagement; they operate under school safeguarding procedures and professional standards at all times • Therapists are provided with the school's Child Safeguarding Statement and are informed of reporting procedures; all concerns are reported to the DLP • Sessions are scheduled and known to school management; staff maintain awareness of pupil location and session timing • Sessions take place in observable settings; clear professional boundaries are maintained; records of sessions are kept as appropriate • Additional safeguards and supports are in place; communication with parents/guardians and relevant staff is maintained where appropriate • Access is controlled through school procedures; therapists sign in and out and are monitored while on site

<p>Participation by pupils in religious ceremonies and/or religious instruction outside the school premises</p>	<ul style="list-style-type: none"> • Inappropriate behaviour or communication by adults towards pupils • Reduced supervision or increased risk due to off-site setting • Unauthorised or unknown individuals interacting with pupils Lack of clarity regarding responsibility for safeguarding in external settings • Risk of pupils becoming separated from the group • • Inappropriate conduct or behaviour by pupils in an external environment Risk of allegations arising during off-site activities 	<ul style="list-style-type: none"> • Pupils are supervised at all times by school staff (teacher and/or SNA); staff retain responsibility for pupils throughout the activity • Appropriate pupil–teacher ratios are maintained in line with age and needs of pupils; clear supervision arrangements are in place for the duration of the activity • Pupils remain under the direct supervision of school staff; interaction with external personnel is monitored and managed • The school retains overall responsibility for safeguarding; staff ensure that school procedures are followed at all times • Pupils are organised and supervised in groups; staff monitor attendance and movement throughout the activity • Code of Behaviour applies at all times; expectations are clearly communicated and reinforced by staff • Staff supervision is maintained at all times; clear professional boundaries are observed; any concerns are managed in line with Child Protection Procedures
<p>Delivery of SPHE, RSE, Stay Safe and other social and emotional learning programmes</p>	<p>Failure to deliver safeguarding-related curriculum (SPHE, RSE, Stay Safe) resulting in reduced pupil awareness of safety and wellbeing</p> <p>Pupils lacking knowledge to recognise, respond to or report unsafe or abusive situations</p>	<ul style="list-style-type: none"> • SPHE is implemented as a core curricular subject in all classes in line with the school plan; RSE and Stay Safe programmes are delivered in full as required • Age-appropriate lessons are delivered to develop pupils’ understanding of personal safety, relationships and how to seek help

	<p>Inconsistent delivery of curriculum across classes</p> <p>Failure to support pupils' social and emotional development</p> <p>Failure to identify or respond to wellbeing or safeguarding concerns arising during lessons</p> <p>Lack of reinforcement of positive behaviour and relationships</p> <p>Risk of gaps in safeguarding education due to absence or inconsistency</p>	<ul style="list-style-type: none"> • Curriculum delivery is planned, monitored and recorded (e.g. Cuntas Míósúil); school management oversees implementation • The school implements a range of evidence-based programmes (e.g. Incredible Years, Friends for Life, Zippy Friends, Dina in the Classroom) to support wellbeing • Staff are trained to respond appropriately to disclosures; any concern arising is reported to the DLP in line with Child Protection Procedures • Programmes and whole-school approaches promote positive behaviour, resilience and emotional regulation; Code of Behaviour supports this work • Whole-school planning ensures continuity of programme delivery; staff collaboration supports consistent implementation
<p>Prevention and management of bullying and misbehaviour amongst pupils</p>	<p>Bullying, including physical, verbal, emotional or cyberbullying, causing harm to pupils</p> <p>Failure to recognise, respond to or report bullying behaviour</p> <p>Peer-on-peer abuse or harmful behaviour between pupils</p>	<ul style="list-style-type: none"> • Anti-Bullying Policy is implemented in line with national procedures; incidents are addressed promptly, recorded and monitored; appropriate follow-up actions are taken • Staff are vigilant and trained to identify signs of bullying; concerns are reported and managed in line with school procedures and Child Protection Procedures where applicable • Code of Behaviour is implemented consistently; restorative practices are used to address behaviour and promote positive relationships

	<p>Pupils feeling unsafe or unsupported in reporting concerns</p> <p>Inadequate supervision leading to increased risk of bullying incidents</p> <p>Failure to address ongoing or repeated behaviours effectively</p> <p>Risk of escalation of behaviour leading to harm</p> <p>Risk of allegations arising from behaviour management practices</p>	<ul style="list-style-type: none"> • Pupils are encouraged to report concerns; a supportive school environment is promoted; SPHE, Stay Safe and wellbeing programmes reinforce this • Supervision arrangements are in place throughout the school day; staff monitor pupil interactions in classrooms, yard and other areas • Behaviour is monitored and reviewed; interventions and supports are put in place where required; communication with parents/guardians is maintained • Early intervention strategies and social/emotional programmes are implemented; staff respond promptly to emerging concerns • Staff follow agreed procedures and professional standards; all actions are consistent with school policies and Child Protection Procedures
<p>Implementation of sanctions under the school's Code of Behaviour, including time-out (indoors or on yard)</p>	<p>Inadequate supervision of pupils during sanctions leading to risk of harm</p> <p>Pupils being isolated or placed in inappropriate settings</p> <p>Inappropriate use of sanctions or inconsistent application of behaviour procedures</p>	<ul style="list-style-type: none"> • Pupils remain under the supervision of a teacher and/or SNA at all times; time-out (indoors or outdoors) is supervised and monitored by designated staff • Time-out is carried out in safe, appropriate and visible settings; pupils are not left alone or unsupervised • Code of Behaviour is implemented consistently by all staff; clear guidelines are in place for the use of sanctions • Sanctions are proportionate, respectful and focused on supporting behaviour; restorative practices are used where appropriate

	<p>Risk of emotional harm or distress to pupils</p> <p>Lack of oversight of pupils during removal from class or yard</p> <p>Failure to record or respond appropriately to behavioural incidents</p> <p>Risk of escalation of behaviour during sanction</p> <p>Risk of allegations arising during behaviour management</p>	<ul style="list-style-type: none"> • Staff maintain awareness of pupil location at all times; clear procedures are in place for movement and supervision during sanctions • Behaviour incidents are recorded and monitored; follow-up actions are implemented where required; parents/guardians are informed as appropriate • Staff supervise closely and intervene as necessary; additional support is provided where required • Staff follow agreed procedures and maintain professional boundaries; all actions are consistent with school policies and Child Protection Procedures
<p>Afterschool classes and activities run by school staff or School Completion Programme (SCP)</p>	<p>Inappropriate behaviour or communication by adults towards pupils</p> <p>Reduced supervision or increased risk due to extended hours and smaller groups</p> <p>Failure to recognise or report safeguarding concerns during afterschool activities</p> <p>Pupils being unsupervised before, during or after activities</p>	<ul style="list-style-type: none"> • Afterschool activities are supervised by school staff/SCP personnel; staff maintain professional boundaries and responsibility for pupils at all times • Appropriate supervision arrangements are in place for the duration of activities; staff ensure adequate oversight of all pupils • All staff follow Child Protection Procedures; any concern is reported immediately to the DLP and managed in line with procedures • Clear start and finish times are established; pupils are supervised until collected; no pupil is left unsupervised

	<p>Unauthorised collection of pupils after activities</p> <p>Inconsistent application of school policies during afterschool activities</p> <p>Risk of incidents occurring in less structured or informal settings</p> <p>Risk of allegations arising during extended interactions</p>	<ul style="list-style-type: none"> • Pupils are released only to parents/guardians or authorised persons; collection arrangements are clearly communicated and monitored • Code of Behaviour, Anti-Bullying Policy and Supervision of Pupils Policy apply at all times; staff ensure consistency with the school day • Activities are planned and structured; staff actively supervise and monitor pupil interactions • Staff maintain visibility and appropriate boundaries; all concerns or incidents are managed in line with Child Protection Procedures
Summer camps run by school staff	<p>Inappropriate behaviour or communication by adults towards pupils</p> <p>Reduced supervision or increased risk due to extended hours, informal structure or mixed groupings</p> <p>Failure to recognise or report safeguarding concerns</p> <p>Pupils being unsupervised during activities or transitions</p> <p>Unauthorised collection of pupils</p> <p>Inconsistent application of school policies during summer programmes</p>	<ul style="list-style-type: none"> • Summer camps are supervised by school staff; staff maintain professional boundaries and responsibility for pupils at all times • Clear supervision arrangements are in place for all activities; appropriate staff–pupil ratios are maintained; activities are structured and monitored • All staff follow Child Protection Procedures; any concern is reported immediately to the DLP and managed in line with procedures • Pupils are supervised at all times during activities, breaks and transitions; clear procedures are in place for movement around the school • Pupils are released only to parents/guardians or authorised persons; clear collection procedures are in place and followed • Child Safeguarding Statement, Code of Behaviour, Anti-Bullying Policy and Supervision of Pupils Policy apply at all times

	<p>Increased risk due to different routines, locations or activities</p> <p>Risk of allegations arising during extended or informal interactions</p>	<ul style="list-style-type: none"> • Activities are planned and risk assessed; staff actively supervise and monitor all areas • Staff maintain visibility and appropriate boundaries; all concerns or incidents are managed in line with Child Protection Procedures
<ul style="list-style-type: none"> • School tours / outings involving one or multiple classes to external venues School Sports Day Hire of transport (bus) Use of public transport 	<p>Reduced supervision and increased risk due to off-site setting</p> <p>Pupils becoming separated from the group</p> <p>Inappropriate behaviour or communication by adults or members of the public</p> <p>Failure to recognise or report safeguarding concerns during outings</p> <p>Risk associated with transport (bus or public transport)</p> <p>Unauthorised collection of pupils during or after outings</p> <p>Increased risk during transitions (boarding, moving locations, return to school)</p> <p>Inadequate planning or risk assessment of activities</p>	<ul style="list-style-type: none"> • Appropriate pupil–teacher ratios are maintained based on age and needs; teachers and/or SNAs supervise pupils at all times; clear supervision roles are assigned • Pupils are organised into groups; headcounts are conducted regularly; staff monitor pupil whereabouts at all times • Pupils remain under the supervision of school staff; interaction with members of the public is monitored and managed • All staff follow Child Protection Procedures; any concern is reported immediately to the DLP and managed in line with procedures • Transport providers are licensed and comply with regulations; staff supervise pupils during boarding, travel and disembarkation; safe seating and behaviour are enforced • Clear procedures are in place for release of pupils; pupils are only handed over to parents/guardians or authorised persons • Staff supervise all transitions closely; clear instructions are given to pupils; movement is controlled and monitored • Activities are planned in advance; venues and arrangements are checked; staff ensure suitability and safety of activities

	Risk of allegations arising during off-site activities	<ul style="list-style-type: none"> Staff maintain visibility and appropriate professional boundaries; all concerns or incidents are managed in line with Child Protection Procedures
Staff transporting pupils in their own cars (e.g. to matches, in case of illness, or other school-related activities)	<p>Inappropriate behaviour or communication in a one-to-one setting</p> <p>Increased risk due to one-to-one or small group setting</p> <p>Lack of clarity regarding responsibility and supervision during transport</p> <p>Risk of allegations arising during transport</p> <p>Inadequate communication with parents/guardians regarding transport arrangements</p> <p>Safety risks during transport (e.g. road safety, seating arrangements)</p> <p>Unauthorised transport of pupils</p>	<ul style="list-style-type: none"> Staff do not transport pupils alone where possible; at least two pupils travel together or a second adult (teacher/SNA) is present Arrangements are made to avoid one-to-one situations; visibility and accountability are maintained at all times Clear school procedures are followed; staff remain responsible for pupils until they are safely handed over to parents/guardians or appropriate personnel Staff adhere to professional boundaries at all times; transport arrangements minimise risk (e.g. multiple occupants); all concerns are managed in line with Child Protection Procedures Parents/guardians are informed in advance of transport arrangements and provide consent where required Staff ensure that vehicles are roadworthy, insured and comply with legal requirements; pupils use appropriate seating and safety restraints Transport of pupils by staff occurs only in exceptional circumstances and in line with school procedures
Use of video and other media to record school events (including photographing and recording pupils and staff)	Inappropriate recording or sharing of images of pupils or staff	<ul style="list-style-type: none"> Recording of images/video is carried out only in line with school policy; parental consent is

	<p>Online posting or sharing of images without consent</p> <p>Misuse of images by parents/guardians or others (e.g. uploading to social media)</p> <p>Pupils or staff being recorded without knowledge or permission</p> <p>Breach of data protection or confidentiality</p> <p>Inappropriate use of devices during school events</p> <p>Risk of safeguarding concerns arising from misuse of images or recordings</p>	<p>obtained and recorded; staff oversee all recording activities</p> <ul style="list-style-type: none"> • Data Protection Policy and Acceptable Usage Policy are implemented; images are stored and used securely; sharing is restricted to approved purposes • Parents/guardians are advised that recordings are for personal use only and should not be shared on social media or online platforms • Staff monitor recording during events; unauthorised recording is addressed immediately • Staff adhere to Data Protection Policy; pupil information is handled securely; only necessary data is recorded and retained appropriately • Use of devices is supervised and controlled; expectations regarding appropriate use are communicated clearly • Any concern relating to recording or sharing of images is reported to the DLP and managed in line with Child Protection Procedures
<p>Care and support of pupils with specific vulnerabilities or additional needs (e.g. disability, SEN, race, religion, social/emotional needs)</p>	<p>Increased risk of harm due to vulnerability, including reduced ability to recognise or report concerns</p> <p>Failure to recognise or respond to safeguarding concerns for vulnerable pupils</p> <p>Risk of bullying, discrimination or exclusion</p>	<ul style="list-style-type: none"> • Staff are aware of pupils' individual needs; additional supports and supervision are provided as required; SEN and SNA supports are in place • All staff are trained in Child Protection Procedures; staff remain vigilant to signs of harm; any concern is reported immediately to the DLP • Code of Behaviour and Anti-Bullying Policy are implemented; inclusive practices are

	<p>Inappropriate behaviour or communication towards vulnerable pupils</p> <p>Lack of appropriate support leading to distress or harm</p> <p>Failure to ensure equal access to safe participation in school activities</p> <p>Increased risk of allegations due to close support needs</p>	<p>promoted; incidents are addressed promptly and appropriately</p> <ul style="list-style-type: none"> • Pupils are supervised at all times; staff maintain professional boundaries and appropriate interactions • Individual needs are supported through SEN Policy and SNA support; staff adapt approaches to ensure pupil safety and wellbeing • Reasonable accommodations and supports are provided to ensure pupils can participate safely in all activities • Staff follow agreed procedures and maintain transparency in interactions; supervision and appropriate settings are ensured at all times
<p>Care of pupils with SEN, including provision of intimate care where required</p>	<p>Increased risk of harm to pupils with additional vulnerabilities</p> <p>Inappropriate behaviour or boundary breaches by staff during care provision</p> <p>Risk of harm to a pupil while receiving intimate care</p> <p>Lack of transparency or visibility during intimate care</p>	<ul style="list-style-type: none"> • Pupils are supported in line with SEN Policy and SNA Policy; additional supervision and supports are provided based on individual needs • Staff follow agreed procedures and maintain professional boundaries at all times; care is provided respectfully and appropriately • Intimate Care Policy is implemented; care is provided in a safe, appropriate and respectful manner; where possible, more than one staff member is aware of or involved in care provision • Care takes place in appropriate settings with regard to dignity and safety; staff ensure accountability and awareness of pupil location at all times

	<p>Failure to recognise or report safeguarding concerns</p> <p>Risk of allegations arising during intimate care or close support</p> <p>Inconsistent approach to care or lack of clarity around responsibilities</p> <p>Risk during toileting incidents or emergencies</p>	<ul style="list-style-type: none"> • All staff follow Child Protection Procedures; any concern is reported immediately to the DLP and managed in line with procedures • Clear procedures are followed; staff maintain appropriate boundaries; records are kept where appropriate; supervision and oversight are in place • Individual care needs are clearly communicated; staff follow agreed plans and procedures; parents/guardians are informed and involved as appropriate • School procedures are followed; parents/guardians are contacted where appropriate; dignity and safety of the pupil are prioritised at all times
<p>Managing challenging behaviour, including pupils at risk of absconding (flight risk)</p>	<p>Risk of injury to pupils or staff during behavioural incidents</p> <p>Use of inappropriate or excessive physical intervention</p> <p>Pupil leaving the school premises without supervision (flight risk)</p> <p>Escalation of behaviour leading to harm</p> <p>Inadequate supervision during behavioural incidents</p>	<ul style="list-style-type: none"> • Staff follow agreed behaviour management strategies; appropriate supervision is maintained; staff intervene promptly to ensure safety • Only the minimum level of restraint necessary is used in line with school policy; staff are guided by best practice and trained approaches • Pupils are supervised at all times; additional supports and monitoring are in place for identified pupils; staff respond immediately if a pupil attempts to leave • Early intervention strategies are used; staff apply consistent behaviour supports (e.g. Incredible Years approach); de-escalation techniques are used where possible • Where possible, at least two staff members are present during incidents; staff maintain oversight of all pupils involved

	<p>Failure to respond appropriately or consistently to challenging behaviour</p> <p>Failure to report or record incidents appropriately</p> <p>Risk of allegations arising during behaviour management or restraint</p> <p>Lack of coordinated response in serious incidents</p>	<ul style="list-style-type: none"> • Code of Behaviour is implemented consistently; staff follow agreed procedures and guidance • Incidents are recorded and monitored; parents/guardians are informed; serious concerns are managed in line with Child Protection Procedures • Staff maintain professional boundaries; interventions are proportionate and recorded where appropriate; all concerns are managed in line with procedures • Critical Incident Policy and Health & Safety procedures are followed; leadership team supports staff where required
<p>Administration of First Aid treatment by staff</p> <p>Administration of medication by staff</p>	<p>Risk of harm to pupils due to incorrect administration of first aid or medication</p> <p>Risk to pupils with medical conditions or particular vulnerabilities</p> <p>Inadequate supervision during first aid or medication administration</p> <p>Failure to follow agreed procedures or instructions</p> <p>Failure to recognise or respond appropriately to medical emergencies</p>	<ul style="list-style-type: none"> • Staff follow Administration of Medication Policy and established procedures; medication is administered only as authorised and recorded appropriately • Individual healthcare needs are identified and supported; staff are informed of relevant medical conditions; appropriate care plans are followed where in place • Pupils remain under staff supervision at all times; care is provided in a safe and appropriate setting • Staff adhere to school policies and parental/medical guidance; clear procedures are in place for administering medication • Staff respond promptly to incidents; emergency procedures are followed; parents/guardians and emergency services are contacted where required

	<p>Lack of recording or communication regarding treatment provided</p> <p>Risk of allegations arising during care provision</p> <p>Improper storage or handling of medication</p>	<ul style="list-style-type: none"> Records are maintained of first aid and medication administered; parents/guardians are informed as appropriate Staff maintain professional boundaries; care is delivered in a transparent and appropriate manner; procedures are followed at all times Medication is stored securely and accessed only by authorised staff; procedures for safe storage and disposal are followed
<p>Trainee teachers or SNAs on college placement</p> <p>TY students on work experience</p>	<p>Failure to recognise or report safeguarding concerns</p> <p>Inappropriate behaviour or communication with pupils due to lack of experience or understanding</p> <p>Trainees or students being left unsupervised with pupils</p> <p>Access of unvetted individuals to pupils</p> <p>Lack of clarity regarding roles and responsibilities</p> <p>Risk of allegations arising due to close interaction with pupils</p>	<ul style="list-style-type: none"> All trainees and students are informed of the school's Child Safeguarding Statement and reporting procedures; any concern is reported immediately to the DLP Clear expectations regarding professional behaviour and boundaries are outlined; trainees and students operate under the direction of school staff at all times Trainees and TY students are supervised by a qualified member of staff; they do not have sole responsibility for pupils Garda vetting is carried out where required in line with statutory requirements; placement arrangements are verified in advance Roles are clearly defined; trainees and students follow school policies and procedures at all times Staff oversight is maintained; appropriate boundaries and visibility are ensured; all concerns are managed in line with Child Protection Procedures

	Failure to follow school procedures or safeguarding practices	<ul style="list-style-type: none"> • Trainees and students are guided by supervising staff; compliance with school policies is required at all times
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Important Note:

It should be noted that risk in the context of this 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 Chapter 4 of the Child Protection Procedures for Schools 2025.

In undertaking this 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.

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.

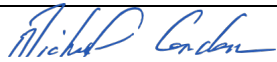
The Guidance on Continuity of Schooling for primary and post-primary schools (April 2020) advises of the importance of teachers maintaining the safe and ethical use of the internet during distance learning and assisting parents and guardians to be aware of their role also. Schools should ensure that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


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 **9th June 2026** (*most recent review date*)

Signed: *		Date: 9 th June 2026
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Chairperson of the board of management

Signed: *		Date: 9 th June 2026
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Principal/Secretary to the board of management

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again in **May/June 2027** (*expected review date*)

****Document to be printed and signed with original signatures (signed and printed hard copy in BOM minutes of 09/06/'26)***

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

This may be in the form of specifying the online location for the procedures (Department of Education and Youth website www.gov.ie/childprotectionschools and/or the school website), providing a link to the Children First National Guidance 2017 [Children First National Guidance 2017.pdf](https://www.tusla.ie/uploads/content/Children_First_National_Guidance_2017.pdf), and stating the number and location of hard copies of these procedures available in the school.

The Child Protection Procedures for Schools 2025 are available online at:

- Department of Education and Youth website: www.gov.ie/childprotectionschools

A copy of the Children First: National Guidance for the Protection and Welfare of Children 2017 is available at:

https://www.tusla.ie/uploads/content/Children_First_National_Guidance_2017.pdf

Hard Copies:

Hard copies of these documents are available in the Principal's office (DLP) and are also held by the Designated Liaison Person (DLP) and Deputy Designated Liaison Person (DDLDP). Copies are available to staff upon request.

The school's Child Safeguarding Statement and associated Risk Assessment is available on the school website: www.thomondps.ie