



Scoil Chonglais Post-Primary School

Child Safeguarding Statement & Risk Assessment



BORD OIDEACHAIS AGUS OILIÚNA
CHILL DARA AGUS CHILL MHANTÁIN
KILDARE AND WICKLOW
EDUCATION AND TRAINING BOARD

Child Safeguarding Statement and Risk Assessment

For:	Scoil Chonglais, Post Primary School
At:	Baltinglass, Wicklow

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):

Mr Patrick Maguire

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

Ms Emma Fox

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

Name of Relevant Person

Mr Patrick Maguire

(In schools this person is the DLP)

Relevant Person can be contacted on:

059 648 1449

patrickmaguire@kwetb.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:

Dr Deirdre Keyes, CE KWETB

In the event that both DLP and DDLP are absent and unavailable, and where there is no staff member formally acting in their role, the chairperson of the board of management, or in an ETB school the chief executive or their delegate, assumes the role of DLP.

The board of management recognises that child protection and safeguarding permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In all of these, the school will adhere to the following principles of best practice in child protection and welfare. The school will:

- ☒ Recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations.
- ☒ Fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children.
- ☒ Fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters.
- ☒ Adopt safe practices to minimise the possibility of harm happening to children and protect members of school personnel from the necessity to take unnecessary risks that may leave themselves open to accusations of child abuse.
- ☒ Develop a practice of openness with parents and encourage parental involvement in the education of their children.
- ☒ Fully respect confidentiality requirements as set out in the Child Protection Procedures for Schools 2025 in dealing with child protection matters.
- ☒ Adhere to the above principles in relation to any vulnerable adult.

Procedures and Measures in Place

Our Child Safeguarding Statement and Risk Assessment has been developed in line with requirements under the Children First Act 2015, the *Children First: National Guidance 2017*, and *Child Safeguarding: A Guide for Policy, Procedure and Practice, 2nd ed. (Tusla, 2024)*, and the *Child Protection Procedures for Schools 2025*. In addition to the procedures listed in our risk assessment, the following procedures support our intention to safeguard children while they are availing of our service:

> Procedure for the Management of Allegations of Abuse or Misconduct against School Personnel Relating to a Child Availing of Our Service

~ Where any member of school personnel is the subject of any investigation in respect of any act, omission or circumstance in relation to a child attending the school, the school is required to adhere to the relevant procedures set out in Chapter 7 of the *Child Protection Procedures for Schools 2025* and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie website.

> Procedure for the Safe Recruitment and Selection of School Personnel to Work With Children

- ~ The school is required to adhere to the requirements of the Vetting Act. The selection or recruitment of staff and their suitability to work with children, requires the school to adhere to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016, and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the Department of Education and Youth and available on the gov.ie website and as outlined in Chapter 10 of the procedures.
- ~ A written protocol is in place authorising immediate action for cases which require an employee to be immediately absented from school for child safeguarding reasons.

> Procedure for Provision of and Access to Child Safeguarding Training and Information, Including the Identification of the Occurrence of Harm

- ~ The school provides information and training to members of school personnel in relation to the identification of the occurrence of harm (as defined in the 2015 Act) as follows:
 - ~ The school has provided each member of school personnel, including any new members of school personnel, (employees and volunteers, board of management members, student teachers and those on work experience) with a copy of the school's Child Safeguarding Statement and Risk Assessment.
 - ~ The school ensures that members of school personnel have availed of relevant training and completed child protection training.
 - ~ The school encourages board of management members to avail of any relevant training and complete child protection training.
 - ~ The board of management ensures that records of all staff and board member child protection training are maintained.

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

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

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

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

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

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

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

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

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

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

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

Child Safeguarding Risk Assessment

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
1	Daily arrival and dismissal of pupils	Inadequate supervision; inappropriate relationship/communication; harm by another child	Staff supervision rota; designated entry/exit points; sign-out procedures; monitored entrances; attendance procedures
2	Recreation breaks	Harm by another child; bullying; inadequate supervision; inappropriate relationships	Supervision rota; incident reporting; Bí Cineálta procedures; Code of Behaviour implementation; designated supervision areas.
3	Classroom teaching	Harm not recognised; harm not reported; inadequate training; harm by personnel; harm by another child; bullying; inadequate supervision; inappropriate relationships; inappropriate use of ICT	Mandatory Child Protection training; reporting procedures; DLP structure; visibility panels in classroom doors; Garda-vetted staff; AUP implementation
4	One-to-one teaching	Harm by personnel; inappropriate relationship/communication; risk in one-to-one situations; inappropriate digital communication	Open-door policy; room visibility panels; timetable oversight; Garda-vetted staff; adherence to KWETB Code of Conduct
5	One-to-one learning support	Vulnerability of children with SEN/medical needs; one-to-one situation	AEN timetables; AEN oversight; supervised settings; individual support plans; regular review meetings
6	One-to-one counselling	Harm by personnel; inappropriate relationship; one-to-one counselling risk; inappropriate communication	Guidance Plan; qualified personnel; clear reporting thresholds; DLP referral procedures; secure record keeping; one-to-one counselling procedures; Code of Conduct; safeguarding procedures
7	Outdoor teaching activities	Harm during out-of-school activities; inadequate supervision; inadequate supervision off-site; inappropriate relationships	School trips & outings policy & procedures; Health & Safety Policy; Code of Conduct; mobile contact procedures; staff supervision; approved activity plans

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
8	Online teaching and learning remotely	Inappropriate online teaching/learning platform; inappropriate relationships; inappropriate ICT use; inappropriate digital communication; inappropriate material	Secure school platforms; teacher-controlled sessions; Acceptable Use Policy; online safety education; monitoring of online engagement; Code of Conduct; Child Protection Procedures
9	Sporting activities	Harm by personnel; harm during activities; inadequate supervision; inappropriate relationships	Assigned coaches; Garda vetting; staff supervision; Health & Safety procedures; monitored changing facilities
10	School outings	Harm during out-of-school activities; inadequate supervision; inappropriate relationships	Pre-trip risk assessment; roll calls; staff assigned groups; Principal approval; emergency contact procedures; school tours & outings policy/procedures; Health & Safety Policy; Code of Conduct
11	School trips involving overnight stay	Harm during out-of-school activities; inadequate supervision; inappropriate relationships; risks where children are away from home	P12 outings procedures; P13 Health & Safety; P16 Code of Conduct; P40 boarding/residential safeguarding risk mitigation where applicable
12	School trips involving foreign travel	Harm during out-of-school activities; inadequate supervision; inappropriate relationships; children away from home	Mandatory Child Protection training; reporting procedures; Garda vetting; Detailed planning; emergency contacts; travel insurance; supervision plan; outings procedures; Health & Safety; Code of Conduct
13	Use of toilet/changing/shower areas	Inadequate supervision; inappropriate relationships; harm during intimate care	Staff supervision from outside; clear procedures; no staff in changing areas unless required; monitored access; Code of Conduct
14	Annual Sports Day	Harm during activities; inadequate supervision; inappropriate relationships	Whole-school supervision plan; designated zones; first aid station; incident reporting procedures; Health & Safety; Code of Conduct
15	Fundraising events involving students	Harm by volunteers/visitors; harm during out-of-school activities; inadequate	Garda vetting; Code of Conduct; Health & Safety; Staff oversight; controlled access;

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		supervision; inappropriate relationships	designated supervisors; approval procedures; parental notification where required
16	Use of off-site facilities for school activities	Harm during out-of-school activities; inadequate supervision; inappropriate relationships	Provider checks; supervision maintained; travel planning; site specific risk assessments; outings policy & procedures; Health & Safety; Code of Conduct
17	School transport arrangements including bus escorts	Harm during out-of-school activities; inadequate supervision; inappropriate relationships	Health & Safety Policy; Code of Conduct; Garda vetting; outing policy & procedures where applicable
18	Care of children with SEN, including intimate care	Vulnerability of children with SEN/medical needs; intimate care; inappropriate relationships	Inclusion AEN policy; medication procedures; First Aid procedures; Code of Conduct; individual support plans; trained staff; Student Support Team oversight; regular review meetings
19	Management of challenging behaviour, including restraint	Harm by another child; inadequate supervision; inappropriate relationships; inadequate Code of Behaviour	Understanding Behaviours of Concern/Responding to Crisis Situations; Code of Behaviour; Code of Conduct; Health & Safety
20	Management/provision of food and drink	Inadequate supervision; harm to children with vulnerabilities/medical needs; intimate care where applicable	Health & Safety; Inclusion AEN policy; medication procedures; First Aid; Tyro student medical information
21	Administration of medicine	Medical vulnerability; risk during care	Policy/procedures for administration of medication; First Aid procedures; Inclusion AEN policy; Written consent; designated staff; secure storage; logs
22	Administration of First Aid	Medical vulnerability; risk during care; inadequate supervision	First Aid policy/procedures; Health & Safety; Inclusion AEN policy; Certified first aiders; incident logs; equipment maintained
23	SPHE, RSE and Stay Safe	Harm not recognised; inadequate training; bullying; racism; inappropriate	Timetabled delivery; trained teachers; monitoring of provision; SPHE; Wellbeing; Bí

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		relationships; inadequate behaviour procedures	Cineálta; anti-racism; Code of Behaviour
24	Prevention/dealing with bullying	Bullying; racism; inappropriate relationships	Bí Cineálta/anti-bullying procedures; anti-racism initiatives; Code of Behaviour; Stay Safe/SPHE/Wellbeing
25	Training school personnel in child protection	Harm not recognised; harm not reported; inadequate training	Child Protection Procedures; Children First requirements; relevant training; Board training; training records
26	External personnel supplementing curriculum	Harm by personnel; harm by visitor/external person; harm during activities; inappropriate relationships	Garda vetting; contracts; staff always present; Code of Conduct
27	External personnel supporting sports/extra-curricular activities	Harm by volunteer/visitor; harm during activities; inappropriate relationships	Code of Conduct; supervision Garda vetting; Code of Conduct; Health & Safety
28	Care of pupils with specific vulnerabilities/needs	Particular vulnerabilities/medical needs; intimate care; inadequate supervision; inappropriate relationships	Inclusion AEN policy; medication procedures; First Aid; supervision
29	Students from ethnic minorities/migrants	Racism; bullying; inappropriate relationships	Anti-racism initiatives; Bí Cineálta; Code of Behaviour; SPHE/Wellbeing
30	Members of the Traveller community	Racism; bullying; inappropriate relationships	Anti-racism initiatives; Bí Cineálta; Code of Behaviour; SPHE/Wellbeing
31	Lesbian, gay, bisexual or transgender children	Bullying; inappropriate relationships/communications; discriminatory/racist-type behaviour where applicable	P8 Bí Cineálta; P27 Code of Behaviour; P6/P7 SPHE/Wellbeing
32	Pupils perceived to be LGBT	Bullying; inappropriate relationships/communications	Bí Cineálta; Code of Behaviour; SPHE/Wellbeing
33	Pupils of minority religious faiths	Bullying; inappropriate relationships/communications	Bí Cineálta; Code of Behaviour; P6/P7 SPHE/Wellbeing
34	Children in care	Harm not recognised; harm not reported; inadequate supervision; inappropriate	Child Protection Procedures; Code of Behaviour; Code of Conduct

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		relationships; particular vulnerabilities	
35	Children on Tusla CPNS	Harm not recognised; harm not reported; inadequate training; inappropriate relationships; vulnerabilities	Safeguarding/Child Protection Procedures; provision of Child Safeguarding Statement; training; training records
36	Children with medical needs	Medical vulnerability; risk during intimate care; inadequate supervision	Inclusion AEN policy; intimate care plan; medication procedures; First Aid; Health & Safety
37	Recruitment of school personnel	Child harmed by personnel; harm by inappropriate personnel/visitor; inadequate training	Garda vetting; KWETB recruitment procedures; Code of Conduct; disciplinary procedures; training
38	External tutors/guest speakers	Harm by volunteer/visitor; harm during activities; inappropriate relationships; inappropriate communication	Garda vetting; Code of Conduct; Child Protection Procedures
39	Volunteers/parents in school activities	Harm by volunteer/visitor; inadequate supervision; inappropriate relationships	Garda vetting where required; Code of Conduct; supervision; Health & Safety
40	Visitors/contractors during school hours	Harm by visitor/contractor; inadequate supervision; inappropriate relationships	Garda vetting where applicable; Code of Conduct; supervision; Health & Safety; Sign-in system; visitor badges; restricted movement; staff supervision where required
41	Visitors/contractors during after-school activities	Harm by visitor/contractor; harm during activities; inadequate supervision; inappropriate relationships	Garda vetting where applicable; Code of Conduct; supervision; Health & Safety; Sign-in system; visitor badges; restricted movement; staff supervision where required
42	ICT use, including social media	Inappropriate online learning; inappropriate relationships; inappropriate ICT use; inappropriate digital communication; inappropriate material	Acceptable Use Policy; Code of Conduct; Child Protection Procedures
43	Sanctions under Code of Behaviour, including detention/confiscation	Inappropriate relationships/communication; inadequate Code of	Code of Behaviour; Code of Conduct

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		Behaviour; inadequate supervision	
44	Students undertaking work experience in school	Harm by school personnel; harm by others; inappropriate relationships; one-to-one situations	Work experience in school procedures; Garda vetting where applicable; Code of Conduct; Child Protection Procedures
45	Students undertaking work experience elsewhere	Harm during out-of-school activities; inadequate supervision; inappropriate relationships	External work experience procedures; Health & Safety; Code of Conduct
46	Student teachers undertaking placement	Harm by personnel; harm by external person; inappropriate relationships; one-to-one situations	Student teacher placement procedures & policy; Garda vetting; Code of Conduct; Child Protection Procedures
47	Video/photography/other media recording school events	Inappropriate relationships/communications; inappropriate use of devices; inappropriate digital communication; inappropriate material	Acceptable Use Policy; Code of Conduct; Child Protection Procedures
48	After-school use of premises by other organisations	Harm by visitors/other organisations; harm during activities; inadequate supervision; inappropriate relationships	Garda vetting where applicable; Health & Safety; Code of Conduct; supervision arrangements
49	Use of school premises by other organisations during school day	Harm by visitors/other organisations; inadequate supervision; inappropriate relationships	Garda vetting where applicable; supervision; Health & Safety; Code of Conduct
50	Homework club/evening study	Inadequate supervision; inappropriate relationships; one-to-one situations; inappropriate digital communication where ICT is used	Supervision; one-to-one teaching procedures where applicable; Code of Conduct; Acceptable Use Policy

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 **25/05/2026**

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on **May 2027**

Signed:*	<i>Michael Browne</i>	Date: 21/09/2026
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Chairperson of the board of management

Signed:*	<i>Patrick Maquire</i>	Date: 21/09/2026
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Principal/Secretary to the board of management

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](http://www.gov.ie/childprotectionschools/Children%20First%20National%20Guidance%202017.pdf), and stating the number and location of hard copies of these procedures available in the school.

The school has ensured that all relevant child safeguarding procedures and guidance are readily accessible to all school personnel.

The **Child Protection Procedures for Schools 2025** are available online at the Department of Education and Youth website: <https://www.gov.ie/childprotectionschools>

The school also draws on and makes available **Children First: National Guidance for the Protection and Welfare of Children (2017)**, which can be accessed here: [https://www.tusla.ie/uploads/content/Children First National Guidance 2017.pdf](https://www.tusla.ie/uploads/content/Children%20First%20National%20Guidance%202017.pdf)

A copy of the school's **Child Safeguarding Statement and Risk Assessment** is:

- Available at the school office
- Available on the school website which can be accessed here: <https://scoilchonglais.ie/>
- Available to parents and guardians on request

All school personnel are required to familiarise themselves with these procedures and to adhere fully to the Child Protection Procedures for Schools 2025 in their professional practice.