



# Child Safeguarding Statement 2025 / 2026

Bush Post Primary School is a post primary school providing post primary education to pupils from First Year to Leaving Certificate Year 2025 / 2026

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 \(2019\)](#), the [Child Protection Procedures for Primary and Post-Primary Schools \(revised 2023\)](#) and [Tusla Guidance on the preparation of Child Safeguarding Statements](#), the Board of Management of [insert school name] has agreed the Child Safeguarding Statement set out in this document.

1. The Board of Management has adopted and will implement fully and without modification the Department’s Child Protection Procedures for Primary and Post Primary Schools (revised 2023) as part of this overall Child Safeguarding Statement

|  |                     |
|--|---------------------|
| 2. The Designated Liaison Person (DLP) is        | <b>Kevin Joyce</b>  |
| 3. The Deputy Designated Liaison Person (DDL) is | <b>Rosanna Hart</b> |

4. The Relevant person is KEVIN JOYCE.  
*(The relevant person is one who can provide information in respect of how the child safeguarding statement was developed and will be able to provide the statement on request. In a school setting the relevant person shall be the designated liaison person.*

5. The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school’s policies, procedures, practices and activities. In its policies, procedures, practices and activities, 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 or accident happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- Develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- Fully respect confidentiality requirements in dealing with child protection matters;

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

6. The following procedures/measures are in place:

- In relation to any staff member who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post Primary Schools 2023 and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie website
- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres 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 DES and available on the gov.ie website
- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of identification of the occurrence of harm (as defined in the 2015 Act) the school –
  - *Has provided each member of staff with a copy of the school's Child Safeguarding Statement*
  - *Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement*
  - *Encourages staff to avail of relevant training*
  - *Encourages Board of Management members to avail of relevant training*
  - *The Board of Management maintains records of all staff and Board member training*
- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary

and Post Primary Schools, 2023, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015

- In this school the Board has appointed the abovenamed DLP as the ‘relevant person’ (as defined in the Children First Act 2015) to be the first point of contact in respect of the child safeguarding statement
- All registered teachers employed by the school are mandated persons under the Children First Act 2015
- In accordance with the Children First Act 2015 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school’s procedures for managing those risks is included with the Child Safeguarding Statement
- The various procedures referred to in this Statement can be accessed via the school’s website, the gov.ie website or will be made available on request by the school

Note: the above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.


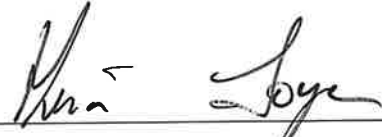
7. This statement has been published on the school’s website and has been provided to all members of school personnel, the Parents’ Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.

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

**This Child Safeguarding Statement was adopted by the Board of Management on**

**September 17<sup>th</sup> 2025**

**This Child Safeguarding Statement was reviewed by the Board of Management on  
September 11<sup>th</sup> 2025**

|   |  |
|---|--|
| Signed: <br>Chairperson of the Board of Management | Signed: <br>Principal/Secretary to the Board of Management |
| Date: 12/09/25  | Date: 17/9/2025  |

*Ratified by the Board of Management on Tuesday September 17<sup>th</sup> 2025*

# Child Safeguarding Risk Assessment Template

## Written Risk Assessment of Bush Post Primary School

*In accordance with section 11 of the Children First Act 2015 and with the requirement of Chapter 8 of the Child Protection Procedures for Primary and Post Primary Schools, 2023, the following is the Written Risk Assessment of:*

|             |                          |
|-------------|--------------------------|
| School Name | BUSH POST PRIMARY SCHOOL |
|-------------|--------------------------|

### 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 Primary and Post Primary Schools 2023

### 1. List of School Activities

- Daily arrival and dismissal of students
- Recreation breaks for students.
- Classroom teaching
- One-to-one teaching
- One-to-one Learning Support
- One-to-one counselling
- Outdoor teaching activities
- Online teaching and learning remotely.
- School Events e.g., students acting as guides/presenters for Information Meetings, Open Night...etc.
- All Extracurricular Activities (including Sporting and Cultural activities, matches, competitions...etc.)
- After-school/additional tuition for class groups e.g., projects, preparation for practical exams...etc.
- School outings e.g., reward trips, curricular field trips...etc.
- School trips involving overnight stay.
- School trips involving foreign travel.
- Use of toilet/changing/shower areas in schools
- Fundraising events involving students.
- Use of off-site facilities for school activities e.g., PE/training in the local GAA/Soccer grounds
- Care of children with special educational needs, including intimate care where needed.
- Management of challenging behaviour amongst students
- Administration of Medicine (in accordance with LMETB Administration of Medicines Policy

- Administration of First Aid
- Management of provision of food and drink
- Curricular provision in respect of SPHE, RSE, Wellbeing
- Prevention and dealing with bullying amongst students.
- Training of school personnel in child protection matters.
- Use of external personnel to supplement curriculum.
- Use of external personnel to support sports and other extra-curricular activities.
- Care of students with specific vulnerabilities/ needs such as
- Students from ethnic minorities/migrants
- Members of the Traveller community
- Lesbian, gay, bisexual or transgender (LGBTQI) children
- Students perceived to be LGBTQI
- Students of minority religious faiths
- Children in care
- Children on CPNS (Tulsa Child Protection Notification System)
- Children with medical needs
- Recruitment of school personnel including –
- Teachers/SNA's
- Caretaker/Secretary/Cleaners
- Sports Coaches
- External Tutors/Guest Speakers
- Volunteers/Parents in school activities
- Visitors/contractors present in school during school hours.
- Visitors/contractors present during after school activities.
- Use of Information and Communication Technology (Digital Devices) by students in school, including social media
- Application of sanctions under the school's Code of Conduct including detention of students, confiscation of phones...etc.
- Students participating in work experience in the school.
- Students from the school participating in work experience elsewhere.
- Student teachers undertaking training placement in school.
- Use of video/photography/other media to record school events.
- Collection of students by buses (shared with other schools) after school.
- Movement of students between lessons
- Supervised Study (after school)
- Implementation of DES, LMETB and Public Health advice/protocols regarding infectious diseases such as Covid-19, within a local context

## ***2. The school has identified the following risk of harm in respect of its activities***

- Risk of harm not being recognised by school personnel.
- Risk of harm not being reported properly and promptly by school personnel.
- Risk of student being harmed in the school by a member of school personnel.
- Risk of student being harmed in the school by another Bush PP student.
- Risk of student being harmed in the school by a student from another school.
- Risk of student being harmed in the school by volunteer or visitor to the school.
- Risk of student being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g., school trip.
- Risk of harm due to bullying of child
- Risk of harm due to racism
- Risk of harm due to inadequate supervision of students in school
- Risk of harm due to inadequate supervision of students while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between student and another student or adult
- Risk of harm due to students inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to children with SEN who have particular vulnerabilities, including medical vulnerabilities.
- Risk of harm to student while receiving intimate care
- Risk of harm due to inadequate Code of Conduct (including policies, procedures and classroom management practices)
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with students in appropriate manner via social media, texting, digital device or other manner.
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner.
- Risk of harm caused by a student accessing/circulating inappropriate material via social media, texting, digital device or other manner.
- Risk of harm due to inappropriate use of online remote teaching and learning communication platform such as an uninvited person accessing the lesson link, students being left unsupervised for long periods of time in breakout rooms.

**3. The school has the following procedures in place to address the risks of harm identified in this assessment (insert the procedures in place to address risks of harm in this section)**

- All school personnel are provided with a copy of the school's *Child Safeguarding Statement*
- The Child Protection Procedures for Primary and Post-Primary Schools 2023, Children First and Circular Letter 0036/2023 are made available to all school personnel. Soft copies have been distributed to all staff.
- School Personnel are required to adhere to the Child Protection Procedures for Primary and Post-Primary Schools 2023, and all registered teaching staff are required to adhere to the Children First Act 2015
- The school has a pastoral care structure which includes Year Heads and Guidance Counsellors
- The school implements in full the SPHE & RSE curriculum.
- The school implements in full the Wellbeing Programme at Junior Cycle
- The school has a *Bí Cineálta* Policy which fully adheres to the requirements of the Department's procedures for Primary and Post-Primary Schools. The school organises Friendship Week and other bullying prevention events/workshops for students.
- Supervision of students at break-times and lunchtimes. A roster of staff has been drawn up and is posted in the staffroom.
- The school has in place a policy and clear procedures in respect of school outings (LMETB Educational Tours and Field Trips Policy)
- The school has a Health Safety Statement and Safety Risk Assessments
- The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting.
- The ETB has a Code of Conduct for school personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff.
- The school has developed Special Educational Needs Policy
- The school has an intimate care policy/plan (LMETB Intimate Care Policy) in respect of students who require such care.
- The school has in place a policy and procedures for the administration of medication to students (LMETB Policy and Procedures for the Administration of Medicines in Schools and Centres)
- The school has provided each member of school staff with a copy of the school's *Child Safeguarding Statement*
- Ensures all new staff are provided with a copy of the school's *Child Safeguarding Statement*
- Encourages staff to avail of relevant training.
- Encourages Board of Management members to avail of relevant training.
- Maintains records of all staff and Board member training
- The school has in place a Code of Behaviour for students.
- The school has in place a Substance Misuse Policy
- The school has in place an *Acceptable Usage Policy* in respect of usage of ICT by students.

*Ratified by the Board of Management on Tuesday September 17<sup>th</sup> 2025*

- The school has in place a Mobile Phone Policy in respect of usage of mobile phones (and other devices) by students.
- The school has in place a Critical Incident Management Plan
- The school has in place a policy and procedures in respect of student teacher placements (LMETB Volunteering and Work Experience Policy)
- The school has in place procedures in respect of students at the school undertaking work experience in external organisations.
- The school has in place strict sign-out procedures for students and request identification from the collecting adult where the adult is unknown to the staff member signing the student out.
- All visitors must sign-in at reception and wear a visitor's identification badge and use the designated toilet facilities for visitors i.e., UAC toilets/single cubicle toilets.
- Where One-to-One tuition/meetings are essential, the door will generally be left open. If this is noise prohibitive then the meeting/learning session will be held in a room where there is a glass viewing panel in the door/wall.
- School attendance is monitored carefully by the HSCL in conjunction with the senior leadership team and the API's team. Attendance reports are made regularly to the National Educational Welfare Board (NEWB). Students who miss twenty days or more are reported to the NEWB and receive a letter from the school (in accordance with the Educational Welfare Act, 2000)
- Parents are informed about any school trips/outings. Consent forms are sent home to be signed by parents. These forms contain information about the event/trip/outing. A risk assessment is carried out by the relevant teacher in preparation for the trip. All teachers are aware that they must fully comply with the LMETB Educational Tours and Field Trips Policy and the LMETB Policy and Procedures for the Administration of Medicines in Schools and Centres. All students are aware that they must comply fully with the school Code of Conduct and Mobile Phone Policy on trips/outings. The organising teacher must bring contact details for all participants and their parents in case of an emergency. All parents must make arrangements (if necessary) for students to be collected or to get home when a group return to the school outside of normal school hours. Parents must inform the school of relevant medical information e.g., conditions, medication...etc. for a student going on a trip. Adequate staff to student's ratios will be observed commensurate with the level of supervision required and the nature of the trip/venue.
- PE teachers and Team Coaches will ideally not enter a changing room of the opposite sex. However, there are times when a teacher's presence is required and if a teacher/coach must enter a changing room of the opposite sex, then they should give advance/prior warning, e.g., knock, announce their intention to enter and wait, or alternatively send a student (of the relevant sex) to inform the students that they will be entering the changing room momentarily.
- In rare and exceptional instances where a staff car must be used to transport a student, then students will never be taken alone. They will be accompanied by another student where possible or another

staff member. The students will be instructed to sit in the back seat of the vehicle. It is strongly advised that staff members would only carry students in very exceptional circumstances.

- Teachers are requested to monitor carefully for patterns and limit the number of students that they allow out of lessons to use the toilet facilities to one student at a time.
- Only Bush Post Primary students should be collected by buses (Bus Eireann School Transport Scheme) on the campus. Students from other schools are trespassing and are asked to leave.
- Students are not allowed to open the front doors for any other person other than a member of Bush Post Primary School staff. This is to minimise the chance of unauthorised entry by another students or adult.
- The school has 58-minute lessons to minimise the movement of students between lessons.
- The school undertakes anti-racism awareness initiatives.
- The school has in place a policy and procedures for the administration of First Aid

**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 Primary and Post-Primary Schools (revised 2023)*

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. 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 (1) identify, as required under the Children First Act, 2015, any risks of harm that may exist in respect of the school’s activities, (2) identify and assess the adequacy of the various procedures already in place to manage those risks of harm and (3) identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

The Addendum to *Children First: National Guidance for the Protection and Welfare of Children* 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.

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.

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 Primary and Post Primary Schools (revised 2023)*.

### **Examples of School Activities**

- Daily arrival and dismissal of pupils
- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching
- One-to-one learning support
- One-to-one counselling
- Outdoor teaching activities
- Online teaching and learning remotely
- Sporting activities
- School outings
- School trips involving overnight stay
- School trips involving foreign travel
- Use of toilet/changing/shower areas in schools
- Provision of residential facilities for boarders
- Annual Sports Day
- Fundraising events involving pupils
- Use of off-site facilities for school activities
- School transport arrangements including use of bus escorts
- Care of children with special educational needs, including intimate care where needed,
- Care of any vulnerable adult students, including intimate care where needed
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- Management of provision of food and drink
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE, Stay Safe
- Prevention and dealing with bullying amongst pupils
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum
- Use of external personnel to support sports and other extra-curricular activities
- Care of pupils with specific vulnerabilities/ needs such as

- Pupils from ethnic minorities/migrants
- Members of the Traveller community
- Lesbian, gay, bisexual or transgender (LGBTQI) children
- Pupils perceived to be LGBTQI
- Pupils of minority religious faiths
- Children in care
- Children on Tusla's Child Protection Notification System (CPNS)
- Children with medical needs
- Recruitment of school personnel including -
  - Teachers/SNAs
  - Caretaker/Secretary/Cleaners
  - Sports coaches
  - External Tutors/Guest Speakers
  - Volunteers/Parents in school activities
  - Visitors/contractors present in school during school hours
  - Visitors/contractors present during after school activities
- Participation by pupils in religious ceremonies/religious instruction external to the school
- Use of Information and Communication Technology by pupils in school, including social media
- Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.
- Students participating in work experience in the school
- Students from the school participating in work experience elsewhere
- Student teachers undertaking training placement in school
- Use of video/photography/other media to record school events
- After school use of school premises by other organisations
- Use of school premises by other organisation during school day
- Breakfast club
- Homework club/evening study

### **Examples of Risks of Harm**

- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of child being harmed in the school by a member of school personnel
- Risk of child being harmed in the school by another child
- Risk of child being harmed in the school by volunteer or visitor to the school
- Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons
- Risk of harm due to inappropriate use of online remote teaching and learning communication platform such as an uninvited person accessing the lesson link, students being left unsupervised for long periods of time in breakout rooms
- Risk of harm due to bullying of child
- Risk of harm due to racism
- Risk of harm due to inadequate supervision of children in school

- Risk of harm due to inadequate supervision of children while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between child and another child or adult
- Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to children with SEN who have particular vulnerabilities, including medical vulnerabilities
- Risk of harm to child while a child is receiving intimate care
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other manner
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

### **Examples of Procedures to address risks of harm**

- All school personnel are provided with a copy of the school's *Child Safeguarding Statement*
- The *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* are made available to all school personnel
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* and all registered teaching staff are required to adhere to the *Children First Act 2015* and its Addendum (2019)
- The school implements in full the Stay Safe Programme
- The school implements in full the SPHE curriculum
- The school implements in full the Wellbeing Programme at Junior Cycle
- The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's *Anti-Bullying Procedures for Primary and Post Primary Schools*
- The school undertakes anti-racism awareness initiatives
- The school has a yard/playground supervision policy to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
- The school has in place a policy and clear procedures in respect of school outings
- The school has a health and safety policy
- The school adheres to the requirements of the Garda vetting legislation and relevant DE circulars in relation to recruitment and Garda vetting
- The school has a codes of conduct for school personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has a Special Educational Needs Policy
- The school has an intimate care policy/plan in respect of students who require such care
- The school has in place a policy and procedures for the administration of medication to pupils
- The school –

- Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
- Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
- Encourages staff to avail of relevant training
- Encourages board of management members to avail of relevant training
- Maintains records of all staff and board member training
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a code of behaviour for pupils
- The school has an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents
- The school has in place a policy governing the use of smart phones and tablet devices in the school by pupils as per circular 38/2018 and Cir Letter 0045/2025
- The school has in place a Critical Incident Management Plan
- The school has in place a Home School Liaison policy and related procedures
- The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
- The school has in place a policy and clear procedures for one-to-one teaching activities
- The school has in place a policy and procedures for one-to-one counselling
- The school has in place a policy and procedures in respect of student teacher placements
- The school has in place a policy and procedures in respect of students undertaking work experience in the school
- The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations



## **Board of Management Policy Consultation**

**Please present this form to your BOM when considering the policy at BOM level for ratification**

|                |                                     |
|----------------|-------------------------------------|
| <b>School:</b> | <b>Bush Post Primary School</b>     |
| <b>Policy:</b> | <b>Child Safeguarding Statement</b> |

### **Staff Consultation:**

|                                    |                                    |
|------------------------------------|------------------------------------|
| <b>Date of Final Consultation:</b> | <b>25<sup>th</sup> August 2025</b> |
| <b>Proposed By:</b>                |                                    |
| <b>Seconded By:</b>                |                                    |

### **Student Consultation:**

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Date of Final Consultation:</b> |                          |
| <b>Proposed By:</b>                | <b>(Student Council)</b> |
| <b>Seconded By:</b>                | <b>(Student Council)</b> |

### **Parents Consultation:**

|                                    |                                     |
|------------------------------------|-------------------------------------|
| <b>Date of Final Consultation:</b> |                                     |
| <b>Proposed By:</b>                | <b>(Parents Association Member)</b> |
| <b>Seconded By:</b>                | <b>(Parents Association Member)</b> |

*Ratified by the Board of Management on Tuesday September 17<sup>th</sup> 2025*

## Mandatory Template 2: Checklist for Review of the Child Safeguarding Statement

The [Child Protection Procedures for Primary and Post-Primary Schools \(revised 2023\)](#) require that the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. **The review must be completed every year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers.** Undertaking an annual review will also ensure that a school also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement every two years.

The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list of the issues to be considered. Individual Boards of Management shall include other items in the checklist that are of relevance to the school in question.

As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices and activities vis a vis their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children First Act 2015, the Addendum to Children First (2019) and the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*.

|   | Yes/No         |
|---|----------------|
| 1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ?  | YES            |
| 2. Is the Board satisfied that the Child Safeguarding Statement is displayed in a prominent place near the main entrance to the school?   | YES            |
| 3. As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ?   | YES            |
| 4. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015? (This includes considering the specific issue of online safety as required by the Addendum to Children First) | YES            |
| 5. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?  | YES            |
| 6. Has the Risk Assessment taken account of the risk of harm relevant to online teaching and learning remotely?   | Not applicable |
| 7. Has the DLP attended available child protection training?  | YES            |
| 8. Has the Deputy DLP attended available child protection training?   | YES            |
| 9. Have any members of the Board attended child protection training?  | YES            |
| 10. Has the school appointed a DLP and a Deputy DLP?  | YES            |
| 11. Are the relevant contact details (Tusla and An Garda Síochána) to hand?   | YES            |
| 12. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?   | YES            |
| 13. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> and the Children First Act 2015?               | YES            |
| 14. Has the Board received a Principal's Child Protection Oversight Report (CPOR) at each Board meeting held since the last review was undertaken?  | YES            |
| 15. Since the Board's last review, did each CPOR contain all of the information required under each of the 4 headings set out in sections 9.5 to 9.8 inclusive of the procedures?   | YES            |
| 16. Since the Board's last review, has the Board been provided with and reviewed all records relevant to the CPOR?  | YES            |
| 17. Is the Board satisfied that the records provided are anonymised and redacted as necessary to ensure that the identities of children and any other parties, including school personnel, to whom the concern or report relates are not disclosed? | YES            |
| 18. Since the Board's last review, have the minutes of each Board meeting appropriately recorded the records provided to the Board as part of CPOR?   | YES            |

*Ratified by the Board of Management on Tuesday September 17<sup>th</sup> 2025*

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| 19. Have the minutes of each Board meeting appropriately recorded the CPOR?  | YES            |
| 20. Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed?   | YES            |
| 21. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made?*   | YES            |
| 22. Where applicable, were unique identifiers used to record child protection matters in the Board minutes?  | YES            |
| 23. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?  | YES            |
| 24. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ?                              | YES            |
| 25. In relation to any cases identified at question 20 above, has the Board ensured that any notifications required under section 5.6 of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> were subsequently issued by the DLP? | YES            |
| 26. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?  | YES            |
| 27. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?  | YES            |
| 28. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?   | YES            |
| 29. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)  | Not applicable |
| 30. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post-primary schools)   | YES            |
| 31. Has the Board ensured that the SPHE curriculum is implemented in full in the school?   | YES            |
| 32. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *  | YES            |
| 33. Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?* | YES            |
| 34. Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?*   | YES            |
| 35. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?   | YES            |
| 36. Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ?                     | YES            |
| 37. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?   | YES            |
| 38. Is the Board satisfied that the ' <i>Child Protection Procedures for Primary and Post Primary Schools Post-Primary Schools (revised 2023)</i> are being fully and adequately implemented by the school?  | YES            |
| 39. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?  | No             |
| 40. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement?                               | YES            |
| 41. Has the Board ensured that any areas for improvement that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed?  | YES            |

\*In schools where the ETB is the employer, the responsibility for meeting the employer's requirements rests with the ETB concerned. In such cases, this question should be completed following consultation with the ETB.

Ratified by the Board of Management on Tuesday September 17<sup>th</sup> 2025

Signed [Signature] Date 17/09/25

Chairperson, Board of Management

Signed [Signature] Date 17/9/2025

Principal/Secretary to the Board of Management

**Note:** Where a school is undertaking its first review, references in this checklist to the “last review” shall be taken to refer to the date on which the Child Safeguarding Statement was first put in place.