CSS 1

Child Safeguarding Statement and Risk Assessment

For: Coláiste Bhaile Chláir
At: Lakeview, Claregalway, Co Galway, H91 XY8V

This school is a: Post-Primary 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): **Alan Mongey**

Name of the Deputy Designated Liaison Person (Deputy DLP/DDLP): **Lisa Carty**
In the absence of the DLP, the Deputy DLP shall assume responsibilities of the DLP

The Relevant Person: **Alan Mongey**

(In schools this person is the DLP)

Relevant Person can be contacted on: **091-799001** and **alan.mongey@gretb.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:

David Leahy/Sinead Farragher

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

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

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

Procedures and Measures in Place

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

- **Procedure for the Management of Allegations of Abuse or Misconduct against School Personnel Relating to a Child Availing of Our Service**
  - Where any member of school personnel is the subject of any investigation in respect of any act, omission or circumstance in relation to a child attending the school, the school is required to adhere to the relevant procedures set out in Chapter 7 of the *Child Protection Procedures for Schools 2025* and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie website

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

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

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

- **Procedure for Maintaining a List of the Persons (if any) in the Relevant Service Who Are Mandated Persons**
  - There is a procedure in place to maintain a list of mandated persons. Schools may on occasion employ additional staff who are mandated by virtue of their profession. This list will include all registered teachers and identify additional employees that are not registered teachers.

- **Procedure for Appointing a Relevant Person (In schools this person is the DLP)**
  - There is a procedure in place for appointing a relevant person.
    The various procedures referred to in this Child Safeguarding Statement and Risk Assessment can be accessed via the school's website, the gov.ie website or will be made available on request by the school.
    In accordance with the Children First Act 2015, the Addendum to Children First 2019 and 2025, and the *Child Protection Procedures for Schools 2025,* the board of management has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.

- **Information Sharing with External Support and Safeguarding Services**
  - The school works collaboratively with relevant external agencies and support services in order to promote student welfare, wellbeing, educational participation, safeguarding and positive outcomes for students.

Such services may include:

- the School Completion Programme (SCP);
- National Educational Psychological Service (NEPS);
- Child and Adolescent Mental Health Services (CAMHS);
- Tusla Child and Family Agency;
- Tusla Educational Support Service (TESS);
- Health Service Executive (HSE) services;
- National Council for Special Education (NCSE);
- Home School Community Liaison (HSCL);
- external therapeutic and support services;
- and other appropriate agencies involved in supporting students and families.

Information relating to students may be shared with relevant agencies where:

- it is necessary to support the educational welfare, wellbeing or safeguarding of the student;
- there is a child protection or welfare concern;
- the sharing of information is proportionate, relevant and necessary;
- and such sharing is carried out in accordance with:
    - Children First legislation and guidance,
    - the Child Protection Procedures for Schools,
    - GDPR,
    - the Data Protection Act 2018,
    - and school policies and procedures.

All child protection concerns identified by external personnel working with or within the school shall be reported without delay to the Designated Liaison Person (DLP) or Deputy DLP in accordance with the school's child protection procedures.

Records of information shared with external agencies shall be maintained securely and treated as confidential. Information shall only be shared on a need-to-know basis and in the best interests of the student.

The school may maintain separate interagency protocols or consent procedures with relevant external support services where appropriate.

- **Awareness among students:**

    - Social, Personal and Health Education (SPHE) is timetabled as part of the junior cycle core curriculum. SPHE provides students with opportunities to develop the skills and competencies to care for themselves and others and to make informed decisions about their health, personal lives and social development. SPHE plays an important role in helping students recognise situations in which their personal safety might be threatened as well as providing them with the knowledge and skills to deal with unsafe, threatening or abusive situations.
    - Awareness and education also occurs during regular assemblies, counselling sessions and through invited speakers for students, parents and teachers.
    - Staff will make every effort to ensure that the messages of the SPHE programme are reinforced whenever possible
    - Students have been informed or the wide variety of in school and out of school supports available to them through assemblies, on noticeboards, through email, student newspaper and school social media.

Child Safeguarding Risk Assessment

List of School Activity	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
Daily arrival and dismissal of pupils	Congestion at entrances/exits, risk of accidents, unauthorized access	Provide supervision, and secure entry points, Split Breaks and Cameras
Recreation breaks for pupils	Injury during play, bullying, inadequate supervision	Ensure adequate supervision, establish clear rules, and maintain safe play equipment, staggered breaks
Classroom teaching	Spread of illness, disruptive behaviour, fire hazards	Promote regular handwashing, enforce behavioural expectations, and keep exits clear
One-to-one teaching	Allegations of misconduct, lack of transparency	Conduct sessions in rooms with visibility, follow safeguarding policies, and maintain records, Glass windows
One-to-one learning support	Misunderstanding boundaries, privacy concerns	Ensure open-door policies, document sessions, and provide staff training
One-to-one counselling	Emotional distress, confidentiality breaches	Use trained counsellors, maintain confidentiality, and have clear reporting protocols
Outdoor teaching activities	Weather-related risks, getting lost, injuries	Supervise closely, and have emergency procedures in place. Mobile phone contact for teachers
Online teaching and learning remotely	Cyberbullying, data privacy issues, lack of engagement	Use secure platforms, educate about online safety, and monitor participation
Sporting activities	Physical injuries, dehydration, equipment failure	Provide proper equipment, ensure first aid availability, and supervise activities closely
School outings	Lost pupils, accidents, transportation issues	Keep accurate attendance, use consent forms, and maintain appropriate supervision ratios
School trips involving overnight stay	Inadequate supervision, homesickness, medical emergencies, inappropriate behaviour	Set clear behaviour expectations, maintain supervision ratios, gather medical info, and ensure emergency contacts are available
School trips involving foreign travel	Travel-related illness, loss of travel documents, cultural misunderstandings, emergencies abroad	Provide pre-travel briefings, keep copies of documents, set communication protocols, and purchase travel insurance
Use of toilet/changing/shower areas in schools	Privacy violations, inappropriate behaviour, bullying	Implement supervision protocols, provide clear usage guidelines, and ensure staff training
Annual Sports Day	Injuries, sunburn, dehydration, lost children	Have first aid on site, encourage hydration, provide shade, and maintain supervision
Fundraising events involving pupils	Handling of money, unsupervised interactions, safety in public venues	Supervise pupils, provide clear guidelines, and ensure safe money handling procedures

Use of off-site facilities for school activities	Unfamiliar environments, transportation risks, lost pupils	Brief students, maintain supervision, and use reliable transport
School transport arrangements including use of bus escorts	Injury during transit, lack of supervision, delays	Use trained escorts, seat belts, and maintain contact with drivers
Care of children with special educational needs, including intimate care where needed	Breach of dignity, inappropriate conduct, privacy concerns	Follow individualised care plans, provide staff training, and maintain documentation
Care of any vulnerable adult students, including intimate care where needed	Breach of dignity, abuse, privacy violations	Implement safeguarding procedures, staff training, and maintain records
Management of challenging behaviour amongst pupils, including appropriate use of restraint where required	Injury to staff or students, misuse of restraint, escalation of incidents	Staff training in de-escalation, clear behaviour policies, document all incidents
Management of provision of food and drink	Allergic reactions, choking, hygiene issues	Identify allergies, supervise eating, follow food safety protocols
Administration of medicine	Incorrect dosage, unauthorized access, missed doses	Maintain medicine logs, staff training, secure storage, parental authorisation
Administration of First Aid	Incorrect treatment, lack of trained personnel, delayed response	Ensure first aid training, maintain accessible kits, document incidents
Curricular provision in respect of SPHE & RSE	Inadequate delivery of sensitive topics, discomfort, misinformation	Use approved curriculum, provide teacher training, create supportive environment
Prevention and dealing with bullying amongst pupils	Unreported incidents, ongoing harm, retaliation	Implement anti-bullying policies, encourage reporting, provide support systems
Training of school personnel in child protection matters	Gaps in knowledge, inconsistent application of procedures	Regular mandatory training, updates on legislation, accessible policies
Use of external personnel to supplement curriculum	Unvetted individuals, inconsistent teaching quality, safeguarding breaches	Vet all external personnel, monitor sessions, and follow safeguarding protocols
Use of external personnel to support sports and other extra-curricular activities	Inadequate supervision, lack of familiarity with students, safeguarding risks	Vetting, provide clear guidelines, and ensure staff presence
Care of pupils with specific vulnerabilities/needs	Lack of support, bullying, medical or emotional distress	Develop individualised support plans, monitor well-being, and provide staff training
Pupils from ethnic minorities/migrants	Discrimination, language barriers, social isolation	Promote inclusion, offer language support, and foster cultural awareness
Members of the Traveller community	Discrimination, exclusion, misunderstanding cultural practices	Provide staff training, promote inclusion, and celebrate diversity
Lesbian, gay, bisexual or transgender (LGBT) children	Bullying, exclusion, lack of support	Enforce anti-bullying policies, provide support, and educate staff and students
Pupils perceived to be LGBT	Bullying, isolation, psychological harm	Foster inclusive environment, monitor for bullying, and provide support resources

Pupils of minority religious faiths	Exclusion, disrespect of beliefs, bullying	Respect religious practices, educate about diversity, and address incidents promptly
Children in care	Lack of continuity, emotional distress, safeguarding risks	Coordinate with care providers, monitor well-being, and maintain communication
Children on Tusla's Child Protection Notification System (CPNS)	Unrecognized risk, inadequate support, failure to report concerns	Maintain regular communication with Tusla, train staff, and monitor closely
Children with medical needs	Medical emergencies, missed medication, exclusion from activities	Develop care plans, train staff, and ensure accessibility
Recruitment of school personnel including teachers/SNAs, caretakers/secretaries/cleaners and sport coaches	Employment of unsuitable individuals, safeguarding breaches	Conduct background checks, follow recruitment policies, and verify references
External Tutors/Guest Speakers	Unvetted individuals, inappropriate content, safeguarding risks	Screen all visitors, provide guidelines, and supervise sessions
Volunteers/Parents in school activities	Inadequate supervision, safeguarding concerns, unclear roles	Provide induction, vet volunteers, and supervise activities
Visitors/contractors present in school during school hours	Unauthorized access, disruption, safeguarding risks	Require sign-in, provide escorts, and restrict access areas
Visitors/contractors present during after-school activities	Unsupervised access, safety breaches	Supervise access, restrict movement, and require sign-out
Use of Information and Communication Technology by pupils in school, including social media	Cyberbullying, exposure to inappropriate content, privacy breaches	Monitor usage, teach digital citizenship, and enforce acceptable use policies
Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.	Unfair application, escalation of conflict, loss of individual property	Follow clear procedures, document actions, and communicate with parents
Students participating in work experience in the school	Inadequate supervision, unclear expectations, safeguarding risks	Provide induction, assign mentors, and monitor progress
Students from the school participating in work experience elsewhere	Unfamiliar environments, inadequate supervision, safeguarding concerns	Parents Vet placements, maintain contact, and obtain parental consent
Student teachers undertaking training placement in school	Lack of experience, safeguarding risks, unclear roles	Provide induction, assign mentors, and supervise closely
Use of video/photography/other media to record school events	Unauthorized sharing, privacy breaches, misuse of images	Obtain consent, follow media policies, and restrict access to recordings
After-school use of school premises by other organisations	Unsupervised access, property damage, safety risks	Set terms of use, require supervision, and restrict access to sensitive areas

Use of school premises by other organisations during school day	Disruption, unauthorized access, safeguarding risks	Monitor access, sign-in requirements, and supervision by school staff
Homework club/evening study	Supervision issues, unauthorized departure, bullying	Maintain sign-in/out records, supervise sessions, and enforce behaviour policies

In addition, the following Policies and procedures are used to address Risks of Harm across multiple headings above

1. All school personnel are provided with a copy of the school's Child Safeguarding Statement and Risk Assessment
2. The Child Protection Procedures for Schools 2025 are made available to all school personnel
3. School personnel are required to adhere to the Child Protection Procedures for Schools 2025 and all registered teaching staff are required to adhere to the Children First Act 2015 as well as supporting the continued implementation of the best practice guidance set out in Children First: National Guidance for the Protection and Welfare of Children 2017 and its addenda, including the Addendum to Children First 2019 and 2025
4. A written protocol is in place authorising immediate action for cases which require an employee to be immediately absented from school for child safeguarding reasons
5. The school implements in full the Social, Personal, and Health Education (SPHE) Curriculum
6. The school implements in full the Wellbeing Programme at Junior Cycle
7. School authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in Circular 55/2024
8. The school has complied with the Understanding Behaviours of Concern and Responding to Crisis Situations developed by the Department of Education and Youth to address uncertainty for staff on how to respond when facing crisis situations where there are concerns regarding physical safety
9. The school undertakes anti-racism awareness initiatives
10. The school has a health and safety policy
11. The school adheres to the requirements of the Garda vetting legislation
12. The school adheres to the relevant Department of Education and Youth circulars in respect of recruitment
13. The school has a code of conduct for school personnel (teaching and non-teaching staff)
14. The school complies with the agreed disciplinary procedures for teaching staff
15. The school has an Additional Educational Needs policy
16. The school has an intimate care procedures and plans in respect of students who require such care
17. The school has in place procedures for the administration of medication to pupils
18. The school has provided each member of school staff with a copy of the school's Child Safeguarding Statement and Risk Assessment
19. The school ensures all new personnel are provided with a copy of the school's Child Safeguarding Statement and Risk Assessment
20. The school encourages personnel to avail of relevant training
21. The school encourages board of management members to avail of relevant training
22. The school maintains records of all personnel and board member training
23. The school has in place procedures for the administration of First Aid

24. The school has in place a code of behaviour for pupils
25. 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
26. The school has in place a policy governing the use of smartphones and tablet devices in the school by pupils as per Circular 38/2018 and the national guidelines which forms part of our Acceptable Use Policy and Code of Behaviour
27. The school has in place a Critical Incident Management Plan
28. The school has in place a plans and procedures for the use of external persons to supplement delivery of the curriculum
29. The school has in place plans and clear procedures for one-to-one teaching activities
30. The school has in place plans procedures for one-to-one counselling
31. The school has in place plans and procedures in respect of student teacher placements
32. The school has in place plans and procedures in respect of pupils undertaking work experience in the school
33. The school has in place plans and procedures in respect of pupils of the school undertaking work experience in external organisations
34. The school has in place a policy in relation to assisting members of school personnel in respect of disclosures of retrospective abuse

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, 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.

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 May 2026 *(most recent review date).*

Signed: Mary Hoade **Date:** 26/5/26
Chairperson of the board of management

Signed: [signature] **Date:** 26/5/26
Principal/Secretary of the board of management

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on **25 May 2027** *(expected review date).*

Appendix A –

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

The online location for the procedures (Department of Education and Youth website www.gov.ie/childprotectionschools
providing a link to the Children First National Guidance 2017
Children First National Guidance 2017.pdf , and

and there is 1 hard copy of these procedures available in the school (from the Principal).

The school procedures are available on the school website www.colaistebhailechlair.com and are on display inside the front entrance hall and around the school.

Appendix B

Notification regarding the Board of Management's Adoption of the Child Safeguarding Statement and Risk Assessment

To: Coláiste Bhaile Chláir stakeholders

The Board of Management of Coláiste Bhaile Chláir wishes to inform you that:

- The Board of Management's adopted the school's Child Safeguarding Statement and Risk Assessment
at the Board meeting of 25 May 2026
- The Policy was developed and adopted in line with Department Guidelines and circular 41/2025

Signed _____ Date _____26/5/2026_____

Secretary to the Board of Management