



S N Mhuire, Moynalvey A83KD81

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Roll number: 18344I

Principal: Mícheál Brennan

Deputy Principal: Anna Flynn

Child Safeguarding Statement and Risk Assessment

For: SN Mhuire (Moynalvey National School)

At: Moynalvey, Summerhill, Co. Meath, A83KD81

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):

Mícheál Brennan

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

Anna Flynn

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

Name of Relevant Person

Mícheál Brennan, DLP

Relevant Person can be contacted on:

083-0861407

mbrennan@moynalveyns.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:

Frank Martin

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 (BoM) 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 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.

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 BoM 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.

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	Risk Identified Against Each School Activity	Procedures/Measures in place to Mitigate risk
1.	Daily arrival and dismissal of pupils.	Potential for inadequate supervision, children leaving/entering without appropriate adult oversight, unauthorised collection or release, unknown adults gaining access, children being approached by others, and safeguarding concerns not being noticed during busy transition periods. Risk may increase where arrangements are unclear for late collection, separated parents/guardians, or children who require particular collection arrangements.	Clear arrival and dismissal arrangements are communicated to staff and parents/guardians. Staff supervise designated areas during arrival and dismissal. Children are released only in accordance with the school's agreed collection arrangements. Unusual collection arrangements or concerns are referred to the Principal. Staff remain alert to children who appear distressed or whose collection arrangements change unexpectedly. The school's Child Safeguarding Statement and reporting procedures apply to any child protection concern identified at these times.
2.	Recreation breaks for pupils	Potential for bullying, peer-on-peer abuse, including physical, verbal or sexualised behaviour, children being isolated or unsupervised in less visible areas, and concerns being missed where supervision is insufficient or staff do not know how to respond and report.	An agreed yard-supervision rota is in operation. Staff supervise designated areas and remain vigilant regarding less visible areas and vulnerable pupils. Staff intervene appropriately where bullying, peer-on-peer abuse or concerning behaviour occurs and record/refer concerns in line with school procedures. The Deputy Principal oversees pupil supervision arrangements and reviews issues arising from yard duty.
3.	Classroom teaching	Potential for inappropriate adult-child interactions, inappropriate language or physical contact, failure to recognise or respond to disclosures or signs of abuse, and opportunities for bullying or peer-on-peer harm. Risk may arise where classroom boundaries, supervision and reporting arrangements are unclear.	Teachers maintain professional boundaries and appropriate visibility when working with pupils. Classroom routines support positive behaviour and respectful relationships. Staff receive child protection training and are familiar with the DLP/DDLP arrangements and reporting procedures. Any disclosure or concern is dealt with in accordance with the Child Protection Procedures for Schools 2025 and is not investigated by the classroom teacher.
4.	One-to-one teaching	Increased potential for a child to be alone with an adult, allegations or concerns arising from private interactions, inappropriate physical contact or communication, and reduced visibility to other personnel. There is also a risk that a child may disclose a safeguarding concern in a one-to-one setting and it is not recorded/reported appropriately.	One-to-one teaching is carried out in an appropriate school setting, with professional boundaries maintained and, where practicable, visibility to other staff. The purpose and nature of the support are clear. Staff avoid unnecessary physical contact and use only appropriate educational communication channels. Any disclosure or concern is immediately dealt with under the school's child protection reporting procedures.
5.	Outdoor teaching activities	Potential for reduced visibility or supervision, children becoming separated from the group, contact with members of the public, inappropriate adult-child interactions, and difficulty responding promptly to a disclosure or safeguarding incident away from the normal classroom environment.	Outdoor activities are planned with appropriate staff supervision and clear boundaries for pupils. Staff establish agreed meeting points and account for pupils before, during and after the activity. Staff remain alert to contact with members of the public and ensure children are not left unsupervised. Any safeguarding

			concern is reported promptly through school procedures.
6.	Online teaching and learning remotely	Potential for inappropriate online communication or contact, unauthorised recording or sharing, exposure to unsuitable content, privacy breaches, use of personal accounts/devices, cyberbullying, and children being in unsupervised online interactions with adults or peers.	Remote learning uses school-approved platforms and accounts. Staff follow the school's Acceptable Use/Online Safety arrangements and maintain professional communication boundaries. Personal contact details and personal social-media accounts are not used for school communication. Online sessions are appropriately structured and recorded only where there is a legitimate school-approved basis. Concerns arising online are reported through the school's child protection and safeguarding procedures.
7.	Sporting Activities	Potential for inappropriate physical contact, changing-room/toileting concerns, bullying or peer-on-peer abuse, inadequate supervision, inappropriate coaching behaviour, and safeguarding risks associated with external coaches or volunteers. Risks may be heightened where activities involve physical assistance or individual coaching.	Appropriate staff supervision is provided for sporting activities. Professional boundaries and appropriate physical contact are reinforced. Changing/toileting arrangements protect pupil privacy. External coaches or personnel are subject to the school's relevant safeguarding, vetting and supervision arrangements. Concerns involving pupils or adults are reported through the school's child protection procedures.
8.	School Outings	Potential for children becoming separated or lost, inadequate supervision, contact with members of the public, inappropriate adult-child interactions, transport-related safeguarding concerns, and difficulty managing a disclosure or allegation away from school. Accommodation or overnight arrangements, where applicable, create additional privacy and supervision considerations.	Outings are planned in advance with appropriate supervision, pupil registers and clear group arrangements. Staff establish meeting points and procedures for responding to a missing pupil or safeguarding concern. External venues and providers are considered in advance and appropriate safeguarding arrangements are confirmed. Staff carry the school's child protection reporting procedures with them and know how to contact the school.
9.	Use of toilet/changing/shower areas in schools.	Potential for inappropriate adult access to private areas, peer-on-peer abuse, bullying, sexualised behaviour, inappropriate assistance with personal care, photographing/recording, and lack of privacy or supervision arrangements. Particular care is required for pupils who need assistance.	Children's privacy and dignity are protected. Adults do not enter private areas unnecessarily and intimate/personal care is provided only where required and in accordance with agreed school procedures. Staff are alert to bullying, inappropriate behaviour or safeguarding concerns. Mobile phones/cameras are not used in changing or toilet areas. Pupils who require assistance have an agreed care arrangement.
10.	Annual Sports Day	Potential for inadequate supervision during large-group activities, children becoming separated, inappropriate physical contact, bullying or peer-on-peer incidents, access by members of the public, and difficulties maintaining safeguarding oversight where multiple activities take place simultaneously.	Sports Day is planned with designated staff supervision, clearly defined activity areas and pupil groupings. Staff monitor entrances, spectator areas and less visible locations. Registers/accountability arrangements are maintained. Staff intervene in and report safeguarding concerns. Photography arrangements are controlled in accordance with school policy.

11.	Fundraising events involving pupils.	Potential for pupils to interact with unfamiliar adults or members of the public, inadequate supervision, inappropriate adult-child contact, use of children in public-facing activities without suitable safeguards, and photography or online sharing without appropriate arrangements.	Pupils are supervised by school personnel during fundraising activities. Where parents/volunteers or external persons are involved, roles and boundaries are made clear. Children are not placed in situations where they have unsupervised access to unfamiliar adults. Photography and publication of images follow school arrangements. Any concern is referred to the Principal/DLP.
12.	Use of off-site facilities for school activities	Potential for reduced school oversight, unfamiliar staff or members of the public having access to pupils, inadequate supervision, isolated spaces, inappropriate adult-child interactions, and difficulty responding to or reporting a safeguarding concern while off-site.	Staff assess safeguarding arrangements when selecting and using off-site facilities. Appropriate supervision is maintained throughout the activity. Staff establish boundaries and emergency/contact arrangements in advance. Where external providers are involved, their safeguarding arrangements are considered and agreed. Concerns are reported promptly to the school.
13.	School transport arrangements including use of bus escorts.	Potential for inadequate supervision during journeys, inappropriate adult-child contact, bullying or peer-on-peer abuse, children being dropped at an incorrect location or released to an unauthorised person, and concerns arising during transport not being communicated promptly to the school.	Transport arrangements and responsibilities are clearly communicated. Appropriate supervision/escort arrangements are used where required. Staff liaise with transport providers regarding pupil safety and agreed collection/drop-off arrangements. Concerns arising during transport are communicated promptly to the school and dealt with under the school's safeguarding procedures.
14.	Care of children with special educational needs, including intimate care where needed.	Potential for inappropriate or unnecessary physical contact, loss of dignity or privacy, inconsistent intimate-care practices, inadequate staffing or supervision, and allegations or concerns arising where care is provided without clear agreed procedures. Communication needs may also make disclosure or recognition of harm more difficult.	Individual care needs are identified and managed through agreed school procedures and, where appropriate, an individual care plan. Intimate care is provided only where necessary, respectfully and with regard to the child's dignity and privacy. Staff maintain professional boundaries and record/report concerns appropriately. Relevant staff are aware of the child's communication needs and safeguarding considerations.
15.	Management of challenging behaviour amongst pupils, including appropriate use of restraint where required.	Potential for inappropriate or excessive physical intervention, humiliating or degrading responses, injury, loss of dignity, or failure to recognise that challenging behaviour may be linked to abuse, neglect, trauma or another safeguarding concern. There is also a risk that incidents are not recorded or escalated appropriately.	Staff follow the school's Code of Behaviour and agreed procedures for responding to challenging behaviour. Physical intervention/restraint is used only where necessary and in accordance with relevant guidance and school procedures. Incidents are recorded and reviewed. Staff consider whether behaviour may indicate an underlying welfare or safeguarding concern and refer concerns to the Principal/DLP as appropriate.
16.	Management of provision of food and drink (hot lunches)	Potential for children being left alone with adults involved in food provision, inappropriate adult-child interactions, inadequate supervision during meal times, bullying or peer-on-peer behaviour, and safeguarding concerns arising during less structured periods. Particular arrangements may be needed for pupils requiring assistance.	The Deputy Principal oversees hot-lunch arrangements and ensures appropriate supervision and clear procedures for pupils during meal times. External food personnel/volunteers have defined roles and are not given unsupervised access to pupils. Staff remain alert to bullying, inappropriate behaviour or

			safeguarding concerns during lunch provision.
17.	Administration of medicine	Potential for inappropriate or unnecessary physical contact, privacy concerns, errors in identifying the child, and one-to-one situations that could give rise to a safeguarding concern or allegation. Children may also disclose concerns while receiving care.	Medication is administered in accordance with the school's agreed medication/medical needs procedures and parental/medical instructions. The Deputy Principal oversees administration of medicine. Appropriate records are maintained, medication is securely stored, and staff maintain professional boundaries and pupil dignity. Any concern arising during administration is reported through school procedures.
18.	Administration of First Aid	Potential for physical contact, treatment in private or less visible locations, inappropriate handling of personal information, and allegations or concerns arising from necessary physical assistance. A child may also disclose abuse while being treated.	First aid is administered by appropriately designated staff in accordance with school first-aid arrangements. The APII B oversees first-aid provision. Necessary physical contact is limited to what is required for treatment, with dignity and privacy maintained. Incidents are recorded appropriately and any disclosure or safeguarding concern arising during treatment is referred through child protection procedures.
19.	Curricular provision in respect of Wellbeing (previously SPHE and PE), Relationship and Sexuality Education (RSE) and Stay Safe	Potential for children to disclose abuse, neglect, domestic violence or other harm during sensitive lessons; inappropriate peer discussion or sexualised behaviour; unsuitable content or teaching approaches; and failure to respond, record and report disclosures or concerns in accordance with the school's child protection procedures.	Wellbeing, RSE and Stay Safe are delivered in accordance with the school's curriculum and relevant Department guidance. Teachers establish respectful classroom boundaries and provide age-appropriate learning. Staff are aware that disclosures may arise and know the school's reporting arrangements. A disclosure is listened to appropriately, not investigated by the teacher, and referred to the DLP/DDLP in accordance with the 2025 procedures.
20.	Prevention and dealing with bullying amongst pupils.	Potential for bullying behaviour to involve physical, verbal, relational, discriminatory or sexualised harm, including online behaviour. There is a risk that repeated or escalating behaviour is not recognised, that disclosures are not acted on, or that safeguarding concerns connected to bullying are not referred through the appropriate child protection arrangements.	The school implements its Bí Cineálta procedures and Code of Behaviour. Staff supervise pupils, listen to concerns and record/respond to bullying in accordance with school procedures. Pupils are taught how to seek help and report concerns. Where behaviour raises a child-protection concern, it is referred through the Child Protection Procedures rather than treated solely as a behaviour matter.
21.	Training of school personnel in Child Protection matters.	Potential for staff or other school personnel not to recognise signs of abuse or neglect, misunderstand their reporting responsibilities, fail to act on disclosures, mishandle confidential information, or be unaware of the DLP/DDLP and reporting arrangements. Inadequate induction or refresher training can create inconsistent safeguarding practice.	All school personnel receive required child protection training and induction appropriate to their role. Staff are made familiar with the school's Child Safeguarding Statement, reporting procedures and DLP/DDLP arrangements. Refresher training and records of training are maintained. New personnel receive appropriate safeguarding information before undertaking duties involving pupils.
22.	Use of external personnel to supplement curriculum.	Potential for children to have contact with adults who are not regular school personnel, including inadequate vetting, induction, supervision or understanding	External personnel are approved by school management and are subject to relevant safeguarding/vetting requirements. They are given

		of school safeguarding procedures. There is also a risk of inappropriate communication, physical contact or failure to report a concern.	appropriate information on school child protection procedures and professional boundaries. External personnel are supervised as appropriate and are not permitted unsupervised access to pupils unless the relevant requirements have been satisfied.
23.	Use of external personnel to support sports and other extra curricular activities.	Potential for inappropriate adult-child contact, inadequate vetting or safeguarding checks, one-to-one coaching, physical contact, communication outside school-approved channels, and failure by an external provider to recognise or report a child protection concern.	External coaches/providers are subject to the school's vetting and safeguarding requirements and are briefed on school procedures. Activities are appropriately supervised. Professional boundaries and communication arrangements are clearly established. Any concern about an external provider is immediately brought to the Principal/DLP.
24.	Care of pupils with specific vulnerabilities/needs.	Potential for children who require additional support to experience abuse, neglect, bullying, exploitation or inappropriate treatment without concerns being recognised or communicated. Communication difficulties, dependency on adults, social isolation or difficulty reporting concerns may increase safeguarding challenges for some pupils.	The school identifies individual safeguarding and support needs and ensures relevant staff understand appropriate supports. APII A coordinates special-education provision and supports communication between relevant staff. Children are provided with accessible ways to communicate concerns. Staff remain alert to changes in presentation, behaviour or attendance and report safeguarding concerns through the school's procedures.
25.	Pupils from ethnic minorities/migrants,	Potential for discriminatory or racist bullying, social exclusion, exploitation, communication barriers and difficulties understanding or accessing safeguarding information or reporting routes. Language or cultural barriers may affect disclosure, communication with families or recognition of concerns.	The school promotes an inclusive and respectful environment and applies its anti-bullying/Bí Cineálta procedures. Safeguarding information is communicated in an accessible manner. Staff remain alert to racism, discrimination, exploitation or isolation. Concerns are listened to and reported through the appropriate school safeguarding procedures.
26.	Members of the Travelling Community.	Potential for discriminatory or racist bullying, social exclusion, stereotyping and barriers to participation or disclosure. Safeguarding concerns may be missed if communication, attendance patterns or family circumstances are not understood appropriately and sensitively.	The school applies its anti-bullying/Bí Cineálta procedures consistently and promotes inclusion and respect. Staff challenge discriminatory behaviour and ensure pupils know how to seek help. Attendance, welfare and safeguarding concerns are considered sensitively and individually, with any child protection concern referred in accordance with school procedures.
27.	Lesbian, Gay, Bisexual or Transgender (LGBT) children as well as pupils perceived to be LGBT.	Potential for homophobic, biphobic or transphobic bullying, harassment, outing or inappropriate disclosure of a child's personal information, online abuse and social exclusion. Safeguarding concerns may be missed if a child does not feel safe to disclose them.	The school applies its anti-bullying/Bí Cineálta procedures and maintains a respectful, inclusive environment. Staff protect pupils' privacy and do not disclose personal information unnecessarily. Concerns about bullying, harassment or abuse are taken seriously and referred through the appropriate safeguarding and child-protection procedures.
28.	Pupils of minority religious faiths.	Potential for religious discrimination, bullying, harassment, social exclusion or inappropriate treatment of religious identity or practice. There may also be barriers to disclosure or communication where children or families do not feel	The school promotes respect for religious diversity and applies its anti-bullying/Bí Cineálta procedures. Staff challenge discriminatory behaviour and ensure pupils have a safe route to raise concerns. Any safeguarding

		understood or supported.	concern is dealt with under the school's child protection procedures.
29.	Children in care.	Potential for safeguarding information to be handled inappropriately, important changes in circumstances or contact arrangements to be missed, or the child's care status to be disclosed unnecessarily. Children in care may also have particular safeguarding needs arising from previous experiences of abuse, neglect or instability.	Information concerning children in care is handled confidentially and shared only on a need-to-know basis in accordance with relevant procedures. The school liaises with the appropriate professionals/authorities where required. Staff remain alert to the child's welfare and safeguarding needs and report concerns through the DLP/DDLP arrangements.
30.	Children on Túsla Child Protection Notification System (CPNS)	Potential for failures in information-sharing, safeguarding oversight or implementation of agreed supports; staff may be unaware of relevant procedures or the significance of concerns. Confidential information about the child must be managed appropriately and concerns must be acted on in accordance with the school's reporting procedures.	Relevant safeguarding information is held securely and shared appropriately with those who need it for the child's protection. The Principal/DLP ensures relevant school personnel are aware of necessary safeguarding arrangements without unnecessary disclosure of confidential information. New concerns are dealt with in accordance with the 2025 reporting procedures and relevant Tusla advice.
31.	Children with medical needs	Potential for children requiring medical support to be placed in one-to-one or intimate situations, privacy and dignity concerns, inappropriate physical contact, or safeguarding concerns being overlooked because behaviour or presentation is attributed solely to a medical condition. Clear arrangements are needed where care is provided by school personnel or external personnel.	Medical needs are managed through agreed school procedures and individual plans where appropriate. Relevant staff understand their roles and maintain professional boundaries. The Deputy Principal oversees medicine administration. The school maintains appropriate records and safeguards confidentiality. Safeguarding concerns are considered separately from medical explanations and referred where necessary.
32.	Recruitment of school personnel including teachers/SNAs/caretakers/secretaries/cleaners and sport coaches.	Potential for an unsuitable person to gain access to children if recruitment, vetting, references, identity checks, declarations or safeguarding procedures are incomplete or not appropriately documented. There is also a risk that relevant concerns about a person's suitability are not identified or acted upon.	The school follows the Department's and relevant statutory requirements for recruitment and Garda vetting. Identity, references and required suitability checks are completed and recorded before appointment/engagement as required. Recruitment panels apply consistent safeguarding procedures. Personnel are made aware of the school's Child Safeguarding Statement and child protection reporting arrangements.
33.	External tutors and guest speakers	Potential for unfamiliar adults to have access to children, inadequate vetting or safeguarding checks, inappropriate content or communication, inappropriate physical contact, or failure to understand and follow the school's child protection and reporting procedures.	External tutors and guest speakers are approved by the Principal and appropriate safeguarding arrangements are confirmed before engagement. Their role, boundaries and supervision arrangements are clear. Content is appropriate for the age group and school ethos. Where required, vetting and safeguarding checks are completed.
34.	Volunteers/Parents in school activities	Potential for adults who are not school personnel to have unsupervised or inappropriate access to pupils, unclear boundaries, inappropriate communication or physical contact, and uncertainty about reporting concerns. Informal arrangements can make accountability and supervision less clear.	Volunteers/parents are given clear instructions regarding their role, supervision and professional boundaries. They do not have unsupervised access to pupils unless the relevant safeguarding requirements have been met. School personnel retain responsibility for

			pupils and supervise volunteer involvement. Any concern is immediately reported to the Principal/DLP.
35.	Visitors/contractors present in school during school hours.	Potential for unfamiliar adults to access areas where children are present, unsupervised contact with pupils, inappropriate communication or behaviour, or children being exposed to adult conversations or activities that are unsuitable. Contractor movement around the school can create supervision and access-control risks.	Visitors and contractors sign in/out and are subject to the school's access arrangements. Their presence and movement within the school are controlled and, where appropriate, they are accompanied/supervised. Contractors are informed of relevant site and safeguarding expectations. Children are not left unsupervised with visitors/contractors.
36.	Visitors/contractors present in school during after school-activities.	Potential for reduced staffing and supervision outside normal school hours, unfamiliar adults having access to children, children moving through less supervised areas, and unclear responsibility for safeguarding where multiple organisations or contractors are present.	After-school activities have clearly identified responsible adults and safeguarding arrangements. Access to school areas is controlled and external personnel are not permitted unrestricted access to pupils. Handover and collection arrangements are clear. The Principal/Deputy Principal is aware of activities taking place and concerns are reported through school procedures.
37.	Use of Information and Communication Technology by pupils in school, including social media.	Potential for cyberbullying, grooming, inappropriate online contact, exposure to harmful or sexualised content, sharing of images or personal information, impersonation, coercion and online peer-on-peer abuse. There is also a risk that safeguarding concerns arising online are not recognised or reported promptly.	The school has an Acceptable Use/Online Safety framework and pupils receive age-appropriate online-safety education. Filtering, monitoring and device-management arrangements are used as appropriate. APII B has responsibility for online/digital safety. Staff respond to online safeguarding concerns promptly and refer child-protection concerns through the school's procedures.
38.	Application of sanctions under the school's Code of Behaviour including "time out" of pupils, Yellow Cards etc.	Potential for sanctions to result in inappropriate isolation, humiliation, excessive or inconsistent responses, or reduced adult oversight. A child repeatedly receiving sanctions may also be displaying behaviour linked to an underlying safeguarding concern that requires further consideration.	Sanctions are applied in accordance with the school's Code of Behaviour and are proportionate, respectful and age-appropriate. Pupils are not placed in situations that compromise their safety or dignity. Staff maintain appropriate supervision during any agreed time-out arrangement. Repeated or unusual behaviour is reviewed and may be referred to the Principal/APII A where additional support or a safeguarding consideration arises.
39.	Students participating in work experience in the school.	Potential for young people who are not school personnel to have contact with pupils without adequate induction, supervision, vetting or clarity about safeguarding responsibilities. There is also a risk of inappropriate communication or physical contact and uncertainty about how a concern should be reported.	Work-experience students are approved in advance and receive an appropriate safeguarding induction. Their role and boundaries are clearly defined. They work under the supervision of school personnel and are not given unsupervised responsibility for pupils. They know who to approach if a safeguarding concern arises.
40.	Student teachers undertaking training placement in school.	Potential for trainee teachers to have significant access to pupils before they are fully familiar with school safeguarding procedures, reporting arrangements and professional boundaries. Risks include inappropriate communication or physical	Student teachers complete the required placement/college requirements and are provided with school safeguarding information and induction. They work under the supervision of the cooperating teacher

		contact and failure to recognise or report concerns.	and school management. Professional boundaries, communication and reporting expectations are made clear. Any concern is immediately referred to the Principal/DLP.
41.	Use of video/photography/ other media to record school events.	Potential for inappropriate or unauthorised images or recordings of children to be taken, stored, shared or published; identification of children or their location; misuse of images; and children being recorded in circumstances where privacy or dignity should be protected.	The school follows its agreed photography, media, data-protection and consent arrangements. Staff use school-approved equipment/accounts where applicable and do not record children in private-care areas. Images are stored, accessed and shared appropriately. Parents/guardians and pupils are informed of relevant arrangements and any concern about misuse is acted upon.
42.	After school use of school premises by other organisations.	Potential for children to come into contact with adults or organisations not directly controlled by the school, unclear safeguarding responsibilities, inadequate vetting or supervision, inappropriate use of premises or online/offline communication, and uncertainty about reporting a safeguarding concern.	Use of the premises is subject to agreed terms and conditions and clearly defined responsibility for safeguarding. External organisations are required to comply with relevant safeguarding requirements applicable to their activities. Access to areas of the school is controlled. Where school pupils are involved, supervision and safeguarding responsibilities are explicitly agreed.
43.	Use of school premises by other organisations during school day.	Potential for children to encounter external adults while school is operating, unclear boundaries and access arrangements, reduced visibility or supervision, inappropriate adult-child contact, and uncertainty about who is responsible for safeguarding when external organisations are present.	External organisations using the premises during the school day are authorised by school management and their access is controlled. Their movement is restricted to agreed areas and they are not given unsupervised access to pupils. School personnel retain responsibility for pupil safeguarding during the school day and any concern is reported immediately.
44.	Breakfast club	Potential for children to be present before the normal school day with different staffing arrangements, reduced supervision or unfamiliar adults, inappropriate adult-child contact, bullying or peer-on-peer behaviour, and unclear handover arrangements between club and school personnel.	Breakfast club arrangements identify the responsible adults, supervision areas and pupil handover arrangements. Children are supervised from arrival into the club until responsibility transfers to the school. External personnel/volunteers have defined roles and safeguarding expectations. Any concern is communicated promptly to the Principal/DLP.
45.	Homework club/after school club.	Potential for children to remain on site with reduced staffing, unfamiliar or external personnel, and less formal supervision. Risks include inappropriate adult-child contact, bullying or peer-on-peer abuse, children leaving with unauthorised persons, and safeguarding concerns arising during less structured time.	After-school provision has named responsible personnel, clear supervision arrangements and agreed collection procedures. Pupils are not released to unauthorised persons. External staff/volunteers are subject to appropriate safeguarding arrangements. Activities are structured and supervised, and concerns are reported to the Principal/DLP in accordance with school procedures.

Online Safety

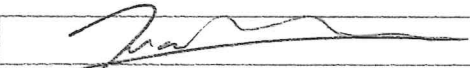
The Addendum to Children First: National Guidance for the Protection and Welfare of Children 2017 published in January 2019 clarifies that organisations providing relevant services to children should consider the specific issue of online safety when carrying out their risk assessment and preparing their Child Safeguarding Statement and Risk Assessment.

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.

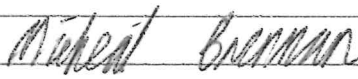
In accordance with Section 11 of the Children First Act 2015 and with the requirements of Chapter 9 of the *Child Protection Procedures for Schools 2025*, the following is the written Child Safeguarding Statement and Risk Assessment.

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 21-07-2026.

Signed: * 
Chairperson of the board of management

Date: 30/9/20

Signed: * 
Principal/Secretary to the board of management

Date: 30/09/2026

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on 30/09/2027.



S N Mhuire, Moynalvey A83KD81 Email: office@moynalveyns.ie Website: www.moynalveyns.ie

Telephone: 0469557416/ 0830861407

Roll number: 18344I

Principal: Mícheál Brennan

Deputy Principal: Anna Flynn

Review of the Child Safeguarding Statement and Risk Assessment

The *Child Protection Procedures for Schools 2025* require that the board of management must undertake a review of its Child Safeguarding Statement and Risk Assessment. The following template must be used for this purpose. The review must be completed every calendar year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers. Undertaking an annual review will ensure that a school also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement and Risk Assessment every two years.

As part of the overall review process, boards of management should also assess relevant school policies, procedures, practices and activities and their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children First Act 2015 and *Children First National Guidance 2017, the Addendum to Children First (2019) and 2025, Children First National Guidance 2017, the Addendum to Children First (2019) and (2025), and the Child Protection Procedures for Schools 2025*.

Designated Liaison Person

Name: Mícheál Brennan

Date Appointed: 08/01/2024

Relevant Person

Name: Mícheál Brennan

Contact details: mbrennan@moynalveyns.ie

Date Appointed: 08/01/2024

Deputy Designated Liaison Person

Name: Anna Flynn

Date Appointed: 30/11/2019

Contact details for Tusla

Contact Name:

Ask for Duty Care Social Worker

Address:

Navan Enterprise Centre, Trim Road, Navan, Co Meath

Contact Number:

0469098560

Contact details for An Garda Síochána

Contact Name:

N/A

Address:

Contact Number:

999/112

Checklist for review of the Child Safeguarding Statement

1. When did the board first formally adopt a Child Safeguarding Statement and Risk Assessment in accordance with the *Child Protection Procedures for Schools 2025*? For most schools this will be March 2018, as outlined in Section 9.9 of the procedures.

Date first Child Safeguarding Statement and Risk Assessment adopted by the school:

21.09.2026

- 2(a) Where is the Child Safeguarding Statement and Risk Assessment displayed in the school? For example, in a prominent place near the main entrance to the school.

Noticeboard adjacent to the school office and on the right hand side of corridor upon entering the school building.

- (b) Is there a student-friendly version, with a photograph of the Designated Liaison Person, displayed beside the Child Safeguarding Statement and Risk Assessment?
✓ Yes
- (c) Other than displaying in a prominent place near the main entrance to the school, how have students been made aware of the student-friendly version?
✓ Displayed at all student entrances
✓ On school website
✓ Displayed in each classroom

D Other: (please state)

3. Has the board used the most recent *Child Safeguarding Statement and Risk Assessment Template* and formally adopted, without modification, the *Child Protection Procedures for Schools 2025*?

✓ Yes

What is the date of the previous review of the Child Safeguarding Statement and Risk Assessment?

Date: 21.09.2026

4. Has the Board included a written assessment of risk as required under the Children First Act 2015? (This includes considering the specific issue of online safety as required by the *Addendum to Children First (2019)*)?

✓ Yes

5. Is there a written protocol in place authorising immediate action for cases which require an employee to be immediately absented from school for child safeguarding reasons in line with Appendix C of the *Child Protection Procedures for Schools 2025*?

✓ Yes

6. Has the Board reviewed and updated the written assessment of risk as part of this overall review (for example, to include shower facilities, changing rooms, swimming, online engagements to facilitate learning). Boards should refer to the Child Safeguarding Statement and Risk Assessment Template for examples.

✓ Yes

Date of this review: 24.09.2027 MB

7. How has the Board ensured that the Child Safeguarding Statement and Risk Assessment is provided to the patron, the the parents' association and all parents of children in the school? Give dates of emails/letters/texts/links provided.

Message to parents via Aladdin 30.09.2026
Email to Parents' Association 30.09.2026
Letter to patron 30.09.2026

8. How has the Board sought the feedback of parents, students and school personnel (teaching and non-teaching) on the Child Safeguarding Statement and Risk Assessment?

Has the school engaged with each of the above through, for example, a meeting or survey. The support documents CSS 5, CSS 6 and CSS 7 can be used to support this engagement. Details of how feedback was sought should be outlined below.

- (a) Parents

Yes, through Google survey sent out in September 2026.

- (b) Students

Yes, through stratified sampling of focus groups in September 2026.

- (c) School Personnel

Yes, through Google survey sent out in September 2026.

9. Outline any aspects of the school's Child Safeguarding Statement and Risk Assessment and/or its implementation that require further improvement, including any complaints or suggestions for improvements, which the Board has identified:

N/A

10. Outline details of how areas for improvement have been adequately addressed including whether an action plan with appropriate timelines has been put in place:

Poster
Contact to parents.

11. Has the template for *Notification regarding the board of management's review of the Child Safeguarding Statement and Risk Assessment* been used to inform the school community and relevant parties that they have fulfilled their statutory obligation to annually review the school's Child Safeguarding Statement and Risk Assessment?

✓ Yes D No D N/A

Training

12. Give details of when the DLP and DDLP most recently attended child protection training for DLP/DDLPs:

DLP: Date:

DDLDP: Date:

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

- All teachers and SNAs attended BíCineálta training
- Principal and Deputy Principal attended CP training in new procedures in Sept. 2025.
- All staff did online 'Children First' training in 2023.

↳ *Parents child protection, GAA*

14. How has the Board ensured that all school personnel (including new school personnel, temporary staff and substitutes) have been made aware of their responsibilities under the *Child Protection Procedures for Schools 2025* and the Children First Act 2015? For example, completing e-learning or other training, use of department's supports for school personnel when reviewing the Child Safeguarding Statement and Risk Assessment, induction/mentoring system for new personnel, or other measures. How are records of the training completed maintained by the school?

Principal has folder of all personnel including subs. Documents are gathered and kept in Principal's office in a folder.

Child Protection Oversight Report (CPOR)

15. Has the Board received a Principal's Child Protection Oversight Report (CPOR) at every ordinary meeting of the Board held since the last review of the Child Safeguarding Statement was undertaken which contains all the information required under each of the four headings set out in Section 12.3 of the *Child Protection Procedures for Schools 2025*?

✓ Yes D No

16. Since the Board's last review of the Child Safeguarding Statement, if there have been cases presented for oversight as part of the CPOR, has the Board been provided with and reviewed all records relevant to the CPOR?

D Yes D No ✓ N/A

17. Have these cases been anonymised and redacted as necessary?

D Yes D No ✓ N/A

18. Since the Board's last review Child Safeguarding Statement, if there have been cases presented for oversight as part of the CPOR, do the minutes of the board meeting:

(a) specify the anonymised documents provided to the board as part of the CPOR

D Yes D No ✓ N/A

(b) use unique codes to record child protection matters?

✓ Yes D No D N/A

19. The board has undertaken the review of the Child Safeguarding Statement and Risk Assessment and has issued/published notification confirming same.

✓ Yes D No D N/A

Reporting

20. Where are all records relating to child protection filed and stored in a secure manner? For example, stored securely in the principal's office in such a manner as only the DLP and DDLP and the chairperson when acting as DLP will have access to these records.

Yes, stored in a locked cabinet in Principal's office.

21. How does the Board ensure that child protection procedures in relation to reporting to Tusla/An Garda Síochána are followed in full? The Board should indicate that the DLP follows the procedures outlined in the *Child Protection Procedures for Schools 2025* for reporting of all child protection concerns.

Oversight Report at each meeting.

Curriculum

22. The Board should outline the steps it has taken to ensure that the SPHE, RSE, and Wellbeing curriculum is appropriately planned for and delivered to the children and young people in the school.

- > Aspects of all three strands (SPHE, RSE, Wellbeing) are covered each year.
- > The Stay Safe programme is taught in its entirety in one year – at least once during infants, 1st/2nd class, 3rd/4th class, and 5th/6th class.
- > The school plan outlines provision for RSE across each of the different class levels/stages.
- > Most recent policy review was

Vetting and Recruitment

The board should be satisfied that procedures to ensure that all statutory requirements in relation to vetting, statutory declarations and forms of undertaking are met. The board should refer to the school's recruitment procedures about how references of all school personnel are checked and how vetting outcomes are managed before appointment or work in the school is undertaken. Schools under the aegis of Education and Training Boards (ETB) should outline how they adhere to ETB recruitment processes.

If joint agreements are used for the visiting coaches or for school placement students, this should be included. If the school is part of teacher sharing arrangements (see section 10.2 of the procedures), the vetting oversight actions taken should be included.

23. The Board should indicate how it is satisfied that:

(a) the statutory requirements for Garda Vetting are met.

Principal collects garda vetting proof from all staff.
Principal encourages full time (permanent, CID, fixed-term) staff to regularly update their Garda vetting as per the Teaching Council.

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

Displayed for view by Inspectorate.

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

Procedures followed under Circular 44/2019

Statement by the Board

The Board of Management of this school is satisfied that the Child Safeguarding Statement and Risk Assessment and child protection procedures are being fully and adequately implemented by the school.

Signed:*



Chairperson of the board of management

Date:

30/9/26



S N Mhuire, Moynalvey A83KD81 Email: office@moynalveyns.ie Website: www.moynalveyns.ie

Telephone: 0469557416/ 0830861407

Roll number: 18344I

Principal: Mícheál Brennan

Deputy Principal: Anna Flynn

Notification Regarding the Board of Management's Review of the Child Safeguarding Statement and Risk Assessment

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

To: Matt Melvin, Education Secretariat

The board of management of wishes to inform you that:

SN Mhuire (Moynalvey NS)

- (a) The board of management's annual review of the school's Child Safeguarding Statement was completed at the Board meeting of 21.09.2026
- (b) This review was conducted in accordance with the board of management's review of the Child Safeguarding Statement and Risk Assessment published on www.gov.ie/childprotectionschools.

Signed:*

Chairperson, board of management

Date:

30/9/26

Signed:*

Principal/Secretary to the board of management

Date:

30/9/2026



Child Safeguarding in our School



Child safeguarding is what we do in our school to keep children and young people safe from harm.

We think about how to keep everyone safe and we write down how we will do that.

This is called our **Child Safeguarding Statement**. We check this every year. When we do this we will ask you what you think about safeguarding in our school. It is important that you feel safe at school and in your life outside of school too.



If someone says or does something to hurt you or makes you feel uncomfortable, you can tell an adult that you trust.

Who to go to:

☒ **Any trusted adult**

For example, your Year Head or Tutor, a teacher, SNA, the Principal or Deputy

What we will do:

- ☒ Listen and understand
- ☒ Guide or look for help

Every school has a person in charge of child safeguarding. This person is called the **Designated Liaison Person** or **DLP**. The DLP for our school is



Mícheál Brennan

CSS 5

Student Review of the Child Safeguarding Statement and Risk Assessment – suggested approach

As part of your annual review of the Child Safeguarding Statement and Risk Assessment, the children and young people in your school should have an opportunity to have a voice and participate in the process.

This supports the process of advising children and young people of the procedures that are in place to safeguard them and to explore options of how students could be involved in the development and/or review of safeguarding procedures. Raising awareness of a school's Child Safeguarding Statement and Risk Assessment, the role of DLP/trusted adults and regular review risks of harm during school activities is part of the process of keeping children safe.

The questions set out below can be used to lead a classroom discussion, to help a student council have a focused discussion, or to inform other forms of consultation with the children and young people in your school in the annual review of the child safeguarding statement. This is not intended to be a directive or exhaustive list, and the questions and the approach should be informed by the context of the school.

Understanding the Child Safeguarding Statement and Risk Assessment
> Do you know what the Child Safeguarding Statement and Risk Assessment is?
> Why do you think the school has this document?
> Do you know where it is displayed in the school?
> Have you seen the poster with the name and photo of the Designated Liaison Person (DLP)?
Knowing Who to Talk to (DLP and Trusted Adults)
> There is someone in the school who is in charge of keeping children safe. This person is called the DLP. Do you know who they are and what they do?
> In SPHE class, we talked about trusted adults – people you can talk to if you're ever worried or upset. Who are some trusted adults in your life?
> Is there someone at school you feel safe talking to? Who are they?
Thinking About Safety in School Activities
> We do lots of different things at school during the year. We want to make sure everyone is safe while doing them. The school has made a list of all the things we do and how we try to keep everyone safe.
> Can you think of anything else we could do to make school activities safer? <i>(Teachers might remind children about activities like arriving and leaving school, playtime, breaks, and using toilets or changing rooms.)</i>
Your Final Thoughts
> We want everyone in the school to feel safe and happy while learning.
> If you were the DLP – the person in charge of helping keep children safe – what else would you do to make the school a safer and better place?

CSS 6

Staff Review of the Child Safeguarding Statement and Risk Assessment – suggested approach

As part of your annual review of the Child Safeguarding Statement and Risk Assessment, the staff in your school should have an opportunity to have a voice and participate in the process. This may be as part of a staff meeting.

Below are some prompts for the person leading the meeting together with possible questions a school could use to help ensure the participation of staff in the annual review of the child safeguarding statement. This is not intended to be a directive or exhaustive list.

Communication of the Child Safeguarding Statement and Risk Assessment

Prompts
> Check that each staff member, including special needs assistants, (SNAs), secretaries, caretakers, teachers and all employed in the school has a digital or hardcopy version of the Child Safeguarding Statement and Risk Assessment; and/or
> Remind staff of the date the Child Safeguarding Statement and Risk Assessment was circulated on and that it is available on the school website.
> Introduce the staff to the review prompts document for use with the children and young people in the school.
> Ensure that all staff are aware of who the DLP/relevant person is. Clarify that the relevant person is the person to contact if you have any questions about the Child Safeguarding Statement and that this is noted on the Child Safeguarding Statement.
Possible Questions
> Have you been provided with the Child Safeguarding Statement and Risk Assessment in hard copy or digital form? or
> Have you received the copy of our current Child Safeguarding Statement and Risk Assessment which was emailed to you on (date)? or
> Have you viewed the Child Safeguarding Statement and Risk Assessment on our school website?
> Do you know where the Child Safeguarding Statement and Risk Assessment is displayed within the school?
> How are the children and young people in your class(es) (or those with whom you engage or support) made aware of the identity of the DLP/DDLP (or person in charge of child safeguarding, to use a child-friendly term)? How has this been communicated?
> Who is the DLP/DDLP/Relevant Person in this school? What is their role?

Review of Risks in the School

Prompts
> Check with staff if the school has undertaken any new activities since the last review of the risk assessment which should be noted in the next risk assessment (e.g. intimate care, swimming, shower facilities, remote teaching and online learning). This includes activities before school, during school and extra-curricular activities.
Possible Questions
> Does the Risk Assessment included in the Safeguarding Statement include: ~ all the activities in the school? ~ all risks associated with the activities? ~ actions taken to mitigate the risks involved in these activities? > Has the school undertaken any new activities since the last review of the risk assessment which should be noted in the next risk assessment (e.g. intimate care, swimming, shower facilities, remote teaching and learning)? > Have you any suggestions on anything else the school should include in the Risk Assessment in our Child Safeguarding Statement?

Implementation of Safeguarding Procedures

Prompts
> Clarify that in any situation where a member of school personnel (including a registered teacher), receives an allegation or has a child protection concern they shall respond appropriately as outlined in chapter 2 of the procedures and without delay report the matter to the DLP. > Clarify with mandated staff that the two main statutory responsibilities of a mandated person are: ~ to report any knowledge, belief or reasonable grounds to suspect that a child has been harmed, is being harmed or is at risk of being harmed to Tusla, and ~ to assist Tusla in assessing a concern which has been the subject of a mandated report, if requested by Tusla in accordance with the Act. > Answers to the question "If you had a concern that a child was at risk what would you do?" must indicate that staff members are aware of the procedures outlined in Chapter 5. > Ask when staff members last completed a child protection training module.
Possible Questions
> What are the responsibilities of a member of school personnel who has a child protection concern? Can you describe the two main statutory responsibilities of a mandated person? > If you had a child safeguarding concern, what would you do? or > If you had a concern that a child was at risk what would you do? > Consider also what you would expect if the: ~ DLP reports to Tusla, ~ seeks advice from Tusla or ~ decides not to report to Tusla. > Consider, also, joint reporting with the DLP. > Describe what you would do if a child made a disclosure to you. > If you had a child protection concern about the DLP, to whom should you report this concern? > When did you last complete a training module for child protection (e.g. Tusla's Children First eLearning programme or their mandated person eLearning module), Oide Child Protection Training? > Do you need to refresh your training to be confident that you are familiar with the procedures and your responsibilities?

SPHE/RSE Curriculum

Prompts
> What steps has the school taken to ensure that the SPHE/RSE/Wellbeing curriculum is appropriately planned for and delivered to the children and young people in the school. ~ This should outline that for a primary school, aspects of all 3 strands are covered each year; Stay Safe is taught in its entirety in one year – at least once in infants, 1st/2nd, 3rd/4th, 5th/6th; and that the school plan outlines provision for RSE across each of the different class levels/stages) noting the date of the most recent policy review or curricular implementation. Schools will be informed if, in the future, the Department approves an alternative or replacement to the Stay Safe Programme. ~ For a post-primary school, the Wellbeing Programme for Junior Cycle is implemented and RSE and SPHE is appropriately delivered noting the date of the most recent policy review or curricular implementation.
Possible Questions
> Does the school plan indicate that aspects of each of the three strands (Myself; Myself and Others; and Myself and the Wider World) of the SPHE curriculum are covered each year? > Does the school plan indicate that the Stay Safe Programme is delivered at least once in Junior Infants or Senior Infants; once in first or second class; once in third or fourth class and once in fifth or sixth class? > Does the school plan indicate that the Stay Safe Programme is taught in its entirety over one school year? > Does the school plan outline provision for learning in RSE across the different stages (Junior Infants/Senior Infants; first/second class; third/fourth class and fifth/sixth class)?
Possible Questions – Post-primary
> Is SPHE timetabled for each year of the junior cycle? > Does the school provide SPHE in accordance with circular 28/2023? > Does the school implement a RSE programme for all students, from First Year to Sixth Year? Have outline programmes of work been prepared for 1st, 2nd and 3rd Year SPHE and 4th, 5th and 6th Year RSE? > Are a minimum of five to six timetabled periods per year assigned to RSE in relevant plans? > Does the overall RSE plan include provision for the exploration of key aspects of RSE, for example, relationships, gender identity, sexual orientation, pornography and consent?

Final thoughts

Possible Question
> Have you anything else you would like to bring to the attention of the relevant person/DLP/DDLP as we undertake the annual review of our Child Safeguarding Statement and Risk Assessment?

CSS 7

Parent/Carer Review of the Child Safeguarding Statement – suggested approach

As part of your annual review of the Child Safeguarding Statement and Risk Assessment, the parents in your school should have an opportunity to have a voice and participate in the process. This could be done through email, questionnaire, meetings, engagement by the parents' association with the wider parent body, or another appropriate approach.

Schools will need to ensure all parents have access to a copy of the school's Child Safeguarding Statement and Risk Assessment to participate in this review process. Raising awareness of a school's Child Safeguarding Statement and Risk Assessment, the role of DLP/trusted adults and regular reviews of risks of harm during school activities is part of the process of keeping children safe.

Below are some questions a school could use to help ensure the participation of parents in the annual review of the child safeguarding statement (including its risk assessment). This is not intended to be a directive or exhaustive list, and the questions and the approach should be adapted to suit the context of the school community.

Awareness of the Child Safeguarding Statement and Risk Assessment
> Did you know that our Child Safeguarding Statement and Risk Assessment (which includes a list of potential risks) is clearly displayed near the school's main entrance? > Have you received a copy of this statement by email? Or have you looked at it on our school website?
Awareness of the DLP/Trusted Adults
> Do you know that the person you can talk to at the school if you have any concerns about a child's safety is called the Designated Liaison Person (DLP)? In our school, that person is [insert DLP's name]. You can also ask them any questions about our Child Safeguarding Statement and Risk Assessment. > In school, we've talked to the children in SPHE class about trusted adults – people they can talk to if they're ever worried about anything. Have you had a similar conversation with your child about who they can talk to if they feel unsafe or upset?
Review of Risks in the School
> Our school does many different activities during the year. We want to make sure every child is safe while taking part. We've looked at all our activities and listed the possible risks, along with the steps we take to keep children safe. This is all included in our Risk Assessment, which is part of the Child Safeguarding Statement. > Do you have any ideas or suggestions about how we can make our school activities even safer? If so, we'd love to hear them.
Final Thoughts
> Is there anything else you'd like to share or suggest as we review our Child Safeguarding Statement this year?

CSS 8

Record of Child Protection Training

Boards of management must ensure that all school personnel and board of management members have the necessary familiarity with the *Child Protection Procedures for Schools 2025* to enable them to fulfil their responsibilities. The board of management shall ensure that all school personnel attend appropriate child protection training and retain a record of this training. Please refer to *Child Protection Procedures for Schools 2025* Chapter 11 Training and Supports for information on training and supports available.

This template can be used by schools if they wish or they can use any other method of recording the training.

School Name:

This master list will contain details of all child protection training undertaken by all members of school personnel.

The term “school personnel” as used in these procedures is a generic term that refers to all adults who are or were involved in the operation of the school. This includes employees and volunteers, board of management members, student teachers and those on work experience.

No:	Name – Member of School Personnel	Position in School eg Chairperson of BOM, Principal/ Deputy, Teacher	Mandated Person Yes/No	Title of Training Undertaken and Date Attended		
				Tusla Training	Oide Training	Other Relevant Training
	Example: Sean Adams	Teacher	Yes	Children First eLearning Programme 21.02.25	Child Protection Procedures for Schools 2025 28.10.25	NEPS Trauma Informed Practice 02.01.26

Secure Storage of Child Protection Records

- > All child protection records shall be regarded as strictly confidential and placed in a secure location.
- > A secure location is a robust lockable location to which only the DLP and DDLP (and the chairperson when acting as DLP) have access.
- > A filing cabinet drawer dedicated to child protection files, within a filing cabinet to which personnel other than the DLP and DDLP have access, is not a secure location.
- > In circumstances where a school has very limited storage space and filing cabinets, a school could consider storing a secure lockbox containing child protection files within a drawer of a filing cabinet. This would ensure that only the DLP and DDLP (and the chairperson when acting as DLP), have access to the files.
- > Child protection records should not be stored digitally. Where records have been created digitally, they must be printed and included in the hard copy file. All digital versions and drafts must be securely and permanently deleted.

Checklist to support the DLP in creating a case file

When creating a case file, the DLP (and DDLP while supporting the DLP) may use the checklist below as a support in ensuring that all the necessary steps have been taken and information recorded. Full details of record keeping requirements are outlined in Chapter 8 of the *Child Protection Procedures for Schools 2025* and should be consulted if further information is required. Note that not all the records outlined below will be applicable to every case file.

- ☐ Has the case been assigned a case file number?
- ☐ Is there a record of how the child protection concern came to the attention of the DLP?
- ☐ Is there a record of any phone call by the DLP seeking the advice from Tusla, and does it include the date, the name and position of the Tusla official and the advice given?
- ☐ Is there a record retained informing the member of school personnel of the DLP seeking advice from Tusla and the nature of that advice (Record of Designated Liaison Person's (DLP) Phone Call Seeking the Advice of Tusla – CPF3)? Co-signing of the Tusla consultation record by the staff member will satisfy this requirement.
- ☐ Is there a copy of any report(s) made to Tusla?
- ☐ Is there a record of any statement from DLP to a member of school personnel as to the reasons why a report has not been made to Tusla?
- ☐ Is there a record of the DLP informing or not informing parent/carer that a report has been submitted to Tusla?
- ☐ Is there a record of any written notification issued to a parent/carer in any case where that parent/carer has raised a child protection concern in respect of their child or where they have made an allegation of abuse against a member of school personnel?
- ☐ Have records been made of any other communications (e.g. to the patron, chairperson, parent/carer, with Tusla, An Garda Síochána or any other relevant party)? Have they been included on the file?
- ☐ If the case file is being brought to the board of management for oversight, have all relevant parties been assigned a unique code or serial number?
- ☐ In cases brought to the board of management for oversight, has a copy of the redacted record been added to the file? Has a signed note accounting for the documents provided to the board as part of the Child Protection Oversight Report (CPOR) been added to the file?
- ☐ Are there any other records that need to be added to the file?

CPF 1

Child Protection Case File Cover Page

HIGHLY CONFIDENTIAL

Please refer to *Child Protection Procedures for Schools 2025* – Chapter 8: Record Keeping for further guidance on record keeping.

Unique Case File Number:

Date File Opened:

File Index

(List of all codes used in the file – this is only applicable to files presented for oversight by the board of management, i.e. allegations against school personnel, other child protection concerns which were not reported by the DLP to Tusla, and child protection cases arising from alleged bullying behaviour between pupils.)

Code/Serial Number	Party to whom this code refers
Example - Child A	Ann Adams
Adult A	Mr Adam Adams

Name of DLP:

Name of DDLP:

Name of Chairperson of Board of Management:

CPF 2

Record of How the Child Protection Concern Came to the Attention of the Designated Liaison Person (DLP)

Note to the DLP: in completing this template, please ensure that the full names of all parties are recorded, including the name of the person who raised the concern. If details of this concern are presented to the board for oversight, redacted copies of this document should be created for this purpose.

Date:

Name of Child:

Date of Birth:

Record of how the concern came to be known to the DLP and a complete record of the details of concern (for example, notified by member of school personnel, parent/carer, member of the public, child etc).

Where a member of school personnel has been informed that the DLP is seeking advice/not seeking advice from Tusla, the member of school personnel should sign below

Signed* Date:
DLP

Print Name:

Signed Date:
Member of School Personnel

Print Name:

Any additional records relevant to how the concern came to the DLP's attention (for example handwritten notes) should be included in the case file.

* Document to be printed and signed with original signatures

CPF 3

Record of Designated Liaison Person's (DLP) Phone Call Seeking the Advice of Tusla

Date: Time:

Full name of Social Worker, title and contact details:

Details of information provided to the Tusla Social Worker in respect of the concern
(including whether or not any identifying details were provided):

Advice provided by Tusla in relation to whether or not to report the concern or whether or
not to report the concern as a mandated report:

Any other information or advice provided by Tusla:

Where a member of school personnel, whether mandated or non-mandated, has been provided with the advice received from Tusla by the DLP, they should sign below.

Signed:* Date:
DLP

Print Name:

Signed:* Date:
Member of School Personnel

Print Name:

CPF 4

Record of Statement from Designated Liaison Person (DLP) to a Member of School Personnel About the Reasons Why a Report Has Not Been Made to Tusla

Dear:

Member of school personnel

In relation to the concern which you brought to my attention on (date),
please be advised that I have decided not to report the matter to Tusla:

- ☐ I have sought advice from Tusla and have been advised by Tusla that the matter does not require reporting to Tusla

AND/OR

- ☐ Other reasons – listed here:

If you remain concerned about the situation, you may consult with Tusla and/or report to Tusla. If you decide to report the concern to Tusla you shall provide a copy of that report to me as DLP.

Signed:*

Date:

DLP

Print Name:

- ☐ I acknowledge receiving this statement from the DLP:

Signed:*

Date:

Member of School Personnel

Print Name:

* Document to be printed and signed with original signatures

CPF 5

Record of Designated Liaison Person Informing or Not Informing a Parent/Carer That a Report Concerning Their Child Is Being Made to Tusla

A. Record of Informing the Parent/Carer

Name of Child:

Name of Parent/Carer:

Date & Time Parent/Carer informed:

Method of Informing – Phone/Meeting etc:

On the date and by the means referred to above, I have informed the above-named parent/carers that a child protection report, concerning their child, is being made to Tusla and gave the following reasons for this decision to report. A printed copy of the report to Tusla is retained on the case file.

Signed:*
DLP

Print Name:

Date:

* Document to be printed and signed with original signatures

B. Record of Not Informing the Parent/CarerName of Child:

As DLP and in accordance with the *Children First National Guidance 2017*, I have decided not to inform the parent/carers that a child protection concern report concerning their child is being made to Tusla for the following reason(s):

- ☐ I consider that the child will be placed at further risk.
- ☐ I consider that the family's knowledge of the report could impair Tusla's ability to carry out a risk assessment.
- ☐ I am of the reasonable opinion that by doing so it may place the reporter at risk or harm from the family.
- ☐ I have sought advice from Tusla as to whether the parent/carers should be informed and Tusla has advised me not to inform the parent/carers.

Signed:*

DLP

Print Name:

Date:

CPF 6

Signed Record Indicating That All Redacted Documents Presented to the Board of Management Are Accounted for Following Child Protection Oversight Report (CPOR)

Please place this record in the relevant case file. The minutes of the relevant board of management meeting should also reflect the information below.

Where redacted and anonymised copies of records are provided to the board of management for oversight purposes, as set out in Chapter 12 of the *Child Protection Procedures for Schools 2025*, all copies must be recovered following the meeting.

Section 8.8 of the procedures obliges the DLP to place a signed note on the case file indicating the number of copies distributed and recovered, keeping one redacted copy in the appropriate case file and shredding the extra copies (e.g. note that eight copies were distributed, eight returned and seven copies were shredded by the DLP). This ensures that all copies are accounted for.

Board of Management Meeting Date:

Unique Case file number:

Number of copies of files distributed:

Number of copies of files destroyed:

Number of copies of files retained on file:

Signed:*

Principal/Designated Liaison Person

Print Name:

CPF 7

Advice for Communicating with Parents

1. Where a child protection concern relates to their child

Section 5.3.6 of the *Child Protection Procedures for Schools 2025* outlines that a Designated Liaison Person (DLP) should inform parents/carers when a child protection concern arises in relation to their child as soon as practicable after they become aware of the concern.

This notification may be made by telephone, in person or in writing, and the DLP should keep a record of this fact.

Guidance is provided below to support DLPs in making this notification.

- > It is important to deal with any such communication in a sensitive and tactful manner.
- > The parent/carer should be informed that the concern will be dealt with in accordance with the procedures as set out in the *Child Protection Procedures for Schools 2025*, which may include reporting the matter to Tusla.
- > The DLP should outline that school personnel do not have an investigative role in relation to child protection concerns.
- > Requirements of confidentiality as outlined in the *Child Protection Procedures for Schools 2025* do not prevent the DLP from communicating with parents in relation to child protection concerns involving their child.
- > The department has developed a leaflet for parents/carers to explain the contents of the *Child Protection Procedures for Schools 2025*. The DLP may wish to provide the parent with a copy of the leaflet, or point them towards www.gov.ie/childprotectionschools where the leaflet can be found online. Tusla also provides a leaflet for parents on the role of mandated persons which is available on their website.
- > The DLP should be aware that due to the necessity to follow due process, the principles of confidentiality and, where relevant, disciplinary processes, it may not be possible to provide the parent/carer with all the details of the concern when informing them of the concern. This should be explained to the parent/carer.
- > However, where possible, the DLP can provide details such as the nature of the concern and when the concern happened, provided it does not impact on the necessity to follow due process.
- > Where a DLP wishes to communicate in writing, or provide a written record of a conversation, a sample letter has been provided below as an example of how a DLP might communicate with parents. It is not mandatory to use this letter.
- > In certain circumstances, Tusla may have advised the DLP not to inform the parent/carer, and in such cases that advice should be followed.
- > A parent/carer should not be informed of a child protection concern in relation to their child:
 - ~ if by doing so, the child will be placed at further risk; or
 - ~ in cases where the family's knowledge of a report to Tusla could impair Tusla's ability to carry out a risk assessment; or
 - ~ if the reporter is of the reasonable opinion that by doing so it may place the reporter at risk of harm from the family.

2. Where a parent raises an allegation of a child protection concern against a member of school personnel

Section 5.4.5 of the *Child Protection Procedures for Schools 2025* outlines that where an allegation of a child protection concern has been received from a parent/carer, the DLP should acknowledge the receipt of an allegation of a child protection concern from a parent/carer as soon as is practicable.

- > It is important to deal with any such allegation in a sensitive and tactful manner.
- > The parent/carer should be informed that the concern will be dealt with in accordance with the procedures as set out in the *Child Protection Procedures for Schools 2025*, which may include reporting the matter to Tusla.
- > The DLP should outline that school personnel do not have an investigative role in relation to child protection concerns.
- > Requirements of confidentiality as outlined in the *Child Protection Procedures for Schools 2025* do not prevent the DLP from communicating with parents in relation to child protection concerns involving their child.
- > The department has developed a leaflet for parents/carers to explain the contents of the *Child Protection Procedures for Schools 2025*. The DLP may wish to provide the parent with a copy of the leaflet, or point them towards www.gov.ie/childprotectionschools where the leaflet can be found online. Tusla also provides a leaflet for parents on the role of mandated persons which is available on their website.
- > Where a DLP wishes to acknowledge receipt of the child protection concern in writing, or provide a written record of a conversation, a sample letter has been provided below as an example of how a DLP might communicate with parents. It is not mandatory to use this letter.

In addition, as set out in the procedures, the DLP shall, as soon as feasible, and in any case within five school days of the parent/carer making the allegation issue a written notification to the parent outlining what action has been taken in relation to the report. The detail of this notification is set out in sections 5.4.5 and 7.5.1. A sample letter is provided below to support DLPs in writing this notification. While the DLP must provide a written notification to the parent/carer in these circumstances, it is not mandatory to use the sample letter.

Sample Letter 1:

Sample Written Notification from Designated Liaison Person (DLP) to a Parent/Carer About a Child Protection Concern Involving Their Child

[School Headed Paper]

Date:

Dear

Following our conversation on (date), I am writing to let you know that a child protection concern has been raised about your child on (date).

This concern will be handled according to the *Child Protection Procedures for Schools 2025*, which may include reporting the issue to Tusla, the Child and Family Agency. You can find more details about these procedures in the leaflet for parents attached to this letter, or online at www.gov.ie/childprotectionschools.

The DLP may wish to add some details here about the concern, such as the date and time the incident happened and what the concern is about.

Please understand that, because we need to follow the proper process, maintain confidentiality, and, if needed, handle any disciplinary actions, I may not be able to share all the details with you right now.

Kind regards,

Designated Liaison Person (DLP)

Sample Letter 2:

Part A – Sample Written Acknowledgement from Designated Liaison Person (DLP) to a Parent/Carer Where an Allegation of a Child Protection Concern Was Raised by Them Involving a Member of School Personnel

[School Headed Paper]

Date:

Dear

Following our conversation on (date), I am writing to confirm that I have received your concern about a child protection issue involving a member of school personnel raised on (date).

This issue will be handled according to the procedures in Chapter 7 of the *Child Protection Procedures for Schools 2025*. This may include reporting the matter to Tusla, the Child and Family Agency. For more details about these procedures, please refer to the leaflet for parents, which is attached or available online at www.gov.ie/childprotectionschools

Please note that because we must follow the correct processes, maintain confidentiality, and, if necessary, follow disciplinary steps, I may not be able to share all details of the situation with you right now.

Within five days of receiving this concern, I will send you another letter to inform you whether the issue has been reported to Tusla and what the next steps will be.

Kind regards,

Designated Liaison Person (DLP)

Sample Letter 3:

Part B – Sample Written Notification from DLP to a Parent/Carer where an Allegation of a Child Protection Concern was Raised by them Involving a Member of School Personnel

[School Headed Paper]

Date:

Dear

Following the child protection concern allegation which you have raised against a member of school personnel which was brought to my attention, I am writing to tell you that:

The DLP should select one of the below options and delete the others

1. As the Designated Liaison Person (DLP), I have reported the matter to Tusla
2. As the Designated Liaison Person (DLP), I have sought the advice of Tusla on the matter and on foot of that advice I have not reported the matter to Tusla
3. As the Designated Liaison Person (DLP), I determined that the matter does not constitute reasonable grounds for concern as set out under the Children First Act 2015 and the Child Protection Procedures for Schools 2025 and therefore I did not report the matter to Tusla

My reasons for making the decision to report/not to report are as follows:

If you are unhappy with this decision, you can raise the matter directly with Tusla, and it remains open to you to report your concern directly to Tusla at any point.

Any allegation of abuse against a school employee reported to Tusla is dealt with under the procedures set out in Chapter 7 of the *Child Protection Procedures for Schools 2025*. For more details about these procedures, please refer to the leaflet for parents, which is attached or available online at www.gov.ie/childprotectionschools.

Yours sincerely,

Designated Liaison Person (DLP)

CPF 8

Master List of Child Protection Files

HIGHLY CONFIDENTIAL

Please refer to *Child Protection Procedures for Schools 2025* Chapter 8: Record Keeping, for further guidance on record keeping

This master list contains details of each case file including the names of the child or member of school personnel in respect of whom the files were created.

Case File Number	Tusla Case Number (if applicable)	Category of concern, i.e. school personnel, other child protection concerns or alleged bullying behaviour among pupils	Were redacted case file documents presented to the board for oversight? Yes/Not applicable	Name of whom the file was created. Indicate whether Child or Member of School Personnel	Address
Example Case File 01/2025				Ann Adams (Child)	4 Main Street, Castletown