

Mandatory Template 1: Child Safeguarding Statement and Risk Assessment Template

Child Safeguarding Statement

Scoil Mhuire is a **Primary School** providing **primary** education to pupils from **Junior Infants to Sixth Class**

In accordance with the requirements of the [Children First Act 2015](#), [Children First: National Guidance for the Protection and Welfare of Children 2017](#), [the Addendum to Children First \(2019\)](#), the [Child Protection Procedures for Primary and Post-Primary Schools \(revised 2023\)](#) and [Tusla Guidance on the preparation of Child Safeguarding Statements](#), the Board of Management of **Scoil Mhuire** has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department's *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)* as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is **Terry Kavanagh, Principal**
- 3 The Deputy Designated Liaison Person (Deputy DLP) is **Louise McKiernan, Deputy Principal**
- 4 The Relevant Person is **Terry Kavanagh, Principal**
The relevant person is one who can provide information in respect of how the child safeguarding statement was developed and will be able to provide the statement on request. In a school setting the relevant person shall be the designated liaison person.
- 5 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters;
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

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

- 6 The following procedures/measures are in place:

- In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie website.

- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the Department of Education and available on the gov.ie website.
- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
 - Has provided each member of staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages Board of Management members to avail of relevant training
 - The Board of Management maintains records of all staff and Board member training
- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.
- The various procedures referred to in this Statement can be accessed via the school's website, the gov.ie website or will be made available on request by the school.

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

- 7 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association and the Patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 8 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on **3rd March 2018**.

This Child Safeguarding Statement was reviewed by the Board of Management on **18th December 2025**.

Signed: Christopher O'Neill

Chairperson of Board of Management

Date: 18/12/2025

Signed: [Signature]

Principal/Secretary to the Board of Management

Date: 18-12-25

Child Safeguarding Risk Assessment

Written Assessment of Risk of Scoil Mhuire 19529C

In accordance with section 11 of the Children First Act 2015 and with the requirements of Chapter 8 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*, the following is the Written Risk Assessment of **Scoil Mhuire 19529C**

1. List of school activities

- Access to the School by Parents/Guardians/Visitors
- Morning Reception and Evening Release of Pupils
- Release of Pupils on Half-Days
- Morning Reception and Evening Release of Pupils in Infant Classes
- Release of Infants on Half-Days
- Early Collection of Pupils from School
- **Late Collection of Pupils from School**
- Breaktimes: Am Sosa and Am Lóin
- Breaktimes in Wet Weather: Am Sosa and Am Lóin
- Breaktime Activities, i.e. Club Cómhrá, Club Ceoil, Student Council Meetings, Green Flag Meetings
- **External Toilets**
- Classroom Teaching
- One-to-One Teaching, i.e. SEN Teacher/Learning Support Teacher
- **Play Therapy Sessions**
- Code of Behaviour Related Interaction with Children, e.g. interview, detention
- Outdoor Teaching Activities, e.g. Field Trips, Playground, Post Office, Shop
- Online Teaching and Learning, i.e. during Enforced School Closures
- Sporting Activities, i.e. Football, Hurling, Rugby, Handball, Athletics
- Swimming Lessons in Leisureland
- School Outings, e.g. School Tours, Field Trips
- Use of Toilets
- Maintenance of Toilets
- Fundraising Events Involving Pupils
- Christmas Concerts and Pageants
- Use of Offsite Facilities for School Activities, i.e. Leisureland, Sports Centres, Pitches
- School Transport Arrangements, i.e. Swimming Bus, Coach Hire
- Care of Pupils with Special Educational Needs, including Intimate Care
- **Management of Challenging Behaviour by pupils**
- Use of the Sensory Room
- SEN Pupils on Movement Breaks
- Administration of Medicine, i.e. Emergency Medicine; Anapen, Epipen, Buccolam
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE, Stay Safe
- Prevention and Dealing with Bullying amongst pupils
- Training of School Personnel in Child Protection Matters
- Use of External Personnel to Supplement Curriculum, i.e. Maoin Cheoil na Gaillimhe, Colourstrings, Foreign Language Teachers etc.

- Use of External Personnel to support Sports and other Extra-Curricular Activities, i.e. Rugby, Scéim Oiliúna Peile,
- Pupils from Minority Ethnic Groups/Members of the Traveller Community/Pupils perceived to be Lesbian, Gay, Bisexual or Transgender Queer, Intergender Plus(LGBTQI+)/Pupils of Minority Religious Faiths
- Children with Medical Needs, i.e. Allergies, Medical Care Needs
- Recruitment of school personnel
- External Tutors/Guest Speakers
- Volunteers/Parents in School Activities
- Visitors/Contractors present during School Hours, i.e. IT Consultants, Photocopier/Printer Maintenance, Pest Control, Procon, Contractors working on New School Project, Plumbers, Electricians, Telecommunications Personnel
- Photographers taking annual school photographs
- Staff of Early Intervention, Enable Ireland, CAMHS observing or engaging with pupils
- NEPS/NCSE Staff observing or engaging with pupils
- HSE Staff, i.e. Vaccinations and Vision and Hearing Screening
- Private (non-Dept. of Education/HSE) Professionals observing or engaging with pupils, e.g. Psychologists, Occupational Therapists, Speech & Language Therapists
- Participation by Pupils in Religious Ceremonies/Religious Instruction External to the School, i.e. Mass, Adoration (Children of the Eucharist Apostolate)
- Annual visit of Diocesan Religious Advisors
- Use of Information and Communication Technology by Pupils in School, i.e. iPads, Chromebooks
- Remote Teaching and Learning & Online Learning
- Application of Sanctions under the school's Code of Behaviour including Detention of Pupils
- Students participating in Work Experience in the School, i.e. TY Students, SNAs
- Student Teachers undertaking Training Placement in School
- Supervisors of Student Teachers on Teaching Practice Placements.
- Use of Video/Photography/other media to record School Events
- After-School use of School Premises by other Organisations, i.e. Coding Club, CCE Maigh Cuilinn
- Use of School Premises by other Organisation during School Day, i.e. Naíonra
- Extra-Curricular, After-School activities organised by the school or of which the school is part, e.g. Classical Flute Lessons
- Summer Programme for SEN Pupils in July
- Delivery of Hot School Meals
- Daily Cleaning of the School

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

Access to the School by Parents/Guardians/Unknown Adults

- Harm to Pupils by Unknown Adults
- Harm to Pupils by Parents/Guardians of other Pupils

Morning Reception and Evening Release of Pupils

- Harm to Pupils by older Pupils in the yard immediately before or after school
- Harm to Pupils by Classmates in the yard immediately before or after school

- Harm to Pupils by School Personnel in the yard immediately before or after school
- Harm to Pupils by Unknown Adults in the yard
- Harm to Pupils by Parents/Guardians of other Pupils

Morning Reception and Evening Release of Pupils in Infant Classes

- Harm to Pupils by older Pupils in the yard immediately before or after school
- Harm to Pupils by School Personnel in the yard immediately before or after school
- Harm to Pupils by Unknown Adults in the yard
- Harm to Pupils by Parents/Guardians of other Pupils

Release of Pupils on Half-Days

- Harm to Pupils by older Pupils in the yard immediately before or after school
- Harm to Pupils by School Personnel in the yard immediately before or after school
- Harm to Pupils by Unknown Adults in the yard
- Harm to Pupils by Parents/Guardians of other Pupils

Release of Pupils on Half-Days

- Harm to Pupils by older Pupils in the yard immediately before or after school
- Harm to Pupils by School Personnel in the yard immediately before or after school
- Harm to Pupils by Unknown Adults in the yard
- Harm to Pupils by Parents/Guardians of other Pupils

Early Collection of Pupils from School

- Harm to Pupils by Unauthorised Persons
- Harm to Pupils by Unknown Adults

Late Collection of Pupils from School (after 2:30 p.m.)

- Harm to Pupils by Unauthorised Persons
- Harm to Pupils by Unknown Adults
- Harm to Pupils by Cleaning Staff

Breaktimes: Am Sosa and Am Lóin

- Harm to Pupils due to lack of appropriate supervision
- Harm to Pupils by older Pupils
- Harm to Pupils by Classmates
- Harm to a Pupil due to bullying by another Pupil/Group of Pupils
- Harm to Pupils by Unknown Adults in the yard

Breaktimes in Wet Weather: Am Sosa and Am Lóin

- Neglect of Pupils due to lack of appropriate supervision
- Harm to Pupils by Classmates
- Harm to a Pupil due to bullying by another Pupil/Group of Pupils

Breaktime Activities, i.e. Club Cómhrá, Club Ceoil, Student Council Meetings, Green Flag Meetings

- Neglect of Pupils due to lack of appropriate supervision
- Harm to Pupils by Classmates

- Harm to a Pupil due to bullying by another Pupil/Group of Pupils

External Toilets

- Harm to Pupils by School Personnel
- Harm to Pupils by Classmates
- Harm to Pupils by older Pupils
- Harm to Pupils by Unknown Adults

Classroom Teaching

- Harm to Pupils by School Personnel
- Harm to Pupils by Classmates

Outdoor Teaching Activities, e.g. Field Trips, Playground, Post Office, Shop

- Neglect of Pupils due to lack of appropriate supervision
- Harm to Pupils by School Personnel
- Harm to Pupils by other Pupils
- Harm to Pupils by Unknown Adults

One-to-One Teaching, i.e. SEN Teacher

- Harm to Pupils by SEN Teacher

Play Therapy Sessions

- Harm to Pupils by SEN Teacher engaging in Play Therapy

Remote Teaching and Learning & Online Learning

- Harm to Pupils due to inappropriate contact/correspondence between Pupils and Staff Members
- Harm to Pupils due to online bullying by another Pupil/Group of Pupils
- Harm to Pupils due to being exposed to inappropriate material via the internet
- Harm to Pupils due to not inadequate supervision during online classes
- Harm to Pupils due to links to Zoom lessons being compromised or inappropriately shared

Use of ICT by Pupils at school

- Harm to Pupils due to online bullying by another Pupil/Group of Pupils
- Harm to Pupils due to inappropriate contact/correspondence between pupils and Staff Members
- Harm to Pupils arising from unsupervised access to the internet
- Harm to Pupils due to being exposed to inappropriate material via the internet
- Harm to Pupils arising from bringing internet capable devices to school
- Harm to Pupils due to their personal details being compromised or inappropriately shared

Code of Behaviour Related Interaction with Children, e.g. interview, detention

- Harm by to Pupils by School Personnel
- Harm to Pupils by other Pupils
- Harm to Pupils due to lack of appropriate supervision

- Harm to Pupils resulting from humiliation or degrading treatment of Pupils by School Personnel
- Harm to Pupils resulting from humiliation or degrading treatment of Pupils by other Pupils

Sporting Activities

- Harm to Pupils arising from lack of appropriate supervision
- Harm to Pupils by School Personnel
- Harm to Pupils by Sports Coaches, Referees, etc.
- Harm to Pupils by other Pupils
- Harm to Pupils by Unknown Adults
- Harm to Pupils due to their dignity being compromised (seen by others in a state of undress)
- Harm to Pupils resulting from humiliation or degrading treatment of Pupils by School Personnel
- Harm to Pupils resulting from humiliation or degrading treatment of Pupils by other Pupils

Swimming Lessons in Leisureland

- Harm to Pupils due to lack of appropriate supervision
- Harm to Pupils by School Personnel
- Harm to Pupils by Swimming Coaches
- Harm to Pupils by other Pupils
- Harm to Pupils by Unknown Adults
- Harm to Pupils due to Pupils' dignity being compromised (seen by others in a state of undress)
- Harm to Pupils resulting from humiliation or degrading treatment of Pupils by School Personnel
- Harm to Pupils resulting from humiliation or degrading treatment of Pupils by other Pupils

School Outings, e.g. School Tours

- Harm to Pupils due to lack of appropriate supervision
- Pupils with Medical Conditions not having access to medication
- Harm to Pupils by School Personnel
- Harm to Pupils by other Pupils
- Harm to Pupils by Unknown Adults

Use of Toilets

- Harm to Pupils due to Pupils' dignity being compromised (seen by others in a state of undress)
- Harm to Pupils resulting from humiliation or degrading treatment of Pupils by School Personnel
- Harm to Pupils resulting from humiliation or degrading treatment of Pupils by other Pupils
- Harm to Pupils by other Pupils
- Harm to Pupils by Contractors/Visitors to the school
- Harm to Pupils by Unknown Adults

Maintenance of Toilets

- Harm to Pupils due to Pupils' dignity being compromised (seen by others in a state of undress)
- Humiliation or degrading treatment of Pupils by School Personnel
- Harm to Pupils by School Personnel

Fundraising Events Involving Pupils

- Harm to Pupils due to lack of appropriate supervision
- Harm to Pupils by School Personnel
- Harm to Pupils by other Pupils
- Harm to Pupils by Unknown Adults

Christmas Concerts and Pageants

- Harm to Pupils due to lack of appropriate supervision
- Harm to Pupils due to Pupils' dignity being compromised (seen by others in a state of undress)
- Harm to Pupils by School Personnel
- Harm to Pupils by other Pupils
- Harm to Pupils by Unknown Adults

Use of Offsite Facilities for School Activities

- Harm to Pupils due to lack of appropriate supervision
- Harm to Pupils resulting from humiliation or degrading treatment of Pupils by School Personnel
- Harm to Pupils resulting from humiliation or degrading treatment of Pupils by other Pupils
- Harm to Pupils by School Personnel
- Harm to Pupils by other Pupils
- Harm to Pupils by Unknown Adults

School Transport Arrangements

- Harm to Pupils due to lack of appropriate supervision
- Harm to Pupils by School Personnel
- Harm to Pupils by other Pupils
- Harm to Pupils by Unknown Adults
- Harm to Pupils by Bus Driver

Care of Pupils with Special Educational Needs, including Intimate Care

- Harm to Pupils due to Pupils' dignity being compromised (seen by others in a state of undress)
- Harm to Pupils resulting from humiliation or degrading treatment of Pupils by School Personnel
- Harm to Pupils resulting from humiliation or degrading treatment of Pupils by other Pupils
- Harm to Pupils by School Personnel
- Self-harm by SEN Pupils
- Harm to other Pupils by SEN Pupils

Management of Challenging Behaviour by pupils

- Harm to Pupils by Pupils' dignity being compromised
- Harm to Pupils due to Humiliation or degrading treatment of Pupils by School Personnel
- Harm to Pupils by School Personnel due to use of Seclusion or Restraint
- Self-harm by SEN Pupils
- Harm to other Pupils by Pupils exhibiting Challenging Behaviour

Use of the Sensory Room

- Harm to Pupils by School Personnel
- Self-harm by SEN Pupils

SEN Pupils on Movement Breaks

- Flight from school premises of SEN Pupils, exposing them to potential harm
- Harm to SEN Pupils by other Pupils
- Harm to SEN Pupils by Adults

Administration of Medicine

- Harm to Pupils due to Pupils' dignity being compromised
- Harm to Pupils by School Personnel
- Harm to Pupils due to incorrect/inappropriate administration of medicine

Administration of First Aid

- Harm to Pupils due to Pupils' dignity being compromised
- Harm to Pupils by School Personnel
- Harm or injury to pupils due to incorrect/inappropriate administration of First Aid
- Harm to pupils due to inaccurate assessment of injuries, e.g. concussion

Curricular provision in respect of SPHE, RSE, Stay Safe

- Harm to Pupils due to content not being taught or properly taught by teachers
- Harm to Pupils due to revelations by Pupils arising from lessons not properly recorded and reported

Prevention and Dealing with Bullying amongst Pupils

- Harm to Pupils due to Pupils not being taught or properly taught how to recognise and deal with bullying
- Harm to a Pupil due to bullying by another Pupil/Group of Pupils
- Harm to Pupils due to allegations of bullying not properly investigated and reported
- Harm to Pupils DLP not made aware of serious instances of bullying
- Harm to Pupils due to the Board of Management not being made aware of serious instances of bullying constituting a Child Protection Concern

Training of School Personnel in Child Protection Matters

- Harm to Pupils arising from Staff Members being unaware of the identity of DLP/DDLP

- Harm to Pupils due to Staff members being unaware of the school's Child Protection Procedures
- Harm to Pupils arising from teachers being unaware of their responsibilities as Mandated Persons
- Harm to Pupils arising from New Staff Members not being adequately trained in Child Protection Matters

Use of External Personnel to Supplement Curriculum

- Harm to Pupils by External Personnel
- Harm to Pupils due to lack of appropriate supervision

Use of External Personnel to support Sports and other Extra-Curricular Activities

- Harm to Pupils by External Personnel
- Harm to Pupils due to lack of appropriate supervision

External Tutors/Guest Speakers

- Harm to Pupils by Tutors/Guests

Volunteers/Parents in School Activities

- Harm to Pupils by Volunteers/Parents

Visitors/Contractors present in School during School Hours

- Harm to Pupils by Visitors/Contractors

Photographers taking Annual School Photographs

- Harm to Pupils by Photographer
- Harm to Pupils due to lack of appropriate supervision

Staff of Early Intervention, Enable Ireland, CAMHS observing or engaging with pupils

- Harm to Pupils by Staff of External Agency
- Harm to Pupils due to lack of appropriate supervision

NEPS/NCSE Staff observing or engaging with pupils

- Harm to Pupils by Staff of External Agency
- Harm to Pupils due to lack of appropriate supervision

Vaccinations/Innoculations/Sight & Hearing Assessments involving HSE Staff

- Harm to Pupils by Staff of HSE
- Harm to Pupils due to lack of appropriate supervision

Private/Non Dept. of Education or HSE Professionals, e.g. S&L Therapists observing/engaging with Pupils

- Harm to Pupils by Staff
- Neglect of Pupils due to lack of appropriate supervision

- Pupils' dignity being compromised

Religious Ceremonies/Religious Instruction External to the School, i.e. Mass, Adoration (Children of the Eucharist Apostolate)

- Harm to Pupils by Celebrants/Instructors/Facilitators of Religious Ceremonies/Instruction
- Harm to Pupils by Other Adults
- Harm to Pupils due to lack of appropriate supervision

Extra-Curricular, After-School activities organised by the school or of which the school is part, e.g. Classical Flute Lessons

- Harm to Pupils by Teachers
- Harm to Pupils by Cleaners
- Harm to Pupils by Other Adults
- Harm to Pupils due to lack of appropriate supervision

Pupils from Minority Ethnic Groups/Members of the Traveller Community/Pupils perceived to be Lesbian, Gay, Bisexual, Transgender, Queer, Intersex Plus (LGBTQI+)/Pupils of Minority Religious Faiths

- Harm to a Pupil due to Discrimination or Racist Bullying by another Pupil/Group of Pupils
- Harm to a Pupils due to Discrimination or Racist Bullying by Staff Members

Children with Medical Care Needs

- Harm to Pupils due to lack of appropriate attention to needs/medication by Staff Members
- Harm to Pupils due to Staff members being unaware of Pupil's medical needs
- Harm to Pupils due to Staff members being unaware of how to administer emergency medication or of steps to follow in an emergency
- Harm to Pupils arising from Staff members being inadequately trained in First Aid

Recruitment of School Personnel

- Harm to Pupils by new School Personnel

Students participating in Work Experience in the School

- Harm to Pupils by Students on work experience

Student Teachers undertaking Training Placement in School

- Harm to Pupils by Student Teachers in placement
- Harm to Pupils due to lack of appropriate supervision

Supervisors of Student Teachers undertaking Training Placement in School

- Harm to Pupils from Supervisors/Staff of Training Colleges

Use of Video/Photography/other media to record School Events

- Harm to Pupils due to improper recording and use of photographs/videos of Pupils
- Unauthorised recording and use of photographs/videos of Pupils by Other Pupils

After-School use of School Premises by other Organisations

- Harm to Pupils by Organisation's Personnel
- Harm to Pupils by Unknown Adults

Use of School Premises by other Organisation during School Day, i.e. Naíonra

- Harm to Pupils by Organisation's Personnel, e.g. Staff of Naíonra

Summer Programme for SEN Pupils in July

- Harm to Pupils by Teachers/SNAs
- Harm to Pupils by Cleaners/Contractors
- Harm to Pupils by Other Adults
- Harm to Pupils due to lack of appropriate supervision
- Harm to Pupils due to Pupils' dignity being compromised
- Harm coming to pupils from not being collected by parents/guardians

Delivery of Hot School Meals

- Harm to pupils by Delivery Staff

Daily Cleaning of the School

- Harm to pupils by Cleaners

3. The school has the following procedures in place to address the risks of harm identified in this assessment -

The Board of Management conducts an annual Child Protection Risk Assessment and a review (each December) of the Child Safeguarding Statement.

The school communicates the Child Safeguarding Statement and Child Protection Risk Assessment to all School Personnel, to the School Community and to the Patron.

The Board of Management notifies the School Community and the Patron when the Annual Review has taken place.

Copies of the Child Safeguarding Statement and Child Protection Risk Assessment are emailed to all staff and to the school community.

Copies of the Child Safeguarding Statement and Child Protection Risk Assessment are available to the school community on the school website.

The Child Protection Procedures for Primary and Post-Primary Schools 2017 are made available to all school personnel. The Procedures are available from the school website.

School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2023* and all registered teaching staff are required to adhere to the *Children First Act 2015* and its Addendum (2019)

The school has Morning Reception and Evening Release Procedures in place. Morning Reception is supervised by the Morning Duty Team, consisting of 3 Teachers. Evening Release is supervised by the Principal/Deputy Principal or Assistant Principal in charge.

The school has a Supervision Policy in place.

The school has Breaktime Supervision Procedures in Place. A Supervision Duty Team of 4 Teachers (plus SNAs) supervises Pupils as breaktimes. Class teachers collect their classes from the yard after breaks. There are procedures in place for the supervision of Pupils on days when the weather prevents access to the school yard.

Breaktime Activities, i.e. Club Cómhrá, Club Ceoil, Student Council Meetings, Green Flag Meetings are supervised by a Member of Staff.

Infant Pupils are conveyed to and from school by Parents/Guardians, or other persons engaged and authorised by Parents/Guardians for that purpose.

Infant Pupils are received in the Halla Mór and released from the Halla Mór by the 4 Infant Teachers and SNAs attached to Infant Classes, who monitor and supervise the reception and release of pupils. Infant Pupils are released into the care of parents/guardians or persons authorised by parents/guardians to collect their children, e.g. After-School/Creches (Little Stars, Knollcrest)

The school has procedures in place for the early collection from school of Pupils. Parents/Guardians must apprise the school in advance via Aladdin of early collection of Pupils. Parents/Guardians must nominate persons authorised to collect Pupils from school and advise the school of same via Aladdin.

The school has procedures in place to cater for pupils whose parents arrive late (after 2:30 p.m.) to collect them from school. Pupils whose parents have notified the office of a late collection remain seated at the office until their parents arrive. Parents of pupils who have not contacted the office are contacted by the office and those pupils remain seated at the office until their parents arrive.

On half-days, classes are released on a staggered basis. Infant Pupils are released at 12:20 pm before the release of other classes to ensure parents/guardians have left the premises when Pupils in other classes are released. 4th to 6th Classes are released at 12:30 pm. 1st to 3rd Classes are released at 12:32 pm.

The school maintains a record of Pupils collected early from school, i.e. name of pupil, time of collection, person collecting.

Pupils request permission to leave the classroom to go to the toilet; the Class Teacher is aware that the pupil(s) have gone to the toilet.

School staff are vigilant regarding Unknown Adults coming onto school premises.

A minimum of 2 Teachers (plus SNAs) accompany groups/classes on Field Trips, visits to the Playground.

The school has a Policy on SEN in place.

SEN rooms are fitted with clear glass viewing panels.

The school has a Policy on Remote Teaching and Learning in place.

The school has an Acceptable Use Policy in place.

The school has an ICT Policy in place.

The school has a Policy on Mobile Phones in place.

The school has a School Tours Policy in place.

The school maintains a list of Pupils with Medical/Health Issues which is shared with all School Personnel.

The school has a Policy on First Aid and the Administration of Medicines in place.

The external doors of toilets in the modular building remain open throughout the day.

Regarding toilets in the modular building, toilet entrances are clearly visible from the teachers' desks in Rooms 8 and 9. Toilets in modular buildings are accessed by 1st, 2nd and 3rd classes only. The outer doors of internal toilets remain open at all times. Teachers are required to monitor pupils as they leave for and return from the toilets.

Use of toilets by Pupils is monitored by Class Teachers.

For the purposes of maintenance of toilets during the school day, the Caretaker, or staff member engaged in cleaning/maintenance is accompanied by another member of staff, e.g. Secretary, Principal.

Parental permission is sought for participation of Pupils in Fundraising Events. Pupils are accompanied and supervised by School Personnel.

At Christmas Concerts/Pageants, a team of staff members supervises Pupils for the duration, including the the reception and release of Pupils pre and post-performance. Adults attending performances have no contact with Pupils. Members of the Parent's Association who have been Garda Vetted by the school and provided a Statutory Declaration assist in terms of engagement with Adults.

Parental permission is sought for participation of Pupils in Offsite Activities. Pupils participating in Offsite Activities are accompanied and supervised by School Personnel.

Parental permission is sought in respect of Pupils travelling on Coaches, Buses, etc. Pupils are accompanied and supervised by School Personnel.

The school has an Intimate Care Policy in place.

The school needs a stand alone Policy on Managing Challenging Behaviour

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. Staff members are aware that they may never, under any circumstances, engage in seclusion or restraint of pupils displaying challenging or aggressive behaviour.

Class Teacher is notified when Pupils are brought to the Sensory Room. Staff members bringing Pupils to the Sensory Room maintain a minimum ratio of 1:2, i.e. Staff Member and 2 Pupils or 2 Staff Members and 1 Pupil. Staff Members are never alone (one to one) with a Pupil in the Sensory Room.

Class Teacher is notified when Pupils are taken out for Play Therapy Sessions. The Play Therapist is a member of the school teaching staff. The Play Therapist has provided the school with a Risk Assessment.

SEN Pupils who present as a flight risk or likely to place themselves or other Pupils at risk of harm are always accompanied by a Member of Staff on their movement breaks. Movement breaks of other SEN Pupils who require physical activity to self-regulate e.g. ADHD are subject to strict time limits and always accompanied by other pupils. All movement breaks have a clearly defined purpose and activities and are subject to time limits.

The school has a Social Personal and Health Education (SPHE) Policy.

The school implements in full the SPHE Curriculum.

The school has a RSE Policy.

There is a coordinated, whole-school approach to the teaching of RSE. Parents are contacted to inform them that the Stay Safe Programme is being taught at a particular time each year.

The school implements in full the Stay Safe Programme.

There is a coordinated, whole-school approach to the teaching of the Stay Safe Programme. The school teaches the Stay Safe Programme in full on a Biennial basis in during the months of January and February. It is discussed at Staff Meetings prior to the commencement of teaching. Parents are contacted to inform them that the Stay Safe Programme is being taught over the next 8 weeks.

School authorities have a code of behaviour and an antibullying 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.

The school has a Code of Positive Behaviour in Place

The school has a Bí Cineálta (Anti-Bullying) Policy in place.

The school undertakes anti-racism awareness initiatives and celebrates an annual Celebration of Culture Day.

The school has a Critical Incident Plan in place.

The school has a Health and Safety Statement/Policy in place.

The school encourages all staff to avail of relevant training.

Staff undertake TUSLA Children First Child Protection training on a 3-year cycle.

The school has considered the questions in Appendix 1 of the Child Protection and Safeguarding Procedures for Boarding Facilities Associated with Recognised Schools 2023 and implemented the necessary risk mitigation measures.

Staff members are aware of their responsibilities as set out in Child Protection and Safeguarding Procedures for Boarding Facilities Associated with Recognised Schools 2023. Teaching staff are aware of their responsibilities as Mandated Persons.

The school encourages all Board of Management members to avail of relevant training.

Members of the Board of Management have participated in CPSMA online training in Child Protection.

The Chairperson of the Board of Management is a former Principal and served as DLP in his own school.

The Principal/Secretary to the Board is DLP in Scoil Mhuire.

The Deputy Principal is DDLP.

Both the DLP and DDLP attended OIDE PLE for DLP and DDLP in Galway Education Centre on 18th September 2025.

The Patron's Nominee, Fr. Martin Whelan is a member of the Boards of Management of all 4 schools in Moycullen Parish. He is also trained in Child Protection matters through the Diocese. The current Board participated in Child Protection for Boards of Management on Thursday 14th March 2024 with STAYSAFE.IE.

The Board will attend training for Boards of Management in the Child Protection Procedures for Schools 2025 as soon as it becomes available.

The school encourages Staff Personnel and Board of Management Members to avail of relevant training in Child Protection Matters.

When interviewing persons for positions the regular school staff, i.e. Teacher, SNA, Ancillary Staff, such persons are required to confirm at interview that they have completed the TUSLA Children First E Learning module.

Temporary or Non-Casual Substitutes will be required to supply the school with a Certificate of Completion of TUSLA Children First Training before contracts are signed, i.e. as a condition of employment.

The school holds Certificates of Completion of TUSLA Children First Training in respect of all permanent members of staff, who are required to reengage with the TUSLA Children First E Learning module every 3 years.

Staff attended an OIDE PLE on Child Protection Procedures for Schools 2025 on 11th December 2025.

External Personnel supporting the curriculum, Tutors and Guests are never left unsupervised in the company of children. A Member of Staff, usually the Class Teacher, supervises the individual while he/she is engaging with children.

Contractors Visitors/Contractors present during School Hours, i.e. IT Consultants, Photocopier/Printer Maintenance, Contractors working on New School Project, Plumbers, Electricians, Telecommunications Personnel are required to present and sign in at reception. They are never left unsupervised in the company of children. A Member of Staff supervises their work while onsite. Pest Control Contractor attends only outside of school hours and reports in person to the Caretaker/Principal on arrival and departure.

The school has a Policy on Visitors to the School.

Volunteer Parents are never left unsupervised in the company of Pupils.

Photographers are never left unsupervised in the company of Pupils. They are confined to the GP Hall for the duration of their work and are observed/assisted by a Member of Staff. Furthermore, the Photographer is Garda Vetted by the school and has provided the school with a Statutory Declaration

NCSE/NEPS Staff, as employees of the Department of Education and Skills (DES) are subject to DES Vetting Procedures and Child Protection Procedures. They are required to sign in at reception and be accompanied by a member of the SEN Team for the duration of their stay.

Staff of Early Intervention, Enable Ireland, CAMHS are required to sign in at reception. They are never left unsupervised in the company of children. A Member of Staff is present with them at all times.

HSE Staff are subject to HSE Vetting Procedures and Child Protection Procedures. They are required to sign in at reception. They are based in the GP Hall and are observed/assisted by Members of School Staff for the duration of their stay. They have no unsupervised contact with Pupils.

Private (non-Dept. of Education/HSE) Professionals observing or engaging with pupils, e.g. Psychologists, Occupational Therapists, Speech & Language Therapists are required to sign in at reception. They are based in the GP Hall and are observed/assisted by a Member of School Staff for the duration of their stay. They have no unsupervised contact with Pupils.

Facilitators/Presenters of Adoration (Children of the Eucharist Apostolate) have been Garda Vetted by the Diocese. The Parish holds Garda Vetting clearances in respect of these individuals and has shared a copy with the school. Teachers are present in the church to supervise at all times. Facilitators/Presenters are never left alone in the company of children. The organisation is required to sign and submit a Declaration in Respect of Child Protection to the school to confirm that:

1. All staff coming into contact with children have been Garda Vetted
2. They are satisfied there is nothing, from a child protection perspective, that would adversely affect the position of trust in which staff are placed in relation to children
3. Staff coming into contact with children have received relevant training in matters relating to Child Protection and Safeguarding
4. They have received a copy of the school's Child Safeguarding Statement
5. They have been provided with the name and contact details of the school's Designated Liaison Person (DLP)
6. They undertake to keep the DLP of the school appropriately informed of any child protection concerns that arise during the activity or service concerned

Diocesan Religious Advisors have been Garda Vetted by the Diocese. They are required to sign in and out at reception. They are conveyed from class to class by a member of school staff. They are never left alone in the company of children.

The school adheres to the relevant Department of Education and Youth circulars in respect of recruitment.

When appointing School Teaching Personnel to positions OF ANY DURATION, the Board of Management secures a Garda Vetting Disclosure, a copy of the Teacher's Statutory Declaration in Respect of Child Protection, an Associated Form of Undertaking and a Copy of Teaching Council Registration.

When appointing School SNA Personnel to positions OF ANY DURATION, the Board of Management applies for and secures a Garda Vetting Disclosure via the Western Province Diocesan Vetting Service, as well as securing a copy of the person's Statutory Declaration in Respect of Child Protection and Associated Form of Undertaking.

School staff are required to confirm in writing on an annual basis, on a Staff member Declaration Form that they:

- Have been supplied by the Board of Management with an electronic copy of Child Protection Procedures for Primary and Post Primary Schools (Revised 2023) and a hard copy of Chapter 2: 2.1, 2.2 and 2.3 and Chapter 3: 3.1 of Child Protection Procedures for Primary and Post Primary Schools (Revised 2023)
- Have read and understood Chapter 2: 2.1, 2.2 and 2.3 and Chapter 3: 3.1 of Child Protection Procedures for Primary and Post Primary Schools (Revised 2023)
- Are aware of their responsibilities regarding Child Protection and Safeguarding as relevant to my position in the school
- Have completed Child Protection Training in the form of the TUSLA Children First E-Learning Programme
- Have provided a copy of the certification arising from their completion of the TUSLA Children First E-Learning Programme to the Board of Management

Each member of Staff is supplied with a Child Protection Folder containing:
 Child Protection Procedures for Primary and Post Primary Schools (Revised 2023)
 Chapter 2: 2.1, 2.2 and 2.3 and Chapter 3: 3.1 of Child Protection Procedures for Primary and Post Primary Schools (Revised 2023)
 Commencement of the Children First Act 2015 Staff Duties and Obligations

As part of a whole staff meeting, on at least one occasion during the school year, The DLP addresses issues such as:

- The Roles of the DLP/DDLP and Chairperson of the Board
- Recognising Harm or Abuse
- The Threshold of Harm
- Duties and Responsibilities of Mandated Persons
- The Role of TUSLA
- Mandated Reports and Joint Reporting
- Responsibilities of Non-Mandated Persons
- Correct procedures for dealing with Child Protection Concerns arising from revelations by pupils and information from 3rd parties
- Confidentiality

When appointing Ancillary Staff to positions OF ANY DURATION, the Board of Management secures a Garda Vetting Disclosure via the Western Province Diocesan Vetting Service, as well as securing a copy of the person's Statutory Declaration in Respect of Child Protection and Associated Form of Undertaking.

The Board of Management has formally adopted Working Together 2024 which sets out procedures for dealing with staff disputes, promotes a positive and collaborative workplace culture based on professional respect of other's positions, roles and responsibilities, and seeks to prevent the development or escalation of internal staff disputes.

The school needs to develop a Code of Conduct for school personnel (teaching and nonteaching staff)

The school complies with the agreed disciplinary procedures for teaching staff, i.e. Revised Procedures for Suspension and Dismissal of Teachers and Principals outlined in DES Circular 0049/2018.

The school adopts The Code of Professional Conduct for Teachers published by the Teaching Council in accordance with section 7(2)(b) of the Teaching Council Acts, 2001-2015.

The school has a Special Needs Assistants Policy.

In terms of Participation in Religious Ceremonies/Instruction offsite, Celebrants/Instructors They are never left unsupervised in the company of children. A Member of Staff is present with them at all times. Priests and Instructors are vetted by the Diocese.

In facilitating Student Teachers on Teaching Practice Placements, the Board of Management secures a copy of the Student Teacher's Garda Vetting Disclosure and a copy of the Student Teacher's Statutory Declaration in Respect of Child Protection. The school also enters into a Joint-Vetting Agreement with the College or Institution in question. The Principal and the Student Teacher sign a Memorandum of Understanding regarding the Student Teacher's conduct throughout the placement. Student Teachers are never left unsupervised in the company of children. A Member of Staff, usually the Class Teacher, is present with them at all times.

Supervisors of Student Teachers on Teaching Practice Placements are never left unsupervised in the company of children. They report directly to the Principal. They are required to sign in and out at reception.

In facilitating Student Students on Work Experience Placements, the Board of Management secures a copy of the Student's Garda Vetting Disclosure and a copy of the Student Teacher's Statutory Declaration in Respect of Child Protection. The Principal and the Student Teacher sign a Memorandum of Understanding regarding the Student's conduct throughout the placement.

The school needs to develop a policy in respect of student teacher placements and persons undertaking work experience in the school.

External Personnel who are engaged by the school to attend on a regular basis to supplement the curriculum i.e. Colourstrings Teachers, Foreign Language Teachers (if not registered with and Garda Vetted by the Teaching Council) are Garda Vetted by the school via the Western Province Diocesan Vetting Service. The school also requires the Teacher to submit a Statutory Declaration in Respect of Child Protection. The Teacher is never left unsupervised in the company of children. Maoin Cheoil na Gaillimhe is required to sign and submit a Declaration in Respect of Child Protection to the school to confirm that:

1. All staff coming into contact with children have been Garda Vetted
2. They are satisfied there is nothing, from a child protection perspective, that would adversely affect the position of trust in which staff are placed in relation to children
3. Staff coming into contact with children have received relevant training in matters relating to Child Protection and Safeguarding

4. They have received a copy of the school's Child Safeguarding Statement
5. They have been provided with the name and contact details of the school's Designated Liaison Person (DLP)
6. They undertake to keep the DLP of the school appropriately informed of any child protection concerns that arise during the activity or service concerned

The teacher of Classical Flute Lessons on the school premises outside of school hours is a Colourstrings Teacher who has been Garda Vetted by the school via the Western Province Diocesan Vetting Service and has provided the school with a Statutory Declaration in Respect of Child Protection. The Principal, or another member of staff appointed by the Principal, remains in the school for the duration of the Classical Flute Lessons. Cleaners are instructed to avoid the vicinity of the lessons, i.e. Classroom 8 and the toilet opposite during the lessons.

Sports Coaches attending on a regular basis to engage in relevant and necessary work are Garda Vetted by the school via the Western Province Diocesan Vetting Service. When initiating a new Garda Vetting process with existing coaches, and in the case of coaches being Garda Vetted by the school for the first time, the school will require the Sports Coach to submit a Statutory Declaration in Respect of Child Protection. They are required to sign in and out at reception.

Sports Coaches are never left unsupervised in the company of children. A Member of Staff, usually the Class Teacher, is present with them at all times.

Swimming Coaches are never left alone in the company of Pupils. Leisureland is required to sign and submit a Declaration in Respect of Child Protection to the school to confirm that:

7. All staff coming into contact with children have been Garda Vetted
8. They are satisfied there is nothing, from a child protection perspective, that would adversely affect the position of trust in which staff are placed in relation to children
9. Staff coming into contact with children have received relevant training in matters relating to Child Protection and Safeguarding
10. They have received a copy of the school's Child Safeguarding Statement
11. They have been provided with the name and contact details of the school's Designated Liaison Person (DLP)
12. They undertake to keep the DLP of the school appropriately informed of any child protection concerns that arise during the activity or service concerned

Volunteer Parents no longer assist in conveying Pupils to swimming lessons.

3 Staff Members (Class Teachers and the SEN Teacher attached to the class) and any SNAs supporting children in the class in question convey children to and from swimming on the bus.

Staff Personnel supervise swimming lessons from the viewing gallery and supervise the changing areas while Pupils are changing for and after swimming.

The school has a Policy on Images.

The school enters into a written Licence Agreement with Organisations using the school outside of school hours. Organisations are required to declare in writing that they comply with all relevant legislative and other requirements including Health and Safety, Child Protection and Garda Vetting.

In terms of Organisations using the school premises during school hours, i.e. The Naíonra's use of the school playground, Naíonra Staff have no access to Pupils of Scoil Mhuire for the duration of their stay onsite.

The school's Summer Programme for SEN Pupils is delivered in strict accordance with Department of Education Guidance. A Manager is appointed and appropriate levels of staffing are in place. Standard recruitment and vetting procedures are adhered to in terms of recruitment of personnel who are not members of school staff.

Delivery Staff of the Hot School Meals have been Garda Vetted by the school and have provided the school with a Statutory Declaration in respect of Child Protection. They are required to make themselves known to the office on arrival and to sign in and out on arrival at and departure from the school. They will have no contact with children.

Cleaning of the school takes place after 2:35 p.m. each day, at which time pupils have left the school. Supervision of pupils whose parents are staff members and who may remain in the school after 2:30 p.m. is the responsibility of said parents, as per the school's Supervision Policy.

Important Note: It should be noted that risk in the context of this risk assessment is the risk of "harm" as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

Examples of activities, risks and procedures

The examples listed in this document are provided to assist schools in undertaking their risk assessment under the Children First Act, 2015. Schools should note that this list of examples is not intended to be exhaustive. It is the responsibility of each school to ensure, as far as possible, that any other risks and procedures that are relevant to its own particular circumstances are identified and specified in the written risk assessment and that adequate procedures are in place to address all risks identified.

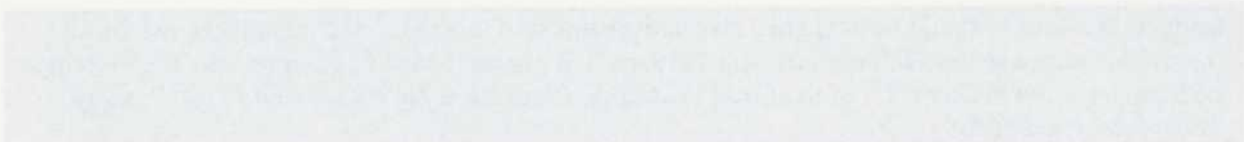
It is acknowledged that schools already have in place a range of policies, practices and procedures to mitigate the risk of harm to children while they are participating in the activities of the school and that some school activities will carry low or minimal risks of harm compared to others. In the context of the risk assessment that must be undertaken by schools, the Children First Act, 2015 refers to risk as "any potential for harm". Therefore, it is important that, as part of its risk assessment process, each school lists and reviews all of its various activities (which shall include identifying those that may carry low risk of harm as well as those that carry higher risks of harm). Doing so will help the school to (1) identify, as required under the Children First Act, 2015, any risks of harm that may exist in respect of the school's activities, (2) identify and assess the adequacy of the various procedures already in place to manage those risks of harm and (3) identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

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

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

Important Note: It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act, 2015 and not general health and safety risk. The definition of harm is set out in chapter 4 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*.

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