

Adopting the School's Child Safeguarding Statement and Risk Assessment

When adopting the Child Safeguarding Statement and Risk Assessment, the board of management may use this list as a support in ensuring that all the necessary steps have been taken.

- Our school has used the templates provided on www.gov.ie/childprotectionschools to develop its Child Safeguarding Statement and Risk Assessment and its student-friendly version. These are now displayed in a prominent position near the main entrance of the school.
- Our school has consulted with school personnel, parents/carers and our children and young people when reviewing our Child Safeguarding Statement and Risk Assessment and its student-friendly version. We have retained a record of these consultations.
- Our school has informed the patron, school personnel, our parents' association, and our parents/carers that the review has been undertaken using the notification template provided by the department.
- Our school has published the Child Safeguarding Statement and Risk Assessment and notification of its review on our website or will be made available on request by the school.

27 MAY 2026
ST OLIVER POST PRIMARY
OLDCASTLE



St Oliver Post Primary School

CSS1

Child Safeguarding Statement and Risk Assessment

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|------|---|
| For: | St Oliver Post Primary |
| At: | Cavan Road, Oldcastle, Co Meath, A82 RK76 |

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):

Brendan Corcoran

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

Michael McCafferty

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

Name of Relevant Person

Brendan Corcoran

(In schools this person is the DLP)

Relevant Person can be contacted on:

049-8541180

Bcorcoran.sto@lmetb.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:

Martin G O Brien

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

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

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



Procedures and Measures in Place

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

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

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

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

~ The school is required to adhere to the requirements of the Vetting Act. The selection or recruitment of staff and their suitability to work with children, requires the school to adhere to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016, and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the Department of Education and Youth and available on the gov.ie website and as outlined in Chapter 10 of the procedures.

~ A written protocol is in place authorising immediate action for cases which require an employee to be immediately absented from school for child safeguarding reasons.

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

~ The school provides information and training to members of school personnel in relation to the identification of the occurrence of harm (as defined in the 2015 Act) as follows:

~ The school has provided each member of school personnel, including any new members of school personnel, (employees and volunteers, board of management members, student teachers and those on work experience) with a copy of the school's Child Safeguarding Statement and Risk Assessment.

~ The school ensures that members of school personnel have availed of relevant training and completed child protection training.

~ The school encourages board of management members to avail of any relevant training and complete child protection training.

~ The board of management ensures that records of all staff and board member child protection training are maintained.

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

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

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

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

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

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

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

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

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

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

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

Child Safeguarding Risk Assessment

| | List of School Activities | Risks Identified Against Each School Activity | Procedures/Measures in place to Mitigate Risk |
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| 1. | Daily arrival and dismissal of students | Risk of inadequate supervision; bullying; contact with unknown adults | Supervision rota; entry/exit control; attendance tracking; |
| 2. | Recreation breaks for students | Bullying; injury; lack of supervision | Yard supervision; anti-bullying policy/expectations & COB |
| 3. | Classroom teaching | Peer harm; poor behaviour management | Expectations/COB policy; anti-bullying policy; SPHE delivery; Wellbeing Programme at JC; Understanding Behaviours of Concern and Responding to Crisis Situations; Health and Safety Statement, Risk Assessments and Classroom Protocols; Teaching Council Code of Conduct; SMT and BOM promotion of CPD for staff; |
| 4. | One to one teaching/learning support | Isolation risk; inappropriate interaction | Open-door practice; records; policy compliance; Teaching Council Code of Conduct; Inclusion Policy |
| 5. | One to one counselling | Boundary issues; confidentiality risks | Qualified staff; DLP reporting; records; Teaching Council Code of Conduct |
| 6. | Outdoor teaching activities | Injury; public interaction | Risk assessments; supervision; consent; Teaching Council Code of Conduct |
| 7. | Online teaching and learning remotely | Cyberbullying; unauthorised access | AUP; supervised platforms; no private messaging; Teaching Council Code of Conduct |
| 8. | Sporting activities | Injury; inappropriate coaching | Vetted coaches; supervision; incident logs |
| 9. | School trips and tours including overnight and foreign travel | Supervision gaps; external risks; Critical Incidents | Trips policy; ratios; vetting; planning; Critical Incident Management Plan |
| 10. | Toilet/changing/shower areas in the school | Bullying; privacy breaches | Restricted access; supervision proximity |

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| 11. | Sports day | Injury; supervision gaps | Staff allocation; first aid; supervision plan |
| 12. | Fundraising events involving students | External contact; money handling | Staff oversight; procedures |
| 13. | Use of off-site facilities for school activities for example swimming | Unfamiliar risks | Risk assessment; supervision, no signing of waivers |
| 14. | School transport arrangements including the use of bus escorts | Unsafe behaviour | Escort supervision; code of behaviour; vetting |
| 15. | Care of students with additional needs including intimate care | Vulnerability; inappropriate care | Intimate care policy; trained staff; vetting |
| 16. | Management of challenging behaviour among students including appropriate use of restraint where required | Injury; misuse of restraint | Code of Behaviour policy; training; CL42/26 BOC; Understanding Behaviours of Concern and Responding to Crisis Situations |
| 17. | Management of provision of food and drink | Allergies; choking | Healthy Eating policy; supervision |
| 18. | Administration of medicines | Incorrect dosage | Medication policy; consent; trained staff |
| 19. | Administration of First Aid | Improper care | Trained staff; procedures |
| 20. | Curricular provision of SPHE/RSE | Sensitive issues mishandled | Approved programme; trained teachers; opt out option for RSE |
| 21. | Prevention and dealing with bullying amongst students | Ongoing bullying | Bí Cineálta Anti-bullying procedures; prevention strategies; monitoring; BOM reporting & oversight |
| 22. | Training of school personnel in child protection matters | Lack of awareness | Mandatory CP training; records; CSSRA distributed to all staff |
| 23. | Use of external personnel to supplement curriculum | Unvetted adults | Vetting; supervision; approval by BOM where appropriate |
| 24. | Use of external personnel to support sports/extra curricular activities | Boundary issues | Vetting; staff presence |

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| 25. | Students from ethnic minorities/migrants/traveller community | Racism; exclusion | Inclusion approaches; School of sanctuary programme |
| 26. | Lesbian/gay/bisexual/transgender (LGBT) students | Discrimination; bullying | Wellbeing supports; Inclusion approaches; School of sanctuary programme |
| 27. | Students of religious faiths | Exclusion | Wellbeing supports; Inclusion approaches; School of sanctuary programme |
| 28. | Students in care | High vulnerability | Tusla liaison; supports |
| 29. | Students on TUSLA's CPNS | Heightened risk | DLP oversight; procedures; Attendance at CPCs |
| 30. | Recruitment of all staff | Unsuitable staff | Garda vetting; references |
| 31. | External guest speakers | Inappropriate content | BOM approval; CL31/16; supervision |
| 32. | Volunteers/parents/guardian involved in school activities | Unvetted adults | Vetting where needed; supervision; Volunteer Work Experience procedures |
| 33. | Visitors/contractors on site during school hours | Unauthorised access | Sign-in; ID; monitoring |
| 34. | Visitors/contractors on site during after school activities | Reduced oversight | Controlled access; staff presence |
| 35. | Use of ICT by students including Social Media | Cyber risks | AUP; monitoring; Bí Cineálta Anti-Bullying Policy & Procedures |
| 36. | Applications of sanctions under the COB including detention or confiscation of mobile phones | Inappropriate supervision | Supervised detention; COB policy adherence; consent |
| 37. | Students participation in work experience | External risk | Insurance; work placement vetting; monitoring |
| 38. | Students teachers undertaking placement training in school | Inexperience | Supervision; Link teacher; Liaise with 3 rd level institutes; Induction – LMETB and In-school |

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| 39. | Use of video/photography/other media to record school events | Misuse of images | Consent; |
| 40. | Use of school premises by other organisations | External access risks | Letting agreements; Use of Facilities policy |
| 41. | Breakfast & Homework clubs | Supervision gaps | Staff oversight; Supervision |
| 42. | Teaching and Learning | Risk of harm not being recognised and/or reported by school personnel | <ol style="list-style-type: none"> 1. All school personnel are provided with a copy of the school's Child Safeguarding Statement and Risk Assessment 2. The Child Protection Procedures for Schools 2025 are made available to all school personnel 3. School personnel are required to adhere to the Child Protection Procedures for Schools 2025 and all registered teaching staff are required to adhere to the Children First Act 2015 as well as supporting the continued implementation of the best practice guidance set out in Children First: National Guidance for the Protection and Welfare of Children 2017 and its addenda, including the Addendum to Children First 2019 and 2025 |

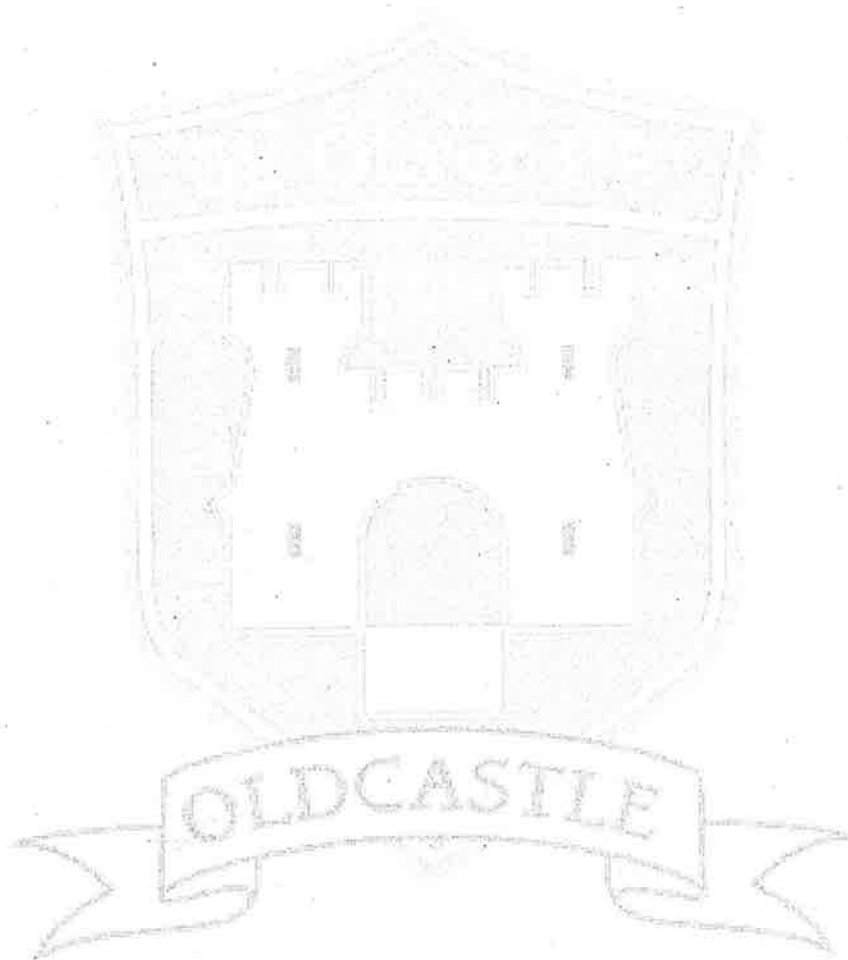
Examples of Activities, Risks and Procedures

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

It is acknowledged that schools already have in place a range of policies, practices and procedures to mitigate the risk of harm to children while they are participating in the activities of the school and that some school activities will carry low or minimal risks of harm compared to others. In the context of the risk assessment that must be undertaken by schools, the Children First Act, 2015 refers to risk as 'any potential for harm'.

Therefore, it is important that, as part of its risk assessment process, each school lists and reviews all of its various activities (which shall include identifying those that may carry low risk of harm as well as those that carry higher risks of harm). Doing so will help the school to:

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



Online Safety

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

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

Risk in the context of this Child Safeguarding Statement and Risk Assessment is the risk of 'harm' as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in the Children First Act 2015: 'harm' means, in relation to a child— (a) assault, ill-treatment or neglect of the child in a manner that seriously affects or is likely to seriously affect the child's health, development or welfare, or (b) sexual abuse of the child, whether caused by a single act, omission or circumstance or a series or combination of acts, omissions or circumstances, or otherwise.

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

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

This Child Safeguarding Statement and Risk Assessment was reviewed by the board of management on 27th May 2026 (*most recent review date*)

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| Signed:* |  | Date: 27th May 2026 |
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Chairperson of the board of management

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| Signed:* |  | Date: 27th May 2026 |
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Principal/Secretary to the board of management

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on 02nd June 2027 (*expected review date*)

* Document to be printed and signed with original signatures

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

This may be in the form of specifying the online location for the procedures (Department of Education and Youth website www.gov.ie/childprotectionschools and/or the school website), providing a link to the Children First National Guidance 2017 [Children First National Guidance 2017.pdf](#), and stating the number and location of hard copies of these procedures available in the school.

Hard copy available in the Principal's office.

Online versions available on school website via this link - <https://stoliverpps.ie/child-protection/>

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