

Child Safeguarding Statement & Risk Assessment
2025

Reviewed & updated: September 2026

Child Safeguarding Statement and Risk Assessment

For: Darley National School

At: Monaghan Road, Cootehill, Co. Cavan, H16 NH02

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):

Mr. Derek Middleton

Name of the Deputy Designated Liaison Person (Deputy DLP/DDLP):
Mr. Ashley White

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

Name of Chairperson of the board of management, or in an ETB school the Chief Executive or their delegate: *Canon Charles J. McCollum*

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

The board of management recognises that child protection and safeguarding permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and

activities. In all of these, the school will adhere to the following principles of best practice in child protection and welfare. The school will:

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

Procedures and Measures in Place

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

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

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

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

available on the gov.ie website and as outlined in Chapter 10 of the procedures.

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

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

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

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

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

- Procedure for Appointing a Relevant Person (In schools this person is the DLP)
  - There is a procedure in place for appointing a relevant person.

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

- In accordance with the Children First Act 2015, the Addendum to Children First 2019 and 2025, and the *Child Protection Procedures for Schools 2025*, the board of management has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.
- 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.
- A copy of the Child Protection Procedures for Schools 2025 is available in the reception hallway of the school alongside this policy. There is a copy available from the Principal and Deputy Principal. A digital copy has been uploaded alongside the policy on the school's staff platform, MEGA.

Child Safeguarding Risk Assessment

List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
Daily arrival and dismissal of pupils	Risk of harm due to inadequate supervision of children in school Risk of harm due to volume of cars and buses dropping pupils off into car park.	The school has a yard/playground supervision policy to ensure appropriate supervision of children during assembly and dismissal. The ratio of adult to child supervision is very good. Parents must notify the school if a child is being collected by someone else. Children will not be released to an alternative source unless pre clearance from parent is received. Any collection of children during the school day must be recorded in the 'Sign Out' book in office
Recreation & Movement breaks for pupils	Risk of harm in one-to-one teaching, counselling, coaching situations	The *Child Protection Procedures for Schools 2025* are made available to all school personnel. 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*
Classroom teaching	Risk of harm in one-to-one teaching, counselling, coaching situations	The *Child Protection Procedures for Schools 2025* are made available to all school personnel. 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*
One-to-one SET	Risk of harm in one-to-one teaching, counselling, coaching situations	The *Child Protection Procedures for Schools 2025* are made available to all school personnel. 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*
Outdoor teaching activities	Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while a child is participating in out-of-school activities, e.g. school trip, swimming lessons	The school has a yard/playground supervision policy to ensure appropriate supervision of children during assembly and dismissal. The ratio of adult to child supervision is very good.
Sporting activities	Risk of harm due to inadequate supervision of children while attending out-of-school activities	The school has in place clear procedures in respect of school outings. The school has a health and safety policy
One to one counselling.	Risk of harm in one-to-one teaching, counselling, coaching situations	The *Child Protection Procedures for Schools 2025* are made available to all school personnel. 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*
Use of toilet at breaktimes.	Risk of harm due to inadequate supervision of children in school	The school has a yard/playground supervision policy to ensure appropriate supervision of children during assembly and dismissal. The ratio of adult to child supervision is very good.
Annual sports day.	Risk of harm due to inadequate supervision of children while attending out-of-classroom activities	The school adheres to the requirements of the Garda vetting legislation
Fund raising events involving pupils outside of school.	Risk of harm due to inadequate supervision of children while attending out-of-school activities	Parents are informed of their responsibility to look after their own children.
Off-site facilities for school activities.	Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while a child is participating in out-of-school activities, e.g. school trip, swimming lessons	The school has in place clear procedures in respect of school outings. The ratio of adult to child supervision is very good.
School transport arrangements.	Risk of harm due to inadequate supervision of children on transport used for swimming or school trips.	The school has in place clear procedures in respect of school outings. The ratio of adult to child supervision is very good.
Intimate care for SEN pupils.	Risk of harm to child while a child is receiving intimate care	The school has an intimate care policy/plan in respect of students who require such care.
Challenging behaviour and using appropriate restraint.	Risk of harm where members of school personnel have not received appropriate training	The *Child Protection Procedures for Schools 2025* are made available to all school personnel. SNA staff received training on behaviours of concern & manual handling. 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*
Management of provision of food and drink.	Risk of harm with hot dinners	Dinners are 'hot dropped' off at the school by the company. No heating of food takes place on the premises.
Administration of medicine.	Risk of harm where members of school personnel have not received appropriate training	The school has in place a policy and procedures for the administration of medication to pupils. Asthma record updated annually.
Administration of first aid.	Risk of harm where members of school personnel have not received appropriate training	Trained first aider on staff. Always two adults present when administering first aid.
Curricular provision of SPHE, RSE and Stay Safe.	Risk of harm where elements of the SPHE, RSE and Stay Safe curriculum are omitted or not fully taught.	The school implements in full the Stay Safe Programme The school implements in full the Social, Personal, and Health Education (SPHE) curriculum The school has a two year plan in place for the teaching of SPHE & RSE.
Prevention and dealing with bullying.	Risk of harm due to bullying of a child	School authorities have a code of behaviour and an anti–bullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in *Circular 55/2024* The school implements in full the Social, Personal, and Health Education (SPHE) curriculum The school implements in full the Stay Safe Programme
Training of school personnel in child protection matters.	Risk of harm where members of school personnel have not received appropriate training	The *Child Protection Procedures for Schools 2025* are made available to all school personnel. 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*
Use of external personnel to supplement curriculum.	Risk of child being harmed in the school by a volunteer or visitor to the school	The school adheres to the requirements of the Garda vetting legislation. All volunteers are supervised by school staff.
Use of sports coaches.	Risk of child being harmed in the school by a volunteer or visitor to the school	The school adheres to the requirements of the Garda vetting legislation. Class teacher supervises his/her class during coaching session.
Care of pupils with SEN.	Risk of harm where members of school personnel have not received appropriate training	The school has a special educational needs policy The school has an intimate care policy/plan in respect of students who require such care The school has provided each member of school staff with a copy of the school's Child Safeguarding Statement and Risk Assessment
Pupils from ethnic minorities.	Risk of harm due to bullying of a child	School authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in *Circular 55/2024* The school implements in full the Social, Personal, and Health Education (SPHE) curriculum
LGBT children.	Risk of child being harmed in the school by another child Risk of harm due to bullying of a child	School authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in *Circular 55/2024* The school implements in full the Social, Personal, and Health Education (SPHE)

		curriculum
Pupils perceived to be LGBT.	Risk of child being harmed in the school by another child Risk of harm due to bullying of a child	School authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in *Circular 55/2024* The school implements in full the Social, Personal, and Health Education (SPHE) curriculum
Pupils of minority religious faiths.	Risk of child being harmed in the school by another child Risk of harm due to bullying of a child	The school implements in full the Social, Personal, and Health Education (SPHE) curriculum School authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in schools and as outlined in *Circular 55/2024*
Children with medical needs.	Risk of harm to children with special educational needs who have particular vulnerabilities, including medical vulnerabilities	The school has in place a policy and procedures for the administration of medication to pupils A medical plan is put in place in conjunction with parents & medical practitioners for individual children
Recruitment of school personnel.	Risk of harm where members of school personnel have not received appropriate training	Garda Vetting, checking of referees/references & checking of training certificates. The school adheres to the relevant Department of Education and Youth circulars in respect of recruitment
External tutors/guest speakers.	Risk of child being harmed in the school by a volunteer or visitor to the school	The school has procedures for the use of external sports coaches. Garda vetting must be in place before coaching begins. Coaches are never left alone with the class.
Volunteers in school activities.	Risk of child being harmed in the school by a volunteer or visitor to the school	Garda vetting must be in place before volunteering begins. Volunteers are never left alone with the class.
Contractors	Risk of child being harmed in	The school has a yard/playground

present in school.	the school by a volunteer or visitor to the school	supervision policy to ensure appropriate supervision of children during all yard activities. The ratio of adult to child supervision is very good. Contractors are expected to have all areas cordoned off and/or complete work out of school hours.
Use of ICT.	Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school	The school has an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents. Phones are not permitted by pupils in the school. Social media accounts cannot be accessed due to filters on the internet.
Applications of sanctions on the Code of Behaviour.	Risk of harm due to inadequate code of behaviour	The school has in place a code of behaviour for pupils.
Students from other schools participating in work experience in the school.	Risk of child being harmed in the school by a volunteer or visitor to the school	The school has in place a policy and procedures in respect of student teacher placements The school follows the procedures laid out by external organisations in respect of pupils undertaking work experience in the school. New vetting procedures- All participants prior to beginning work experience are vetted by Darley NS as well as the base school/college of the work experience participant.
Use of video photography/other media to record school events.	Risk of harm caused by a member of school stakeholder or visitor accessing/circulating inappropriate material via social media, texting, digital device or other manner	No videoing or photography is permitted at school events eg Christmas Concert or in school activities, other than by school staff.
After School Club	Risk of child being harmed by a member of another	The ratio of adult to child supervision is very good.

	organisation or other person while a child is participating in a pre/post school activity.	All external providers are provided with a copy of the school's *Child Safeguarding Statement and Risk Assessment* The *Child Protection Procedures for Schools 2025* are made available to all school users. Organisations using the school 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*
The close proximity to main Cootehill Monaghan Road.	Risk of harm due to inadequate supervision of children in school	The school has a yard/playground supervision policy to ensure appropriate supervision of children during assembly and dismissal. The ratio of adult to child supervision is very good. Access gates are kept closed and turnstiles tied during breaktimes. Perimeter of school in proximity of the road is always fully supervised during recreation times. Gated, secure playground for pupils in ASD class
The openness of the school grounds to the public domain.	Risk of child being harmed in the school by a member of the public or non-invited visitor to the school Risk of harm due to inappropriate relationship/communications between a child and another child or adult	Access doors to the school are kept on a Maglock during the day. Visitors must use the intercom system to gain school access. The school has a yard/playground supervision policy to ensure appropriate supervision of children during assembly and dismissal. The ratio of adult to child supervision is very good. Access gates are kept closed and turnstiles tied during breaktimes.

		Perimeter of school in proximity of the road is always fully supervised during recreation times.

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) advise 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 _____ *(most recent review date).*

Signed: _____ Date: _____
Chairperson of the board of management

Signed: _____ Date: _____
Principal/Secretary to the board of management

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on

(Expected review date) _____

Document to be printed and signed with original signatures

Contact details

Tusla Contact: Child & Family Agency,
Hampton Court,
Cootehill Road,
Cavan.
H12 YY84

Telephone: 049 4369801

Cootehill Garda Station,
Station Road,
Cootehill,
Co. Cavan
H16 Y176

Telephone: 0495552105

Review of Child Safeguarding Statement & Risk Assessment.



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: Mr. Derek Middleton

Date Appointed: 6th October 2025- appointed annually

Deputy Designated Liaison Person

Name: Mr. Ashley White

Date Appointed: 6th October 2025- appointed annually

Review of Child Safeguarding Statement

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:

_____

2. (a) Where is the Child Safeguarding Statement and Risk Assessment displayed in the school?

In a prominent place near the main entrance to the school. Yes No

(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
- School journal
- 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: _____

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: _____

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

   _____

   _____

   _____

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

   (b) Students

   (c) School Personnel

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:

   _____

_____

_____

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:

_____

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 ❑ No ❑ N/A

Training

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

DLP: Derek Middleton Date: 15th September 2025

DDLP: Ashley White Date: 15th September 2025

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

_____

_____

_____

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?

_____

_____

_____

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 ❑ 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?

    ❑ Yes ❑ No ❑ N/A

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

    ❑ Yes ❑ 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:

    ❑ specify the anonymised documents provided to the board as part of the CPOR

    ❑ Yes ❑ No ❑ N/A

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

    ❑ Yes ❑ No ❑ 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 ❑ No ❑ 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 as manner as only the DLP and DDLP and the chairperson when acting as DLP will have access to these records.

    _____

    _____

    _____

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.

_____

_____

_____

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.

_____

_____

_____

For primary schools, it should confirm that:

- 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. Schools will be informed if, in the future, the Department approves an alternative or replacement to the Stay Safe Programme.
- The school plan outlines provision for RSE across each of the different class levels/stages.
- The date of the most recent policy review or curricular implementation is noted.

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.

_____

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

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

Statement by the Board

The Board should make an overall statement as to its satisfaction 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*

* Document to be printed and signed with original signatures

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: _____

The board of management of Darley NS wishes to inform you that:

(a) The board of management's annual review of the school's Child Safeguarding Statement was completed at the Board meeting of _____ *(date).*

(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:* _____ Date: _____

Chairperson, board of management

Signed:* _____ Date: _____

Principal/Secretary to the board of management

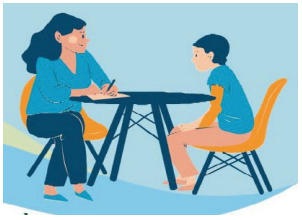


Child safeguarding is what we do in our school to keep children and young people safe from harm.

We teach the ***Stay Safe Programme*** to help you feel safe at school and in your life outside of school too.

We also think about other ways to keep everyone safe and we write these down. 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.



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, a teacher, SNA, secretary/caretaker or the principal

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 Mr. Middleton



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? *(Teachers might remind children about activities like arriving and leaving school, playtime, breaks, and using toilets or changing rooms.)*
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: o all the activities in the school? o all risks associated with the activities? o 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: o 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 o 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. o This should outline that for a primary school, aspects of all 3 strands are covered o 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. o 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?

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?

Child Safeguarding Training Record



Record of Child Protection Training

School Name: Darley NS

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
	Derek Middleton	Principal	Yes		Child Protection Procedures for Schools 2025 15.09.25	
	Ashley White	Deputy Principal	yes		Child Protection Procedures for Schools 2025 15.09.25	
	Ruth Smith					

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
	Joan Gibson					
	Ruth McGuirk					
	Aoife Reilly					
	Annie Ormiston					
	Gillian Jackson					
	Mark McCaffrey					

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
	Catherine Monaghan					
	Marie Stewart					
	Caroline Scott					
	Heather Mazurek					