



CHILD SAFEGUARDING STATEMENT AND RISK ASSESSMENT

Version	v1 (2025 Child Protection Procedures)
Date Ratified by Board of Management	24/08/2026



CSS1

Child Safeguarding Statement and Risk Assessment

For:	Ennis Community College/Gaelcholáiste an Chláir
At:	Harmony Row, Lifford Road, Ennis, Co. Clare V95XD66

Ennis Community College / Gaelcholáiste an Chláir is a post-primary school providing post-primary education to pupils from First Year to Leaving Certificate Year.

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):

James O'Shaughnessy

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

Yvonne Walsh

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

Name of Relevant Person

James O'Shaughnessy

(In schools this person is the DLP)

Relevant Person can be contacted on:

065 6829432

james.oshaughnessy@eccdrive.com

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:

Bernadette Cullen CE LCETB

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.



Child Safeguarding Risk Assessment

	Activity	Risk Identified	Procedure in Place to manage the risk
1	<p>Interactions between teachers and students including but not limited to:</p> <ul style="list-style-type: none"> Classroom teaching Homework club/evening study Breakfast club Outdoor teaching activities Sporting activities 	<ul style="list-style-type: none"> Risk of student being harmed in the school by a member of school personnel Risk of harm due to inappropriate relationship/communications between a student and an adult Risk of harm due to inadequate supervision of students Risk of harm not being recognised by school personnel Risk of harm not being reported properly and promptly by a member of school personnel 	<ul style="list-style-type: none"> The school has provided each member of school staff 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 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. School personnel are expected to adhere to the Teaching Council's Code of Conduct School personnel are encouraged to avail of relevant training The school has a 'Dignity Charter'. The school has in place Supervision Procedures The school has a School Tours/Trips and Extra Curricular Sporting Activities Policy
2	<p>Interaction between students including but not limited to:</p> <ul style="list-style-type: none"> Recreation breaks for students Movement between classes Use of toilets 	<ul style="list-style-type: none"> Risk of harm due to inadequate supervision of students Risk of harm due to bullying of student Risk of student being harmed in the school by another student 	<ul style="list-style-type: none"> The school ensures appropriate supervision of students during breaks on arrival and departure from school The school has adopted and implements a Bí Cineálta Policy to Prevent and Address Bullying Behaviour in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools



	<ul style="list-style-type: none"> ■ Use of changing rooms ■ Outdoor teaching activities ■ Sporting Activities 	<ul style="list-style-type: none"> ■ Risk of harm due to inappropriate relationship / communications between a student and another student ■ Risk of harm not being recognised by school personnel ■ Risk of harm not being reported properly and promptly by a member of school personnel 	<ul style="list-style-type: none"> ■ The school has in place a Code of Behaviour for students ■ The school has a Dignity Charter ■ The school has in place a policy on personal electronic devices which includes the use of mobile phones by students ■ The school has a School Tours/Trips and Extra Curricular Sporting Activities Policy ■ The school has an Acceptable Usage Policy ■ The school has provided each member of school staff with a copy of the school's Child Safeguarding Statement ■ 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 ■ School personnel are encouraged to avail of relevant training
3	Daily arrival and dismissal of students	<ul style="list-style-type: none"> ■ Risk of harm due to inadequate supervision of students entering and leaving school ■ Risk of harm not being recognised by school personnel ■ Risk of harm not being reported properly and promptly by a member of school personnel 	<ul style="list-style-type: none"> ■ The school ensures appropriate supervision of students for daily arrival and dismissal as per the allocation provided under the Supervision & Substitution Scheme of the Department of Education and Youth ■ The school has in place a Code of Behaviour Policy for students. ■ The school has a Dignity Charter



			<ul style="list-style-type: none"> ▪ The school has provided each member of school staff with a copy of the school's Child Safeguarding Statement ▪ 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 ▪ School personnel are encouraged to avail of relevant training
4	One-to-one teaching	<ul style="list-style-type: none"> ▪ Risk of harm in one-to-one teaching situation ▪ Risk of harm to children with SEN who have particular vulnerabilities ▪ Risk of harm due to inappropriate relationships / communications between a child and an adult 	<ul style="list-style-type: none"> ▪ The school has a Whole School Guidance Plan ▪ The school has a Dignity Charter ▪ The school has in place Supervision Procedures ▪ The school has a Student Support Team in place
5	One-to-one counselling	<ul style="list-style-type: none"> ▪ Risk of harm in one-to-one counselling situation ▪ Risk of harm to children with SEN who have particular vulnerabilities ▪ Risk of harm due to inappropriate relationships / communications between a child and an adult 	<ul style="list-style-type: none"> ▪ The school has a Special Educational Needs policy ▪ The school has a Whole School Guidance Plan ▪ The school has a Dignity Charter ▪ The school has in place Supervision Procedures ▪ The school has a Student Support Team in place



6	School outings	<ul style="list-style-type: none"> ▪ Risk of student being harmed by a member of school personnel, a member of staff of another organisation or other person ▪ Risk of harm due to inadequate supervision of students while attending out of school activities 	<ul style="list-style-type: none"> ▪ The school has in place an Educational School Tours/ Trips and extra-curricular Sporting Activities Policy ▪ The school has in place a Code of Behaviour for students ▪ School personnel are expected to adhere to the Teaching Council's Code of Conduct ▪ The school complies with agreed disciplinary procedures for teaching staff. ▪ The school has in place a Critical Incident Management Plan ▪ The school has a Dignity Charter ▪ The school has in place a policy and procedures for the administration of medication to pupils
7	School trips involving overnight stay	<ul style="list-style-type: none"> ▪ Risk of student being harmed by a member of school personnel, a member of staff of another organisation or other person ▪ Risk of harm due to inadequate supervision of students while attending out of school activities ▪ Risk of harm due to bullying of child 	<ul style="list-style-type: none"> ▪ The school has in place an Educational School Tours/ Trips and extra-curricular Sporting Activities Policy ▪ The school has in place a Code of Behaviour for students ▪ School personnel are expected to adhere to the Teaching Council's Code of Conduct ▪ The school complies with agreed disciplinary procedures for teaching staff. ▪ The school has in place a Critical Incident Management Plan ▪ The school has a Dignity Charter ▪ The school has in place a policy and procedures for the administration of medication to pupils



8	School trips involving foreign travel	<ul style="list-style-type: none"> ▪ Risk of student being harmed by a member of school personnel, a member of staff of another organisation or other person ▪ Risk of harm due to inadequate supervision of students while attending out of school activities ▪ Risk of harm due to bullying of child 	<ul style="list-style-type: none"> ▪ The school has in place an Educational School Tours/ Trips Policy ▪ The school has in place a Code of Behaviour for students ▪ School personnel are expected to adhere to the Teaching Council's Code of Conduct ▪ The school complies with agreed disciplinary procedures for teaching staff. ▪ The school has in place a Critical Incident Management Plan ▪ The school has a Dignity Charter ▪ The school has in place a policy and procedures for the administration of medication to pupils
9	Use of off-site facilities for school activities	<ul style="list-style-type: none"> ▪ Risk of student being harmed by a member of school personnel, a member of staff of another organisation or other person ▪ Risk of harm due to inadequate supervision of students while attending an off-site facility 	<ul style="list-style-type: none"> ▪ The school has in place an Educational School Tours/ Trips and extra-curricular Sporting Activities Policy ▪ The school has in place a Code of Behaviour for students ▪ School personnel are expected to adhere to the Teaching Council's Code of Conduct ▪ The school complies with agreed disciplinary procedures for teaching staff. ▪ The school has in place a Critical Incident Management Plan ▪ The school has in place a policy and procedures for the administration of medication to pupils



10	Annual Sports Day	<ul style="list-style-type: none"> ▪ Risk of harm due to inadequate supervision of students ▪ Risk of student being harmed by a member of school personnel, a member of staff of another organisation or other person 	<ul style="list-style-type: none"> ▪ The school has in place an Educational School Tours/ Trips Policy ▪ The school has in place a Code of Behaviour for students ▪ School personnel are expected to adhere to the Teaching Council's Code of Conduct ▪ The school has in place a Critical Incident Management Plan
11	School transport arrangements	<ul style="list-style-type: none"> ▪ Risk of student being harmed while student is travelling to/from a school or school activity 	<ul style="list-style-type: none"> ▪ The school has in place a Code of Behaviour for students ▪ School personnel are expected to adhere to the Teaching Council's Code of Conduct ▪ The school has in place a Critical Incident Management Plan
12	Management of challenging behaviour amongst students, including appropriate use of restraint where required	<ul style="list-style-type: none"> ▪ Risk of student being harmed in the school by a member of school personnel ▪ Risk of student being harmed in the school by another student 	<ul style="list-style-type: none"> ▪ The school has in place a code of behaviour for students
13	Application of sanctions under the school's Code of Behaviour including detention of students, confiscation of phones etc	<ul style="list-style-type: none"> ▪ Risk of harm due to inadequate code of behaviour ▪ Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school 	<ul style="list-style-type: none"> ▪ The school has in place a code of behaviour for students ▪ The school has in place a policy on personal electronic devices which includes the use of mobile phones by students ▪ The school has an Acceptable Usage Policy ▪ The school has adopted and implements a Bí Cineálta Policy to Prevent and Address Bullying Behaviour in accordance with the Bí Cineálta Procedures to



			Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools
14	Care of students with special educational needs including intimate care needs	<ul style="list-style-type: none"> ▪ Risk of harm to students with SEN who have particular vulnerabilities ▪ Risk of harm to student while a student is receiving intimate care 	<ul style="list-style-type: none"> ▪ The school has a Special Educational Needs policy. ▪ The school has a Whole School Guidance Plan ▪ The school has an Intimate Care Policy
15	Care of students with specific vulnerabilities/needs including: <ul style="list-style-type: none"> ▪ Students from ethnic minorities/migrants ▪ Members of the Traveller community ▪ Lesbian, gay, bisexual or transgender (LGBT) students and students perceived to be LGBT ▪ Students of minority religions ▪ Children in care ▪ Children on CPNS 	<ul style="list-style-type: none"> ▪ Risk of student being harmed in the school by a member of school personnel ▪ Risk of student being harmed in the school by another student ▪ Risk of harm due to bullying of student 	<ul style="list-style-type: none"> ▪ The school has adopted and implements a Bí Cineálta Policy to Prevent and Address Bullying Behaviour in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools ▪ The school has in place a code of behaviour for students ▪ The school has a Whole School Guidance Plan ▪ The school has a Student Support Team ▪ The school has a Dignity Charter
16	Administration of Medicine	<ul style="list-style-type: none"> ▪ Risk of harm due to inadequately trained staff 	<ul style="list-style-type: none"> ▪ The school has in place a policy and procedures for the administration of medication to students
17	Administration of First Aid	<ul style="list-style-type: none"> ▪ Risk of harm due to inadequately trained staff 	<ul style="list-style-type: none"> ▪ The school has in place procedures for the administration of First Aid ▪ The school has an ancillary Health and Safety Statement in place



18	Curricular provision in respect of SPHE, RSE and wellbeing	<ul style="list-style-type: none"> Risk of harm due to inadequate education of students 	<ul style="list-style-type: none"> The school implements in full the SPHE curriculum The school has an RSE Policy The school implements in full the Wellbeing Programme at Junior Cycle
19	Use of Information and Communication Technology by students in school and/or by members of staff	<ul style="list-style-type: none"> Risk of harm due to students inappropriately accessing/using computers, social media, phones and other devices while at school Risk of student being harmed by a member of school personnel, a member of staff or another organisation or other person 	<ul style="list-style-type: none"> The school has in place an Acceptable Usage Policy The school has in place a policy on personal electronic devices which includes the use of mobile phones and mobile devices by students Students and school staff are permitted to only use approved school accounts for school related business and activities
20	Students participating in work experience in the school	<ul style="list-style-type: none"> Risk of student being harmed by a member of school personnel, a member of staff of another organisation or other person 	<ul style="list-style-type: none"> The school has in place procedures in respect of students undertaking work experience in the school
21	Students from the school participating in work experience elsewhere	<ul style="list-style-type: none"> Risk of student being harmed by a member of staff of another organisation or other person while student participating in work experience 	<ul style="list-style-type: none"> The school has in place procedures in respect of students of the school undertaking work experience in external organisations
22	Recruitment of school personnel including - <ul style="list-style-type: none"> Teachers SNAs 	<ul style="list-style-type: none"> Risk of student being harmed in the school by a member of school personnel 	<ul style="list-style-type: none"> LCETB adheres to the requirements of the Garda vetting legislation and relevant DE circulars in relation to recruitment and Garda vetting



	<ul style="list-style-type: none"> Admin staff Caretaker Cleaners 		<ul style="list-style-type: none"> The Child Protection Procedures for Schools 2025 are made available to all school personnel. All new staff are provided with a copy of the school's Child Safeguarding Statement and Risk Assessment The school encourages staff to avail of relevant training
23	<p>Use of external personnel to supplement curriculum and / or support sports and other extracurricular activities</p> <ul style="list-style-type: none"> Sports coaches External Tutors/Guest Speakers Volunteers/Parents in school activities 	<ul style="list-style-type: none"> Risk of student being harmed in the school by volunteer or visitor to the school 	<ul style="list-style-type: none"> The school has in place a Visiting Speakers Policy for the use of external persons to supplement delivery of the curriculum The school has in place procedures for the use of external sports coaches Parents/Guardians who volunteer are required to undergo Garda Vetting through LCETB External agencies and personnel involved in school activities are required to have appropriate child safeguarding arrangements in place and are informed that any child protection concern relating to a student of the school must be reported without delay to the school DLP, in addition to any reporting obligations that apply to them.
24	<p>Fundraising events involving students</p>	<ul style="list-style-type: none"> Risk of student being harmed by a member of staff of another organisation or other person while student participating in fundraising 	<ul style="list-style-type: none"> The school has in place an ICT policy (AUP Policy) in respect of usage of ICT by pupils The school has in place a policy on personal electronic devices which includes the use of mobile phones by students School personnel are expected to adhere to the Teaching Council's Code of Conduct and the school's Code of Professional Conduct



			<ul style="list-style-type: none"> ▪ The school has in place a Code of Behaviour for students ▪ The school has in place an Educational School Tours/ Trips and extra-curricular Sporting Activities Policy
25	Use of video/photography / other media to record at school events	<ul style="list-style-type: none"> ▪ Risk of harm due to bullying of the child ▪ Risk of harm due to disregarding the wishes of the students parent/guardian 	<ul style="list-style-type: none"> ▪ The school has in place an Acceptable Usage Policy in respect of usage of ICT by students ▪ The school has in place a policy on personal electronic devices which includes the use of mobile phones and mobile devices by students ▪ Parents/guardians are requested annually to indicate their preferences regarding the use of their son's / daughter's image on school related activities and events ▪ School personnel are expected to adhere to the Teaching Council's Code of Conduct and the school's Code of Professional Conduct ▪ The school complies with agreed disciplinary procedures for teaching staff
26	Use of student images for PR purposes	<ul style="list-style-type: none"> ▪ Risk of harm due to bullying of the child ▪ Risk of harm due to disregarding the wishes of the students parent/guardian 	<ul style="list-style-type: none"> ▪ Parents/guardians are requested annually to indicate their preferences regarding the use of their son's / daughter's image on school related activities and events ▪ School personnel are expected to adhere to the Teaching Council's Code of Conduct and the school's Code of Professional Conduct.



			<ul style="list-style-type: none"> The school complies with agreed disciplinary procedures for teaching staff
27	Student teachers undertaking training placement in school	<ul style="list-style-type: none"> Risk of student being harmed by a member of school personnel, a member of staff of another organisation or other person 	<ul style="list-style-type: none"> The school has in place procedures in respect of student teacher placements
28	After school use of school premises by other organisations	<ul style="list-style-type: none"> Risk of student being harmed in the school by a visitor to the school 	<ul style="list-style-type: none"> The school has a document regarding terms and conditions of the use of the school's Sports Hall / building and requires insurance and child protection details to be in place by the visiting organisation
29	Non-curricular related visitors / contractors present in school during school hours	<ul style="list-style-type: none"> Risk of student being harmed in the school by a visitor/contractor to the school 	<ul style="list-style-type: none"> The school has a Health and Safety policy All visitors are required to report to and sign in at reception The school has in place a visiting speakers policy
30	Use of Information and Communication Technology by staff	<ul style="list-style-type: none"> Risk of harm caused by member of school personnel communicating with students in an inappropriate manner via social media, texting, digital device or other manner Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, 	<ul style="list-style-type: none"> The school has provided each member of school staff 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 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.



		digital device or other manner	<ul style="list-style-type: none"> ▪ School personnel are expected to adhere to the Teaching Council's Code of Conduct. ▪ The school complies with the agreed disciplinary procedures for teaching staff. ▪ Staff and students are required to use only official school accounts for email, remote teaching and learning, etc ▪ The school has an acceptable usage policy ▪ Staff and students are required to use official school accounts for email, etc (See Distance/Remote Learning Policy) ▪ The school has in place a policy on personal electronic devices which includes the use of mobile phones and mobile devices by students
31	Online Teaching and Learning remotely	<ul style="list-style-type: none"> ▪ Risk of harm caused by member of school personnel communicating with students in an inappropriate manner via social media, texting, digital device or other manner ▪ Risk of harm due to inappropriate use of online remote teaching and learning communication platform such as an uninvited person accessing the lesson link, students being unsupervised in breakout rooms ▪ Risk of harm due to inappropriate relationship 	<ul style="list-style-type: none"> ▪ The School has in place an Acceptable Use Policy in respect of usage of ICT ▪ 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 ▪ The school has in place a Distance / Remote Learning Policy which clearly outlines guidelines for parents/guardians, students and staff ▪ Online Safety and Digital Media literacy form part of the school's Wellbeing Programme ▪ A best practice guidance document was formulated for all staff in relation to distance / remote learning





		<p>/ communications between child and another child or adult</p> <ul style="list-style-type: none"> ▪ Risk of harm caused by member of school personnel communicating with students in an inappropriate manner via social media, texting, digital device or other manner ▪ Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner 	<ul style="list-style-type: none"> ▪ Staff and students are required to use official school accounts for email, etc. (See Distance / Remote Learning Policy) ▪ CPD is offered to staff and students on a regular basis ▪ The school has continuously emphasised the need for respectful and responsible behaviour ▪ The school has a Dignity Charter ▪ The school has in place a code of behaviour for students ▪ School personnel are expected to adhere to the Teaching Council's Code of Conduct and the school's Code of Professional Conduct ▪ The school complies with agreed disciplinary procedures for teaching staff ▪ The highest standard for the administration settings for school based IT platforms have been enabled
32	Reporting	<ul style="list-style-type: none"> ▪ Risk of harm not being recognised by school personnel ▪ Risk of harm not being reported properly and promptly by school personnel 	<ul style="list-style-type: none"> ▪ The school has provided each member of school staff 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 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. ▪ The school encourages staff to avail of relevant training



			<ul style="list-style-type: none"> ▪ The school encourages Board of Management members to avail of relevant training ▪ The school complies with the agreed disciplinary procedures for teaching staff
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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.

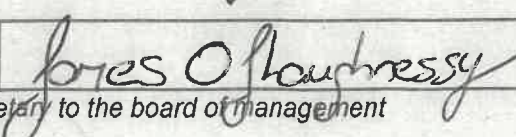
In accordance with Section 11 of the Children First Act 2015 and with the requirements of Chapter 9 of the Child Protection Procedures for Schools 2025, the following is the written Child Safeguarding Statement and Risk Assessment.

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 24/08/2026 (most recent review date - complete after BOM review)

Signed:  Date: 24/08/2026
Chairperson of the board of management

Signed:  Date: 24/08/2026
Principal/Secretary to the board of management

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



on August 2027 (expected review date - complete after BOM review)

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

Copies of the Child Protection Procedures for Schools 2025 and the Children First: National Guidance for the Protection and Welfare of Children 2017 are available as follows:

- **Department of Education and Youth website:** The Child Protection Procedures are available online at www.gov.ie/childprotectionschools.
- **School website:** Relevant Child Protection documentation and information are available on the school website at www.harmonyrowcampus.com.
- **Children First: National Guidance 2017:** An electronic copy of the national guidance is available through the **Tusla website**.
- **Main School Office:** A hard copy of the Child Protection Procedures and Children First Guidance is available from the Main School Office.
- **Principal's Office:** A hard copy of the relevant Child Protection Procedures and Children First Guidance is maintained in the Principal's Office.
- **Main Reception Area:** A copy of the school's **Child Safeguarding Statement** is prominently displayed and available for consultation in the Main Reception area.
- **Access to copies:** Copies of the relevant documentation may be made available to parents/guardians, staff and other members of the school community on request from the Main School Office.



CSS 2

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, Children First: National Guidance for the Protection and Welfare of Children 2017, the Addendum to Children First (2019), the Addendum to Children First (2025), and the Child Protection Procedures for Schools 2025.

Designated Liaison Person

Name:	James O'Shaughnessy
Date Appointed:	August 2024

Relevant Person

(In schools this is the DLP)

Name:	James O'Shaughnessy
Contact details:	james.oshaughnessy@eccdrive.com
Date Appointed:	August 2024

Deputy Designated Liaison Person

Name:	Yvonne Walsh
Date Appointed:	February 2018



Contact details for Tusla

Contact Name

Tusla – Clare Dedicated Contact Point / Clare-South Galway Area - Mick Parry

Address

Ennis Primary Care Centre, Station Road, Ennis, Co. Clare, **V95 TY4E**

Contact Number

065 689 7670

Contact details for An Garda Síochána

Contact Name

Ennis Garda Station

Address

Abbey Street, Clonroad Beg, Ennis, Co. Clare, **V95 TR83**

Contact Number

065 684 8100



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:

20/02/2018

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

Main Reception Area - Front Entrance

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: Sept 4th 2025

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

Yes

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

Yes

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

Yes

Date of this review: 24/08/2026 (complete at/after BOM meeting)

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.

The Board ensures that the current Child Safeguarding Statement and Risk Assessment is provided to the patron and Parents' Association and is made available to all parents/guardians through the school website and school office. Following the annual review, parents/guardians are notified and informed where the updated documents can be accessed.

POST-REVIEW RECORD:

Patron/LCETB notified: 31/08/2026;

Parents' Association notified: 31/08/2026;

Parents/guardians notified: 31/08/2026;

School website updated: 31/08/2026;

Reception display updated: 31/08/2026



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

Parents were invited to provide feedback on the Child Safeguarding Statement and Risk Assessment through consultation/survey (Google form). Feedback received was considered by the Board as part of the annual review process.

(b) Students

Student views were sought in an age-appropriate manner through discussion/consultation. Relevant feedback was considered as part of the review of safeguarding practices and identified risks.

(c) School Personnel

Teaching and non-teaching personnel were consulted and invited to provide feedback on the Child Safeguarding Statement and Risk Assessment. Staff feedback and any identified safeguarding risks were considered as part of the annual review.

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:

No significant areas requiring improvement or safeguarding complaints were identified during the review. The Board will continue to monitor the implementation of the Child Safeguarding Statement and Risk Assessment and will address any issues or suggestions arising during the year.

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:

Any matters identified through consultation and the annual review have been addressed or incorporated into the school's safeguarding practices and Risk



Assessment. Where further action is required, responsibility and appropriate timelines have been identified, and progress will be monitored by the Board.

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

Training

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

DLP: James O'Shaughnessy	Date: 03/10/2025
DDLP: Yvonne Walsh	Date: 03/10/2025

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

ETBI Webinar - Child Protection Training (15/04/2026)

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?

The DLP delivers a two-hour Child Protection presentation to all school personnel on the full staff day at the beginning of each school year. This covers personnel responsibilities under the Child Protection Procedures for Schools 2025, the Children First Act 2015, and the school's Child Safeguarding Statement and Risk Assessment.

All new personnel joining the school during the year, including temporary staff and substitutes, complete an induction process during which the DLP/designated staff



member explains the school's Child Protection Procedures, reporting responsibilities and relevant safeguarding procedures.

Records of attendance at whole-staff training and induction are maintained by the school, together with records of any additional Child Protection training completed by personnel.

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

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

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

☒ Yes

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

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

☒ Yes

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

☒ Yes

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

☒ Yes

Reporting

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



Fire Protected Filing Cabinet in Principal's Office - Key held by DLP/DDLP

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.

The Board ensures that the DLP follows in full the procedures set out in the **Child Protection Procedures for Schools 2025** in relation to all child protection concerns, including reporting to **Tusla and/or An Garda Síochána**, as appropriate. The DLP maintains the required records and ensures that all reporting, notification and follow-up procedures are completed in accordance with the relevant statutory requirements and procedures.

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.

The Board ensures that the SPHE, RSE and Wellbeing curricula are appropriately planned for and delivered across the school. **SPHE is delivered to all students from 1st to 6th Year**, with the **RSE module delivered as an integral part of the curriculum** and parents/guardians notified in advance of its delivery.

In addition, all students receive a dedicated **40-minute Wellbeing/Life Skills class each week over three years**, supporting their social, emotional and personal development. **Physical Education (PE) is mandatory for all year groups** and forms an important part of the school's overall Wellbeing programme.

Curriculum provision is planned and reviewed by relevant staff to ensure appropriate coverage, progression and delivery across year groups.

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.

The Board is satisfied that all statutory Garda Vetting requirements are met. Garda Vetting is processed and overseen through **LCETB in accordance with ETB recruitment procedures** and relevant statutory requirements. Appropriate vetting is confirmed prior to appointment and/or commencement of work in the school, as required. The school liaises with LCETB in relation to any vetting requirements or issues arising.

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

The Board is satisfied that the Department's requirements regarding the **child protection-related Statutory Declaration and associated Form of Undertaking** are met. These requirements are incorporated into the **LCETB recruitment and appointment processes**, with the necessary documentation completed and maintained in accordance with ETB and Department procedures.

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

The Board is satisfied that thorough recruitment and selection procedures are applied to school personnel. Recruitment is conducted in accordance with **LCETB recruitment procedures**, including appropriate advertisement, selection, reference checking, Garda Vetting and required pre-employment documentation.

Where volunteers, visiting personnel, placement students or other persons work with students, the school ensures that the appropriate **LCETB, Department and child safeguarding requirements** are followed before they undertake relevant activities in the school.



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.

The Board is satisfied that the school's **Child Safeguarding Statement and Risk Assessment** are current, appropriate and being fully and adequately implemented. The Board is also satisfied that the requirements of the **Child Protection Procedures for Schools 2025** and the **Children First Act 2015** are being followed and that appropriate procedures are in place to safeguard and promote the welfare of all students.

The Board will continue to monitor, review and support the effective implementation of all child safeguarding and child protection procedures within the school.

Signed*:

Chairperson of the board of management

Date:

24/8/26



CSS 3

Notification Regarding the Board of Management's Review of the Child

Safeguarding Statement and Risk Assessment

To: Bernadette Cullen CE LCETB

The board of management of:

Ennis Community College/Gaelcholáiste an Chláir

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 24/08/2026 (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:

24/08/2026

Chairperson of the board of management

Signed:*

Date:

24/08/2026

Principal/Secretary to the board of management



CSS 5

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

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

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

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

Understanding the Child Safeguarding Statement and Risk Assessment
• Do you know what the Child Safeguarding Statement and Risk Assessment is?
• Why do you think the school has this document?
• Do you know where it is displayed in the school?
• Have you seen the poster with the name and photo of the Designated Liaison Person (DLP)?
Knowing Who to Talk to (DLP and Trusted Adults)
• There is someone in the school who is in charge of keeping children safe. This person is called the DLP. Do you know who they are and what they do?
• In SPHE class, we talked about trusted adults – people you can talk to if you're ever worried or upset. Who are some trusted adults in your life?
• Is there someone at school you feel safe talking to? Who are they?
Thinking About Safety in School Activities



<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Remind staff of the date the Child Safeguarding Statement and Risk Assessment was circulated on and that it is available on the school website.
<ul style="list-style-type: none"> Introduce the staff to the review prompts document for use with the children and young people in the school.
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Have you been provided with the Child Safeguarding Statement and Risk Assessment in hard copy or digital form? or
<ul style="list-style-type: none"> Have you received the copy of our current Child Safeguarding Statement and Risk Assessment which was emailed to you on — (date)? or 31/08/2026



<ul style="list-style-type: none"> • Have you viewed the Child Safeguarding Statement and Risk Assessment on our school website?
<ul style="list-style-type: none"> • Do you know where the Child Safeguarding Statement and Risk Assessment is displayed within the school?
<ul style="list-style-type: none"> • 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?
<ul style="list-style-type: none"> • Who is the DLP/DDLP/Relevant Person in this school? What is their role?

Review of Risks in the School

Prompts <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Does the Risk Assessment included in the Safeguarding Statement include: <ul style="list-style-type: none"> ◦ all the activities in the school? ◦ all risks associated with the activities? ◦ actions taken to mitigate the risks involved in these activities? • Has the school undertaken any new activities since the last review of the risk assessment which should be noted in the next risk assessment (e.g. intimate care, swimming, shower facilities, remote teaching and learning)? • Have you any suggestions on anything else the school should include in the Risk Assessment in our Child Safeguarding Statement?

Implementation of Safeguarding Procedures

Prompts <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • to report any knowledge, belief or reasonable grounds to suspect that a child has been harmed, is being harmed or is at risk of being harmed to Tusla, and • to assist Tusla in assessing a concern which has been the subject of a mandated report, if requested by Tusla in accordance with the Act. • Answers to the question "If you had a concern that a child was at risk what would you do?" must indicate that staff members are aware of the procedures outlined in Chapter 5 • Ask when staff members last completed a child protection training module.



Possible Questions

- What are the responsibilities of a member of school personnel who has a child protection concern? Can you describe the two main statutory responsibilities of a mandated person?
- If you had a child safeguarding concern, what would you do? Or
- If you had a concern that a child was at risk what would you do?
 - Consider also what you would expect if the:
 - ~ DLP reports to Tusla,
 - ~ seeks advice from Tusla or
 - ~ decides not to report to Tusla.
- Consider, also, joint reporting with the DLP.
- Describe what you would do if a child made a disclosure to you.
- If you had a child protection concern about the DLP, to whom should you report this concern?
- When did you last complete a training module for child protection (e.g. Tusla's Children First eLearning programme or their mandated person eLearning module), Oide Child Protection Training?
- Do you need to refresh your training to be confident that you are familiar with the procedures and your responsibilities?

SPHE/RSE Curriculum

Prompts

- What steps has the school taken to ensure that the SPHE/RSE/Wellbeing curriculum is appropriately planned for and delivered to the children and young people in the school.
 - This should outline that for a primary school, aspects of all 3 strands are covered each year; Stay Safe is taught in its entirety in one year – at least once in infants, 1st/2nd, 3rd/4th, 5th/6th; and that the school plan outlines provision for RSE across each of the different class levels/stages) noting the date of the most recent policy review or curricular implementation. Schools will be informed if, in the future, the Department approves an alternative or replacement to the Stay Safe Programme.
 - For a post-primary school, the Wellbeing Programme for Junior Cycle is implemented and RSE and SPHE is appropriately delivered noting the date of the most recent policy review or curricular implementation.

Possible Questions - Primary

- Does the school plan indicate that aspects of each of the three strands (Myself; Myself and Others; and Myself and the Wider World) of the SPHE curriculum are covered each year?
- Does the school plan indicate that the Stay Safe Programme is delivered at least once in Junior Infants or Senior Infants; once in first or second class; once in third or fourth class and once in fifth or sixth class?
- Does the school plan indicate that the Stay Safe Programme is taught in its entirety over one school year?
- Does the school plan outline provision for learning in RSE across the different stages (Junior Infants/Senior Infants; first/second class; third/fourth class and fifth/sixth class)?

Possible Questions – Post-primary

- Is SPHE timetabled for each year of the junior cycle?



- Does the school provide SPHE in accordance with circular 28/2023?
- Does the school implement a RSE programme for all students, from First Year to Sixth Year? Have outline programmes of work been prepared for 1st, 2nd and 3rd Year SPHE and 4th, 5th and 6th Year RSE?
- Are a minimum of five to six timetabled periods per year assigned to RSE in relevant plans?
- Does the overall RSE plan include provision for the exploration of key aspects of RSE, for example, relationships, gender identity, sexual orientation, pornography and consent?

Final thoughts

Possible Question

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

CSS 7

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

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

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

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

Awareness of the Child Safeguarding Statement and Risk Assessment

- Did you know that our Child Safeguarding Statement and Risk Assessment (which includes a list of potential risks) is clearly displayed near the school's main entrance?
- Have you received a copy of this statement by email? Or have you looked at it on our school website?

Awareness of the DLP/Trusted Adults

- Do you know that the person you can talk to at the school if you have any concerns about a child's safety is called the Designated Liaison Person (DLP)? In our school, that person is [insert DLP's name]. You can also ask them any questions about our Child Safeguarding Statement and Risk Assessment.



- In school, we've talked to the children in SPHE class about trusted adults – people they can talk to if they're ever worried about anything. Have you had a similar conversation with your child about who they can talk to if they feel unsafe or upset?

Review of Risks in the School

- Our school does many different activities during the year. We want to make sure every child is safe while taking part. We've looked at all our activities and listed the possible risks, along with the steps we take to keep children safe. This is all included in our Risk Assessment, which is part of the Child Safeguarding Statement.
- Do you have any ideas or suggestions about how we can make our school activities even safer? If so, we'd love to hear them.

Final Thoughts

- Is there anything else you'd like to share or suggest as we review our Child Safeguarding Statement this year?

CSS 8

Record of Child Protection Training

School Name:

Ennis Community College/Gaelcholáiste an Chláir

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

