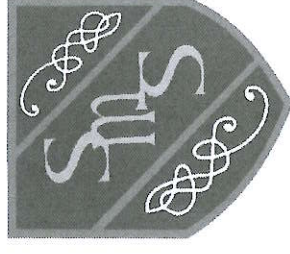


Scoil Mhuire na nGael

Child Safeguarding Statement and Risk Assessment



For: Scoil Mhuire na nGael

At: Willowdale, Bay Estate, Dundalk, Co.Louth, A91 C953

This school is a primary 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): Lisa Jones

Name of the Deputy Designated Liaison Person (Deputy DLP/DDLP): Siofra Grant *(In the absence of the DLP, the Deputy DLP shall assume responsibilities of the DLP)*

Name of Relevant Person: Lisa Jones

Relevant Person can be contacted on: 042 9336158/ principal@bayestatens.com

Name of Chairperson of the Board of Management: Proinsias Ó Cuanáigh

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 cooperate 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.

Definition of Risk

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.

Child Safeguarding Risk Assessment

List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in Place to Mitigate Risk
1. Daily arrival and dismissal of pupils 2. Recreation breaks for pupils 3. Classroom teaching 4. One-to-one teaching in either classroom or learning support capacity 5. Outdoor teaching activities 6. Online teaching and learning remotely 7. Sporting activities 8. School outings 9. Use of toilet areas in school 10. Fundraising events involving pupils 11. Use of off-site facilities for school activities 12. School transport arrangements including use of bus escorts 13. Care of children with special educational needs, including intimate care where needed 14. Management of behaviours of concern amongst pupils, 15. Administration of medicine 16. Administration of First Aid 17. Curricular provision in respect of SPHE, RSE, Stay Safe	• Risk of harm not being recognised by school personnel • Risk of harm not being reported properly and promptly by members of school personnel • Risk of child being harmed in the school by a member of school personnel • Risk of child being harmed in the school by another child • Risk of child being harmed in the school by a volunteer or visitor to the school • Risk of child being harmed by an unauthorised adult on the school grounds • Risk of child being harmed by a member of staff of another organisation or other person while participating in out-of-school activities (e.g. school trips, swimming lessons, external facilities, religious events) • Risk of child being harmed at an off-site facility by an unknown adult, volunteer or employee of the facility	• School personnel adhere to the Child Protection Procedures for Schools 2025 and the Children First Act 2015, and support the implementation of Children First: National Guidance for the Protection and Welfare of Children 2017 and its addenda (2019, 2025) • A Child Safeguarding Statement and Risk Assessment is in place, circulated to all staff and made available to parents and relevant stakeholders. • A Designated Liaison Person (DLP) and Deputy DLP are appointed and trained; all concerns are reported in line with school procedures. • All school personnel (teaching and non-teaching) complete Tusla Children First eLearning and other child protection training; an up-to-date log of training is maintained. • All one-to-one, SEN, SNA, transport, external personnel, volunteers, student teachers and after-school staff working with

18. Prevention and dealing with bullying amongst pupils 19. Training of school personnel in child protection matters 20. Use of external personnel to support curriculum, sports and other extra-curricular activities 21. Care of pupils with specific vulnerabilities/needs 22. Pupils from ethnic, religious or social minorities 23. Children with medical needs 24. Recruitment of school personnel including teachers/SNAs, caretakers/secretaries/cleaners and sports coaches 25. Volunteers/Parents in school activities 26. Participation by pupils in religious ceremonies/religious instruction external to the school 27. Use of Information and Communication Technology by pupils in school 28. Student teachers undertaking training placement in school 29. Use of video/photography/other media to record school events 30. After-school use of school premises by other organisations	• Risk of child being harmed by external personnel engaged to support curriculum, sports or extra-curricular activities • Risk of child being harmed by a student teacher undertaking placement in the school • Risk of harm due to bullying of a child • Risk of harm due to racism • Risk of harm due to inadequate supervision of children in school • Risk of harm due to inadequate supervision of children while attending out-of-school activities or using off-site facilities • Risk of harm due to inadequate supervision of children while on school transport or at associated pick-up/drop-off points • Risk of harm due to inappropriate relationship/communications between a child and another child or adult • Risk of harm to children with special educational needs who have particular vulnerabilities, including medical vulnerabilities • Risk of harm due to inadequate code of behaviour	children hold current and valid Garda vetting clearance in line with legislation. • Recruitment procedures include Garda vetting, verification of references and qualifications, statutory declaration and form of undertaking, and formal induction including child protection, codes of conduct and school policies. • Relevant policies and procedures are in place and implemented, including (as applicable): Bí Cineálta/Anti-Bullying; Code of Behaviour; Health and Safety; Supervision; Acceptable Use Policy (AUP); Mobile Phone and Electronic Devices; Intimate Care; Special Education; Administration of Medicines; First Aid; School Trips/Outings; School Visitors; Remote Teaching and Learning; Use of External Personnel; Data Protection/GDPR; Special Education; Supervision • Supervision policy and detailed supervision rotas are in place for arrival and dismissal, recreation breaks, yard, toilets, corridors, school outings, off-site activities, religious ceremonies and school transport.
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31. Transition between classrooms, e.g., moving to SET rooms, library, hall, or specialist rooms. 32. Assemblies or whole-school gatherings (in hall, yard, or church building). 33. Pupil movement in corridors and common areas. 34. Supervision during wet-day breaks inside classrooms. 35. Use of school library or reading corners when not directly supervised. 36. Use of sensory rooms or sensory equipment, including withdrawal for regulation. 37. Use of school devices, including iPads, Chromebooks, laptops, or shared computers. 38. Use of school-approved apps or platforms (e.g., homework apps, virtual classrooms). 39. Live-streaming or video-conferencing activities taking place from the school. 40. Pupil creation of digital content, podcasts, blogs, or participation in online competitions. 41. Supervision of structured play activities such as playground games or yard zones.	• Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school, on school activities, at off-site facilities or on transport • Risk of harm where members of school personnel have not received appropriate training • Risk of harm due to inappropriate use of online remote teaching and learning/communication platforms (e.g. uninvited persons accessing links, pupils unsupervised in breakout rooms) • Risk of harm in one-to-one teaching or coaching situations • Risk of harm to a child while receiving intimate care • Risk of harm caused by a member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other manner • Risk of harm caused by a member of school personnel accessing or circulating inappropriate material via social media, texting, digital device or other manner • Risk of harm caused by volunteers/parents/external	• Physical environment and classroom arrangements support safe practice (e.g. glass panels in doors, open plan spaces, visibility in rooms used for one-to-one teaching). • Individual Student Support Plans and Intimate Care Plans are developed where needed for pupils with additional or medical needs, in consultation with parents/guardians, and reviewed regularly. • Medical care procedures are in place, including Administration of Medicines and First Aid policies, consent forms, staff training for specific medications (e.g. EpiPen, inhalers) and clear recording of incidents. • The SPHE curriculum, RSE and the Stay Safe Programme are implemented in full; programmes such as KiVa/Bí Cineálta and Webwise resources are used to promote respectful relationships, inclusion, anti-bullying and online safety. • ICT use is governed by the AUP; supervised access only, use of Schools Broadband content filters, restrictions on personal devices,
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42. School choir, band, drama or musical rehearsals, including after-school sessions. 43. Lunchtime clubs (sports, coding, choir, homework, games, etc.). 44. Use of school garden or environmental areas without continuous supervision. 45. Parents entering the school building for meetings, assemblies or dropping off items. 46. Guest speakers (e.g., authors, Gardaí, health professionals) engaging with pupils. 47. Workshops run by external agencies (e.g., internet safety, wellbeing, arts/culture). 48. School-hosted public events such as open days, book fairs, concerts or exhibitions. 49. Meetings between staff and pupils for pastoral or wellbeing support. 50. Use of quiet rooms, withdrawal rooms, or reflection spaces for emotional regulation. 51. Peer mentoring or buddy systems involving older pupils supporting younger pupils. 52. Accidental injuries during unsupervised or semi-supervised moments (e.g., lining up, doorway congestion).	personnel/student teachers communicating with pupils in an inappropriate manner via social media, texting, digital device or other manner • Risk of harm caused by volunteers/parents/external personnel/student teachers accessing or circulating inappropriate material via social media, texting, digital device or other manner • Risk of harm due to inappropriate or unsafe use of video/photography/other media to record school events • Risk of harm arising during after-school use of school premises by other organisations where safeguarding standards are not met • Risk of harm due to pupils being in hidden, low-visibility or hard-to-supervise areas (corridors, cloakrooms, library corners, environmental areas). • Risk of harm where large gatherings (assemblies, concerts, public events) make individual pupil supervision difficult.	cyberbullying procedures, secure logins for any online platforms and strict protocols for remote teaching and learning. • Strict guidelines are in place for online teaching/learning: use of school-approved platforms, school-managed accounts, professional standards for staff, parental awareness and consent, supervision expectations, and immediate reporting of any safeguarding concerns to the DLP. • Procedures for sporting activities, off-site trips and transport include consent forms, appropriate adult-to-pupil ratios, supervision arrangements, vetting of external coaches and staff, and adherence to school behaviour and safety policies. • Volunteers/parents and external personnel are subject to vetting (where required), clearly briefed on roles, supervised at all times, and required to follow the school's Code of Behaviour, Child Safeguarding Statement and relevant policies. • Written agreements are in place for after-school use of the premises by other organisations,
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53. Handling of sensitive pupil information, including safeguarding or wellbeing records. 54. Transfer of pupil records to or from other schools, including digital transfer. 55. Storage or disposal of photographs, videos or digital files containing pupil images. 56. Contractors working on school grounds during the school day (maintenance, building work). 57. Visiting sports referees, music examiners, adjudicators or similar visitors. 58. Uniform or costume changes for drama, swimming preparation or school events. 59. Management of lost property where pupils may request staff assistance with clothing items. 60. Weather-related indoor confinement (e.g., storms) affecting supervision. 61. Emergency evacuations or fire drills where normal supervision patterns are disrupted. 62. Critical-incident responses involving distressed or traumatised pupils	• Risk of harm due to overcrowding or congestion during transitions, line-ups or class changeovers. • Risk of harm where pupils become separated from their class group during evacuations, fire drills or emergency situations. • Risk of harm arising from pupils going missing or leaving designated supervision zones unnoticed. • Risk of harm due to lack of clarity in supervision responsibilities during wet-day indoor breaks or shared spaces. • Risk of harm due to misuse of tools, equipment or materials in classrooms. • Risk of harm where sensory rooms, quiet rooms or withdrawal spaces allow for isolated one-to-one or low-visibility interaction. • Risk of harm due to peer mentoring or buddy systems where older pupils may exert inappropriate influence over younger pupils. • Risk of harm through peer-to-peer pressure, coercion or exploitation in unsupervised or partially supervised spaces.	including safeguarding requirements, provision of the organisation's Child Safeguarding Statement, confirmation of vetting, insurance and supervision responsibilities. • Use of photography/video/other media is governed by consent procedures, the AUP and Data Protection Policy; images are stored securely, only used for agreed educational purposes, and any external media work is supervised and controlled by the school. • Staff, pupils and parents are regularly reminded of reporting procedures; any child protection concern (including those arising online, off-site or during external activities) is reported promptly to the DLP and, where appropriate, to Tusla/An Garda Síochána. • Ongoing review of policies, practices and training ensures that safeguarding measures remain effective and up to date • Clear visibility is maintained in all pupil areas by organising furniture, avoiding hidden spaces and ensuring supervision points cover
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	• Risk of harm arising from costumes, clothing changes or preparation for performances where privacy and supervision overlap. • Risk of harm to pupils due to emotional distress. • Risk of harm due to delays in providing first aid or medical attention where injuries occur unnoticed. • Risk of harm where sensitive records, safeguarding notes or pupil files are left unsecured or accessed by unauthorised persons. • Risk of harm due to accidental disclosure of personal information when transferring pupil records between settings. • Risk of harm where digital photographs, videos or media files are stored insecurely, copied, or retained beyond necessary periods. • Risk of harm due to pupils creating digital content (e.g., podcasts, blogs, projects) that unintentionally includes personal or identifying information. • Risk of harm where children are visible to external individuals	all zones where children gather or move. • Regular walk-throughs and visibility checks are carried out in corridors, cloakrooms, libraries, garden areas and other low-visibility spaces during the school day. • Structured movement routines are established for transitions between rooms, yard zones and shared spaces, supported by clear staff supervision points. • Large group events are planned with explicit supervision roles, seating/standing plans and designated staff positioned strategically to monitor all pupils. • Entry control measures are in place, such as restricted access doors, sign-in systems, identification badges for visitors and clear routes for approved adults. • Pupils are taught clear routines for emergency evacuations, line-ups, class changes and movement around the school to reduce congestion and improve safety. • Staff maintain awareness of pupils who may be vulnerable during transitions (e.g. anxiety, sensory
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	during video-conferencing or livestreaming activities. • Risk of harm due to misconfigured security settings on online platforms used for school-based projects or competitions. • Risk of harm arising from children interacting with unknown individuals in online competitions, virtual workshops or digital projects. • Risk of harm where lunchtime clubs or after-school rehearsals involve mixed-age groups without sufficient supervision. • Risk of harm due to pupils accessing outdoor garden areas, environmental zones with limited visibility. • Risk of harm where parents or other adults entering the school building move into areas not intended for visitors. • Risk of harm due to contractors or maintenance personnel being present in or near pupil spaces without clear supervision boundaries. • Risk of harm arising from public attendance at school events where adults are not identifiable or traceable.	needs, social difficulties) and adapt supervision accordingly. • Wet-day break routines are supported by structured activity options, clear expectations, and supervision by more than one adult where possible. • Quiet rooms, sensory rooms and withdrawal spaces are used only under pre-agreed conditions with visibility maintained (e.g. door ajar, windows unobstructed, staff check-ins). • Buddy systems and peer mentoring programmes follow structured guidelines: staff oversight at all times, clear boundaries, and regular review of pairings. • Rehearsals, performances and costume-changing arrangements include clear privacy protocols, gender-appropriate supervision and designated supervised changing areas. • Procedures are in place to record and follow up on any unexplained pupil injuries noticed during the school day, including communication with parents where necessary.
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	• Risk of harm caused by miscommunication or unclear boundaries when multiple adults (staff, volunteers, visitors) are involved in an activity. • Risk of harm where external visitors or activity leaders interact briefly with pupils without staff oversight. • Risk of harm from inappropriate peer behaviour (including rough play, physical contact or exclusion) during structured or unstructured yard activities. • Risk of harm arising from weather-related indoor confinement where multiple groups share spaces, reducing supervision quality. • Risk of harm related to mishandling of lost property items where privacy boundaries (clothing, personal items) may unintentionally be crossed. • Risk of harm when pupils are distressed during critical incidents and require one-to-one emotional support without appropriate visibility safeguards.	• Staff are supported in responding appropriately to pupil distress including maintaining visible locations and following recording guidelines. • Safe practices are established in art and STEM lessons, including tool storage, equipment checklists, safety demonstrations and close staff proximity. • Digital content creation by pupils is supervised; personal identifiers (names, uniforms, locations) are removed before publication or submission to competitions. • All livestreaming or video-conferencing activities follow school-controlled links, closed groups and real-time staff monitoring; cameras and microphones are managed appropriately. • External competitions, virtual workshops and online submissions are checked in advance to ensure they use secure, reputable platforms with no direct communication channels to pupils. • Lunchtime and after-school clubs operate under written supervision plans, with staff responsible for
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		attendance records, room access and end-of-activity dismissal. • Outdoor learning or garden activities are risk assessed in advance, including supervision zones, tool management and defined boundaries for pupil movement. • Parent access within the school is controlled through designated entry points, sign-in procedures and staff accompaniment where needed. • Contractors and maintenance personnel are monitored on site; work areas are isolated from pupils, and contractors are informed of the school's safeguarding requirements. • Public events on school grounds have clear zoning, supervision plans and staff monitoring of pupil-only areas to ensure adults do not enter restricted spaces. • Visiting examiners, adjudicators or activity leaders engage with pupils only in staff-supervised rooms where visibility and oversight are guaranteed. • Yard areas are divided into designated zones where necessary, with staff assigned to
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		specific sections to reduce blind spots and ensure active supervision. • Indoor confinement during adverse weather follows structured plans that minimise overcrowding and ensure clear adult oversight of all groups. • Lost property routines avoid direct handling of personal or intimate items by staff; pupils are guided to retrieve their own belongings under supervision. • Support for distressed pupils includes ensuring they are accompanied in visible areas, with staff maintaining appropriate professional distance and following reporting procedures. • Regular internal monitoring and spot checks of supervision practices, visitor movements and digital activities help ensure consistent safeguarding standards. • Staff are encouraged to report any physical environment risks (e.g. blocked windows, covered visibility panels, poor lighting, cluttered corridors) so that remedial action can be taken promptly.
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		• A culture of respectful behaviour is reinforced daily through class discussions, assemblies, restorative practices and social skills teaching to reduce peer-to-peer risk. • Systems are in place to ensure safe dismissal from all activities, including checking that pupils leave only with authorised adults and using clear handover routines.
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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 the 4th of December 2025.

Signed: P. O'Leary (Chairperson of the Board of Management)

Signed: Lia Loney (Principal/Secretary of the Board of Management)

Date: 4th December 2025

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again in October 2026.

