# SCOIL IÓSAF NAOFA BALLINTEMPLE N.S.

## Le Chéile Is Féidir

**Scoil Iósaf Naofa**
**Crab Lane**
**Ballintemple**
**Cork**
**T12 WA02**

**Roll No.: 15781P**

# CSS1

## Child Safeguarding Statement and Risk Assessment

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| **For:** | **Scoil Iósaf Naofa, Ballintemple** | *(School Name)* |
| **At:** | **Crab Lane, Ballintemple, Cork, T12 WA02** | *(School Address)* |

This school is a: ☒ 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):**

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| **Bryan McCarthy (Principal)** |

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

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| **Deirdre Sayers (Deputy Principal)** |

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

**Name of Relevant Person**

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| **Bryan McCarthy (DLP)** |

*(In schools this person is the DLP)*

**Relevant Person can be contacted on:**

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| **021 429 3608** | **principal@ballintemplens.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:**

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| **Peter Johnson** |

*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 Túsla**

~ 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 Túsla. Mandated reporting applies to all registered teachers and any other mandated person who may be employed by the school, for example a chaplain or nurse. A full list of those people who are mandated persons is set out in Appendix 1 procedures.

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

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

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

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

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

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

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

Following adoption, this Child Safeguarding Statement and Risk Assessment will be displayed prominently on the school notice board and published on the school website. A hard copy will be provided to each staff member. It will also be provided to the parents' association (if any) and the patron, and will be readily available to parents and guardians on request. A copy will be made available to Túsla and the Department of Education and Youth if requested.

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

# Child Safeguarding Risk Assessment

| | List of School Activities | Risks Identified Against Each School Activity | Procedures/Measures in place to Mitigate Risk |
|---|---|---|---|
| 1. | **Child protection training, induction and reporting** | Risk that harm is not recognised or is not reported properly and promptly; risk arising where personnel are unfamiliar with their responsibilities. | All school personnel receive the Child Safeguarding Statement and Risk Assessment and access to the Child Protection Procedures for Schools 2025. DLP/DDLP and all personnel complete required training; the Board maintains a training record and schedules refresher training at least every three years. Concerns are reported immediately to the DLP or, where required, the DDLP/chairperson. Tusla and Garda contact details are kept readily available. |
| 2. | **Recruitment and engagement of employees, substitutes, student teachers, work-experience students and volunteers** | Risk of a child being harmed by an employee, student, volunteer or other person; risk of unsuitable personnel gaining access to children. | Statutory Garda vetting, declarations, undertakings, references, Teaching Council checks and Department recruitment requirements are followed as applicable. Roles and supervision arrangements are defined before commencement. A current list of mandated persons is maintained. New personnel receive safeguarding induction and the school code of conduct. |
| 3. | **Daily arrival, dismissal, recreation breaks and movement between the school buildings** | Risk of harm, bullying or unauthorised access due to inadequate supervision, particularly at entrances, exits, toilets and less-visible areas. | The Supervision Policy, staff rotas, agreed collection procedures, visitor controls and secure-access arrangements apply. Duty areas and handover responsibilities are clear. Late arrivals and early collections are recorded, and children are released only in accordance with authorised arrangements. |
| 4. | **Classroom teaching, support teaching and outdoor learning** | Risk of harm by school personnel or peers; risk from inadequate supervision or inappropriate conduct. | The Code of Professional Conduct, staff Code of Conduct, Supervision Policy, Code of Behaviour and Bí Cineálta Policy apply. Teaching is conducted in observable, accessible settings where practicable. Outdoor activities are risk-planned and appropriately supervised. |
| 5. | **One-to-one teaching, learning support, counselling and individual interventions** | Risk of harm or inappropriate relationship/communication in a one-to-one setting, especially for children with additional vulnerabilities. | One-to-one work is educationally justified, documented in the child's support arrangements where appropriate, and undertaken in an open, observable environment with an unlocked door and unobscured vision panel. Parents are informed where the support is in a one-to-one setting in the school support plan. Professional boundaries and approved communication channels are maintained. |
| 6. | **Care of children with special educational, medical or communication needs** | Heightened risk of harm not being recognised or disclosed; risk arising from dependency, communication barriers or particular medical vulnerability. | Individual support, medical and communication plans are agreed with parents/guardians and relevant professionals. Staff are briefed on each child's needs and means of communication. Reasonable accommodations, appropriate supervision and secure record-keeping are provided, with concerns referred promptly to the DLP. |
| 7. | **Intimate care, toileting assistance and toileting accidents** | Risk of harm, loss of dignity, inappropriate contact or inadequate supervision while a child receives intimate care. | A written individual intimate-care plan is agreed with parents/guardians and, where appropriate, the child. The child is supported to be as independent as possible. Two members of school personnel are involved where a child is unable to support themselves; privacy and dignity are protected; deviations or significant incidents are recorded and communicated in accordance with the plan. Suitable supplies are maintained. |
| 8. | **Use of toilets, changing rooms and showers, including swimming** | Risk of harm, bullying, inappropriate behaviour or inadequate supervision in private or less-visible areas. | Age-appropriate toileting and changing procedures are taught and monitored. No child is sent alone to an isolated toilet area. At swimming, staff maintain appropriate oversight without compromising privacy; adults do not assist a child in a private cubicle unless this is covered by an agreed care plan. Parent/guardian assistance or a written changing plan is arranged where required. |
| 9. | **School outings, tours, sporting events, religious ceremonies and use of off-site facilities** | Risk of harm by peers, school personnel, external personnel or members of the public; risk from inadequate supervision, transport, toileting or changing arrangements. | The School Tours/Outings, Supervision, Code of Behaviour, Health and Safety and Intimate Care procedures apply. Staffing, transport, emergency contacts, medication, headcounts, toilets and changing areas are planned in advance. External venues and providers are briefed on safeguarding expectations; children remain under school supervision. Parents are informed in advance of outings. |

| | List of School Activities | Risks Identified Against Each School Activity | Procedures/Measures in place to Mitigate Risk |
|---|---|---|---|
| **10.** | **External tutors, coaches, guest speakers, visitors and contractors during the school day** | Risk of harm or inappropriate contact by an external person; risk arising from unsuitable content or unsupervised access. | Identity, suitability, vetting and contractual requirements are checked as applicable. Content and arrangements are approved in advance. Visitors sign in, are identifiable and are supervised or appropriately restricted. A class teacher remains responsible for and ordinarily present with the class during externally delivered activities. |

| | List of School Activities | Risks Identified Against Each School Activity | Procedures/Measures in place to Mitigate Risk |
|---|---|---|---|
| **11.** | **After-school clubs, sporting activities and use of premises by external organisations** | Risk of harm, bullying, unclear safeguarding responsibility or inadequate collection, supervision and toileting arrangements. | Written agreements identify the service provider, safeguarding responsibility, vetting, insurance, supervision, attendance, collection, emergency and reporting arrangements. Providers receive relevant school procedures and know how to report concerns. Access to the remainder of the school is controlled. |
| **12.** | **SPHE, RSE and Stay Safe curricular provision** | Risk of harm not being recognised or disclosed because required prevention education is not implemented fully or consistently. | SPHE, RSE and the Stay Safe Programme are implemented in full in all classes using a whole-school plan. Provision is monitored by school leadership, teachers keep appropriate planning records, and parents receive relevant information. Disclosures are handled under the 2025 procedures. |
| **13.** | **Prevention of and response to bullying: including cyberbullying, identity-based bullying and racism** | Risk of physical, emotional or sexual harm through bullying, cyberbullying, racism, harassment or discriminatory behaviour. | The school's Bí Cineálta Policy and procedures, Code of Behaviour, SPHE/RSE/Stay Safe provision and supervision arrangements apply. Incidents are recorded, investigated and addressed in line with national procedures. The school promotes inclusion and anti-racism, consults pupils and parents, and refers child-protection concerns to the DLP. |
| **14.** | **Care of pupils with specific vulnerabilities, including migrants/EAL learners, Traveller and Roma pupils, children in care or on CPNS, minority-faith pupils, and LGBTQ+ pupils or pupils perceived to be LGBTQ+** | Risk of harm, isolation, racism, discrimination, bullying, unmet communication needs or failure to act on relevant safeguarding information. | Inclusive school, Bí Cineálta, Code of Behaviour, equality, EAL and SEN procedures apply. Staff use culturally responsive and accessible communication, monitor wellbeing and peer relationships, and liaise appropriately with parents/guardians and relevant agencies. CPNS and care information is restricted to personnel who need it and is stored securely. |
| **15.** | **Management of behaviours of concern and crisis situations, including physical intervention where unavoidable** | Risk of injury, inappropriate physical contact, punitive restraint or harm to the child, peers or school personnel. | The school follows the Department's Understanding Behaviours of Concern and Responding to Crisis Situations guidance. Prevention, de-escalation and individual planning are prioritised. Any physical intervention is a last resort, proportionate to immediate safety needs, recorded, reported to school leadership and communicated to parents/guardians in accordance with procedures. |
| **16.** | **Physical contact, administration of first aid, medication, food and drink** | Risk of inappropriate contact, medical harm, allergic reaction, neglect of need or breach of a child's dignity. | Physical contact is necessary, proportionate, child-centred, open and non-secretive. First Aid, Administration of Medication, allergy and intimate-care procedures are followed; consent, trained personnel, secure storage, administration records and emergency arrangements are maintained. Parents/guardians are informed as required. Where a plan is in place, parents sign and receive copy of plan. |
| **17.** | **Attendance, unexplained absence and child welfare monitoring** | Risk that welfare concerns, neglect or patterns indicating harm are not recognised or acted upon. | Attendance is recorded daily on Aladdin and monitored under the Attendance Policy and Education (Welfare) Act requirements. Concerning patterns are reviewed by the principal/DLP, parents are contacted, and referrals or reports are made to Tusla/TESS as appropriate. Safeguarding concerns are not delayed pending attendance thresholds. |
| **18.** | **Use of ICT, internet, email, learning platforms, social media, smartphones, smart watches and other personal devices** | Risk of access to harmful material, cyberbullying, grooming, unauthorised contact, recording, data sharing or inappropriate communication by a child or adult. | The Acceptable Use, Data Protection, Bí Cineálta and personal-device policies apply. Internet access is filtered and supervised; school-approved accounts and platforms are used; personal messaging between personnel and pupils is prohibited; pupil devices are not used or accessed during the school day except for an approved accommodation. Remote learning uses controlled links, waiting rooms and appropriate adult oversight. |

| | List of School Activities | Risks Identified Against Each School Activity | Procedures/Measures in place to Mitigate Risk |
|---|---|---|---|
| **19.** | **Photography, video, livestreaming, school communications and use of children's digital work** | Risk of unauthorised recording, identification, distribution, manipulation or misuse of a child's image, voice or personal information. | Consent and Data Protection procedures govern capture and publication. Only authorised school devices/accounts are used; access and retention are limited; no child is named with an image unless specifically authorised. Livestreams and recordings are risk-assessed and moderated. Concerns about harmful or manipulated content are reported promptly. Parents give permission on Aladdin. |
| **20.** | **Child-protection records, Board oversight and allegations concerning school personnel** | Risk of delayed action, loss or inappropriate disclosure of sensitive records, failure of oversight, or harm continuing where an allegation concerns an employee or volunteer. | The DLP maintains secure child-protection case files in accordance with Chapter 8 of the 2025 procedures. CPOR records are anonymised/redacted and Board minutes use unique identifiers. Chapter 7 and agreed disciplinary procedures apply to allegations. The Board has adopted the written protocol authorising immediate action where an employee must be immediately absented for safeguarding reasons. |

*The activities, risks and procedures above must be read together with the school's current policies and the Child Protection Procedures for Schools 2025.*

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 adopted/reviewed by the board of management on 05/10/2026 (most recent review date).

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| **Signed**:* | Peter Johnson | **Date**: 05/10/2026 |

*Chairperson of the board of management*

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| **Signed**:* | Bryan McCarthy | **Date**: 05/10/2026 |

*Principal/Secretary to the board of management*

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on Septmber/October 2027 (expected review date).

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**Crab Lane**
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**T12 WA02**

**Roll No.: 15781P**

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

This may be in the form of specifying the online location for the procedures (Department of Education and Youth website www.gov.ie/childprotectionschools and/or the school website), providing a link to the Children First National Guidance 2017 Children_First_National_Guidance_2017.pdf, and stating the number and location of hard copies of these procedures available in the school.

Online copies:
- Department of Education and Youth: www.gov.ie/childprotectionschools
- School website: www.ballintemplens.com

Hard copies:
- A hard copy of the current procedures and guidance will be provided to each staff member
- A reference copy will be retained in the principal's office and school notice board.

The principal will ensure that the current versions of the Child Protection Procedures for Schools 2025, Children First: National Guidance 2017 and its 2019 and 2025 addenda are available at these locations.