An Roinn Oideachais
agus Óige
Department of Education
and Youth

Child Protection Safeguarding Booklet



Child Protection Safeguarding Booklet

The board of management should refer to Chapter 9 of the procedures when developing and reviewing the school's Child Safeguarding Statement and Risk Assessment.

The templates in this booklet are provided to support schools in keeping children safe by ensuring that essential steps are taken and necessary information is recorded.

The templates are available to download from www.gov.ie/childprotectionschools. Please check this website regularly to ensure that you are using the most up to date versions available.

Templates

The following templates must be used

CSS 1 Child Safeguarding Statement and Risk Assessment
CSS 2 Review of the Child Safeguarding Statement and Risk Assessment
CSS 3 Notification Regarding the board of management's Review of the Child Safeguarding Statement and Risk Assessment

Schools must provide a student-friendly version of the child safeguarding statement so that children know what to do or who to speak to if they have a concern. Please refer to chapter 9 for details of what needs to be included. The templates below can be used and edited to suit the school context.

CSS 4(a) Student-Friendly Child Safeguarding Statement – Primary
CSS 4(b) Student-Friendly Child Safeguarding Statement – Post-Primary

Additional Supports

The supports listed below are designed to assist schools in the essential actions of developing a Child Safeguarding Statement and Risk Assessment, conducting their annual review, and retaining details of training. The material within these supports can be used and/or edited as required to suit the individual needs of the school.

CSS 5 Student Review of the Child Safeguarding Statement and Risk Assessment
CSS 6 Staff Review of the Child Safeguarding Statement and Risk Assessment
CSS 7 Parent/Carer Review of the Child Safeguarding Statement and Risk Assessment
CSS 8 Record of Child Protection Training

Adopting the School's Child Safeguarding Statement and Risk Assessment

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

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

CSS1
Child Safeguarding Statement and Risk Assessment

For:	**Our Lady of LourdesNS**	*(School Name)*
At:	**Rosbrien, Limerick**	*(School Address)*

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):

Mary Maguire

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

Tracy Fitzgerald

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

Name of Relevant Person

Mary Maguire

(In schools this person is the DLP)

Relevant Person can be contacted on:

0876322467	*ourladyoflourdesrb@gmail.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:

Katherine Kirby

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

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

☒Recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations.

☒ Fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children.

☒Fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters.

☒Adopt safe practices to minimise the possibility of harm happening to children and protect members of school personnel from the necessity to take unnecessary risks that may leave themselves open to accusations of child abuse.

☒Develop a practice of openness with parents and encourage parental involvement in the education of their children.

☒Fully respect confidentiality requirements as set out in the Child Protection Procedures for Schools 2025 in dealing with child protection matters.

☒Adhere to the above principles in relation to any vulnerable adult.

Procedures and Measures in Place

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Child Safeguarding Risk Assessment

Our Lady of Lourdes N.S. Roll No. 19667o

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
1.	Daily arrival and dismissal of pupils	Pupils being unsupervised or leaving with an unauthorised person.	Pupils are not permitted to enter school grounds until 8.45 am. • Only authorised adults may pick up students unless the parent has informed the class teacher otherwise.
2.	Recreation breaks for pupils	Pupils leaving the yard or hurting/injuring another child.	• A teacher and an SNA supervise during breaks. • Pupils are confined to the astroturf, field and yard. • Pupils cannot leave the yard without permission. • The main school doors are locked to prevent pupils from returning unsupervised.
3.	Classroom teaching	Pupils being left unsupervised or leaving the school unnoticed.	• Each teacher supervises their own class or an available adult; if none is available, follow our Supervision Policy. • Main school door is kept locked at all times to prevent children from leaving unnoticed.
4.	One-to-One Teaching	Safeguarding concerns arising when a teacher is alone with a pupil.	• Appropriate staff vetting. • Safeguarding and CP policies followed. • Teacher and pupil are visible to other staff at all times.
5.	One-to-One Teaching and Learning Support	Safeguarding concerns when the teacher is alone with a pupil.	• Appropriate staff vetting. • Follow safeguarding and CP policies. • Sessions take place in the SET room with a large glass panel on the door where teacher and pupil are visible to other staff.
6.	Outdoor teaching activities	Pupils leaving the yard or hurting/injuring another child. Pupils being left unsupervised.	• Teachers supervise and teach their class as if indoors, in line with our Supervision Policy. • Pupils may not enter the school without permission.
7.	Outdoor Sporting Activities	Safeguarding concerns arising from unvetted external coaches. Pupils left unsupervised. Risk of hurting/injuring one another.	• Appropriate vetting of external coaches. • Class teacher also present during outdoor sporting sessions.
8.	School outings, e.g., School Tour, Visit to local Library, outdoor walks/cycles	Pupils getting lost, accidents. Inadequate supervision ratio. Medical emergencies. Safeguarding concerns with strangers. Behavioural incidents. Risk of meeting animals while outdoors, e.g., dogs, bulls, etc.	• Risk assessment for each outing. • Qualified and vetted instructors engaged. • First Aid kits and emergency contact procedures in place. • Safe transport and seatbelt use. • Helmets and safe equipment. • Contact neighbours to put dogs/animals in while the activity is in progress.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
9.	Use of toilet area in school	Pupils hurting/injuring others there. Accidents on the wet floor. Climbing the wall to look into the other cubicle. Property. Turning off the lights and locking others into the cubicle.	• Only one pupil at a time. • During breaks, pupils need permission to go to the toilet. • The teacher checks on pupils who are at the toilet for long periods. • The SNA will check on their assigned pupil if they do not return or need help.
10.	Annual Sports Day	Pupils left unsupervised. Medical emergencies or accidents. Hot weather results in heat stroke. Risk of uninvited adults turning up to watch.	• All staff are Garda Vetted. • Appropriate supervision ratio for each event. • First Aid kit available. • Frequent water breaks in warm weather. • Medical emergency procedures in place. • No parents/guardians or unauthorised adults allowed to spectate.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
11.	Use of off-site activities for school activities, e.g., swimming pool, track/field, local hall, local pitches, parks.	Inadequate supervision ratio. Pupils leaving with unauthorised people. Pupils leaving without informing staff. Unvetted instructors. Medical emergencies. Accidents. Behavioural incidents. Safeguarding risk when changing or showering at the pool.	• Appropriate supervision ratio per number of pupils. • Medical emergency procedures and First Aid kit in place. • Fully vetted instructors. • Class teacher present. • Inform parents about leaving, dropping, and collecting procedures. • Class teacher supervises the shower/changing area to keep pupils safe from public use.
12.	School transport arrangements	Uninsured bus or driver. Driver under the influence of another substance. Non-working seat belts. Safety concerns. Late arrival or collection and accidents.	• Reputable bus company. • Undertaking from the bus company that drivers are reliable and sober. • Functioning seat belts. • Bus driver contact for late/early arrivals. • Contacts for parents to inform of early/late arrival. • First Aid kit for accidents and emergencies.
13.	Care of pupils with SEN, including intimate care where needed	Safeguarding concerns. Loss of pupil dignity. Injury to pupil. Failure to follow healthcare plans. Poor hygiene practices—insufficient staffing. Challenging behaviour. Stressors during intimate care. Lack of language to report. Not following toileting plan.	• Staff are familiar with and trained in CP procedures. • Staff are vetted. • 2 staff members carry out any toileting/intimate care needs. • All healthcare and toileting plans are visible to pupil, parent, and adult. • Correct hygiene practices are followed. • Use manual handling only if necessary.
14.	Administration of medicine	Inadequate staff training. Medical emergency procedures are not followed. Medicines are expired. No clear plan or policy.	• Ensure staff training in the medical area. • Follow medical emergencies procedure and policy. • Follow the Administration of Medicines policy. • Liaise with the child's parents for medical updates. • Check the medicine expiry date.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			• Keep clear notes during each medical intervention.
15.	Administration of First Aid	Inadequate staff training. Medical emergency procedures not followed. First Aid kits not adequately filled.	• Frequent staff training. • First Aid boxes regularly replenished. • Establish a clear medical emergency protocol and keep it visible.
16.	Curricular provision in respect of SPHE, RSE, Stay Safe	Inappropriate content being delivered. Sensitive topics causing distress. Failure to deliver the programmes consistently. Pupils not receiving appropriate messages about body safety, consent, etc. Failure to respond when a disclosure is made. Pupils not feeling comfortable participating or asking questions. Inappropriate discussions between pupils arising from sensitive topics. Parents/Guardians not being adequately informed. Staff lacking in confidence, training or consistency in delivering sensitive material. Failure to maintain appropriate boundaries during discussion. Failure to identify concerns relating to abuse, neglect, bullying, inappropriate sexual behaviour or online safety that emerge through the programme.	• SPHE, RSE and Stay Safe are delivered in accordance with the DES curriculum requirements and relevant school policies. • The school implements and regularly reviews its RSE policy, Child Safeguarding Statement and Risk Assessment, Bí Cineálta, and SPHE policy/plans. • The school uses age- and developmentally appropriate content and resources. • Teachers receive appropriate guidance/training in delivering sensitive aspects of SPHE/RSE. • Lessons are delivered in a safe, respectful, and inclusive environment where pupils can ask questions without embarrassment. • No promise of confidentiality is made where a pupil discloses a safeguarding concern. • The school handles any disclosure in accordance with its safeguarding procedures and reports it to the DLP. • Parents are informed about the school's RSE provision and curriculum content in accordance with school procedures. • Resources are reviewed before use. • The school appropriately vets external providers, and the principal agrees to their contribution in advance. • Provision is adapted for pupils with SEN. • Online safety is addressed appropriately within SPHE/Stay Safe provision.
17.	Prevention and dealing with bullying amongst pupils.	Risk of physical, emotional or psychological harm to pupils arising from bullying, including physical, verbal, relational, discriminatory and cyberbullying and the risk that bullying behaviour is not identified, reported, recorded or addressed appropriately.	• School's Bí Cineálta policy to address bullying behaviour is implemented and reviewed regularly. • Clear procedures for pupils to report bullying or concerns. • Regular teaching through SPHE, Stay Safe and RSE on respect, relationships, empathy, inclusion, friendship, conflict resolution and online safety. • Clear expectations regarding respectful behaviour communicated to pupils, staff and parents and through our Positive Code of Behaviour. • Appropriate supervision of pupils as per our Supervision Policy. • Staff are familiar with the signs of

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			bullying. • Incidents and concerns are recorded and monitored appropriately. • Parents/guardians are informed and involved where appropriate. • Appropriate interventions such as the Restorative Practice approach are used. • Additional supports or individual plans are provided for pupils who may be vulnerable. • The school promotes a strong ethos of respect, responsibility, resilience, and inclusivity.
18.	Training of school personnel in child protection matters	The risk that school personnel do not have sufficient knowledge, awareness or training in child protection or safeguarding procedures. Failing to recognise, respond to, record or report concerns appropriately, e.g., failure to recognise signs or indicators of abuse or neglect. Failure to report a concern to the DLP. Inadvertently asking leading questions or investigating a disclosure themselves. New or substitute staff being unfamiliar with safeguarding procedures. Failure to maintain appropriate records and confidentiality. Inconsistent safeguarding practice between staff members.	• All school personnel receive appropriate child safeguarding training and awareness. • The DLP and DDLP are clearly identified and their roles communicated to staff. • Staff are familiar with the Child Safeguarding Statement, Risk Assessment, and Child Protection Procedures. • Mandatory training requirements are monitored and training records maintained. • New, substitute and temporary staff are made familiar with the CP procedures in the school. • Staff are made aware of their responsibilities as mandated persons. • Staff must not promise confidentiality where a CP issue arises. • Training and procedures are reviewed regularly and updated where necessary. • The DLP maintains appropriate records of CP concerns and actions taken. • Safeguarding responsibilities are reinforced through regular staff meetings and professional development.
19.	Use of external personnel to supplement the curriculum and support sports and other extra-curricular activities e.g. EDNIP, Equine programme, UL Engage programme, HAPPEE program, Wellbeing Practitioner, basketball, swimming, GAA, Fundamental Movement Skills coaches	Risk that extra personnel are not vetted. Inappropriate behaviour or safeguarding concerns involving extra personnel. Lack of clarity regarding supervision and responsibility for pupils. Inappropriate physical contact or breaches of professional boundaries. Unsupervised access to pupils. Inadequate communication between school staff and external providers.	• Appropriate Garda Vetting completed before working with pupils. • References and qualifications checked where appropriate. • External personnel provided with the school's Child Safeguarding Statement and relevant safeguarding procedures. • Clear agreement of roles and responsibilities and expected standards of behaviour. • No unsupervised access to pupils. • Staff remain responsible for pupil welfare and safeguarding. • External providers/activities are risk assessed in advance. • Report any concerns or incidents immediately through the school's safeguarding procedures.
20.	Care of pupils with specific vulnerabilities/needs	Failure to recognise or respond appropriately to the specific needs or vulnerabilities of a pupil. Increased risk of abuse, neglect,	• Individual risk assessments and care plans. • Appropriate supervision and support provided according to individual need.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		bullying or exploitation of vulnerable pupils. Inadequate supervision or inappropriate support for pupils with additional care or communication needs. Failure to communicate relevant information between staff, resulting in inconsistent or unsafe care.	• Staff made aware of pupils' specific vulnerabilities and relevant safeguarding procedures, while maintaining confidentiality. • Appropriate staff training in SEN, medical, communication and safeguarding needs. • Clear procedures for reporting and responding to concerns, disclosures or changes in a pupil's presentation. • Regular communication between relevant school staff, parents/guardians and external professionals where appropriate.
21	Pupils from ethnic minorities/migrants or members of the Traveller community.	Risk of discrimination, bullying, exclusion or misunderstanding of cultural/language needs affecting pupils from ethnic minority, Traveller communities or migrant backgrounds.	• Inclusive, respectful school ethos and anti-bullying procedures. • Support for language and communication needs where required. • Staff awareness of cultural differences and equality/safeguarding responsibilities. • Concerns or disclosures dealt with through the school's normal safeguarding and child protection procedures.
22	Lesbian, gay, bisexual or transgender (LGBT) children or pupils perceived to be LGBT.	Risk of bullying, discrimination, exclusion or harassment affecting pupils of LGBT parents and pupils who are LGBT or perceived to be LGBT.	• Inclusive school ethos promoting respect, dignity and equality. • Anti-bullying procedures and appropriate supervision in place. • Staff awareness of discrimination, bullying and safeguarding concerns. • Concerns and disclosures responded to promptly in accordance with the school's safeguarding and child protection procedures. • Appropriate support provided to individual pupils where needs arise.
23	Pupils of minority religious faiths	Risk of bullying, discrimination, exclusion or harassment affecting pupils from minority religious backgrounds. Risk that religious practices, beliefs or dietary requirements may not be appropriately accommodated.	• Inclusive school ethos promoting respect, dignity and equality. • Anti-bullying procedures and appropriate supervision in place. • Staff awareness of discrimination, bullying and safeguarding concerns.
24	Children in care or on Tusla's Child Protection Notification System (CPNS)	Risk of safeguarding concerns. Emotional distress or disruption. Risk that relevant information about the child's circumstances, placements or authorised contacts is not appropriately communicated to staff. Risk of inappropriate disclosure of confidential information. Risk of unauthorised contact with or collection of a child by a person who does not have permission to do so, including an unauthorised person attending the school.	• Share relevant care/protection plans appropriately with the DLP and staff who need to know. • Clear arrangements for authorised contacts, collection, and communication with parents/foster parents/carers. • Liaise with Tusla and other relevant professionals where appropriate. • Staff maintain confidentiality and understand the child's particular safeguarding needs. • The school is informed immediately of any changes to custody, access, or collection arrangements. • Concerns are dealt with promptly through the school's safeguarding procedures.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
25	Children with medical needs.	Risk of being isolated or bullied due to the nature of the child's medical needs. Risk of a medical emergency or deterioration during the school day. Risk of incorrect or delayed response to a pupil's medical needs. Risk of staff being unaware of the pupil's specific requirements.	• Individual healthcare/medical plans in place and regularly reviewed. • Relevant staff are informed and appropriately trained in the pupil's needs. • Required medication and emergency equipment are readily accessible. • Clear procedures for responding to a medical emergency and contacting parents/emergency services are in place. • Appropriate communication with parents and relevant healthcare professionals regarding changes in the pupil's needs.
26	Recruitment of school personnel including teachers/SNAs, caretakers and secretaries.	Safeguarding concerns arising from recruiting unsuitable or unvetted personnel. Risk of appointing personnel without the required qualifications, skills or experience. Risk of inappropriate conduct or safeguarding concerns arising from staff appointments.	• Recruitment and selection procedures prescribed by St. Senan's Office are adhered to. • Garda Vetting and required pre-employment checks are completed before appointment. • Qualifications, references and relevant experience are verified. • Clear job descriptions and selection criteria are used. • Appropriate interview and selection procedures are followed and documented. • Safeguarding responsibilities and professional standards are communicated to all newly appointed personnel.
27	Volunteers/Parents in school activities.	Risk of safeguarding concerns arising when parents or volunteers access pupils without appropriate Garda vetting. Risk of inappropriate conduct or inadequate professional boundaries.	• Parents/volunteers are not permitted to participate in school activities involving pupils unless appropriately Garda vetted. • Vetting is completed before any parent/volunteer undertakes a role requiring access to pupils. • Any vetted volunteers work under the direction and supervision of school staff. • Clear expectations regarding conduct, confidentiality and professional boundaries are communicated.
28	Visitors/contractors present in school during school hours	Risk of unauthorised or unsupervised access to pupils by visitors or contractors. Risk of inappropriate conduct or safeguarding concerns arising while contractors are on the premises.	• Visitors and contractors are signed in and supervised by school staff while on the premises. • Access to pupils is restricted or not allowed. • Contractors are not left unsupervised where avoidable. • Staff restrict and manage contractors requiring unsupervised access, such as pest control or electricity personnel. • All visitors are made aware of child safeguarding requirements.
29	Participation by pupils in religious ceremonies/religious instruction outside the school.	Insufficient supervision or pupils becoming separated from the group. Inappropriate behaviour or disruption during the ceremony/instruction. Unauthorised photography or recording of pupils during the ceremony.	• Appropriate adult-to-pupil supervision maintained at all times. • Venue and arrangements assessed in advance, including access, exits, toilets, and emergency procedures. • Safe travel arrangements for bus

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		Risk of unforeseen incident at the external venue. Medical, dietary, intimate care needs or additional needs not being adequately supported.	travel. • Relevant pupil medical, SEN, care and safeguarding needs identified and communicated to supervising staff. • Staff remain responsible for pupils throughout the activity and follow the school's Child Safeguarding and supervision procedures. • Parents/guardians informed of arrangements and required permissions obtained. • Photography managed in accordance with the school's GDPR/photo consent procedures. • Emergency contact details and necessary medication available when required. • Any concerns or incidents reported and dealt with in accordance with school procedures.
30	Use of ICT by pupils in school.	Access to inappropriate or harmful online content. Inappropriate communication, cyberbullying or misuse of social media—sharing of personal information, photographs or other data. Contact with inappropriate persons online. Malware, phishing or unsafe websites/downloads. Excessive or inappropriate use of devices. Damage to or misuse of school ICT equipment.	• Appropriate internet filtering and security controls in place. • Pupils are supervised when using ICT and age-appropriate websites/apps are used. • School AUP communicated to parents and pupils and reviewed regularly. • Regular teaching of online safety, digital citizenship and responsible ICT use. • Personal information, photographs and passwords protected in accordance with GDPR and school procedures. • Staff monitor appropriate use of devices and address any concerns promptly. • Devices are kept secure, and pupils are instructed in their safe and responsible use.
31	Application of sanctions under the school's Code of Positive Behaviour, including detention of pupils, confiscation, etc	Sanction is disproportionate, inconsistent or perceived as unfair. Escalation of challenging behaviour or conflict between pupil and staff. Embarrassment, humiliation or distress for the pupil. Exclusion from the yard resulting in inadequate supervision or leaving a pupil unsupervised. Confiscation of personal property causing conflict or loss/damage to property. Sanctions failing to take account of a pupil's additional needs or individual circumstances. Sanctions being applied without appropriate recording, communication or follow-up. Potential safeguarding concerns where a pupil is removed from their normal setting.	• Sanctions are applied consistently, fairly and proportionately in accordance with the school's Code of Positive Behaviour. • Staff use Restorative Practice approaches where appropriate. • Withdrawal from activities is appropriately supervised and for a timed, reasonable period. • Confiscated items managed securely and returned in accordance with school policy. • Individual needs, SEN and relevant circumstances considered before sanctions are applied. • Serious or repeated incidents referred to the principal and parents informed where appropriate as per the school's Code of Positive Behaviour. • Sanctions and significant incidents recorded and monitored using our Incident/Accident template. • Pupils allowed to understand the reason for the sanction and, where appropriate, to repair and

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
			restore the relationships to resolve the issue.
32	Students participating in work experience in the school	Safeguarding concerns arising from interaction with younger pupils. Inappropriate communication or behaviour towards pupils. Lack of understanding of professional boundaries and confidentiality. Unsupervised access to pupils, school records, personal information or ICT systems. TY student being placed in a situation beyond their age, experience or competence. Disruption to teaching and learning. Student teacher does not understand school procedures. Concerns about the student teacher's conduct or suitability.	• Work experience arranged through the secondary school and agreed in advance with Annagh NS. • Appropriate safeguarding/Garda Vetting requirements clarified and completed where applicable before placement. • TY students receive an induction on arrival, including child safeguarding, confidentiality, professional boundaries, appropriate conduct and ICT/mobile phone use. • Students work under the direction of the relevant school staff and are never left in sole charge of pupils. • Confidential information and school systems are restricted. • Clear, age-appropriate duties timetabled and agreed in advance and activities supervised. • Any concerns or incidents reported immediately to the principal and the student's school contacted where necessary. • Clear procedures for reporting safeguarding, behavioural, health and safety concerns to the class teacher, principal or college. • Students do not independently undertake duties outside their competence.
33	Student teachers undertaking placement in the school	Unsupervised access to pupils. Child safeguarding concern or inappropriate conduct. Student teacher lacks experience or competence to manage a class safely. Inappropriate behaviour management or use of sanctions. Inappropriate physical contact. Confidentiality/data protection breach. Inappropriate use of ICT/social media. Inadequate awareness of pupils with additional/medical needs. Disruption to teaching and learning. Student teacher injured or involved in an accident.	• Garda vetting and placement requirements verified before commencement. • Formal induction and familiarisation with relevant school policies and procedures. • Appropriate mentoring and supervision by the class teacher. • Student teacher works within the agreed scope of the placement and does not independently undertake duties outside their competence. • Compliance with Child Safeguarding Statement, Code of Positive Behaviour, GDPR, AUP, Health and Safety and other relevant policies. • No unauthorised photography, recording or social-media activity. • Clear procedures for reporting safeguarding, behavioural, health and safety concerns to the class teacher, principal or college.
34	Use of video/photography/other media to record school events	Unauthorised recording or photographing of pupils. Breach of GDPR/data protection or parental consent requirements. Images or recordings being shared on social media platforms or other platforms without permission. Identification or exposure of	• Photography/video only where appropriate parental/guardian consent is in place and in accordance with school policy. • Recording only undertaken by authorised school staff/persons using approved school equipment where possible.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
		vulnerable pupils. Recording of inappropriate or sensitive incidents. Use of personal devices or cloud storage outside the school's control.	• Where an event is recorded on a staff member's personal device, the images are immediately sent to the secretary's drive and then deleted from the device. • No recordings of pupils who do not have appropriate consent. • Images/videos stored securely and accessed only by authorised personnel. • No sharing on personal social media accounts or personal devices/cloud storage. • Particular care taken regarding pupils who may be vulnerable or whose identity must be protected. • Clear procedures for deletion/retention of photographs and recordings in line with the school's GDPR requirements. • Staff, students on placement and visitors reminded of the school's AUP and GDPR requirements.
35	After-school use of school premises by 3rd parties	Unauthorised access to the school or access to areas not required for the activity, e.g. classrooms and the school office. Child safeguarding concerns arising from 3rd party personnel having access to pupils. Accidents or injuries to pupils, staff or members of the public. Inappropriate use of school equipment, facilities or property. Damage to school premises or equipment. Fire, emergency or evacuation procedures not being followed. Inadequate supervision or failure to respond appropriately to an incident. Confidential information, pupil records or school property being accessed. Disputes regarding responsibility, insurance or liability.	• Use of premises is subject to prior approval and a clear written agreement setting out responsibilities, times, areas used and conditions of use. • 3rd parties provide appropriate insurance, safeguarding/vetting documentation and risk assessments, where applicable. • 3rd parties are registered with TUSLA and are appropriately qualified and experienced. • Access is restricted to agreed areas such as the school hall, the SET room, the back and front yards and the astroturf. The classrooms and office remain secured. • The agreed times are from 7.45 am to 8.45 am and from 1.40 pm to 4.40 pm. The school remains secured outside of these times. • 3rd parties are responsible for appropriate supervision of children attending the facility as per their own policies. • Clear procedures for sign-in, access, collection of children, emergency contacts and incident reporting as per their own policies. • School equipment and confidential information are not accessible unless specifically authorised. • Premises and equipment are checked before/after use, with damage or hazards reported promptly. • Clear arrangements are in place regarding securing the premises and returning the school to its normal condition for the following day. • The BOM of Annagh NS retains the right to withdraw permission where agreed conditions are not followed.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
36	DEIS Plus Summer Provision/DEIS Plus Summer Camps	Child safeguarding concerns or inadequate supervision. Accidents or injuries during activities, particularly outdoor activities and trips. Medical emergencies, including allergies and individual medical needs.	• Appropriate staffing and supervision ratios maintained throughout the programme. • All participating staff are appropriately vetted and familiar with the school's Child Safeguarding Statement and relevant policies. • Programme and activities are planned. • Staff are never left in sole charge of the pupils. • Confidential information and school systems are restricted. • Clear, age-appropriate duties are timetabled and agreed in advance, and activities are supervised. • Any concerns or incidents reported immediately to the principal and the student's school contacted where necessary.
37	Weapons/ or objects used as a weapon being brought into the school	The possibility of a pupil, parent, visitor or other individual bringing an object onto the school premises that could be used as a weapon, resulting in the potential for physical injury, intimidation, threats or harm to pupils or staff	Clear procedures in place. Staff are instructed to report any concerns immediately to the principal/deputy principal. Any suspected weapon or dangerous object is treated seriously. Staff will prioritise the safety of pupils and others, avoid handling the object, secure the area where appropriate and contact the Gardaí and emergency services where necessary. Parents/Guardians are informed as appropriate. The incident is recorded and managed in accordance with school policies and Department of Education guidance.

Additional pages may be added as required

Examples of Activities, Risks and Procedures

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

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

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

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

Online Safety

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

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

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

Examples of School Activities which schools may draw from, as appropriate

1. Daily arrival and dismissal of pupils
2. Recreation breaks for pupils
3. Classroom teaching
4. One-to-one teaching
5. One-to-one learning support
6. One-to-one counselling
7. Outdoor teaching activities
8. Online teaching and learning remotely
9. Sporting activities
10. School outings
11. School trips involving overnight stay
12. School trips involving foreign travel
13. Use of toilet/changing/shower areas in schools
14. Use of flexible seatimg mats to support regulation in classrooms
15. Annual Sports Day
16. Fundraising events involving pupils
17. Use of off-site facilities for school activities
18. School transport arrangements including use of bus escorts
19. Care of children with special educational needs, including intimate care where needed
20. Care of any vulnerable adult students, including intimate care where needed
21. Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
22. Management of provision of food and drink
23. Administration of medicine
24. Administration of First Aid
25. Curricular provision in respect of SPHE, RSE, Stay Safe
26. Prevention and dealing with bullying amongst pupils
27. Training of school personnel in child protection matters
28. Use of external personnel to supplement curriculum
29. Use of external personnel to support sports and other extra-curricular activities
30. Care of pupils with specific vulnerabilities/needs
31. Pupils from ethnic minorities/migrants
32. Members of the Traveller community

33. Lesbian, gay, bisexual or transgender (LGBT) children
34. Pupils perceived to be LGBT
35. Pupils of minority religious faiths
36. Children in care
37. Children on Tusla's Child Protection Notification System (CPNS)
38. Children with medical needs
39. Recruitment of school personnel including teachers/SNAs, caretakers/secretaries/cleaners and sport coaches
40. External Tutors/Guest Speakers
41. Volunteers/Parents in school activities
42. Visitors/contractors present in school during school hours
43. Visitors/contractors present during after-school activities
44. Participation by pupils in religious ceremonies/religious instruction external to the school
45. Use of Information and Communication Technology by pupils in school, including social media
46. Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.
47. Students participating in work experience in the school
48. Students from the school participating in work experience elsewhere
49. Student teachers undertaking training placement in school
50. Use of video/photography/other media to record school events
51. After-school use of school premises by other organisations
52. Use of school premises by other organisations during school day
53. Breakfast club
54. Homework club/evening study
55. Children attending boarding schools or living away from home

Examples of Risks of Harm

- 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 harm where members of school personnel have not received appropriate training
- 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 a member of school personnel, a member of staff of another organisation or other person while a child is participating in out-of-school activities, e.g. school trip, swimming lessons
- 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 left unsupervised for long periods of time in breakout rooms
- 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
- Risk of harm due to inappropriate relationship/communications between a child and another child or adult
- Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to children with special educational needs who have particular vulnerabilities, including medical vulnerabilities
- Risk of harm to child while a child is receiving intimate care
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, counselling, coaching situations
- 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/circulating inappropriate material via social media, texting, digital device or other manner
- Risks where children are living away from home or attending boarding facilities

These are examples of policies and procedures that may be used to address Risks of Harm

1. All school personnel are provided with a copy of the school's Child Safeguarding Statement and Risk Assessment
2. The Child Protection Procedures for Schools 2025 are made available to all school personnel
3. School personnel are required to adhere to the Child Protection Procedures for Schools 2025 and all registered teaching staff are required to adhere to the Children First Act 2015 as well as supporting the continued implementation of the best practice guidance set out in Children First: National Guidance for the Protection and Welfare of Children 2017 and its addenda, including the Addendum to Children First 2019 and 2025
4. 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
5. The school implements in full the Stay Safe Programme
6. The school implements in full the Social, Personal, and Health Education (SPHE) curriculum

7. The school implements in full the Wellbeing Programme at Junior Cycle
8. School authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's 'Bí Cineálta' procedures to prevent and address bullying in schools and as outlined in Circular 55/2024
9. The school has complied with the Understanding Behaviours of Concern and Responding to Crisis Situations developed by the Department of Education and Youth to address uncertainty for staff on how to respond when facing crisis situations where there are concerns regarding physical safety
10. The school undertakes anti-racism awareness initiatives
11. The school has a yard/playground supervision policy to ensure appropriate supervision of children during assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
12. The school has in place a policy and clear procedures in respect of school outings
13. The school has a health and safety policy
14. The school adheres to the requirements of the Garda vetting legislation
15. The school adheres to the relevant Department of Education and Youth circulars in respect of recruitment
16. The school has a code of conduct for school personnel (teaching and non-teaching staff)
17. The school complies with the agreed disciplinary procedures for teaching staff
18. The school has a special educational needs policy
19. The school has an intimate care policy/plan in respect of students who require such care
20. The school has in place a policy and procedures for the administration of medication to pupils
21. The school has provided each member of school staff with a copy of the school's Child Safeguarding Statement and Risk Assessment
22. The school ensures all new personnel are provided with a copy of the school's Child Safeguarding Statement and Risk Assessment
23. The school encourages personnel to avail of relevant training
24. The school encourages board of management members to avail of relevant training
25. The school maintains records of all personnel and board member training
26. The school has in place a policy and procedures for the administration of First Aid
27. The school has in place a code of behaviour for pupils
28. The school has an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents
29. The school has in place a policy governing the use of smartphones and tablet devices in the school by pupils as per Circular 38/2018 and the national guidelines
30. The school has in place a Critical Incident Management Plan
31. The school has in place a Home School Liaison policy and related procedures

32. The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
33. The school has in place a policy and procedures for the use of external sports coaches
34. The school has in place a policy and clear procedures for one-to-one teaching activities
35. The school has in place a policy and procedures for one-to-one counselling
36. The school has in place a policy and procedures in respect of student teacher placements
37. The school has in place a policy and procedures in respect of pupils undertaking work experience in the school
38. The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations
39. The school has in place a policy in relation to assisting members of school personnel in respect of disclosures of retrospective abuse
40. The school has considered the questions in Appendix 1 of the Child Protection and Safeguarding Procedures for Boarding Facilities Associated with Recognised Schools 2023 and implemented the necessary risk mitigation measures

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 23rd September 2026.

Signed:*	Katherine Kirby	**Date**: 11/11/2026

Chairperson of the board of management

Signed:*	Mary Maguire	**Date**: 11/11/2026

Principal/Secretary to the board of management

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on September 2027.

** Document to be printed and signed with original signatures*

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

Department of Education and Youth website www.gov.ie/childprotectionschools

Children First National Guidance 2017 Children_First_National_Guidance_2017.pdf

School Website: http/www.ourladyoflourdesrosbrien.ie

Hard copies available in the school foyer and in the principal's 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 and Children First National Guidance 2017, the Addendum to Children First (2019) and 2025, Children First National Guidance 2017, the Addendum to Children First (2019) and (2025), and the Child Protection Procedures for Schools 2025.

Designated Liaison Person

Name:	Mary Maguire
Date Appointed:	01/09/2026

Relevant Person

(In schools this is the DLP)

Name:	Mary Maguire
Contact details:	0876322467
Date Appointed:	01/09/2026

Deputy Designated Liaison Person

Name:	Tracy Fitzgerald
Date Appointed:	11/11/2016

Contact details for Tusla

Contact Name

Roisin Fitzgerald

Address

St, Josephs Hospital, Mulgrave Street Limerick

Contact Number

061 607100

Contact details for An Garda Síochána

Contact Name

Address

Roxboro Garda Station, Limerick

Contact Number

061 214340

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:

March 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 entrances to school.

(b) Is there a student-friendly version, with a photograph of the Designated Liaison Person, displayed beside the Child Safeguarding Statement and Risk Assessment?

☒ Yes

(c) Other than displaying in a prominent place near the main entrance to the school, how have students been made aware of the student-friendly version?

☒ Displayed at all student entrances

☒ On school website

☐ School journal

☒ Other: (please state)

School assembly

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: October 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: 11/11/2026

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

8. How has the Board sought the feedback of parents, students and school personnel (teaching and non-teaching) on the Child Safeguarding Statement and Risk Assessment?

Has the school engaged with each of the above through, for example, a meeting or survey. The support documents CSS 5, CSS 6 and CSS 7 can be used to support this engagement. Details of how feedback was sought should be outlined below.

(a) Parents

Meeting with parents' council, information on school website 8/11/26

(b) Students

Meeting with student council 10/11/26

(c) School Personnel

Croke Park meetings and via Aladdin ap

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:

Not applicable at present

10. Outline details of how areas for improvement have been adequately addressed including whether an action plan with appropriate timelines has been put in place:

11. Has the template for Notification regarding the board of management's review of the Child Safeguarding Statement and Risk Assessment been used to inform the school

community and relevant parties that they have fulfilled their statutory obligation to annually review the school's Child Safeguarding Statement and Risk Assessment?

☒ Yes ☐ No ☐ N/A

Training

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

DLP:Mary Maguire	Date:05/09/2025 09/12/2025

DDLP:	Date: 09/12/2025

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

Chairperson attended training on June 2026

Staff Rep attended training on 09/12/2025

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?

Principal keeps a record of all training certificates and dates of relevant training.

Child Protection Oversight Report (CPOR)

15. Has the Board received a Principal's Child Protection Oversight Report (CPOR) at every ordinary meeting of the Board held since the last review of the Child Safeguarding Statement was undertaken which contains all the information required under each of the

four headings set out in Section 12.3 of the Child Protection Procedures for Schools 2025?

☒ Yes ☐ No

16. Since the Board's last review of the Child Safeguarding Statement, if there have been cases presented for oversight as part of the CPOR, has the Board been provided with and reviewed all records relevant to the CPOR?

☐ Yes ☐ No ☒ N/A

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

☐ Yes ☐ No ☐ N/A

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

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

☒ Yes ☐ No ☐ N/A

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

☒ Yes ☐ No ☐ N/A

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

☒ Yes ☐ No ☐ N/A

Reporting

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

Locked filing cabinet. DLP. DDLP and Chairperson are aware of where the key to the cabinet is.

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 DLP follows the procedures outlined in the Child Protection Procedures for Schools 2025 for reporting of all child protection concerns.

Curriculum

22. The Board should outline the steps it has taken to ensure that the SPHE, RSE, and Wellbeing curriculum is appropriately planned for and delivered to the children and young people in the school.

- Aspects of all three strands (SPHE, RSE, Wellbeing) are covered each year.
- The Stay Safe programme is taught in its entirety in one year – at least once during infants, 1st/2nd class, 3rd/4th class, and 5th/6th class. Schools will be informed if, in the future, the Department approves an alternative or replacement to the Stay Safe Programme.
- The school plan outlines provision for RSE across each of the different class levels/stages.
- Child Protection inspection in March 2025 led to a policy review.

For primary schools, it should confirm that:

- Aspects of all three strands (SPHE, RSE, Wellbeing) are covered each year.
- The Stay Safe programme is taught in its entirety in one year – at least once during infants, 1st/2nd class, 3rd/4th class, and 5th/6th class. Schools will be informed if, in the future, the Department approves an alternative or replacement to the Stay Safe Programme.
- The school plan outlines provision for RSE across each of the different class levels/stages.
- The date of the most recent policy review or curricular implementation is noted.

For post-primary schools, it should confirm that:

- The Wellbeing Programme for Junior Cycle is being implemented.
- RSE and SPHE are being appropriately delivered.
- The date of the most recent policy review or curricular implementation is noted.

Vetting and Recruitment

The board should be satisfied that procedures to ensure that all statutory requirements in relation to vetting, statutory declarations and forms of undertaking are met. The board should refer to the school's recruitment procedures about how references of all school personnel are checked and how vetting outcomes are managed before appointment or work in the school is undertaken. Schools under the aegis of Education and Training Boards (ETB) should outline how they adhere to ETB recruitment processes.

If joint agreements are used for the visiting coaches or for school placement students, this should be included. If the school is part of teacher sharing arrangements (see section 10.2 of the procedures), the vetting oversight actions taken should be included.

23. The Board should indicate how it is satisfied that:

(a) the statutory requirements for Garda Vetting are met.

The Board of Management ensures that all statutory requirements relating to Garda vetting are met in accordance with the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 – 2016 and relevant Department of Education procedures. The Board ensures that all employees, volunteers, placement students and other relevant personnel are appropriately vetted where required, prior to undertaking relevant work activities with children. The principal maintains oversight of vetting records and procedures, ensuring that appropriate documentation is securely maintained and that compliance is regularly monitored and reviewed by the Board

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

All persons appointed to teaching and non-teaching positions are required to provide a valid Statutory Declaration and complete the associated Form of Undertaking prior to commencing employment. This appointment applies to permanent, fixed-term, temporary and substitute appointments. The school ensures that original documents are obtained and examined, and copies are retained securely. These requirements are communicated to prospective employees as part of the recruitment and selection process. The principal maintains oversight of the process and ensures that all relevant documentation is in place, assuring the Board that the school's procedures comply with the Department's Child Protection Procedures for Schools 2025.

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

Thorough recruitment and selection procedures are applied, including the fair and transparent advertising of positions, appropriate shortlisting and interview processes, verification of qualifications and references, Garda vetting where required, and the completion of the Child Protection Related Statutory Declaration and Forms of Undertaking. The suitability of all candidates is carefully considered before an appointment is made. All documentation is obtained and securely retained. The Board of Management oversees the recruitment and selection process to ensure that the highest standards of child safeguarding are maintained and that all appointments are made in the best interests of the children.

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 of Management is satisfied that the school's Child Safeguarding Statement and Risk Assessment are reviewed and implemented in accordance with the requirements of the Department of Education's Child Protection Procedures. The Board is satisfied that the appropriate policies, procedures and practices are in place to safeguard the welfare of all children attending the school. The Designated Liaison Person (DLP) and Deputy Designated Liaison Person (DDLP) are fulfilling their roles and responsibilities, and all school personnel are made aware of their obligations in relation to child protection and safeguarding. The Board is satisfied that child protection procedures are being fully and adequately implemented throughout the school, and that appropriate oversight, monitoring and reporting arrangements are in place to ensure ongoing compliance.

Signed*: Katherine Kirby

Chairperson of the board of management

Date: 11/11/2026

**Document to be printed and signed with original signatures*

CSS 3

Notification Regarding the Board of Management's Review of the Child Safeguarding Statement and Risk Assessment

This template must be used by the board of management to inform the school community and relevant parties that they have fulfilled their statutory obligation to annually review the school's Child Safeguarding Statement and Risk Assessment.

To: Pareent/Guardians

The board of management of:

Our Lady of Lourdes N.S.

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 11/11/2026 (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:*	Katherine Kirby	**Date**: 11/11/2026

Chairperson of the board of management

Signed:*	Mary Maguire	**Date**: 11/11/2026

Principal/Secretary to the board of management

** Document to be printed and signed with original signatures*

Insert school crest here



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

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

We also think about other ways to keep everyone safe and we write these down. This is called our **Child Safeguarding Statement**.

We check this every year. When we do this we will ask you what you think about safeguarding in our school.



If someone says or does something to hurt you or makes you feel uncomfortable, you can tell an adult that you trust.

Who to go to:

☑ **Any trusted adult**

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

What we will do:

☑ Listen and understand

☑ Guide or look for help

Every school has a person in charge of child safeguarding. This person is called the Designated Liaison Person or DLP. The DLP for our school is

Insert **name** and **photo** of the Designated Liaison Person.
Display this poster, with the child safeguarding statement, at an **appropriate height** for pupils to view.
It is open to schools to print on plain white or coloured paper, on either an A3 or A4 sized page and to translate to the home languages of the pupils.

Insert school crest here



Child Safeguarding in our School

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

We think about how to keep everyone safe and we write down how we will do that.



This is called our **Child Safeguarding Statement**. We check this every year. When we do this we will ask you what you think about safeguarding in our school. It is important that you feel safe at school and in your life outside of school too.

If someone says or does something to hurt you or makes you feel uncomfortable, you can tell an adult that you trust.

Who to go to:

☑ **Any trusted adult**

For example, your Year Head or Tutor, a teacher, SNA, the Principal or Deputy

What we will do:

☑ Listen and understand

☑ Guide or look for help

Every school has a person in charge of child safeguarding. This person is called the Designated Liaison Person or DLP. The DLP for our school is

Insert **name** and **photo** of the Designated Liaison Person.
Display this poster, with the child safeguarding statement, at an **appropriate height** for students to view.
It is open to schools to print on plain white or coloured paper, on either an A3 or A4 sized page and to translate to the home languages of the students.

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
• We do lots of different things at school during the year. We want to make sure everyone is safe while doing them. The school has made a list of all the things we do and how we try to keep everyone safe
• Can you think of anything else we could do to make school activities safer? (Teachers might remind children about activities like arriving and leaving school, playtime, breaks, and using toilets or changing rooms)
Your Final Thoughts
• We want everyone in the school to feel safe and happy while learning. If **you** were the DLP – the person in charge of helping keep children safe – what else would you do to make the school a safer and better place?

CSS 6

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

As part of your annual review of the Child Safeguarding Statement and Risk Assessment, the staff in your school should have an opportunity to have a voice and participate in the process. This may be as part of a staff meeting.

Below are some prompts for the person leading the meeting together with possible questions a school could use to help ensure the participation of staff in the annual review of the child safeguarding statement. This is not intended to be a directive or exhaustive list.

Communication of the Child Safeguarding Statement and Risk Assessment
• Check that each staff member, including special needs assistants, (SNAs), secretaries, caretakers, teachers and all employed in the school has a digital or hardcopy version of the Child Safeguarding Statement and Risk Assessment; and/or
• Remind staff of the date the Child Safeguarding Statement and Risk Assessment was circulated on and that it is available on the school website.
• Introduce the staff to the review prompts document for use with the children and young people in the school.
• Ensure that all staff are aware of who the DLP/relevant person is. Clarify that the relevant person is the person to contact if you have any questions about the Child Safeguarding Statement and that this is noted on the Child Safeguarding Statement
Possible Questions
• Have you been provided with the Child Safeguarding Statement and Risk Assessment in hard copy or digital form? or
• Have you received the copy of our current Child Safeguarding Statement and Risk Assessment which was emailed to you on —– (date)? or
• Have you viewed the Child Safeguarding Statement and Risk Assessment on our school website?
• Do you know where the Child Safeguarding Statement and Risk Assessment is displayed within the school?
• How are the children and young people in your class(es) (or those with whom you engage or support) made aware of the identity of the DLP/DDLP (or person in charge of child safeguarding, to use a child-friendly term)? How has this been communicated?
• Who is the DLP/DDLP/Relevant Person in this school? What is their role?

Review of Risks in the School

Prompts
• Check with staff if the school has undertaken any new activities since the last review of the risk assessment which should be noted in the next risk assessment (e.g. intimate care, swimming, shower facilities, remote teaching and online learning). This includes activities before school, during school and extra-curricular activities.
Possible Questions
• Does the Risk Assessment included in the Safeguarding Statement include: o all the activities in the school? o all risks associated with the activities? o actions taken to mitigate the risks involved in these activities? • Has the school undertaken any new activities since the last review of the risk assessment which should be noted in the next risk assessment (e.g. intimate care, swimming, shower facilities, remote teaching and learning)? • Have you any suggestions on anything else the school should include in the Risk Assessment in our Child Safeguarding Statement?

Implementation of Safeguarding Procedures

Prompts
• Clarify that in any situation where a member of school personnel (including a registered teacher), receives an allegation or has a child protection concern they shall respond appropriately as outlined in chapter 2 of the procedures and without delay report the matter to the DLP. • Clarify with mandated staff that the two main statutory responsibilities of a mandated person are: • 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

Boards of management must ensure that all school personnel and board of management members have the necessary familiarity with the Child Protection Procedures for Schools 2025 to enable them to fulfil their responsibilities. The board of management shall ensure that all school personnel attend appropriate child protection training and retain a record of this training. Please refer to Child Protection Procedures for Schools 2025 Chapter 11 Training and Supports for information on training and supports available.

This template can be used by schools if they wish or they can use any other method of recording the training.

School Name:

Our Lady of Lourdes N.S.

This master list will contain details of all child protection training undertaken by all members of school personnel.

The term "school personnel" as used in these procedures is a generic term that refers to all adults who are or were involved in the operation of the school. This includes employees and volunteers, board of management members, student teachers and those on work experience.

No:	Name – Member of School Personnel	Position in School eg Chairperson of BOM, Principal/Deputy, Teacher	Mandated Person Yes/No	Title of Training Undertaken and Date Attended		
				Tusla Training	Oide Training	Other Relevant Training
1	Mary Maguire	Principal	Yes	Children First eLearning Programme	Child Protection Procedures for Schools 05/09/2025 09/12/2025	Understanding behaviours of Concern Relate
2	Tracy Fitzgerald	Deputy Principal	Yes	Children First eLearning Programme 05.02.25	Child Protection Procedures for Schools 09/12/2025	
3	Roisin Relihan	Teacher	yes	Children First eLearning Programme 21.10.26	Child Protection Procedures for Schools 09/12/2025	Relate

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
4	Siobhan McKenna	Teacher	yes	Children First eLearning Programme 20.10.26	Child Protection Procedures for Schools 09/12/2025	
5	Jennifer Kiely	S.N.A.	yes	Children First eLearning Programme 04.03.25	Child Protection Procedures for Schools 09/12/2025	
6	Shona Kennedy	Teacher	yes	Children First eLearning Programme 15.12.25	Child Protection Procedures for Schools 09/12/2025	
7	Kiara Carolan	Teacher	yes	Children First eLearning Programme 10.10.25	Child Protection Procedures for Schools 09/12/2025	Relate
8	Mairead Normoyle	Teacher	yes	Children First eLearning Programme 21.10.26	Child Protection Procedures for Schools 09/12/2025	Relate
9	Nicole Clifford	Teacher	yes	Children First eLearning Programme 10.10.26	Child Protection Procedures for Schools 09/12/2025	
9	Ruth Neville	Teacher	yes	Children First eLearning Programme 04.12.23	Child Protection Procedures for Schools 09/12/2025	

10	Christopher O Hagan	Teacher	yes	Children First eLearning Programme	Child Protection Procedures for Schools 09/12/2025	
11	Laura Mason Reeves	Teacher	yes	Children First eLearning Programme	Child Protection Procedures for Schools	
12	Mandy Rickard	Teacher	yes	Children First eLearning Programme 08/02/2025	Child Protection Procedures for Schools 09/12/2025	
13	Sinead Scully	Teacher	yes	Children First eLearning Programme 23/10/2026	Child Protection Procedures for Schools	
14	Aideen Ryan	Teacher	yes	Children First eLearning Programme 23/02/2025	Child Protection Procedures for Schools	Relate
15	Pauline Kelly	Child Care Worker	yes	Children First eLearning Programme 10/02/2025	Child Protection Procedures for schools	
16	Ailbhe O Sullivan	Teacher	yes	Children First eLearning Programme 21/10/20	Child Protection Procedures for schools	
17	Aine O Connor	Teacher	yes	Children First eLearning Programme 10/02/2025	Child Protection Procedures for schools	
18	Jade Power	Secretary	yes	Children First eLearning Programme 10/02/2025	Child Protection Procedures for schools	

19	Eilis O Dwyer	Teacher	yes	Children First eLearning Programme 10/02/2025	Child Protection Procedures for schools 09/12/2025	Relate
20	Marita O'Donnell	Secretary	yes	Children First eLearning Programme 10/02/2025	Child Protection Procedures for schools 09/12/2025	
21	Shannon Lewis	Teacher	yes	Children First eLearning Programme 06/07/2026	Child Protection Procedures for schools	
22	Christine Jackson	SNA	yes	Children First eLearning Programme 10/02/2025	Child Protection Procedures for schools 09/12/2025	
23	Kevin Frehill	Teacher	yes	Children First eLearning Programme 10/02/2025	Child Protection Procedures for schools 09/12/2025	
24	Deirbhle Treacy	Teacher	yes	Children First eLearning Programme 10/02/2025	Child Protection Procedures for schools 09/12/2025	Relate
25	Aisling Doyle	Teacher	yes	Children First e-learning programme 28/10/26	Child Protection Procedures for schools 09/12/2025	Relate
26	Megan Kiely	Teacher	yes	Children First e-learning programme 10/02/26	Child Protection Procedures for schools 09/12/2025	
27	Reba Kenny	Teacher	yes	Children First e-learning programme 10/02/26	Child Protection Procedures for schools 09/12/2025	
28	Jill Histon	Teacher	yes	Children First e-learning programme	Child Protection Procedures for schools	

				10/02/26	09/12/2025	
29	Helen McMahon	Teacher	yes	Children First e-learning programme 10/02/26	Child Protection Procedures for schools 09/12/2025	
30	Muireann Carr	Teacher	yes	Children First e-learning programme 10/02/26	Child Protection Procedures for schools 09/12/2025	
31	Christine Jackson	SNA	yes	Children First e-learning programme 10/02/26	Child Protection Procedures for schools 09/12/2025	
32	Jennifer Kennedy	SNA	yes	Children First e-learning programme 10/02/26	Child Protection Procedures for schools 09/12/2025	
33	Anette McMahon	SNA	yes	Children First e-learning programme 10/02/26	Child Protection Procedures for schools 09/12/2025	
34	Elizabeth Robertson	SNA	yes	Children First e-learning programme 10/02/26	Child Protection Procedures for schools 09/12/2025	

