

Annagh NS



Child Safeguarding Statement and Risk Assessment

For:	Annagh NS	(School Name)
At:	Miltown Malbay, Co.Clare.	(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):

Caroline O'Dea

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

Ann Marie Doyle

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

Name of Relevant Person

Caroline O'Dea

(In schools this person is the DLP)

Relevant Person can be contacted on:

065 7084850

principal@annaghns.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:

Mrs Mary Killeen

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 specific to Annagh NS.

	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 as per the child's enrolment form may pick up students unless the parent has informed the class teacher via Aladdin. • Pupils will only be released into the care of a parent/guardian or designated adult over the age of 18.
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 and basketball court. • Pupils cannot leave the yard without permission from the teacher and SNA on duty as per our supervision policy. • The main school door is locked to prevent pupils from returning unsupervised. • If a child needs to go to the toilet, permission is sought, and the main door will then be opened by one of the adults on duty.
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 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. • If sessions are conducted in the hall, there is a large glass panel on the hall door where pupils and teacher are clearly visible.
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, etc	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.
9	Use of toilet area in school	Pupils hurting/injuring others there.	• Only one pupil at a time.

		Accidents on the wet floor. Climbing the wall to look into the other cubicle. Destruction of property. Turning off the lights and locking others into the cubicle.	• 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. • Parents are reminded to apply sunscreen on their children. • Frequent water breaks in warm weather. • Medical emergency procedures in place. • No parents/guardians or unauthorised adults allowed to spectate.
11	Use of off-site activities for school activities, e.g., swimming pool, track/field, local hall, local pitches, parks, cross-country running, soccer and football tournaments.	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 as per class numbers. • Medical emergency procedures and First Aid kit in place as per our Administration of Medicines policy. • 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, sober and drug-free. • 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 (SNA and secretary) carry out any toileting/intimate care needs. If the secretary is not available, the SET or class teacher will assist the SNA. • All healthcare and toileting plans are visible to the 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. • 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.	• SPHE, RSE and Stay Safe are delivered in accordance with the DES curriculum

		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	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.
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			• 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 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., Creative Schools, Creative Clusters, Art	Risk that extra personnel are not vetted. Inappropriate behaviour or safeguarding concerns involving extra personnel.	• Appropriate Garda Vetting completed before working with pupils. • References and qualifications checked where appropriate.

	therapy and Play Therapy sessions.	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.	• 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, 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.	• Individual risk assessments and care plans. • Appropriate supervision and support provided according to individual need. • 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	• Inclusive school ethos promoting respect, dignity and equality. • Anti-bullying procedures and appropriate supervision in place. • Staff awareness of discrimination, bullying and safeguarding concerns.

		understood or accommodated.	• Appropriate accommodation of religious practices and dietary requirements where applicable. • Concerns and disclosures responded to promptly in accordance with the school's safeguarding and child protection procedures.
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.
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.	• 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.

		Risk of staff being unaware of the pupil's specific requirements.	• 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.

			• The class teacher supervises parents who come in on a single class visit and do not require Garda Vetting. • 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. Risk of unforeseen incident at the external venue.	• 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 travel. • Relevant pupil medical, SEN, care and safeguarding needs identified and

		Medical, dietary, intimate care needs or additional needs not being adequately supported.	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 restore the relationships to resolve the issue.
32	Transition Year students participating in work experience in the school	Safeguarding concerns arising from interaction with younger pupils. Inappropriate communication or behaviour towards pupils.	• Work experience arranged through the secondary school and agreed in advance with Annagh NS. • Appropriate safeguarding/Garda Vetting requirements

		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.	clarified and completed 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 staff and are never left in sole charge of the 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.
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.	• 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

		Disruption to teaching and learning. Student teacher injured or involved in an accident. Student teacher does not understand school procedures. Concerns about the student teacher's conduct or suitability.	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 vulnerable pupils. Recording of inappropriate or sensitive incidents. Use of personal devices or cloud storage outside the school's control.	• 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. • 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	Annagh Pals Before and After-school use of school premises by 3 rd 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.
36	DEIS Summer Provision/DEIS 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. Children becoming separated from the group or leaving the premises. Inappropriate behaviour, bullying or conflict between pupils. Activities presenting safety risks. Fire or other emergency situations. Failure to meet the needs of pupils with additional educational, behavioural or regulation needs. Unauthorised collection of children. Poor attendance or pupils/leaving without	• 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 in advance and appropriate risk assessments are completed. • Individual medical, SEN and care needs are identified in advance, with relevant plans and emergency procedures available to staff. • Clear drop-off and collection procedures are maintained. • Pupils are supervised during breaks and outdoor activities. • Equipment and activities are age-

		appropriate arrangements.	appropriate and checked before use. • Staff follow the school's Code of Positive Behaviour and agreed approaches to supporting regulation and positive behaviour. • Fire evacuation, first aid, and emergency procedures communicated to all staff and pupils. • Parents/guardians provided with clear information regarding attendance, collection, activities and emergency contacts. • Accidents, incidents, safeguarding and significant attendance issues are recorded and managed in accordance with school procedures. • If the principal is not working in the Summer Camp, the BOM will approve a temporary DLP and DDLP for the duration of the camps. This will also be noted in the BOM meeting minutes.
37	Heating and distribution of hot lunches throughout the school.	Risk of school personnel or pupils being burnt if the food is over 70 degrees. Risk of pupils getting burnt from touching the oven. Risk of pupils damaging the oven. Safeguarding concerns arising from unvetted staff having access to pupils.	• All food operators heating and distributing hot food to classrooms are Garda Vetted. • Safeguarding and CP policies are followed. • Pupils have no access to the oven while in operation. The area is cordoned off to prevent access. • Food is heated correctly and appropriate safety measures such as checking with a food thermometer are taken to ensure the

			temperature is not above 70 degrees. • Appropriate hygiene practices are put in place by the food operator, e.g. hand washing, gloves, hair nets, etc • Pupils eat their hot lunches sitting at their tables without moving around. Cutlery, napkins and sauce are handed out. • Pupils do not share their food with others due to risk of allergies and sickness. • Pupils bring home any uneaten food to avoid waste accumulating in the classroom. • Appropriate measures are taken to dispose of waste food by the food operator.
38	Use of the Annagh NS Facebook page and Website annaghns.com	Risk of unauthorised disclosure of personal information or images of pupils. Data protection/privacy breach. Risk of inappropriate content being published. Safeguarding risk from identifying pupils or revealing locations/routines. Inappropriate comments or interaction on social media. Risk of publishing outdated information or policies. Risk of cybersecurity/account compromise.	• Obtain appropriate parent/guardian consent for photographs/videos. Do not publish unnecessary personal information or identify individual pupils without consent. • Facebook posts and website content are managed by designated staff and checked before publication. Comments on Facebook are turned off. Access is restricted to authorised personnel. • Avoid publishing pupils' full names, detailed information, locations or information about school routines that could compromise safety. • Website information is reviewed regularly and

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			outdated information removed or amended. • Strong passwords and two-factor authentication where available.
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This Child Safeguarding Statement and Risk Assessment was reviewed by the board of management on 30/09/26

Signed: Mrs Mary Killeen

Date: 30/09/26

Chairperson of the board of management

Signed: Caroline Tubridy O'Dea

Date: 30/09/26

Principal/Secretary to the board of management

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on 30/09/27

