



Powerstown Educate Together National School

Roll number 20384J

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Child Safeguarding Statement and Risk Assessment

For:	Powerstown Educate Together National School
At:	Powerstown Road, Tyrrelstown, D15VR80

This school is a primary school.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Addendum to Children First (2019) and 2025, Child Protection Procedures for Schools 2025 and Child Safeguarding: A Guide for Policy, Procedure and Practice, 2nd ed. (Tusla, 2024), the board of management has adopted the Child Safeguarding Statement and Risk Assessment set out in this document.

The board of management has adopted and will implement fully and without modification the department's Child Protection Procedures for Schools 2025 as part of this overall Child Safeguarding Statement and Risk Assessment.

Name of the Designated Liaison Person (DLP):

Helena Trench

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

Aoife McGonigle

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

Name of Relevant Person

Helena Trench

(In schools this person is the DLP)

Relevant Person can be contacted on:

01 8272018

principal@powerstownet.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:

Nikki Eagers

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 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.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
1	Daily arrival and dismissal of pupils	Arrival to school before morning supervision, Unauthorised collection; child going missing/absconding; inadequate supervision at gates/collection points; conflict between adults; adult collecting under the influence; child distressed or separated from agreed adult.	It is regularly communicated with parents that morning supervision starts at 8.20am. Parents/guardians must supervise children before this time. Names and contact numbers of adults who have permission to collect each child are provided by parents at the beginning of each year and stored on our school online data-base If an unknown adult comes to collect a child (e.g. a family friend, an aunt/uncle, a cousin, etc.) and the school has not been informed beforehand by parents, the class teacher calls the parents to confirm the child has permission to go with that adult. Children from Junior Infants – 2nd class (inclusive) are lined up at an agreed collection point and released to their parents/guardians/responsible adult. Children from Junior Infants – 2nd class do not have permission to walk home with older siblings. Children from 3rd-6th class have permission to walk home from school, or to meet their parents at an off-site collection point, unless their parents notify the school otherwise. Parent/guardian of children from 3rd – 6th must inform class teacher if they want child released directly to an adult If an adult appears to be under the influence of drugs or alcohol when they come to collect a child from school, the child is not released by the class teacher. This would then be reported to the DLP or DDLP immediately.
2	Late drop-offs, early collection, late pick up, attendance	Child unsupervised on arrival/collection; unauthorised early collection; patterns of poor attendance indicating possible neglect/welfare concerns; child left waiting late; communication failures leading to safeguarding gaps.	Children arriving late to school will be marked 'Late' in the class attendance record by their teacher. Their time of arrival / number of minutes late will be logged. The school discusses punctuality with parents if children are regularly late. Parents are informed via Aladdin of child's attendance / punctuality and also at parent teacher meetings. Children's attendance at school will be monitored with absence reasons required for any missed days. Contact will be made with parents in instances of regular unexplained absences, with a record of any discussion stored securely on the school system. Parents receive an automated text message when child has missed 10, 15 and 20 days of school. Significant attendance concerns are reported to the Education Welfare Officer. Teachers must be informed in advance if children are to be collected early from school. Children must be signed out by a parent-approved adult. If a parent is going to be late to collect their child, they should let the school know. If child is collected more than 10 minutes late, and school not contacted parents/guardians are phoned. Teachers log the number of minutes late child is collected on school admin system. This information is accessible to parents via Aladdin and shared with parents in school reports and also at parent teacher meetings.
3	Recreation breaks for pupils	Reduced adult supervision compared to classroom settings Increased risk of bullying, exclusion,	Children will be allocated a yard for outdoor play according to their class level. Each yard will be supervised by a teacher. ANA's are allocated to yards in accordance to the needs of each yard and ANA staffing schedule

		intimidation or peer conflict Physical injury during play or use of equipment Children becoming distressed, isolated or unsupervised Absconding or boundary breaches in outdoor areas Difficulty for some children to communicate concerns during busy periods	Each member of staff will wear a high-visibility vest to ensure children can easily locate an adult. A first-aid station is located on the yard for use as needed. In the event that the yard is unsuitable for use (e.g. due to rain or ice), all staff will be informed via intercom that the children are to remain in their classroom. The staff members responsible for yard duty on that day will be responsible for the supervision of the children in their classroom.
4	Children presenting with social, emotional, behavioural or diagnosed learning needs	Increased vulnerability to bullying, misunderstanding or social isolation Behaviour being misinterpreted, leading to inappropriate responses Communication difficulties affecting a child's ability to disclose concerns Escalation of distress or dysregulation resulting in risk to self or others Dependency on specific adults increasing boundary or safeguarding risks Inconsistent approaches across staff impacting child safety and wellbeing	Concerns relating to social, emotional, behavioural or diagnosed learning needs are communicated by parents to the school for the most part. If staff concerns arise this will involve flagging informally with parents and further observation advised. If issues persist a more formal meeting held and classroom support plan discussed. Children are provided with additional support in school through the model of the Continuum of Support. This may be in the form of in-class support or withdrawal from class. Staff discuss concerns and learning targets with parents and formulate a written plan, signed by the parents. Learning targets are regularly monitored to track progress. An individual support plan will be completed for children with additional vulnerabilities to ensure extra supports are in place within the school environment as required. The specific strategies outlined in this care plan will be monitored and reviewed on a regular basis to ensure the needs and supports identified are current and appropriate. The school may recommend onward referral (e.g. to the Primary Care Team, the School Age Disability Team, EIT, AON, NEPS, GP or CAMHS) for children presenting with significant difficulties. The school supports parents/guardians submit relevant referral forms. Significant concerns are raised with the DLP or DDLP.
5	One-to-one teaching, withdrawal and/or support	Lone working or isolated settings increasing safeguarding vulnerability Risk of inappropriate boundaries or allegations due to lack of visibility Inconsistent supervision arrangements Child discomfort or inability to communicate concerns in private settings Lack of clarity around duration, purpose or location of withdrawal Insufficient record-keeping of sessions	Glass panels are installed in the doors of all classrooms in the school Parents are informed and provide written consent if children are withdrawn from class on a regular basis, e.g. for continuum of support or movement breaks. If a child is withdrawn from play at yard (i.e. Time Out) it is due to a Health and Safety concern and/or serious incident. Teacher on supervision uses mediation script, reports incident to class teacher. Incident is logged on Aladdin. Reflection worksheet is completed and parents informed. If a teacher withdraws a child to investigate an incident, (speaks with him/her one-to-one or in a small group setting), peer mediation scripts are followed as per Code of Behaviour. If a teacher withdraws a child and sends him/her to principal's office, the child is accompanied by class teacher or relevant adult. Principal implements Code of Behaviour.
6	Withdrawal from class for Autism / DLD students	Increased vulnerability due to communication differences Reduced visibility and peer oversight during withdrawal Risk of over-reliance on specific staff	Children attending the Autism / DLD have access to Sensory Room, Para-educational Room, Quiet Room and central activities area as well as the outdoors. Children's school support plans and monthly targets highlight protocols for access to all areas in "Ulster", child's routine and timetable.

		members Child feeling isolated or excluded from peers Sensory or emotional dysregulation during transitions Misunderstanding of behaviours linked to communication needs Inconsistent safeguarding practices if supports are not clearly planned	School support plans and monthly targets are shared with parents. Children with behavioural issues will have a behaviour plan in place, with support from professionals sought. Behaviour plan is implemented in agreement with parents.
7	Use of toilet areas in school	Bullying/peer intimidation; inappropriate behaviour between pupils; lack of supervision leading to disclosure risks; privacy and dignity concerns; children with additional needs being more vulnerable.	Toilets are located in each classroom. Children in Birch class use disabled toilet across the corridor. Lavender & Honeysuckle use toilets in prefab. Each class has the rule that only one individual allowed in toilet cubicle. Children who need to use the toilet during yard time are escorted into the toilet by an adult and an accompanying child. The adult does not go into the toilet cubicle.
8	Use of shower / disabled toilet areas in schools	Risk to privacy/dignity; increased vulnerability due to secluded space; inappropriate contact or allegations; unsafe use without agreed plan/supervision.	Used only where necessary and in line with an agreed individual care, toileting or medical plan. Two-adult rule applied where assistance is required; no adult alone with a child. Staff follow the school's Intimate Care and Child Safeguarding policies. Child's privacy and dignity maintained at all times. Any concerns or incidents are reported immediately to the DLP/DDLP.
9	Use of the lift & evacuation chair	Child alone with an adult in confined space; unsupervised access; injury risk; misuse by pupils; evacuation chair handling risks; safeguarding concerns for pupils with mobility needs.	Mobility plan is put in place for children who require consistent lift access and this is agreed between staff, child and parents/guardians. Children with mobility issues who require lift access, are accompanied by a staff member and another child (or a second staff member) at all times. Class teacher creates rota for classmates to accompany child with mobility issues in the lift. The Mobility plan will include details of the use of the evacuation chair for fires
10	Sporting Activities including annual Sports Day	Injury/accidents; inadequate supervision in large groups; inappropriate adult-child contact in changing/first aid situations; off-site supervision and transport risks; safeguarding risks with visiting coaches/volunteers	Off-site sports day: risk assessment is completed prior to sports' day commencing. Sports Day activities on-site are organised by our Sports' Committee. A breakdown of structure and activities are shared with staff in advance. Staff move with pupils during sports day to ensure their safety throughout activities. Pupils remain the responsibility of their class teacher for the duration of the school day.
11	Use of outdoor classroom/learning spaces	Reduced visibility/supervision; access by visitors/unknown adults; absconding risk; injury risk from terrain/equipment; toileting arrangements during outdoor learning; communication delays in an incident.	Use of outdoor classroom/learning spaces Outdoor classroom/learning spaces is a daily part of school life. Risk assessments of areas are completed prior to use and as needs arise to ensure areas are safe to use. Use of Outdoor classroom/learning spaces is timetabled. Staff must ensure adequate supervision of pupils at all times. Staff are aware of the increased risk of visitors. Staff advise all visitors to report to office, sign in and get visitor badge. Toileting protocols as detailed above are implemented during the use of outdoor classroom/learning spaces.

12	Fundraising events involving pupils	Crowds/visitors increasing access risks; supervision challenges; handling money/queues; use of social media/photography; off-site components; potential for children to be separated from staff.	Appropriate pupil–teacher supervision ratios maintained at all times. Pupils remain with their class teacher/assigned staff group. Parents informed in advance of arrangements. School policies followed e.g. GDPR / photos etc. High-visibility identifiers used where appropriate to support supervision. Pupils briefed on expectations, including what to do if separated or needing the toilet.
13	Use of off-site facilities for school activities	Travel and supervision risks; pupils separated from group; unfamiliar environments; contact with members of public; venue safeguarding standards unknown; emergency/medical response delays.	A risk assessment is completed in advance of all off-site activities. Parental consent is obtained prior to participation. Appropriate pupil–teacher supervision ratios are maintained at all times. Pupils remain with their assigned staff group for the duration of the activity. Travel arrangements are planned and supervised by school staff. Staff are briefed on emergency, medical and safeguarding procedures before departure.
14	School transport arrangements including use of bus escorts	Incorrect handover at pick-up/drop-off; unsupervised pupils on transport; peer bullying on bus; incidents requiring immediate response; breakdown in communication between school/escort/parents; vulnerability of SEN pupils.	Department of Education provide school bus through Bus Éireann for specialised classes and for some children in mainstream with special needs. Bus Éireann ensures all bus drivers are vetted and inform Department of Education of same. School request Garda Vetting confirmation annually. All bus escorts are vetted through the school. School provides support and training for bus escorts. A bus escort accompanies children on the bus with pupils at all times. There is a bus escort communication app (see-saw) and time log that is completed daily to ensure adequate staff communication. Bus Driver and escort ensure children are released to a known adult at all times. If a concern arises on the bus, the bus escort and/or bus driver reports concern to DLP / DDLP.
15	Care of children with special educational needs,	Increased vulnerability to harm, bullying, exploitation or misunderstanding; communication barriers affecting disclosure; dependency on adults creating boundary risks; inconsistent supports; sensory/behavioural stress increasing risk of incidents.	Individual support (CS, SS, SSP), care and behaviour plans are in place and shared with relevant staff. Staff follow agreed, consistent approaches informed by professional guidance and training. Additional supervision is provided where required to support safety and inclusion. Total Communication approach across the school and supports are used to enable pupils to express needs and concerns. Professional boundaries are maintained at all times in line with the Child Safeguarding Statement. Any safeguarding concerns are reported immediately to the DLP/DDLP.
16	Intimate care needs of children	Risk of inappropriate contact or allegations; privacy/dignity breaches; lone-working risk; inconsistent practice; poor record-keeping; heightened vulnerability for the child.	Children who need assistance with toileting have an individualised toileting plan in place, agreed between staff and parents/guardians. Children who need assistance with toileting during the school day are accompanied/assisted by two adults. Adults are not permitted to go into a toilet with a child alone. A record of toileting is kept.
17	Management of challenging behaviour amongst pupils, including appropriate use of restraint where required	Risk of injury; inappropriate or excessive use of physical intervention; lack of consistent planning; escalation due to poor understanding of needs; trauma impact; inadequate	Individualised behaviour support plans are developed where required, informed by assessment and shared with relevant staff. Staff implement agreed, consistent, regulation-focused and preventative approaches in line with the school's Code of Behaviour and DEY's Behaviours of Concern procedures. Physical intervention is used only as a last resort, where there is an immediate risk of harm, and for the shortest time necessary. If risk of physical restraint being needed is present, parents informed and it is put in behaviour plan. All incidents involving physical intervention are recorded, reviewed

		recording/reporting; risks to other pupils.	and reported in accordance with school & DEY procedures. Parents/guardians are informed of significant incidents involving behaviours of concern. Any child safeguarding concerns are reported immediately to the DLP/DDLP.
18	Management of provision of food and drink	Hunger/neglect indicators; food insecurity; allergy/anaphylaxis risk; unsafe food handling; children sharing food; stigma or embarrassment affecting wellbeing.	Teachers monitor children's lunches and ensure that all children are provided with a sufficient quantity of healthy food each day. If a child is not provided with any lunch in school, the school phones the parents and asks them to bring the lunch to school. If a lunch is not provided the DLP or DDLP will be informed immediately and best efforts made to ensure the child is adequately fed throughout the day. If a child is provided with insufficient lunch the class teacher discusses it with the parents in the first instance. If a child regularly has no lunch or insufficient lunch and the situation did not improve after speaking with the parents, the class teacher informs the DLP or DDLP. School uses The LunchBag for hot meals in school. The Lunch Bag follow all Department & FSA guidance on ingredients, food storage, preparation and delivery. Parents/Guardians have direct access to the Lunch Bag to communicate any concerns / issues with hot food. Staff can also email concerns and/or suggestions to the LunchBag.
19	Administration of medicine	Incorrect dosage/timing; medication given to wrong child; storage/access risks; inadequate training; emergency medication delays; unclear parental consent/instructions.	The Administration of Medication Policy will be implemented in the event that a child requires medication throughout the school day. Parent/Guardians must complete the relevant forms and put a request in writing to the board. A copy of this policy can be downloaded from the school website. Medical needs are logged on Aladdin, with a copy of medical plan. A copy of the medical plan is shared with all relevant staff.
20	Accidents & the administration of First Aid	Injury not noticed or poorly managed; inadequate supervision in incident; privacy concerns during first aid; inadequate record-keeping; delayed parent contact; safeguarding concerns if patterns of injury emerge.	Accidents and injuries that occur on the premises shall be managed in accordance with the Accident and Injury Policy. This includes the administration of first aid where required. This policy will be discussed with all staff at induction day and at any other point required. A copy of this policy is accessible on the school website
21	Curricular provision in respect of Wellbeing/SPHE, RSE, Stay Safe	Inappropriate/inaccurate delivery; disclosures arising without appropriate response; parental misunderstanding/conflict; unsafe discussion spaces; external resources not vetted.	Programmes are delivered in line with the Primary Curriculum and school policies. Staff are encouraged to attend CPD in relation to curriculum delivery and are supported in school by an ISM member with responsibility for WellBeing Curriculum/SPHE Staff delivering SPHE, RSE and Stay Safe are familiar with appropriate content and safeguarding procedures. Parents/guardians are informed in advance of programme content and provided with access to resources. School hosts a parent workshop annually in relation to RSE curriculum. Disclosures are managed in accordance with Children First and the school's Child Safeguarding Statement. External resources or speakers are vetted and approved in advance by school management.
22	Prevention and dealing with bullying amongst pupils	Bullying not reported or not addressed; repeated peer harm; discriminatory bullying (racist, homophobic, ableist etc.); cyberbullying; inadequate supervision in "hot spots"; retaliation after reporting	Restorative practices implemented throughout the school to investigate and resolve conflict, e.g. restorative circles, peer mediation Bí Clnéalta procedures displayed in every room to inform adults and pupils as to the steps to be followed Bí Clnéalta coordinator identified during school induction and at staff meetings to support staff in the implementation of anti-bullying procedures Bí Clnéalta month every September to promote a culture of respect, friendship and kindness Bí Clnéalta policy on our school website to inform parents

			Promotion of a culture of openness and respect in which students can approach staff to discuss concerns and worries Adequate supervision is provided to ensure codes are being followed. The school Bí CIneálta programme is supported by the planning and teaching of SPHE, RSE and the Stay Safe Programme.
23	Training of school personnel in child protection matters	Staff lack confidence/knowledge to recognise/report concerns; inconsistent responses to disclosures; poor record-keeping; uncertainty about roles (DLP/DDLP); delayed reporting.	All staff complete Tusla Children First Child Protection Training (every 3 years). All staff completed Oide training in December 2025. The Designated Liaison Person (DLP) and Deputy DLP received role-specific training in November 2025 and will avail of any further training made available to them. Child protection procedures, including reporting and record-keeping, are covered at staff induction and termly at staff meetings. Roles and responsibilities (DLP/DDLP) are clearly communicated to all staff and are on display in all classrooms. Refresher training and updates are provided as required as per DEY guidance.
24	Use of external personnel to supplement curriculum	Unsuitable adult working with pupils; lack of vetting/insurance; poor supervision; unclear boundaries; external content not aligned with school policy; allegations risk.	Garda vetting, insurance and a child safeguarding statement are required prior to engagement. External personnel work under the supervision of a school staff member at all times. Visiting personnel are informed that they are working in a diverse learning environment and are expected to engage pupils with a range of needs and languages in an inclusive manner. Content and activities are approved in advance by school management and aligned with school policies & curricula Clear professional boundaries are communicated to external personnel. Any concerns are reported immediately to the DLP/DDLP.
25	Use of external personnel to support sports and other extra-curricular activities	1:1 situations; changing areas/physical contact risks; weak supervision; lack of vetting; inappropriate language or coaching practices; safeguarding standards not verified.	External providers operate as independent practitioners and implement their own Child Safeguarding Policy and procedures, separate from the school. The Board of Management requires all external providers to submit Garda vetting, a Child Safeguarding Statement and evidence of appropriate insurance prior to operating on the school premises. Parents/guardians are informed that these activities are independent of the school and are a private arrangement between families and the provider. Parents/guardians are encouraged to provide feedback to the school regarding the operation of the club. Any safeguarding concerns brought to the attention of the school are reported immediately to the DLP/DDLP in line with the school's Child Safeguarding Statement.
26	Pupils from ethnic minorities/migrants	Racism/discrimination; social isolation; barriers to reporting due to language/culture; stereotyping; increased vulnerability to bullying or exclusion.	Racial slurs made towards children Racism and equality taught in SPHE and ethical curriculum School engages in Yellow Flag programme and other anti-racism awareness initiatives. School endeavours to have a "language buddy" system for children who new arrivals to the country and have limited english language skills.
27	Members of the Traveller community	Discrimination and bullying; stereotyping; exclusion from activities; barriers to reporting; negative peer/adult attitudes affecting wellbeing and safety.	Racism and equality taught in SPHE / Wellbeing and ethical curriculum School engages in Yellow Flag programme and other anti-racism awareness initiatives. Powerstown ETNS celebrates its diversity all year round, as evident in lobby and Intercultural January
28	Lesbian, gay, bisexual or transgender (LGBT) children	Homophobic/transphobic bullying; outing/identity privacy breaches; isolation/mental health vulnerability;	Human rights and equality taught and discussed in SPHE & ethical curriculum, with specific references to LGBT+ community School participates in Pride Month. Support from ET National Office in relation to supporting students to engage in LGBT+ curriculum

		discrimination; unsafe language or environments.	and discussions Bi Cinealta Policy and Code of Behaviour refers to LGBT+ community
29	Pupils of minority religious faiths	Discrimination/exclusion; misunderstanding of practices; bullying; pressure to participate in activities that conflict with beliefs; identity-based harassment.	The school upholds its value of inclusion and the Educate Together ethos of equality, respect and inclusion for all belief systems. Participation in religious instruction or ceremonies is, where possible, offered as extra curricular activity, therefore is parental choice. Wellbeing/SPHE and Ethical Education promote respect for diversity and challenge discrimination. Bullying or harassment based on religion is addressed in line with the Bí Cineálta Anti-Bullying Procedures. Any safeguarding concerns are reported immediately to the DLP/DDLP.
30	Children in care	Increased vulnerability; confidentiality risks; emotional/behavioural stress; complex family contact arrangements; risk of inappropriate information sharing; need for multi-agency liaison.	Information relating to a child's care status is shared on a strict need-to-know basis only. Care, contact and collection arrangements are implemented in line with Tusla guidance and written instructions. Staff provide consistent support in recognition of the child's increased vulnerability. Communication with external agencies is managed through school management as required. All records are stored securely in line with data protection procedures. Any safeguarding concerns are reported immediately to the DLP/DDLP.
31	Children on Tusla's Child Protection Notification System (CPNS)	Confidentiality breaches; failure to follow notification requirements; unsafe release to unauthorised adults; inadequate staff awareness of restrictions/arrangements.	CPNS notifications are stored securely as per Child Safeguarding guidelines provided by DEY. They are shared with relevant staff on a need-to-know basis only. Tusla instructions/guidance is followed at all times. Staff are informed of any restrictions or specific arrangements relevant to the child. Any safeguarding concerns are reported immediately to the DLP/DDLP.
32	Recruitment of school personnel including teachers/SNAs, caretakers/secretaries/cleaners and sport coaches	Risk of unsuitable staff/volunteers; inadequate vetting/references; unclear safeguarding responsibilities; contractors accessing pupils.	Recruitment is carried out in line with Department of Education and Board of Management procedures. Garda vetting and reference checks are completed prior to appointment. All staff receive child safeguarding information at induction, including reporting procedures and roles. Contractors and ancillary staff access pupil areas only as required and are supervised where appropriate. Any safeguarding concerns are reported immediately to the DLP/DDLP.
33	External Tutors/Guest Speakers	Inappropriate content or conduct; lack of vetting/insurance; insufficient supervision; recording/photography risks; boundary issues.	External tutors and guest speakers are supervised by a school staff member at all times. Content and activities are agreed and approved in advance by school management. Visiting personnel are informed that they are working in a diverse and inclusive school environment and are expected to engage pupils respectfully and appropriately, including those with additional needs. Photography, recording or use of media is permitted only in line with parental consent and school data protection procedures. Clear professional boundaries are communicated to all visiting personnel. Any safeguarding concerns are reported immediately to the DLP/DDLP.
34	Volunteers/Parents in school activities	Unsupervised access to pupils; unclear boundaries; confidentiality breaches; lack of vetting where required; allegations risk.	Volunteers and parents engage in school activities under the supervision of school staff at all times when children are in proximity. Garda vetting is required where applicable, in line with Department of Education guidance. Volunteers and parents are informed of professional boundaries, confidentiality requirements and expected conduct. Volunteers are made aware that they are supporting pupils in a diverse and inclusive school environment and are expected to engage respectfully with all children. Any safeguarding concerns are reported immediately to the DLP/DDLP.
35	Visitors/contractors present in school during school hours	Unauthorised access; opportunity for contact with pupils; safeguarding standards unknown; pupils leaving class with visitor; site safety issues.	Visitors to the school must check in at reception at the front entrance and log their visit in digital sign-in system. Front entrance to the school has a magnetic lock and so visitors must be provided with access by a staff member Visitors are accompanied by a staff member

			Regular visitors to the school, e.g. external teachers, guest speakers, are Garda Vetted or a copy of their Garda vetting is provided to the school. Persons administering external programmes (e.g. GAA) through another body will provide the school with a copy of their Garda vetting and any appropriate insurance. Children are closely supervised by staff members during all school events in which visitors are invited into the school, e.g. Intercultural Day, Science Week, Sport's Day, School Performances Students in the school on teaching placement will be allocated a staff mentor and receive support throughout their time in the school. Student teachers/colleges will provide school with necessary vetting and insurance details. Students in the school on work placement will be allocated a staff mentor and will not be responsible for the teaching of the children. Students over the age of 16 will be vetted through Educate Together.
36	Visitors/contractors present during after-school activities	Reduced staffing/supervision; access to pupils; unclear handover arrangements; less formal oversight of visitors; safeguarding documentation gaps.	Visitors and contractors sign in and are identified while on the school premises. Access to pupil areas is limited and supervised where applicable. After-school providers manage handover and supervision in line with agreed arrangements. Safeguarding documentation is required from external providers operating on the premises. Visitors and contractors are informed that they are present in a diverse and inclusive school environment and are expected to adhere to appropriate conduct. Any safeguarding concerns are reported immediately to the DLP/DDLP.
37	Participation by pupils in religious ceremonies/religious instruction external to the school	External safeguarding standards unknown; travel/supervision risks; pressure on pupils; inappropriate influence; unclear responsibility/accountability.	Religious instruction is made available to parents via private after school clubs. This is a private arrangement between parents and tutors, and not arranged through school management. External teachers/instructors must have their own health and safety policy and safe guarding statements. They provide the school with all relevant documentation including their calendar for the year. Teachers employed by Board of Management, who are privately providing religious instruction, provide school with calendar for the year and implement the school's safe guarding statement.
38	Use of Information and Communication Technology by pupils in school, including social media	Exposure to harmful/inappropriate content; cyberbullying; grooming/online contact; privacy breaches; sharing images/data; misuse of devices; unsafe online behaviour.	Use of electronic devices in school is guided by the school Acceptable Usage Policy and Electronic Device Policy. Use of school electronic devices, e.g. iPads, Chrome Books, laptops, cameras, is monitored and supervised by adults. School internet is provided by Óide which is monitored for inappropriate content and unsuitable websites blocked. Inappropriate content which appears through the school internet is logged and reported to our internet provider. All pupils are provided with school emails in order to access Google Classrooms and other Google education applications. Passwords for emails are controlled by the school and emails can be accessed and monitored by the school. Emails can only be sent or received from within the school's domain i.e. Powerstown ETNS email addresses. The school AUP contains guidelines for online teaching/remote learning and has been shared with school community.
39	Application of sanctions under the school's Code of Behaviour	1:1 situations; disproportionate sanctions; escalation/conflict;	All staff will be informed of the Code of Behaviour Policy at staff induction at the beginning of each school year.

	including detention of pupils, confiscation of phones etc.	humiliation or discrimination; poor communication with parents; safeguarding concerns in restrictive practices.	Any staff member that joins after the date of this induction day will be informed of this Policy and provided with a copy. A copy of this Policy is accessible to all staff on the school drive. A copy of this Policy is available on the school website.
40	Students participating in work experience in the school	Young/inexperienced persons around children; boundary issues; insufficient supervision; misunderstanding of safeguarding duties; confidentiality breaches.	Transition Year work experience students are supervised by a designated member of school staff at all times. Students over 16 years of age are required to be Garda vetted, and relevant insurance documentation is provided to the school in advance. Students receive a summary of relevant policies they must adhere to while in school e.g. digital device policy. Students are informed that they are working in a diverse and inclusive school environment and are expected to engage respectfully with all pupils. Any safeguarding concerns are reported immediately to the DLP/DDLP.
41	Exposure to infectious diseases or viruses	Transmission risk; insufficient hygiene/isolation; unsafe attendance when unwell; anxiety/stigma; staff shortages affecting supervision	In the event of an epidemic or pandemic the school will follow guidelines from relevant governing bodies, e.g. the HSE, DES, NPHET for the prevention and control of infectious diseases in schools and procedures will be put in place accordingly. (e.g. Covid Response Plan 2020) Children who present with symptoms of an infectious disease or virus in school will be taken to a sick bay, their parents will be asked to collect them and to seek further advice from a GP. Children presenting with symptoms of an infectious disease/virus may be asked to stay home from school based on GP advice. Parents of children who have been in contact with a person who has been diagnosed with an infectious disease/virus will be notified according to relevant public health guidelines.
42	Student teachers undertaking training placement in school	Inexperience; boundary/confidentiality issues; inconsistent supervision; 1:1 situations; uncertainty about reporting obligations; role confusion.	Student teachers are supervised by a designated member of school staff. Garda Vetting and insurance documentation are provided to the school by the student (& college). Students are provided with guidance on safeguarding responsibilities, professional boundaries and confidentiality. School policies are shared with student teachers. Students are informed that they are working in a diverse and inclusive school environment and are expected to engage respectfully with all pupils. Any safeguarding concerns are reported immediately to the DLP/DDLP.
43	Use of video/photography/other media to record school events	Images shared without consent; children identified/located; misuse of personal devices; online sharing leading to harm; breaches of privacy and data protection.	Written parental permission to take photos of children is obtained by the school upon enrolment. Permission is sought via Aladdin annually thereafter Class teachers are made aware of any children in his or her class who do not have permission to be in school photos via the school data base Photos taken by staff are stored securely on the school online storage space. Children names are not published with photos uploaded to the school website or class blogs. Children are not permitted to use personal electronic devices (e.g. iPads, cameras, personal devices) on the school grounds at any time. If a personal electronic device is used by pupils, and images are taken, it is a serious breach of our Code of Behaviour and relevant sanctions will be implemented
44	After School Use of school premises by other organisations	External safeguarding standards unknown; shared spaces; access to children's information or areas; unclear accountability; incidents not reported to school.	Services utilising the school premises shall be responsible for the review and implementation of their own Child Safeguarding Policy and supporting documents and provide the school with a copy of same. Any concerns relating to these services shall be raised immediately with the DLP or DDLP.

45	Data Protection	Breach of confidentiality; unauthorised access to child records; inappropriate sharing of sensitive data; insecure storage; loss of devices/documents; GDPR non-compliance impacting safeguarding.	Confidential documents relating to children in the school are stored securely in the school: Hard copies are stored in locked filing cabinets in the principal's office and in support teachers' classrooms Soft copies are stored in a secure online database. A password is required to access the documents; a second password is required to open the documents. A log is kept of who has accessed the documents. Word documents and pdf documents are password protected. Documents are shared with staff on a need to know basis. Parental permission for transfer of information (i.e. between school staff, between the school and previous/prospective schools, between the school and other professionals) is obtained each school year.
46	Use of school premises by other organisations during school day	Access to pupils/learning spaces; inadequate oversight; unclear supervision; safeguarding policies not verified; boundary and confidentiality risks.	Organisations using the premises operate independently of the school and provide their Child Safeguarding Statement, Garda vetting (where applicable) and insurance in advance. Use of the premises is approved by the Board of Management and scheduled to minimise contact with pupils. Access to classrooms and pupil areas is restricted and supervised as required. External personnel are informed that they are operating in a diverse and inclusive school environment and are expected to adhere to appropriate conduct. Any safeguarding concerns brought to the attention of the school are reported immediately to the DLP/DDLP.
47	Breakfast club	food allergy risks; mixed-age supervision challenges;	The breakfast club is supervised by at least 2 school staff. Parent consent is sought for child participation. Information on food allergies and dietary requirements, medical conditions and any other relevant information is available to supervising staff and adhered to. Appropriate supervision arrangements are in place to support mixed-age groups. The breakfast club operates in a safe, inclusive and respectful environment for all pupils. Any safeguarding concerns are reported immediately to the DLP/DDLP.
48	After School Clubs	Handover/collection risks; pupils left waiting; unfamiliar instructors; insufficient supervision; 1:1 situations; photography/social media risks; behaviour incidents without clear reporting route.	Drop-off: Children are lined up by their class teacher and handed over directly to the after-school teacher Internal staff: Teachers are given a list of children's names and the names of adults who can collect them External staff: External staff provide the school with copies of their insurance, Garda Vetting, child safe guarding statement etc and implement their own collection policy.

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.

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) / Wellbeing curriculum
7. 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
8. 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

9. The school undertakes anti-racism awareness initiatives
10. 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.
11. The school has in place a policy and clear procedures in respect of school outings
12. The school has a health and safety policy
13. The school adheres to the requirements of the Garda vetting legislation
14. The school adheres to the relevant Department of Education and Youth circulars in respect of recruitment
15. The school has a code of conduct for school personnel (teaching – Teaching Council Code of Conduct and **non-teaching staff**)
16. The school complies with the agreed disciplinary procedures for teaching staff
17. The school has a Continuum of Support policy
18. The school has an intimate care policy/plan in respect of students who require such care
19. The school has in place a policy and procedures for the administration of medication to pupils
20. The school has provided each member of school staff with a copy of the school's Child Safeguarding Statement and Risk Assessment
21. The school ensures all new personnel are provided with a copy of the school's Child Safeguarding Statement and Risk Assessment
22. The school encourages personnel to avail of relevant training
23. The school encourages board of management members to avail of relevant training
24. The school maintains records of all personnel and board member training
25. The school has in place a policy and procedures for the administration of First Aid
26. The school has in place a code of behaviour for pupils
27. 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
28. 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
29. The school has in place a Critical Incident Management Plan
30. The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
31. The school has in place a policy and procedures for the use of external sports coaches
32. The school has in place a policy and clear procedures for one-to-one teaching activities detailed in **Continuum of Support Policy**
33. The school has in place a practice statement in respect of student teacher placements
34. The school has in place a practice statement in respect of pupils undertaking work experience in the school
35. The school has in place a policy in relation to assisting members of school personnel in respect of disclosures of retrospective abuse

36. 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
37. Appendix 2: Lists all school policies

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 _____ (*most recent review date*)

Signed:*		Date:
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Chairperson of the board of management

Signed:*		Date:
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Principal/Secretary to the board of management

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on _____ (*expected review date*)

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

Appendix 1 - Location of copies of the Child Protection Procedures and Children First Guidance

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

The **School's Child Safeguarding statement** is available

- On the school website: www.powerstownet.com/policies
- In the Secretary's Office at reception (hardcopy)
- In Principal's Office (hardcopy)
- In Deputy Principal's Office (hardcopy)
- In Staff Room (hardcopy)

The **Child Protection Procedures** are available from Department of Education and Youth website www.gov.ie/childprotectionschools

- Hardcopy available in the Principal's Office

The **Children First National Guidance 2017** is available
[Children_First_National_Guidance_2017.pdf](#)

- Hardcopy available in the Principal's Office

Appendix 2 - School Policies & Practice Statements

No	Policy Name
No	Policy
1	Code of Behaviour
2	Child Safeguarding Statement
3	Admissions Policy
3A	DLD Class Policy
4	Health and Safety Statement
5	Substance Use
6	Bí Cineálta Policy
7	Healthy Eating Policy
8	Homework Policy
9	Administration of Medication
10	Green Schools Policy
11	Continuum of Support Policy for Pupils with Additional Educational Needs
11A	EAL Policy
11B	Nurture Policy
12	Garda Vetting Policy
13	Role of the Additional Needs Assistant (A.N.A.)
14	Parent Teacher Communication
15	Data Protection Policy
	Privacy notice to students
	DP Statement
	DP Statement enrolment forms

16	Critical Incident Policy
17	Emergency Closures Policy
18	EPV Policy
19	Brief Absence Policy (staff)
20	Attendance Policy (pupils)
21	Teacher Assessment Strategies
22	Teacher Planning Policy
23	RSE Policy
24	Acceptable Usage Policy
25	Staff Wellbeing Policy
26	Co-Teaching Policy
27	School Tour Policy
28	Pupil Well-Being Policy
29	Staff Relations Policy
30	Research – Ethical Guidelines Policy
31	Restorative Justice Policy
32	Probation Policy
33	Assistive Technology Policy
34	Droichead Policy
35	Irish Exemption Policy
36	Accident and Injury Policy
37	ISM Policy
38	NEPS Policy
39	Use of School Premises Policy

40	Smartphone Charter
41	Toileting Intimate Care Policy
42	CCTV Policy
43	Autism Class Policy
44	Pregnant Postnatal Breastfeeding Employees
45	Dignity at work policy
46	Credit Card Policy
47	Protected Disclosure Policy
48	Participation in Sports Policy

No	Practice Statements
1	Sibling / Twins
2	Career Break / Long Term Leave
3	Teaching Practice