

Killashee MDNS
Child Safeguarding Statement
January 2026



Adopting the School's Child Safeguarding Statement and Risk Assessment

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

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

Name of Chairperson of the board of management, or in an ETB school the Chief Executive or their delegate: Aoife Brophy, Chairperson of the Board of Management.

Email: aoifembrophy@yahoo.ie

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:

- 1) Recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations.
- 2) Fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children.
- 3) Fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters.
- 4) 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.
- 5) Develop a practice of openness with parents and encourage parental involvement in the education of their children.
- 6) 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

or nurse. A full list of those people who are mandated persons is set out in Appendix 1 procedures.

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

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

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

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

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

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

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.

Additional Supports

The supports listed below are designed to assist schools in the essential actions of developing a Child Safeguarding Statement and Risk Assessment, conducting their annual review, and retaining details of training.

Child Safeguarding Risk Assessment

| School Activity | Risks Identified | Procedures / Measures in Place to Mitigate Risk |
|--|--|---|
| Daily arrival and dismissal of pupils | <p>Risk of harm not being recognised or reported;</p> <p>Risk of harm by school personnel, pupils, visitors or volunteers;</p> <p>Risk due to inadequate supervision</p> | <p>Child Safeguarding Statement provided; Child Protection Procedures (2025);</p> <p>Children First Act compliance;</p> <p>Trained DLP/DDLP; Supervision arrangements and yard rota</p> |
| Recreation breaks for pupils | <p>Risk of bullying;</p> <p>Risk due to inadequate supervision;</p> <p>Risk of inappropriate peer interactions</p> | <p>Anti-Bullying Policy;</p> <p>Yard supervision rota;</p> <p>Stay Safe and SPHE implemented</p> |
| Classroom teaching | <p>Risk of harm not recognised or reported;</p> <p>Risk of inappropriate relationships or communications</p> | <p>Staff trained in child protection;</p> <p>Code of Behaviour; Acceptable Use Policy</p> |
| One-to-one teaching / small group withdrawal | <p>Risk of harm in one-to-one situations;</p> <p>Risk of inappropriate communication or behaviour</p> | <p>Activities in visible settings; Professional boundaries; Garda Vetting</p> |
| Outdoor teaching activities | <p>Risk due to inadequate supervision;</p> <p>Risk of harm during outdoor activities</p> | <p>Risk assessments;</p> <p>Supervision ratios</p> |
| Online teaching and learning remotely | <p>Risk of inappropriate access to platforms;</p> <p>Risk of unsupervised</p> | <p>Acceptable Use Policy;</p> <p>Secure platforms;</p> |

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

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

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

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

Online Safety

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

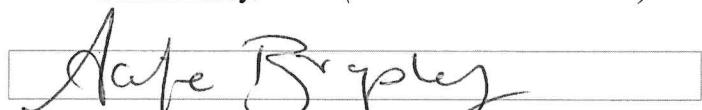
The Guidance on Continuity of Schooling for primary and post-primary schools (April 2020) advises of the importance of teachers maintaining the safe and ethical use of the internet during distance learning and assisting parents and guardians to be aware of their role also. Schools should ensure that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

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

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
 1. 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
 2. 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
 3. The school has in place a Critical Incident Management Plan
 4. The school has in place a Home School Liaison policy and related procedures
(Not applicable at this time)
 5. The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
 6. The school has in place a policy and procedures for the use of external sports coaches
 7. The school has in place a policy and clear procedures for one-to-one teaching activities
 8. The school has in place a policy and procedures for one-to-one counselling (currently not applicable)
 9. The school has in place a policy and procedures in respect of student teacher placements
 10. The school has in place a policy and procedures in respect of pupils undertaking work experience in the school (Pupils coming into the school on work experience)
 11. The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations (not applicable)
 12. The school has in place a policy in relation to assisting members of school personnel in respect of disclosures of

This Child Safeguarding Statement and Risk Assessment was reviewed by the board of management on 20th January 2026 *(most recent review date)*.

Signed:*



20/01/2026

Chairperson of the board of management

Signed:*



20/01/2026

Principal/Secretary to the board of management

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again in January 2027

(expected review date).

The Patron Body, Friends of Killashee MDNS have been emailed a draft copy of the Child Safeguarding and risk assessment on 14th January 2026.

The Parents Association will received a copy of the child safeguarding on 26th January 2026 at their first meeting of 2026

The parents received a Google Form as per CCS7 on 13th January 2026 (Summary of feedback available on request)

Updated Child Safeguarding and risk assessment will be updated on the website after the BOM meeting on 20th Jan 2026

Yes (Following a BOM meeting on 20/01/2026)

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

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

Yes

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

Yes

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

Yes

Reporting

20. Where are all records relating to child protection filed and stored in a secure manner?

Securely stored in the principal's office in a locked filing cabinet only accessible by the DLP and DDLP
Spare copies of relevant documentation and forms also stored here.

21. How does the Board ensure that child protection procedures in relation to reporting to Tusla/An Garda Síochána are followed in full?

Children protection oversight report presented at every Board of management meeting .
Tusla phoned for advice where relevant in relation to the threshold of harm.
Reports submitted in line with advice received.

Curriculum

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

Stay Safe is delivered annually in all classes
Weaving Well-being is delivered in all classes.
The school plan for SPHE outlines the provision of RSE across each class level.
Wellbeing activities are scheduled at various points through the year.
ISM meet to plan and schedule these events.
Staff meetings are used to discuss the timings of the delivery of these activities and the various programmes associated with them.

regularly updated.

- Vetting and recruitment procedures are kept under regular review by the Board of Management to ensure continued compliance with legislation and best practice.

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

- No person, including teachers, SNAs, ancillary staff, external tutors, sports coaches, volunteers or work experience students, is permitted to commence duties or have access to pupils until a satisfactory Garda vetting disclosure has been received and reviewed.
- The school complies with the requirements of the **National Vetting Bureau (Children and Vulnerable Persons) Acts 2012–2016**, ensuring that relevant work with children is not undertaken without appropriate vetting.
- Identity verification is completed for all applicants prior to submission of vetting documentation to the National Vetting Bureau.
- Garda vetting outcomes are managed in line with Department of Education guidance, and all records relating to vetting and recruitment are stored securely and confidentially

CSS 3

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

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

To:

The board of management of
Killashee MDNS wishes to
inform you that:

- (a) The board of management's annual review of the school's Child Safeguarding Statement was completed at the Board meeting of 20th January 2026 *(date)*.
- (b) This review was conducted in accordance with the board of management's review of the Child Safeguarding Statement and Risk Assessment published on www.gov.ie/childprotectionschools.

Signed: * Date:
Chairperson, board of management

Signed: * Date:

CSS 6

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

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

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

Communication of the Child Safeguarding Statement and Risk Assessment

| Prompts |
|--|
| <ul style="list-style-type: none"> > Check that each staff member, including special needs assistants, (SNAs), secretaries, caretakers, teachers and all employed in the school has a digital or hardcopy version of the Child Safeguarding Statement and Risk Assessment; and/or |
| <ul style="list-style-type: none"> > Remind staff of the date the Child Safeguarding Statement and Risk Assessment was circulated on and that it is available on the school website. |
| <ul style="list-style-type: none"> > Introduce the staff to the review prompts document for use with the children and young people in the school. |
| <ul style="list-style-type: none"> > Ensure that all staff are aware of who the DLP/relevant person is. Clarify that the relevant person is the person to contact if you have any questions about the Child Safeguarding Statement and that this is noted on the Child Safeguarding Statement. |
| Possible Questions |
| <ul style="list-style-type: none"> > Have you been provided with the Child Safeguarding Statement and Risk Assessment in hard copy or digital form? or |
| <ul style="list-style-type: none"> > Have you received the copy of our current Child Safeguarding Statement and Risk Assessment which was emailed to you on _____ (date)? or |
| <ul style="list-style-type: none"> > Have you viewed the Child Safeguarding Statement and Risk Assessment on our school website? |
| <ul style="list-style-type: none"> > Do you know where the Child Safeguarding Statement and Risk Assessment is displayed within the school? |
| <ul style="list-style-type: none"> > How are the children and young people in your class(es) (or those with whom you engage or support) made aware of the identity of the DLP/DDLP (or person in charge of child safeguarding, to use a child-friendly term)? How has this been communicated? |
| <ul style="list-style-type: none"> > Who is the DLP/DDLP/Relevant Person in this school? What is their role? |

SPHE/RSE Curriculum

Prompts

- > What steps has the school taken to ensure that the SPHE/RSE/Wellbeing curriculum is appropriately planned for and delivered to the children and young people in the school.
 - ~ This should outline that for a primary school, aspects of all 3 strands are covered each year; Stay Safe is taught in its entirety in one year – at least once in infants, 1st/2nd, 3rd/4th, 5th/6th; and that the school plan outlines provision for RSE across each of the different class levels/stages) noting the date of the most recent policy review or curricular implementation. Schools will be informed if, in the future, the Department approves an alternative or replacement to the Stay Safe Programme.
 - ~ For a post-primary school, the Wellbeing Programme for Junior Cycle is implemented and RSE and SPHE is appropriately delivered noting the date of the most recent policy review or curricular implementation.

Possible Questions

- > Does the school plan indicate that aspects of each of the three strands (Myself; Myself and Others; and Myself and the Wider World) of the SPHE curriculum are covered each year?
- > Does the school plan indicate that the Stay Safe Programme is delivered at least once in Junior Infants or Senior Infants; once in first or second class; once in third or fourth class and once in fifth or sixth class?
- > Does the school plan indicate that the Stay Safe Programme is taught in its entirety over one school year?
- > Does the school plan outline provision for learning in RSE across the different stages (Junior Infants/Senior Infants; first/second class; third/fourth class and fifth/sixth class)?

Possible Questions – Post-primary

- > Is SPHE timetabled for each year of the junior cycle?
- > Does the school provide SPHE in accordance with circular 28/2023?
- > Does the school implement a RSE programme for all students, from First Year to Sixth Year? Have outline programmes of work been prepared for 1st, 2nd and 3rd Year SPHE and 4th, 5th and 6th Year RSE?
- > Are a minimum of five to six timetabled periods per year assigned to RSE in relevant plans?
- > Does the overall RSE plan include provision for the exploration of key aspects of RSE, for example, relationships, gender identity, sexual orientation, pornography and consent?

Final thoughts

Possible Question

- > Have you anything else you would like to bring to the attention of the relevant person/DLP/DDLP as we undertake the annual review of our Child Safeguarding Statement and Risk Assessment?

CSS 8: Appendix

Record of Child Protection Training

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

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

School Name:

Killashee MDNS, Kilcullen Rd., Naas, Co. Kildare W91 YV60

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

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

| No: | Name – Member of School Personnel | Position in School eg Chairperson of BOM, Principal/ Deputy, Teacher | Mandated Person Yes/No | Title of Training Undertaken and Date Attended | | |
|-----|-----------------------------------|--|------------------------|--|---|---|
| | | | | Tusla Training | Oide Training | Other Relevant Training |
| | Marian Fox | Principal DLP | Yes | Children First eLearning Programme 15/09/2025 | Child Protection Procedures for Schools 2025 03/11/2025 | Child Protection Training for the DLP/DDLP 19/09/2025 Bí Cineálta 12/11/024 |
| | Amanda O' Connor | Deputy DDLP | Yes | Children First eLearning Programme 01/07/2024 | Child Protection Procedures for Schools 2025 03/11/2025 | Child Protection Training for the DLP/DDLP 17/09/2025 |
| | Colm Sheehan | Teacher | Yes | Children First eLearning Programme 13/01/2026 | Child Protection Procedures for Schools 2025 03/11/2025 | |

| | | | | | | |
|--|-----------------|---------|-----|--|---|--|
| | Eve Ennis | Teacher | Yes | Children First eLearning Programme 06/01/2026 | Child Protection Procedures for Schools 2025 03/11/2025 | |
| | Erin Quinn | Teacher | Yes | Children First eLearning Programme 09/09/2024 | Child Protection Procedures for Schools 2025 03/11/2025 | |
| | Evelyn Cassidy | Teacher | Yes | Children First eLearning Programme 10/06/2025 | Child Protection Procedures for Schools 2025 03/11/2025 | |
| | Sheila Turley | Teacher | Yes | Children First eLearning Programme 18/01/2026 | Child Protection Procedures for Schools 2025 03/11/2025 | |
| | Laura Edgeworth | Teacher | Yes | Children First eLearning Programme 21/02/2024 | Child Protection Procedures for Schools 2025 03/11/2025 | |
| | Áine Fitzgerald | Teacher | Yes | Children First eLearning Programme 30/04/2024 | Child Protection Procedures for Schools 2025 03/11/2025 | |
| | Maeve Scully | Teacher | Yes | Children First eLearning Programme TBC- on maternity leave | Child Protection Procedures for Schools 2025 (Was on maternity leave) | |
| | Fiona Butler | SNA | No | Children First eLearning Programme 03/10/2024 | Child Protection Procedures for Schools 2025 03/11/2025 | |

