



Knockaderry Farranfore National School

Farranfore

Killarney

Co Kerry

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Principal: Mrs Áine Daly

Mandatory Template 1: Child Safeguarding Statement and Risk Assessment Template

Child Safeguarding Statement

Knockaderry Farranfore NS is a primary school providing primary education to pupils from Junior Infants to Sixth Class.

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 \(2019\)](#), the [Child Protection Procedures for Primary and Post-Primary Schools \(revised 2023\)](#) and [Tusla Guidance on the preparation of Child Safeguarding Statements](#), the Board of Management of **Knockaderry Farranfore NS** has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department's *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)* as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is **Áine Daly Principal**
- 3 The Deputy Designated Liaison Person (Deputy DLP) is **Aoife Breen Acting Deputy Principal**
- 4 The Relevant Person is **Áine Daly Principal**
(*The relevant person is one who can provide information in respect of how the child safeguarding statement was developed and will be able to provide the statement on request. This person can also be the DLP*)
- 5 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, 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 or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

6 The following procedures/measures are in place:

- In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie website.
- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres 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 available on the gov.ie website.
- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
 - Has provided each member of staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages Board of Management members to avail of relevant training
 - The Board of Management maintains records of all staff and Board member training
- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015 and the Addendum to Children First (2019), the Board 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.
- The various procedures referred to in this Statement can be accessed via the school's website, the gov.ie website or will be made available on request by the school.

Note: The above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

- 7 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 8 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on **22nd March 2018**.

This Child Safeguarding Statement was reviewed by the Board of Management on **17/9/2025**.

Signed: _____

Chairperson of Board of Management

Date: _____

Signed: _____

Principal/Secretary to the Board of Management

Date: _____

Child Safeguarding Risk Assessment

Written Assessment of Risk of Knockaderry Farranfore NS

In accordance with section 11 of the Children First Act 2015 and with the requirements of Chapter 8 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*, the following is the Written Risk Assessment of **Knockaderry Farranfore NS**.

1. List of school activities

(insert list of school activities in this section)

1. Training of school personnel in Child Protection matters
2. Curricular Provision in respect of SPHE, RSE, Stay safe
3. Daily arrival and dismissal of pupils
4. Prevention and dealing with bullying amongst pupils
5. Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.
6. Managing of challenging behaviour amongst pupils, including appropriate use of restraint
7. Recreation breaks for pupil's/ Toilet requests
8. Classroom teaching
9. One-to-one teaching
10. School tour and outings
11. Use of off-site facilities for school activities e.g. sports hall, church rehearsals
12. Fundraising events involving pupils
13. Outdoor teaching activities (Movement Breaks/Garden/ Reading Groups/Trails)
14. School transport arrangements including use of bus escorts
15. Sporting Activities
16. Annual Sports Day
17. Sports Coaches
18. Use of toilet/changing/shower areas in schools
19. Administration of Medicine/Administration of First Aid
20. Care of Children with special needs, including intimate care needs
21. Care of pupils with specific vulnerabilities/ needs such as, pupils from ethnic minorities/migrants, members of the Traveller community, lesbian, gay, bisexual or transgender (LGBT) children pupils perceived to be LGBT, pupils of minority religious faiths, children in care, children on CPNS (Child Protection Notification System)

22. Use of external personnel to supplement curriculum
23. Recruitment of school personnel including –teachers, SNA's, caretaker/secretary/cleaners, sports coaches, external Tutors/Guest Speakers, volunteers/parents in school activities, visitors/contractors present in school during school hours, visitors/contractors present during after school activities
24. Use of school premises by other organisation during school day e.g. Pre-school, GAA. (hurling and football)
25. After school use of school premises by other organisations e.g. Breakfast Club, Afterschool Club.
26. Use of Information and Communication Technology by pupils in school
27. Student teachers undertaking training placement in school
28. Students participating in work experience
29. Use of video/photography/other media to record school events
30. Use of remote/distance learning

2. The school has identified the following risk of harm in respect of its activities -

(insert risks of harm identified in this section)

1. Harm not recognised or reported promptly
2. Non-teaching of same
3. Harm from older pupils, unknown adults on the playground,
4. Non-teaching of same /Harm not recognised or reported promptly
5. Harm to pupil
6. Harm to pupils and staff
7. Harm to pupils
8. Emotional Harm-group work, pair work etc.
9. Harm by school personnel
10. Harm to pupils
11. Harm to pupils
12. Harm to pupils
13. Harm to pupils
14. Harm to pupils
15. Harm to pupils
16. Harm to pupils
17. Harm to pupils
18. Harm to pupils
19. Harm to pupils
20. Harm by school personnel
21. Bullying
22. Harm to pupils
23. Lack of awareness around proper procedures, Harm to pupils
24. Harm to pupil
25. Harm to pupil
26. Harm to pupil
27. Harm not recognised or reported promptly
28. Harm to pupil, Lack of awareness
29. Identification of children through tagging on social media
30. Harm to pupils

3. The school has the following procedures in place to address the risks of harm identified in this assessment –

(insert the procedures in place to address risks of harm in this section)

1. Child Safeguarding Statement & DES procedures [Children First Act 2015](#), [Children First: National Guidance for the Protection and Welfare of Children 2017](#), [the Addendum to Children First \(2019\)](#), the [Child Protection Procedures for Primary and Post-Primary Schools \(revised 2023\)](#) and [Tusla Guidance on the preparation of Child Safeguarding Statements](#), emailed to all staff, and is reviewed annually and discussed at staff meetings. DLP& DDLP attend when available Child Protection face to face training, All Staff to view Tusla training module and provide certification & to complete any other online training offered on child protection. BOM records all records of staff and board training.
2. School implements SPHE, RSE, Stay Safe in full
3. Arrival and dismissal supervised by Teachers, Supervision Policy
4. Friendship week/Code of Behaviour, Friendship stop sign/Anti-bullying policy, Staff training (CPD), School assemblies once a term. Parent and child anti bullying surveys carried out.
5. Procedures in place, Code of Behaviour reviewed annually
6. Health & Safety Policy, Code of Behaviour, Positive Handling policy- Staff member trained in 'Mapa' CPD
7. Yard book to record all incidents, Code of Behaviour, Stay Safe is implemented, one child at a time-toilet request, must ask SNA supervising near entrance
8. Code of Behaviour, Termly School Assembly, Friendship Week, Supervision Policy
9. In the letter requesting parental permission for Special Education Teaching Support, parents will be informed of the possibility of 1:1 teaching, Glass on the doors, Group work/in class support where possible, Open door where possible, Develop a 1:1 teaching policy
10. School tour and outings policy
11. School tour and outings policy, Procedures in place, Supervision Policy, Code of Behaviour
12. Supervision Policy, Code of Behaviour
13. CCTV covering all outdoor areas, Code of Behaviour
14. Supervision Policy, Code of Behaviour, Bus transport policy-operators provide evidence of insurance.
15. All personnel are vetted and qualified, Supervision Policy & Procedures in place, Code of Behaviour- conduct of parents, conduct of pupils
16. Supervision Policy, Code of Behaviour
17. Supervision Policy, Code of Conduct for sports coaches.
18. Classroom and Break time procedures in place- supervision policy, Intimate Care Policy
19. Administration of medicine, First aid policy.
20. Policy on intimate care, SEN policy.
21. Anti-Bullying Policy/Code of Behaviour.
22. Child Safe Guarding Statement/DES Procedures, Garda Vetting, Supervision Policy (i.e. teachers in attendance), Code of behaviour
23. DES Recruitment procedures to be followed, BOM training, Policies in place.
24. Vetting and Supervision Procedure, Hire and Use of school premises policy, Child Safeguarding Statement
25. Vetting and Supervision Procedures, Hire and Use of school premises policy. Child Safeguarding Statement
26. Acceptable Use policy, Anti-Bullying Policy, Code of Behaviour
27. Child Safeguarding Statement & DES procedures given to student teacher, Supervision Policy, Code of Behaviour, vetting.
28. Supervision Policy, Work Experience Policy to be developed, Provide student with the Child Safeguarding Statement and risk assessment.
29. School Facebook and Instagram accounts will be monitored closely and no comments or tags will be allowed. Parents will be advised of this in all school newsletters and notice of this will be posted on our Facebook page. Parental Permission sought on

Enrolment Form for use of images/videos in school activities. Principal advises same at all events. Instagram is a private account and all new followers have to be accepted.

30. Distance Learning. This involves children using digital devices to engage with the school. The school, in general, takes the same position on online interactions as it does on offline interactions. If something occurs online that is a child protection concern, it will be treated in the same manner. It is impossible to predict all the risks, however, the following is recommended for all parties: Children should not be alone with any device. If distance learning is required, a parent or other caregiver should be in the same room as the child if he/she is engaging in a synchronous(live) online class or assembly. A staff member should never arrange to speak to a single pupil in an online forum. Where a meeting takes place between a family and a teacher, it should be recorded and stored.

Important Note: It should be noted that risk in the context of this 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 Chapter 4 of the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*

In undertaking this 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.

Examples of activities, risks and procedures

The examples listed in this document are provided to assist schools in undertaking their risk assessment under the Children First Act, 2015. Schools should note that this list of examples is not intended to be exhaustive. 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 (1) identify, as required under the Children First Act, 2015, any risks of harm that may exist in respect of the school’s activities, (2) identify and assess the adequacy of the various procedures already in place to manage those risks of harm and (3) identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

The Addendum to *Children First: National Guidance for the Protection and Welfare of Children* 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.

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.

Important Note: It should be noted that risk in the context of this 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 chapter 4 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*.

Examples of School Activities

- Daily arrival and dismissal of pupils
- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching
- One-to-one learning support
- One-to-one counselling
- Outdoor teaching activities
- Online teaching and learning remotely
- Sporting activities
- School outings
- School trips involving overnight stay
- School trips involving foreign travel
- Use of toilet/changing/shower areas in schools
- Provision of residential facilities for boarders
- Annual Sports Day
- Fundraising events involving pupils
- Use of off-site facilities for school activities
- School transport arrangements including use of bus escorts
- Care of children with special educational needs, including intimate care where needed,
- Care of any vulnerable adult students, including intimate care where needed
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- Management of provision of food and drink
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE, Stay Safe
- Prevention and dealing with bullying amongst pupils
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum
- Use of external personnel to support sports and other extra-curricular activities

- Care of pupils with specific vulnerabilities/ needs such as
 - Pupils from ethnic minorities/migrants
 - Members of the Traveller community
 - Lesbian, gay, bisexual or transgender (LGBT) children
 - Pupils perceived to be LGBT
 - Pupils of minority religious faiths
 - Children in care
 - Children on Tusla's Child Protection Notification System (CPNS)
 - Children with medical needs
- Recruitment of school personnel including -
 - Teachers/SNAs
 - Caretaker/Secretary/Cleaners
 - Sports coaches
 - External Tutors/Guest Speakers
 - Volunteers/Parents in school activities
 - Visitors/contractors present in school during school hours
 - Visitors/contractors present during after school activities
- Participation by pupils in religious ceremonies/religious instruction external to the school
- Use of Information and Communication Technology by pupils in school, including social media
- Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.
- Students participating in work experience in the school
- Students from the school participating in work experience elsewhere
- Student teachers undertaking training placement in school
- Use of video/photography/other media to record school events
- After school use of school premises by other organisations
- Use of school premises by other organisation during school day
- Breakfast club
- Homework club/evening study

Examples of Risks of Harm

- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of child being harmed in the school by a member of school personnel
- Risk of child being harmed in the school by another child
- Risk of child being harmed in the school by volunteer or visitor to the school
- Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons
- Risk of harm due to inappropriate use of online remote teaching and learning communication platform such as an uninvited person accessing the lesson link, students being left unsupervised for long periods of time in breakout rooms
- Risk of harm due to bullying of child

- Risk of harm due to racism
- Risk of harm due to inadequate supervision of children in school
- Risk of harm due to inadequate supervision of children while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between child and another child or adult
- Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to children with SEN who have particular vulnerabilities, including medical vulnerabilities
- Risk of harm to child while a child is receiving intimate care
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other manner
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

Examples of Procedures to address risks of harm

- All school personnel are provided with a copy of the school's *Child Safeguarding Statement*
- The *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* are made available to all school personnel
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* and all registered teaching staff are required to adhere to the *Children First Act 2015* and its Addendum (2019)
- The school implements in full the Stay Safe Programme
- The school implements in full the SPHE curriculum
- The school implements in full the Wellbeing Programme at Junior Cycle
- The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's *Anti-Bullying Procedures for Primary and Post Primary Schools*
- The school undertakes anti-racism awareness initiatives
- 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.
- The school has in place a policy and clear procedures in respect of school outings
- The school has a health and safety policy
- The school adheres to the requirements of the Garda vetting legislation and relevant DE circulars in relation to recruitment and Garda vetting

- The school has a codes of conduct for school personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has a Special Educational Needs policy
- The school has an intimate care policy/plan in respect of students who require such care
- The school has in place a policy and procedures for the administration of medication to pupils
- The school –
 - Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages board of management members to avail of relevant training
 - Maintains records of all staff and board member training
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a code of behaviour for pupils
- 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
- The school has in place a policy governing the use of smart phones and tablet devices in the school by pupils as per circular 38/2018
- The school has in place a Critical Incident Management Plan
- The school has in place a Home School Liaison policy and related procedures
- The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
- The school has in place a policy and procedures for the use of external sports coaches
- The school has in place a policy and clear procedures for one-to-one teaching activities
- The school has in place a policy and procedures for one-to-one counselling
- The school has in place a policy and procedures in respect of student teacher placements
- The school has in place a policy and procedures in respect of students undertaking work experience in the school
- The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations