Mandatory Template 1: Child Safeguarding Statement and Risk Assessment Template

Child Safeguarding Statement

Loreto Secondary School Clonmel a post-primary school providing post-primary education to pupils from First Year to Leaving Certificate Year.

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 [insert school name] 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   **Ms Anne Mc Grath**

3. The Deputy Designated Liaison Person (Deputy DLP) is   **Mrs Sarah Rice**

4. The Relevant Person   **Ms Anne Mc Grath**
   (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. In a school setting the relevant person shall be the designated liaison person.)

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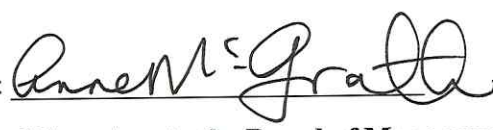
Note: The above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

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 Date: **24th January 2024.**

This Child Safeguarding Statement was reviewed by the Board of Management on Date: **24th January 2024.**

Signed: _____

Chairperson of Board of Management

Date: **24th January 2024**

Signed: _____

Principal/Secretary to the Board of Management

Date: **24th January 2024**

Child Safeguarding Risk Assessment

Written Assessment of Risk of Loreto Secondary School Clonmel]

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 2017*, the following is the Written Risk Assessment of Loreto Secondary School Clonmel

1. **List of school activities**

Note * means that the school therapy dog may be in attendance.

General Daily Activities *
- Early Arrival.
- General Arrival.
- Early Departure.
- Departure at any time of the day.
- Facilitation of students availing of a reduced timetable.
- Facilitation of students availing of movement breaks.
- Transition between classes.
- Moving between buildings.
- Mid-morning Break.
- Lunchtime for students who remain on the premises.
- Lunchtime for students who leave the premises.
- Use of Toilet facilities.
- Use of separate area for students feeling unwell.
- Use of rest facility.
- School Transport.
- Use of Technology in areas other than the classroom.
- Use of video / photography / other media to record and communicate school news and events.
- Congregation in locker / social areas.
- Supervised after school study.
- Homework Club.
- Extra-Curricular Activities.
- Co-curricular Activities.
- An 'empty' school at the beginning or end of the school day.

Teaching and Learning Activities *
- Classroom interactions.
- One-to-one teaching and SET (Special Education Teaching) and Special Class. *
- One-to-one teaching and SET (Special Education Teaching) and Special Class online.
- Facilitation of one-to-one assessments. *
- Guidance/counselling one-to-one sessions. *
- Outdoor teaching activities. *
- Curricular content and/or presentation in many areas including for example in SPHE / RSE/ Wellbeing.
- External facilitators and speakers vetted and unvetted.
- Use of substitute teachers in the case of absent teachers.
- Training of student teachers.
- Facilitation of students opting out of any subjects including for example SPHE and RE.
- Facilitation of students availing of a reduced curriculum.
- Facilitation of all faiths and none in Curricular RE.

- Use of technology within the classroom.
- Work Experience.
- Students with additional needs. *
- Practicals, orals, etc.
- Recording CBAs (presentations, etc).
- Entrance day for incoming 1st years.
- All enrolment activities for incoming 1st years.
- Special ceremonies, graduations, concerts, etc.

Pastoral Care *

- One-to-one counselling. *
- School outings. *
- School trips involving overnight stay. *
- School trips involving foreign travel.
- Care of students with additional needs, including intimate care where needed.
- Management of challenging behaviour amongst students. *
- Administration of medicine.
- Administration of first aid.
- Curricular provision in respect of Wellbeing areas including for example SPHE and RSE. *
- Prevention and dealing with bullying amongst students.
- Training of school personnel in child protection matters.
- Care of students with specific vulnerabilities / needs such as: *
  - Students from ethnic minorities/migrants,
  - Members of the Traveller community,
  - Lesbian, gay, bisexual, transgender, intersex (LGBTI+) students,
  - Students perceived to be LGBTI+,
  - Students of minority religious faiths and none,
  - Students in care,
  - Students with health issues, including mental health issues.
- Students on Child Protection Notification Services (CPNS).
- Supporting students involved in misuse of Social Media.
- Sanctioning students in response to not following the school's Code of Conduct.
- Year Group Assemblies. *
- Meetings with Year Heads and their Tutors.
- Student Leaders * (e.g., CARA meetings, Wellbeing Ambassadors, Team captains, Model UN leaders, Class Prefects, etc)
- Meeting with Parents/Guardians. *
- Meetings with external agencies.
- Student Support Team (SST) meetings. *
- Year Head (YH) team meetings. *
- Students availing of time with SNAs. *
- Students availing of time with Gino.

Recruitment

- Principal.
- Deputy Principal.
- Teachers.
- SNAs. *
- Administration staff, including Financial Administration Staff.
- Caretaking staff.

- Housekeeping / cleaning staff.
- Catering staff.
- Short or long-term contractors.
- Counselling staff
- Coaching staff.

Sporting and Extra-Curricular Activities *
- Travelling to / from matches / competitions / expos / events. *
- Use of toilet / changing / shower areas in school, in other schools, and in other locations.
- All sporting activities and extra-curricular activities, including (but not limited to) our Sports Day, Carol Services and Christmas Shows. *
- Fundraising events. *
- School trips involving overnight stay. *
- Administration of first aid following a sports injury.
- Use of external personnel to support sports and other extra-curricular activities.
- Sports coaches.
- Volunteers and Parents/Guardians in sports and other activities.
- Host families for MUN.
- Use of social media and technology to record and report on extra-curricular activities and events.
- Students from other schools coming to our school to attend events. *
- Annual log and review of equipment.
- After school use of school premises by other organisations.

Online Teaching and Learning (when relevant e.g., during Pandemic Times):
- Use of technology within the classroom, including the online classroom.
- Use of school/own devices to aid online classes and activities.
- Facilitation of online classes in line with the normal school timetable.
- Year Head involvement in and follow up of non-engaging students.
- Breakout Classroom interactions.
- Help and guidance in relation to WiFi and broadband issues in the home.
- Training and support for students, teachers and student teachers in the use of technology.
- One-to-one online teaching, some examples of which are SET (Special Education Teaching), orals, etc.
- Curricular content and/or presentation in many areas including for example in SPHE / RSE/ Wellbeing.
- Use of substitute teachers in the case of absent teachers.
- Facilitation of students opting out of any subjects including for example SPHE and RE.
- Facilitation of students availing of a reduced curriculum.
- Facilitation of assessments at home as confirmed by HSE to be COVID positive or close contact, or a student being in the Very High Risk category.

Health and Safety
- Health and Safety Officer and Health and Safety Team and Department Liaisons identify risks for all school activities.

School Therapy Dog, Gino
- My Canine Companion (MCC) School Therapy Dog Gino works with many community members in many different activities. Throughout this document * means that the school therapy dog may be in attendance.

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

General Daily Activities

- Risk of harm not being recognised by school personnel.
- Risk of harm not being reported properly and promptly by school personnel.
- Risk of student / staff member being harmed by a member of school personnel.
- Risk of student / staff member being harmed in the school by another child.
- Risk of harm due to bullying of student / staff member.
- Risk of harm due to inadequate supervision of students in school.
- Risk of harm where a student / staff member is first/last in the school building.
- Risk of harm due to inappropriate relationship / communications between child and another child or adult.
- Risk of falling ill while on school premises.
- Hot water and Food in the Canteen.
- For Extra Curricular Activities risk of harm outside normal class timetable.

Teaching and Learning Activities

- Risk of student being harmed in the classroom by another student.
- Risk of harm due to inadequate supervision of students in classroom.
- Risk of harm not being recognised by school personnel.
- Risk of harm not being reported properly and promptly by school personnel.
- Risk of harm due to bullying of student in classroom.
- Risk of student being harmed in the classroom by teacher or substitute teacher.
- Risk of student being harmed by volunteer or visitor to the school.
- Risk of harm in one-to-one teaching.
- Risk of harm caused by member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other.
- Risk of harm due to children inappropriately accessing / using computers, social media, phones and other devices / technologies while at school.
- Risk of harm while carrying out work experience.
- Risk of harm caused by personnel not differentiating for the needs of students with Special Needs.
- Risk of harm due to inappropriate relationship / communications between child and another child or adult.
- Risk of harm due to inappropriate use of recorded material.

Pastoral Care

- Risk of harm in one-to-one situations (e.g. counselling, SET, etc).
- Risk of harm in one-to-one situations where students are leading (e.g. CARA meetings, Wellbeing Ambassadors, Team captains, Model UN leaders, Class Prefects, etc).
- Risk of harm to a child while a child is receiving intimate care needs.
- Risk of harm that a student leader would handle a situation in the wrong manner.
- Risk of harm not being recognised by school personnel.
- Risk of harm not being reported properly and promptly by school personnel.
- Risk of harm to students through bullying when away from home on school trips.
- Risk of mishandling of students with challenging behaviour.
- Risk of harm due to inadequate supervision of student.
- Risk of harm to students through lack of understanding of specific needs, including sexual identity, religious and ethnic background, health issues and mental health issues.

- Risk of harm caused by one student to another via inappropriate social media contact, texting, digital device or other.
- Risk of harm caused by school personnel accessing / circulating inappropriate / confidential material via social media, texting, digital device or any other means.
- Risk of harm to students using inappropriate or over- harsh sanctions for bullying/misuse of social media.
- Risk of harm due to inappropriate relationship / communications between child and another child or adult.

Recruitment
- Risk of harm to students by recruitment of inappropriately qualified personnel.
- Risk of harm to students from personnel who have a history of unacceptable practices in previous employment.
- Risk of harm to students from a member of personnel with a history of abuse.
- Risk of harm to a student by a member of personnel unwilling to commit to the expected standards of the school.
- Risk of harm due to inappropriate relationship / communications between child and another child or adult.

Sporting and Extra-Curricular Activities
- Risk of a student being harmed by a member of school personnel / a member of staff of another organisation or other person while participating in sporting or other extra-curricular activities.
- Risk of harm to student while student is receiving first aid treatment.
- Risk of harm due to inadequate Code of Behaviour.
- Risk of harm in one-to-one coaching / teaching situations.
- Risk of harm caused by member of school personnel communicating with pupils in appropriate manner via social media, texting, digital device or other manner.
- Risk of harm caused by member of school personnel or a student circulating inappropriate material in relation to sporting activities and extra-curricular activities via social media, texting, digital device or other manner.
- Risk of harm due to inappropriate relationship / communications between child and another child or adult.
- Risk of harm from equipment broken or not fit for purpose.

Online Teaching and Learning (when relevant e.g., during Pandemic Times):
- Risk of harm to students through lack of understanding of specific needs in relation to technology.
- Risk of harm due to misuse of technology.
- Risk of harm caused by school personnel accessing confidential material on a digital device and/or accidentally displaying this material online.
- Risk of harm due to inappropriate relationship or communication between child and another child or adult.
- Risk of harm caused by personnel not differentiating for the needs of students with Special Needs.
- Risk of harm not being recognised by school personnel.
- Risk of harm due to bullying of student in online classroom.
- Risk of student being harmed in the online classroom by teacher or substitute teacher.
- Risk of harm in one-to-one online teaching.
- Risk of harm caused by member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other.
- Risk of harm due to children inappropriately accessing / using computers, social media, phone's and other devices/technologies while at home.
- Risk of harm when using Breakout rooms not being recognised by teachers.

- Risk of harm of inappropriate recording or screen shots or photographing inappropriately.

Health and Safety
- The Health and Safety Team adapts a risk-based approach when identifying any potential risks.

School Therapy Dog, Gino
- Risk of approaching the School Therapy Dog erratically.
- Risk of dog jumping/ mouthing and breaking off lead.
- Risk of dog being unsupervised in a challenging environment.
- Risk of hygiene issues after interacting with dog.
- Risk of unsupervised Interactions in communal areas with the dog.
- Risk of over stimulated and over tired dog.

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

General Daily Activities
- The school has a corridor/grounds/campus supervision to ensure appropriate supervision of students during arrival, dismissal, break and lunch times.
- The school has a Health and Safety Policy.
- The school has in place a Code of Behaviour for students.
- All staff are Garda Vetted.
- All staff have been provided with the *Child Safeguarding Statement* and have had appropriate training.
- The school has an Anti-Bullying Policy and procedures in place, which have been explained to the whole school community.
- The *Child Protection Procedures for Primary and Post-Primary Schools 2017 and Children First 2015* are made available to all school personnel.
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* and all registered teaching staff are required to adhere to the *Children First Act 2015*.
- The school requires all parents to complete a Medical Emergencies and Conditions form prior to entry. Relevant material is circulated to staff.
- Hot water and Food in the Canteen is organised by the Canteen staff.
- Extra-Curricular activities are supervised, otherwise prior permission is required with suitable supervision arranged.
- School is appropriately ventilated and heated.
- An addition to the Code of Behaviour in light of COVID-19 has been implemented.

Teaching and Learning Activities
- The school implements in full SPHE and RSE as part of the Wellbeing Programme at Junior Cycle, and SPHE and RSE at Senior Cycle. There is a comprehensive Wellbeing plan which encompasses all subjects of Wellbeing at Junior Cycle (SPHE, PE, RE, IT and CSPE).
- 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 2017 and Children First 2015* are made available to all school personnel.

- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* and all registered teaching staff are required to adhere to the *Children First Act 2015.*
- The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting.
- The school requires its teachers to comply with the Professional Code of Conduct for Teachers as outlined by the Teaching Council.
- The school implements the Continuum of Support Post Primary (NCSE) for all students through support for some, support for few and support for all.
- The school complies with the agreed disciplinary procedures for teaching staff.
- 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 Code of Behaviour for students.
- The school has in place an Attendance Strategy.
- The school has an RE Policy to cater for the inclusion of all students.
- The school has protocols in place for work experience in an external organisation.
- The school has in place a policy and procedures in respect of student teacher placements.
- The school has in place a Mobile Phone Policy in respect of usage of mobile phones by students.
- The school has in place Acceptable Use and Data Protection Policies in respect of use of computers, internet, social media and other technology.
- The school has a Whole School Inclusion Policy.
- The school has a Whole School Guidance Plan.
- The school has in place Subject Department Policies.
- The school has in place a Digital Learning Plan (DLP).
- The school continues to update and train staff and students on digital technologies.

Pastoral Care

- The school has a Health and Safety Policy.
- The school has in place a Code of Behaviour for students.
- The school has in place a Charter of Student Rights.
- All staff have been provided with the *Child Safeguarding Statement* and have had appropriate training.
- The school has an Anti-Bullying Policy and procedures in place which have been explained to the whole school community.
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* and all registered teaching staff are required to adhere to the *Children First Act 201.5*
- The school has in place a Mobile Phone Policy in respect of usage of mobile phones by students.
- The school has in place Acceptable Use and Data Protection Policies in respect of usage of all computers, internet, social media and other technology.
- The school requires its teachers to comply with the Professional Code of Conduct for Teachers as outlined by the Teaching Council.
- The school has appointed qualified Guidance Counsellor.
- The school has recruited teachers with Special Education Needs training and qualifications.
- The school appoints qualified SNAs where deemed necessary and funded by the DES.
- The school has a Whole School Inclusion Policy.
- The school has a Special Needs Assistant Policy.
- The school has a Whole School Guidance Policy.
- The school has a Tour policy which covers protocols for overnight stays.

- The school has active Pastoral and Student Support Teams with particular understanding of the needs of the students in its care, including their background.
- The school has a set of procedures in relation to the administration of medicines.
- For school student leaders the school has in place Teacher Mentors and/or leadership training programmes.

Recruitment

- The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting.
- All staff must undertake the Children's First eLearning Programme
- The school has an Employee Induction Programme and Digital T&L Handbook for teaching staff.
- When appointing, detailed references are sought.
- The school has a rigorous interview process.
- There is a Student Teacher Placement Policy.
- There is a Droichead Policy.

Sporting and Extra-Curricular Activities

- All staff and volunteers are Garda vetted.
- Should a guest facilitator not be vetted then a staff member will remain with the student at all times.
- All staff have been provided with the *Child Safeguarding Statement* and have had appropriate training.
- School sports personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* and also are required to adhere to the *Children First Act 2015.*
- The school implements in full the Wellbeing Programme at Junior Cycle, incorporating PE.
- The school has Acceptable Use and Data Protection Policies in relation to the use of digital media.
- The School has a Code of Behaviour, drafted in consultation with all stakeholders.
- A number of staff are trained in First Aid.
- The school has a Tour Policy which covers protocols for overnight stays for sporting and extra-curricular activities.
- The school has in place a policy and procedures in respect of student teacher placements.
- The school has in place a mobile phone policy in respect of usage of mobile phones by pupils.
- The school has in place a Code of Behaviour for students.
- Replacement of equipment when necessary.

Online Teaching and Learning (when relevant e.g., during Pandemic Times):

- All staff and pupils have been made aware of all relevant policies and procedures including, but not limited to, the following: -
  - Child Protection and Safeguarding Policy,
  - Data Protection Policy,
  - Code of Behaviour,
  - Remote Teaching & Learning Policy,
  - Anti – Bullying Policy,
  - Attendance Policy,
  - Acceptable Use Policy.
- The Remote Teaching & Learning Policy has been renewed and updated in January 2021 to provide heightened guidance and awareness to both staff and students on issues regarding online learning.

- Parents/guardians and students have been made aware of the Remote Teaching and Learning Policy which is in place regarding student conduct and behaviour online.
- Students received a 'Student Agreement' code of behaviour regarding online learning which they agreed to upon attending a live class.
- Students have been notified that their behaviour online must align with that of their behaviour in the classroom as the same expectations are in place and the code of behaviour is always adhered to.
- Students behaviour for online assessments must align with behaviour in the classroom as the same expectations are in place and the code of behaviour is always adhered to.
- The attendance at live classes is mandatory and the Attendance Policy applies. Students are urged to follow the regular protocol if absent.
- Staff and students are using the same Microsoft 365 password protected accounts and the same forum is used for all live classes: Microsoft Teams.
- Staff ensure their Microsoft account is protected with a strong password – autosaving passwords is not permitted.
- Staff only use school-provided email addresses to communicate with pupils.
- Staff only use school-owned devices for conducting live online lessons, where possible.
- Training and support have been provided by way of both student and teacher 'Digital Leaders'.
- Support staff are available to help consult with sudden changes or developments that may occur during an online lessons.
- Staff are reminded of their safeguarding obligations and report any incidents or potential concerns in line with the school's DLP.
- Staff have due regard for the school's Data Protection Policy at all times whilst conducting live online lessons.
- Bullying online or otherwise is not tolerated and treated as per the Anti – Bullying Policy as a serious offence.
- Students have received a reduced timetable with SPHE, CSPE, life skills and some RE classes removed to enable them to take regular breaks from the screen.

Health and Safety
- Risk Assessments are completed in accordance with the HSA for all activities general and practical b[y] Health and Safety Officer and Department Liaisons.
- The Health and Safety Team has established a filing and reporting system that is accessible for all staf[f]

School Therapy Dog, Gino
- Always approach the School Therapy Dog calmly and slowly.
- Dogs should always be encouraged to keep 4 paws on the ground.
- All interactions must remain calm with the authorised adult in control at all times.
- Children must wash their hands before and after they have been handling the dog.
- Interactions with the school therapy dog will not happen in corridors (this encourages undesirable dog behaviour) interactions will only occur in controlled environments as set out by the handler in consultation with MCC instructor.
- The number of interactions the dog can have will be dependent on the length and quality of these interactions on any given day. The handler will decide this in consultation with MCC instructor.
- Timetables for the dog are discouraged by MCC, if the school do put a timetable in place, ensure the timetable is totally flexible one agreed by the handler and MCC instructor with the welfare of the dog being the primary consideration.
- All interactions are subject to approval of the main handler who is responsible for the dog's welfare while they are working in the school.

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 2017*

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.