CREHANA NATIONAL SCHOOL

Child Safeguarding Statement and Risk Assessment

2025-2027

2026 • Updated for Child Protection Procedures for Schools 2025

Roll Number: 11969N | Eircode: E32 HP60

School	Crehana National School
Address	Crehana, Carrickbeg, Carrick-on-Suir, Co. Waterford, E32 HP60
DLP / Relevant Person	Ms Sinéad O'Reilly, Principal
Deputy DLP	Mrs Claire Foster, Deputy Principal
Chairperson, Board of Management	Fr. John Fortune

CSS1 — Child Safeguarding Statement and Risk Assessment

For:	Crehana National School
At:	Crehana, Carrickbeg, Carrick-on-Suir, Co. Waterford, E32 HP60

Primary school ☒ Post-primary ☐ Special school ☐

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

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

Designated Liaison Person (DLP):	Ms Sinéad O'Reilly, Principal
Deputy DLP (DDLP):	Mrs Claire Foster, Deputy Principal

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

Relevant Person:	Ms Sinéad O'Reilly (the DLP)
Relevant Person contact:	051 641286 | principal@crehanans.com
Chairperson, Board of Management:	Fr. John Fortune

In the event that both the DLP and DDLP are absent and unavailable, and where there is no staff member formally acting in either role, the Chairperson of the Board of Management assumes the role of DLP in accordance with the 2025 Procedures.

Principles of best practice

The Board of Management recognises that child protection and safeguarding permeate all aspects of school life and must be reflected in all school policies, procedures, practices and activities. The school will:

- Recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations.
- Fully comply with statutory obligations under the Children First Act 2015 and other relevant legislation.
- 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 to protect school personnel from unnecessary risks that may leave them open to allegations of child abuse.
- Develop a practice of openness with parents/carers and encourage their involvement in the education and safeguarding of their children.
- Fully respect the confidentiality requirements set out in the Child Protection Procedures for Schools 2025.
- Apply these principles in relation to any vulnerable adult availing of the school service.

Procedures and measures in place

Management of allegations against school personnel: The school follows Chapter 7 of the Child Protection Procedures for Schools 2025 and the relevant agreed disciplinary procedures. A written protocol is maintained authorising immediate action where an employee must be immediately absented from school for child safeguarding reasons.

Recruitment and suitability: The school complies with National Vetting Bureau requirements, Department requirements for statutory declarations and forms of undertaking, and robust recruitment/selection procedures for employees and volunteers.

Information, instruction and training: All school personnel, including new personnel, substitutes, volunteers, Board members, student teachers and work-experience participants, are provided with or directed to the Child Safeguarding Statement and Risk Assessment and are required to complete/attend appropriate child protection training. Training records are maintained.

Reporting to Tusla and An Garda Síochána: All school personnel follow the Child Protection Procedures for Schools 2025. Registered teachers and any other mandated persons employed by the school comply with their statutory mandated reporting obligations. The Tusla online portal is used where appropriate and records are retained securely.

Mandated persons list: The school maintains an up-to-date list of mandated persons. This includes all registered teachers and any additional employees who are mandated persons by virtue of their profession.

Relevant Person: The Board has appointed the DLP as the Relevant Person and keeps the appointment and contact details current.

Records and confidentiality: Child protection records are maintained securely, separately from ordinary pupil files, with access limited in accordance with the 2025 Procedures. Unique identifiers are used for Board oversight and records are anonymised/redacted as required.

Child voice and communication: A student-friendly Child Safeguarding Statement is displayed and communicated to pupils. The annual review includes meaningful engagement with pupils, parents/carers and school personnel.

Curricular safeguarding: The school plans for and implements SPHE and RSE and teaches the Stay Safe programme in full at the required stages. Safeguarding is supported through age-appropriate wellbeing, digital citizenship and help-seeking education.

Bullying prevention and response: The school implements its Bí Cineálta Policy and the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour, including cyberbullying and identity-based bullying, and maintains a culture in which pupils know how to seek help.

Online safety and personal devices: The school applies its Acceptable Use Policy, digital safety procedures and current Department requirements concerning pupils' use of mobile phones/personal devices. Online and remote engagements are included in safeguarding risk assessment.

Special classes and additional needs: Safeguarding procedures explicitly address the needs of pupils in the Autism Special Class and Autism Inclusion Class, including communication differences, sensory/regulation needs, intimate/personal care, transitions, transport, one-to-one support and increased vulnerability.

School transport and escorts: The school applies safeguarding procedures to school transport arrangements and bus escorts, including role clarity, vetting/recruitment, handover arrangements, communication with families and reporting of concerns.

The various procedures referred to in this Child Safeguarding Statement and Risk Assessment can be accessed through the school, the Department of Education and Youth website and/or the relevant statutory body websites, and will be made available on request.

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 has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. The written assessment is set out below.

This statement will be published on the school website or otherwise made available on request. It will be provided to school personnel, the Parents' Association, the patron and parents/carers. A copy will be made available to Tusla and the Department if requested.

This Child Safeguarding Statement and Risk Assessment will be reviewed every calendar year or as soon as practicable after a material change in any matter to which it refers.

Date first adopted by the Board:	13 November 2024 (previous statement)
Date 2025 Procedures formally adopted:	22 June 2026
Date of most recent annual review:	20 October 2026

Signed: John Forde I.C. Date: 20/10/26
Chairperson, Board of Management

Signed: Pinead O'Reilly. Date: 20/10/26
Principal/Secretary to the Board of Management

Written Assessment of Risk of Harm

Risk in this assessment means the risk of "harm" as defined in the Children First Act 2015. It is not a general health and safety risk assessment. The Board has considered the school's actual activities and pupil profile, including mainstream classes, two autism special/inclusion classes, SEN provision, transport and the use of external personnel.

School activity / context	Risk(s) of harm identified	Procedures / measures to manage the risk
Arrival, dismissal, collection and handover	Inadequate supervision; child leaving with an unauthorised person; vulnerable pupil leaving the supervised area; inappropriate adult-child contact.	Supervision rota; agreed arrival/dismissal points; authorised collection arrangements; staff handover; individual safety plans where required; prompt recording/escalation of concerns.
Recreation, yard, sensory/outdoor and regulation spaces	Harm by another child/adult; bullying; inadequate supervision; secluded spaces increasing vulnerability.	Yard supervision procedures; zoned supervision; active staff positioning; accessible help-seeking; Bí Cineálta procedures; individual regulation/safety plans; staff visibility balanced with dignity.
Classroom, SET, EAL, small-group and one-to-one teaching	Inappropriate relationship/communication; harm not witnessed; isolated one-to-one context.	Open/observable practice where practicable; timetables and staff awareness; professional boundaries; doors/windows/visibility arrangements; Child Protection Procedures 2025; records where concerns arise.
Autism Special Class and Autism Inclusion Class	Heightened vulnerability due to communication differences, sensory/regulation needs, dependence on adults, difficulty reporting harm or understanding boundaries.	Communication-accessible safeguarding; visual supports; trusted-adult system; consistent staffing; individual support plans; staff training; pupil voice adapted to communication profile; careful monitoring of changes in behaviour.
Intimate/personal care, toileting and changing	Risk of abuse, allegation, loss of dignity or privacy; harm not recognised or communicated.	Child-specific intimate care plans agreed with parents/carers; minimum necessary assistance; dignity/privacy; clear staff procedures; recording of significant incidents; two-adult awareness/availability where appropriate; pupil communication and consent/assent respected as far as possible.
Management of distressed/challenging behaviour and crisis situations	Injury or inappropriate physical intervention; punitive response; harm during dysregulation; allegations arising from intervention.	Regulation-first and preventative practice; positive behaviour/support plans; trained staff; least restrictive responses; clear recording and parental communication; child protection reporting where concern arises.
School transport, taxis/buses and bus escorts	Child alone with adult; unsafe handover; inappropriate communication/contact; concern arising during transport not reported.	Appropriately recruited/vetted escorts; clear route and handover procedures; parent/school/transport communication; role boundaries; incident/concern reporting to DLP; individual arrangements documented.
School outings, swimming, sports, religious events and off-site activities	Inadequate supervision; changing facilities; harm by personnel of another organisation; lost/separated pupil.	Risk-assessed supervision ratios; named staff groups; headcounts; changing-room protocols; vetting/assurances for external providers as applicable; emergency contacts; individual pupil plans.
External coaches, tutors, visitors, contractors and volunteers	Harm by visitor/volunteer; unsupervised access to pupils; unclear safeguarding responsibilities.	Visitor sign-in/identification; vetting where required; supervision; written role expectations; no unsupervised pupil access unless authorised and compliant; staff remain responsible for pupils.
Student teachers and work experience	Inappropriate interaction; unsupervised access; lack of familiarity with procedures.	Induction; copy/access to safeguarding statement; vetting/placement requirements; supervising teacher; no inappropriate one-to-one contact; reporting route explained.
Recruitment of teachers, SNAs, secretary, caretaker, cleaners, escorts and other personnel	Unsuitable person appointed; incomplete vetting/statutory declaration; weak reference checking.	National Vetting Bureau compliance; statutory declaration/form of undertaking; references; identity/qualification checks; robust selection procedures; safeguarding induction before/at commencement.

ICT, internet, school devices, photography/video and online/remote learning	Access to harmful content; cyberbullying; grooming; inappropriate staff-pupil communication; unauthorised images/data sharing.	AUP; filtering/monitoring; approved platforms/accounts; professional communication boundaries; consent and image procedures; digital citizenship; Bí Cineálta cyberbullying response; current personal-device restrictions.
Bullying, including cyber, racist, sexist, sexual harassment and identity-based bullying	Physical, emotional or sexual harm; repeated exclusion/harassment; online harm.	Bí Cineálta Policy and procedures; trusted adults; reporting and follow-up; pupil/parent/staff engagement; preventative curriculum; record keeping and Board oversight as required.
Food, first aid and administration of medication	Potential safeguarding concern during personal assistance or secluded treatment; vulnerability due to medical need.	Medication/first-aid procedures; parent authorisation; designated staff; appropriate privacy with visibility/awareness; records; emergency procedures.
Children with additional vulnerabilities	Harm may be less readily recognised/reported by children with SEN/disability, children in care, children on CPNS, minority ethnic/Traveller children, LGBT+ pupils or pupils perceived as LGBT+, pupils of minority faiths, or children experiencing family adversity.	Inclusive safeguarding culture; accessible reporting routes; staff awareness of indicators and bias; anti-discrimination and Bí Cineálta procedures; liaison with statutory services; individualised supports without reducing safeguarding expectations.
Use of sanctions / Code of Behaviour	Humiliating, disproportionate or isolating sanction; pupil left unsupervised.	Code of Behaviour; restorative/proportionate approaches; no degrading punishment; supervision maintained; individual needs considered; safeguarding concerns referred to DLP.
Staff digital communication and social media	Inappropriate private communication, boundary breaches, sharing/accessing inappropriate material.	Professional accounts/channels only; no private social-media relationships with pupils; AUP/staff expectations; Child Protection Procedures; disciplinary procedures where relevant.
Building works / contractors during school hours	Unsupervised adult access to pupils or vulnerable spaces.	Segregated work zones where practicable; contractor sign-in; supervision/escort; pupil access controls; work scheduled to minimise contact; concerns reported immediately.

The Board has endeavoured to identify as far as possible the risks of harm relevant to Crehana National School and to ensure that adequate procedures are in place to manage those risks. While it is not possible to foresee and remove all risk of harm, the school will manage and reduce risk to the greatest possible extent through the procedures identified above.

Risk assessment completed/reviewed by Board on:	22/06/2026

Signed: John Foley T.C. Date: 20/10/26
Chairperson, Board of Management

Signed: Finéad O'Reilly. Date: 20/10/26
Principal/Secretary to the Board of Management

CSS2 — Review of the Child Safeguarding Statement and Risk Assessment

The Child Protection Procedures for Schools 2025 require the Board of Management to review its Child Safeguarding Statement and Risk Assessment every calendar year, or as soon as practicable after a material change. This section is designed to record the Board's 2026 review. It should be completed at the Board meeting and signed with original signatures.

DLP / Relevant Person	Ms Sinéad O'Reilly
Relevant Person contact	051 641286 | principal@crehanans.com
DDLP	Mrs Claire Foster
Tusla Dedicated Contact Point	Waterford Community Services, Cork Road, Waterford, X91 VX09 | 051 301450
An Garda Síochána	Carrick-on-Suir Garda Station, Greenside South, Carrick-on-Suir, Co. Tipperary, E32 WP60 | 051 642040 | Emergency 999/112

Review item	Board record / response
1. Date the Board first formally adopted a Child Safeguarding Statement and Risk Assessment	13 November 2024 is recorded in the previous document.
2(a). Where is the current Child Safeguarding Statement and Risk Assessment prominently displayed?	School Corridor
2(b). Is the student-friendly version, including a photograph of the DLP, displayed beside it?	YES
2(c). How else have pupils been made aware of the student-friendly version?	Classroom discussion / website / entrances
3. Has the Board used the most recent template and formally adopted the Child Protection Procedures for Schools 2025 without modification?	YES
Previous annual review date	22 June 2026
4. Does the Statement include a written assessment of risk, including online safety?	YES
5. Is there a written protocol authorising immediate action where an employee must be immediately absented for child safeguarding reasons, in line with Appendix C of the 2025 Procedures?	[YES / NO — verify document is held and accessible to Chair/DLP]
6. Has the Board reviewed and updated the written risk assessment for current school activities?	[YES / NO] Date: _____
7. How was the Statement/Risk Assessment provided to the patron, Parents' Association and all parents/carers?	Email Sept. 2025
8(a). How was parent/carer feedback sought?	Email Review
8(b). How was pupil feedback sought?	Class discussion using age/communication appropriate
8(c). How was school personnel feedback sought?	Staff meeting & discussion
9. Improvements identified by the Board	RECORD NONE
10. Action plan/timelines for improvements	N/A
11. Has CSS3 notification been/will it be issued following this review?	[YES / NO / N/A]
12. Most recent DLP child protection training	DLP date: 18/09/2025 Waterford DDLP date: November 2025 Kilkenny Ed Centre
13. Board member child protection training	07/05/2026 Tower Hotel Waterford (Chairperson + 4 members)
14. How has the Board ensured all school personnel understand their responsibilities under the 2025 Procedures and Children First Act 2015?	[NEW STAFF INDUCTION / TUSLA E-LEARNING / DEPARTMENT-OIDE TRAINING 21/09/26 / STAFF MEETING / TRAINING REGISTER]
15. Was a CPOR presented at every ordinary Board meeting since the last review, with all four required headings under the 2025 Procedures?	[YES]
16. Where cases were presented for oversight, did the Board receive/review all relevant records?	[YES]
17. Were those records anonymised/redacted as necessary?	[YES]

18(a). Do Board minutes specify the anonymised documents provided as part of CPOR?	[YES]
18(b). Are unique codes used in Board minutes for child protection matters?	[YES]
19. Has the Board completed the annual review and issued/published notification?	[YES]
20. Where are child protection records securely stored?	Principal's Office
21. How does the Board assure itself that reporting procedures to Tusla/An Garda Síochána are followed in full?	DLP follows the Child Protection Procedures for Schools 2025; Board oversight occurs through CPOR and review of required records. Confirm actual practice.
22. Curriculum safeguarding	Confirm and record: SPHE/RSE/Wellbeing planning; aspects addressed annually; Stay Safe taught in full at least once during Infants, 1st/2nd, 3rd/4th and 5th/6th; RSE provision across class levels; Review 13/05/26.
23(a). Garda Vetting	Statutory requirements met for all relevant personnel/volunteers
23(b). Statutory Declaration and Form of Undertaking	[Department requirements met]
23(c). Recruitment and selection	[Safe-guarding focused procedures applied to employees and volunteers]

Statement by the Board

The Board of Management is satisfied that the Child Safeguarding Statement and Risk Assessment and the school's child protection procedures are being fully and adequately implemented, subject to the actions, if any, recorded above.

Signed: John Forde I.C. Date: 20/10/26

Chairperson, Board of Management

CSS3 — Notification Regarding the Board of Management's Review

To: Patron, school personnel, Parents' Association, parents/carers and the school community

The Board of Management of Crehana National School wishes to inform you that:

- The Board of Management's annual review of the school's Child Safeguarding Statement and Risk Assessment was completed at the Board meeting of 20th October 2026.
- This review was conducted using the Department of Education and Youth's current review template under the Child Protection Procedures for Schools 2025.

Signed: John Forde IC Date: 20/10/26
Chairperson, Board of Management

Signed: Sinéad O'Kelly. Date: 20/10/26
Principal/Secretary to the Board of Management

CSS4(a) — Student-Friendly Child Safeguarding Statement

Keeping Children Safe at Crehana National School

Everyone in our school has the right to feel safe, respected and listened to. The adults in Crehana National School work together to help keep children safe in school and during school activities.

If something happens that worries you, hurts you, makes you feel unsafe, or if you are worried about another child, tell an adult you trust. You can keep telling until someone helps.

Our Designated Liaison Person (DLP)	Ms Sinéad O'Reilly, Principal
Our Deputy DLP	Mrs Claire Foster, Deputy Principal
Add DLP photograph here	

The DLP is the person in school who has a special responsibility for child protection. If Ms. O'Reilly is not available, Mrs. Foster takes on this role.

We also look carefully at school activities — such as classrooms, yard, toilets, trips, sport, online activity, transport and support spaces — and put procedures in place to reduce risks and help keep everyone safe.

Your views matter. Each year, children will have an opportunity to tell us what helps them feel safe and whether there are things we could improve.