



Coinnigh an solas ar lasadh

St Patrick's National School

Slane, Co. Meath

(041) 982 4229
office@slanens.ie
www.slanens.ie
Roll No: 18040L
Principal:
Paul O'Donnell

Review of the Child Safeguarding Statement and Risk Assessment

The Child Protection Procedures for Schools 2025 require that the board of management must undertake a review of its Child Safeguarding Statement and Risk Assessment. The following template must be used for this purpose. The review must be completed every calendar year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers. Undertaking an annual review will ensure that a school also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement and Risk Assessment every two years.

As part of the overall review process, boards of management should also assess relevant school policies, procedures, practices and activities and their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children First Act 2015 and Children First National Guidance 2017, the Addendum to Children First (2019) and 2025, Children First National Guidance 2017, the Addendum to Children First (2019) and (2025), and the Child Protection Procedures for Schools 2025.

Designated Liaison Person

Name:	Paul O'Donnell
Date Appointed:	10-12-2012

Relevant Person

(In schools this is the DLP)

Name:	Paul O'Donnell
Contact details:	0419824229 office@slanens.ie
Date Appointed:	10-12-2012

Deputy Designated Liaison Person

Name:	Lorna Gerrard
Date Appointed:	06-11-2018



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Contact details for Tusla

Contact Name

Duty Social Worker

Address

Meath Enterprise Centre, Trim Road, Navan, Co. Meath C15 FV1C

Contact Number

0469098560

Contact details for An Garda Síochána

Contact Name

Duty Garda

Address

Abbey Road, Abbeyland South, Navan, Co. Meath C15FW77

Contact Number

0469079930

Checklist for review of the Child Safeguarding Statement

1. When did the board first formally adopt a Child Safeguarding Statement and Risk Assessment in accordance with the Child Protection Procedures for Schools 2025? For most schools this will be March 2018, as outlined in Section 9.9 of the procedures.

Date first Child Safeguarding Statement and Risk Assessment adopted by the school:

- 2(a). Where is the Child Safeguarding Statement and Risk Assessment displayed in the school? For example, in a prominent place near the main entrance to the school.

The Child Safeguarding Statement and Risk Assessment is displayed at reception at the front of the school



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- (b) Is there a student-friendly version, with a photograph of the Designated Liaison Person, displayed beside the Child Safeguarding Statement and Risk Assessment?

X Yes

- (c) Other than displaying in a prominent place near the main entrance to the school, how have students been made aware of the student-friendly version?

☐ Displayed at all student entrances

X On school website

X School journal

☐ Other: (please state)

N/A

3. Has the board used the most recent Child Safeguarding Statement and Risk Assessment Template and formally adopted, without modification, the Child Protection Procedures for Schools 2025?

X Yes

What is the date of the previous review of the Child Safeguarding Statement and Risk Assessment?

Date: 19-11-2025

4. Has the Board included a written assessment of risk as required under the Children First Act 2015? (This includes considering the specific issue of online safety as required by the Addendum to Children First (2019)?)

X Yes

5. Is there a written protocol in place authorising immediate action for cases which require an employee to be immediately absented from school for child safeguarding reasons in line with Appendix C of the Child Protection Procedures for Schools 2025?

X Yes

6. Has the Board reviewed and updated the written assessment of risk as part of this overall review (for example, to include shower facilities, changing rooms, swimming, online engagements to facilitate learning). Boards should refer to the Child Safeguarding Statement and Risk Assessment Template for examples.

X Yes

Date of this review: 30-09-2026

7. How has the Board ensured that the Child Safeguarding Statement and Risk Assessment is provided to the patron, the parents' association and all parents of children in the school? Give dates of emails/letters/texts/links provided.

Available on school website www.slanens.ie and emailed to Patron, P.A. 1-10-2026

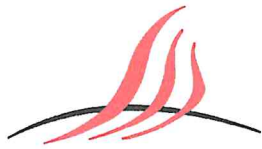


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8. How has the Board sought the feedback of parents, students and school personnel (teaching and non-teaching) on the Child Safeguarding Statement and Risk Assessment?

Has the school engaged with each of the above through, for example, a meeting or survey. The support documents CSS 5, CSS 6 and CSS 7 can be used to support this engagement. Details of how feedback was sought should be outlined below.

(a) Parents

Communicated child protection procedures to and solicited feedback from all parents and guardians via letter emailed to parents on 8-09-2026 Letter is available [here](#)

(b) Students

Spoke to pupils in all classes about understanding the Child Safeguarding Statement, knowing who to talk to, thinking about safety in school activities and any other thoughts on 01, 02 and 03-09-2026

(c) School Personnel

Discussion on child protection with all staff at Croke Park day on Friday 28-08-2026

9. Outline any aspects of the school's Child Safeguarding Statement and Risk Assessment and/or its implementation that require further improvement, including any complaints or suggestions for improvements, which the Board has identified:

Reinforcement of reference to supervision in yard as a result of new outdoor play structure in Child Safeguarding Statement and Risk Assessment.

10. Outline details of how areas for improvement have been adequately addressed including whether an action plan with appropriate timelines has been put in place:

Discussion at staff meeting regarding need to ensure adequate supervision of play structure as above in 9.

11. Has the template for Notification regarding the board of management's review of the Child Safeguarding Statement and Risk Assessment been used 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?

X Yes



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Training

12. Give details of when the DLP and DDLP most recently attended child protection training for DLP/DDLPs:

DLP: Paul O'Donnell	Date: 07-09-2026
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DDLP: Lorna Gerrard	Date: 08-09-2026
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13. Give details of child protection training attended by any members of the Board and dates attended:

Fr. Richard Matthews (Chairperson) 29-04-2026 CPSMA Board of Management Training
Sarah Jane Lynch (Board Member) 29-04-2026 CPSMA Board of Management Training
Susan Murray (Board Member) 28-04-2026 CPSMA Board of Management Training
Soren Jensen (Board Member) 28-04-2026 CPSMA Board of Management Training
Ruth Collins (Board Member) 28-04-2026 CPSMA Board of Management Training

14. How has the Board ensured that all school personnel (including new school personnel, temporary staff and substitutes) have been made aware of their responsibilities under the Child Protection Procedures for Schools 2025 and the Children First Act 2015? For example, completing e-learning or other training, use of department's supports for school personnel when reviewing the Child Safeguarding Statement and Risk Assessment, induction/mentoring system for new personnel, or other measures. How are records of the training completed maintained by the school?

Child protection pack for all new school personnel (including substitutes) and induction on same on first day in school. All staff also given a copy of the current Child Safeguarding Statement and Risk Assessment.

Training records of staff attending training kept in staff files and the Child Protection Safeguarding booklet.

Child Protection Oversight Report (CPOR)

15. Has the Board received a Principal's Child Protection Oversight Report (CPOR) at every ordinary meeting of the Board held since the last review of the Child Safeguarding Statement was undertaken which contains all the information required under each of the four headings set out in Section 12.3 of the Child Protection Procedures for Schools 2025?

X Yes



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16. Since the Board's last review of the Child Safeguarding Statement, if there have been cases presented for oversight as part of the CPOR, has the Board been provided with and reviewed all records relevant to the CPOR?
X Yes
17. Have these cases been anonymised and redacted as necessary?
X Yes
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
X Yes
(b) use unique codes to record child protection matters?
X Yes
19. The board has undertaken the review of the Child Safeguarding Statement and Risk Assessment and has issued/published notification confirming same.
X Yes

Reporting

20. Where are all records relating to child protection filed and stored in a secure manner? For example, stored securely in the principal's office in such a manner as only the DLP and DDLP and the chairperson when acting as DLP will have access to these records.

All records are kept in a locked cabinet in the Principal's (DLP's) office

21. How does the Board ensure that child protection procedures in relation to reporting to Tusla/An Garda Síochána are followed in full? The Board should indicate that the DLP follows the procedures outlined in the Child Protection Procedures for Schools 2025 for reporting of all child protection concerns.

The DLP follows all procedures outlined in the Child Protection Procedures for Schools 2025 for the reporting of all Child Protection concerns. The Board of management assumes an oversight role at each meeting.

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.

A meeting takes place between the In School Management member for Social, Personal and Health Education (SPHE) (or Wellbeing as it will be called) and the



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principal at the beginning of each school year to review the SPHE plan for that school year.

Teachers are notified about both the Relationships and Sexuality Education (RSE) and the Stay Safe programmes in advance of teaching. Parents are also informed via letter. Lessons take place in January and February each year.

The SPHE curriculum is taught each year, with the teaching of the RSE and Stay Safe programmes alternating each other year. When taught both of these programmes are taught in their entirety for JI/ SI, 1st/ 2nd, 3rd/4th and 5th/ 6th classes. The school plan outlines the provision for RSE across each class level.

The most recent SPHE (Wellbeing) policy review took place at a meeting on the 11-09-2026

For primary schools, it should confirm that:

- Aspects of all three strands (SPHE, RSE, Wellbeing) are covered each year.
- The Stay Safe programme is taught in its entirety in one year – at least once during infants, 1st/2nd class, 3rd/4th class, and 5th/6th class. Schools will be informed if, in the future, the Department approves an alternative or replacement to the Stay Safe Programme.
- The school plan outlines provision for RSE across each of the different class levels/stages.
- The date of the most recent policy review or curricular implementation is noted.

For post-primary schools, it should confirm that:

- The Wellbeing Programme for Junior Cycle is being implemented.
- RSE and SPHE are being appropriately delivered.
- The date of the most recent policy review or curricular implementation is noted.

Vetting and Recruitment

The board should be satisfied that procedures to ensure that all statutory requirements in relation to vetting, statutory declarations and forms of undertaking are met. The board should refer to the school's recruitment procedures about how references of all school personnel are checked and how vetting outcomes are managed before appointment or work in the school is undertaken. Schools under the aegis of Education and Training Boards (ETB) should outline how they adhere to ETB recruitment processes.

If joint agreements are used for the visiting coaches or for school placement students, this should be included. If the school is part of teacher sharing arrangements (see section 10.2 of the procedures), the vetting oversight actions taken should be included.

23. The Board should indicate how it is satisfied that:

- (a) the statutory requirements for Garda Vetting are met.



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The principal reports to the Board once per year that the garda vetting requirements have been met.

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

The principal reports to the Board once per year that the statutory declaration and form of undertaking have been met.

- (c) thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers).

A board meeting is held after each recruitment process to ratify each successful candidate. As part of that meeting, the interview board's report to the board details the procedure used as per the relevant circular.

Statement by the Board

The Board should make an overall statement as to its satisfaction that the Child Safeguarding Statement and Risk Assessment and child protection procedures are being fully and adequately implemented by the school.

The Board of Management of St. Patrick's National School is satisfied that the Child Safeguarding Statement and Risk Assessment and Child Protection Procedures 2025 are being fully and adequately implemented by the school.

Signed*: *Richard Matthews*
Chairperson of the board of management

Date: *30.09.2026*

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



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