Youthreach Ballina Child Safeguarding Statement and Risk Assessment

For: Youthreach Ballina

At: Cathedral Road, Ballina, Co Mayo

This school is a: *(tick appropriate)*

□ primary □ post-primary × special school

Youthreach Ballina is a second chance Education Centre providing second chance education from 15-20 years of age.

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 Youthreach Advisory Board has adopted the Child Safeguarding Statement and Risk Assessment set out in this document.

The Youthreach Advisory board 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.

Name of the Designated Liaison Person (DLP):

Damian Evans

Name of the Deputy Designated Liaison Person (Deputy DLP/DDLP):

Natasha Walsh

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

Name of Relevant Person

Damian Evans

(In schools this person is the DLP)

Relevant Person can be contacted on:

damianevans@msletb.ie 086-0654004

(insert phone & email)

Under the Children First Act 2015 Relevant Person means a person who is appointed by a provider of a relevant service to be the first point of contact in respect of the Child Safeguarding Statement. This person is nominated by the board of management to manage and provide oversight of child protection concerns/allegations of child abuse.

Name of Chairperson of the Youthreach Advisory Board, or in an ETB school the Chief Executive or their delegate:

Mr. Frank Brady Adult Education Officer

In the event that both DLP and DDLP are absent and unavailable, and where there is no staff member formally acting in their role, the chairperson of the board of management, or in an ETB school the chief executive or their delegate, assumes the role of DLP.

The Youthreach Advisory Board recognises that child protection and safeguarding permeate all aspects of Youthreach life and must be reflected in all of the Youthreach's policies, procedures, practices and activities. In all of these, the Youthreach centre will adhere to the following principles of best practice in child protection and welfare. The centre 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 minimize the possibility of harm happening to children and protect members of centre personnel from the necessity to take unnecessary risks that may leave themselves open to accusations of child abuse.

√Develop a practice of openness with parents and encourage parental involvement in the education of their children.

√Fully respect confidentiality requirements as set out in the *Child Protection Procedures for Schools 2025* in dealing with child protection matters.

√Adhere to the above principles in relation to any vulnerable adult.

Procedures and Measures in Place

Our Child Safeguarding Statement and Risk Assessment has been developed in line with requirements under the Children First Act 2015, the *Children First: National Guidance 2017*, and *Child Safeguarding: A Guide for Policy, Procedure and Practice, 2nd ed.* (Tusla, 2024), and the *Child Protection Procedures for Schools 2025*. In addition to the procedures listed in our risk assessment, the following procedures support our intention to safeguard children while they are availing of our service:

- Procedure for the Management of Allegations of Abuse or Misconduct against Youthreach Centre Personnel Relating to a Child Availing of Our Service
  - Where any member of Youthreach Centre personnel is the subject of any investigation in respect of any act, omission or circumstance in relation to a child attending the Centre, the Centre is required to adhere to the relevant procedures set out in Chapter 7 of the *Child Protection Procedures for Schools 2025* and to the relevant agreed disciplinary procedures for Youthreach staff.

- Procedure for the Safe Recruitment and Selection of Youthreach Personnel to Work with Children
  - The centre is required to adhere to the requirements of the Vetting Act. The selection or recruitment of staff and their suitability to work with children, requires the Centre to adhere 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 Youth and available on the gov.ie website and as outlined in Chapter 10 of the procedures.
  - A written protocol is in place authorising immediate action for cases which require an employee to be immediately absented from the Centre for child safeguarding reasons.
- Procedure for Provision of and Access to Child Safeguarding Training and Information, Including the Identification of the Occurrence of Harm
  - The Youthreach Centre provides information and training to members of Centre personnel in relation to the identification of the occurrence of harm (as defined in the 2015 Act) as follows:
    - The Youthreach Centre has provided each member of personnel, including any new members of centre personnel, (employees and volunteers, Advisory Board members, student teachers and those on work experience) with a copy of the school's Child Safeguarding Statement and Risk Assessment.
    - The Youthreach centre ensures that members of centre personnel have availed of relevant training and completed child protection training.
    - The Youthreach centre encourages the Youthreach Advisory Board members to avail of any relevant training and complete child protection training.
    - The Youthreach Advisory Board ensures that records of all staff and board member child protection training are maintained.
- Procedure for the Reporting of Child Protection or Welfare Concerns to Tusla
  - All members of centre personnel are required to adhere to the procedures set out in the *Child Protection Procedures for Schools 2025*, in relation to reporting of child protection concerns to Tusla. Mandated reporting applies to all registered teachers and any other mandated person who may be employed by MSLETB, for example a chaplain or nurse. A full list of those people who are mandated persons is set out in Appendix 1 procedures.
- Procedure for Maintaining a List of the Persons (if any) in the Relevant Service Who Are Mandated Persons
  - There is a procedure in place to maintain a list of mandated persons. Youthreach's may on occasion employ additional staff who are mandated by virtue of their profession. This list will include all registered teachers and identify additional employees that are not registered teachers.
- Procedure for Appointing a Relevant Person (In centres this person is the DLP)
  - There is a procedure in place for appointing a relevant person.

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

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 Youthreach Advisory 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.

Note: The procedures and measures in place outlined above, are not intended as exhaustive list. Individual boards of management shall also include in this section such other procedures and measures that are of relevance to the centre.

This statement has been published on the Youthreach's website or will be made available on request by the centre. It has been provided to all members of centre personnel, the parents' association (if any), the patron and parents. A copy of this statement and risk assessment will be made available to Tusla and the department if requested.

This Child Safeguarding Statement and Risk Assessment will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

Child Safeguarding Risk Assessment

Child Safeguarding Risk Assessment

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
1.	**Daily arrival, dismissal and learners leaving the premises during the day**	Learners under 18 leave the centre during the day without staff or parents knowing. Unexplained absence is not followed up, masking neglect, exploitation or harm at home. Adults unknown to the centre wait for or collect learners near the premises.	Daily sign-in and sign-out record kept using TACS system. Same-day contact with parent/guardian for any unexplained absence of a learner under 18. Attendance patterns reviewed weekly by the Co-ordinator (DLP), who acts on any welfare concern arising from attendance. Parental permission for under-18s to leave the premises at lunch is recorded at enrolment. Staff challenge and report unknown adults waiting on or near the premises.
2.	**Break and lunch times, including time spent off-site in town**	Unsupervised contact with adults or older peers in town. Exposure to drugs, alcohol, and criminal or sexual exploitation. Bullying in unsupervised parts of the building.	Staff supervision rota covers common areas during breaks. Learners use defined areas of the building only. Staff are briefed to notice and report changes in who learners associate with, unexplained money, phones or possessions, and signs of intoxication. Code of Behaviour sets expectations for conduct and return times.
3.	**Classroom, workshop and practical teaching in mixed-age groups (15 to 20)**	Learners under 18 share classes and social space with adult learners, creating potential for grooming, coercion or inappropriate relationships. Unsuitable content in discussion or materials.	All staff are made aware that the age range within groups is a specific risk for this centre. A relationship between an adult learner and a learner under 18 that raises concern is reported to the DLP. Code of Behaviour addresses respectful relationships between learners. Sensitive topics are planned in advance and delivered in an age-appropriate way.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
4.	**One-to-one work: mentoring, guidance, literacy and learning support, key working**	Harm in an unobserved setting. Allegations against staff. Professional boundaries drift in a small, informal centre where close relationships are part of the model.	One-to-one sessions take place in rooms with a vision panel or with the door open, during centre hours, with another staff member aware. Sessions are recorded on the learner file. Staff adhere to the ETB code of conduct and professional boundaries guidance. No one-to-one meetings off-site or outside centre hours without prior approval of the Co-ordinator.
5.	**Counselling and psychological support (Youthreach counselling service, NEPS, external agencies)**	Disclosures handled outside child protection procedures. Confidentiality promised beyond what the law allows. Harm in an unobserved one-to-one setting.	Counsellors are qualified, Garda vetted and are mandated persons. The counselling agreement explains the limits of confidentiality to the learner at the start. Counsellors inform the DLP of child protection concerns and make mandated reports as required. Sessions take place in a designated room within centre hours.
6.	**Use of toilets and changing areas**	Bullying, sexual harassment or recording of images in unsupervised areas. Substance use.	No phone or camera use in toilets or changing areas. Staff are present in adjacent corridors during breaks. An accessible, gender-neutral single-occupancy toilet is available to any learner. Staff do not enter an occupied toilet except in an emergency, and then with a colleague informed.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
7.	**Work experience placements with external employers**	Harm by an employer or co-worker who has not been vetted. Learner working alone with a single adult. Exploitation through excessive hours or unsuitable tasks. Learner unsure who to tell if something goes wrong.	Placements approved by the Co-ordinator before they start. Written placement agreement names a supervisor and sets out hours, supervision and how to report concerns. Learners briefed before placement on appropriate conduct and on who to contact in the centre. Staff contact or visit each placement. Placements where an under-18 would work alone with one adult, or in licensed premises, are avoided unless specifically risk assessed.
8.	**Off-site activities and outings (day trips, sports, arts and community partners)**	Inadequate supervision. Contact with members of the public. Learner separated from the group.	Off-site activity form approved by the Co-ordinator for every activity. Staffing ratio appropriate to the group and activity. Parental consent for learners under 18. Emergency contacts and relevant medical information carried by staff. Regular headcounts.
9.	**Erasmus+ mobility and other trips involving overnight stays or foreign travel**	Harm during overnight accommodation. Host institution staff not vetted to Irish standards. Learners under 18 travelling and sharing space with adult learners. Exposure to alcohol, drugs and unknown adults. Delay in responding to a concern while abroad.	A separate risk assessment is completed for each mobility. Learners are accommodated either individually or together in group accommodation with accompanying staff. Rooming arranged by age and gender; staff never share rooms with learners. Minimum of two staff, mixed gender where the group requires it. Parental consent and a pre-departure meeting with parents/guardians. Trip code of behaviour includes alcohol and curfew. Accompanying staff briefed on reporting; DLP or DDLP contactable throughout, whichever is not travelling.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
10.	**Transport of learners by staff**	Staff member alone with a learner in a vehicle. Allegations against staff.	Transport by staff only for a centre purpose, with Co-ordinator approval and appropriate insurance under ETB procedures. Lone transport of a learner is avoided. Where unavoidable, another staff member is informed, and the learner sits in the back. Parental consent for learners under 18.
11.	**Staff communication with learners (phone, text, messaging apps, email, social media)**	Inappropriate relationships developing through private channels. Grooming. Allegations against staff and erosion of boundaries.	Staff contact learners through centre-issued phones and ETB accounts only. No staff personal phone numbers or social media connections with learners. Group messaging only on approved platforms with Co-ordinator oversight. Contact is for centre business and within reasonable hours. Breaches of the communication rules are dealt with under the ETB code of conduct.
12.	**Learner use of phones, internet and social media in the centre**	Cyberbullying. Sharing of intimate images, including image-based abuse and sextortion. Online grooming. Access to harmful content. Filming or photographing peers or staff without consent.	Acceptable Use Policy signed by each learner at enrolment. ETB network filtering in place. Centre phone use rules set out in the Code of Behaviour. Staff trained to respond to an image-sharing incident: do not view, copy or forward the image, secure the device, and report to the DLP. DLP follows Tusla and Garda guidance on intimate image incidents. Online safety taught using Webwise resources.
13.	**Online and remote learning**	Uninvited persons accessing sessions. Unrecorded one-to-one video contact. Learners in unsafe or unsuitable home settings visible on camera.	Approved platforms using ETB accounts only. Session links are not shared publicly. One-to-one video sessions only with another staff member aware and a record kept. Acceptable Use Policy covers remote learning; cameras are optional for learners. Concerns observed during remote sessions are reported to the DLP.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
14.	**Photography, video and publication (website, social media, publications, press)**	Identifiable images of vulnerable learners published, including learners in care, subject to court orders, or fleeing domestic violence. A learner's location revealed to someone who may harm them. Misuse of stored images.	Written consent from the learner, and from parent/guardian for under-18s, collected at enrolment and confirmed for each project. The Co-ordinator keeps a confidential list of learners who must not be photographed or named, checked before anything is published. Full names are not published with images. Data handled under ETB data protection policy.
15.	**External tutors, facilitators, guest speakers and creative programme partners**	Unvetted adults working with learners. Unsupervised contact. Unsuitable content.	Vetting confirmed through the ETB before any engagement. A centre staff member is present for all sessions. External personnel receive a copy of this statement and are told who the DLP is. Session content agreed with the Co-ordinator in advance.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
16.	**Visitors, contractors and building works during centre hours**	Unvetted adults on the premises while learners are present. Unsupervised contact with learners.	All visitors check in with co-ordinator. Contractors work away from learner areas or outside centre hours where possible. Visitors and contractors are accompanied and are not left alone with learners.
17.	**Recruitment of sessional tutors, volunteers and placement students**	Unsuitable persons appointed to work with learners.	MSLETB recruitment procedures and statutory Garda vetting are followed for all personnel. Statutory declaration and form of undertaking completed where required. References verified before appointment. No person starts work before a vetting outcome is received. Volunteers and students on placement are vetted, supervised and given a copy of this statement.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
18.	**Child protection training and awareness among staff**	Harm not recognised or reported. Staff unclear about their mandated status. Centre staff include registered teachers and staff who are not registered, so mandated status is not uniform.	All staff complete Tusla Children First eLearning on induction; mandated persons also complete the mandated persons module. DLP and DDLP complete Oide DLP/DDLP training. A list of mandated persons in the centre is maintained and reviewed each year. This statement is reviewed with all staff at the start of each year and given to new staff on induction. Training records kept (CSS 8). Copies of the procedures available in the staffroom and online.
19.	**Reporting and recording of child protection and welfare concerns**	Delay in reporting. Concerns not recorded or records not secure. Concerns lost when the DLP is absent.	Staff report all concerns to the DLP the same day and record them in writing. DLP reports to Tusla through the Tusla portal; joint reports made with mandated persons as appropriate. Where a child is in immediate danger, An Garda Síochána is contacted directly. Records kept in a locked cabinet or restricted ETB folder accessible only to the DLP and DDLP. DDLP assumes the role in the DLP's absence; escalation to the Chief Executive or delegate where both are unavailable.
20.	**Management of behaviour, including crisis situations and exclusion**	Inappropriate sanctions or physical intervention. Escalation causing injury. Suspension or exclusion leaving a learner under 18 unsupervised or at greater risk.	Code of Behaviour in place and applied consistently. Physical intervention only as a last resort to prevent immediate harm, recorded and reported to the Co-ordinator. Staff follow Understanding Behaviours of Concern and Responding to Crisis Situations guidance. Welfare is considered in any suspension or exclusion decision; parents/guardians of under-18s are contacted before a learner is sent off the premises.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
21.	**Bullying, including racist, anti-Traveller, homophobic and transphobic bullying**	Identity-based bullying, harassment and exclusion. Harm to learners already experiencing marginalisation.	Anti-bullying policy aligned with Bí Cineálta procedures; incidents recorded and followed up. Anti-racism and Traveller culture and history included in programme content. LGBTQ+ Quality Mark work under way with Belong To. Learner council consulted on bullying and safety.
22.	**Learners in care, in aftercare, known to Tusla, on the CPNS, or homeless or at risk of homelessness**	Ongoing harm at home or in placement. Missed indicators. Information not shared with the relevant social worker. Learner missing from care.	DLP holds confidential awareness of learners' circumstances on a need-to-know basis. Liaison with allocated social workers in line with the procedures. Attendance of these learners monitored closely. A learner missing from care is reported to the carer or social worker and to An Garda Síochána in line with the care plan. Each learner has an identified key worker.
23.	**Learners at risk of exploitation (criminal exploitation, drug debt, sexual exploitation)**	Recruitment into drug dealing or other criminal activity. Child sexual exploitation, including by older partners. Intimidation linked to drug debt.	Staff trained in indicators of exploitation. Relationships between learners under 18 and adults that raise concern are reported to the DLP. DLP consults Tusla and An Garda Síochána as appropriate. Learners taught about coercion, consent and exploitation in Social Education and related modules.
24.	**Learners from migrant backgrounds, including international protection applicants and separated children**	Language barriers to disclosure. Trafficking or labour exploitation. Separated children without appropriate adult oversight. Racism and trauma.	Student-friendly statement translated into learners' home languages. Liaison with Tusla's separated children service where relevant. Staff aware of trafficking indicators.
25.	**Learners with special educational needs, disabilities or medical needs**	Increased vulnerability and difficulty communicating harm. Intimate care, where needed.	Individual learner support plans. Information about safeguarding given in an accessible format. Care plan agreed with the learner and parent/guardian where required. Administration of medication policy in place.

	List of School Activities	Risks Identified Against Each School Activity	Procedures/Measures in place to Mitigate Risk
26.	**Pregnant learners and learners who are parents**	Pregnancy of a learner under 17 may indicate sexual activity that must be assessed under Children First. Welfare of the learner's own child. Stigma leading to withdrawal from education.	DLP considers each case against the Children First provisions on underage sexual activity and reports where required. Learner supported in a non-judgemental way to remain in education. Concerns about the welfare of a learner's child are reported to Tusla. Referral to relevant supports.
27.	**Adult learners (18 to 20), vulnerable adults and disclosures of past abuse**	Abuse of a vulnerable adult learner. Disclosure of abuse that took place in childhood.	The principles of this statement are applied to vulnerable adults. Concerns about a vulnerable adult are referred to the HSE Safeguarding and Protection Team. Retrospective disclosures are reported to Tusla in line with Children First; the learner is offered support.
28.	**Provision of meals and payment of learner allowances**	Hunger, poor hygiene or lack of basic provision as indicators of neglect going unnoticed. Learner allowance taken or controlled by others.	Meals provided daily; staff note and report signs of hunger or neglect to the DLP. Allowances paid directly into the learner's own account. Staff alert to signs a learner's allowance is being taken or controlled by others.
29.	**Centre events open to families and the community (launches, performances, awards)**	Unvetted adults present, including persons subject to court orders. Uncontrolled photography.	Events are staffed and learners supervised throughout. Co-ordinator checks known access restrictions or court orders before the event. Photography rules announced at the start of each event.
30.	**Social Education, relationships and sexuality education, and wellbeing modules**	Content prompts a disclosure that is not handled properly. Learners not equipped to recognise abuse or seek help.	Relationships and sexuality content is planned and delivered in line with LCA Social Education and relevant QQI modules. Staff delivering this content know how to respond to a disclosure. External facilitators vetted and accompanied. This statement, and who the DLP is, explained to learners at induction. -

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. Centre's should note that this list of examples is not intended to be exhaustive, and that the inclusion of an example of a policy or procedure on these lists does not make it mandatory. It is the responsibility of each centre 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 centres 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 centre and that some centre activities will carry low or minimal risks of harm compared to others. In the context of the risk assessment that must be undertaken by centres, 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 centre 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 centre to:

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

Online Safety

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

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

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

Examples of School Activities which schools may draw from, as appropriate

1. Daily arrival and dismissal of learners
2. Recreation breaks for learners
3. Classroom teaching
4. One-to-one teaching
5. One-to-one learning support
6. One-to-one counselling
7. Outdoor teaching activities
8. Online teaching and learning remotely
9. Sporting activities
10. Centre outings
11. Centre trips involving overnight stay
12. Centre trips involving foreign travel
13. Use of toilet/changing/shower areas in Centres
14. Provision of residential facilities for boarders
15. Annual Sports Day
16. Fundraising events involving pupils
17. Use of off-site facilities for Centre activities
18. Centre transport arrangements including use of bus escorts
19. Care of children with special educational needs, including intimate care where needed
20. Care of any vulnerable Adult Learners, including intimate care where needed
21. Management of challenging behaviour amongst learners, including appropriate use of restraint where required
22. Management of provision of food and drink
23. Administration of medicine
24. Administration of First Aid
25. Curricular provision in respect of SPHE, RSE,
26. Prevention and dealing with bullying amongst learners
27. Training of centre personnel in child protection matters
28. Use of external personnel to supplement curriculum
29. Use of external personnel to support sports and other extra-curricular activities
30. Care of learners with specific vulnerabilities/needs
31. Learners from ethnic minorities/migrants
32. Members of the Traveller community

33. Lesbian, gay, bisexual or transgender (LGBT) children
34. Learners perceived to be LGBT
35. Learners of minority religious faiths
36. Children in care
37. Children on Tusla's Child Protection Notification System (CPNS)
38. Children with medical needs
39. Recruitment of centre personnel including teachers/Resource persons/ caretakers/secretaries/cleaners and sport coaches
40. External Tutors/Guest Speakers
41. Volunteers/Parents in centre activities
42. Visitors/contractors present in centre during centre hours
43. Visitors/contractors present during after centre activities
44. Participation by Learners in religious ceremonies/religious instruction external to the centre
45. Use of Information and Communication Technology by learners in centre, including social media
46. Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.
47. Learners participating in work experience in the centre
48. Learners from the centre participating in work experience elsewhere
49. Student teachers undertaking training placement in centre
50. Use of video/photography/other media to record centre events
51. After centre use of centre premises by other organizations
52. Use of centre premises by other organizations during centre day
53. Breakfast club
54. Homework club/evening study

Examples of Risks of Harm

1. Risk of harm not being recognised by centre personnel
2. Risk of harm not being reported properly and promptly by members of centre personnel
3. Risk of harm where members of centre personnel have not received appropriate training
4. Risk of child being harmed in the centre by a member of centre personnel
5. Risk of child being harmed in the centre by another child
6. Risk of child being harmed in the centre by a volunteer or visitor to the centre

7. Risk of child being harmed by a member of centre personnel, a member of staff of another organisation or other person while a child is participating in out-of- centre activities, e.g. centre trip, swimming lessons
8. Risk of harm due to inappropriate use of online remote teaching and learning communication platform, such as an uninvited person accessing the lesson link, Learners being left unsupervised for long periods of time in breakout rooms
9. Risk of harm due to bullying of a child
10. Risk of harm due to racism
11. Risk of harm due to inadequate supervision of children in centre
12. Risk of harm due to inadequate supervision of children while attending out-of-centre activities
13. Risk of harm due to inappropriate relationship/communications between a child and another child or adult
14. Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while in centre
15. Risk of harm to children with special educational needs who have particular vulnerabilities, including medical vulnerabilities
16. Risk of harm to child while a child is receiving intimate care
17. Risk of harm due to inadequate code of behaviour
18. Risk of harm in one-to-one teaching, counselling, coaching situations
19. Risk of harm caused by a member of centre personnel communicating with pupils in an inappropriate manner via social media, texting, digital device, or other manner
20. Risk of harm caused by a member of centre personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

These are examples of policies and procedures that may be used to address Risks of Harm

1. All centre personnel are provided with a copy of the school's *Child Safeguarding Statement and Risk Assessment*
2. The *Child Protection Procedures for Schools 2025* are made available to all centre personnel
3. Centre personnel are required to adhere to the *Child Protection Procedures for Schools 2025* and all registered teaching staff are required to adhere to the *Children First Act 2015* as well as supporting the continued implementation of the best practice guidance set out in *Children First: National Guidance for the Protection and Welfare of Children 2017* and its addenda, including *the Addendum to Children First 2019* and *2025*
4. A written protocol is in place authorising immediate action for cases which require an employee to be immediately absented from school for child safeguarding reasons
5. The centre implements in full the Stay Safe Programme
6. The Centre implements in full the Social, Personal, and Health Education (SPHE) curriculum

7. The centre implements in full the Wellbeing Programme at Junior Cycle
8. Youthreach authorities have a code of behaviour and an anti-bullying policy in place in accordance with the department's "Bí Cineálta" procedures to prevent and address bullying in centres and as outlined in *Circular 55/2024*
9. The centre has complied with the *Understanding Behaviours of Concern and Responding to Crisis Situations* developed by the Department of Education and Youth to address uncertainty for staff on how to respond when facing crisis situations where there are concerns regarding physical safety
10. The centre undertakes anti-racism awareness initiatives
11. The centre 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.
12. The centre has in place a policy and clear procedures in respect of centre outings
13. The centre has a health and safety policy
14. The centre adheres to the requirements of the Garda vetting legislation
15. The centre adheres to the relevant Department of Education and Youth circulars in respect of recruitment
16. The centre has a code of conduct for centre personnel (teaching and non-teaching staff)
17. The centre complies with the agreed disciplinary procedures for teaching staff
18. The centre has a special educational needs policy
19. The centre has an intimate care policy/plan in respect of students who require such care
20. The Centre has in place a policy and procedures for the administration of medication to pupils
21. The Centre has provided each member of centre staff with a copy of the Youthreach Child Safeguarding Statement and Risk Assessment
22. The centre ensures all new personnel are provided with a copy of the Youthreachs Child Safeguarding Statement and Risk Assessment
23. The centre encourages personnel to avail of relevant training
24. The centre encourages the Youthreach Advisory Board members to avail of relevant training
25. The Centre maintains records of all personnel and board member training
26. The Centre has in place a policy and procedures for the administration of First Aid
27. The Centre has in place a code of behaviour for learners
28. The centre has an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents
29. The centre has in place a policy governing the use of smartphones and tablet devices in the centre by pupils as per *Circular 38/2018* and the national guidelines
30. The centre has in place a Critical Incident Management Plan
31. The centre has in place a Home School Liaison policy and related procedures

32. The centre has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
33. The centre has in place a policy and procedures for the use of external sports coaches
34. The centre has in place a policy and clear procedures for one-to-one teaching activities
35. The centre has in place a policy and procedures for one-to-one counselling
36. The centre has in place a policy and procedures in respect of student teacher placements
37. The centre has in place a policy and procedures in respect of learners undertaking work experience in the centre
38. The centre has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations
39. The centre has in place a policy in relation to assisting members of school personnel in respect of disclosures of retrospective abuse
40. The centre has considered the questions in *Appendix 1 of the Child Protection and Safeguarding Procedures for Boarding Facilities Associated with Recognised Schools 2023* and implemented the necessary risk mitigation measures

In accordance with Section 11 of the Children First Act 2015 and with the requirements of Chapter 9 of the *Child Protection Procedures for Schools 2025*, the following is the written Child Safeguarding Statement and Risk Assessment.

In undertaking this Child Safeguarding Statement and Risk Assessment, the Youthreach Advisory Board 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 Centre has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

This Child Safeguarding Statement and Risk Assessment was reviewed by the Youthreach Advisory Board on 1-10-2026 *(most recent review date).*

Signed:* Sean Carey Date: 1-10-2026
Chairperson of the Youthreach Advisory Board

Signed:* [signature] Date: 1/10/2026
Principal/Secretary to the Youthreach Advisory Board

This Child Safeguarding Statement and Risk Assessment is expected to be reviewed again on 2/10/27 *(expected review date).*

* Document to be printed and signed with original signatures