

CHILD SAFEGUARDING STATEMENT

In accordance with the requirements of the Children First Act (2015) and the updated Child Protection Procedures for Schools (2017), this statement provides guidance to all adults in the school community regarding child protection procedures.

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CHILD SAFEGUARDING STATEMENT

Kilcolgan Educate Together NS is a primary school providing primary education to pupils from Junior Infants to Sixth Class.

In accordance with the requirements of the [Children First Act 2015](#), [Children First: National Guidance for the Protection and Welfare of Children 2017](#), the [Child Protection Procedures for Primary and Post Primary Schools 2017](#) and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of Kilcolgan Educate Together NS has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department’s Child Protection Procedures for Primary and Post Primary Schools 2017 as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is Anna Eagleton
- 3 The Deputy Designated Liaison Person (DDL) is Fionnuala Ní Chaoimh
- 4 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.

5 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 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DES 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 DES and available on the DES 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 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
- In this school the Board has appointed the above named DLP as the "relevant person" (as defined in the Children First Act 2015) to be the first point of contact in respect of the child safeguarding statement.
- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015, 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 attached as an appendix to this statement.
- The various procedures referred to in this Statement can be accessed via the school's website, the DES website or will be made available on request by the school.

6 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association 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.

7 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].

Signed: _____

Signed: _____

Chairperson of Board of Management

Principal/Secretary to the Board of Management

Date: _____

Date: _____

1.1 APPENDIX A – WRITTEN RISK ASSESSMENT

In accordance with section 11 of the Children First Act 2015 and with the requirement of Chapter 8 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*, the following is the Written Risk Assessment of Kilcolgan Educate Together NS.

Harm is defined as...

- (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.

List of school activities	The school has identified the following risk of harm in respect of its activities	The school has the following procedures in place to address risk identified in this assessment
Training of personnel in child protection matters	Lack of shared knowledge and procedures as well as gaps in consistency could harm children or lead to an omission in fulfilling responsibilities	<ul style="list-style-type: none"> • Annual review of the Child Safeguarding Statement including a review with staff and parents • Participate in all available training for DLP, DDLP and other members of staff • Provide everyone with a copy of the Safeguarding Statement • Induction of new staff with a particular focus on child protection procedures defined in this risk assessment
One-to-one teaching	A staff member could cause harm to a child	<ul style="list-style-type: none"> • Glass panel in the door or an open door or a public space for all one-to-one teaching • One-to-one teaching is timetabled or verbally communicated to other staff • Regular one-to-one teaching is planned and documented in a child's IEP • One-to-one teaching takes place only during the structured teaching day • All parents grant permission for individual or small-group teaching as described in the Special Education Policy
Intimate care needs	Dignity and privacy of a child could be compromised and an adult could harm a child in our care	<ul style="list-style-type: none"> • In most situations, teachers wait outside unless a child has a physical need that requires assistance with changing • In the case of toileting accidents, staff communicate with each other to inform another staff member that they are assisting a child and parents are informed of the incident • Parents are informed on the same day should their child require support with intimate care needs • Privacy is ensured so that a child is never exposed unnecessarily • Procedures are established and communicated where a child has ongoing regular care needs which have been agreed between parents, teachers and SNAs and are included in IEPs,

		<p>ensuring adults responsible for intimate care understand the procedures</p> <ul style="list-style-type: none"> • Children are involved as far as possible in their own intimate care, dressing themselves and managing their personal care needs as independently as possible • Consistent care is offered as well as choices where possible and appropriate • Children are included in conversations and discussions that affect themselves and procedures are explained before they happen
Toilet areas	Dignity and privacy of a child could be compromised and an adult could harm a child in our care	<ul style="list-style-type: none"> • Adults use designated toilets for adults and children use designated toilets for children where possible. • An adult will knock on the door before entering and give an oral instruction if looking for a child or needing to access the toilet
First Aid	An adult could cause harm to a child in the care of the school	<ul style="list-style-type: none"> • If clothing needs to be removed due to injury, the child will do this themselves, as much as possible. • Parents are informed on the same day should their child require first aid (using a sticker system where it was the application of a plaster and a phone call in more serious cases) • An incident report is written where the injury merits it
Security of the school	To prevent intruders causing harm to children	<ul style="list-style-type: none"> • Gates are kept closed • The secretary's office looks onto the main entrance and yard and the office is fitted with a panic button • The principal's office also looks onto the main entrance way to the school • Faces that are not known to the school are asked to identify themselves
Current provision of SPHE, RSE, Stay Safe	Without proper prevention training, children will be unable to have appropriate language or awareness of appropriate touch and how and who to tell when being harmed	<ul style="list-style-type: none"> • Stay Safe is fully implemented • Regular conversations about bullying take place • Policies and curriculum plans are in place which are ratified and reviewed by the Board of Management • Resources are provided to teachers • CPD is regularly offered or taken up • A culture of open communication and shared planning is in place among staff members
Swimming	A child could be harmed by an instructor, staff member or other people present, such as parents	<ul style="list-style-type: none"> • The school seeks assurance that all swimming instructors have Garda Vetting. • Children change in the shared changing room and a teacher stands at the door to supervise. • Independence in changing and dressing is emphasised, and parents are encouraged to ensure that children wear clothes which they can put on and take off independently • Parents are encouraged to ensure children's swimming suits are appropriate • Should a child need assistance it will be given in the semi-public setting of the common changing room.

Outings	Children could be harmed by staff members, chaperones or other persons in public spaces	<ul style="list-style-type: none"> • The ratio of staff members to children ensures adequate supervision • Teachers have heightened awareness in public spaces and ensure the group stays together with a staff member leading and a staff member at the rear or a supervising adult being assigned to a particular group • Staff members supervise the use of public toilets • Children walk in pairs and are responsible for their partner • Children are never sent on their own to the bus or toilet or any other place but are ideally accompanied by a member of staff and another child
Yard Supervision	A child could be harmed or experience bullying behaviour	<ul style="list-style-type: none"> • There are seven adults supervising the yard during breaks, each assigned to a particular area • The gate is closed and visiting adults are not allowed to access the yard without specific permission • Supervision is based on MBWA (Management by Walking Around) approach whereby children are spoken to frequently • If a member of the teaching staff is called away for any reason, including administration of first aid, another member of the teaching staff will replace them • Anti-Bullying month in November aims to help children understand bullying and what to do if they experience it
Recruitment of new staff	Without sufficient safeguards, a new staff member could be hired who may have a history of harming a child or lack appropriate skills for working in an environment with children	<ul style="list-style-type: none"> • All posts are advertised in a public method • All teachers will be registered with the Teaching Council • A Board member, an independent assessor approved by Educate Together and the principal act as the recruitment panel • All staff members, as explained in the school's Garda Vetting Policy, must be vetted prior to working in the school and at least two references must be checked
Bullying based on difference	A child may be harmed by an adult or another child	<ul style="list-style-type: none"> • The Anti-Bullying Policy is effectively implemented and reviewed regularly • Lessons on respecting difference are a regular part of both the Learn Together and SPHE curricula • Incident reports are written and the DLP or DDLP is informed, as required
Afterschool activities	A member of staff, an afterschool leader or another child could harm a child	<ul style="list-style-type: none"> • All leaders and volunteers must have Garda Vetting in accordance with the school's Garda Vetting Policy • Leaders must supervise children and fulfill all requirements as explained in the school's After-School Activities Policy
Drop-off	Parents leave a child unattended or children do not reach the school safely	<ul style="list-style-type: none"> • Classroom teachers are present in classrooms at 8.50 before the doors are opened. • Children dropped before this time are asked to wait outside their classroom where they can be seen. • The supervision procedures are regularly

		<p>communicated to parents.</p> <ul style="list-style-type: none"> In accordance with the school's Attendance Policy, the school will contact parents if a child's absence is unexplained
Collection	A child could be harmed without adequate supervision or if collected by someone who was not designated	<ul style="list-style-type: none"> Supervision of children by staff members continues until a parent or other designated adult is present For junior classes, teachers ensure parents or designated adults collect children personally Parents must give permission for another person to collect their child One supervising adult is assigned to each bus line
Managing challenging behaviour	A child could be harmed by an adult or another child	<ul style="list-style-type: none"> The school's Code of Behaviour provides guidance and clear procedures The school liaises with psychologists, other professionals, the SENO and parents A safe environment is maintained Professional development for staff members is completed to ensure good practice
Substitute teachers	A substitute teacher could cause harm to a child or be unaware of their responsibilities regarding child protection	<ul style="list-style-type: none"> All substitutes must provide proof of Teaching Council Registration, current Garda vetting through the Teaching Council and a Statutory Declaration Casual substitutes meet the DLP or Deputy DLP and are encouraged to report any concerns or disclosures Long-term substitutes are considered members of staff and are given a copy of this statement as well as all necessary policies
Guest speakers or sports coaches	A child could be harmed by a visiting teacher/ guest speaker or coach or the visiting teacher/ guest speaker has a lack of training or awareness regarding child protection	<ul style="list-style-type: none"> As explained in the Garda Vetting policy, all visiting guest teachers, speakers and coaches will be vetted A member of the teaching staff will always be present The Child Safeguarding Statement is given to regular coaches and visitors Open dialogue between staff members and visitors takes place regarding the planning of activities
Students participating in work experience	A student could harm a child or be unaware of child protection matters	<ul style="list-style-type: none"> As explained in the Garda Vetting policy, all students on work experience will be vetted Students will always work under the direct supervision of a member of the teaching staff Documentation is required from the host organisation (i.e. secondary school, training college) The Child Safeguarding Statement is discussed and given to students Open dialogue between staff and students is maintained
Volunteers and parents	A volunteer or parent could harm a child or be unaware of child protection requirements	<ul style="list-style-type: none"> Any volunteers, including parents, who work with children on a regular basis (other than attending assemblies or chaperoning on excursions on an incidental basis) will be Garda Vetted in accordance with the school's Garda Vetting Policy Volunteers and parents working with children other than their own will always be directly

		<p>supervised by a member of the teaching staff</p> <ul style="list-style-type: none"> • Long-term volunteers are given a copy of this Child Safeguarding Statement
Digital technology use by pupils in the school	Children may access or see inappropriate content or may use digital technology to bully another child	<ul style="list-style-type: none"> • The school's Internet Acceptable Usage Policy is properly implemented including appropriate filtering • As explained in the Mobile Phone and Electronic Devices Policy, children are not allowed to use their own personal internet-enabled devices • Safe and appropriate use of digital technology is taught in school and training/guidance offered to parents where it is wanted
Use of school by other organisations or events open to the public	A visitor attending an event or connected to an organisation renting space in the school could cause harm to a child	<ul style="list-style-type: none"> • Children's names with photos are not visible in the school in place where a stranger can view them • When children enrolled in the school are present, no organisation not directed towards the children of the school may use any part of the school premises
Website and Social Media	Images of children may be used inappropriately or children's identity may be revealed	<ul style="list-style-type: none"> • Parental permission is sought from parents prior to posting the child's photo to the website • Children are not identified in the photos used online
Transporting children	A staff member could harm a child	<ul style="list-style-type: none"> • A staff member will not transport a pupil alone in a personal car unless it is deemed to be a health and safety necessity and with prior permission from the principal or deputy principal and parent. In these cases planned arrival times etc will be notified to the principal or deputy principal and regular contact may be maintained. • Buses or taxis will be hired for planned excursions.

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. This risk assessment shall be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management

1.2 APPENDIX B – DETAILED GUIDELINES FOR MANAGING CHILD PROTECTION CONCERNS

Role of the Designated Liaison Person (DLP):

- The Board of Management of this school has appointed Anna Eagleton as the Designated Liaison Person (DLP) and Fionnuala Ní Chaoimh as the Deputy DLP.
- The name of the DLP is displayed prominently in the school.
- The DLP has specific responsibility for child protection and will represent the school in all dealings with TÚSLA, An Garda Síochaná and other parties in connection with allegations of abuse or child-protection concerns. All matters pertaining to the investigation of child abuse should be processed through the DLP.
- The DLP will coordinate continuing professional development for all teachers as well as induction for new staff members.
- The DLP will be available to staff for consultation regarding suspicions of abuse. S/he will keep records of these consultations.
- The DLP will maintain proper records in a secure, confidential manner and in a secure location.
- The DLP will keep up to date on current developments regarding child protection.

1.2.1 PROCEDURE FOR DEALING WITH DISCLOSURES:

The following procedure will be followed in Kilcolgan Educate Together NS by staff or by any adult participating in school activities if a disclosure of abuse is made.

(1)

- Listen to the child,
- take all disclosures seriously,
- do not ask leading questions or make suggestions to the child,
- offer reassurance but do not make promises,
- do not stop a child recalling significant events,
- do not over-react,
- explain that further help may have to be sought and
- record the discussion accurately in writing and retain the record.

(2) The teacher, staff member or other adult to whom the child has spoken will report the exchange to the Designated Liaison Person (DLP). The DLP, with the help of the other adult, will make a written record of the disclosure. The DLP and Deputy DLP may discuss cases and seek advice from one another.

(3) In cases where school personnel have concerns about a child but are not sure whether to report the matter to TÚSLA, they will seek appropriate advice. To do so, the DLP will consult the appropriate TÚSLA staff. In consulting TÚSLA staff, the DLP should be explicit that he/she is requesting advice and consultation and that he/she is not making a report. It is not envisaged at this informal stage that the DLP would have to give identifying details as are required when a report is being made. If TÚSLA staff member advises that a referral should be made, the DLP will act on that advice.

(4) The DLP will inform the Chairperson of the Board of Management. The Chairperson of the Board of Management will support the implementation of the Child Protection Procedures as laid down by the Kilcolgan Educate Together NS.

(5) The DLP will make a formal report to TÚSLA if there are 'reasonable grounds for concern that a child may have been abused or is being abused or is at risk of abuse' based on one of the following:

- specific indication from the child that he or she was abused;
- an account by a person who saw the child being abused;

- evidence, such as an injury or behaviour which is consistent with abuse and unlikely to be caused another way;
- an injury or behaviour, which is consistent both with abuse and with an innocent explanation but where there are corroborative indicators supporting the concern that it may be a case of abuse (an example of this would be a pattern of injuries, an implausible explanation, other indications of abuse or dysfunctional behaviour) and/or
- consistent indication, over time, that a child is suffering from emotional or physical neglect.

(6) The DLP will provide information as required by the standard reporting form and by telephone to the duty Social Worker in TÚSLA.

(7) If the DLP is making a formal report to TÚSLA, the child's parents/carers will be informed that such a report is being submitted unless doing so is likely to endanger the child.

(8) The DLP and the staff member who received a disclosure will decide whether the concern is above the defined threshold of harm. If it is, a joint mandated report will be made. If the DLP determines that a report is unnecessary, another mandated person, such as the teacher who received a disclosure, may choose to submit a report independently.

(9) In cases of emergency, where a child appears to be at immediate serious risk and a duty Social Worker is unavailable, An Garda Síochána will be contacted. Under no circumstances will a child be left in a dangerous situation pending a TÚSLA intervention.

(10) All information regarding concerns of possible child abuse will only be shared on a need-to-know basis in the interest of the child. The test is whether or not the person has any legitimate involvement or role in dealing with the issue.

(11) As part of the Principal's report at each BOM meeting, the number of instances when the Principal sought advice from TÚSLA or made a formal report to TÚSLA will be reported without reference to the names or individuals involved.

In summary, the staff and management of this school have agreed that:

- they are duty bound to respond and report any child protection concerns and disclosures;
- the recording of concerns/disclosures and the reporting of same to the DLP, or deputy DLP where appropriate, is crucial;
- all records/reports will be dated and signed by the person making the report;
- a strict adherence to maintaining confidentiality will be maintained;
- dated records of conversations with parents, TÚSLA, Gardaí or legal experts will be kept and
- an identifier number will be used on reports and records instead of names.

1.3 APPENDIX C – CHECKLIST FOR REVIEW OF THE CHILD SAFEGUARDING STATEMENT

The *Child Protection Procedures for Primary and Post-Primary Schools 2017* require the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. The review must be completed every 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 also 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 every two years. As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices and activities vis-a-vis 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 the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.

	Yes/No
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
2. As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
3. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015?	
4. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	
5. Has the DLP attended available child protection training?	
6. Has the Deputy DLP attended available child protection training?	
7. Have any members of the Board attended child protection training?	
8. Are there both a DLP and a Deputy DLP currently appointed?	
9. Are the relevant contact details (Túsla and An Garda Síochána) to hand?	
10. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	
11. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the 'Child Protection Procedures for Primary and Post Primary Schools 2017' and the Children First Act 2015?	
12. Has the Board received a Principal's Child Protection Oversight Report at each Board meeting held since the last review was undertaken?	
13. Since the Board's last review, was the Board informed of any child protection reports made to Túsla/An Garda Síochána by the DLP?	

	Yes/No
14. Since the Board's last review, was the Board informed of any cases where the DLP sought advice from Túsła/and as a result of this advice, no report to the HSE was made?	
15. Since the Board's last review, was the Board informed of any cases where an allegation of abuse or neglect was made against any member of school personnel?	
16. Has the Board been provided with and reviewed all documents relevant to the Principal's Child Protection Oversight Report?	
17. Is the Board satisfied that the child protection procedures in relation to the making of reports to Túsła/An Garda Síochána were appropriately followed in each case reviewed?	
18. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made?	
19. Were child protection matters reported to the Board appropriately recorded in the Board minutes?	
20. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	
21. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
22. In relation to any cases identified at question 21 above, has the Board ensured that any notifications required section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017' were subsequently issued by the DLP?	
23. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	
24. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	
25. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	
26. Has the Board ensured that the Stay Safe programme is implemented in full in the school?	
27. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	
28. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)?	
29. Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?	
30. Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?	

	Yes/No
31. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	
32. Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
33. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	
34. Is the Board satisfied that the 'Child Protection Procedures for Primary and Post Primary Schools 2017' are being fully and adequately implemented by the school?	
35. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	
36. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement?	
37. Has the Board ensured that any areas for improvement that that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed?	

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management

1.4 APPENDIX D – NOTIFICATION REGARDING THE BOARD OF MANAGEMENT’S
REVIEW OF THE CHILD SAFEGUARDING STATEMENT

To: _____

The Board of Management of Kilcolgan Educate Together NS wishes to inform you that:

- The Board of Management’s annual review of the school’s Child Safeguarding Statement was completed at the Board meeting on _____.
- This review was conducted in accordance with the “Checklist for Review of the Child Safeguarding Statement” published on the Department’s website.

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management