

MIDLETON COLLEGE



Child Safeguarding Statement and Risk Assessment

Version 4.3

Child Safeguarding Statement

Middleton College is a post-primary co-educational day and boarding school providing post-primary education to pupils from First Year to Leaving Certificate Year.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Addendum to Children First (2019), the Child Protection Procedures for Primary and Post Primary Schools 2017, the Child Protection and Safeguarding Procedures for Boarding Facilities associated with Recognised Schools 2023 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of Middleton College has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department's *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)* as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is **Dr Edward Gash**
- 3 The Deputy Designated Liaison Person (Deputy DLP) is **Mr Kevin Stanley**
- 4 The Relevant Person is **Dr Edward Gash**
- 5 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters;
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;

- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

6 The following procedures/measures are in place:

- In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie website.
- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the Department of Education and available on the gov.ie website.
- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
 - Has provided each member of staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages Board of Management members to avail of relevant training
 - The Board of Management maintains records of all staff and Board member training
- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.
- The various procedures referred to in this Statement can be accessed via the school's website, the gov.ie website or will be made available on request by the school.

7 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.

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

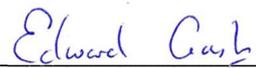
This Child Safeguarding Statement was reviewed by the Board of Management on 26/2/2026.

Signed:  _____

Mr Jason Boyle

Chairperson of Board of Management

Date: 26 / 2 / 2026

Signed:  _____

Dr Edward Gash

Principal/Secretary to the Board of Management

Date: 26 / 2 / 2026

For information in respect of how the child safeguarding statement was developed or to request a copy of the statement, please contact the relevant person noted at the beginning of this child safeguarding statement

Phone: 021-4631146

or

email: office@midletoncollege.ie



Appendix 1: Written Assessment of Risk of Midleton College (62370J)

In accordance with section 11 of the Children First Act 2015 and with the requirements of Chapter 8 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*, the following is the Written Risk Assessment of Midleton College.

1. List of school activities

Daily School Operations

- School Day: Daily arrival and dismissal of pupils
- Assembly & Form Assembly
- School Transport Arrangements
- Use of toilet/changing/shower areas
- Recreation breaks for pupils
- Use of wheelchair-accessible paths, lifts, and ramps.

Behaviour and Discipline

- Application of sanctions under the school's Code of Behaviour (detention, confiscation of phones)
- Management of challenging behaviour amongst pupils
- Dealing with bullying behaviour

Technology and Materials

- Use of Information and Communication Technology by pupils
- Management of sensitive materials

Recruitment and Personnel

- Recruitment of school personnel, including nurses
- Student teachers undertaking training placement
- Use of external personnel to supplement curriculum
- Training of school personnel in child protection matters

External Presence in School

- External Tutors/Guest Speakers
- Volunteers/Parents in school activities
- Visitors/contractors present in school

School Events and Fundraising

- Fundraising events (Christmas fair, India night)
- PTA organised events
- School events (Gobs, Sports Day, Prize Day)
- Visits of primary school children and pre-schoolers to the school

Classroom Activities

- Science Experiments
- Art Projects
- Home Economics Practicals
- Physical Education Classes
- Classroom Debates & Discussions
- Music & Drama Activities
- RSE, SPHE classes
- One-to-one teaching & small group teaching

Extracurricular Activities

- Sports – training, home & away matches
- Drama, Choir
- Community Service
- Debating
- Coding Club
- Field trips & excursions
- Use of off-site facilities for school activities

Co-curricular Activities

- Choir, Orchestra
- One-to-one Music lessons
- Outdoor education programs
- School trips involving foreign travel and overnight stay
- Student council meetings
- Work experience placements

Student Support & Care

- Pastoral Care Meetings
- Administration of First Aid & Medicine
- Career guidance
- One-to-one counselling
- Prevention and dealing with bullying
- Care of pupils with specific vulnerabilities/needs
- Restorative justice and conflict resolution meetings
- Response to falls, slips or mobility related accidents
- Promoting an inclusive environment where all students feel safe, respected, and supported, regardless of their background or identity.

School Premises

- After-school use of premises by other organisations
- Use of contract cleaning company
- Use of on-site facilities by external groups
- Accessibility and safety of school premises for all students, including those with mobility issues
- Emergency preparedness and procedures
- Provision of toilet facilities

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

Daily School Operations

School Day: Daily arrival and dismissal of pupils

- Risk of harm due to inadequate supervision during arrival and dismissal.

Assembly & Form Assembly

- Risk of harm due to overcrowding or insufficient supervision.

School Transport Arrangements

- Risk of harm due to inadequate supervision or vehicle accidents.

Use of toilet/changing/shower areas

- Risk of harm due to lack of privacy or inappropriate behaviour.

Recreation breaks for pupils

- Risk of harm due to inadequate supervision or playground accidents.

Use of wheelchair-accessible paths, lifts, and ramps.

- Risk of harm due to inadequate accessibility to facilities, such as classrooms, toilets, or recreational areas.

- Risk of harm during emergency evacuations if appropriate plans and equipment are not in place.

- Risk of harm due to physical or emotional discomfort if participation in daily school activities is not adequately supported.

Behaviour and Discipline

Application of sanctions under the school's Code of Behaviour (detention, confiscation of phones)

- Risk of harm due to unequal or unfair treatment, stigmatisation.

Management of challenging behaviour amongst pupils

- Risk of harm due to physical confrontations or emotional abuse.

Dealing with bullying behaviour

- Risk of harm due to physical or emotional distress.

Technology and Materials

Use of Information and Communication Technology by pupils

- Risk of harm due to inappropriate access to or use of the internet.

Management of sensitive materials

- Risk of harm due to unauthorised access to confidential information.

Recruitment and Personnel

Recruitment of school personnel, including nurses

Student teachers undertaking training placement

Use of external personnel to supplement curriculum

- Risk of harm due to inadequate vetting, qualifications or supervision.

Training of school personnel in child protection matters

- Risk of harm due to inadequate or outdated training.

External Presence in School

External Tutors/Guest Speakers

Volunteers/Parents in school activities

- Risk of harm due to inadequate vetting or supervision.

Visitors/contractors present in school

- Risk of harm due to unauthorised or unsupervised presence.

School Events and Fundraising

Fundraising events (Christmas fair, India night) and PTA organised events

- Risk of harm due to inadequate supervision or crowd management.

School events (Gobs, Sports Day, Prize Day)

- Risk of harm due to inadequate supervision, physical accidents.

Visits of primary school children and pre-schoolers to the school

- Risk of harm due to inadequate supervision or interaction with older students.

Classroom Activities

General Classrooms

- Risk of harm due to poor/no supervision or instruction
- Risk of harm due to lack of appropriate adaptations in classroom layouts or equipment.
- Risk of harm during practical activities if materials, or equipment are not accessible.
- Risk of exclusion or emotional distress if students cannot fully participate in classroom activities.
- Risk of emotional harm due to lack of cultural appreciation or other non-inclusive behaviour.
- Risk of harm during one-to-one or small group sessions if seating or positioning is unsuitable.

Science Experiments, Art Projects, Home Economics Practicals

- Risk of harm due to improper handling of materials or equipment.

Physical Education Classes

- Risk of harm due to physical accidents or lack of supervision.

Classroom Debates & Discussions, Music & Drama Activities, RSE, SPHE classes, One-to-one teaching & small group teaching

- Risk of harm due to emotional or psychological difficulties.
- Risk of harm from inappropriate tasks

Extracurricular Activities

Sports – training, home & away matches, Drama, Community Service, Debating, Coding Club, Field trips & excursions, Use of off-site facilities for school activities

- Risk of harm due to inadequate supervision, physical accidents, or off-site risks.
- Risk of harm due to inaccessible facilities or transport during on-site and off-site activities.
- Risk of emotional or psychological harm if students with mobility challenges are excluded or unable to participate fully in activities.

Co-curricular Activities

Choir, Orchestra, One-to-one Music lessons, Outdoor education programs, School trips involving foreign travel and overnight stay, Student council meetings, Work experience placements

- Risk of harm due to inadequate supervision, foreign travel risks, or workplace accidents.
- Risk of harm from lack of accommodations for mobility-impaired students during physical or group activities.
- Risk of emotional or psychological harm if students are excluded or unable to participate fully in activities.

Student Support & Care

Pastoral Care Meetings, Administration of First Aid & Medicine, Career guidance, One-to-one counselling, Prevention and dealing with bullying, Care of pupils with specific vulnerabilities/needs, Restorative justice and conflict resolution meetings

- Risk of harm due to emotional or psychological difficulties, improper medical care.
- Risk of harm due to inadequate accessibility within school facilities (e.g., toilets, changing rooms, classrooms, recreational areas).

- Risk of harm during emergency situations, such as evacuations, if appropriate plans are not in place for students with mobility challenges.
- Risk of harm during participation in activities if adequate adaptations are not made to accommodate mobility needs.
- Risk of harm due to lack of staff training in supporting students with mobility challenges (e.g., manual handling, wheelchair use, and emergency response).
- Risk of physical harm due to fall or mobility-related accidents for students with medical vulnerabilities.
- Risk of harm due to a breach of confidence.

Promoting an inclusive environment where all students feel safe, respected, and supported, regardless of their background or identity.

- Risk of harm due to discrimination, bias, or exclusion based on ethnicity, religion, gender, sexual orientation, disability, or other characteristics.
- Risk of harm due to lack of understanding or sensitivity among staff or peers about diverse identities and experiences.
- Risk of harm due to insufficient access to culturally appropriate support services.

School Premises

After-school use of premises by other organisations; Use of contract cleaning company;;Use of on-site facilities by external groups

- Risk of harm due to unauthorised access, inadequate cleaning or maintenance.
- Risk of harm from unauthorised or unsafe use of facilities by external groups.

Accessibility and safety of school premises for all students, including those with mobility issues

- Risk of harm due to inaccessible or poorly maintained pathways, ramps, or lifts.

Emergency preparedness and procedures

- Risk of harm during emergency evacuations if equipment or procedures are inadequate for students with mobility challenges.

Provision of toilet facilities

- Risk of harm from lack of or inappropriate toileting facilities.

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

Daily School Operations

School Day: Daily arrival and dismissal of pupils

- Staff stationed at front and back of school during arrival and dismissal.
- CCTV operational in areas of traffic flow to monitor compliance to ensure student safety mindful of GDPR requirements and appropriate use.
- Specified times for arrival and collection
- Planning to improve pedestrian access at back gate and paths to the school

Assembly & Form Assembly

- Defined assembly areas and staff supervision.

School Transport Arrangements

- Promotion of the wearing of seatbelts on buses.

Use of toilet/changing/shower areas

- These should be used at designated times and ensure adequate and supervision by staff
- Develop appropriate supervision strategies for these areas for staff and students
- Changing rooms are locked when not in use

Recreation breaks for pupils

- Staff duty rosters for supervision.
 - High visibility of supervising staff in busy areas
- Use of wheelchair-accessible paths, lifts, and ramps.
- Accessibility audits conducted regularly to ensure pathways, ramps, and lifts are clear, safe, and fully operational.
 - Staff assigned to assist students with mobility challenges during arrival, dismissal, and transitions between activities.
 - Personal Emergency Evacuation Plans (PEEPs) developed for students with mobility challenges
 - Ongoing training for staff
 - Classroom layouts designed to ensure students in wheelchairs or with mobility challenges can participate fully.
 - Communication with parents/guardians regarding accessibility measures

Behaviour and Discipline

Application of sanctions under the school's Code of Behaviour

- A fair and transparent disciplinary procedure, regularly reviewed
- Clear procedure for the application and monitoring of detention

Management of challenging behaviour amongst pupils

- Use positive behaviour management strategies.
- Behavioural support plans and staff training on de-escalation techniques.
- Clear procedure for the application and monitoring of detention
- Use of referral system to ensure there is good recording of poor behaviour

Dealing with bullying behaviour

- Anti-bullying policy developed
- Staff training under Bí Cineálta planned
- Specific CPD for management and relevant staff members planned

Technology and Materials

Use of Information and Communication Technology by pupils

- Content filters on internet access and periodic device checks.
- Discussion on digital citizenship and responsible online behaviour in SPHE and Computer classes.

Management of sensitive materials

- Secure storage solutions and staff training on data protection.
- Audit planned for the handling of sensitive data consistent with GDPR requirements.

Recruitment and Personnel

Recruitment of school personnel, including nurses

- Thorough background checks and interviews.

Student teachers undertaking training placement

- Required to undergo vetting and supervision.
- Discussion with all student teachers of their child protection obligations

Use of external personnel to supplement curriculum

- Background checks and accompanied by a staff member.

Training of school personnel in child protection matters.

- Mandatory child protection training for all staff.

External Presence in School

External Tutors/Guest Speakers

- Prior vetting and supervision during the visit.

Volunteers/Parents in school activities

- Vetting and briefing on school policies.

Visitors/contractors present in school

- Visitor management procedures. Accompanied by staff at all times.
- Visitor handout on safeguarding policy.

School Events and Fundraising

Fundraising events and PTA organised events.

- Staff supervision and crowd management protocols.

School events.

- Risk assessments prior to all large events and adequate supervision.
- Risk assessment to consider crowd management.

Visits of primary school children and pre-schoolers to the school.

- Age-segregated activities and supervised by staff.

Classroom Activities

General Classroom.

- Teacher assigned to every class when teacher absent.
- Roll taken each class.
- Adaptation of classroom layouts to ensure sufficient space for wheelchair users and mobility aids.
- Staff training on inclusive teaching practices, including EDI, and safety procedures.

Science Experiments, Art Projects, Home Economics Practicals.

- Prior risk assessments, including accessibility concerns, and safety equipment provided.
- Material Safety Datasheets available.

Physical Education Classes.

- First aid available and safety briefings before activities.
- Accommodations made for students with specific needs.

Classroom Debates & Discussions, Music & Drama Activities, RSE, SPHE classes, One-to-one teaching & small group teaching.

- Clear guidelines on acceptable behaviour and supervised by trained staff.
- RSE policy developed & clear communication with parents (or children over 18) around RSE.

Extracurricular Activities

Sports – training, home & away matches, Drama, Community Service, Debating, Coding Club, Field trips & excursions, Use of off-site facilities for school activities.

- Prior risk assessments (including accessibility), parental consents, and staff supervision.
- Trough review in advance of VISA requirements for international trips.
- Foster peer support systems to promote inclusion during group activities.

Co-curricular Activities

Choir, Orchestra, One-to-one Music lessons, Outdoor education programs, School trips involving foreign travel and overnight stay, Student council meetings, Work experience placements.

- Detailed planning, risk assessments, and adequate supervision.
- Adapt activities to enable full or supported participation for mobility-impaired students.
- Assign staff trained in supporting mobility challenges to supervise activities.

Student Support & Care

Pastoral Care Meetings, Administration of First Aid & Medicine, Career guidance, One-to-one counselling, Prevention and dealing with bullying, Care of pupils with specific vulnerabilities/needs, Restorative justice and conflict resolution meetings.

- Trained staff and documented procedures for each activity.

- Clear outline to staff in 'Student Support Services' of relevant supports.
 - Plan to develop protocols to all peer referrals into support services.
 - Bullying policy developed that outlines support for bully and victim.
 - Child protection signage visible along with CSS & Risk assessment.
 - Plan to develop student friendly documentation.
 - Communication with parents of student support options.
 - Training for staff in manual handling, wheelchair use, emergency equipment use and health and safety awareness.
 - Regular accessibility audits to reduce barriers to movement and prevent falls.
 - Plan to develop Personal Emergency Evacuation Plans for each student with mobility challenges.
 - Scheduled Fire Drills that include simulations for mobility-impaired students.
 - Classroom & Extracurricular activities to be adapted to ensure participation of all students.
 - Plan to develop a fall response protocol and procedures if a vulnerable student falls.
- Promoting an inclusive environment where all students feel safe, respected, and supported, regardless of their background or identity.
- Regular EDI training for all staff
 - Review safeguarding and behavioural policies to ensure they address discrimination, bullying, or harassment related to identity.
 - Develop EDI Policy.
 - Support EDI student team.
 - Develop opportunities for students to celebrate and share their identities through events, assemblies, or projects.

School Premises

After-school use of premises by other organisations, Use of on-site facilities by external groups.

- Proper vetting of external parties and documentation of usage.
- Monitoring of facility when used by external groups with clear protocols to ensure child safety.
- Regular safety risk assessments of areas.
- Fire Safety protocols clearly displayed.
- Site is secured and monitored when *not* in use.

Accessibility and safety of school premises for all students, including those with mobility issues.

- Regular accessibility audits to ensure pathways, ramps, and lifts are safe and functional.

Emergency preparedness and procedures.

- Development of Personal Emergency Evacuation Plans.
- Staff training on emergency response, accessibility monitoring, and inclusive supervision practices

Provision of toilet facilities.

- Provision of Accessible toilets increasing.

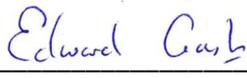
Important Note: It should be noted that risk in the context of this risk assessment is the risk of "harm" as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*

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 has been completed by the Board of Management on 26/2/2026. It shall be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Signed  _____ Date 26/2/2026

Mr Jason Boyle, Chairperson, Board of Management

Signed  _____ Date 26/2/2026

Dr Edward Gash, Principal/Secretary to the Board of Management