

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Child Protection and Safeguarding Initial Inspection**

**INITIAL REPORT**

<b>Ainm na scoile / School name</b>	St Enda's Primary School
<b>Seoladh na scoile / School address</b>	Whitefriar Street Dublin 8
<b>Uimhir rolla / Roll number</b>	14556D

**Date of inspection: 21-06-2019**



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agus Scileanna  
Department of  
Education and Skills

## WHAT IS A CHILD PROTECTION AND SAFEGUARDING INSPECTION?

A Child Protection and Safeguarding Inspection (CPSI) is a focused inspection of the implementation of the *Child Protection Procedures for Primary and Post-Primary schools 2017*. These procedures provide direction and guidance to school authorities and to school personnel in relation to meeting their statutory obligations under the Children First Act 2015. They also provide direction and guidance in relation to the continued implementation of the best practice, non-statutory guidance set out in Children First National Guidance 2017. The CPSI inspection model examines the implementation of the *Child Protection Procedures for Primary and Post-Primary schools 2017* in schools through conducting ten checks based on the procedures.

The CPSI inspection process consists of two inspections: an **Initial Child Protection and Safeguarding Inspection** and a **Final Child Protection and Safeguarding Inspection**. The two inspections are typically carried out in a school within a relatively short timeframe. This is a report on an Initial Child Protection and Safeguarding Inspection.

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

## WHAT HAPPENS DURING AN INITIAL CHILD PROTECTION AND SAFEGUARDING INSPECTION?

During an initial CPSI, inspectors:

- Engage with learners about their learning in Social Personal and Health Education (SPHE) and Stay Safe
- Invite all parents to complete an online parent survey that explores issues relevant to school climate and parents' awareness of the school's child protection procedures, including the school's anti-bullying procedures
- Hold meetings with:
  - Designated Liaison Person (DLP) / Deputy DLP
  - Chairperson of board of management
  - A sample of school personnel
  - The SPHE coordinator
- Review the following documents:
  - Board of management minutes
  - Child safeguarding statement and risk assessment
  - Relevant school plans
- Review child protection records, where these have been created.

## HOW TO READ THIS REPORT

The checks conducted during this inspection are based on the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.

The first section of the report indicates the extent to which the school was compliant with each of the checks conducted by indicating, in respect of each of the stated checks, whether the school was:

- Fully compliant
- Substantially compliant
- Partially compliant
- Not compliant

Some of the checks may not be relevant to a particular school, for example a school that has never had a concern in relation to child protection will not have any child protection records. In such cases, the report indicates that the check does not apply to the school by stating *Not Applicable* after that particular check.

It should be noted that the term 'school personnel' as referred to in this inspection report is used as a generic term to cover all adults who are involved in the operation of the school. It covers employees and voluntary workers and includes parent association members when they are working in the school. These personnel include, for example, teachers, special needs assistants, caretakers, secretaries, cleaners, voluntary workers in the school, paid or voluntary tutors, and parent association members helping with aspects of the work of the school.

Where a school is less than fully compliant with a particular requirement, the report provides some additional evaluative comment on the check. It also advises actions that the school should take in order to comply more fully with the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.

The report also provides an evaluative comment on the school's planning for and implementation of the Social Personal and Health Education Curriculum and the Stay Safe Programme/ Relationships and Sexuality Education Programme as evident during the inspection. In providing this overview, reference is made to the appropriate quality level of the Inspectorate's Quality Continuum:

- Very good
- Good
- Satisfactory
- Fair
- Weak

A *Guide to Child Protection and Safeguarding Inspections* was published on the website of the Department of Education and Skills in January 2019 and can be accessed at [www.education.ie](http://www.education.ie). This Guide details how CPSIs are carried out and also provides the framework used by inspectors in arriving at judgements about a school's compliance with the aspects of the *Child Protection Procedures 2017* that are checked during the inspection.

## Child Protection and Safeguarding Inspection Report

The checks detailed below derive from the *Child Protection Procedures for Primary and Post-Primary Schools 2017*. These procedures are designed to ensure that schools provide a safe and secure environment for all our children and through appropriate curriculum provision, provide for the incremental development of the life skills that will empower students to keep themselves safe.

In order to meet these aims, the procedures set out a number of requirements on schools relating to communicating with members of the school community about child protection matters; training of school personnel and board members in respect of child protection; reporting about child protection to the board of management; and fulfilling certain reporting and record keeping obligations in relation to child protection matters. They also detail the mandatory aspects of the curriculum that are designed to develop students' knowledge, skills, attitudes and behaviours through Social Personal and Health Education (SPHE) and the *Stay Safe* programme.

<b>Aspects of the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i> checked</b>	<b>Fully Compliant</b> <b>Substantially Compliant</b> <b>Partially Compliant</b> <b>Not compliant</b> <b>Not applicable</b>
1. The school has communicated the required aspects of the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i> to relevant stakeholders.	<b>Partially Compliant</b>
<ul style="list-style-type: none"> <li>• <b>Additional Information:</b> The school has communicated the required aspects of the child protection procedures to some of the relevant stakeholders. However, the child safeguarding statement, including the risk assessment, was not displayed as required and the patron was not provided with a copy of the statement. Parents were not provided with written notification that the annual review of the child safeguarding statement had taken place. Notification that the annual review had taken place was not placed on the school website. Feedback was not sought from parents or pupils in relation to the schools' safeguarding arrangements.</li> <li>• <b>Action Advised:</b> The board should ensure that the child safeguarding statement, including the risk assessment, is prominently displayed near the main door of the school and that the patron is provided with a copy of the statement. As part of the child safeguarding statement review, the board should ensure that feedback is sought from parents and pupils. The board should inform school personnel, the patron and parents in writing that the review has been completed. A copy of the written notification that this review has taken place should also be placed on the school's website.</li> </ul>	
2. A Designated Liaison Person (DLP) and a deputy DLP have been appointed in line with the requirements of the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i> .	<b>Fully Compliant</b>
3. The board of management reports that it is aware of and discharges its responsibilities to provide information to all school personnel relevant to child protection and to ensure that available training is undertaken by all or some members of staff as required.	<b>Fully Compliant</b>
4. The board of management reports that it is aware of its responsibilities in relation to vetting of all school personnel and report that they discharge these responsibilities.	<b>Fully Compliant</b>

<p>5. A child safeguarding statement and risk assessment have been prepared in line with the template and requirements of the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i>.</p>	<p><b>Substantially Compliant</b></p>
<ul style="list-style-type: none"> <li>• <b>Additional Information:</b> A risk assessment has been prepared using the required template. However, the child safeguarding statement template had been modified and the annual review checklist provided to inspectors did not use the mandatory template required by the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i>. While the board of management had identified a number of areas for improvement as part of the annual review, the school, at the time of this inspection, had not put an action plan in place to deal with those issues.</li> <li>• <b>Action Advised:</b> The board should ensure that the child safeguarding statement and the annual review checklist are in the format required by the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i>. Furthermore, the board should agree and implement an action plan to deal with issues identified in its annual review of the child safeguarding statement.</li> </ul>	
<p>6. The minutes of the board meetings that were checked contained a record of a child protection oversight report being provided in line with the requirements of the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i>.</p>	<p><b>Not Compliant</b></p>
<ul style="list-style-type: none"> <li>• <b>Additional Information:</b> The minutes of the board meetings that were checked did not contain a record of a child protection oversight report being provided in line with the requirements of the <i>2017 Procedures</i>. While the board minutes did not refer to individuals, they did not reference cases using unique identifiers in line with the requirements of the <i>2017 Procedures</i>.</li> <li>• <b>Action Advised:</b> The minutes of each board meeting should contain an oversight report which is fully completed on the template provided by the Department of Education and Skills or which contains all of the information required under each of the headings of the template. The minutes should record the documentation which was provided to the board as specified in the <i>2017 Procedures</i>. The minutes of the board meetings should also use unique identifiers in line with the requirements of the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i>. Additional guidance on the use of unique identifiers in child protection oversight reports and board minutes is available at <a href="http://www.education.ie">www.education.ie</a></li> </ul>	
<p>7. Correct record keeping procedures were found in the child protection cases examined.</p>	<p><b>Partially Compliant</b></p>
<ul style="list-style-type: none"> <li>• <b>Additional Information:</b> While a hardcopy file is available for all child protection concerns, not all files inspected contained a full record of all correspondence relevant to the concern. Parties referenced in the files were not assigned a unique identifier where relevant. All files are maintained in a secure location; however, the Deputy Designated Liaison Person does not have access them, if required.</li> <li>• <b>Action Advised:</b> The board should ensure that correct record keeping procedures are followed for all child protection concerns. A hardcopy file which contains a record of the concern, all correspondence relevant to the concern and the names of all relevant individuals, should be available for all child protection concerns. All parties referenced in the file whose identity, if disclosed might lead to the identification of a child or a person against whom an allegation has been made, should be assigned a unique identifier. The board should ensure that the Deputy Designated Liaison Person can access the files if required.</li> </ul>	

8. The procedures to report child protection concerns were fully implemented in the records examined.	<b>Partially Compliant</b>
<ul style="list-style-type: none"> <li>• <b>Additional Information:</b> A copy of the letter submitted to TUSLA is available for all concerns that were reported to TUSLA. However, the child protection records do not contain a full record of all correspondence. In some instances, there is no record of how the concern came to the attention of the DLP.</li> <li>• <b>Action Advised:</b> The board should ensure that the procedures to report child protection concerns are fully implemented in all cases. All child protection records should contain documentation of how the concern came to the attention of the DLP. A record should also be maintained of any correspondence with TUSLA, An Garda Síochana, parents or other parties in relation to that report. Upon full implementation of the procedures to report child protection concerns, a clear record that the registered teacher was informed if advice was sought or received from TUSLA should be maintained in the file.</li> </ul>	
9. The procedures to report allegations or suspicions of abuse against school personnel were fully implemented in the records examined.  <i>(These personnel include, for example, teachers, special needs assistants, caretakers, secretaries, cleaners, voluntary workers in the school, paid or voluntary tutors, and parent association members helping with aspects of the work of the school.)</i>	<b>Partially Compliant</b>
<ul style="list-style-type: none"> <li>• <b>Additional Information:</b> The procedures to report allegations or suspicions of abuse against school personnel were implemented in relation to the recording of how the concern came to the attention of the DLP and how the matter was communicated by the DLP to TUSLA. However, board procedures and record keeping in relation to such cases are incomplete.</li> <li>• <b>Action Advised:</b> The board should ensure that all relevant procedures, including those in Chapter 7 of the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i>, are fully implemented and documented.</li> </ul>	

<b>10. Curriculum Check</b>	
There is a programme for Social Personal and Health Education for all children in the school.	<b>Yes</b>
The <i>Stay Safe</i> Programme is implemented within the school	<b>Yes</b>
<p>The overall quality of planning for and implementation of the SPHE curriculum and the <i>Stay Safe</i> programme, as evidenced during the inspection, is fair.</p> <p>Individual teachers' timetables indicate that the appropriate time is allocated to the teaching of discrete SPHE lessons. The whole-school plan for SPHE, which was reviewed in 2019, provides an outline of how all three strands of the curriculum are to be delivered across a two-year cycle. The plan needs to provide greater clarity to class teachers in order to more effectively guide classroom practice and to ensure breadth and balance and continuity and progression in the programme of learning being provided for pupils in SPHE.</p> <p>The pupils who participated in the focus groups spoke confidently about a broad range of topics covered in SPHE. They discussed the key messages learned through participation in the <i>Stay Safe</i> programme. Pupils displayed an appropriate vocabulary in talking about their emotions and feelings. Junior pupils identified a variety of learning experiences during SPHE lessons and were able to discuss the application of their learning to a range of real-life</p>	

scenarios. While senior pupils discussed the ways in which they learn about SPHE, they were less able to recount learning in relation to aspects of growing and changing and new life.

Currently, the SPHE coordinators are developing an up-to-date Relationships and Sexuality (RSE) policy since attending professional development training earlier this year. Teachers' monthly progress records indicate that the strand unit *Growing and Changing* is covered inconsistently across the school. Furthermore, it was reported that the RSE programme had not been taught to sixth class this year and records indicate a less than satisfactory level of implementation across a number of other class levels. An immediate review of the RSE provision in the school is required. The board should oversee the review of the RSE policy in collaboration with parents and pupils without delay and monitor the full implementation of the RSE programme in the next school year.