

**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>	Scoil Fhiachra Soisir
<b>Seoladh na scoile / School address</b>	Montrose Park Artane Dublin 5
<b>Uimhir rolla / Roll number</b>	19496N

**Date of inspection: 02-10-2019**



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An Roinn Oideachais  
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.

## 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.

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

## 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>Fully Compliant</b>
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>
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> .	<b>Fully Compliant</b>
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> .	<b>Substantially Compliant</b>
<ul style="list-style-type: none"> <li>• <b>Additional Information:</b> The minutes of each board of management meeting that were checked contained a child protection oversight report. However, in a small number of child protection cases that were not reported to TUSLA, then board was not provided with all the documents specified in section 9.6.2 of the <i>Child Protection Procedures for Primary and Post Primary Schools 2017</i>.</li> </ul>	

<ul style="list-style-type: none"> <li>• <b>Action Advised:</b> Where there are cases that are not reported to TUSLA, the board of management should be provided with all the documents specified in section 9.6.2 of the procedures.</li> </ul>	
7. Correct record keeping procedures were found in the child protection cases examined.	<b>Substantially Compliant</b>
<ul style="list-style-type: none"> <li>• <b>Additional Information:</b> While a hard copy file is available for all child protection concerns, some of these files are incomplete. For example, not all files contain the names of all relevant individuals, some records which should be un-redacted are redacted, and, in one file, not all relevant parties were assigned unique identifiers.</li> <li>• <b>Action Advised:</b> A complete, un-redacted, hard copy file, which contains a full 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 relevant parties referenced in all files should be assigned a unique identifier number.</li> </ul>	
8. The procedures to report child protection concerns were fully implemented in the records examined.	<b>Substantially Compliant</b>
<ul style="list-style-type: none"> <li>• <b>Additional Information:</b> The procedures for concerns that are reported directly to TUSLA are fully implemented. However procedures for communicating with teachers who raise concerns that are not reported to TUSLA are not consistently implemented.</li> <li>• <b>Action Advised:</b> The file for all concerns that are not reported to TUSLA should contain a record of a clear statement in writing provided to the relevant staff member as to the reasons why his/her concern is not being reported and a record that the staff member was advised that he/she may still report that concern to TUSLA.</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>Not Applicable</b>

<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>
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 very good.	
The whole-school plan for SPHE is very good. It was revised in the previous school year, in consultation with parents. It outlines clearly how the SPHE curriculum, including Relationship and Sexuality Education (RSE) and <i>Stay Safe</i> , are to	

be delivered across the two-year cycle. Teachers' monthly progress records indicate that the SPHE curriculum is delivered in both discrete and appropriately integrated lessons. Staff intend to use the monthly progress records to monitor the full implementation of the new plan.

During the focus-group meeting, the pupils were able to talk confidently about topics in SPHE including personal safety strategies and their feelings and emotions. They also demonstrated a very good understanding of topics from the *Stay Safe* Programme such as good and bad secrets and friendship and bullying.

The school communicates regularly with parents through newsletters, meetings and the school website regarding the SPHE curriculum. Responses to the parent survey indicated a high level of awareness of aspects of the child protection policy. The parental survey also indicated that the vast majority of parents feel that they are welcome in the school.

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

### **Part A: Observations on the content of the inspection report**

The Board of Management of St Fiachras JNS has noted full compliance with regards to Checks 1-5, substantial compliance in Checks 6-8, Check 9 – N/A and that the overall quality of planning for and implementation of the SPHE curriculum and the Stay Safe programme is very good

### **Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection**

#### Check 6: Action Taken

- In the number of child protection cases that were not reported to Tusla the Board was provided with all the documents specified in Section 9.6.2 of the Child Protection Procedures for Primary and Post Primary Schools 2017 (B.O.M. meeting 21/10/19).

#### Check 7

- A complete unredacted hard copy file which contains a full record of the concern, all correspondence relevant to the concern and the names of all relevant individuals is available for all child protection concerns and all relevant parties referenced in all files have been assigned a UIN.

#### Check 8

- The file for all concerns that are not reported to Tusla contain a record in writing provided to the relevant staff member as to the reason why his/her concern is not being reported and a record that the staff member was advised that he/she may still report that concern to Tusla.