

**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 Phadraig
<b>Seoladh na scoile / School address</b>	Corduff Carrickmacross Co. Monaghan
<b>Uimhir rolla / Roll number</b>	19736H

**Date of inspection: 12-09-2019**



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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; a response was not received from the board.

## 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>Substantially Compliant</b>
<ul style="list-style-type: none"> <li>• <b>Additional Information:</b> The school has communicated almost all of the required aspects of the Child Protection Procedures to relevant stakeholders. While the child safeguarding statement is published on the website it does not include the risk assessment.</li> <li>• <b>Action Advised:</b> The board should ensure that the child safeguarding statement published on the website includes the risk assessment.</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>
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> A child protection oversight report was provided to all board meetings. However the board was not provided with all of the documents specified in the procedures for the child protection cases that were not reported to TUSLA.</li> <li>• <b>Action Advised:</b> The board should be provided with all the documentation specified in the procedures for the child protection cases that are not reported to TUSLA.</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 hardcopy file is available for all child protection concerns, all files do not contain all correspondence or the names of all relevant individuals. Relevant parties referenced in the files are not assigned a unique identifier.</li> <li>• <b>Action Advised:</b> 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. Relevant parties referenced in the file should be assigned a unique identifier.</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> Procedures to report child protection concerns are fully implemented in most cases. However the procedures in respect of cases that are not reported to TUSLA are not fully implemented. While the teacher who raised the concern is informed as to why the concern is not reported to TUSLA, a record of this communication is not maintained in the file.</li> <li>• <b>Action Advised:</b> For child protection cases that are not reported to TUSLA, a record that the teacher was informed that advice was being sought from TUSLA, was provided with the advice received, and the reasons why his/her concern was not being reported, should be maintained in the file. A record that the teacher was advised that he/she may still report the concern to TUSLA should also 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>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 Stay Safe Programme is implemented within the school	<b>Yes</b>

The overall quality of planning for and implementation of the SPHE curriculum and the *Stay Safe* programme, as evidenced during the inspection, is good with a few areas for improvement. Monthly progress records indicate that the *Stay Safe* programme is implemented fully every two years and that key messages of the programme are revised each year. While whole-school plans effectively inform classroom practice, greater guidance regarding the appropriate language and resources to be used at each class level is advised.

During the focus group discussions, pupils confidently discussed their learning in SPHE and the *Stay Safe* programme. They outlined the range of activities that they engaged in during SPHE and *Stay Safe* lessons. However, they were less clear regarding their learning in Relationships and Sexuality Education (RSE). In order to consolidate pupils' learning in RSE, teachers are advised to regularly revise pupils' learning through revisiting key topics of RSE at various stages of the pupil's school life. This will allow teachers to explore certain issues in a manner appropriate to the children's needs and levels of maturity.

The school communicates regularly with parents through letters, text message, newsletters and the school website regarding RSE, *Stay Safe* and the SPHE curriculum. In the online questionnaire completed as part of the evaluation, almost all parents indicated that their child does the *Stay Safe* Programme in school while a significant minority did not know if their child learns about RSE in school.