

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Child Protection and Safeguarding Initial Inspection

INITIAL REPORT

Ainm na scoile / School name	Dungarvan College-Coláiste Dhún Garbhán
Seoladh na scoile / School address	Youghal Road Dungarvan Waterford
Uimhir rolla / Roll number	72220T

Date of inspection: 16-09-2019



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agus Scileanna
Department of
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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 was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

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 Relationship and Sexuality Education (RSE)
- 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. 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 Relationship and Sexuality Education (RSE) programme.

Aspects of the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i> checked	Fully Compliant Substantially Compliant Partially Compliant Not compliant Not applicable
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.	Substantially Compliant
<ul style="list-style-type: none"> • Additional Information: While a review of the school's Child Safeguarding Statement had been carried out at the time of the inspection, written notification that the review had taken place had not been posted on the school website. • Action Advised: The appropriate completed and signed template outlining that the review had taken place should be placed on the school website. 	
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> .	Fully Compliant
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.	Fully Compliant
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.	Fully Compliant
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> .	Substantially Compliant
<ul style="list-style-type: none"> • Additional Information: While a review of the Child Safeguarding Statement has taken place, a full documented record of the review has not been retained by the board. 	

<ul style="list-style-type: none"> • Action Advised: A full documented record of the review should be completed and filed. 	
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> .	Partially Compliant
<ul style="list-style-type: none"> • Additional Information: Where there were cases that were not reported to TUSLA, the board was not provided with all of the specified documents in respect of each such case. • Action Advised: The board's attention should be brought to concerns that were not reported to TUSLA. In addition, the board should be provided with the relevant documentation specified in sections 9.6.2 of the procedures in respect of each such case. 	
7. Correct record keeping procedures were found in the child protection cases examined.	Partially Compliant
<ul style="list-style-type: none"> • Additional Information: A hardcopy file is not available for all child protection concerns which contains a record of the concern, all correspondence relevant to the concern and the names of all relevant individuals. All parties referenced in all files are not assigned a unique identifier. • Action Advised: A hardcopy file containing the relevant information should be available for all child protection concerns. All parties referenced in all files should be assigned a unique identifier. 	
8. The procedures to report child protection concerns were fully implemented in the records examined.	Partially Compliant
<p>Additional Information: Not all child protection files examined during this initial inspection contained the required records documenting relevant decisions and actions.</p> <ul style="list-style-type: none"> • Action Advised: It is advised that the following records be maintained: A <i>written</i> record from the DLP of how all child protection concerns came to their attention, a record of the information communicated to the parent, and a record of the information provided to the registered teacher or staff member regarding reporting to TUSLA. 	
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>	Not Applicable

10. Curriculum Check	
There is a Social Personal and Health Education Programme for all students in Junior Cycle.	Yes
There is a Relationships and Sexuality Education Programme (RSE) for all students in the school.	Yes

The overall quality of planning for and implementation of the **SPHE curriculum** and the **RSE programme** as evidenced during the inspection is **good**.

SPHE subject planning documents, RSE programme planning documents and school timetable information indicate that the school has planned for the implementation of the SPHE curriculum or the RSE programme.

SPHE programme planning documents would benefit from further development. These should ideally identify topics as well as themes, and topic-specific resources, strategies and forms of assessment. Furthermore, it is suggested that the overall plan for each year be communicated to students so as to ensure that they recognise the developmental approach that is being adopted to their learning in SPHE. RSE programme planning documents would also benefit from further development. It is advised that the outline programme for RSE in all years be appended to the RSE policy so as to ensure that parents are fully informed in relation to content, depth of treatment and time of delivery of the RSE modules.

Inspectors' discussions with students during the inspection indicate that students have a satisfactory or better understanding of a number of the key topics of SPHE, including RSE. Senior cycle students spoke very positively about their learning in RSE. They described their experience as comprehensive, age-appropriate and meeting their needs. Junior cycle students, on the other hand, described the learning in RSE as repetitive and at times, similar to what they learned in primary school. It is strongly suggested that teachers of RSE provide time and space for student evaluation and review at the end of RSE modules. This could take the form of review activities as well as student focus groups, and will inform future planning and delivery.