An Roinn Oideachais agus Scileanna

Department of Education and Skills

Child Protection and Safeguarding Initial Inspection

INITIAL REPORT

Ainm na scoile / School name	St Ronan's N S
Seoladh na scoile / School address	St Cuthbert's Road, Deansrath, Dublin 22
Uimhir rolla / Roll number	19707A

Date of inspection: 06-03-2020

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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.

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 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.

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 *Stay Safe* programme.

Aspects of the *Child Protection Procedures for Primary and Post-Primary Schools 2017* checked	**Fully Compliant** **Substantially Compliant** **Partially Compliant** **Not compliant** **Not applicable**
1. The school has communicated the required aspects of the *Child Protection Procedures for Primary and Post-Primary Schools 2017* to relevant stakeholders.	**Fully Compliant**
2. A Designated Liaison Person (DLP) and a deputy DLP have been appointed in line with the requirements of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.	**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 *Child Protection Procedures for Primary and Post-Primary Schools 2017.*	**Fully Compliant**
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 *Child Protection Procedures for Primary and Post-Primary Schools 2017*.	**Fully Compliant**
7. Correct record keeping procedures were found in the child protection cases examined.	**Substantially Compliant**

• ***Additional Information:*** A hardcopy file is available for all child protection concerns. Not all files examined contained a full record of all correspondence, and the names of all relevant individuals were not included. All parties referenced in the files were not assigned a unique identifier. • ***Action Advised***: The board of management should ensure that correct record keeping procedures are followed and that all child protection files contain a record of the concern, all correspondence relevant to the concern and the names of all relevant individuals. In addition, all relevant individuals referenced in files, should be assigned a unique identifier.	
8. The procedures to report child protection concerns were fully implemented in the records examined.	**Substantially Compliant**
• ***Additional Information:*** In almost all of the files examined, it was clear that the procedures to report child protection concerns were implemented. In some instances, not all communication was clearly recorded in the file. • ***Action Advised***: All child protection files should contain a written record of how the concern came to the attention of the DLP and a full copy of the report submitted to TUSLA. In addition, each file should contain a clear record of the information communicated by the DLP to the parent/carer of the child about whom the report is being made to TUSLA, or a record of the decision not to inform the parent/carer and the reason for not doing so	
9. The procedures to report allegations or suspicions of abuse against school personnel were fully implemented in the records examined. *(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.)*	**Not Applicable**

10. Curriculum Check	
There is a programme for Social Personal and Health Education for all children in the school.	**Yes**
The Stay Safe Programme is implemented within the school	**Yes**
The overall quality of planning for and implementation of the SPHE curriculum and the *Stay Safe* programme, as evidenced during the inspection is very good**.** Whole-school planning and monthly progress reports for SPHE indicate that the *Stay Safe* and *Relationships and Sexuality Education* (RSE) programmes are fully implemented in line with Departmental guidelines and best practice. There is very good leadership and coordination for the provision of a comprehensive SPHE education for pupils, with clear guidance provided to all teachers regarding the delivery of mandated programmes, use of language at each class level and appropriate coverage of all strands. Teachers' monthly progress reports reflect the delivery of a broad, balanced SPHE programme which makes meaningful links with other curriculum areas. These reports also record the achievement of key learning objectives, thereby facilitating the potential monitoring of the whole-school SPHE plan. The school communicates regularly and effectively with parents regarding SPHE and provides training as needed. In parent questionnaires, completed as part of the evaluation, responses indicated high levels of satisfaction with the schools' communication processes, their children's learning	

with regard to SPHE, and the positive school climate and care for pupils. During the focus group discussion, pupils were very positive about their SPHE lessons. They demonstrated very good knowledge of topics such as self-identity, and safety and protection. They confidently described key messages from the *Stay Safe* programme. The school values the pupils' voice and recently surveyed the senior pupils regarding the implementation of the *Stay Safe* programme. It has responded to the survey outcomes by implementing positive changes to support pupils' enjoyment of playtime.

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