

## APPENDIX 1: CHILD PROTECTION AND SAFEGUARDING INSPECTION FRAMEWORK

The inspection framework for Child Protection and Safeguarding Inspections derives from the *Child Protection Procedures for Primary and Post-Primary Schools 2017*. It consists of ten overarching checks based on the 2017 Procedures. The overarching checks relate to requirements around the preparation of a Child Safeguarding Statement and communicating with members of the school community about child protection matters in general and about the Child Safeguarding Statement in particular. They also include checks on the provision of information and relevant training to school personnel and board members in respect of child protection; the board's awareness of its Garda vetting obligations; reporting about child protection to the board of management; and fulfilling certain reporting and record keeping obligations in relation to child protection matters. The mandatory aspects of the curriculum that are designed to develop students' knowledge, skills, attitudes and behaviours through Social Personal and Health Education (SPHE), Relationship and Sexuality Education (RSE) in post-primary schools and through SPHE and the *Stay Safe* programme in primary schools are also included in the checks. The ten overarching checks are as follows:

|   |  |    |  |
|---|--|----|--|
| 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.   | 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> . <sup>5</sup>                  |
| 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> .   | 7  | Correct record keeping procedures were found in the child protection cases examined.   |
| 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. | 8  | The procedures to report child protection concerns were implemented in the records examined.   |
| 4 | The board of management <sup>6</sup> reports that it is aware of its responsibilities in relation to vetting of all school personnel and report that they discharge these responsibilities   | 9  | The procedures to report allegations or suspicions of abuse against school personnel <sup>7</sup> were implemented in the records examined.  |
| 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> .   | 10 | The quality of planning for and implementation of the SPHE curriculum and the <i>Stay Safe</i> programme in primary schools and of the SPHE curriculum and the Relationship and Sexuality Education (RSE) programme in post-primary schools, as evident during the inspection. |

<sup>5</sup> See appendix 1 for clarification in relation to the provision of a Child Protection Oversight Report in centres for education (Youthreach centres)

<sup>6</sup> In schools under the ETB the CEO of the ETB reports that he/she is aware of his/her responsibilities in relation to vetting of all school employees and reports that he/she discharges these responsibilities.

<sup>7</sup> In the *Child Protection Procedures for Primary and Post-Primary Schools 2019*, the term 'school personnel' is used as a generic term to encompass 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.

Each of the ten overarching checks is divided into a number of sub-checks. These sub-checks are the specific actions that schools are required to take in order to be fully compliant with the main check. The sub-checks for each overarching check enable the inspector to arrive at a judgement as to the extent to which the school is compliant with the main check. The sub-checks for each of the main checks are set out below.

**Check one** relates to the way in which a school communicates various aspects of its child protection procedures to its community and to the public. The sub-checks involve the display of the name of the school’s Designated Liaison Person, or DLP, and the Child Safeguarding Statement near the main entrance to the school. It also includes the provision of the Child Safeguarding Statement to a range of stakeholders including parents and the patron and its publication on the school’s website, if relevant. Schools are also required to inform these stakeholders when a review of the Child Safeguarding Statement has taken place, and the sub-checks also examine this.

| Check 1   | Sub-checks  |
|---|---|
| The school has <b>communicated</b> the required aspects of the Child Protection Procedures to relevant stakeholders | The name of the DLP is prominently displayed near the main door of the school / in the reception area   |
|   | The child safeguarding statement is displayed in a prominent position near the main entrance  |
|   | The risk assessment is on display with the Child Safeguarding statement   |
|   | A copy of the child safeguarding statement was provided to all school personnel   |
|   | The school has arrangements in place to make a copy of the child safeguarding statement available to parents on request   |
|   | A copy of the child safeguarding statement was provided to the patron   |
|   | A copy of the child safeguarding statement was provided to the parents’ association   |
|   | The child safeguarding statement is published on the school’s website   |
|   | School personnel are informed when a review of the school’s Child Safeguarding Statement has taken place  |
|   | The parents’ association receive written notification that the review of the school’s Child Safeguarding Statement has taken place (where no parents’ association exists, this notification is provided to the parents) |
|   | A copy of the written notification that the review of the school’s Child Safeguarding Statement has taken place is placed on the school’s website   |

**Check two** deals with the requirement to appoint a Designated Liaison Person (DLP) and a deputy Designated Liaison Person (DDL). The sub-checks here examine whether the DLP and DDL are named in the school’s Child Safeguarding Statement and if the appointees are current full-time members of the teaching staff. The sub-checks also inquire into arrangements that the school has in place to keep the principal informed of child protection matters if he/she is not the DLP.

| Check 2   | Sub-checks  |
|---|---|
| <p><b>A Designated Liaison Person and a deputy Designated Liaison Person</b> have been <b>appointed</b> in line with the requirements of the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i></p> | <p>The DLP and Deputy DLP are named in the school’s Child Safeguarding Statement</p>  |
|   | <p>The DLP and Deputy DLP are current senior members of the full-time teaching staff</p>  |
|   | <p>If the DLP is not the principal the school authority has put arrangements in place to ensure that the DLP will keep the principal appropriately informed of child protection matters</p> |

**Check three** is concerned with the board’s responsibility to provide information and relevant training to school personnel on child protection matters. In relation to the Designated Liaison Person (DLP), the board has a responsibility to ensure that he/she is sufficiently familiar with the *Child Protection Procedures for Primary and Post-Primary Schools 2017* to enable him/her to fulfil his/her role. The board should also put arrangements in place to provide training to the DLP, as required. The board also has a responsibility to ensure that the Deputy Designated Liaison Person (DDL) is able to fulfil the role of DLP if required. The first three sub-checks examine if the board is fulfilling these responsibilities. The board is also required to ensure that all school personnel and all members of the board of management are familiar with the *Child Protection Procedures for Primary and Post-Primary Schools 2017*. The sub-checks inquire therefore into the arrangements the board has in place to provide information about child protection to school personnel and to board members. The sub-checks also examine the awareness of school personnel of the responsibilities of a mandated person and of the actions that they should take if they have a child protection concern.

| Check 3  | Sub-checks   |
|--|--|
| <p>The board of management reports that it is aware of and discharges its responsibilities to <b>provide information</b> to all school personnel relevant to child protection and to ensure that available <b>training</b> is undertaken by all and/or some members of staff as required</p> | <p>The board of management has arrangements in place to ensure that the DLP has the necessary familiarity with the Child Protection Procedures for Primary and Post Primary Schools 2017 to enable him/her to fulfil his/her responsibilities</p>  |
|  | <p>The board of management has put arrangements in place to enable the deputy DLP to effectively assume his or her responsibilities in the absence of the DLP and to ensure that the deputy DLP can access relevant records when required</p>  |
|  | <p>The board of management have arrangements in place to ensure that all school personnel have the necessary familiarity with the Child Protection Procedures for Primary and Post Primary Schools 2017 to enable them to fulfil their responsibilities</p>  |
|  | <p>All registered teachers who were interviewed as part of the interview with school personnel during the inspection were aware of the responsibilities of a mandated person</p>   |
|  | <p>All members of school personnel who were interviewed as part of the interview with school personnel during the inspection were aware of the actions to take if they receive an allegation or have a suspicion that a child may have been abused or neglected, is being abused or neglected, or is at risk of abuse or neglect</p> |
|  | <p>The board of management has arrangements in place to ensure that all members of the board of management have the necessary familiarity with the Child Protection Procedures for Primary and Post Primary Schools 2017 to enable them to fulfil their responsibilities</p>   |

**Check four** is concerned with the board’s responsibility in relation to vetting of all school employees. The sub-checks seek to confirm if both the principal and chairperson are aware of their responsibilities in relation to vetting through securing both oral and written confirmation of this. The final sub-check also seeks conformation that all employees of the board of management are vetted.

| Check 4  | Sub-checks  |
|--|---|
| <p>The board of management<sup>8</sup> reports that it is aware of its <b>responsibilities</b> in relation to <b>vetting</b> of all school personnel and report that they discharge these responsibilities</p> | <p>The chairperson of the board of management and the principal orally report that the board is aware of its responsibilities in relation to vetting of all school personnel and that they discharge these responsibilities.</p>        |
|  | <p>The chairperson of the board of management and the principal sign the declaration that the board is aware of its responsibilities in relation to vetting of all school personnel and that they discharge these responsibilities.</p> |
|  | <p>The chairperson of the board of management and the principal confirm that all employees of the board of management are vetted.</p>   |

<sup>8</sup> In schools under the ETB the CEO of the ETB should replace the chairperson of the board of management in all sub-checks.

**Check five** deals with the Child Safeguarding Statement and risk assessment. The sub-checks establish if the Child Safeguarding Statement and risk assessment have been prepared in line with the templates provided by the Department. The sub-checks also establish if the Child Safeguarding Statement is reviewed annually, if a record of the review is maintained, and if actions advised in the review are implemented. In relation to the risk assessment, the sub-checks also investigate if the school has policies, procedures and precautions in place to minimise the risk of harm to children.

| Check 5   | Sub-checks   |
|---|--|
| <p><b>A Child Safeguarding Statement and Risk Assessment</b> have been prepared in line with the template and requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017</p> | <p>The child safeguarding statement is in the format of the template published by the Department</p>   |
|   | <p>The child safeguarding statement is reviewed annually</p>   |
|   | <p>A record of the review and its outcome has been retained by the board</p>   |
|   | <p>If areas of improvement are identified in the review of the child safeguarding statement the school has put an action plan in place to deal with the issues</p>   |
|   | <p>A risk assessment, having regard to the particular school's context, has been completed based on the template provided with the Child Protection Procedures for Primary and Post-Primary Schools 2017</p> |
|   | <p>The school has specified, in its written risk assessment, the policies and procedures in place to minimise the risk of harm by responding to potential risks</p>  |

**Check six** deals with the provision of a Child Protection Oversight Report to the board of management. The first two sub-checks establish if a Child Protection Oversight report is provided to the board and if it contains all the required headings. The third and fourth sub-checks inquire into the documents provided to the board when it is considering specific cases relevant to child protection. The final check examines the minutes of board meetings to establish if unique identifiers are used to refer to individuals involved. Appendix one provides clarification in relation to the provision of child protection oversight reports in Centres for Education (Youthreach centres)

| Check 6  | Sub-checks   |
|--|--|
| <p>The <b>minutes of board meetings</b> that were checked contained a record of a <b>child protection oversight report</b> being provided in line with the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017</p> | <p>The minutes of each board of management meeting that were checked contain a child protection oversight report</p>   |
|  | <p>The child protection oversight report is fully completed on the template provided by the Department or contains all of information required under each of the headings on the template</p>  |
|  | <p>Where there are cases under section 9.5 of the procedures (involving school personnel) the board was provided with all of the documents specified in section 9.5.2 of the procedures in respect of each such case</p>               |
|  | <p>Where there were cases under section 9.6 of the procedures (not involving school personnel) the board was provided with all of the documents specified in sections 9.6.2 of the procedures in respect of each such case.</p>        |
|  | <p>Where there were cases under section 9.7 of the procedures (arising from alleged bullying behaviour) the board was provided with all of the documents specified in section 9.7.2 of the procedures in respect of each such case</p> |
|  | <p>The minutes of the board meeting use unique identifiers to refer to the individuals, including children, involved and do not record the names of the individuals involved</p>   |

**Check seven** is concerned with the school’s record keeping procedures and specifically if the school has an original file for all concerns that is stored in a secure location and that can be accessed by the Deputy DLP if required. It also enquires into the use of unique identifier numbers to reference relevant parties.

| Check 7   | Sub-checks   |
|---|--|
| <p><b>Correct record keeping procedures were found in the child protection cases examined</b></p> | <p>A hardcopy file is available for all child protection concerns which contains original, unredacted records of the concern and all correspondence relevant to the concern.</p> |
|   | <p>All parties<sup>9</sup> referenced in all files are assigned a unique identifier number</p>   |
|   | <p>All files relevant to child protection are maintained in a secure location</p>  |
|   | <p>The DDLP is aware of the location of the child protection files and can access them if required</p>   |

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<sup>9</sup> In this context “parties” means any party whose identity, if disclosed, might lead to the identification of a child or a person against whom an allegation has been made.



**Check eight** enquires into the school’s procedures to report allegations of child abuse. The first sub-check examine the procedures adopted for all concerns. The next three sub-checks inquire into the procedures adopted for concerns that were reported to TUSLA. Sub-checks five, six and seven specifically look at procedures for concerns where the advice of TUSLA was sought and the final sub-check is concerned with concerns which were not reported to TUSLA.

| Check 8  | Sub-checks   |
|--|--|
| <p>The <b>procedures to report allegations of abuse</b> were fully implemented in the records examined</p> | <p>A written record from the DLP of how the concern-came to his/her attention is retained on the relevant file for all concerns in respect of learners in the school</p>   |
|  | <p>A copy of the report submitted to TUSLA is available for all concerns that were reported to TUSLA</p>   |
|  | <p>A record of further action taken by the DLP and of any further communication with TUSLA, <i>An Garda Síochana</i> or other parties in relation to that report is available for all concerns that were reported to TUSLA</p>   |
|  | <p>A 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 made by the DLP not to inform the parent/carer and the reasons for not doing so is available for all concerns that were reported to TUSLA</p> |
|  | <p>A record of any consultation with TUSLA, which includes the date, the name of the TUSLA official and the advice given is available for all concerns where the advice of TUSLA was sought and evidence that a report was submitted to Tusla where Tusla advised to do so</p>                                 |
|  | <p>A record that the registered teacher<sup>10</sup> was informed that advice was being sought is available for all concerns where the advice of TUSLA was sought</p>  |
|  | <p>A record that the registered teacher was provided with the advice received is available for all concerns where the advice of TUSLA was sought</p>   |
|  | <p>A record of a clear statement in writing provided to the relevant staff member as to the reasons why his or her concern is not being reported and that the staff member was advised that he/she may still report that concern to TUSLA is available for all concerns that were not reported to TUSLA</p>    |

<sup>10</sup> In relation to this check and the following sub-check: this requirement applies only where the concern was brought to the DLP’s attention by a registered teacher.

**Check nine** enquires into the school’s procedures for dealing with allegations of abuse against school personnel. In the *Child Protection Procedures for Primary and Post-Primary Schools 2019*, the term ‘school personnel’ is used as a generic term to encompass 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. The first four sub-checks relate to all allegations made against school personnel. The fifth sub-check refers to procedures to be adopted if the allegation was made by a parent. Sub-checks six, seven and eight inquire into the school’s procedures for dealing with allegations made against a DLP. The final sub-checks examine the procedures adopted by the school in relation to allegations made against a school employer or a member of the board.

| Check 9   | Sub-checks   |
|---|--|
| <p>The procedures to report allegations or suspicions of abuse against school personnel<sup>11</sup> were fully implemented in records examined</p> | A written record from the DLP of how the concern-came to his/her attention is available in all cases of allegations made against a member of school personnel  |
|   | A record that the school employer was informed is available in all cases of allegations made against a member of school personnel  |
|   | A record that the DLP sought advice from or made a report to TUSLA is available in all cases of allegations made against a member of school personnel  |
|   | A record that the DLP reported to Tusla where Tusla advised to do so   |
|   | A record of the DLP’s notification under section 5.6 of the procedures to the parent informing him/her of whether or not the concern has been reported to TUSLA, and if not the reasons for not referring it is available if the allegation is made against school personnel by a parent |
|   | A record that the chair of the board of management /Chief Executive Officer of the ETB has assumed the role of the DLP for reporting the matter is available if the allegation is made against the DLP   |
|   | A record that the school employer sought advice from or made a report to TUSLA is available if the allegation is made against the DLP  |
|   | A record that TUSLA has been informed that the school’s protocol authorising immediate action has been operated and/or that the employee has been formally placed on administrative leave is available   |
|   | A record that the DLP sought advice from or made a report to TUSLA is available if the allegation is made against a member of the board  |
|   | A record that the DLP reported the allegation against a member of the school board to Tusla where Tusla advised the DLP to do so   |
|   | A record that the board informed the patron is available if the allegation is made against a member of the board   |

<sup>11</sup> These personnel include, for example, teachers, special needs assistants, caretakers, secretaries, cleaners, voluntary workers in the school, paid or voluntary tutors, parent association members helping with aspects of the work of the school.

**Check ten** looks at the quality of the school’s provision for the mandatory aspects of the curriculum. At primary level, these are Social Personal and Health Education (SPHE) curriculum and the *Stay Safe* programme and at post-primary these are SPHE curriculum and Relationship and Sexuality Education (RSE). The first two checks at primary and at post-primary seek to establish if the school is providing the required programmes. The subsequent sub-checks then inquire into whether the school and its teachers are planning appropriately for the implementation of these programmes and look at learners’ understanding of a number of key topics of the programmes.

| Check 10  | Sub-checks   |
|---|--|
| <p>The quality of planning for and implementation of the <b>SPHE curriculum</b> and the <b><i>Stay Safe</i> programme</b> in primary schools and of the <b>SPHE curriculum</b> and the <b>Relationship and Sexuality Education (RSE)</b> programme in post-primary schools, as evident during the inspection.</p> | There is a Social Personal and Health Education Programme for all children in the school (Primary)   |
|   | The <i>Stay Safe</i> Programme is implemented within the school (Primary)  |
|   | There is a Social Personal and Health Education Programme for all children in Junior Cycle (Post-primary check)  |
|   | There is a Relationships and Sexuality Education Programme for all children in the school (Post-primary check)   |
|   | <p>Whole-school planning documents indicate that the school has planned appropriately for the implementation of the SPHE curriculum and the <i>Stay Safe</i> programme (Primary)</p> <p>SPHE subject planning documents, RSE programme planning documents and school timetable information indicate that the school has planned appropriately for the implementation of the SPHE curriculum and the RSE programme (post-primary check)</p> |
|   | The individual teacher planning documents reviewed indicate that the teachers are implementing the SPHE curriculum and <i>Stay Safe</i> programme appropriately (Primary)  |
| The interactions with pupils indicate that pupils have a satisfactory or better understanding of a number of the key topics of SPHE and <i>Stay Safe</i> (Primary) and of SPHE and RSE (Post-primary)   |  |