Suggested format for Safeguarding Governor Visit

1. Examining the Single Central Record
	1. Questions
		* Who has access to the SCR?
		* Is this direct or remote access?
		* Have there been any recent issues or problems?
		* Which SCR model do you use and why?
		* How, and how often do you update it?
		* How many references do you obtain for teaching staff and for non-teaching staff?
		* For a teacher, if they do not give a HT as a referee, do you always contact the HT (with permission)? (Only HTs know about disciplinary issues)
		* What training have casual staff members had re safeguarding?
		* What checks do you perform on agency staff?
	2. Review
* Check that all data appears to be complete and up to date.
* If there are any gaps, what’s being done about it and how quickly?
* Randomly select at least 3 staff members – prioritise recent appointments and names which are unfamiliar to you. Include non-teaching staff, especially any non-learning support, such as cleaners.
* Ask to see any professional certificates, such as degree certificate.
* Ask to see that minimum 2 references received. Are they arms-length?
* Leave some evidence of the date of your visit and what was examined.
* Report your visit to FGB at next meeting.
1. Interviewing the Designated Safeguarding Lead
	1. Preparation
* The DSL should have anonymised data to show you in the meeting (if you don’t know how to do this in CPOMS, please contact us).
* Do you know all of the acronyms and what they mean?
* Have you completed your safeguarding training recently, including KCSIE updates?
* Is the Safeguarding/Child Protection Policy on the website?
* Is the name of the DSL(s) on the website?
* Is the name of the Safeguarding Governor on the website?
	1. Questions
* How many referrals have been made to social care in this review period?
	+ How many rated concern – SPA?
	+ How many rated Early Help?
* Do staff know what to send with a referral, and how to send it? (Not covered in standard safeguarding training)
* Of no. concerns reported, how many reached threshold? What do we do if it doesn’t? See next bullet point.
* Of no. EH reported, how many reached threshold? You are looking for a 95% success rate in EH.
	+ Were they assessed/triaged/allocated within 14 days?
	+ Did the family workers then contact the DSL promptly?
	+ If your referral is bounced back, what does the school do next?
	+ How robust is our challenge to any bounce back? How often have we asked for a review?
* TACs are non-statutory. Are they being picked up by the pastoral team?
* How many TACS are the school invited to?
* How many does the school attend?
* If you can’t attend, what happens? Do you get sent the info?
* How many CPs are there? Which could go to a PLO (child could be removed)?
* How many CINs are there?
* How many families on TAC? As this is consent-based, do we have any/many families refusing to engage?
* The education service is expected to complete reports for CPCs. Is this being done? When’s the next one?
* How are we viewing safeguarding as a setting?
* KCSIE: talk me through the system of a new member of staff receiving training. How do we know that all have read the guidance and policies?
* CPOMS is a recommended CP software which many Reading schools are using. If this school doesn’t, why not? If you are still using paper files, how secure is the system on a) receiving all necessary data, b) keeping it safe, c) handing on/disposing of all necessary data?
* If CPOMS is used, who has access? Is it VFM? Is it being used for SEN/attendance? Who reviews that the records on CPOMS is being kept up to date? What do these lists look like?
* Scenario: the DSL has experienced a horrible incident. For their well-being, who can they speak to? They must not ‘take it home’. Who’s checking in on DSLs?
* What training did you have before completing reports? Who do you debrief to? How do you offload?
* What is taking place between us and nurseries/primaries/secondaries/FE colleges re safeguarding systems? Do we keep a list of incoming CPs as part of our admissions process to be forewarned?
* How do you get on with BFfC? Are there any problems with social workers? What can the school/governors do to put pressure on when support is inadequate?
	1. Next steps
		+ Ask children, do they know who/where to go to if they don’t feel safe?
		+ Liaise with your H&S Governor: use H&S visits to explore lockdown, site access, etc. Is signage clear and adequate, especially re fire?
		+ Report visit findings to FGB at next meeting.