**A TOOLKIT**

**FOR THE SAFEGUARDING GOVERNOR**

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# A DEFINITION OF SAFEGUARDING AND CHILD PROTECTION

**Child Protection** refers to the processes undertaken to meet statutory obligations laid out in the Children’s Act 1989 and associated guidance (see working Together to Safeguard Children, 2018).

**Safeguarding** and promoting the welfare of children is everyone’s responsibility and is defined as ‘protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children’.

# ABBREVIATIONS

|  |  |
| --- | --- |
| Chair of Governors | CoG |
| Department for Education | DfE |
| Designated Safeguarding Lead | DSL |
| Deputy Designated Safeguarding Lead  | DDSL |
| Disclosure and Barring Service | DBS |
| Governing Board | GB |
| Head Teacher | HT |
| Head Teacher Appointment Panel  | HAP |
| Human Resources | HR |
| Local Authority Designated Officer  | LADO |
| Berkshire West Safeguarding Children Partnership | BWSCP |
| National Society for the Prevention of Cruelty to Children  | NSPCC |
| Single Central Record  | SCR |

#

# KEY POLICIES AND DOCUMENTS

**Statutory policies are identified in RED.** The DfE document **statutory policies for schools September 2019** gives full information on review frequency and approval.

[**https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts**](https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts)

* **Child protection policy and procedures**. - The overarching **statutory** policy that is supported by other key policies. Review is annual.

The following is a list of policy and procedure documents that are referred to within the Safeguarding and Child Protection Policy. Some of these are statutory in their own right. Others are ‘operational’

* **Whistleblowing policy.** This policy provides the mechanism for staff to report concerns about malpractice in any area of school life. Further guidance can be found at Pan [**Berkshire CP Procedures online.**](http://berks.proceduresonline.com/)
* **Behaviour principles written statement and school behaviour policy**. These are **statutory documents.** The policy is written by the head teacher and the behaviour principles written statement is written by the governing board.
* **Statement of procedures for dealing with allegations of abuse against staff**. The procedure to be followed in the event of an allegation being made against a member of staff is set out in Berkshire LSCB Children Protection Procedures. A copy of which is available via this link: Pan [**Berkshire CP Procedures online.**](http://berks.proceduresonline.com/)
* **Allegations against other pupils**. Governing boards and proprietors should also ensure that there are procedures in place to handle allegations against other children.
* **Safer recruitment policy and procedure**s. These outline how schools ensure that all recruitment is conducted openly and with due regard for right to and appropriateness to work within educational settings.
* **British values statement.** This statement should be available on the school website and articulates how the school promotes these values.
* **Prevent agenda** from 1 June 2015 all schools and all colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015, to have “due regard to the need to prevent people from being drawn into terrorism”. For full details please refer to the [Prevent duty.](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)

<https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts>

* **Supporting pupils with medical conditions**
* **Administration of medicines.** This is an operational policy.
* **Use of photographic images**. This is an operational policy.
* **E-Safety Policy**. This is an operational policy. The school should have a separate E-Safety policy (including on-line safety) for staff and students which should be considered in line with WBC Model CP & Safeguarding Policy. Further information on **e-safety** can be found via the link: Pan [Berkshire CP Procedures online.](http://berks.proceduresonline.com/)

# WHAT IS THE SINGLE CENTRAL RECORD?

The Single Central Record (SCR) is a record of all

* Staff, including temporary staff,
* Supply staff and
* Volunteers connected with the school.

The information contained in the Single Central Record includes names, addresses, and dates of birth and identity checks which have to include

* References
* DBS checks
* Evidence shown for proof of identity and qualifications.

**TRAINING AND CHECKS REQUIRED BY STAFF AND GOVERNORS**

|  |  |  |  |
| --- | --- | --- | --- |
| **What** | **Who** | **Where recorded** |  **Comment** |
|  | **Staff** | **DSL** | **Governors** | **Safeguarding governor** |  |  |
| Disclosure and Barring Service (DBS) check  | Y | Y | Y | Y | Single Central Record (SCR) | All staff, governors and volunteers must complete these. |
|  |
| Prevent Duty training | Y | Y | Y | Y | Training records | All staff must have training. Governors should attend training probably delivered within school. |
| Domestic abuse training |  | Y |  | Y | Training records | Safeguarding governor can access this through BWSCP |
| Learning Link safeguarding module  |  |  | Y | Y | Training records | All governors can access, if the GB purchases Governor Services. Otherwise the school must provide a level of training for governors. |
| Universal safeguarding training | Y | Y |  | Y | Training records | Face to face training every three years, available to all.  |
| Online Universal safeguarding training  | Y | Y |  | Y | Training records | This is an online course provided by BWSCP. Can be used as annual Safeguarding update. |
| Safer recruitment training  | HT + members of SLT |  | CoG / Leader of the HAP |  | Training records | Online training provided by the NSPCC, or face to face through schools HR service. |
| Designated Safeguarding Lead training | Y | Y |  |  | Training records | Face to face training available to all newly appointed DSLs through schools HR service. |
| Deputy Designated Safeguarding Lead Training | Y | Y |  |  | Training records | As above |
| Refresher DSL training | Y | Y |  |  | Training records | Face to face course is available to all experienced DSL’s who need to refresh their training (2 years cycle) |

# WHO SHOULD I TALK TO IN SCHOOL AND ON THE GOVERNING BOARD?

The size, context and staffing structure of the school will determine the number of staff with responsibilities for specific aspects of safeguarding.

Ask your head teacher to confirm the following:

* The **name** and **position** of the **designated safeguarding lead** e.g. Head of VI Form, Deputy Head teacher.
* The **name** and **position** of the **Deputy Designated Safeguarding Lead**.
* The **name** and **position** of the member of staff who is responsible for maintaining the **Single Central Record** and records for staff and governors relating to safeguarding e.g. School Business Manager
* The **name** and **position** of the member of staff who is responsible for ensuring that **Disclosure & Barring Service (DBS)** checks are completed.

# WHO SHOULD I TALK TO ON THE GOVERNING BOARD?

* The Chair of Governors will confirm the name of the governor who was previously responsible for safeguarding.
* The clerk to the governing board will confirm
1. Who keeps records of governor training in safeguarding?
2. Who ensures that all new governors complete the application for DBS check within 21 days of their appointment? (This is a statutory timeframe and applies to all governor categories)
* Talk with the chair, head teacher and clerk to **ensure that safeguarding is always an agenda item on governing board meetings,** even if there is nothing to report.

# ROLE OF THE SAFEGUARDING GOVERNOR

|  |
| --- |
| **ROLE OF THE SAFEGUARDING GOVERNOR*****Please note –the safeguarding governor to complete Universal Safeguarding training*** |
| **Staff contacts in school*** Designated Safeguarding Lead /Deputy Designated Safeguarding Lead
* Staff member responsible for the Single Central Record.
 |
| **Key Areas of Responsibility**Section 175 of the Education Act 2002 places a duty on the governing bodies of maintained schools, and regulations under section 157, about safeguarding pupils in independent schools (which include academies) require academy trusts to have arrangements in place to ensure that they:* Carry out their functions with a view to safeguarding and promoting the welfare of children; and
* Have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section.

**The governing board is accountable for ensuring the school has effective policies and procedures in place for safeguarding children and monitoring the school’s compliance with them. Neither the governing board nor individual governors have a role in dealing with individual cases or a right to know details of cases, (except when exercising their disciplinary functions in respect of allegations against a staff member).****Key Tasks*** Meet the DSL(s) regularly – agree on how often. (Use the governor calendar to identify visits).
* Undertake required training.
* Understand and report to the Governing Board how the Child Protection and Safeguarding policy is being implemented.
* Ensure that all governors are familiar with the issues of safeguarding.
* Ensure all governors have completed safeguarding training.
* Ensure that all governors have completed DBS checks.
 |
| 1. **Responsibilities of the safeguarding governor:**

As link between the GB and the school in relation to child protection and safeguarding;* + 1. Ensure that the GB approves the child protection and safeguarding policy annually;
		2. Check and report to the GB that the policy is on the school website.
		3. Check and report to the GB that the other relevant policy documents are in place (see below)
		4. Ensure that safeguarding and child protection is always an agenda item at GB meetings.
1. **Reporting to the governing board**
	* + - 1. The annual Section 175 safeguarding audit has been returned to the LA in a timely manner.
				2. Status of the Single Central Record (termly).
				3. The school has a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead.
2. **Training records for all staff are current and up to date in respect of:**

Induction for new staffUniversal Safeguarding training for all staff and volunteers Designated person trainingSafer recruitment training for staffPrevent 1. DBS checks are completed for all governors and recorded on the SCR.
2. All governors have completed safeguarding training for governors (Learning Link e -learning), with due regard for the induction of new governors.

**6**. Other training for governors provided by or signposted by the DSL.**7**. **Be assured by seeing evidence that school has:**1. Robust systems for recording, storing and reviewing child welfare and child protection concerns.
2. Mechanisms for working well with relevant agencies and individuals and with parents/carers and families

**8. Recruitment** The school conducts all recruitment with due regard for safer recruitment procedures.**9. Policy Documents also required to support the Child Protection and Safeguarding Policy*** 1. Whistleblowing policy
	2. Behaviour statement and policy
	3. Safer Recruitment policy
 |
| **Reporting Frequency** The Safeguarding Governor should be reporting to the governing board termly. Safeguarding should always be an agenda item for GB meetings. |
| **Documents to be familiar with*** School Single Central Record
* School Child Protection and Safeguarding policy and procedures AND all allied supporting policies identified within it.
* School recruitment procedures
* School whistleblowing policy
* School behaviour policy/principles statement
* School website
* Section 175 safeguarding audit
* OFSTED School Inspection Handbook (Section on Safeguarding)
* OFSTED Inspecting safeguarding in early years, education and skills settings
* DfE – Keeping Children Safe in Education
 |

# MEETING WITH THE DESIGNATED SAFEGUARDING LEAD

The purpose of meeting with the DSL/DDSL through the year is to:

* Ensure that **statutory responsibilities** are being discharged by the school.
* Monitor the SCR in order to report to the governing board that it is completed and compliant.
* See evidence that staff training/induction records are current and compliant.
* See policies in action to understand how pupils and staff alike are aware of the policies and implement them.
* See that leadership and management are taking a proactive approach to keeping children safe and are up to date with changes and requirements.
* See that the child protection policy and procedures are on the school website and are current and compliant.
* Enable the Safeguarding Governor to report with confidence at GB meetings.
* Enable the Safeguarding Governor to talk with confidence at inspection about the robustness of the school’s approach to safeguarding.

In addition, throughout the year, different themes could be discussed to ensure that an overview is held by governors.

Suggested themes might include:

* Annual section 175 safeguarding audit (in line with agreed timeframes)
* Safer recruitment processes
* Aspects of the School Development Plan e.g. work connected with personal development, behaviour and welfare
* Details about safeguarding on the school website
* Site security
* How training for staff is improving safeguarding
* How the school manages pupil risk
* Use of physical intervention
* Prevent

# POSSIBLE ANNUAL PLANNER FOR SAFEGUARDING MONITORING VISITS

For convenience the planner is divided into six terms, but it is acknowledged that it might not be possible for Safeguarding Governors to make 6 visits per year and can be arranged to suit your schools monitoring visits. A priority must be given to looking at the single central record and currency of policies.

|  |  |  |
| --- | --- | --- |
| **Autumn** | **Spring** | **Summer** |
| **Term 1*** SCR check with focus on
	+ 1. all new starters – training and induction
		2. new governors - DBS and training
* Statutory **policy review (annual[[1]](#footnote-1))**
* Submission of annual s.175 safeguarding audit to Berkshire West Safeguarding Children Partnership[[2]](#footnote-2)
 | **Term 3*** SCR check
* Areas of the School Development Plan that include safeguarding.
* Policy implementation
* Statutory **Policy review if required due to amendments**
 | **Term 5*** SCR check
* Site security
* Impact of staff training on improving safeguarding
* Statutory **Policy review if required if required due to amendments.**
 |
| **Term 2*** SCR check *(if there have been staffing* changes*)*
* **Statutory policy review if required due to amendments.**
 | **Term 4*** SCR check *(if there have been staffing changes)*
* Recruitment processes
* Managing pupil risk
* Statutory **Policy review if required due to amendments.**
 | **Term 6*** SCR check *(if there have been staffing changes)*
* Review of safeguarding within the School Development Plan
* Statutory **Policy review if required due to amendments.**
 |
| **At any time of the year:*** Governor readiness and compliance with safer recruitment procedure when appointing a head teacher
* Policy review (any updates) and supporting policies
* Ofsted inspection readiness
 |

# REPORTING TO THE FULL GOVERNING BOARD AGENDA AND MINUTES

* Safeguarding should be an **identified agenda item on every meeting** of the GB. Good practice is when the Safeguarding Governor makes a significant contribution to this.
* Minutes should clearly record that safeguarding was considered, even if the Safeguarding Governor has to report that there are no changes or updates.
* The compliance and monitoring record sheet (next page) can be used to record visits.

|  |  |
| --- | --- |
| ***Example*****Agenda for the full Governing Board of XXX on 15/4/2020 (extract)**6. Safeguarding (led by AB - Safeguarding Governor)1. Report on visit to Designated Safeguarding Lead including SCR update.
2. Review of the Child Protection and Safeguarding Policy, with updates on xxxxx. (for approval)
3. Governor DBS and training position (for information)
 | ***Example*****Minutes (extract)**6. Safeguarding (led by AB - Safeguarding Governor)AB’s written report (circulated prior to the meeting) confirmed the SCR was complete reflecting the three staff changes this term. JG asked if there had been any time issues with completing DBS checks and AB confirmed that the process is now operating within a two week turn around.DD noted the positive progress made concerning site security.The updates to the Child Protection and Safeguarding Policy were explained (additional section on xxxxx reflecting change in legislation.). AB confirmed the DSL had explained the changes to staff at a meeting on 28/3/16 which AB had attended. Governors unanimously approved the updated policy**. Action BB to ensure uploaded to school website by19/4/20.**AB confirmed that all governors had attended the Prevent training delivered in school 2/3/10 and that this has been recorded on the training record.Two governors commented that the training had been very worthwhile as they had not appreciated the areas of concern that the school is currently dealing with, particularly the incidence of xxx within the school community.CC a new governor has completed DBS checks and e-learning safeguarding module and it is recorded appropriately. |

EXAMPLE Safeguarding Governor – Compliance and Monitoring Visit Record

**School:**

|  |  |
| --- | --- |
| **Designated Governor:**  | **Designated Safeguarding Lead / Deputy Safeguarding Lead**  |
| **Monitoring Period (Half Termly / Termly)** | **Date of Monitoring Activity:** **Date of next visit:**  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect****(It is recommended that aspects 1-2 are checked and reported upon termly)** | **Sources of Evidence Seen** **(list as appropriate)**  | **Summary of Discussion/Scrutiny of Evidence/Learning Walk** **(Bullets)** | **Are We Compliant?** |
| 1. Single Central Record (SCR). | Single Central Record |  |

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| Staff |  |  |
| Governors |  |  |
| Volunteers |  |  |

 |
| 2. Staff Training / Induction Records. Governor Training (Safeguarding / Prevent Duty) | Training Records* Staff
* Governors
 |  |

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| Staff |  |  |
| Governors |  |  |

 |
| 3.School Child Protection and Safeguarding Policy**(must be on Website)** | Policy document |  |

|  |  |
| --- | --- |
| **Yes** | **No** |
|  |  |

 |
| ***Thematic Area(s) discussed in Monitoring Visit and Next Steps*** |  |
|  |

**Green** = Compliant **Red** = Not Compliant

**The following checklist and question sheet are designed to guide the named governor when visiting the school.**

| **Checklist & Questions** | Yes | No |
| --- | --- | --- |
| **Governance** |
| 1. | 1a. A member of the governing body has been nominated to take responsibility for reporting to the Governing Board on how the school discharges its duties in relation to safeguarding.1b. The named governor is identified on the school website.1c. The named governor is identified in the Child Protection and Safeguarding Policy.1d. The named governor has completed Universal Safeguarding Training. |  |  |
| 2. | All governors are DBS checked and this is recorded on the Single Central Record (SCR). |  |  |
| 3. | 3a. All governors have completed basic safeguarding training and Prevent awareness training.3b. This is recorded in the governor training record. |  |  |
| 4. | 4a. A member of the governing board has completed safer recruitment training, either on line or face to face training by the schools training provider.4b. This is recorded on the governor training record. |  |  |
| 5. | The chair of the governing board is nominated for liaising with the Local Authority and partner agencies in the event of an allegation being made against the head teacher. This is clearly recorded in the Child Protection and Safeguarding Policy (incorporating the Allegations of Abuse Against Staff Policy). |  |  |
| **Statutory Policy Requirements** |
| 6. | 6a. The school has in place a child protection and safeguarding policy that has been agreed by the governing board and is published on the school website.6b. The policy is updated annually and when required in line with legislative changes and requirements |  |  |
| 7. | The effectiveness of the policy and procedures are reviewed and updated annually |  |  |
| 8. | The school has in place the policies and procedures that support the child protection policy including:* Whistleblowing Policy
* Dealing with allegations of abuse against staff and volunteers (usually incorporated with the Child Protection and Safeguarding Policy).
* Safer Recruitment Policy and Procedure
* Staff Code of Conduct
 |  |  |
| **Staffing - Responsibility and Designated Safeguarding Lead Role** |
| 9. | * There is a Designated Safeguarding Lead (DSL) to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the Local Authority and working with other agencies. (The DSL must be a member of the senior leadership team).
* A Deputy Designated Safeguarding Lead is also identified to be available to act in the absence of the DSL.

(If the Deputy is not a member of the school’s leadership team, the leadership team has in place a process for maintaining explicit oversight of the school’s safeguarding arrangements) |  |  |
| **Staffing – Training, Recruitment, Awareness of Policy and Procedure** |
| 10. | The DSL and Deputy DSL have undertaken * Designated Safeguarding Lead training,
* Further job specific training in inter-agency working and refresher training at two yearly intervals.
 |  |  |
| 11. | 11a. All school staff (teaching and non-teaching) have undertaken training in child protection as part of their induction.11b. All school staff have completed refresher training at three-yearly intervals.11c. All school staff have read part one of Keeping Children Safe in Education. 11d. All school staff receive regular safeguarding and child protection updates.11e. Staff training is recorded centrally11f Staff training records are current |  |  |
| 12. | 12a. Temporary staff and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities for safeguarding. 12b. All have received child protection awareness training and have been informed of the safeguarding arrangements in school as part of their induction to working within the school. |  |  |
| 13. | The school operates safer recruitment procedures and ensures that all appropriate checks including DBS checks and those defined by the Disclosure and Barring Service and the Local Authority’s Schools’ HR Service or other provider are completed and recorded.This can be evidenced through the maintenance of a Single Central Record which confirms all such checks have been completed. |  |  |
| 14. | Safer Recruitment Training has been completed by:Head Teacher - on-line/attended course Other members of staff - on-line/attended course  |  |  |
| 15 | It is expected that the safeguarding governor is aware of the wider picture of the profile of vulnerable groups within the schools. This will include knowing:* How many children/students within the school are subject to a Child Protection Plan?
* The number of Looked after Children

The safeguarding governor needs to know:* If there is a profile/pattern of child protection referrals e.g. Domestic abuse
* Any profile of Prevent incidents

This enables the governor to have an awareness of the issues the DSL is dealing with and the wider issue of time involved. |  |  |
| **Themes and *sample questions* to ask on visits or to look at with the Designated Safeguarding Lead.** |
| **Initiatives, Developments and Legislative changes within Safeguarding** * Is safeguarding represented within the School Development Plan?
* What are the key safeguarding priorities this year?
* How are these priorities progressing? What impact is this work having?
 |
| **Site Safety - Entrance to school site**The entrance and exit points and boundaries for the school are safe and secure so that individuals cannot gain unauthorised access to the site and pupils cannot leave the building without supervision.* What happens if a pupil absconds from the site?
* What happens if pupils are late arriving at school?

**The entrance area** * the school approach to safeguarding is clearly evident
* systems exist for monitoring visitors to the school e.g. signing-in book, badges
 |
| **Policy Implementation*** Staff can talk about how they apply the policy.
* Pupils can talk about how they use the policy i.e. pupils can talk about feeling safe, they know who to talk to, they know what badges or other identification worn by people mean
* There is visible evidence of the policy being implemented consistently
* Staff meeting agendas contain details about policy review/dissemination and publication
 |
| **Training** * How has training helped improve safeguarding practice in the school?
* What practical changes have been implemented as a result of attending training?
 |
| **Annual s175 Safeguarding Audit (required by a set timeframe each year)*** Who compiles it and what is the timeline?
* When was the audit signed off by the GB?
* What response has been received from the Local Authority or Safeguarding Partnership after the audit is submitted?
* Have the necessary actions been implemented following the audit?
 |
| **Safer Recruitment processes*** How is the Safer Recruitment Policy and Procedure implemented when recruiting staff?
* Is the GB able to demonstrate compliance with Safer Recruitment Procedures when recruiting a head teacher?
 |
| **Single Central Record*** Do you keep records of the staff that have left the school in a separate part on the SCR?
* Could you let me see a copy of the evidence shown for qualifications that a member of staff has given?
 |

# ENSURING STAFF UNDERSTAND/COMPLETE REQUIRED READING AS PART OF INDUCTION

Below is an example of an approach a school uses after staff have completed the required reading of the Safeguarding Policy and part one of Keeping Children Safe in Education documents.

We are grateful to the safeguarding governor who provided this sample. The school is happy for this to be shared and used by others as either online format or word document.

**SAFEGUARDING INFORMATION FOR ALL STAFF –XXXXXXXXX TERM 2020**

We ask that all staff read our Safeguarding Policy and Keeping Children Safe in Education (Part 1).  To evidence that staff have read and understood the documents we have asked them to complete the attached questions.

As we have a Firefly (intranet) facility we have used an online form but have also issued a paper version for those who do not have computer access.

SAFEGUARDING INFORMATION FOR ALL STAFF **–** XXXXXXXXX TERM 2020

KEEPING CHILDREN SAFE - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

SAFEGUARDING POLICY – [website link]

Following significant reviews of key policies for safeguarding and keeping children safe, we ask that you read the attached documents. You will then need to complete the short questionnaire below to confirm that you have both read and understood the policy.

**Please answer the following questions to show that you have understood the Safeguarding Policy. Your completed questionnaire should be returned to your Line Manager by XXXXXXXXXX**

1. [**Safeguarding (Child Protection) Policy**](http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/PangbourneCollege/Mainfolder/documents/about-us/policies/Safeguarding--Child-Protection.pdf)

**Which of these should be adhered to when working in a one to one situation with a pupil? \***

1. Avoid the use of an engaged sign on the door.
2. Ensure there is visual access to the room.
3. Always report a situation where a pupil becomes stressed or angry.

**An allegation against a member of staff should immediately be referred to... \***

1. The Headteacher
2. The Senior Deputy Head
3. The Head of Department
4. [**KCSIE 2019 Part 1 & Annex A**](https://firefly.pangbourne.com/resource.aspx?id=160590)

**According to this document what is the definition of "Children"? \***

1. Any person in education or training
2. Everyone under the age of 18.
3. Everyone under the age of 16

**Following a referral what is the time period within which the Local Authority [LA] should make a decision? \***

1. 48 hours
2. 24 hours
3. 3 working days

I confirm that I have read and understood the Safeguarding/Child Protection Policy and Safeguarding Information for all Staff.

**Signed:**

**Print Name:**

**Date:**

**Return to your Line Manager by [date]**

# WHAT MIGHT OFSTED ASK AT INSPECTION?

The safeguarding governor should expect to be part of the team of governors who meet with the Inspector. Governance should appreciate that there will be a focus on this area.

You might be asked to comment/talk about/provide evidence on the following

* How do you know the school is covering safeguarding?
* How do you *monitor* safeguarding?
* How do you *keep* children safe while sharing premises with xxxxxx?
* Are you aware of any safeguarding issues that the school has dealt with?
* What safeguarding courses have you attended?
* Who has done training on the governing board?
* How do you ensure safeguarding is strong in the school?

# USEFUL SOURCE MATERIAL, ADVICE AND SUPPORT

Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children – 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

 <http://www.workingtogetheronline.co.uk/>

What to do if you're worried a child is being abused: advice for practitioners – March 2015 - <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Keeping Children Safe in Education – Sept 2019

[https://www.gov.uk/government/publications/keeping-children-safe-in-education--2](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf)

The Prevent Duty – Departmental advice for schools and childcare providers – June 2015 <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Inspecting safeguarding in early years, education and skills settings – Ofsted September 2019 <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828763/Inspecting_safeguarding_in_early_years__education_and_skills.pdf>

Early years FAQs Ofsted

<https://educationinspection.blog.gov.uk/2016/12/05/inspecting-safeguarding-in-the-early-years-a-reminder-of-the-guidance-and-some-commonly-asked-questions/>

School Inspection Handbook – Ofsted September 2019

[School inspection handbook 2019](https://www.gov.uk/government/publications/school-inspection-handbook-eif)

Further information is available from:

* Department for Education – Safeguarding Children website [(Department for Education)](https://www.gov.uk/schools-colleges/safeguarding-children)
* DBS (<https://www.gov.uk/government/organisations/disclosure-and-barring-service>)
* Berkshire West Safeguarding Children Partnership Safeguarding Procedures– [Berks CP Procedures online.](http://berks.proceduresonline.com/)
* Governor Competency Framework

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance_.pdf>

**Further advice and training in related areas can be found at:**

Safer Recruitment Training – NSPCC: <http://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/>

E-safety – CEOP website: <http://www.ceop.police.uk/>

On-line safety in schools and colleges

* <https://www.gov.uk/government/publications/online-safety-in-schools-and-colleges-questions-from-the-governing-board>

Data Protection Guidance

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

Prevent awareness - <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

# USEFUL CONTACT DETAILS

|  |  |  |
| --- | --- | --- |
| **Name and role** | **Email** | **Telephone** |
| **Local Authority Designated Officer (LADO)** |  |  |
| **Schools Safeguarding Officer** |  |  |
| **Berkshire West Safeguarding Children Partnership**  | **BWSCP@brighterfuturesforchildren.org** **BWSCP@wokingham.gov.uk** |  |
| **Governor Services** |  |  |

# EXTRACTS FROM: SCHOOL INSPECTION HANDBOOK (SEPTEMBER 2019)

**Annex 1 - Safeguarding Requirements for Leaders and Managers**

Governing bodies, registered providers, proprietors and management committees must ensure that they comply with their safeguarding duties under legislation. They must ensure that the policies, procedures and training in their early years settings, schools or colleges are effective and comply with the law at all times.

The responsibilities placed on governing bodies, registered providers, proprietors and management committees include:

* Their contribution to inter-agency working to support children and learners who have additional needs
* Having due regard to the need to prevent people from being drawn into terrorism in accordance with the Counter-Terrorism and Security Act 2015
* Carrying out reasonable checks, for example for links with extremism, on all visitors who are intending to work with children, learners and/or staff or to address assemblies
* Ensuring that an effective child protection policy is in place, together with a staff behaviour policy, where applicable
* Appointing a designated safeguarding lead and, in schools and colleges, ensuring that they should undergo child protection training every two years
* Prioritising the welfare of children and learners and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
* Making sure that children and learners are taught how to keep themselves safe.
* Governing bodies, registered providers, proprietors and management committees should prevent people who pose a risk of harm from working with children or learners by;
* Adhering to statutory responsibilities to check staff who work with children and learners
* Taking proportionate decisions on whether to ask for checks beyond those that are required
* Ensuring that volunteers are appropriately supervised
* Making sure that, in relation to maintained schools, at least one person on any appointment panel has undertaken safer recruitment training
* Ensuring that there are procedures in place to handle allegations against members of staff and volunteers
* Making sure that there are procedures in place to handle allegations against other children or learners
* Putting in place appropriate safeguarding responses to children and learners who go missing from early years and education settings, particularly on repeat occasions.

Governing bodies, registered providers, proprietors and management committees should ensure that allegations against members of staff and volunteers are referred to the local authority’s designated officer(s) involved in the management and oversight of allegations against people who work with children.[[3]](#footnote-3) There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been removed had they not resigned. This is a legal obligation and failure to do so is a criminal offence. For example, it is a criminal offence for an employer knowingly to take on an individual in a DBS-regulated activity (such as schools or childcare) who has been barred from such an activity. Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that this person has appropriate training. Governing bodies, registered providers, proprietors and management committees should ensure staff have the skills, knowledge and understanding necessary to keep looked after children safe.

Early years providers, schools’ leaders and further education and skills providers should create a culture of safe recruitment that includes the adoption of recruitment procedures that help deter, reject or identify people who might abuse children and learners. Governing bodies, registered providers and proprietors must act reasonably in making decisions about the suitability of prospective employees.

It is the registered provider, proprietor or governing body’s responsibility to ensure that safe recruitment checks are carried out in line with statutory requirements, using the DfE guidance. There is no requirement to carry out retrospective checks on current staff – the necessary checks are those that were in force at the time the appointment was made.

Schools and colleges **must** keep a single central record. The record must cover the following people:

* all staff (including supply staff) who work in the school; in colleges, this means those providing education to children and learners
* all others who work in regular contact with children in the school or college, including volunteers who have been checked
* For independent schools, including academies and free schools, all members of the proprietarily body.

Registered early years providers must keep the required information above, as set out in the ‘Statutory framework for the Early Years Foundation Stage’, although they are not required to keep this information as a single central record.

It is the registered provider’s or school’s responsibility to ensure that all the staff they employ in specified early or later years childcare have had the appropriate checks. This includes ensuring that staff working in early and later years settings are suitable to do so. The ‘Statutory framework for the Early Years Foundation Stage’ sets out the disqualification requirements that early years providers must meet. School inspectors should also be aware of the statutory guidance ‘Disqualification under the Childcare Act 2006’ that was issued in February 2015. This statutory guidance applies to governing bodies of maintained schools, including maintained nursery schools, and proprietors of non-maintained and independent schools (including academies and management committees of pupil referral units.

Governing bodies, proprietors and management committees must ensure that they are not knowingly employing a person who is disqualified under the School Staffing (England) Regulations 2009 in connection with relevant early years provision. In gathering information to make these decisions, they must ensure that they act proportionately and minimise wherever possible the intrusion into the private lives of their staff and members of their household. Disqualification also includes relevant staff working in early or later years provision or those who are directly concerned with the management of such provision who are disqualified ‘by association’. A person is automatically disqualified if they live in the same household as another person who is disqualified or in a household where a disqualified person is employed. The statutory guidance lists the categories of staff covered by the legislation.

A disqualified person may apply to Her Majesty’s Chief Inspector for a waiver of disqualification for most grounds of disqualification. Ofsted has published a factsheet setting out how to make a waiver application, which is available from the Ofsted website.[[4]](#footnote-4)

# CASE STUDIES AND TOP TIPS FROM SAFEGUARDING GOVERNORS

We are very grateful to those governors who have provided these case reports from the work in their schools.

**TOP TIP 1**

Keeping these types of records is good practice as they can be included within your Ofsted Inspection folder.

**TOP TIP 2 - SUGGESTIONS APPROACHES FOR TALKING WITH CHILDREN/STUDENTS**

When on learning walks - ask children

* If they enjoy school.
* Do they feel safe and happy at school - can they explain why?
* Attend a school council meeting where the topic could be “How do the children feel safe at school”

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| **Governance Impact Report/Case Studies** |
| **Area and Issue**Items needed to be looked at because of the Safeguarding Audit held in November 2018. The school had not signed up to the West Berkshire Council’s Anti-Bullying Accreditation Scheme  |
| **What was done / Actions taken*** Head Teacher got in touch with HR to discuss how we can join - this now has been done
 |
| **Impact of Actions**Because of joining we ran an Anti-Bullying week which was led by the School Council. They introduced worry boxes to all classrooms. During the week the children completed a survey which has helped the governors to understand more fully the situation within school. |

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| **Governance Impact Report/Case Studies** |
| **Area and Issue**In October 2018 Governors identified the need to improve security in the entrance of the building.  |
| **What was done/Actions taken*** The door entry system and signing in process have been reviewed as a matter of urgency resulting in clearer practices for all staff
* Signs placed on the door asking that no children or adults let anyone in the building only to be done by members of the office staff.
 |
| **Impact of Actions**All office staff know who is in the building - making sure all sign in and are given the correct identification badges |

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| **Governance Impact Report/Case Studies** |
| **Area and Issue**Making sure that there is always a Designated Safeguarding Lead on school premises |
| **What was done/Actions taken*** Another member of the senior leadership team has now been trained
 |
| **Impact of Actions**If the Head teacher and Deputy Head teacher away from school, there still leaves another member of the school on hand if something needs to be dealt with urgently |

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| **Governance Impact Report/Case Studies** |
| **Area and Issue**More governors trained for safer recruitment  |
| **What was done/Actions taken*** Three members of the governing board have completed training run by NSPCC
 |
| **Impact of Actions**More governors available to help with recruitment/interviewing More governors understand the significance of safer recruitment processes |

1. The policy must be reviewed by the GB (not a committee) annually. [↑](#footnote-ref-1)
2. This should be seen by the GB and signed by both Safeguarding Governor and Chair of Governors. [↑](#footnote-ref-2)
3. This person was and may still be known as the local authority designated officer (LADO). [↑](#footnote-ref-3)
4. *Applying to waive disqualification: early years and childcare provision*, Ofsted, September 2014, [www.gov.uk/government/publications/applying-to-waive-disqualification-early-years-and-childcare-providers](https://www.gov.uk/government/publications/applying-to-waive-disqualification-early-years-and-childcare-providers). [↑](#footnote-ref-4)