



Designated Governor for Safeguarding: Role Description

Every member of the Greensand Multi-Academy Trust ('the Trust') community is responsible for safeguarding at the school. This includes all Governors and Trustees. Link roles do not absolve the School Committee and Trust's collective responsibility with respect to safeguarding.

As the Designated Governor for Safeguarding, you will be an advocate for safeguarding in the governance community, have a deeper understanding of safeguarding and monitor it in detail at your school. You will have specific oversight of the school's arrangements for safeguarding and will need to know the legal obligations of your school, School Committee & the Trust around safeguarding and keeping children safe. It is also important for you to build an understanding of how safeguarding procedures work in practice. This should focus around:

- ❖ Reading & understanding the current version of Keeping Children Safe in Education (KCSIE);
- ❖ Building a knowledge of the school/Trust's safeguarding & child protection policies and procedures (including the Safeguarding Strategy, Staff Code of Conduct, handling of allegations of abuse, behaviour code etc.) & ensuring these are implemented, effective, regularly reviewed and updated;
- ❖ Observing (through arranged visits) how the culture of safeguarding is working within the school;
- ❖ Understanding how safeguarding is built into the school curriculum & how pupils are taught about staying safe, including online safety;
- ❖ Using the reports or information from any safeguarding audits or assessments to help ascertain the robustness of the school's safeguarding procedures and systems;
- ❖ Using data (often supplied within the DSL's safeguarding reports) to spot trends, e.g., absence rates for Looked After Children.

The Designated Safeguarding Lead (DSL) is a member of the school leadership team who takes lead responsibility for safeguarding and child protection within the school. You will be the link person between the School Committee and the DSL & school in relation to safeguarding.

As part of your role, you will:

- ❖ Ensure the school has appointed a DSL and they have received appropriate training;
- ❖ Build an effective relationship with the DSL that allows for appropriate support & challenge;
- ❖ Arrange regular monitoring visits with the DSL to learn about the school/Trust's context & how this influences the approach to safeguarding;

- ❖ Use meetings and visits with the DSL to monitor progress on any strategic safeguarding priorities (with reference to the school's safeguarding monitoring form generated from Judicium's safeguarding audits);
- ❖ Through discussion with the DSL and other stakeholders within the school community, understand the school's safeguarding strengths & areas for development;
- ❖ Make sure that the DSL has sufficient time, resources and training to carry out the role effectively and is well supported;
- ❖ Participate (where possible) in any review processes of whole school safeguarding undertaken by the school, by peers from within the Trust or by an externally sourced consultant;
- ❖ Make sure that all staff and Governors have the appropriate safeguarding training and seek assurances that staff are up-to-date with policy and practice and know what steps to take if they have concerns about a child;
- ❖ Ensure that the school has appropriate online filters and monitoring systems in place;
- ❖ Check that other school policies have due regard for safeguarding as they are introduced and reviewed;
- ❖ Monitor the school's safeguarding systems and procedures (*using your school's safeguarding monitoring form & the safeguarding questions in Appendix B*);
- ❖ Ensure the checks to the Single Central Record are taking place (*refer to Trust protocol*);
- ❖ Make sure that special groups of children are appropriately protected through robust safeguarding provision e.g. children who go missing from education, children in alternative settings;
- ❖ Check that the school has appointed a designated teacher to promote the educational achievement of looked-after (and previously looked after) children;
- ❖ Liaise with the Safeguarding Link Trustee as appropriate;
- ❖ Agree the delineation of responsibilities with the Health and Safety governor.

*Please see the sample questions for safeguarding visits at **Appendix B**.*

NB. You will not need to know, nor should you know, about individual safeguarding cases.

It is also your role to help raise awareness of safeguarding at School Committee meetings and to ensure Governors are made aware of any changes to their safeguarding responsibilities. You will regularly report to the School Committee on the monitoring work carried out, ensuring that the Committee:

- ❖ Is up-to-date about issues related to safeguarding within the school;
- ❖ Receives reports following monitoring meetings with the DSL and any visits/interactions with staff and pupils and is informed about the safeguarding monitoring activities undertaken at the school (Note – the HT or DSL will produce a Safeguarding Report);
- ❖ Asks challenging questions about the school's provision and strategies;
- ❖ Gives suitable prominence to safeguarding within meetings and in strategic discussions;
- ❖ Receives the results of safeguarding audits and address and follow up on any concerns that have been raised from the audit process;
- ❖ Is up-to-date with statutory guidance relating to safeguarding and child protection and any local advice issued by safeguarding partners, paying particular attention to changes necessary in the light of new guidance, including Keeping Children Safe in Education.

You should encourage your School Committee members to develop their understanding of their safeguarding responsibilities.

You will also attend training on the role of the safeguarding link governor, as appropriate, and seek to develop the practical skills and understanding you need to have an impact as the school's Designated Governor for Safeguarding.

The Designated Governors for Safeguarding and the Link Trustee for Safeguarding form the Trust's Safeguarding Governance Collaboration Group. Both at meetings of the Group, and throughout your tenure as the school's Safeguarding Designated Governor, you will contribute to the wider understanding and sharing of good practice of safeguarding across the Trust, collaborate with the other members of the Group, share best practice and support each other. The Group meets once per term and there is an expectation that all members of the Group attend every, if not the majority of those meetings.

Approved: February 2023

Reviewed: March 2024

Next review date: March 2025

Appendix A - Sample safeguarding questions for Governor visits & School Committee meetings

GENERAL LEADERSHIP AND MANAGEMENT OF SAFEGUARDING

1. Who is the school's Designated Safeguarding Lead (DSL)? Does s/he have sufficient time to carry out his/her duties? Is s/he part of the school's leadership team?
2. If the DSL is not available in school at any point in time, what procedures are in place to fulfil the DSL function?
3. How is the DSL trained and supported e.g. with "supervision" in their role?
4. How are other staff trained in safeguarding matters? Have all staff undertaken statutory training? Have all new staff to the school been trained (including those who joined mid-year)? How do we know that all staff have read the current KCSiE?
5. Have all Governors read the current KCSiE? What training courses on safeguarding have Governors attended? How is knowledge and understanding shared amongst Governors?
6. When was the last safeguarding audit undertaken the school? What were its key findings? What is the leadership team's response? How should we prioritise recommended actions (and timescales)?
7. What evidence is there on entry to the school as a visitor that safeguarding is paramount? (Note – this may not simply be a question but information can be gleaned through observation).
8. How does the school collect safeguarding referral data? How is this shared with other agencies (and what agencies)? Does the data reveal any trends? What action can we take to address any issues arising from the data?
9. How do we know that "safer recruitment" guidelines have been followed when employing staff and volunteers? Please explain to me what "safer recruitment" means in practice. Which members of staff and Governors have undertaken "safer recruitment" training?
10. What is the Single Central Record (SCR)? Who conducts a check to see that it has been updated appropriately? How often are checks on the SCR carried out?
11. When was the school's Safeguarding Policy last updated? Have there been changes in legislation or guidance that requires a revision of our policy? How do we know that all staff (and others) are fully aware of the policy?
12. Do we all understand the context in which the school operates (e.g. local community issues etc.) that could have implications for safeguarding?
13. Can we be confident that the *culture* of the school places safeguarding as a top priority?

SPECIAL EDUCATIONAL NEEDS, DISABLED (SEND) AND VULNERABLE CHILDREN

1. How are children who are frequently absent (or missing from education) flagged up, recorded and monitored? What trends in absenteeism have been noted and do these raise any safeguarding issues?
2. How is the safeguarding of children who are dual-registered with other providers monitored?
3. Which other agencies do we work with to support safeguarding? Have there been any issues raised through our work with other agencies that highlight gaps in the safeguarding provision for our children?
4. What additional support is put in place to secure the safeguarding of children who have (or previously had) a social worker?

5. Does the school have a designated teacher for Looked After Children (LAC)? What training has s/he had for this role?
6. Are there communication issues relating to safeguarding for children (and their parents?) for whom English is an additional language (EAL)? What has been put in place to address these?
7. Is there evidence that SEND and/or Pupil Premium children have enhanced safeguarding needs? What are these? What has been put in place to address these additional needs?
8. How have staff been trained to identify potential issues relating to FGM (female genital mutilation), extremism etc.? Have any referrals been made for such issues? What has been done to minimise the vulnerability of children to such issues?

MEETING WITH CHILDREN

1. Do you feel safe in school? Who would you go to if you felt worried or unsafe in school? Have you ever reported being upset/worried/unsafe in school? If so, was your concern followed up?
2. What do you learn about in school that helps you stay safe?
3. Are there any areas of the school where you do not feel safe?
4. If you had concerns about someone else who was experiencing difficulties in school or at home, who would you tell? Are you confident that staff would follow this up?

MEETING WITH STAFF (TEACHERS/SUPPORT/VOLUNTEERS)

1. When did you last undertake safeguarding training? How useful was this training? Do you have confidence in picking up on safeguarding concerns and dealing with the referral procedures?
2. If you had a safeguarding concern about a child/colleague, who would you report this to in the first instance? Have you ever made a referral? If so, do you have confidence in the way this was dealt with? If your concern was about the Headteacher/DSL, how would you deal with this?
3. Are you familiar with the school's Safeguarding Policy? Have you had an input into shaping the policy?
4. What are the procedures in school to manage a situation where reasonable force may be needed to deal with a child whose behaviour is posing a threat to others? Have you had training in the use of reasonable force?

CURRICULUM

1. How is the curriculum structured to support children in making safe choices/developing healthy relationships/having the confidence and assertiveness to say "no"?
2. How is safeguarding in the curriculum monitored?
3. Is the PSHE (Personal, Social & Health Education) curriculum regularly updated to ensure that safeguarding issues highlighted in KCSiE are covered?
4. How are assemblies used to support safeguarding?
5. How are children taught to be safe online both in school and outside of school?
6. What training do staff have in incorporating safeguarding issues in the taught curriculum e.g. through the teaching of English, maths, history, geography, science, drama, art, design technology, PE etc.? Are these opportunities highlighted in scheme of work documentation?
7. Are there examples of display work around the school which clearly show the links between learning and safeguarding?

THE PHYSICAL ENVIRONMENT AND ASSOCIATED PROCEDURES

1. What has been put in place to ensure site security/ keeping children safe in school?
2. How are contractors on site selected, briefed and monitored with a view to safeguarding children?
3. How frequently are risk assessments carried out with safeguarding as a key priority?
4. What does the school do to ensure IT security? Are firewalls, IT policies etc. regularly tested? How do we know they are effective? Has there been any breaches relating to IT safeguarding in the past year? If so, what action has been taken to address these?
5. Has the school carried out evacuation/stay put drills? What lessons were learnt from these practices?
6. What safeguarding issues should we be made aware of concerning the immediate area around the school/arriving and going home times etc.?
7. Are there any examples of how school financial decisions have been affected by safeguarding implications?