

ROLES AND RESPONSIBILITIES OF THE NOMINATED SAFEGUARDING GOVERNOR

Pan-Dorset Safeguarding Children Partnership (BCP Schools)

Reviewed September 2020

Covid-19

It is essential that all schools/college refer to the latest Government guidance with specific safeguarding advice during the coronavirus pandemic crisis.

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

Support and advice will also be available from the Local Authority including the Education Safeguarding Advisors. Forums, audit visits, newsletters, advice and guidance will all continue Online.

The responsibility of the Governing Board are set out in Part 2 of Keeping Children Safe in Education (2020) and refers to Section 175 of *The Education Act 2002*.

Ofsted have also listed their expectations in Annex 1 Safeguarding requirements for leaders and managers in Inspecting safeguarding in early years, education and skills settings (Sept 2019).

The local guidance below must be read in conjunction with KCSIE and provides practical advice. It is NOT a stand-alone document.

The Governing body must ensure that they comply with their duties under legislation KCSIE Part 2 (60)

KCSIE Part 2 (61) states that 'Schools and colleges should have a senior board level (or equivalent) lead to take **leadership** responsibility for their school's or college's safeguarding arrangements'

Given the considerable responsibilities of Governing in relation to safeguarding, the Pan-Dorset Safeguarding Children Partnership (P-D SCP) considers it to be good practice for every school to have a nominated Safeguarding Governor.

This enables the school nominated Governor to be accountable to the Governing Body. This includes reporting to the Board to demonstrate that the setting complies with the duty under the legislation for the management of safeguarding, that policies, procedures and training are effective and comply with the law at all times. KCSIE (60). It also enables them to attend appropriate training, develop expertise and work closely with the Designated Safeguarding Lead (DSL) and Head teacher in relation to safeguarding children within the schools.

It is very important that Governor, Chair of the Governing Body and DSL work closely together. Some tasks could be shared with or delegated to other governors if they have specific expertise e.g. online safety.

The nominated Governor must have an interest and understanding of child protection and safeguarding, and time to take on this substantial role. Given the challenge and independence required of the role, it should not be held by a member of the school staff.

Safer recruitment: Consideration must be given to the correct DBS checks being carried out when recruiting Governors.

They must have an 'Enhanced DBS check' in maintained schools (189), with barred list check if they are also volunteers and in regulated activity. This also applies to all members of an Academy Trust (195)

The key responsibilities of the nominated safeguarding Governor/Trustee. (Refer to KCSIE part 2, part 3 part 4)

For:

A. At Trust level (Proprietor) – Trust nominated safeguarding Governor:

1. To ensure that every school has effective and timely safeguarding arrangements in place. That all safeguarding policies and procedures including child protection, the Single Central record (SCR), staff recruitment, allegations management, training records, staff behaviour codes, Attendance and Children Missing policy and procedures are in place, are up to date and comply with the law at all times.
2. To ensure safeguarding is a regular agenda item at Board meetings
3. To report to the Board on the effectiveness of the safeguarding and child protection arrangements across the Trust, using relevant information gathered from each setting.
4. To liaise with the nominated safeguarding Governor/Trustee for each school/setting as required, including reporting on the annual safeguarding audit return to the Local Authority.

B. At school level: nominated safeguarding Governor

1. Support and challenge:

- Appoint an appropriately trained, senior teacher as the Designated Safeguarding Lead (DSL).
- Work with the LA and DSL to promote the education achievement of all children and those most vulnerable (KCSIE 120)
- To ensure, in liaison with the Headteacher and DSL, that the school has effective safeguarding arrangements. That there are Safeguarding Policies and procedures including child protection/safeguarding including children who go missing from education and staff behaviour in place. Policies will include a range of themes including peer on peer

abuse, online safety both at school and when learning on-line at home, risk of criminal and sexual exploitation and serious violence (Ofsted Annexe 1). Schools should hold more than 1 contact number (3 advisable) see KCSIE (63)

- These should be consistent with those of the Pan-Dorset Safeguarding Children Partnership (P-D SCP) including local safeguarding in education guidance and protocols for assessment, Early Help Continuum of Need, information sharing and multi agency working in relation to the Prevent agenda, as well as national legislation and guidance e.g. Working Together to Safeguard Children, Keeping Children Safe in Education (KCSIE).
- All policies and procedures must be kept up to date, revised at least annually but more frequently to be in line with any Government changes required by the ongoing COVID pandemic.
- All staff must be made aware of any changes and ensure they are practising accordingly. Policies must be dated and available on the school website. The website must ensure that the most recent and most up to date version is easily accessible to staff and also to parents.
- To meet with the DSL each term to review safeguarding policy and practice, to offer both support and robust challenge in ensuring that Child Protection, early help services and the wider safeguarding agenda are all being operated effectively within the school.

2. Accountability:

- To ensure that safeguarding is a standing item at Trustee/Governance Board meetings, and for example, to report on:
 - Changes to safeguarding policy/procedures.
 - Training undertaken by the DSLs, staff and Governor/Trustee.
 - The number of incidents/cases/referrals (without names or details)
 - The outcome of the school self evaluation audit on an annual basis with review of the action plan each term.
- Reporting may take the form of an annual report to the Trustee/Governance Board about all aspects of safeguarding and to sign off the safeguarding audit and action plan

3. Safer recruitment – (KCSIE Part 3) To work with the Headteacher to ensure that there is a culture of safe recruitment and that all of the guidance in KCSIE is followed for all appointments of permanent staff, temporary staff, volunteers and Governors. This also includes commissioning the services and of supply staff and other third-party agencies. A robust recruitment system will prevent people who pose a risk of harm, from working with children. The Governance Board should ensure that there are written recruitment and selection policies and procedures in place and that one person on any appointment panel has undertaken safer recruitment training (requirement for maintained schools, good practice for all).

Statutory responsibilities to check staff who work with children and learners must be adhered to and proportionate decisions on whether to ask for checks beyond those that are required must be made.

- 4. Allegations of abuse made against teachers and other staff – (KCSIE Part 4)** – This includes Supply staff, volunteers and anyone who has behaved in a way that indicates they may not be safe to work with children (Transferrable risk KCSIE 211).

To ensure that the procedures relating to handling allegations against staff, including the Headteacher, are robust and that they are understood by all staff. Also that they are operated in accordance with P-D SCP and Government guidance (KCSIE) and that advice is sought from the Local Authority Designated Officer (LADO) when an allegation is made.

To ensure that all staff are aware of how to use the Whistleblowing policy and can report their concerns to the Headteacher, or to the Chair of Governors / management committee where this relates to the Head teacher.

- 5. Inter-agency working** - To ensure that the school or college contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children and is cooperating with the local multi-agency safeguarding arrangements i.e. P-D SCP (Ofsted Annex 1). To ensure that the school has signed up to the Dorset Information Sharing Charter (DISC) and other relevant protocols such as MARAC and domestic abuse. Parents should be advised that these protocols are in place and that schools will receive domestic abuse alerts and contribute to the MARAC process.

Working with the Designated Safeguarding Lead: (KCSIE 61 and Annex B)

- 1.** The Governing Body should appoint an appropriate senior member of staff from the school or college leadership team, to the role of DSL. The DSL is appointed to take LEADERSHIP responsibility for safeguarding,

The nominated Governor will work closely with the DSL to ensure that the DSL:

- Is meeting the requirements of their post as set out in their Job description, KCSIE and P-D SCP guidance.
- Has the Lead responsibility and that the role is not delegated
- Has been allocated adequate time, funding, resources, training opportunities and support to fulfil their duties
- Is able to liaise with and work effectively with staff and other agencies
- Is supported in the role by the SLT and Governor
- Has sufficient named staff, trained in safeguarding to level 3, to act as deputies to the DSL, to meet the needs of the school. (A minimum of 3 staff in a school - including the DSL) and other members of the safeguarding team are receiving adequate and appropriate supervision and support (See Ofsted guidance P10 and local supervision guidance)

- 2. Support and Challenge:** The Safeguarding Governor and DSL should meet at least termly to review current practices and procedures and progress towards any actions identified on the safeguarding audit.

They should work together to ensure that the school's Safeguarding/Child Protection Policy is kept up to date, that all staff know how to practice all aspects of safeguarding and that they have received suitable training.

- 3. Safeguarding audit and evidence of good practice:**

The Safeguarding Governor should ensure that the DSL undertakes a safeguarding audit each year. They should ensure that it has been shared and discussed with the Head Teacher, SLT and Governance Board. This will be inline with the requirements of P-D SCP.

The audit should be signed off by the Head Teacher and Chair of Governors.

It is advisable for the Safeguarding Governor to be involved in this audit with the DSL.

Actions should be identified that have clear lines of responsibility and time scales. The P-D SCP, BCP Self Evaluation Safeguarding Audit provides an up to date, detailed and useful tool for this.

The Governance Board should ensure that there is sufficient evidence of good safeguarding practice in relation to all aspects of safeguarding as listed in the audit tool. These would be available to Ofsted inspectors together with the completed audit. The Safeguarding Governor should take the lead in ensuring, together with the DSL and SLT that the school is working in accordance with the expectations of the Ofsted Inspecting safeguarding in early years, education and skills settings guidance.

- 4. School Ethos:**

The Safeguarding Governor together with the whole Governance Board and SLT should ensure that there is a positive culture and ethos in the school. Safeguarding must be an important part of everyday life in the school that is supported by regular and up to date training at every level. Children and young people should always be valued, respected, listened to and taken seriously. Safeguarding should be embedded in the curriculum. There should be effective links with parents/carers and the wider community. There should be an attitude of vigilance and a view that '*it can happen here*'. All staff must be made aware of how to recognise signs of abuse, neglect, exploitation (CE & CSE), risk of radicalisation or the need for support and early help services. Staff should feel confident to challenge senior leaders over any safeguarding concerns.

- Governors should support the DSL and SLT to maintain a culture of high aspirations for all children, especially those who are vulnerable where the DSL and Deputy DSLs can support staff in identifying and supporting, the challenges that all children face, especially those that are considered

vulnerable and providing support and adjustments accordingly. (KCSIE Annex C)

5. Specific issues

KCSIE 2020 Part two: The management of safeguarding:

This gives additional responsibilities to the Governance Boards in relation to specific issues. Governing bodies and proprietors must ensure that:

- They have read and understood these duties as set out in KCSIE including Annex A – H.
- The school contributes to multi-agency working in line with the statutory guidance Working together to safeguard children. (KCSIE 74-81)
- There are appropriate safeguarding responses to children who go missing from education particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation (31-38 Annex A)
- Due regard is made to the need to prevent people from being drawn into terrorism in accordance with the Counter-Terrorism and Security Act 2015. That all 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, are undertaken. (Annex A)
- Children are safeguarded from potential harmful and inappropriate online material. Appropriate filters and monitoring systems must be in place (Annex C)
- Governing bodies should ensure that children are taught about safeguarding within the curriculum which will include the mandatory requirements for Relationships Education, Relationships and Sex Education and Health Education (KCSIE 93)
- Allegations of abuse made against other children are responded to appropriately including via sexting, sexual assault, initiation type violence. (101-106)
- Children's wishes and feelings are taken into account in relation to safeguarding concerns. Systems should be in place for children to express their views and give feedback. (107)
- Staff must have the information, skills, knowledge and understanding necessary to keep looked after and previously looked after children safe (117-119). The governing body must appoint a designated teacher who will work closely with the DSL and with the Local Authority Virtual School Headteacher (120)
- Children with special educational needs can face additional safeguarding challenges and child protection policies should reflect the additional barriers e.g. behaviour, mood, injury, impact of bullying, communication barriers (126).
- They know the related legal responsibilities and understand how to manage reports of child on child sexual violence and sexual harassment. (KCSIE Part 5)

See also the P-D SCP, BCP Safeguarding Policy guidance and Audit Tool for more detail on safeguarding issues for schools/colleges

6. Training for the Safeguarding Governor

As the Safeguarding Governor you must be adequately trained in safeguarding.

At a minimum, you should attend:

- Awareness of Safeguarding – either locally provided governor training (Level 2 or equivalent) or attendance the Multi-agency P-D SCP level 3 training.
- Bespoke Safeguarding training - specifically for the Safeguarding Governor
- PREVENT: Preventing Radicalisation Awareness (WRAP or equivalent)
- Managing Allegations (if you are also the Chair or to ensure that the Chair attends)
- Safer Recruitment (if you are expected to be part of the recruitment process in schools)
- Regular up-date Safeguarding Training; e.g. annual whole school safeguarding training and/or annual up-dates from other governing services.
- Any other relevant training, direct or online, which the DSL advises on current themes e.g. Online safety, Criminal Exploitation including sexual exploitation, Drugs and Alcohol Abuse, County Lines, FGM, Honour Based Violence, Forced Marriage, Domestic Abuse

You should receive and read:

- New guidance/information relevant to your role
- Up-date E mails, bulletins etc. sent to the whole school by the DSL
- Safeguarding newsletters from the Education Safeguarding Advisors
- Summary and recommendations from local or relevant national Child Safeguarding Practice Reviews

For more detail and information about Safeguarding issues for schools, please refer to the P-DSCP website and also <https://pdscp.co.uk/working-with-children/schools-and-colleges/dorset/>

Further information

1. Inspecting safeguarding in early years, education and skills settings
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills> (up-dated September 2019)
2. Working Together to Safeguard Children July 2018
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
3. Keeping Children Safe in Education Sept 2020
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

Pan-Dorset Safeguarding Children's Partnership <https://pdscp.co.uk>

P-D SCP Documents referred to:

- Dorset Document library can be found at:
<https://pdscp.co.uk/resource-library/pan-dorset-resources/>
- The Self Evaluation safeguarding audit tool
- Role of the DSL
- Safeguarding policy guidance
- Recommended training guidance