****

**Safeguarding and School Governance**

**Helping School Governors to support and challenge their school about the effectiveness of safeguarding**

|  |  |
| --- | --- |
| **SAFEGUARDING GOVERNOR:** |  |
| **DESIGNATED SAFEGUARDING LEAD:**  **(DSL)** |  |
| **DEPUTY DESIGNATED SAFEGUARDING LEAD/S (DDSL)** |  |

**Contents**

|  |  |
| --- | --- |
| **1** | Introduction |
| **2** | Statutory requirements |
| **3** | **Autumn Term 1**  Site security  Safeguarding training |
| **4** | **Autumn Term 2**  Role of the Designated Safeguarding Lead  Safeguarding policy and procedures |
| **5** | **Spring Term 1**  Single Central Record  Safer recruitment |
| **6** | **Spring Term 2**  What school staff should know and do  Child protection records, review, and transfer |
| **7** | **Summer Term 1**  Allegations about members of the workforce, and low-level concerns  Teaching safeguarding, including online safety |
| **8** | **Summer Term 2**  Harmful Sexual Behaviour / Child-on-Child Sexual Abuse  Prevent |
| **Appendix** | **Example school governor safeguarding visit report** |

**1. Introduction**

This document has been written to support school governors in monitoring the effectiveness of safeguarding at their school. It contains separate sections based on the statutory safeguarding responsibilities which apply to schools and school governors.

The sections are arranged according to a suggested termly monitoring schedule. However, there is no set way to use this document. For example, governors may instead choose questions from each section to complete during a comprehensive school visit or select a particular area to focus on.

An example school governor safeguarding visit report is included in the Appendix.

**2. Statutory requirements**

Section 175 of the Education Act 2002, and the Education (Independent School Standards) Regulations 2014 place a duty on the boards of maintained schools and 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;
* 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.

Governing bodies have a strategic leadership responsibility for their school’s safeguarding arrangements and must ensure that they comply with their duties under legislation.

Safeguarding is defined in [Keeping children safe in education (DfE, 2022)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) as:

* *protecting children from maltreatment;*
* *preventing the impairment of children’s mental and physical 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.*

Governing bodies must have regard to [Keeping children safe in education (DfE, 2022)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) and ensure that policies, procedures, and training in their school are effective and comply with the law.

**Safeguarding is everyone’s responsibility**: for services to be effective each individual and organisation should play their full part.

**A child centred approach**: for services to be effective they should be based on a clear understanding of the needs and views of children.

[*Working together to safeguard children (DfE, 2018)*](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

**Autumn Term 1**

**Site security**

|  |  |
| --- | --- |
| **Requirements** | **Example questions** |
| * Perimeter * Main site entrances * Lighting * Car parking areas * Doors and windows * Alarm systems / CCTV * School IT suite / IT equipment / property * Access control * School security lockdown   [School and college security (DfE, 2019)](https://www.gov.uk/government/publications/school-and-college-security/school-and-college-security)  [National Cyber Security Centre](https://www.ncsc.gov.uk/)  [Good estate management for schools - Guidance (DfE, 2018)](https://www.gov.uk/guidance/good-estate-management-for-schools)  [Controlling access to school premises (DfE, 2018)](https://www.gov.uk/government/publications/controlling-access-to-school-premises)  [Health and safety: responsibilities and duties for schools (DfE, 2022)](https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools#school-security-and-emergency-preparation) | Does the school have a Health and Safety policy that is up to date and complies with current statutory requirements?  How secure are the school premises?  What arrangements are in place for checking the identity of visitors?  Do we have an efficient alarm system?  Is our IT equipment maintained securely?  Do we have adequate fencing at our school?  Who is responsible for school site management?  Who carries out health and safety checks/audits and where are these recorded?  Can I see evidence of this? |

**Safeguarding training**

|  |  |
| --- | --- |
| **Requirements** | **Example questions** |
| All staff should receive appropriate safeguarding and child protection training (including online safety) at induction.  Training should be updated regularly.  All staff should receive safeguarding and child protection updates (including online safety) to ensure they have the relevant skills and knowledge to safeguard children effectively.  Updates can be via email, bulletin, and staff meetings – as required and at least annually.  The DSL and any DDSLs should attend Level 3 child protection training every two years.  Safeguarding training for staff, including  online safety training, must be integrated, aligned, and considered as part of the whole school  or college safeguarding approach and wider staff training and curriculum planning.  The Safeguarding Governor should receive appropriate safeguarding training to undertake this role. However, it is best practice for all governors to receive safeguarding training, to ensure they have the knowledge and information needed to understand their responsibilities, and so they can assure themselves that their own organisation’s safeguarding arrangements are robust | Have all staff received safeguarding training, which includes online safety?  How do you ensure that new staff receive appropriate safeguarding and child protection training?  Are the DSL and DDSLs up to date with their Level 3 training?  Are training records kept at school and are they up to date? Please show me the records so I can include this in my governor visit report.  How do you ensure that staff receive safeguarding and child protection updates?  Does staff training and any updates include information about online safety?  Does the DSL / DDSL attend the termly ECC Safeguarding Forum, and update school staff afterwards as appropriate?  Does the DSL / DDSL access other training opportunities, for example through the ECC Education Safeguarding Team, and the Essex Safeguarding Children Board? How is the knowledge gained passed on to school staff?  How does the school ensure that safeguarding underpins everything the school does, and that safeguarding training is integrated, aligned, and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning?  How does the Safeguarding Governor / governing body receive safeguarding training? |

**Autumn Term 2**

**Role of the Designated Safeguarding Lead**

|  |  |
| --- | --- |
| **Requirements** | **Example questions** |
| Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of Designated Safeguarding Lead (DSL).  The DSL has lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder’s job description.  The DSL should have the appropriate status and authority within the school to carry out the duties of the post. The role carries a significant level of responsibility, and the DSL should be given the additional time, funding, training, resources and support they need to carry out the role effectively.  The DSL should ensure that all staff in the school are aware of the indicators of abuse, changes in behaviour that give rise to concern or the failure of a child to develop, and that reporting arrangements in these circumstances are in place.  The DSL should provide advice and support to staff, helping them to feel confident about child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and / or supporting other staff to do so, and contributing to the assessment of children. | Is there a DSL and one or more Deputies?  Is the role explicit in the role holder’s job description?  Does the DSL have appropriate status and authority within the school to carry out the duties of the role?  Is the DSL given additional time, funding, training, resources, and the support they need to carry out the role effectively?  How can this be evidenced?  How does the DSL ensure that all staff in the school are aware of the types of harm and abuse? How does the DSL ensure that arrangements are in place for staff to report concerns? What are these arrangements?  Does the DSL provide advice and support to staff on safeguarding matters, including when a request for support has been submitted to Social Care, and on how safeguarding, welfare and educational outcomes are linked?  How is the DSL supported by the governing body and Senior Leadership Team? |

**Safeguarding policy and procedures**

|  |  |
| --- | --- |
| **Requirements** | **Example questions** |
| Governing bodies should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare.  This includes an effective Child Protection Policy, which:   * reflects the whole school/college approach to child-on-child abuse * reflects the school’s reporting systems * describes procedures which are in accordance with government guidance * refers to locally agreed multi-agency safeguarding arrangements put in place by safeguarding partners * includes policies such as online safety and special educational needs and disabilities (SEND) * where appropriate, reflects serious violence (further advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its guidance: [Criminal exploitation of children and vulnerable adults: county lines (Home Office, 2017)](https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines) * is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt; and * is available publicly either via the school or college website or by other means.   A Behaviour Policy, which includes measures to prevent bullying (including online bullying, prejudice-based and discriminatory bullying).  A Staff Behaviour / Staff Code of Conduct Policy.  Appropriate safeguarding arrangements to respond to children who go missing from education, particularly on repeat occasions.  Governing bodies should take a proportionate risk-based approach to the level of information that is provided to temporary staff and volunteers.  Governing bodies and proprietors should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and the child protection policy  The Southend, Essex and Thurrock Safeguarding and Child Protection Procedures (‘SET Procedures), explains how agencies and individuals within the three local authorities should work together to safeguard and promote the welfare of children and young people.  All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime and know that such concerns will be taken seriously by the Senior Leadership Team:   * appropriate whistleblowing procedures should be put in place; * if a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them; * the NSPCC’s ‘what you can do to report abuse’ dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school; * arrangements for Whistleblowing should be easily accessible for staff / members of wider setting community. | Does the school have a Child Protection Policy in place, that is up to date and reflects the requirements?  Is the Child Protection Policy based on the Essex County Council Model Child Protection Policy?  (There is no obligation on schools to adopt the ECC Model Policy, but it contains useful information about safeguarding in Essex, including about making requests for support to Social Care)  Have all school staff been provided with a copy of the Child Protection Policy? Does the school have a record of this that is kept up to date?  How can we be assured that staff have read and understood the Child Protection Policy?  What level of child protection information is provided to staff and volunteers?  Is the Child Protection Policy available on the school’s website?  Is there a section on child-on-child abuse within the Child Protection Policy, or do we have a separate policy covering this?  Does the Child Protection Policy include sections on online safety, and SEND?  What other policies are there in relation to safeguarding and child protection? How do these link to the Child Protection Policy?  Does the school have regard to the SET Procedures? Can you provide me with an example of when the SET Procedures have been used?  If staff or volunteers have concerns about safeguarding practice within the school community, how can they raise those concerns? |

**Spring Term 1**

**Single Central Record**

|  |  |
| --- | --- |
| **Requirements** | **Example questions** |
| Schools and colleges must maintain a Single Central Record of pre-appointment checks, referred to in the Staffing Regulations as the register and more commonly known as the Single Central Record.  The Single Central Record must cover the following people:   * for schools, all staff, including teacher trainees on salaried routes, agency, and third-party supply staff, even if they work for one day; * for colleges, details of staff, including agency and supply staff providing education to children under the age of 18; * for independent schools, all members of the proprietor body. In the case of academies and free schools, this means the members and trustees of the academy trust.   For agency and third-party supply staff, schools and colleges must include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, the date this confirmation was received and whether details of any enhanced DBS certificate have been provided in respect of the member of staff.  The Single Central Record must indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed, or certificate obtained:   * an identity check; * a barred list check; * an enhanced DBS check requested/certificate provided; * a prohibition from teaching check; * further checks on people who have lived or worked outside the UK; * a check of professional qualifications, where required; and * a check to establish the person’s right to work in the UK.   The details of an individual should be removed from the single central record once they no longer work at the school or college.  Schools and colleges are free to record any other information they deem relevant. For example:   * whether relevant staff have been informed of their duty to disclose relevant information under the childcare disqualification arrangements * checks made on volunteers; * checks made on governors; * dates on which safeguarding and safer recruitment training was undertaken; and * the name of the person who carried out each check.   The single central record can be kept in paper or electronic form.  Multi Academy Trusts (MAT) must maintain the Single Central Record detailing checks carried out in each academy within the MAT. Whilst there is no requirement for the MAT to maintain an individual record for each academy, the information should be recorded in such a way that allows for details for each individual academy to be provided separately, and without delay, to those entitled to inspect that information, including by inspectors. | Does the school have a Single Central Record?  What format is the Single Central Record in?  Who is responsible for maintaining the Single Central Record?  Can I see the Single Central Record?  Can you please show me the entry for the person who joined the school most recently?  Is it possible to arrange for an external check of the Single Central Record, for example by our HR provider?  Is the Single Central Record compliant? |

**Safer recruitment**

|  |  |
| --- | --- |
| **Requirements** | **Example questions** |
| Governing bodies must create a culture that safeguards and promotes the welfare of children in their school. As part of this culture, it is important that they adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in the school.  Governing bodies should ensure that those involved with the recruitment and employment of staff have received appropriate safer recruitment training (the training should be updated every two to three years, and schools should ensure they are up to date with any changes in legislation and related government guidance).  At least one of the persons who conducts an interview must have completed safer recruitment training.  All offers of appointment should be conditional until satisfactory completion of the mandatory pre-employment checks.  See Part three of [Keeping children safe in education (DfE, 2022)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) for further information about safer recruitment | Does the school have a Safer Recruitment policy?  What are the school’s recruitment procedures?  Which members of staff have received appropriate safer recruitment training? When was this?  Have any governors received appropriate safer recruitment training? When was this?  Is the training recorded on the school’s training record?  Who is responsible for completing pre-employment checks? How do they know what needs to be checked?  Does the school receive Human Resources support and advice? |

**Spring Term 2**

**What school staff should know and do**

|  |  |
| --- | --- |
| **Requirements** | **Example questions** |
| School staff are particularly important, as they can identify concerns early, provide help for children, promote children’s welfare, and prevent concerns from escalating.  All staff have a responsibility to provide a safe environment in which children can learn.  All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years.  All staff should be aware of their local early help process and understand their role in it.  All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.  All staff should know what to do if a child tells them they are being abused, exploited, or neglected.  All staff should be aware that safeguarding incidents and/or behaviours can be  associated with factors outside the school or college and/or can occur between children outside of these environments.  All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. | Can you provide an example of where child protection concerns have been identified, acted on and resolved?  Does the school hold any case studies covering its safeguarding work?  How do we ensure that our environment is safe?  What is meant by the Early Help procedures? Can you provide an example of when the school used the Early Help procedures to help a child and / or family?  Are all staff aware of the process for making referrals to Social Care? (In Essex this is called making a request for support).  What do you do if a child tells you they are being abused, exploited, or neglected? What are the possible indicators of abuse?  What safeguarding issues are there in our locality?  Does the school link with local police? Can you provide an example of when the police have been contacted about child protection concerns that may be linked to the locality?  Can you give me an example of an online safety issue that has affected a child at our school, and explain how it was dealt with? |

**Child protection records, review, and transfer**

|  |  |
| --- | --- |
| All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.  Separate child protection files should be maintained for each child.  All safeguarding information should be kept confidential and stored securely.  Child protection records should include:   * a chronology * a clear and comprehensive summary of the concern; * details of how the concern was followed up and resolved; * a note of any action taken, decisions reached and the outcome.   If in doubt about recording requirements, staff should discuss with the DSL or DDSL.  Child protection records should be reviewed regularly, with notes made of this discussion including any agreed actions.  When reviewing records other school information should be considered, such as the child’s academic attainment and progress, behaviour, attendance, accidents.  Where children leave the school, the DSL  should ensure their child protection file is transferred to the new school or college as  soon as possible, to allow the new school or college to continue supporting children who  have had a social worker and been victims of abuse, and have that support in place for  when the child arrives.  Secure transit should be used, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. There is joint responsibility for the sending and receiving setting in this regard.  Receiving schools and colleges should ensure key staff such as DSLs and Special Educational Needs Co-ordinators (SENCOs), or the named persons with oversight for SEN in a college, are aware as required.  In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or  college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the ‘Channel’ programme and have that support in place for when the child arrives. | How do we maintain child protection files in our school?  Can you please show me some anonymised records and take me through the information / action taken?  Are our child protection files held securely?  Do we use paper or electronic systems?  How often are child protection files reviewed, and what information is considered during those meetings? Are these review meetings recorded?  Does the school comply with the requirement to transfer child protection files when a child leaves the school? Can you show me this evidence?  Does the school use the Essex templates for this work?  Does the school link with the child’s next setting in advance to share information and help them to plan their support?  Does the school contact other settings when children arrive to ask if they have a child protection file to transfer? |

**Summer Term 1**

**Allegations about members of the workforce, and low-level concerns**

|  |  |
| --- | --- |
| **Requirements** | **Example questions** |
| Schools should have processes and procedures in place to manage any safeguarding concerns about staff members (including supply staff, volunteers, and contractors).  If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then:   * this should be referred to the Headteacher * where there are concerns/allegations about the Headteacher, this should be referred to the Chair of Governors, Chair of the Management Committee or Proprietor of an independent school; and * in the event of concerns/allegations about the Headteacher, where the Headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the Headteacher, this should be reported directly to the Local Authority Designated Officer(s) (LADOs).   These steps should be taken if it is alleged that anyone working in the school has:  • behaved in a way that has harmed a child, or may have harmed a child and/or;  • possibly committed a criminal offence against or related to a child and/or;  • behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or  • behaved or may have behaved in a way that indicates they may not be suitable to work with children.  **Low-level concerns**  A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:  • is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work and;  • does not meet the harm threshold or is otherwise not serious enough to consider a  referral to the LADO.  Schools should have a Staff Behaviour Policy (sometimes called the Code of Conduct) which should, amongst other things, include low-level concerns, allegations against staff and whistleblowing, plus acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.  Examples of such behaviour could include, but are not limited to:  • being over friendly with children  • having favourites  • taking photographs of children on their mobile phone, contrary to school policy  • engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or  • humiliating children. | Do school staff know what to do if they have concerns about another staff member?  Is information about the role of the LADO available to staff?  Have you received any allegations about the conduct of staff (anonymised responses only)? How was this dealt with, as far as you can say?  Does the Head Teacher/DSL/DDSL know that concerns/allegations involving a member of staff are reported directly to the LADO, before they investigate?  Does the school have a Staff Behaviour / Staff Code of Conduct Policy?  Does this include low-level concerns?  Who is responsible for considering low-level concerns?  Are separate records about low-level concerns maintained and kept securely?  Have there been any low-level concerns this term?  Have there been any themes to consider? |

**Teaching safeguarding, including online safety**

|  |  |
| --- | --- |
| **Requirements** | **Example questions** |
| Governing bodies should ensure that children are taught about safeguarding, including online safety, and recognise that some children may need a personalised approach due to their vulnerability.  Teaching safeguarding should be considered as part of providing a broad and balanced curriculum.  This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health  Education (for all pupils in state-funded schools).  Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that ‘over blocking’ does not lead to unreasonable restrictions as to what children can be taught about online teaching and safeguarding.  It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.  Schools and colleges should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the DSL and any parental engagement. | How is safeguarding taught at our school?  Are there specific lessons about certain topics?  Are children taught about safeguarding individually, and can you provide an example of this?  Do we use assembly and other organisations to help teach children about safeguarding and online safety?  How is Relationships, Sex and Health Education (RSHE) delivered at our school? Is this progressive and sequential, and at an age-appropriate level  Have parents been consulted about the teaching of RSHE at our school?  Is there an RSHE policy? How recently has this been reviewed and approved by governors?  How are children taught how to be safe online?  Does the school have an IT Lead? Are we confident in the security of our IT systems for curriculum use and office use? What evidence do we have to support that? Has the system been tested?  What should children do if they see or hear something inappropriate online at school?  The online world seems to change and evolve very quickly. How does the school keep its online safety knowledge up to date?  How does online safety apply to other areas of the school’s work? |

**Summer Term 2**

**Harmful Sexual Behaviour / Child-on-Child Sexual Abuse**

|  |  |
| --- | --- |
| **Requirements** | **Example questions** |
| Children’s sexual behaviour exists on a wide continuum, from normal and developmentally expected, to inappropriate, problematic, abusive, and violent. Problematic, abusive, and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.  A useful umbrella term is ‘Harmful Sexual  Behaviour’ (HSB). The term has been widely adopted in child protection. HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB should be considered in a child protection context.  Schools must maintain records and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse.  Schools should adopt a behavioural approach to HSB, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated.  Schools should work closely with local safeguarding partners and be aware of the range of support available to pupils who are victims or who perpetrate HSB.  Staff training for staff (and governors, where relevant) includes information that will help staff to further their understanding of what is meant by sexual harassment and sexual violence, including online sexual abuse; identify early signs of child-on-child sexual abuse, and consistently uphold standards in their responses to sexual harassment and online sexual abuse. | What training has our school accessed in relation to HSB?  How many current child protection concerns do we have where HSB is the safeguarding issue, or among the safeguarding issues?  What records do we hold about HSB concerns? Are these analysed separately to identify any patterns or trends?  How do we ensure that we include the child’s voice when responding to HSB concerns?  Do we ensure that we consider the needs of the victim/s and perpetrator/s when responding to HSB concerns?  How do we teach our pupils about HSB?  How do we encourage our pupils to report any concerns they may have about HSB?  Can you please provide an example of where HSB has occurred, and how this was dealt with, including the involvement of other agencies if appropriate? |

**Prevent**

|  |  |
| --- | --- |
| **Requirements** | **Example questions** |
| Children are vulnerable to extremist ideology and radicalisation. Protecting children from this risk should be part of a school’s safeguarding approach.  It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. Staff should be alert to changes in children’s behaviour, which could indicate that they may need help or protection.  Staff should use their judgement in identifying  children who might be at risk of radicalisation and act proportionately. This may include the DSL (or DDSL) making a Prevent referral.  The school’s DSL (and any DDSLs) should be  aware of local procedures for making a Prevent referral.  All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have ‘due regard to the need to prevent people from being drawn into terrorism’. This duty is known as the Prevent duty.  DSLs and other senior leaders should be familiar with the [Prevent duty guidance (Home Office, 2015)](https://www.gov.uk/government/publications/prevent-duty-guidance).  Channel is a voluntary, confidential support programme which focuses on providing  support at an early stage to people who are identified as being vulnerable to being drawn  into terrorism. Prevent referrals may be passed to a Channel panel, which will discuss this. Schools may be invited to attend and contribute. | Have staff received training on the Prevent duty?  Has the school made any Prevent referrals, and if so, what was the outcome? Could we see anonymised records of this?  Do staff know about Channel?  Has the school been asked to attend Channel? |

**Appendix**

**Example school governor safeguarding visit report**

**Name of Governor:**

**Date:**

**Link with School Improvement Plan / context for discussion**

Safeguarding

**What I did**

I met with *[insert name]*, Headteacher and Designated Safeguarding Lead, to discuss safeguarding. I also spoke with some children about safeguarding.

**Child protection process**

**At the recent Full Governing Body meeting we had discussed the recent change from paper to an electronic child protection recording system. I asked how this is going at school.**

[insert name] explained that training on the new system had been provided to staff. The process is that if a child protection concern arises staff can log on to the new system and enter the details. This generates an alert.

**I asked if all staff had received the training.**

[insert name] explained that all teachers had received the training, and teaching support staff. The training still needs to be provided to staff who work in the office and kitchen; for now, those staff are continuing as before with paper. Teaching Assistants can use the electronic system to log concerns, but do not have the same level of access. This is because many of the school’s Teaching Assistants live and work in the local community; it is not thought appropriate for them to have access to what is often sensitive, confidential information.

**I asked which members of staff receive an alert.**

[insert name] said that she will receive an alert as DSL; as will the DDSLs.

**I asked what the process is in terms of receiving and acting on an alert.**

[insert name] explained that a task can be allocated to any member of staff with access to the system. [insert name] will monitor and act on alerts, but the DDSLs can also do this, and the system will show if they have acted on it.

I said that I liked the sound of the system and could see that it might aid the management of child protection concerns and recording.

**I asked what happens if there is an immediate risk of harm or another priority child protection matter.**

[insert name’ explained that if there is an immediate risk of harm, or if it is believed that a child has been harmed, staff will find [insert name] or one of the DDSLs immediately to discuss the issue. Staff can still use paper for recording priority concerns which they hand to [insert name] or one of the DDSLs.

There is functionality in the system to enable staff to see certain information, which the school can manage case-by-case.

**I asked if in time it would be possible to use the electronic system solely.**

[insert name] thought it would be possible once all staff have been trained. It may be that staff still use paper to jot down the details of any immediate concerns and so they can raise these with [insert name] or a DDSL.

The school’s DDSLs have used the new electronic system to help them review the school’s current child protection concerns.

**Child protection concerns**

We discussed some current child protection concerns anonymously, including what action had been taken by the school in various cases. It was clear that members of the staff team had identified concerns, informed [insert name], and that [insert name] had acted on them promptly.

We discussed one family where there is no agency involvement currently, and the school still has child protection concerns. We felt that a Team Around the Family (TAF) meeting may be useful, part of the Early Help procedures. A TAF may help to improve things and can also be recorded in the school’s child protection record and be part of any future request for support submitted to Social Care if that is required.

**Single Central Record**

**I asked if the Single Central Record was up to date.**

[insert name] said it was, and that [insert name], Business Manager, is responsible for maintaining this day to day. [insert name] also checks the Single Central Record from time to time.

**As it was not possible for me to check the Single Central Record during this visit, I asked if the school had considered commissioning an external check. Perhaps the school’s HR Provider would be able to make this check?**

[insert name] agreed to make enquiries about this and update at the next Full Governing Body meeting.

**Discussion with children from Years 3 and 4**

[insert name] arranged for me to speak with some children about safeguarding.

**I asked the children what their school was like.**

We like our school, it is fun. We play and learn things. I like my teacher as she helps me with things.

**I asked the children if it was a safe school.**

Most children said the school was safe. Some children have been fighting. We didn’t like this.

**I asked if the fighting was sorted out – is it better now.**

It was sorted out because the grown-ups always sort things like that out. If you tell them something they help you.

**I asked if children were fighting a lot.**

No children don’t fight, only sometimes. On that day, there had been fighting. It was sorted out and no one was really hurt. One of the children was out of school but then came back.

**I asked the children what the best thing about their school is.**

Playtime! Lunchtime! Maths! I like Mrs Smith, she helps me.

**I asked the children what is not as good about their school.**

We want more trips to the zoo please! We don’t go to the zoo enough.

**Further discussion with [insert name], Headteacher and Designated Safeguarding Lead**

**I reported back on what the children had said, and asked about the fighting, and the child who had apparently been out of school and returned.**

[insert name] explained that it was not really a ‘fight’, but one child had hit another quite hard, and there had been some pushing. The child who hit the other child received a two-day suspension but is back now, initially for mornings only. This reduction in time is working well but the school is working to increase this to full-time on a phased basis.

The school was already linking with the child’s parents and local authority about their needs. The class teacher is working with the SENCo about provision and support.

**Ideas for future visits**

Date agreed with [insert name] to visit and complete the ESCB safeguarding audit for 2022 – 2023.