Guidance for the Safeguarding Governor

This document should be read alongside two related guidance documents: *The Role of Link Governor* and *Guidance for Governors on Visiting the School*.

The first of these tries to capture the *generic* function of any link governor role. Although the exact operation of link roles will vary according to the nature of the appointment, in general a link governor role involves some of/all the following tasks:

☐ Keeping up to date with the area of interest, and attending relevant training

☐ Making focused visits to the school

☐ Acting as a link between a relevant staff member and the governing body, by meeting regularly to discuss the area of interest

☐ Monitoring and discussing the impact of relevant policies with the staff member

☐ Regularly reporting to the governing body, either verbally and/or in writing, and making recommendations where appropriate.

The second guidance document referred to above sets out our agreed protocol for governors' visits to school. It covers the things to consider before, during and after the visits that governors may make to school, including those undertaken when fulfilling a link role.

When we published those two guidance documents, we promised that we would also produce more specific guidance on the conduct of particular link roles. Hence this document on the safeguarding link role which is the result of collaborative work with our safeguarding governor and the staff senior designated safeguarding lead (DSL).

Background to the drafting of the guidance document

The role of safeguarding governor is required in all schools. Schools must have a senior board level (or equivalent) lead who takes leadership responsibility for safeguarding. This must be a member of the governing board or trust board. In multi-academy trusts, someone on the trust board must have responsibility for safeguarding. Trusts can also have safeguarding link governors on individual local governing boards, as is the case for Melland.

This person can be any category of governor/trustee, including a member of staff. However, the individual must be separate from the DSL, in order to ensure there is sufficient challenge to the organisation's safeguarding arrangements and performance.

This is set out in paragraph 53 of statutory safeguarding guidance, *Keeping Children Safe in Education.* Other documents which have helped shape the thinking behind this guidance include:

- Department for Education (DfE) advice on governance
- Safeguarding advice published by our trust, *Bright Futures Educational Trust*
- Extensive documentation drawn from *The Key for Governors*, including a governor role description and suggested *Questions to Ask the DSL*

Intent – What do want to achieve through this link role?

The main intent of the role is to:

- Provide support and challenge for Melland's safeguarding arrangements and performance
- Support the principal and lead staff in developing a strategy for fulfilment of the school's statutory requirements for safeguarding.

Implementation – How will the role operate?

The link governor for safeguarding will provide the support and challenge above by:

- Keeping up to date with statutory guidance relating to safeguarding and child protection and any advice issued by the local safeguarding children board (LSCB)
- Attending training for safeguarding link governors
- Ensuring the governing board has suitable and up-to-date policies for:
    - Child protection
    - Staff code of conduct/staff behaviour
    - Handling allegations against staff and volunteers

- Ensuring the school has appropriate safeguarding responses to children who go missing from education, to help identify the risk of abuse and neglect and help prevent further incidents
- Ensuring the school has appropriate online filters and monitoring systems in place
- Reporting back to the full governing board about safeguarding issues and developments and ensuring that safeguarding issues identified in the course of committee meetings are brought to the attention of the full governing body
- Encouraging other members of the board to develop their understanding of their safeguarding responsibilities and checking they have attended relevant training
- Making sure the school has appointed a designated safeguarding lead (DSL) and appropriate deputies
- Making sure the school has appointed a designated teacher to promote the educational achievement of looked after children, and that this person has appropriate training
- Meeting at least termly with the DSL to monitor that the school's policy and procedures are effective and that all staff, governors and volunteers have had the appropriate level of training (as applicable). The meetings will also be used to share recurring themes of concern, such as numbers of pupils on child protection plans, issues around vulnerabilities of young people, local and current concerns.
- Considering, with the DSL, implications arising from relevant audits, checklists and internal or external reviews of the effectiveness of the school's safeguarding arrangements
- Making sure the DSL has sufficient time, resources and training to carry out her/his role effectively
- Ensuring the curriculum covers safeguarding, including online safety
- Monitoring the single central record (SCR) alongside the DSL to ensure the school carries out the appropriate recruitment checks on staff

Impact – How will we assess what difference the role makes?

The role will be deemed to have had positive impact if:

- The discharge of the role provides challenge, focus and support for the work of the DSL which can be exemplified or illustrated
- All relevant statutory requirements are met
- Success criteria set within the school improvement plan for the relevant school improvement priorities are achieved
- Safeguarding remains outstanding under any quality assurance review or external inspection
- All staff and governors are trained to an adequate level
- Any safeguarding concerns are swiftly and effectively dealt with
- Positive outcomes emerge from, and effective responses are made to:
  - safeguarding audits and checklists
  - questionnaires and feedback from a range of stakeholders, including parents/carers, pupils and staff, around safeguarding issues