

**'Keeping children safe in education'
Roles and responsibilities of the Local Governing Body/Trustees**

Governing bodies must:

- Ensure that they comply with their duties under legislation
- Have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times
- Take the leadership responsibility for the organisation's safeguarding arrangements (See below roles and responsibilities of the safeguarding governor)
- Ensure there are appropriate policies and procedures in place in for appropriate action to be taken in a timely manner to safeguard and promote children's welfare
- Have an effective child protection policy, a pupil behaviour policy, and a staff behaviour policy (sometimes called the code of conduct) which should include amongst other things i - acceptable use of technologies, staff/pupil relationships, and communications including the use of social media. Ensure that such functions are exercised with a view to safeguarding and promoting the welfare of all children at the school.
- Publish the roles and responsibilities of the Designated Safeguarding Lead
- Ensure all policies associated with safeguarding are provided to all staff on induction
- Governing bodies and proprietors should take a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers
- Ensure the child protection policy describes procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board (LSCB). This must be updated annually (as a minimum), and be available publicly via the school or college website and by other means
- Should put in place 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 and to help prevent the risks of their going missing in future

Head teachers and principals should ensure:

- That the above policies and procedures, adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- The school's termly safeguarding summary documentation (including 157 actions/developments) must be made available to governors ahead of the LGB meetings to enable a full discussion with the DSL (if/as appropriate) before the LGB meets

To achieve the above statutory duties each LGB within our Special Partnership Trust will secure the effectiveness of safeguarding in the following ways:

- Identify a named governor for safeguarding and whistleblowing; display/publish information around each school site and on the school's web site (include a photograph)
- Name the safeguarding and whistleblowing governor in the Tier 2 training delivered each academic year to all staff of the school
- Identify/publish the name/photograph and the roles and responsibilities of the safeguarding and whistleblowing governors via the induction process for all new staff/volunteers to the school
- Name the safeguarding and whistleblowing governors in all policies related to safeguarding and whistleblowing and publish these on the schools web-site, review annually

- Ensure the details of the safeguarding and whistleblowing governors and contact details are included in the visitors policy and all associated literature provided to visitors of the school (including Tier 1 and PREVENT details)
- Ensure safeguarding is a standalone agenda item at each Local Governing Body (LGB) meeting and all discussions/ actions /challenges are recorded in the minutes held
- Ensure the safeguarding and whistleblowing governor keeps abreast of all training, and updates this in accordance with guidance published. Such training will include Tier 2 (including PREVENT), on-line safety and safer recruitment, in accordance with the training matrix, which identifies the frequency of training required to secure compliance
- Ensure the safeguarding and whistleblowing governor upholds all aspects of confidentiality of any safeguarding information received

Training requirements of the Safeguarding Governor:

- Tier 2 safeguarding (Annually)
- PREVENT (Annually incorporate into Tier 2 training)
- Safer recruitment (5 years)

Monitoring:

To further secure effectiveness within monitoring the safeguarding governor will:

- With the Head Teacher monitor the effectiveness of safeguarding/whistleblowing policies of the school which include the Prevent policy, tackling extremism and radicalisation policy (including the promotion of British Values), intimate care policy, on-line safety including the acceptable use policy, educational visits, first aid, anti-bullying, moving and handling, supporting pupils with medical conditions (including the medications policy)
- With the Head Teacher, check the Single Central Record on a termly basis; record audit outcomes using the agreed format (**Appendix A**)
- With the Head Teacher, monitor the school's safeguarding chronology via the termly safeguarding data/report received by the LGB (**Appendix B**) which includes the monitoring of actions/developments required/specified via the 157 return
- With the Head Teacher, monitor the attendance data of the pupils within the school in consideration of the school's attendance benchmark of 90.19% analysing any persistent absence which falls below 73.1% (**Appendix C**)
- Lead/attend any sub-committee meeting which scrutinises the effectiveness of safeguarding, health, safety and well-being within the school including on-line safety
- With the Behaviour Lead monitor the behaviour data each term which is held electronically
- Join the Head Teacher on learning walks (spring term) which monitors the safeguarding/health, safety and well-being of the school /population (**Appendix D**)
- Assist the Head Teacher to assess the effectiveness of safeguarding via the 157 audit which will be submitted to the Local Authority
- Record all monitoring visits using the standardised format held within each school
- Consider pupil views via the information presented in relation to their well-being (feeling happy/safe); seek out the views of the pupils within the school via visits made and Head Teacher and school council reports received



Single Central Record Checklist – Appendix A

This process will take place each term; any actions required will be recorded and followed up within one week to secure compliance measures are adhered to which includes a meeting with the Head Teacher

Date:	Safeguarding Governor	SCR checked with:

People responsible for the SCR:	
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Single Central Record Checklist - minimum expectations	Tick
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Name of person:	
Address:	
Date of birth:	
Evidence of ID (including photograph):	
Qualification(s) required:	
Qualification(s) evidenced and date checked:	
Start date:	
DBS Enhanced Check and date received (not statutory to record number):	
Barred List Check (only if in Regulated Activity) and date received:	
Prohibition Check (teachers/people with QTS); date checked:	
Right to Work in UK; date checked:	
Overseas checks needed/undertaken (type and date):	
Restriction check for teachers who have worked in EEA countries:	
Section 128 Prohibition Check for management positions in Independent Schools (including Academies and Free Schools):	

Single Central Record – people to include (in Excel, usually on a separate tab)

Teachers:	
Support staff:	
Administrative staff:	
Premises staff:	
Governors / Proprietors / Trustees:	
Volunteers:	
Agency staff (working in the school for a 'reasonable' length of time):	
Contractors:	
Student teachers (if on the school's payroll):	
Additional instructors/coaches etc.	

Notes

Make sure there are no gaps; enter 'not applicable' or other relevant phrase	
SCR must be current. Archive onto a separate tab or delete people who have left	
SCR must include Enhanced Check/Barred List for people appointed after 2006	
<i>No need for Enhanced Check or Barred List for people appointed prior to March 2002</i>	
SCR should record what has been seen, when it was seen and by whom it was seen	

Additional checks required:

Disqualification by Association:	
Safer Recruitment Training:	

Any actions identified from this check today:
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Action:	Completion date:	Person Responsible:

Feedback date to the Head Teacher:	
Monitoring sheet completed and sent to the clerk – date:	

Signed - Head Teacher:	
Signed - Safeguarding Governor:	

APPENDIX B:

CONFIDENTIAL - Termly Safeguarding Data Collection

- This safeguarding information will use information obtained from the previous term
- Attendance data will be scrutinised at the end of this report to determine if there is any correlation between attendance and the safeguarding chronology held by the school

School:	
Date:	
Safeguarding Governor:	
Report compiled by:	

Focus: School based Safeguarding chronology	Data:	Additional actions/comments/impact:
Number of concerns raised:		
• Neglect		
• Physical		
• Emotional		
• Sexual		
• DVA		
• Child Exploitation		
• FGM		
• Radicalisation (PREVENT)		
• On-line safety incidents		

<ul style="list-style-type: none"> • Other? 		
Have all concerns raised followed the established protocols outlined within the safeguarding policy?		
Have any whistleblowing incidents been reported?		

Focus: MARU	Data/Date:	Additional actions/comments/impact:
Number of MARU enquiries made:		
MARU enquiry outcomes: <ul style="list-style-type: none"> • Single assessment • Early Help • Social worker allocation 		
MARU enquiry reason: <ul style="list-style-type: none"> • Neglect • Physical • Emotional • Sexual • DVA • Other 		
MARU request <u>FOR</u> information: (enquiry by other agency)		

Focus: CHILD PROTECTION	Data/Date:	Action:	Any additional comments/impact:
Number of CP children:			
Number of CP conferences held:			
Number of CP conferences attended:			

Number of CP reports submitted:			:
Any actions identified for the school?			
Number of referrals to LADO:			
Number of ViSTs received:			

Focus: CORE GROUP/TAC/CiN	Data	Additional actions/comments/impact:
Number of pupils supported by: <ul style="list-style-type: none"> • Core group • TAC • CiN • CiC 		
Number of meetings attended: <ul style="list-style-type: none"> • Core group • TAC • CiN • CiC 		
Number of CAF/Inter-agency assessments made:		

Focus: PUPIL INFORMATION	Data	Additional actions/comments/impact:
Number of pupils on part time timetable: <ul style="list-style-type: none"> • Reason 		
Number of pupils on agreed Flexi-school contract:		

Number of fixed term exclusion • Reason		
Number of permanent exclusion • Reason		
Number of bullying incidents reported (please specify incident):		
Number of CiC pupils:		
Number of PEPs completed:		
Quality assurance of PEP: any key issues to address		
Number of Pupil Premium Learners:		

Focus:	Data/Date:	Additional actions/comments/impact:
ORGANISATIONAL		
Any staff new to the school?		
Have all safer recruitment checks been made: • DBS • Staff suitability • CP training • Induction completed • Staff mentor identified		
Safeguarding training		

undertaken by staff:		
Safeguarding training undertaken by Governors:		
Any outcomes recorded in relation to Health, safety and well-being learning walks:		
Any actions/outcomes recorded in relation to class events books		
Has the SCR been checked: (record date and any actions/developments required)		
Number of school based incidents/accidents recorded:		
Number of near misses recorded:		
Actions identified through the 157 audit: (please list)		Quality assurance process concluded the following developments:
Social care meeting: date/any safeguarding outcomes:		
School nurse meeting: date/any safeguarding outcomes:		
Health and social care meeting: date/any safeguarding outcomes:		

ndance:

Protocol:

The attendance data has been examined by the school; the data has been compiled in accordance to the criteria determined outlined in our attendance policy. All data in relation to attendance is collated by the DGHT and Office Manager.

Developments:

The school receptionist will take over the task of collating attendance data providing the HT (attendance officer) with the raw attendance data and the verified data which informs the LGB of the reasons for any pupil absenteeism.

The school has placed an additional measure (daily attendance report produced by the office team) which alerts the Safeguarding officers within the SLT to any pupil absenteeism. A register of non-attendance is collated each morning/each afternoon by the office team. The school office follows up any reported absence as outlined within the class register if non-attendance has not been reported by parents; all reasons for pupil non-attendance is recorded on SIMs. Parents have received a letter requesting they telephone the school as soon as possible to inform us of their child’s absenteeism; parents are encouraged not to send messages in with the passenger assistant. If messages are sent in via the passenger assistant parents are always contacted to confirm the reason for pupil non-attendance. This measure is working well and there has been a significant reduction in parents reporting absenteeism via the passenger assistant; this protocol will therefore continue.

Special School Average Attendance Rate	90.9%
Special School Persistent Absence Rate	73.1%

Reasons for absence distribution for all pupils

For the Spring Term 2018 the average attendance for **XXX** school pupils was **XX%**. A total of **XX** pupils have been identified as having a Persistent Absence rate (below 73.1% attendance).

- The following pupils have been identified for attendance **falling below 73.1%**; this additional scrutiny follows the protocols determined by our attendance policy which has been agreed with the Governors of the school.

1 session = half school day - 2 sessions = whole school day

Pupil number	Sessions absent	Needs type	PP/ NON PP	M/F	ETHNICITY	Class	Key Stage	English progress	Maths progress

EXPECTED/EXCEEDING EXPECTED PROGRESS					BELOW EXPECTED PROGRESS				

Commentary:

APPENDIX D:

Health, Safety and Well - being learning walk	Class visited – staff present:	Governor involved:	Date:
Area of focus:	Comments/Actions:		
Moving and Handling Plans – Are moving and handling plans/passports displayed and up to date?			

Moving and Handling record sheets - Are compliance/competence measures recorded, signed and dated?	
SWIPE profiles – Are profiles used in accordance to information detailed?	
PBI Plans – Are these up to date and signed by parents?	Behaviour Watch:
Safe space/learning pod records: Are all records up to date and used in accordance to the behaviour policy of the school?	
Class events books – Are notes made in class events book in accordance to guidance received?	Telephone log: Are the logs being used in accordance to agreed protocols?
Day2Day books – Is learning evident? Are parents comments followed up?	
Risk assessment files – do these files contain pertinent risk assessments and additional control measures sheets and signed accordingly in line with our policy guidance?	
Fabric of classroom – Any key issues to be addressed by the site manager?	Health and safety:
Documentation: Is the appropriate documentation displayed: asthma information/ e-safety information/lock-down protocols:	Asthma: E-safety: Lock-down: Any information requested by the team?
First Aid – Are Staff able to name first aid personnel within the Upper/Lower school and know the location of the first aid boxes?	
Any additional comments/actions required? Any additional information required by the class team to support the health, safety and well-being of the class?	
Safeguarding research/question for the team – any feedback required?	