

# Governing Body Safeguarding Role

Section 175, Education Act 2002 & The Education (Independent School Standards) Regulations 2014 require governing bodies of **all** schools & colleges to make arrangements to safeguard & promote the welfare of children.

The Non-Maintained Special Schools (England) Regulations 2015 oblige non-maintained special schools, to make arrangements for safeguarding & promoting the health, safety and welfare of pupils.

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their safeguarding arrangements (Working Together to Safeguard Children, DfE 2018).

**As a governing body/proprietor you must ensure that you comply with your duties under all legislation & ensure that your policies, procedures & training are effective & compliant.**

The Sheffield Safeguarding Children Board (SSCB) requires that Safeguarding Governors attend [Governors Safeguarding Training](#)

## Designated Safeguarding Lead/Deputy:

You should **appoint** a senior member of your leadership team as Designated Safeguarding Lead (DSL), with ultimate lead responsibility for safeguarding & child protection. This responsibility **cannot** be delegated to the DSD.

You should appoint one or more Designated Safeguarding Deputies (DSD's) depending on the needs and structure of your setting.

### The DSL/D should:

- Complete the same training (through SSCB)
- Have the role explicit in their job description (See [Annex B, KCSIE, DfE 2018](#))
- Liaise with the local authority & other agencies (see [Working together to safeguard children, DfE 2018](#)).
- Provide support to staff during working hours & cover for out of hours/out of term activities
- Attend Advanced Initial training, **annual** Advanced Refresher training & other appropriate training in Sheffield
- Update their knowledge & skills regularly via emails, meetings & reading materials.

For more information go to 'Designated Safeguarding Lead & Deputy Role' here:

[Safeguarding Sheffield Children website; education; policies, procedures & guidance](#)

## Safeguarding policies & procedures:

Governing bodies/proprietors must ensure their setting takes appropriate & timely action to safeguard & promote children and young people's welfare, including:

- An effective safeguarding policy based on government guidance & Sheffield Safeguarding Children Board (SSCB) procedures, **reflecting that additional barriers can exist when recognising abuse & neglect in children with special educational needs and disabilities**, tailored to the needs of the setting, updated annually and available publically.
- A staff behaviour policy/code of conduct which includes:
  - acceptable use of technologies
  - staff/pupil relationships & communication
- A procedure for responding to [children missing from education](#),
- Recording more than one emergency contact number for pupils where possible
- Providing 'Safeguarding Induction' for all new staff & volunteers which includes:
  - The above policies
  - [Part 1, Keeping Children Safe in Education DfE 2018](#)
  - The role of the Designated Safeguarding Lead & Deputy

For more information go to the **Safeguarding Induction Pack** here:

[Safeguarding Sheffield Children website, education settings, toolkit](#)

**Head Teachers & Principals should ensure that these policies and procedures are followed by all staff.**

## School inspections:

Most Ofsted inspections will:

- Follow [Inspecting safeguarding in early years, education and skills settings](#)
- Judge whether arrangements for safeguarding children & young people are effective.

Individual inspectorates e.g. for independent schools, report on safeguarding arrangements following other frameworks here:

- [School Inspection Service](#)
- [Independent Schools Inspectorate](#).



### Inter-agency working – ensure your setting:

- Follows statutory national guidance [Working together to safeguard children, DfE 2018](#)
- Has safeguarding arrangements that incorporate the policies & procedures of Sheffield Safeguarding Children Board (SSCB), including assessments and thresholds
- Supplies information for the SSCB to perform its functions, e.g.:
  - Schoolpoint 365, Safeguarding Children Service area
  - Safeguarding Annual Report from Head Teachers/Principals (see below)
- Contributes to the provision of co-ordinated, early help for the additional needs of children
- Attends Child Protection Conferences & contributes to inter-agency reports & plans
- Allows access from child's 'host' or 'placing' Local Authority to conduct section 17 or 47 (Children Act 1989) assessments
- Shares information appropriately with other professionals and agencies

### Looked after children - ensure relevant staff:

- Have skills, knowledge, understanding to keep previously/currently 'looked after children' safe
- Work with all agencies & act promptly
- Have appropriate information about:
  - A child or young person's legal status
  - Contact and care arrangements
  - The levels of authority delegated to the carer by the local authority for the child
- Your DSL/D has details of the child's social worker and the name of the Virtual School Head in the authority that looks after them

**All settings must have a LAC Designated Teacher** with appropriate training, qualifications & experience to work with the Virtual School Head to support & promote the educational achievement of children who are:

- Previously/currently 'looked after'
- Adopted from care
- Under special guardianship or child arrangement orders

...and meet the needs identified in each child's personal education plan.

DSL/D's should have details of the local authority Personal Advisor appointed to guide & support care leavers & should liaise with them as necessary.

### Peer abuse:

All staff should recognise that children are capable of abusing their peers & be clear about their setting's policy, which should include how to:

- Minimise the risk of peer abuse
- Record, investigate & deal with allegations
- Clear processes to support the victim, perpetrator, students, families and staff
- Not pass this off as "banter" or "growing up"
- Your setting's approach to dealing with sexting and gender issues

This abuse is more likely to be male perpetrators & female victims & can include:

- Sexual violence & harassment
- Physical harm
- Sexting
- Initiation rituals and violence

### Safer recruitment:

You should prevent people who pose a risk of harm from working with children and young people by adhering to statutory responsibilities to:

- Check staff who work with children
- Take proportionate decisions on whether to ask for any checks beyond what is required
- Ensure volunteers are appropriately supervised
- Have written recruitment and selection policies and procedures in place
- Ensure that at least one person on an interview panel has undertaken safer recruitment training

You may choose appropriate safer recruitment training and may take advice from the SSCB; but the training should cover the content of [Keeping Children Safe in Education, DfE 2018](#).

### Concerns that staff/volunteer may pose a risk of harm to children – you should ensure that:

- Procedures are in place for [allegations of abuse against staff and volunteers](#) including referral to the Local Authority Designated Officer (via [LADO request form](#))
- Referral to the Disclosure & Barring Service (DBS) if a person in regulated activity has /would have been dismissed or removed due to safeguarding concerns (legal duty)



### The child or young person's wishes:

You should ensure that:

- There are systems in place for pupils to express their views and give feedback
- All processes operate in the **best** interests of the child/young person
- Children/young people's wishes & feelings are taken into account when deciding safeguarding actions to take and what services to provide

### Teaching about safeguarding:

- Pupils should be taught about safeguarding & online-safety as part of the curriculum
- Relevant issues may be covered in PHSE, SRE and tutorials
- IT filters & monitoring systems should not 'over-block' & prevent important discussions

### Alternative Provision/Pupil Referral Unit (PRU):

Governing bodies/proprietors must arrange suitable full-time education:

- from the sixth day of a fixed period exclusion
- for pupils who cannot attend school because of illness ([Ensuring a good education for children who cannot attend school because of health needs, DfE 2013](#))

Governing bodies of maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. They must ensure parents are clear about the placement & involved in regular reviews to ensure the pupil is benefitting.

Pupils in alternative provision should have the same amount of education as they would have in a maintained school.

The management committee of a PRU must:

- ensure children are safe, have their needs met & receive a good education
- take responsibility for all decisions about the recruitment and management of staff

### Special educational needs & disabilities (SEND):

Your child protection policy should reflect additional barriers that exist for SEND children, including:

- Assumptions that indicators of abuse relate to the child's disability without further exploration
- The potentially disproportionate impact of e.g. bullying, without outwardly showing any signs
- Communication barriers and difficulties
- Being more prone to peer group isolation
- The need for extra pastoral support

### Online safety – you should ensure that:

- Appropriate IT filters & monitoring systems are in place without 'over-blocking'
- Risk assessments consider pupil age range, numbers & frequency of access
- Online safety training for all staff is integral
- Pupils are taught about online safety
- Your online-safety is reviewed regularly
- Staff online-safety training is part of the settings' overarching safeguarding approach

### All training should follow SSCB guidelines for:

- Safeguarding induction, including online safety, for all new staff & volunteers
- Face-to-face 'basic/whole-school' training every 3 years
- Regular updates from the DSL/D (at least annually) e.g. via email & staff meetings to develop skills & knowledge of issues

Staff will develop expertise through training & managing safeguarding concerns and should be encouraged to contribute to safeguarding arrangements and policy.

### Boarding schools and children's homes:

All education settings that provide residential accommodation will have additional factors to consider & be alert to:

- Inappropriate pupil relationships
- The potential for peer abuse
- The impact of significant gender imbalance
- Other signs of abuse

The setting should work closely with other agencies & all relevant local authorities & comply with the relevant National Minimum Standards and regulations for their sector.



### Information sharing:

Governing bodies/proprietors should recognise the importance of information sharing between professionals and local agencies & ensure:

- Clear processes are in place - see [Information sharing: advice for practitioners providing safeguarding services, DfE 2018](#)
- Staff follow the 'seven golden rules' – see 'Information Sharing, Sept 18, [Safeguarding Sheffield Children website, education policies, procedures & guidance section](#)
- Staff understand that legislation is not a barrier to sharing information if this would result in a child being placed at risk of harm
- Where a pupil moves to a new setting, the DSL/D should:
  - Consider how & when to share information with the DSL/D at the new setting
  - Transfer the pupils' safeguarding file, separately from the main pupil file, to the new setting immediately & securely & confirmation of receipt is obtained
- All DSL/D's & SENCO's are aware of all pupils transferring into their setting and their support needs
- They complete and return the Safeguarding Annual Report from Head Teachers to the SSCB (see below)

### Sheffield Safeguarding Annual Report:

Head Teachers & Governing Bodies must report annually to Sheffield Safeguarding Children Board (SSCB) via the local authority about how they meet their safeguarding duties.

In Sheffield, an online template through the 'Phew' website is provided to report on all required areas and to assist in the development of an action plan to improve & develop safeguarding practice in the future.

The assigned sections of the report should be completed by the Head Teacher or Principal & submitted to the appropriate Governing Body or Management Committee meeting for discussion, challenge and review.

The Governing Body or Management Committee should respond to each section of the report and then the final report must be submitted to the SSCB prior to the advertised deadline.

Thereafter, the action plan should be closely monitored and reviewed as necessary.

### Use of reasonable force - you should ensure that staff:

- Understand the term 'reasonable force'
- Understand the actions that are acceptable to control or restrain children & young people in different situations
- Are given appropriate training to meet their statutory responsibilities and protect children

Settings should understand that a 'no contact' policy can leave staff unable to fully support and protect their pupils and students.

If responding to incidents involving children with SEN, disabilities or medical conditions, you should:

- Recognise their additional vulnerability
- Consider your duties under the Equality Act 2010 to reasonable adjustments, non-discrimination and the Public Sector Equality Duty

Positive & proactive behaviour support & individual behaviour plans agreed with parents and carers can reduce the occurrence of challenging behaviour and the need to use reasonable force.

### Full guidance can be found here:

- [Keeping Children Safe in Education DfE 2018](#)
- [Working Together to Safeguard Children DfE 2018](#)
- [Alternative Provision, DfE 2013](#)
- [National Minimum Standards for the welfare of children](#)
- [Schools – DfE Statutory Guidance](#)
- [Becoming a School Governor](#)
- [Information sharing: advice for practitioners providing safeguarding services, DfE 2018](#)

Related policies, procedures & guidance can be found in the education section and other areas of the [Safeguarding Sheffield Children Website](#)

**The School Governance Service has moved from Sheffield City Council to Learn Sheffield; their contact details have changed to:**

**Tel: 0114 2507417**

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