**GOVERNANCE OF SAFEGUARDING**

**KEY LIST OF GOVERNING BODY RESPONSIBILITIES**

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| **IT IS THE GOVERNING BODY’S RESPONSIBILITY TO ENSURE THAT:** |
| **Children’s wishes (WTSC p57 ff and KCSIE para 96)** |
| 1. There is a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services. Systems are in place for children to express their views and give feedback. |
| **Safeguarding is everyone’s responsibility (KCSIE Part 1)** |
| 1. All staff have read Part 1 of the statutory guidance, [*Keeping Children Safe in Education*](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) (KCSiE) noting in particular that safeguarding is everyone’s responsibility. |
| 1. Where a child is suffering harm, or is at risk of harm, a referral is made to children’s social care and/or the police immediately. Anybody can make a referral to the [Cumbria Safeguarding Hub](http://www.cumbrialscb.com/LSCB/professionals/hub/whattodoifyouhaveconcernsaboutachild.asp) |
| **Safeguarding policies (KCSIE para 54ff)** |
| 1. 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 (not an exhaustive list)  * an effective child protection policy; and * a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media. |
| 1. 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 and to help prevent the risks of their going missing in future |
| 1. There are appropriate policies and procedures in place to deal with the full range of specific safeguarding issues as identified in the statutory guidance (see KCSIE, Annex A) and in the Ofsted guidance [*Inspecting safeguarding in early years, education and skills settings*](https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015) (p5) |
| 1. The safeguarding policy and child protection policy describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners; are updated annually (as a minimum), and are available publicly either via the school or college website or by other means. |
| 1. Policies are provided to all staff – including temporary staff and volunteers – on induction. |
| 1. The Headteacher/ Principal ensures that the above policies and procedures are understood and followed by all staff |

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| **Designated Safeguarding Lead (DSL) (KCSIE para 59ff and Annex B)** |
| 1. A member of staff of the school’s or college’s leadership team has been appointed to the role of designated safeguarding lead. This is explicit in the role-holder’s job description. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility remains with the DSL and should not be delegated. |
| 1. It is a matter for the school as to whether they choose to have one or more deputy DSLs, but any designated deputies should be trained to the same standard as the DSL. |
| 1. There is a senior board level lead, as required by [*Working Together To Safeguard Children*](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)(p57)to take leadership responsibility for the organisation’s safeguarding arrangements. |
| 1. *Recommended (not statutorily required): There should be either a committee with delegated powers or at least a working party to share responsibility for the oversight of the organisation’s safeguarding arrangements.* |
| **Multi-agency working (KCSIE para 71ff and WTSC para 16)** |
| 1. The school or college contributes to inter-agency working in line with statutory guidance ([*Working Together To Safeguard Children*](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. |
| 1. Safeguarding arrangements take into account the procedures and practice of the local authority as part of the safeguarding procedures set up by the three safeguarding partners. This should include understanding and reflecting local protocols for assessment and the local threshold document along with supplying information as requested by the safeguarding partners. |
| **Information sharing (KCSIE para 72ff)** |
| 1. As part of meeting a child’s needs it is important for governing bodies and proprietors to recognise the importance of information sharing between professionals and local agencies. Further details on information sharing can be found at [*Information sharing: Advice for practitioners*](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice) and on KCSIE p20. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. (para 75) |
| **Staff training and support (KCSIE para 81ff and Annex B for the DSL) and supervision (WTSC p57-58)** |
| 1. The DSL and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. (p91) The training should be updated every two years. In addition to their formal training, their knowledge and skills should be refreshed, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role. |
| 1. All staff members undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction and training should be in line with advice from the three safeguarding partners. All staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. |
| 1. There is recognition of the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to feed in and shape safeguarding policy. |
| 1. There is appropriate supervision and support for staff: all professionals have regular reviews of their own practice to ensure they improve over time. |
| 1. *Recommended (not statutorily required): All governors have basic safeguarding awareness training. The senior board level lead has also undertaken level 2 training to gain a clearer understanding of how staff should respond to concerns about a child, a young person or an adult employed to work (or volunteer) in the organisation; the board level lead has also undertaken training to develop their understanding of the responsibilities of the governing body.* |
| **Online safety (KCSIE para 84 and Annex C)** |
| 1. Appropriate filters and monitoring systems are in place so that children are safeguarded from potentially harmful and inappropriate online material. |
| 1. A clear policy on the use of mobile technology in the school is in place. |
| 1. Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 81) and the requirement to ensure children are taught about safeguarding, including online safety (paragraph 85), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. |
| **Opportunities to teach safeguarding (KCSIE para 85ff)** |
| 1. Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. |
| **Safer recruitment (KCSIE para 89ff and Part 3)** |
| 1. People who pose a risk of harm are prevented from working with children by adhering to statutory responsibilities to check staff who work with children [and to record this on a single central register], taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. Written recruitment and selection policies and procedures should be in place. |
| 1. At least one person on any appointment panel has undertaken safer recruitment training. |
| **What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children (KCSIE 91ff and Part 4)** |
| 1. The school has procedures to manage concerns/allegations, against staff (including volunteers) that might indicate they would pose a risk of harm to children. Such allegations are referred to the Local Authority Designated Officer (LADO) by the appropriate person as set out in Part Four. |
| 1. Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned. |
| **Peer-on-peer abuse (KCSIE para 94ff)** |
| 1. Staff recognise that children are capable of abusing their peers. The child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. It should be clear as to how victims of peer on peer abuse will be supported. |
| **Looked after children and previously looked after children and the Designated Teacher (KCSIE para 98ff)** |
| 1. Staff have the skills, knowledge and understanding necessary to keep looked after children safe. |
| 1. Appropriate staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order); contact arrangements with birth parents or those with parental responsibility; and about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. |
| 1. An appropriately trained designated teacher has been appointed to promote the educational achievement of children who are looked after and children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. |
| 1. The DSL has details of the child’s social worker and the name of the virtual school head in the authority that looks after the child. |
| **Children with special educational needs and disabilities (KCSIE para 85)** |
| 1. The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:  * assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration; * being more prone to peer group isolation than other children; * the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and * communication barriers and difficulties in overcoming these barriers. |
| **Early years (WTSC p 59 and Section 3 of the EYFS Framework)** |
| 1. Early years provision complies with the welfare requirements of the [Early Years Foundation Stage Framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2). |