**Guidance on writing a safeguarding report to the Governing Board**



Section 175 of the Education Act 2002 places a statutory duty on Local Authorities and governing bodies of maintained schools to have arrangements in place to ensure that they safeguard and promote the welfare of children. The governing body is accountable for ensuring that the school has effective policies and procedures in place in accordance with DfE guidance ‘*Keeping Children Safe in Education*’.

A report should be submitted to the governing body so that they can monitor compliance with the requirements of the Education Act 2002 and identify areas for improvement beyond minimum statutory requirements.

The report must not contain details about individual pupils but should provide sufficient information for the governing body to enable it to make a judgement about the quality of safeguarding within the school. Where weaknesses are evident, the governing body should ensure that these are addressed within the School Improvement Plan, and that progress toward achieving the desired outcomes is regularly monitored. It is good practice to identify a specific governor with responsibility for safeguarding who can undertake monitoring across the year and who would be in a position to validate the report.

***Version: September 2024***

*Summary of changes from September 2023:*

* *Added a section on alternative provision*
* *Added a section on use of school premises for non-school activities*

**Safeguarding Report to the Governing Board**

**School: Date:**

**This report is for the period from: to:**

**Report author:**

**NB The information in this report is confidential – names and specific circumstances cannot be discussed.**

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|  | **Name** | **Dates of Training** | |
| **Multi-agency training / networks** | **Safeguarding in Education for Designated Safeguarding Leads New to Role – date completed** |
| **Headteacher** |  |  |  |
| **Designated Safeguarding Lead** |  |  |  |
| **Deputy Designated Safeguarding Lead(s)** |  |  |  |
| **Others** |  |  |  |

**Named governor for safeguarding:**

**Date last attended Safeguarding Governor Role training:**

**Whole-school training:**

*Provide a summary of safeguarding training undertaken by school staff. NB Teachers and other staff and regular volunteers should receive training regularly.*

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| **Staff** | **Number** | **Date** | **Name of course** | **Course Provider** |
| Teaching staff |  |  |  |  |
| Teaching assistants |  |  |  |  |
| Midday supervisors |  |  |  |  |
| Administrative staff |  |  |  |  |
| Caretaking and cleaning staff |  |  |  |  |
| Technicians |  |  |  |  |
| Volunteers |  |  |  |  |
| Governors |  |  |  |  |
| Other |  |  |  |  |

How is this training evidenced?   
*(E.g. certification, attendance list, copies of materials provided, evaluation forms)*

How was the training evaluated and what changes will be made as a result of the training?

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| *NB: Does the training cover the latest guidance*  *- such as regarding child-on-child abuse and regarding the importance of recording?* |

Who is responsible for maintaining the training records?

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Where is the evidence of training stored?

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What arrangements are in place for members of staff who have not received suitable training?

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**Safeguarding Updates:**

How are all staff provided with regular safeguarding updates? Where is the evidence that this information is provided?*(e.g. e-mails, e-bulletins and/or staff meeting minutes)*

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In addition to training, how do the Designated Safeguarding Leads ensure that they access regular safeguarding updates to keep their knowledge and skills up to date? How is this evidenced?

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**Induction:**

*Outline the procedures for providing a safeguarding induction to new staff/volunteers including school safeguarding policies and procedures e.g.:*

* *Outline of training provided*
* *School’s safeguarding and child protection policy*
* *Staff Code of Conduct*
* *Behaviour policy*
* *Information on the school’s safeguarding response to children who are absent from education for prolonged periods and/or on repeat occasions [see para 178 of KCSIE 2024]*
* *Associated policies for example Whistle-blowing, Attendance*
* *Quick reference guide/summary of procedures - including details of the DSL*
* *Part 1 and Annex B of ‘Keeping Children Safe in Education’ (DfE 2024) OR - where relevant - Annex A (condensed Part 1) if this is being used.*

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| **Staff** | **Number** | **Safeguarding induction, including policies and procedures given (yes/no)** | **Safeguarding Children Training**  **arranged (yes/no -date if available)** |
| Teachers |  |  |  |
| Support Staff |  |  |  |
| Volunteers |  |  |  |

Who is responsible for providing the induction?

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Is an induction checklist completed to evidence the dates that information was provided? Where is this stored?

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What arrangements are in place for those who have not received suitable induction?

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What safeguarding information is supplied to volunteers, contractors and supply staff? How is this information provided? How is the provision of this information evidenced?

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**Recruitment & selection:**

Outline how the school is working within safer recruitment guidelines.

*Confirm that, as a minimum:*

* *Safer recruitment checklist is used*
* *All adverts and related documentation contain a safeguarding statement.*
* *All person specifications have a safeguarding element.*
* *All job descriptions have a safeguarding responsibility.*
* *Applications are scrutinised for missing information and inconsistencies and concerns are followed up.*
* *All interviews include at least one safeguarding question.*
* *Successful candidates’ qualifications are verified, and their identity checked.*
* *Reference requests require specific safeguarding information, including the person’s suitability to work with children/young people.*
* *References are requested from the current/most recent employer.*
* *References meet the criteria in KCSIE 2024 paragraphs 227-229 (pages 59-60)*
* *Missing information or vague information is always followed up with the referee.*

How is this information collated and evidenced?

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Who is responsible for maintaining these records?

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**The Single Central Record (SCR):**

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|  | **Yes** | **No** |
| Is a single central record (SCR) in place for all staff (including supply staff)? |  |  |
| Are all members of the proprietor body included on the SCR? (For independent schools, free schools and academies) |  |  |
| Does the SCR indicate that identity checks have been carried out and by whom? |  |  |
| Is there evidence on the SCR that all staff have been checked against the Barred List (previously List 99)? |  |  |
| Does the SCR record the date when enhanced DBS and/or Barred List checks was carried out and who carried out the check? |  |  |
| Does the SCR record qualifications – where the qualification is a requirement of the job? |  |  |
| Does the SCR record evidence that a prohibition from teaching check has been carried out on teachers and those staff in ‘teaching activity’ who have been appointed since 1 September 2013? |  |  |
| Does the SCR record evidence a check of ‘right to work’ in the United Kingdom and suitability checks as appropriate? |  |  |
| Does the SCR evidence that checks in respect of Section 128 directions been undertaken for persons taking part in the management of an independent school including an academy or free school, those staff in departmental headship, and maintained school governors? |  |  |
| Does the SCR evidence that further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions & restrictions? |  |  |
| **For supply staff-** Does the SCR evidence that the school has gained written confirmation from the employment business supplying the member of supply staff that all relevant checks have been undertaken and the appropriate certificates have been obtained? |  |  |
| **For colleges-** Does the SCR evidence whether the person’s position involves ‘relevant activity’, i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18 |  |  |

Please outline the procedures for maintaining and checking the SCR:

Who is responsible for maintaining the SCR?

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Date the SCR was last checked by a senior member of staff:

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**Safer Recruitment Training:**

*List all staff and governors trained in safer recruitment. The School Staffing (England) Regulations 2009 make it mandatory for at least one person involved in the interview process to be trained in safer recruitment techniques.*

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| **Role** | **Name** | **Date of training** | **Governor Services or**  **On-line?** |
| Headteacher |  |  |  |
| Governor |  |  |  |
| Other staff |  |  |  |

How is this training evidenced? *(e.g. certification)*

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Where is the evidence of training stored?

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**Related Policies & Procedures:**

| **Policies and/or Procedures for Safeguarding** | **Confirm in Place** Y/N | **Date of Last Review** | **Next Review Date** |
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| Safeguarding incorporating Child Protection **(S)** |  |  |  |
| Management of allegationsagainst staff and confidential reporting process **(S)** |  |  |  |
| Staff behaviour policy (code of conduct) **(S)** |  |  |  |
| Online Safety (including Acceptable Use of ICT) |  |  |  |
| School complaints procedure **(S)** |  |  |  |
| **Children Looked After and Previously Looked After** |  |  |  |
| School Attendance *(including children absent from education)* **(S)** |  |  |  |
| Behaviour (*including use of reasonable force and restraint* & *physical intervention)* **(S)** |  |  |  |
| Anti-bullying |  |  |  |
| Drugs and Substance Misuse |  |  |  |
| Educational visits including overnight stays |  |  |  |
| First Aid *(including the management of medical conditions, intimate care)* **(S)** |  |  |  |
| Support for pupils with medical conditions **(S)** |  |  |  |
| Health and safety (*including school security, risk assessments, premises management, road safety information* **(S)** |  |  |  |
| Relationships Education (primary) / Relationships and Sex Education (RSE) & Health Education **(S)** |  |  |  |
| Recruitment and selection **(S)** |  |  |  |
| How the school complies with the Public Sector Equality Duty, and Equality Objectives **(S)** |  |  |  |
| Whistleblowing **(S)** |  |  |  |
| Work Placements (if applicable) |  |  |  |
| Central record of recruitment and vetting checks **(S)** (including single central record and well-managed staff files) |  |  |  |
| Radicalisation and extremist behaviour  *NB It is not a requirement to have a separate policy for radicalisation and extremism – this can be integrated into existing school policies for example Child Protection Policy* |  |  |  |
| *Insert any additional policies and procedures e.g. re private fostering, child on child abuse including sexual violence and harassment, mental health including self-harm, eating disorders* | | | |

**Online Safety:**

Are suitable filtering and monitoring systems in place to ensure that children are safe (including from terrorist and extremist material) when accessing the internet in school?

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Please describe the whole school approach to online safety including the policy of the use of mobile technology within school:

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In line with the requirement for staff to undergo regular safeguarding training, when did staff receive online safety training?

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How is this training evidenced? *(E.g. certification, attendance list, copies of materials provided, evaluation forms)*

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**Prevent Duty:**

Please see <https://www.gov.uk/government/publications/prevent-duty-guidance>

and <https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

Does the school have clear procedures in place for protecting children at risk of radicalisation?

*These procedures may be set out in existing safeguarding policies; it is not necessary for schools and childcare settings to have distinct policies on implementing the Prevent duty.*

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Have the DSLs undertaken Prevent duty training in order to provide advice and support to other members of staff on protecting children from the risk of radicalisation?

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Have all staff received appropriate training or guidance to enable them to identify children who may be vulnerable to radicalisation, and know what to do when they are identified?

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How is this training evidenced? *(E.g. certification, attendance list, copies of materials provided, evaluation forms)*

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**Child-on-child sexual violence and sexual harassment:**

*For further guidance please refer to Part 5 of ‘Keeping Children Safe in Education’*

Does the school have clear procedures in how to deal with incidents of child-on-child abuse, including assessing risk and intervening appropriately?

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Does the school have clear procedures for supporting pupils who have been the ‘victims’ and ‘perpetrators’ of child-on-child abuse? Please describe these procedures and where they can be located.

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Have staff undertaken training in this area, in order to provide advice and support to other members of staff in identifying child-on-child abuse and how to record and follow up incidents? Please provide dates of training.

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**Curriculum & opportunities to teach safeguarding:**

Please outline how the school supports its pupils to identify, assess and manage risk appropriately to keep themselves safe.

*NB this section should provide an overview of the contribution made to pupil safety through the curriculum. You may wish to supply evidence of any provision-mapping undertaken and detail specific events or activities e.g. online safety, anti-bullying, road safety, resilience to radicalisation and extremism.*

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**Pupil voice and perceptions of safety:**

Please describe the processes for gaining pupil voice at the school. How do you evidence that views have been listened to and the acted upon?

Please outline how you have tested pupil, parental and staff perception of safety at the school. *You should provide a summary and analysis of the results from any surveys undertaken, and the resultant action plan.*

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**Child Protection Records:**

Please describe the systems in place for recording and responding to safeguarding concerns about children and the processes for reviewing these arrangements.

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**NEW – Alternative provision**

If a school is utilising Alternative Provision to support a pupil or pupils, it is imperative that the school conducts Quality Assurance checks, which include safeguarding checks with the provider. Has the school done this (please summarise process):

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**Eyes On**

When did the school last check in with the pupil and with the provider of the alternative provision to discuss attendance and progress?

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**NEW – use of school premises for non-school activities: (see KCSIE para 169-170)**

Please describe the systems in place for seeking assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place and describe the arrangements in place for the provider to liaise with the school on these matters where appropriate.

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**Referrals and Multi-Agency work:**

*NB In this section you should provide an overview of safeguarding activity and referrals.  
It is not appropriate to include names or details of individual cases.*

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| **Intervention/support:** | **Number:** |
| Records of concern completed by staff |  |
| Operation Encompass Notifications |  |
| Family Support Assessments Completed |  |
| Pupils in receipt of support via a Family Support Plan (FSP) |  |
| FSP Meetings Attended |  |
| Outcomes of conversations known |  |
| Child Protection Invitations |  |
| Child protection meetings attended |  |
| Reports submitted to Child Protection Conferences |  |
| Core groups attended |  |
| Pupils in receipt of a CP Plan |  |
| Pupils in receipt of Child in Need plan |  |
| LAC pupils on roll |  |
| Allegations made against staff |  |
| Referrals to the LADO |  |
| Person Vulnerable to Radicalisation (VTR) Referrals |  |

**Other comments on safeguarding issues and actions to be taken:**

*(You may wish to refer your school’s completed self-evaluation too to inform your comments and consider local arrangements and issues that you may be dealing with.)*

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**Signed: ………………………………………….. Date: ……………………………….**

**Role: ……………..……………………………**