

Governor Induction Part 4

Child Protection and Safeguarding Children in Schools / Academies

- Welcome



**achieving
for children**

Emotional alert

What we cover today may trigger an emotional response.

This is normal and we are quite used to this.

If at any time you feel that you need to take break, please do so.

Aim

By the end of the session, you will have increased your knowledge, as a governor, **regarding safeguarding and child protection** and the responsibilities of the governing board.

Objectives

1. To gain understanding of all aspects of safeguarding and related legislation.
2. To look at the Governing Board's responsibilities
3. To look at the Designated Safeguarding Lead and Governor monitoring of safeguarding (including the Safeguarding Governor role)
4. To briefly look at managing allegations

Ofsted Framework (2019)



Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.

It's one of the DEEP DIVES

A question

**What is the role of governors
regarding Safeguarding?**

Our responsibility – what does this mean?



Questions we should ask in our role

- Do we know the **statutory guidance**?
- Do we know our role as governors, and the role of the safeguarding governor?
- Policies – how do we know that they are in place **and are embedded**? Including Complaints, Online Safety, Whistleblowing and Staff Code of Conduct.
- Do we understand the role of the **Designated Safeguarding Lead**?
- Are we aware of
 - safer recruitment process?
 - the legislation **Keeping children safe in education 2024**
 - the legislation **Working together to safeguard children 2023**

The statutory duty

All schools have a legal duty to safeguard and promote the welfare of children and young people:

The duty derives from:

- The Education Act 2002
- Education (Independent Schools standards) (England) regulations 2014
- Education (non-maintained Special Schools) (England) regulations 2015

Statutory guidance & documentation

- [Working Together to Safeguard Children 2023](#)
- [Keeping Children Safe in Education 2024](#)
- Ofsted – [Education Inspection Framework](#)
- [Maintained schools governance guide](#) and [Academy trust governance guide](#)
- **Your school's/trust's policies and local arrangements**
including
 - Safeguarding & Child Protection Policy
 - Whistleblowing Policy
 - Staff Code of Conduct
 - Behaviour Policy
 - Health & Safety policy & documentation

Keeping Children Safe in Education

Part one: Safeguarding information for all staff

A whole school approach to safeguarding

Part two: The management of safeguarding

The responsibilities of governing bodies and proprietors.

Part three: Safer recruitment

Part four: Safeguarding concerns or allegations made about staff, including supply teachers, contractors and volunteers

Part five: Child-on-child sexual violence and sexual harassment

Annex A to Annex F

Annex B contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this Annex

IT CAN GO SO WRONG



THE CHILD
SAFEGUARDING
PRACTICE REVIEW PANEL

Child Protection in England

National review into the murders of Arthur Labinjo-Hughes and Star Hobson

Arthur Labinjo-Hughes

- Died in Solihull aged 6 on 17th June 2020.
- Emma Tustin, Dad's partner, was convicted of his murder on 21st June 2021.
- Dad was also convicted of manslaughter on 21st June 2021

The Review concluded

- Professionals had only a limited understanding of what daily life was like for Arthur.
- Professionals did not always hear Arthur's voice. Arthur's voice was often heard through his father in contact with the professionals.
- Too many assessments relied on his father's perspective and did not include the views of the wider extended family or other professionals who had significant involvement with Arthur.
- Robust multi-agency working is critical to the challenging work of uncovering what is really happening to children who are being abused.

Recommendations from the Review

- Schools, colleges have a pivotal role to play in protecting children. In seeing children every day, they are in a **unique position** to identify concerns early, to recognise when concerns are escalating, and to share key information with Safeguarding Partners. Where a child is on a Child Protection Plan, they have a lot to offer to help protect children from harm, for example, working with a child's social worker to ensure that the child attends school.
- For many vulnerable children, school is a place of safety and support. For Arthur, school was a positive place with staff who knew him well. They helped him develop his different interests and supported his wellbeing. Professionals also frequently have an insight into family life that would otherwise be unknown, through their contact with parents and carers. Arthur's school was the last to have contact with his father in the days leading up to Arthur's death.

In serious case reviews there are factors that lead to safeguarding failures time and time again

- Failure to act quick enough
- Failure to listen to the child
- Poor record keeping
- Failure to re-assess
- Too slow to share information
- Lack of challenge and inaction

How do we know these will not happen here?

Multi-agency safeguarding arrangements

Working Together 2018 removed the requirement for Local Safeguarding Children Boards (LSCBs).

Now updated – [Working together to safeguard children 2023](#)

3 x Statutory Safeguarding Partners (local authority, police and clinical commissioning group) are required to put local **Multi Agency Safeguarding Arrangements** into place

RBWM - <https://rbwmsafeguardingpartnership.org.uk/>

Slough - <https://www.sloughsafeguardingpartnership.org.uk/>

Governing Board's statutory responsibility

Keeping Children Safe in Education

Part two: The management of safeguarding

76. Governing bodies [...] have a strategic leadership responsibility for their school or college's safeguarding arrangements and must ensure that they comply with their duties under legislation.

They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times [...]

Keeping Children Safe in Education (Sept 2024)

Governing Board's responsibility for safeguarding

94. Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means involving everyone in the school or college and ensuring that safeguarding, and child protection, are at the forefront and underpin all relevant aspects of process and policy development.

Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

Keeping children safe in education (Sept 2024)

Governing Board's responsibilities

School Policies and Procedures (paragraphs 97-101)

Governing bodies and proprietors should ensure 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.

– how do we know these are embedded?

Governing Board's responsibilities

The Designated Safeguarding Lead (DSL) (paragraphs 102–105)

- [To] ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of the DSL ... [taking] the lead responsibility for safeguarding & child-protection (including online safety and understanding the filtering and monitoring systems and processes in place). *This should be explicit in the role-holder's job-description*
- The role carries a significant level of responsibility and the postholder should be given the additional time, funding, training, resources and support needed to carry out the role effectively.

See also **Annex C: The Role of the DSL**

Governing Board's responsibilities

Multi-agency and information sharing (paragraphs 106-122)

- To ensure arrangements are in place that clearly set out processes and principles for sharing information within the school/ college and with the LA's children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required – *e.g sharing information with next school/ college.*
- Must have due regard to relevant data protection principles **BUT** [see para 120] the Data Protection Act and GDPR **do not** prevent the sharing of information for the purposes of keeping children safe.

Governing Board's responsibilities

Staff training (paragraphs 123-127)

- To ensure all staff undergo safeguarding & child-protection training (including online safety [...]) at induction – and this must be regularly updated and aligned with advice from local safeguarding partners
- Additionally, all staff should receive regular updates - for example, via email, e-bulletins, staff meetings - as required, and **at least annually**, to continue to provide them with relevant skills & knowledge to safeguard children effectively.

Governing Board's responsibilities

Governor training (paragraph 79)

Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding.

Their training should be updated regularly.

Governing Board's responsibilities

Opportunities to teach safeguarding (paragraphs 129–133)

- [To] ensure children are taught how to keep themselves and others safe, including online.
- Tailored to the specific needs and vulnerabilities of individual children, including those who are victims of abuse, and those with SEND
- *...having regard to the statutory guidance on Relationships Education, Relationships & Sex Education and Health Education.*
- ... a whole school approach that prepares pupils for life in modern Britain and creates a positive culture with clear values and standards upheld and demonstrated throughout all aspects of school life.

Governing Board's responsibilities

Online safety (paragraphs 134 – 151)

- Whole school and college approach to online safety, protecting and educating pupils and staff and establishing mechanisms to identify, intervene in, and escalate concerns where appropriate
- Schools should have a clear policy on the use of mobile and smart technology.
- Information on filtering and monitoring
- Information security and access management
- Reviewing online safety

Governing Board's responsibilities

Allegations and concerns (paragraphs 155-158 and Part 4)

- Ensure procedures are in place for staff to report allegations or concerns that may meet the harm threshold about staff members (including supply staff, volunteers and contractors)

Further information in KCSIE Part 4 Section 1

- Ensure procedures are in place to manage any safeguarding concerns, no matter how small, or allegations that do not meet the harm threshold

Further information in KCSIE Part 4 Section 2

Governing Board's responsibilities

Child on child abuse (paragraphs 159-160 and Part 5)

- All staff [to] recognise that children are capable of abusing other children [and] to be clear about their school's policy and procedures with regard to child-on-child abuse.
- [The systems in place to be] well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously
- ... clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported

Governing Board's responsibilities

Use of premises non-school activities (paragraphs 169-170)

- [to ensure] that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate.
- This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.

Governing Board's responsibilities

Alternative provision (paragraphs 171-172)

- Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.
- The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.
- Links to the Department for Education's statutory guidance on alternative provision and on education for children with health needs who cannot attend school.

Governing Board's responsibilities

Children potentially at greater risk of harm (paragraph 173)

[...it is] important that governing bodies and proprietors recognise (and reflect in their policies and procedures) that some groups of children, are potentially at greater risk of harm than others (both online and offline). The list below, is not exhaustive, but highlights some of those groups.

***Paragraphs 174-204** contain further information on Children who need a social worker; children who are absent from education; Elective Home Education (EHE); children requiring mental health support; looked after children and previously looked after children; care leavers; children with special educational needs, disabilities or health issues.*

Children who are lesbian, gay, bisexual or gender questioning (paragraphs 205-209)

KCSIE Part three: Safer recruitment

- As part of the whole school approach to safeguarding, and the culture that safeguards and promotes the welfare of children in the school, it is important that governing bodies and proprietors adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment or volunteering opportunities in schools and colleges.
- Governing bodies and proprietors should ensure that those involved with the recruitment and employment of staff to work with children have received appropriate **safer recruitment training**.

Safer recruitment

Following his enquiry into the deaths of Jessica Chapman and Holly Wells at the hands of Ian Huntley, Sir Michael Bichard made the recommendation that;

"From a date to be agreed, no interview panel to appoint staff working in schools/academies should be convened without at least one member being properly trained."

Governors can access our in-person training

Why DSL ? And have we moved on?

For education services, the death of Lauren Wright has particular significance. The report into her death revealed a number of failures that contributed to the failure of Lauren being protected from serious harm. Lauren died at her home in May 2000 after being hit in the stomach so hard that her digestive system collapsed. Tests showed more than 60 bruises on her body.

While Lauren was attending the local school, over a period of sixteen months her weight fell from six stone to two stone, her hair was thinning and greasy, and she was dressed in dirty hand-me-downs. She was regularly bruised on the face and legs, injuries that Tracey Wright (her step-mother, who eventually caused her death), explained away by saying that Lauren had walked into a door, or had been knocked over by the family's Alsatian dog. All these injuries had been observed in school but *no referral to social care was ever made*.

Why!

- *"Lots of times, often she was covered with lots of small bruises and with major bruises about once a month. These included black eyes, bruising on her face and scratches across her back."* (Class Teacher)
- *"Her physical deterioration had been apparent for at least five months before she died."* (Headteacher)

WHAT HAPPENED

1. The Designated Person for Child Protection had left, and had not been replaced
2. Lauren's classroom teacher had not received any Child Protection training
3. Lauren's stepmother was a midday supervisor in the school

How do we prevent history re-occurring?

- Ensure we have a Designated Safeguarding Lead and Deputy – **(building the jigsaw)**
- Ensure DSL and DDSL(s) are in post and fully trained **(training required every 2 years)**
- Ensure the DSL / DDSL(s) are able to fulfil their responsibilities (job description; time & resources)
- Ensure that the **Child Protection (CP)** policy and procedures are aligned with local procedures and triangulated with all other relevant policies (whole school approach).
- Monitor and evaluate the effectiveness of the **CP Policy**

APPOINT A SAFEGUARDING GOVERNOR

The role of the safeguarding governor

The governing board **MUST** have a safeguarding / child protection governor – to help secure the effectiveness of **Section 175 of the *Education Act 2002*** (ensuring children in our schools are kept safe from harm).

The safeguarding governor plays a vital role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the governing board by linking with the Designated Safeguarding Lead.

The role of the safeguarding governor

- To monitor the school's policies, systems and processes - including the child protection & safeguarding policy & whistleblowing policy
- To ensure there is a robust system for recording, storing and reviewing child welfare concerns
- To ensure that staff - and governor - training is up to-date
- To ensure safer recruitment and selection panels for staff have successfully completed accredited safer recruitment training
- The safeguarding governor reports back to the governing board at least annually. (*Safeguarding Governor report proforma.*)

How could the rest of us be involved as governors?

Managing allegations

Role of the LADO

- Provides advice and guidance
- Liaises with the Police and other agencies
- Manages and oversees individual cases
- Monitors progress

Managing allegations

The headteacher/chair of governors should contact the LADO with any concern that indicates that a person who works with children has:

- ***behaved in a way that has harmed a child, or may have harmed, a child and/or***
- ***possibly committed a criminal offence against or related to a child, and/or***
- ***behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or***
- ***behaved or may have behaved in a way that indicates they may not be suitable to work with children.***

Responsibilities of the Governing Board

- To appoint a governor, to liaise with the DSL and report back to the Governing Board – **(Standing Agenda Item, Safeguarding Governor Report at least annually)**
- To ensure that the school / trust has a Child Protection policy and procedures, aligned with local procedures
- To monitor and evaluate annually the Child Protection policy and procedures.
- To ensure the school's Single Central Record is up to date
- To ensure DSL and DDSL(s) are in post and fully trained (training required every 2 years)
- To ensure the DSL / DDSL(s) are able to fulfil their responsibilities (job description; time & resources)

Questions we should ask in our role

- Do we know the **statutory guidance**?
- Do we know our role as governors, and the role of the safeguarding governor?
- Policies – how do we know that they are in place **and are embedded**?
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