

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)



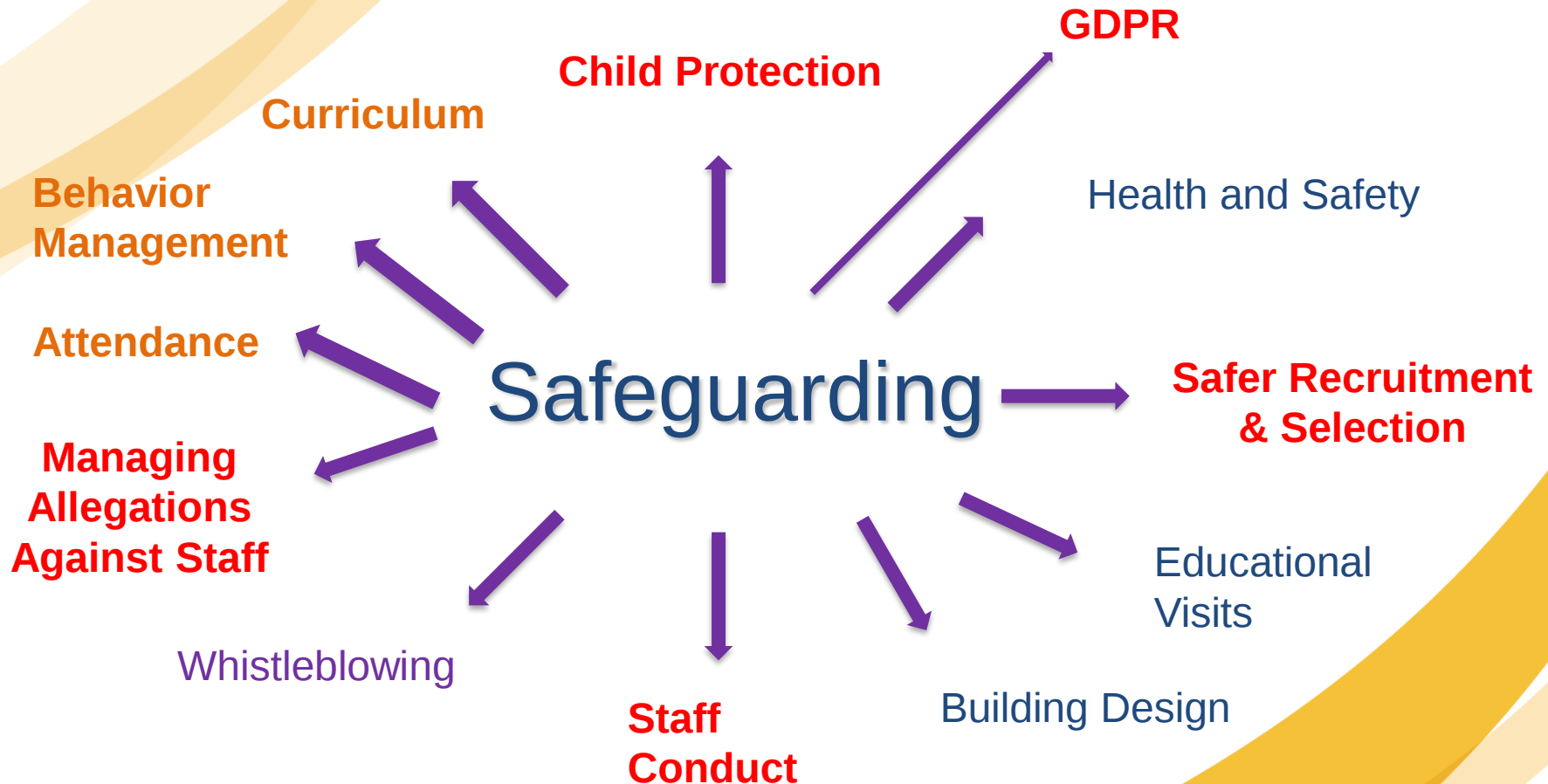
Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.

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, E-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 2022**
 - the legislation **Working together 2018**

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 2018](#)
- [Keeping Children Safe in Education 2022](#)
- Ofsted - [School Inspection Handbook](#) &
- [Inspecting Safeguarding](#) (Sept 22)
- [Governance Handbook](#)

School/trust policies and local arrangements

- Safeguarding & Child Protection Policy
- Whistleblowing Policy
- Staff Code of Conduct
- Behaviour Policy
- Health & Safety policy & documentation

Keeping Children Safe in Education (2022)

Divided into 5 parts:

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: Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

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

The previous DfE guidance on sexual violence and sexual harassment has been incorporated throughout KCSIE

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.**

Whole school approach - with the child at the heart

- Systems should be well promoted, easily understood and easily accessible for children to confidently report any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Where there is a safeguarding concern, governing bodies and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- The school's or college's safeguarding policies and procedures should be transparent, clear, and easy to understand for staff, pupils and parents/carers.



‘Of the 66 serious case review reports reviewed in depth, there was only one where information sharing was not specifically mentioned. All others identified issues ranging from direct failure to identify risk or protect the child by simply identifying information sharing as an area for improvement.

In contrast, in over ten years of analysing serious case reviews, we have not come across a single case where a child has been killed or harmed because a professional has shared information.’

- Analysis of SCR’s 2011-2014 – Page 163

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)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

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

Statutory guidance: Keeping Children Safe in Education

Part two: The management of safeguarding

78. Governing bodies have a **strategic leadership responsibility** for their school'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 **and are embedded**

Keeping Children Safe in Education (Sept 2022)

Governing Board's responsibilities

School Policies and Procedures (paras 98-102 & 152-155)

To ensure policies and procedures are in place to ensure effective action in a timely manner to safeguard and protect children's welfare – ***how do we know these are embedded?***

- Child Protection Policy (reviewed at least annually)
- Behaviour Policy – including measures to prevent bullying
- Staff Code of Conduct
- Whistleblowing Policy
- Robust systems for reporting and recording safeguarding concerns – *no matter how small* - and allegations
- Safer Recruitment Policy and Procedures

Governing Board's responsibilities

The Designated Safeguarding Lead (DSL) (paras 103 – 106)

- To ensure an appropriate senior member of staff from the leadership team is appointed to the role of the DSL, taking the lead responsibility for safeguarding & child-protection (including online safety) – *this should be explicit in the role-holder's job-description*
- The role carries a significant level of responsibility and DSL should be given the additional time, funding, training, resources and support needed to it out effectively.
- See also **Annex C: The Role of the DSL**

Governing Board's responsibilities

Multi-agency and information sharing (paras 107-123)

- 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** 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 (paras 124-128)

- 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 safeguarding partners
- Additionally, 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 (para 81)

- All governors and trustees should 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 their schools/colleges are effective and support the delivery of a robust whole school approach to safeguarding.
- Their training should be regularly updated.

Governing Board's responsibilities

Opportunities to teach safeguarding (paras 129 – 134)

- 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
- Statutory guidance on Relationships Education, Relationships & Sex Education and Health Education.
- 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 (paras 135 – 148)

- To ensure online safety is a running and interrelated theme whilst devising and implementing the whole school approach to safeguarding and related policies and procedures.

This will include considering how online safety is reflected in all relevant policies and considering online safety whilst planning the curriculum, teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

Governing Board's responsibilities

Child on child abuse (paras 156-157 and Part 5)

- Zero-tolerance approach to abuse, and recognition that even if there are no reported cases, such abuse may still be taking place and simply not being reported.
- Ensuring systems in place - and well promoted, easily understood and easily accessible - for children to confidently report abuse, knowing their concerns will be treated seriously.
- Policy and procedures to minimize the risk, and clear processes for recording, investigating and dealing with allegations, and supporting the victims, perpetrators and any other children who may be affected.

Governing Board's responsibilities

Allegations and concerns (paras 152-155 and KSCIE Part 4)

- Ensure procedures are in place for staff to report allegations or concerns relating to fellow staff members (including supply staff), volunteers or contractors that **may** meet the harm threshold (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 (KCSIE Part 4 Section 2)

Safer Recruitment (KCSIE Part 3 paras 207-8)

- 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."

- What does safer recruitment achieve?

Governors can access our face to face 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 safeguarding / child protection and whistle-blowing policies
- To ensure there is a robust system for recording, storing and reviewing child welfare concerns
- To liaise with the headteacher and DSL about general child protection and safeguarding issues within the school
- To ensure that school staff training is up to-date
- To ensure the safer recruitment and selection panel for staff has successfully completed accredited safer recruitment training
- The safeguarding governor reports back to the full governing board at least annually – however, individual cases should not be discussed by the board.

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, or may have harmed, a child, or***
- ***Possibly committed a criminal offence against or related to a child, or***
- ***Behaved towards a child in a way that indicates unsuitability 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 – **(Agenda Item, Annual Report)**
- To ensure that the school / trust has a **Child Protection (CP)** policy and procedures, aligned with local procedures
- To monitor and evaluate annually the **CP** Policy
- 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)**
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Questions we should ask in our role

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