

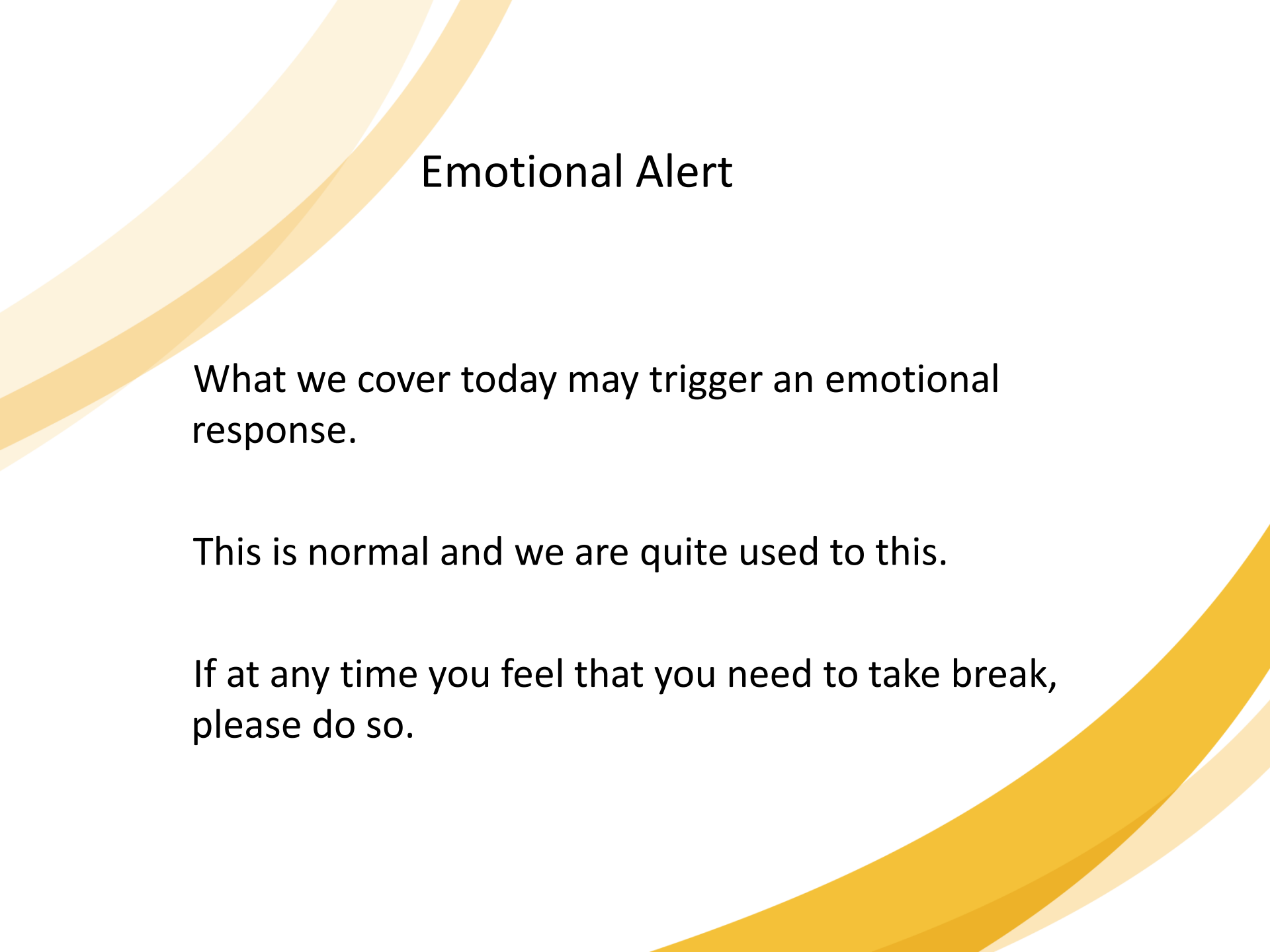
Governor Induction Part 4

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 child protection.**

Objectives

1. To gain understanding of all aspects of safeguarding and related legislation.
2. To become aware of the key roles and responsibilities of the designated safeguarding Lead and Governors Role
3. To gain understanding of the process of managing allegations.

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 2020**
 - 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) reg 2014
- Education (non-maintained Special Schools) (England) reg 2015

Relevant Documents

The key documents that the governing boards or safeguarding need to be familiar with:

- [Keeping Children Safe In Education 2020](#)

Other documents that boards and Safeguarding need to be aware of:

- [Working together to safeguard children 2018](#)
- [Governance Handbook](#)
- [Ofsted School Inspection Handbook](#) and specific [Inspecting Safeguarding Guidance](#)

The Statutory Guidance

The main body of Keeping Children Safe in Education is divided into 5 parts

- Safeguarding Information for all staff
- **The management of Safeguarding – Governors**
- Safer Recruitment
- Allegations of abuse made against teachers and other staff
- Child on child sexual violence and sexual harassment

Keeping Children Safe in Education 2020 revision

The 2020 guidance – WHAT'S NEW

- Definition of safeguarding (now four definitions)
- Mental health - Children's mental health is added to the guidance, ensuring that staff should consider when this might become a safeguarding concern
- Whole school safeguarding culture – (Everyone)
- Emphasising the important role of governors in robust safeguarding procedures – (Their role to check)
- Children who have a social worker (Particular vulnerability of children who have a social worker is recognised)
- Safer recruitment (now includes supply teachers)
- The Role of the Designated Safeguarding Lead – (learning from)

What's Happened to the Local Safeguarding Children Board?

- Working Together 2018 removed the requirement for 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) required to put local **Multi Agency Safeguarding Arrangements** into place
- Arrangements published in RBWM on 25th June 2019 for implementation by end September 2019

<https://www.wamlscb.org/about-the-lscb/new-multi-agency-safeguarding-arrangements/>

The new arrangements in the Royal Borough

- Designed to focus on ensuring the best and consistent safeguarding practice
- Enable statutory safeguarding partners to provide strategic leadership to local safeguarding system
- Actively listening to children, young people and their families
- Strip out unnecessary bureaucracy associated with LSCB
- Provide collaborative opportunities for people to work together particularly across adults and children's services
- Supported by timely and accessible communication

The legislation

The governing board has particular responsibilities:

**Statutory guidance: Keeping Children Safe in Education,
September 2020**

Part two: The management of safeguarding (GOVERNORS)

The responsibility of governing bodies:

60. Governing bodies must ensure that they comply with their duties under legislation. They must have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The legislation

Designated Safeguarding Lead

67. Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the roleholder's job description.

Training every two years. With updates at regular intervals and at least annually

The legislation

Multi-agency working

74. Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

76. It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.

The legislation

Staff training

89. Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the local three safeguarding partners.

90. In addition, all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The legislation

Opportunities to teach safeguarding

93. Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

94. This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which was made compulsory in September 2020.

The legislation

Safer recruitment

99. In line with Part three of this guidance, governing bodies and proprietors should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The school or college should have written recruitment and selection policies and procedures in place.

100. The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

The legislation

Allegations

101. Governing bodies and proprietors should ensure there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.

105. All staff should recognise that children are capable of abusing their peers. All staff should be clear about their school's or college's policy and procedures with regard to peer on peer abuse.

Child protection policy must include the procedures in place to minimise risk of peer on peer abuse and must set out how allegations will be recorded, investigated and dealt with.



Inspection

The assessment of the quality of leadership and management made during an Ofsted inspection includes an assessment of the effectiveness of the safeguarding arrangements in place in the school to ensure that there is safer recruitment and that all children are safe.

The Ofsted handbook provides further information on what inspectors must do and what school can expect, and provides guidance for inspectors on making their judgements.

New Guidance

Inspecting safeguarding in maintained schools and academies updated – September 2019

Why? And have we moved on?

Child Protection and Safeguarding requirements for schools have developed significantly over the past decade.

Sadly, those changes have come about following the tragic deaths of four little girls; Victoria Climbié, Lauren Wright, Jessica Chapman and Holly Wells.



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 school has a **Child Protection (CP)** policy and procedures, aligned with local procedures
- Monitor and evaluate 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 (34 and 36)

- 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)**
- To ensure the DSL / DDSL(s) are able to fulfil their responsibilities (job description; time & resources)

Questions we should ask in our role

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