



# Governing Body Safeguarding Role

Section 175 of the Education Act 2002 and The Education (Independent School Standards) Regulations 2014 requires governing bodies of **all** schools & colleges to make arrangements to safeguard & promote the welfare of children.

The Non-Maintained Special Schools (England) Regulations 2015 oblige non-maintained special schools, as a condition of their approval, to make arrangements for safeguarding and promoting the health, safety and welfare of pupils.

**As a governing body/proprietor you must ensure that you comply with your duties under all legislation & ensure that your policies, procedures & training are effective & compliant.**

## Designated Safeguarding Lead/Deputy:

You should appoint a senior member of your leadership team as Designated Safeguarding Lead (DSL), and they will have ultimate responsibility for safeguarding & child protection.

You should appoint one or more Designated Safeguarding Deputies depending on the needs and structure of your setting.

### They should:

- Be trained to the same standard
- Have the role explicit in their job descriptions
- Liaise with the local authority & other agencies (see [Working together to safeguard children, DfE 2015](#)).
- Provide support to staff during working hours & have cover for out of hours activities
- Attend Advanced Initial training & then **annual** Advanced Refresher training in Sheffield
- Update their knowledge & skills regularly via emails, meetings & reading materials.

For more information go to the document called **Designated Safeguarding Lead & Deputy, Sept 2016**, in the education settings' [policies and procedures](#) section of the [Safeguarding Sheffield Children](#) website.

## Safeguarding policies & procedures:

Governing bodies and proprietors must ensure they have policies for appropriate & timely action to safeguard & promote children and young people's welfare, including:

- Effective policies based on government guidance & Sheffield Safeguarding Children Board (SSCB) procedures, updated annually and available publically
- A staff behaviour policy which includes:
  - acceptable use of technologies
  - staff/pupil relationships & communication
- Responding to children who go missing from education

Safeguarding Induction for new & temporary staff & volunteers should include:

- The above policies
- [Part 1, Keeping Children Safe in Education 2016](#)
- The role of the Designated Safeguarding Lead/Deputy (Safeguarding Induction Pack, Sept 16, in [Toolkit](#)).

Head Teachers/Principals should ensure that these policies and procedures are followed by all staff.

The [Safeguarding Sheffield Children website](#) has a policy & procedures section for education settings which are updated annually and comply with local and national guidance.

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## Inspections:

All inspections will judge whether arrangements for safeguarding learners are effective.

For further guidance see '[Inspecting safeguarding in early years, education and skills settings](#)', [Ofsted 2016](#).



### Inter-agency working:

- Follow the statutory national guidance above
- Ensure that your safeguarding arrangements take into account the policies & procedures of Sheffield Safeguarding Children Board (SSCB), including assessments and thresholds
- Supply information for the SSCB to perform its functions, e.g. via [Schoolpoint 365, Sheffield Safeguarding Children Service](#) area
- Co-ordinated, early help when additional needs of children & young people are identified
- Contributing to inter-agency plans to support to students subject to child protection plans
- Allow access for Children's Social Care to conduct a section 17 or 47 assessment
- Share information appropriately with other professionals and agencies, particularly to e.g. identify and prevent child sexual exploitation

### 'Looked after children':

You should ensure that staff have the skills, knowledge and understanding necessary to keep any 'looked after child' safe.

#### You must ensure that:

- You appoint a Looked After Children (LAC) Designated Teacher to promote the educational achievement of 'looked after children'
- The LAC Designated Teacher has appropriate training to fulfil the role
- Staff have the information they need about:
  - A child or young person's legal status
  - Contact and care arrangements
  - The levels of authority delegated to the carer by the local authority looking after the child
- Your DSL/D has details of the child's social worker and the name of the [Virtual School](#) head in the authority that looks after them
- The LAC Designated Teacher works with the virtual school head to discuss how funding can be used to support the progress of looked after children and meet the needs identified in each child's personal education plan

### Allegations of abuse made against other children ([peer on peer abuse](#)):

Your policy should include:

- How allegations are investigated & dealt with
- The different forms this abuse can take
- this abuse should not be passed off as "banter" or "part of growing up"
- How victims of will be supported
- Sexting and gender issues

### Allegations of abuse against staff & volunteers in education settings:

You should ensure there are procedures in place for allegations of abuse against staff and volunteers which include:

- Referral to the Local Authority Designated Officer (LADO)
- Referral to the Disclosure & Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned (legal duty)

### Safer recruitment:

You should prevent people who pose a risk of harm from working with children and young people by adhering to statutory responsibilities to:

- Check staff who work with children
- Take proportionate decisions on whether to ask for any checks beyond what is required
- Ensure volunteers are appropriately supervised
- Have written recruitment and selection policies and procedures in place
- The School Staffing (England) Regulations 2009 require that at least one person on any appointment panel has undertaken safer recruitment training
- You may choose appropriate training and/or take advice from the SSCB; but it should cover, as a minimum, the content of this guidance.



### Teaching about safeguarding:

You should ensure that children are taught about safeguarding & online safety through all teaching and learning opportunities, as part of PHSE, SRE and a broad and balanced curriculum.

### Children staying with host families:

If your setting arranges for students under 18 to live with a host family to which they are not related, this could be “**private fostering**” under:

- [The Children Act 1989](#) and/or
- [The Safeguarding Vulnerable Groups Act 2006](#)
- If someone is paid to provide care & accommodation and this is not arranged by the student's family, the private fostering arrangement may be ‘regulated activity’
- The setting that has made the arrangement may be a ‘regulated activity’ provider
- If you are the ‘regulated activity’ provider, you should request a DBS Certificate with barred list check for the accommodation provider.
- If parents/carers make the arrangements or take responsibility for choosing host parents this is a private matter between them
- A regulated activity provider will be committing an offence if they knowingly allow a person to carry out a regulated activity whilst barred

If your staff or volunteers become aware that a student under the age of 16 (or 18 if disabled) is living with someone to whom they are not related, they should inform the DSL/D immediately so that the local authority can be informed and check that this is safe and suitable.

### Online safety:

- a whole school approach to online safety
- a clear policy on the use of mobile technology
- Appropriate filters & monitoring systems without ‘over-blocking’
- Risk assessments consider pupil age range, numbers & frequency of access
- online safety training for all staff

### All staff training must include:

- Safeguarding induction (new staff & volunteers)
- Face-to-face basic training every 3 years
- Regular updates e.g. via email & meetings to develop skills & knowledge of issues

Staff will develop expertise through training & managing safeguarding concerns and should be encouraged to contribute to safeguarding arrangements and policy.

### The child or young person’s wishes:

You should ensure:

- Pupil’s wishes and feelings are taken into account when deciding what action to take and what services to provide
- That there are systems in place for pupil’s to express their views and give feedback
- That staff do not agree ‘to keep secrets’ and always act in the interests of the pupil

### Sheffield Safeguarding Annual Report:

Head Teachers/Principals and governing bodies must report annually to Sheffield Safeguarding Children Board via the local authority about how they meet their safeguarding duties.

In Sheffield we provide an online template to report on all required areas and to develop an action plan to develop practice in the future.

The report is completed & submitted to the appropriate Governing Body meeting in the summer term for discussion and comment.

For further information go to: [Schoolpoint 365: Sheffield Safeguarding Children Service](#).

### Other policies and helpful information can be found on:

- **The [Safeguarding Sheffield Children website](#)**
- [Schools & other education settings](#)
- [Policies and procedures section](#).



### Alternative Provision:

Governing bodies of **maintained** schools have the power to direct a pupil off-site for education to improve behaviour and must ensure that:

- Parents, carers (& the local authority if there is a statement of special educational needs), are:
  - Engaged in the decision taken by the school to direct a pupil off-site
  - Given information about why, when, where, & how the placement will be reviewed
  - Are informed that they can request, in writing, that the governing body review the placement (which you must comply with unless there has been a review in the previous 10 weeks)
- Reviews involve parents and carers, are frequent enough to provide assurance that the off-site education is achieving its objectives and that the pupil is benefitting from it
- The pupil continues to receive a good education on par with their mainstream peers whilst the needs which require intervention are being addressed
- There is a plan & processes in place to reintegrate the pupil at the end of the placement
- The Provider submits a final report on the pupil's achievements during placement including academic attainment, progress, attendance & evidence of change in behaviour
- They seek the pupil's views on the success of the placement
- If reintegration does not happen, e.g. when a pupil finishes in Year 11, the school should:
  - Work with the provider to move the young person into suitable education, employment and/or training
  - Collect and record information about the pupil's next destination as part of its planning for alternative provision intervention

**This does not apply to Academies, but they can arrange off-site provision for similar purposes as an example of good practice.**

### Boarding schools and children's homes:

All education settings that provide residential accommodation or are registered as children's homes must comply with the relevant [National Minimum Standards for the welfare of children](#) for their sector.

You should be particularly alert to:

- The signs of inappropriate pupil relationships
- The potential for [peer on peer abuse](#)
- Significant gender imbalance
- Working closely with other agencies & the local authority.

### Governor Support Team:

**Tel:** 0114 2506887; **Helpline:** 2506868

**Email:** [ed-governorsupport@sheffield.gov.uk](mailto:ed-governorsupport@sheffield.gov.uk)

### Web:

<https://www.sheffield.gov.uk/education/schoolgovernors.html>

### If you need safeguarding advice, phone the:

**Safeguarding Children Advisory Service**

**Mon-Fri, 9-5 pm**

**Tel 0114 2053535**

The key functions for all settings are **summarised** in this document. Full guidance can be found here:

- [Keeping Children Safe in Education DFE 16](#)
- [Working Together to Safeguard Children DFE 15](#)
- [Alternative Provision, DfE 2013](#)
- [Safeguarding Sheffield Children](#)