



Better Never Stops – Mastery Curriculum in the Pursuit of Excellence

Penn Wood Role Description: Governor(s) with responsibility for Safeguarding & Child Protection (S&CP)

General:

The role of the S & CP Governor(s) is, working alongside other governors; ensure that all children at Penn Wood are kept safe from harm. The S&CP Governor will:

- Challenge and support the school, to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda
- Monitor to ensure all statutory governing body responsibilities are met
- Monitor appropriate policies, including the safeguarding and whistle blowing policies.
- Ensure there is a suitably qualified, trained and supported Designated Person(s) (DP) who has responsibility for responding to and overseeing safeguarding issues.
- Ensure there is a suitably qualified, trained and supported Deputy Designated Person (DDP) who has responsibility for responding to and overseeing safeguarding issues as agreed reasonable to be delegated by the DP.
- Ensure that the DP adequately supervises and supports the work, development and wellbeing of the DDP and any other individual to whom they may delegate additional safeguarding responsibilities in order that clear lines of accountability exist
- Ensure there is a robust system for recording, storing and reviewing child welfare concerns.
- Ensure that school staff training is up to date.
- Attend Basic Awareness Safeguarding training at least every 3 years and other training as appropriate to the role and relevant to issues within the school/locality
- Ensure other governors attend appropriate safeguarding training.
- Ensure appropriate members of the governing body complete training in respect of allegations against staff.
- Ensure at least one governor on the recruitment and selection panel for staff has successfully completed accredited Safer Recruitment training.
- Ensure interview panels are convened appropriately and safer recruitment practices are followed.
- Have oversight of the single central record and ensure it is up to date and maintained in line with guidance.
- Take account of how safe pupils feel when in school.
- Ensure the voice of pupils is truly heard and appropriately acknowledged.
- Ensure the school constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' run throughout.

- Ensure the school does not operate in isolation and have an awareness of agencies available to support children and families
- Ensure the safeguarding agenda is embedded in the ethos of the school.
- Monitor progress against any outstanding actions on the governing body safeguarding audit tool and other local authority review.
- Ensure the provision of an annual safeguarding report to the full governing body to include, amongst other relevant items, detail pertaining to training, themes, issues, number of CAF assessments led by school (including the number escalated to Child in Need/Child Protection, de-escalated), contribution to multi-agency meetings and good practice .

Draft annual report for Nominated Safeguarding Governor



Annual report
safeguarding.doc

Tasks include:

- get to know the school and its needs in relation to safeguarding
 - training status and needs of all staff, volunteers and governors
 - induction processes in terms of safeguarding e.g. *Outline of training provided, School's safeguarding policy, associated policies for example code of conduct, whistle-blowing, Quick reference guide/summary of procedures, A copy of 'What to do if you're worried about a child being abused', DfES 2006. Other resources*
- Liaise with the headteacher about general child protection and broader safeguarding issues within the school and as such ensure the provision of reports to the governing board in respect of themes and issues within the school/locality to enable adequate oversight, understanding and development of solutions
- know about the actions and impact in relation to work undertaken by the school to address the needs of vulnerable groups
- to undertake and report back to the GB with reference to monitoring activities undertaken by the S&CP Governors related to statutory duties and policies in practice
- Ensure that Safeguarding is a regular agenda item on meetings between the S&CP Governors and the DP(s) and the School's Inclusion Leader & Counsellor
- Work in partnership with school leadership to ensure that school policies are up to date and approved ratified as appropriate.
- Monitor to ensure robust system for recording, storing and reviewing child welfare concerns
- Keep personal safeguarding and safer recruitment training up to date.

Note:

The role of governor is largely a thinking and questioning role, not a doing a role.

A governor does **NOT**:

- Write school policies

- Undertake audits of any sort – whether financial or health & safety – even if the governor has the relevant professional experience
- Spend much time with the pupils of the school – if you want to work directly with children, there are many other voluntary valuable roles within the school
- Fundraise – this is the role of the PTA – the governing body should consider income streams and the potential for income generation, but not carry out fundraising tasks
- Undertake classroom observations to make judgement on the quality of teaching – the governing body monitors the quality of teaching in the school by requiring data from the senior staff and from external sources
- Do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing body need to consider and rectify this.