The Hollyfield School
Job Description

Job Description for Safeguarding Governors

At the Hollyfield School all members of the Governing Board understand their commitment to safeguarding and child protection. We ensure that all governors complete annual safeguarding training (Level 2) and we have a minimum of two governors who are named as the Safeguarding Governors. They share the responsibility for monitoring the implementation of safeguarding plans, policies and procedures and complete more advanced and specific safeguarding training (such as Level 3 and Safer Recruitment) in order to keep up to date with legislation and be able to complete their work effectively.

Safeguarding Governors at Hollyfield School: Ms Vicki Jones and Ms Emma Francis.

A 2010 Child Safeguarding Practice Review carried out in North Somerset highlighted the role of the governing board: "*Governors must understand the importance of their rigorous and intrusive work of school's policies and practices in order to safeguard and promote the welfare of children effectively.*"

Safeguarding is an 'umbrella' term that includes issues such as those listed in Annex A.

The key responsibilities of The Safeguarding Governors:

1. To keep up to date with current practices and guidance, such as the full understanding of Keeping Children Safe in Education, the school's Safeguarding and Child Protection Policy and other guidance from the DfE and other relevant bodies.

2. To be familiar with and participate in the annual safeguarding audit. In addition to this, to have an understanding of the school's Safeguarding Action Plan and annual priorities.
To make use of these documents as a point of reference for termly safeguarding visits to the school, testing the evidence base to ensure that it is sound. This will involve agreeing in advance of each visit, with relevant staff, which sections of the audit/action plan will be the focus and what evidence they would expect to see. NB The single central record is administered correctly, is up to date and compliant with the requirements of KCSIE.

3. To monitor the implementation of safeguarding policies, particularly those that are statutory such as child protection, staff behaviour, health and safety, dealing with allegations, whistle blowing and those relevant to the context.

4. To talk with different age groups of children and understand what they have learnt about keeping themselves safe in and out of school, what have they learnt about safe use of the internet, do they know about Childline etc. Other questions pertaining to the context should also be asked. Note: it is important to have a senior member of staff present during the session.

5. To promote pupil voice by engaging with the school council and encouraging their involvement in policy creation and review.

6. To review how senior leaders know whether policies are being followed and whether staff are fully aware of the expectations set out in KCSiE. To talk to staff from across the spectrum –support staff, admin, recently appointed staff, site staff as well as teachers to validate or challenge the information shared by the DSLs.

7. To work with the school's DSLs to draft a termly report to be circulated to all governors and presented at the FGB meeting.

8. To participate in any external audit of safeguarding by the LA, Ofsted or any other relevant body.

9. In the event of an allegation being made against a member of staff, if not delegated to the chair of governors, to participate in confidential discussions about the case with the head and the Local Authority Designated Officer. To ensure that the dealing with allegations policy and, where relevant, the whistle blowing policy is followed.

10. In the event of an allegation being made against the headteacher, if not delegated to the chair of governors, participate in confidential discussions about the case with the Local Authority Designated Officer. To ensure that the dealing with allegations policy and, where relevant, the whistle blowing policy is followed.

11. To ensure that the DSLs have sufficient time, resources and training to carry out their role effectively including regular supervision.

12. To make sure the school has appointed a designated teacher to promote the educational achievement of looked after children, and that this person has appropriate training which is disseminated, as appropriate, for all other staff through ongoing Safeguarding CPD. .

13. Ensure the school has appropriate safeguarding responses to children who go missing from education.

14. Ensure the school has appropriate online filters and monitoring systems in place.

15. Ensure the curriculum covers safeguarding, including online safety

Safeguarding Principles and policies.
In the September 2022 updated edition of Keeping Children Safe in Education, guidance states:

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.

These policies should include individual schools and colleges having:
- an effective child protection policy which:
- reflects the whole school/college approach to child on child abuse (see para 155 and Part 5);
- reflects reporting systems as set out at paragraph 96;
- should describe procedures which are in accordance with government guidance;
- refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding
- partners; See paras 106-113
- includes policies as reflected elsewhere in Part two of this guidance, such as online safety (see
- paragraph 137), and special educational needs and disabilities (SEND) (see paragraphs 198-201);
- is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with
- safeguarding issues as they emerge and evolve, including lessons learnt; and
- is available publicly either via the school or college website or by other means.
- a behaviour policy, which includes measures to prevent bullying (including cyberbullying, prejudice-based
- and discriminatory bullying)
- a staff behaviour policy (sometimes called the code of conduct) which amongst other things, should
- include: low level concerns; allegations against staff and whistle blowing plus acceptable use of
- technologies (including the use of mobile devices), staff/pupil relationships and communications
- including the use of social media.
- appropriate safeguarding arrangements in place to respond to children who go missing from education,
- particularly on repeat occasions (more information at paragraph 174).

Annex A
The following lists the statutory policies, documents and issues relevant to safeguarding that are statutory (in bold) and many other issues that come under the umbrella of safeguarding. Some of the non statutory polices may not be a significant issue for all schools, relating as they do to specific contexts.

Accessibility plan
Admission arrangements
Arrangements for site security
Breast ironing

Behaviour policy and written statement of principles

Bullying

Capability of staff

Careers programme and a provider access statement

Charging and remissions

Child missing from education

Child missing from home or care

Child protection policy and procedures

Child sexual exploitation (CSE)/trafficking - see below

Child criminal exploitation (CCE)

Children with health needs who cannot come to school

Complaints procedure

County lines

Data protection

Dealing with allegations made against staff

Domestic violence. See below.

Drug and substance misuse

E-safety strongly recommended

Early career teachers

Early years foundation stage

Equality objectives (9 protected characteristics NB transgender and intersex pupils (See below)

Fabricated or induced illness (Munchausen's syndrome)

Faith abuse e.g. exorcism

Female genital mutilation (FGM)

First aid

Foetal alcohol syndrome

Forced marriage

Gangs and youth violence, knife crime

Gender-based violence/violence against women and girls (VAWG)

Harassment and discrimination

Health and safety including site security, fire safety, lock down procedures

Homelessness

'Honour based' violence includes FGM and forced marriage

Intimate care (where appropriate) and emotional well being

Looked after and previously looked after children

Meeting the needs of pupils with medical conditions

Mental health

Performance management

PSHE Personal, Social and Health Education

Poor parenting particularly in relation to babies and young children

Premises management documents

Preventing Radicalisation

Private fostering

Protection of biometric information

Pupil discipline and anti-bullying including cyber bullying

Racist incidents monitoring log

Register of attendance –See Chadrack Mulo Serious Case Review

Risk assessments –children, staff, locations and educational visits, COVID

Relationships Education (Primary). Sex and Relationships Education (Secondary)

Safer recruitment policies and procedures KCSiE

School complaints

School exclusion

School information published on website

Self harming

Single central record

Staff code of conduct/behaviour policy

Staff discipline and behaviour

Special educational needs and disability

Supporting children with medical conditions

Wellbeing of head and staff

Teenage relationship abuse

Upskirting

Use of physical intervention

Whistle blowing