

Oldfield School Governor Role Specification

Governor Role	Safeguarding	Name of Governor:
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Definition of Safeguarding: Safeguarding of students means more than just ensuring the physical safety of students while they are in school. It is a holistic term that not only covers the vital role of the Governing Body in ensuring robust systems exist for protecting students from physical danger, abuse, or exploitation, but to ensure and promote every aspect of children’s welfare including behaviour, health (both physical and mental), wellbeing (including achievement), inclusion, equality, and self-esteem in accordance with the *Children’s Act 2004* , the *Equality Act 2010*, and the principles enshrined within the *UN Convention on the Rights of the Child 1989*, with which *all* governors should be familiar.

The role of the Governing Body in assuring safeguarding extends well beyond ensuring that the school meets the minimum requirements to safeguard all students from harm, to proactively embed best practice in all areas of their safeguarding remit. This means that the Governing Body understands its role in protecting not just those students who fall into one or more of the categories of “vulnerable” students, but to *every* student. It is the role of *all* governors to undergo child protection training (see Annex A) and to have an understanding of the particular challenges (if any) the school faces with regard to all areas of safeguarding and the caseload of vulnerable students (see Annex B) and how both may change over time with changes in cohort. The Governing Body should assure that Pupil Premium Money is allocated and used effectively to close the gap in achievement of vulnerable students.

The Governing Body should collectively monitor behavioural incidents for trends, parental complaints (especially where they relate to concerns over safeguarding, bullying, and take into account the views of students, parents and staff). Collectively, all governors should understand how students’ health and wellbeing impacts their behaviour and safety. *All* governors should be aware of the child protection procedures in school and receive regular refresher training.

In addition to the responsibilities every governor holds for safeguarding, the designated Safeguarding Governor will undertake the following duties:

Main Responsibilities of Role	
1.	Work closely with the Pastoral Team, Head Teacher, Designated Child Protection Officers, and other staff (including Special Educational Needs Co-ordinator (SENCO) or equivalent) as appropriate to monitor the effectiveness of the Child Protection policy, the Equality Policy, and the Anti-Bullying Policy (students) and report any areas of concern to the relevant designated staff and the Full Governing Body (FGB).
2.	Monitor the Child Protection and Child Welfare protection processes at least annually, together with action detailed in the Child Protection Audit, including the involvement of the Local Authority Designated Officer (LADO), as appropriate.
3.	Play a key role in the Child Protection Audit and Equalities reporting as part of the school’s self-evaluation of safeguarding.
4.	Monitor the training records for all teaching staff, support staff, and governors with respect to Safeguarding and Equality.
5.	Monitor the observance of the Guidance for Safer Working Practices for Adults Working with Children.
6.	Conduct a full review of the Single Central Record (SCR) annually with additional risk-

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	based audits as necessary..
7.	Monitor risk assessments related to DBS checks (including governors) and the Single Central Record
8.	Check that all staff with special responsibility for safeguarding have completed up-to-date, advanced level inter-agency training within the 2/3 year recommended window appropriate to their role.
9.	Keep abreast of government / DfE guidance in respect of safeguarding and equalities to ensure that school policies are compliant and remain so, reporting significant changes to legislation to the FGB and ensuring these are embedded in policies as soon as possible.
10.	Monitor all breaches of the Equality Act 2010 (to include the Racist Incident Log, Bullying Log, and anti-bullying procedures), and any incidences of gender-related or homophobic bullying.
11.	Review the risk assessment of building and site security in respect of safeguarding and equalities, in addition ad-hoc threats to safeguarding and equalities caused by unusual events, on-site contractors, or other occurrences.
12.	Have a good working knowledge of the role of agencies involved in all aspects of safeguarding including the role of the Educational Welfare Officer (EWO).
13.	Have overarching responsibility for monitoring the Complaints Procedure to ensure that the policy remains compliant with the schools Funding Agreement, takes into account changes to legislation, and continues to be effective – findings and trends to be reported to the FGB.

Annex A

Categories of Vulnerable Students

The list below is not presented in order of severity or priority and by no means an exhaustive list of vulnerable categories, and not all children who fall into these categories are vulnerable all of the time.

Looked after children	Includes all children in care / foster homes
Medical needs	See Medical Conditions Policy
Gypsy/Traveller pupils	
Teenage parents	
School refusers	
Asylum seekers	
Young offenders	
Young carers	
Excluded pupils and pupils at risk of exclusion	
Service Children	Considered vulnerable if educated in a civilian state school rather than a SCE school
Socially Vulnerable	Including deprivation factors, but contains a variety of social issues which may affect a student's welfare.
Children on the At Risk register	
Emotional, Behavioural Difficulties (EBD)	Also includes excluded students and

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	students at risk of exclusion
Special Educational Needs (SEN)	Including students with a Statement of Special Educational Needs.
English as an Additional Language (EAL)	Where English is not spoken in the home and the adults rely upon the student as main conduit for communication between home and school. (Also “Hard to Reach Parents”.)

Annex B

Training for Role

Training Course	Provider	When	Where
Basic Safeguarding Awareness (4 modules c.90 mins each)	Via NSPCC & Educare	Immediately	E-Learning through portal
Inter-Agency Child protection course		As soon as possible	B&NES
Safer Recruitment	B&NES	As soon as possible	http://www.education.gov.uk/e-learning/login/index.php
Safeguarding & Promoting Child Welfare	B&NES	Immediately	www.moderngovernor.com

In addition to the courses listed above, B&NES runs a number of other related courses in Keynsham throughout the year, including Inter-Agency Child Protection and Exclusions. The designated Safeguarding Governor should attend these as soon as possible – times are notified in the Training Programme periodically published by B&NES.

Additional guidance for safeguarding can be obtained from the National Governors’ Association (NGA) and National Leader of Governance (NLG).

DECLARATION

I, [Name], confirm that I have read the above role specification and fully understand the role and responsibilities of Safeguarding Governor and agree to undertake them in good faith and to the best of my ability.

Signed _____ Date _____