

Joint Monitoring of Safeguarding

All governor visits must be pre-planned with the headteacher. Monitoring visit reports should be shared with the headteacher and Chair of Governors before they are shared with the full governing body.

Monitoring Protocols and Policy for School Visits

Before any monitoring visits take place, it is vital that the governing body have in place a policy for governor visits and that this policy is regularly reviewed. This policy should include certain school protocols, for example:

- if governors are to be involved in discussions with pupils are these to be together with a member of staff or alone? (ensure that any governors who have discussions with groups of pupils, for example, in the school Library have an enhanced DBS check). Remember that all governors in maintained schools and academies should have an enhanced DBS check.
- if governors do have discussions with groups of pupils, they should be reminded that they need to tell the children that they are looking for an overview, and children should not refer to members of staff or other children by name (instead use the phrase 'a girl in my class...' or 'one of the teachers...')
- governors also need to be made aware that if anything concerns them about what they hear, they need to refer the situation to the appropriate member of staff as soon as possible (for minor concerns) or to the headteacher/ head of safeguarding for any serious concerns

Governing bodies will often find that some of their most effective first hand monitoring is carried out in conjunction with a member of staff from the school.

Monitoring Proformas

Enclosed as part of this handbook is a suggested monitoring visit for safeguarding that governing bodies might wish to use.

How to use the Monitoring Proforma

It is recommended that the Chair or other nominated person first spends time with the headteacher or other senior teacher looking through the proformas in order to:

- check that the recommendations on the monitoring proforma are suitable for use in your particular school and that they do not contravene your own governor visit policy
- make changes so that the proforma best suits your individual school and the areas that you actually need/ want to monitor
- decide which governors might be best suited to particular monitoring, due to their specific governors' roles or skills, whether the governors might be most effective working in pairs and which members of staff would be best to be involved with the discussions outlined or to undertake any joint monitoring with governors
- it may be appropriate to only monitor part of an area during a governor visit. Some schools may wish to split their monitoring into smaller sections or combine areas in different ways

Governor Monitoring Visit Report

Safeguarding

Name	
Date of Visit	
Focus of Visit	Safeguarding
Purpose of Visit	
Links with School Improvement	
Classes/staff visited	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.	

Legal Policies and Documents	Date last updated
Safeguarding and child protection policy	
Health and safety policy	
Behaviour and discipline policy	
Policy re allegations against staff and other pupils policy	
Equality policy	
Single Central Record (document)	

Other related recommended/ relevant policies	Date last updated
Safer recruitment policy	
Induction policy	
Anti-bullying policy (including cyber bullying and homophobic bullying)	
E-safety policy (which incorporate an acceptable usage and mobile technology policy)	
Physical intervention policy	
Whistleblowing policy	
Curriculum policy - should provide a broad and balanced curriculum, and actively promote community cohesion and British values	
Add further policies/procedures as necessary	

This part of the monitoring visit is not in as much detail as a health and safety visit would be in specific areas, but it should give governors an overview of the whole subject of safeguarding.

	Comments/ dates:
Are risk assessments in place for all buildings/ rooms and for the grounds? When were they last updated and have previous recommendations been followed up?	
Has there been a risk assessment completed for each school visit that has taken place in the last year?	
Does the school appear to be safe and secure? Walk the site inside and out to check for any areas of concern. Sample fire extinguishers and portable appliances to ensure they have been checked annually, ensure fire escape routes are clearly marked and fire doors are kept clear. Are any doors unlocked/ open that could pose an unacceptable risk to security?	
Are visitors checked in and out of the building? Are procedures for signing in and out robust? Are there procedures for visually identifying these visitors once in the building that are good enough, so that any potential intruders can be challenged?	
Have termly fire drills been carried out?	
Is there a school security policy/plan/procedure that is understood by staff?	
Are the records kept for servicing fire extinguishers, emergency lighting, checking water tanks, sampling the chlorine level in swimming pools etc. up to date?	

Single Central Record of Recruitment and Vetting Checks (SCR)

The SCR must record the following checks:

- an identity check;
- a barred list check (formerly list 99 check);
- an enhanced DBS check/ certificate (formerly CRB check);
- a prohibition from teaching check;
- a section 128 check (for **governors in maintained schools and all management/governance positions in independent schools (including free schools and academies)**);
- further checks on people who have lived and worked outside the UK (to include a EEA sanction and restriction check through the NCTL Teacher Services system);
- a check of professional qualification;
- a check to establish the person's right to work in the United Kingdom;
- for supply staff, written confirmation from the agency that the required checks have been **undertaken, with the date of the letter recorded on the SCR**; and
- checks made on volunteers.

In respect of these checks, the SCR must record:

- whether the check has been carried out; and
- the date on which each check was carried out, or the certificate obtained;
- name of the person who carried out the check (not a statutory requirement but considered best practice).

It might be a good idea to jointly do this SCR check with the person responsible for updating it, so that they can clarify any issues which arise.

	Checked
Is a single central record (SCR) of staff in place?	
Does the SCR have correct and up-to-date details for all appropriate persons? <ul style="list-style-type: none"> ▪ Have any new persons been added? ▪ Have those who have left been deleted (after an agreed period of time)? 	
Does the SCR indicate that identity checks have been carried out and by whom? Note: although good practice, it is not required to show addresses on the SCR.	
Is there evidence on the SCR that all teachers/ relevant staff have been checked against the Children's Barred List?	
Is there evidence on all staff have an enhanced DBS check? Note: The only requirement for those appointed before March 2002 is that they must be List 99 checked. DBS check became mandatory for the all staff in maintained schools from 12 May 2006 and in September 2003 for academies.	
Is there evidence that all governors have had an enhanced DBS check and a Section 128 check? Note: Governors do not require a barred list check unless they are engaged in regulated activity as a volunteer in school.	
Does the SCR include all others who work regularly with children, for example volunteers (including governors who work as volunteers) within the school?	
Does the SCR record the date when the DBS or Children's Barred List check was carried out (and who carried out the check) except in the case of agency staff (where the date of the letter must be recorded)?	
In a relevant school has a Childcare Disqualification check been completed for relevant staff? (ie staff and managers for under 5s during the school day and under 8s before or after school, 'childcare' arrangements)	

Does the SCR record qualifications – where the qualification is a requirement of the job, for example those posts where a person must have Qualified Teacher Status (QTS) or National Professional Qualification for Headship (NPQH)?	
Does the SCR record evidence of 'right to work' in the United Kingdom and suitability checks for those who are not nationals of a European Economic Area country who were recruited after 1 January 2007?	

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
Who is the designated safeguarding lead (DSL) for child protection? Are they a senior member of the senior leadership team? Is it clear in their job description? Who undertakes this role when the DSL is not available? It is a matter for individual schools as to whether they choose to have one or more deputy DSLs.	
What DSL cover arrangements are in place for out of term/out of hours activities? How are staff made aware of the arrangements?	
When did the most recent training take place for the DSL? This must be within the last two years. What training has the deputy DSL had? Has the deputy DSL been trained to the same standard as the DSL? In addition to formal training have the DSL's skills and knowledge been updated (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually?	
When did the last training for all other staff last take place? This must be within the last three years. This must include contracted staff eg catering or cleaning staff. Do all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually? Have all staff read at least Part One of the statutory guidance 'Keeping children Safe In Education' (DfE, 2019) and have staff working directly with children read the additional information contained in Annex A of this document? What mechanisms are in place to assist staff understand their responsibilities outlined in the guidance? How does the school ensure that nobody is missed out when safeguarding training takes place e.g. due to absence on the day of training/ part-time staff etc.? Does the school have evidence of when safeguarding training has taken place and also evidence of what the school did to ensure that staff who were absent have been trained too?	
Are all new staff provided safeguarding and child protection training at induction? Check that new staff are given, as a minimum, Part One of the	

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>statutory guidance 'Keeping children Safe In Education' (DfE, 2019), a copy of the safeguarding /child protection policy, the staff behaviour code of conduct, information about the school's pupil behaviour policy, children who are missing and information about the role of the DSL.</p>	
<p>Which members of the staff and governors have undertaken the safer recruitment training? Have sufficient members undertaken the training to ensure that safe recruitment procedures are being followed. Check that these procedures are in place regarding the take up of references etc.</p>	
<p>Does the school's log show of any incidents of bullying and/or harassment in the last 12 months? Is there evidence that these have been appropriately followed up? Do the same names appear more than once? Do any pupils being bullied have anything in common? Is this data presented to governors regularly?</p>	
<p>Does the school's log of racist incidents show any records in the last 12 months? Is there evidence that these have been appropriately followed up? Do the same names appear more than once?</p>	
<p>The school should record both minor accidents and more serious ones (which should be recorded in more detail on an official form). Are the procedures for recording both minor and more serious accidents sound and are the methods for contact with parents appropriate to the age of the pupils in the school? For example, in a primary school there may be 'accident notes' for pupils to take home for parents after very minor injuries. For more serious injuries such as a 'bump to the head' how does the school know that the parent or carer was informed? Is there any pattern to where or how accidents are occurring?</p>	
<p>Can the school demonstrate that actions following any concerns raised about a pupil have followed correct guidelines and that the subsequent impact of any actions has been supportive to the pupil concerned? N.B. no pupils' names should be discussed and any records shown should have the identity of the child removed.</p> <p>If the Child Protection Policy gives examples of forms that staff complete when they have a concern about a child, are these being completed and procedures followed?</p>	

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>Does the DSL know summary/management information about safeguarding cases and vulnerable students eg number of referrals to social care, on a CP plan, CIN, looked after children, children in alternative provision or on reduced timetables etc?</p>	
<p>Does the school appear to work well with a range of agencies and are all important telephone calls e.g. to social services detailed in writing for the school's own use? Are records detailed and accurate, showing timely actions? Are they securely locked away?</p>	
<p>Is the absence of 'at risk' pupils being monitored (including those accessing alternative provision)? Does the school have a method for following up the absence (on the first day of absence) for any pupil in case parents are not aware of their child's absence? Does the school feel that this system is effective? If not why not and how could it be improved?</p>	
<p>Who is the designated teacher for looked after children? How do they work with the DSL? Do they have the skills, knowledge and understanding to keep looked after children safe?</p>	
<p>Ask about the numbers of children who have been taken off roll and the reasons for this. Has the school undertaken appropriate checks on any alternative providers being used?</p>	
<p>Ask to have a very brief discussion with 2 or 3 staff who have different roles in the school. Do these staff understand and follow 'routes' for concerns regarding child protection? Do they know who the DSL is, who to talk to in their absence and what forms (if appropriate) they should complete from the child protection policy? Do they feel that the training they have received has adequately prepared them for knowing what to look out for and how to proceed if they have a concern?</p>	

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>Evaluate the Child Protection Policy. Does it set out a clear framework for how the staff can link in well with other policies, such as bullying or physical intervention? Does it include a section on peer on peer abuse, including the procedures to deal with sexting? Does it reference “upskirting” and serious violence?</p> <p>Does it set out responsibilities and expectations of staff and other relevant adults clearly, particularly in identifying and reporting possible or actual instances of abuse? Does it make it clear who are the designated members of staff?</p> <p>Does it indicate how the policy will be implemented, monitored and evaluated? Is the Child Protection Policy updated on a regular basis to include DfE updates in safeguarding guidance? Does it indicate how parents or carers will be made aware of the policy and relevant procedures?</p>	
<p>How are children taught about safeguarding, including online, through teaching and learning opportunities in the curriculum? (Issues may include safe touching, FGM, forced marriage, county lines, CSE, healthy relationships, sexual harassment, knife crime, violence etc.) What examples do they school have of recent issues covered through PSHE or SRE? How is the promotion of British values being addressed in the curriculum?</p>	
<p>How is the school fulfilling its responsibilities under the Prevent duty?</p> <p>Does the safeguarding and child protection policy specify how the school will identify pupils at risk, appropriate interventions, and where help can be accessed?</p> <p>Have staff received specific training? Staff should be trained to identify those potentially at risk, and be able to challenge extreme beliefs and ideologies and know where to get additional help if necessary.</p> <p>How does the school decide on its programme of visiting speakers – the school should have adequate protocols in place to ensure that visiting speakers to the school are adequately selected, supervised and challenged if necessary</p>	
<p>E-safety/online safety policy – are there appropriate IT filters in place to prevent pupils from accessing inappropriate materials online?</p> <p>Is there a well-embedded e-safety curriculum?</p> <p>Does the school have monitoring arrangements are in place?</p> <p>Is there a clear policy on the use of mobile technology for pupils and staff?</p>	<p>All filters are in place and checked. Provided by 3rd party – E-Safety for schools.</p> <p>E-Safety is taught to each year group at the beginning of the academic year for 3 x1 hour sessions. Scheme of work shows age appropriate content. E-safety policy last updated November 2018</p> <p>There is an up-to-date mobile technology policy for staff and visitors. The policy is</p>

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
The appropriateness of any filters and monitoring systems are a matter for individual schools.	linked to the safeguarding policy and the anti-bullying policy. Mobile technology policy draft updated January 2010

Discussion with pupils	
Some of these questions need careful consideration and any governor undertaking such discussion should ideally be the named governor for child protection, so that they have had relevant training and understand the importance of phrasing questions correctly. It should be explained to pupils that they should not name specific members of staff or other pupils, but should refer using generic terms such as 'one of the teachers....' or 'a girl in my class...' Make sure that you seek the views not only of the pupils in the discussion group, but also ask them to answer the questions with reference to other pupils in the school.	
How well do the pupils feel that the school raises awareness regarding their personal safety when not in school? e.g. to help them to keep safe from strangers, when using mobile phones or the internet, when crossing busy roads etc. through stories/ films in assembly, talks from visitors, lessons, discussions in class etc.	
How safe do pupils feel in school? What makes them feel safe, if not, what concerns do they have? Do they know the feelings of other pupils in the school? Do they know of any groups or individuals who have concerns?	
Have you or anyone you know at the school ever been bullied? If yes, what sort of things happened, how was it reported and how was it stopped? (Assuming that it was, if not find out why not, or if there are current concerns).	

How safe do pupils feel on the way to and from school? Are they happy to stay for after school clubs, does it concern them walking home in winter perhaps when it is dark? Do they feel safe on the school bus? Is behaviour generally good to and from school? If not, what are the problems? Are these referred to a member of staff?	
Does the School Council have any 'safety' items on its agenda? What are these and have they been involved with talking about any issues or making any improvements?	
Is there a peer support/ buddy scheme in school for new or vulnerable pupils? If so how does it work? Do you feel that it's any good? Tell me why it works/ does not work.	
Do you feel that pupils adopt safe practices (including those with physical disabilities or special educational needs) for example in physical education or science and technology lessons? Do pupils generally follow the safety rules?	
Do pupils say that they know who to go to if they have a problem? Would they actually ask for help if necessary?	
How well do pupils say the school deals with their concerns?	
Ask an age appropriate question relating to preventing extremism and promoting British values. What is happening in the curriculum to equip pupils and keep them safe?	

Was the information for doing this monitoring visit available, easily accessible and well organised?	
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Overall, do you feel that the school is following its own policies for safeguarding albeit possibly with some attention to minor detail?	
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Issues arising from monitoring visit		
Issues to discuss with school safeguarding lead	Action arising from issues	Date resolved

Comments and further recommendations

Points requiring further discussion at full governors:

Signed _____
(Governor)

Signed _____
(Headteacher / Coordinator)