# Guidance on writing a safeguarding report to the Governing Board

Section 175 of the Education Act 2002 places a statutory duty on Local Authorities and governing boards of maintained schools to have arrangements in place to ensure that they safeguard and promote the welfare of children. The governing board is accountable for ensuring that the school has effective policies and procedures in place in accordance with DfE guidance [‘Keeping Children Safe in Education’](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) (2023). A report should be submitted to the Governing Board so that they can monitor compliance with the requirements of the Education Act 2002 and identify areas for improvement beyond minimum statutory requirements. Throughout this guidance, the term ‘governor’ and ‘Governing Board’ refers to governing boards of maintained schools (including maintained nursery schools), proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools.

The report must not contain details about individual pupils but should provide sufficient information for the governing board to enable it to make a judgement about the quality of safeguarding within the school. Where weaknesses are evident, the governing board should ensure that these are addressed within the School Improvement Plan, and that progress towards achieving the desired outcomes is regularly monitored. It is good practice to identify a specific governor with responsibility for safeguarding who can undertake monitoring across the year and would be in a position to validate the report.

As part of any inspection process, the safeguarding arrangements in place at a school will be evaluated. In addition to the completed [self-evaluation tool for safeguarding,](https://csapps.norfolk.gov.uk/ms/default.asp) a well-written and detailed report would provide inspectors with a good overview of the safeguarding procedures and monitoring arrangements in place within the school.

The following sections, headed in bold, provide a framework for a report to governors*.* A copy of the completed report should be referenced in and appended to the minutes of the Governing Board meeting at which it is presented.

This template was revised in August 2023 to reflect the change in statutory guidance issued by the DfE and local training requirements.

# Summary of changes – September 2023:

The report has been revised to reflect changes to the statutory guidance and to ensure that there are robust monitoring procedures in place. All changes to the document are outlined below.

|  |  |
| --- | --- |
| **Section** | **Changes** |
| Throughout | * All references to ‘Keeping Children Safe in Education’ (2022) have been removed and replaced with reference to ‘Keeping Children Safe in Education’ (2023).
* All links to the Norfolk Safeguarding Children website and the Safeguarding pages of the Norfolk Schools and Learning Providers website have been updated.
* Additional links to guidance provided where appropriate.
 |
| Induction  | * Amended to reflect the change of wording to prolonged periods and/or on repeat occasions for children absent or missing from education.
 |
| Online Safety | * Amended to reflect the updates in relation to filtering and monitoring.
* Updated to reflect that online safety training for staff should include understanding the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.
 |
| Prevent Duty  | * Updated reference to the DfE [Prevent self-assessment](https://www.gov.uk/government/publications/prevent-duty-self-assessment-tool-for-schools) being completed.
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*Kelly Waters, Senior Adviser – Education Safeguarding*

*Lucy Canning, Adviser- Education Safeguarding*

*Claire Farrelly, Adviser- Education Safeguarding*

*Revised September 2023*

# Safeguarding Report to the Governing Board

**School:**

**Date:**

**This report is for the period from: to:**

**Report Author:**

**NB The information in this report is confidential – names and specific circumstances cannot be discussed.**

**Safeguarding Management Team:**

*Give details of all personnel with management responsibility for safeguarding. There must always be cover for this role; in larger schools there may be a need for more than one alternate DSL. Please refer to* [*local safeguarding training requirements*](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/training-and-webinars/training)*.*

| **Role** | **Name** | [**NSCP Multi-Agency training**](https://www.s4s.norfolk.gov.uk/TrainingAndEvents) **(all DSLs once every 3 years)** | [**Early Help Assessment Plan training**](https://www.norfolklscb.org/nscb-booking/nscb-booking-training/) **(one DSL per setting, every 2 years)** | [**Safeguarding in Education for Designated Safeguarding Leads training**](https://www.s4s.norfolk.gov.uk/TrainingAndEvents) **(all DSLs every 2 years)** |
| --- | --- | --- | --- | --- |
| **Headteacher** |  |  |  |  |
| **Designated Safeguarding Lead** |  |  |  |  |
| **Deputy Designated Safeguarding Lead(s)** |  |  |  |  |

**Named Governor for Safeguarding:**

**Date(s) that members of the Governing Board attended safeguarding training for Governors** (NB:This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding)

|  |  |  |
| --- | --- | --- |
| Governor name: | Safeguarding induction training date | Safeguarding update training date |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. Whole-School Training**:**

*Provide a summary of safeguarding training undertaken by school staff.*

*NB Teachers and other staff and regular volunteers should receive training regularly.*

| **Staff** | **Number** | **Date**  | **Name of course** | **Course Provider** |
| --- | --- | --- | --- | --- |
| Teaching staff |  |  |  |  |
| Teaching assistants |  |  |  |  |
| Midday supervisors |  |  |  |  |
| Administrative staff |  |  |  |  |
| Caretaking and cleaning staff |  |  |  |  |
| Technicians |  |  |  |  |
| Volunteers |  |  |  |  |

How is this training evidenced? (*e.g. certification, attendance list, copies of materials provided, evaluation forms)*

How was the training evaluated and what changes will be made as a result of the training?

Who is responsible for maintaining the training records?

Where is the evidence of training stored?

What arrangements are in place for members of staff who have not received suitable training? *(e.g. supply staff and staff joining the setting during the academic year)*

1. **Safeguarding Updates:**

How are all staff provided with regular safeguarding updates? Where is the evidence that this information is provided?*(e.g. e-mails, e-bulletins and/or staff meeting minutes)*

In addition to training, how do the Designated Safeguarding Leads ensure that they access regular safeguarding updates in order to keep their knowledge and skills up to date? How is this evidenced?

1. **Induction:**

*Outline the procedures for providing a safeguarding induction to new staff/volunteers including school safeguarding policies and procedures e.g.:*

* *Outline of training provided*
* *School’s safeguarding policy*
* *Staff Code of Conduct*
* *Behaviour policy*
* *Information on the school’s safeguarding response to children absent from education.*
* *Associated policies for example whistleblowing, behaviour, attendance*
* *Quick reference guide/summary of procedures including details of the DSL.*
* *Part 1 or Annex A of ‘Keeping Children Safe in Education’, DfE (2023), as appropriate and Annex B.*

| **Staff** | **Number** | **Safeguarding induction, including policies and procedures given (yes/no)** | **Safeguarding Children Training****arranged (yes/no -date if available)** |
| --- | --- | --- | --- |
| Teachers |  |  |  |
| Support Staff |  |  |  |
| Volunteers |  |  |  |

Who is responsible for providing the induction?

Is an induction checklist completed to evidence the dates that information was provided? Where is this stored?

What arrangements are in place for those who have not received suitable induction?

What safeguarding information is supplied to volunteers, contractors and supply staff? How is this information provided? How is the provision of this information evidenced?

1. **Recruitment & Selection:**

Outline how the school is working within safer recruitment guidelines.

Confirm that, as a minimum:

* Safer Recruitment checklist is used
* All adverts and related documentation contain a safeguarding statement.
* All person specifications have a safeguarding element.
* All job descriptions have a safeguarding responsibility.
* Applications are scrutinised for missing information and inconsistencies and concerns are followed up.
* Considered carrying out an online search as part of their due diligence on the shortlisted candidates.
* All interviews include at least one safeguarding question.
* Successful candidates’ qualifications are verified and their identity checked.
* Reference requests require specific safeguarding information, including the person’s suitability to work with children/young people.
* References are requested from the current/most recent employer.
* Missing information or vague information is always followed up with the referee.

How is this information collated and evidence?

Who is responsible for maintaining these records?

1. **The Single Central Record (SCR):**

| **Checkpoint** | **Yes** | **No** |
| --- | --- | --- |
| Is a single central record (SCR) in place for all staff (including supply staff)? |  |  |
| Are all members of the proprietor body included on the SCR? (For independent schools, free schools and academies) |  |  |
| Does the SCR indicate that identity checks have been carried out and by whom? |  |  |
| Is there evidence on the SCR that all staff have been checked against the Barred List (previously List 99)?  |  |  |
| Does the SCR record the date when enhanced DBS and/or Barred List checks was carried out and who carried out the check? |  |  |
| Does the SCR record qualifications – where the qualification is a requirement of the job?  |  |  |
| Does the SCR record evidence that a prohibition from teaching check has been carried out on teachers and those staff in ‘teaching activity’ who have been appointed since 1 September 2013? |  |  |
| Does the SCR record evidence a check of ‘right to work’ in the United Kingdom and suitability checks as appropriate? |  |  |
| Does the SCR evidence that checks in respect of Section 128 directions been undertaken for persons taking part in the management of an independent school including an academy or free school, those staff in departmental headship and maintained school governors? |  |  |
| Does the SCR evidence that further checks on people who have lived or worked outside the UK? |  |  |
| **For supply staff-** Does the SCR evidence that the school has gained written confirmation from the employment business supplying the member of supply staff that all relevant checks have been undertaken and the appropriate certificates have been obtained? |  |  |
| **For colleges-** Does the SCR evidence whether the person’s position involves ‘relevant activity’, i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18 |  |  |

Outline the procedures for maintaining and monitoring the SCR:

Who is responsible for maintaining the SCR?

Date the SCR was last monitored by a senior member of staff:

1. **Safer Recruitment Training:**

List all staff and governors trained in safer recruitment. The [School Staffing (England) Regulations 2009](https://www.legislation.gov.uk/uksi/2009/2680/made) make it mandatory for at least one person involved in the interview process to be trained in safer recruitment techniques.

| **Role** | **Name** | **Date of training** | **NCC Governor Services or NSPCC?** |
| --- | --- | --- | --- |
| Headteacher |  |  |  |
| Governor |  |  |  |
| Other staff |  |  |  |

How is this training evidenced? (*e.g. certification)*

Where is the evidence of training stored?

1. **Related Policies & Procedures:**

*Amend list according to your safeguarding related policies – refer to* [*Statutory policies for schools and academy trusts, DfE 2022*](https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts)*.*

| **Policies and/or Procedures for Safeguarding** | **Confirm in Place**Y/N | **Date of Last Review** | **Next Review Date** |
| --- | --- | --- | --- |
| Safeguarding incorporating Child Protection (including management of allegations) |  |  |  |
| Code of Conduct (including low level concerns) |  |  |  |
| Attendance |  |  |  |
| Anti-bullying |  |  |  |
| Behaviour |  |  |  |
| Drugs and Substance Misuse |  |  |  |
| Online Safety (including Acceptable Use of ICT) |  |  |  |
| Educational visits including overnight stays |  |  |  |
| First Aid (including management of medical conditions, intimate care) |  |  |  |
| Health and Safety (including school security) |  |  |  |
| Relationship education (primary)Relationships and sex education (secondary)  |  |  |  |
| Recruitment and Selection |  |  |  |
| Single Equality Scheme |  |  |  |
| Supporting pupils at school with medical conditions |  |  |  |
| Children with health needs who cannot attend school |  |  |  |
| Whistleblowing |  |  |  |
| Work Placements (if applicable) |  |  |  |

Describe the school’s policy review cycle? Who is responsible for ensuring that these policies are reviewed within statutory timescales (as applicable)?

Has the school completed the [self-review tool for safeguarding & child protection](https://csapps.norfolk.gov.uk/ms/default.asp)? *If this has not been provided to the GB, attach a copy to this report.*

Describe how this was shared or completed with the named governor for safeguarding?

Date for review:

1. **Online Safety:**

Describe the whole school approach to online safety including the policy of the use of mobile technology within school e.g. policy, training, curriculum, 4 C’s:

Describe the filtering and monitoring systems in place to ensure that children are safe, including from terrorist and extremist material, when accessing the internet in school?

Is the setting meeting the [DfE filtering and monitoring standards](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges)?

In line with the requirement for staff to undergo regular safeguarding training, when did staff receive online safety training? Did this include information on understanding the expectations, applicable roles, and responsibilities in relation to filtering and monitoring?

How is this training evidenced? *E.g. certification, attendance list, copies of materials provided, evaluation forms*

Have you undertaken an [online safety self-review](https://swgfl.org.uk/services/360-degree-safe/?psafe_param=1&gclid=EAIaIQobChMI5I2TibO7gAMViurtCh0cNQrcEAAYASAAEgKrTfD_BwE)?

Date of annual review:

1. **Prevent Duty:**

*Please refer to* [*Revised Prevent duty guidance for England and Wales*](https://www.gov.uk/government/publications/prevent-duty-guidance)*, Home Office, April 2021 and* [*‘Prevent duty self-assessment tool for schools’ (October 2022)*](https://www.gov.uk/government/publications/prevent-duty-self-assessment-tool-for-schools) *for further guidance.*

Does the school have clear procedures in place for protecting children at risk of radicalisation? *These procedures may be set out in existing safeguarding policies; it is not necessary for schools and childcare settings to have distinct policies on implementing the Prevent duty.*

Has a [Prevent self-assessment](https://www.gov.uk/government/publications/prevent-duty-self-assessment-tool-for-schools) been completed?

Have the DSLs undertaken Prevent awareness training in order to provide advice and support to other members of staff on protecting children from the risk of radicalisation?

Have all staff received appropriate training or guidance and have the ability to identify children who may be vulnerable to radicalisation, and know what to do when they are identified?

How is this training evidenced? *E.g. certification, attendance list, copies of materials provided, evaluation forms.*

1. **Child on child sexual violence and sexual harassment:**

*Please refer to Part 5 of* [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) *(2023).*

Describe the whole school approach to sexual violence and sexual harassment. Have you completed a review of your approaches and developed an action plan?

Does the school have clear procedures in how to deal with incidents of child on child abuse, including assessing risk and intervening appropriately?

Does the school have clear procedures for supporting pupils who have been the ‘victims’ and ‘perpetrators’ of child on child abuse? Please describe these procedures and where they can be located.

Have staff undertaken training in this area to recognise, acknowledge and understand child on child sexual violence and harassment, including how to record and manage a report from a victim? Provide dates of training.

How are pupils’ views listened to and incorporated into the whole setting approach?

1. **Curriculum:**

Please outline how the school supports pupils to identify, assess and manage risk appropriately to keep themselves and others safe, including online.

*(NB this section should provide an overview of the contribution made to pupil safety through the curriculum. You may wish to supply evidence of any provision mapping undertaken and detail specific events or activities e.g. online safety, anti-bullying, road safety, resilience to radicalisation and extremism.)*

1. **Listening to Pupil Voice and Perceptions of Safety:**

Describe how a culture of listening is encouraged and facilitated and takes pupils’ wishes and feelings into account.

Describe the processes for gaining pupil voice at the school. How do you evidence that views have been listened to and the acted upon?

Outline how you have tested pupil, parental and staff perception of safety at the school.

*(Provide a summary and analysis of the results of any surveys undertaken and the resultant action plan)*

Are safeguarding systems well promoted, easily understood and easily accessible for children to confidently report abuse? Do children have opportunity to provide feedback? What is the feedback and what, if any, actions are being undertaken in recognition of the feedback?

1. **Use of premises for non-school/college activities**

Describe if any school premises are hired or rented out, what assurances have been gained and what safeguarding arrangements are in place.

1. **Mental Health:**

**Name of Senior Mental Health Lead** *if applicable***:**

**Role of Senior Mental Health Lead** *if applicable***:**

Describe how your school prevents mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of your pupils.

Outline how staff understand that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Describe the systems and processes you have in place at school for identifying possible mental health problems, and the routes and referral processes which DSLs may use.

1. **Promoting the educational outcomes of children with social workers:**

Provide details of how Designated Safeguarding Leads work alongside staff to ensure that the needs of children with a social worker are promoted and aspirations for this cohort are high so these pupils achieve the best educational outcomes.

Outline how DSLs support teaching staff to identify the challenges that children in this group might face and the additional academic provision and adjustments they could make to best support these children.

1. **Child Protection Records:**

Describe the systems in place for recording and responding to safeguarding concerns about children and the processes for reviewing these arrangements.

Describe learning from file audit work undertaken and whether any actions have been identified and implemented.

Are all child protection records shared with the child’s next setting within 5 days an in-year transfer or start of new term? Have all child protection records been received within the specified timescales?

1. **Referrals and Multi-Agency work:**

*NB In this section you should provide an overview of safeguarding activity and referrals. It is not appropriate to include names or details of individual cases.*

| **Intervention/support:** | **Number:** |
| --- | --- |
| Records of concern completed by staff |  |
| Operation Encompass Notifications |  |
| Early Help Assessments Completed |  |
| Pupils in receipt of support via an Early Help Plan led by school or other universal service |  |
| Pupils in receipt of support via a Family Support Plan led by Family Support Teams |  |
| EHAP Meetings Attended |  |
| Conversations with the Norfolk Children’s Advice and Duty Service (CADS) |  |
| Outcomes of conversations with CADS known |  |
| Child Protection Invitations |  |
| Child protection meetings attended |  |
| Reports submitted to Child Protection Conferences |  |
| Core groups attended |  |
| Pupils in receipt of a CP plan |  |
| Pupils in receipt of Child in Need plan |  |
| LAC pupils on roll |  |
| Young carers on roll |  |
| Allegations made against staff (including supply teachers) |  |
| Low level concerns made against staff (including supply teachers) |  |
| Calls to the Local Authority Education Duty Desk |  |
| Referrals to the LADO |  |
| Referrals for Prevent using the National Prevent Referral Form |  |

**Other comments on safeguarding issues and actions to be taken:**

*(You may wish to refer your school’s completed self-evaluation tool to inform your comments and consider local arrangements and issues that you may be dealing with.)*

**Signed:**

**Job title:**

**Date:**

**Appendix 1- To be used by governors when discussing the report content in a Governing Board meeting**

|  |
| --- |
| **Key points for reflection:**1. Is there sufficient detail in the report to allow you to review individual sections?
2. Does the data show increase, decreases or stability? What does the DSL attribute this to?
3. What has worked well this academic year in terms of safeguarding practice?
4. Are there any worries about practice or how safeguarding duties are fulfilled?

 1. What impact has been made this academic year in relation to safeguarding practice for the areas in the report?
2. Has there been any reflective learning identified from safeguarding activity?
3. What are the next steps for the new academic year?
4. Are there any identified training needs for the governing board in relation to safeguarding?
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