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Hackney Governors' Conference 2015

# Safeguarding for Governors

Paul Kelly  
Interim Head of Wellbeing & Education Safeguarding  
Hackney Learning Trust

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## Aims of the Session

- To understand the role of governors in safeguarding
- To be aware of key documents and guidance
- To reflect on training requirements for all staff in schools
- To reflect on review of policies (Safeguarding audit) – are you prepared for HMI?
- To be aware of role of Chair of Governors in the event of an allegation made against Head teacher

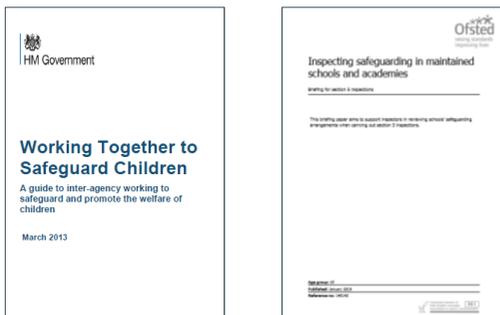
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## What Do We Currently Do?

- What role do governors currently play in safeguarding procedures at your school?
- Who are the key individuals within school who promote safeguarding?
- How strong are the links between School and external agencies?

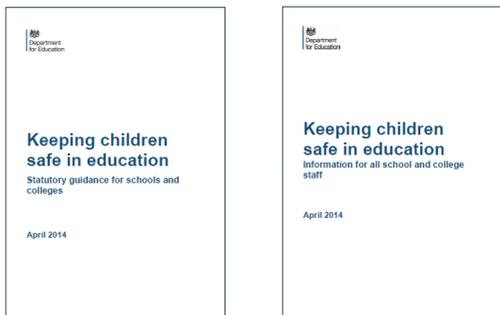
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## Key Documents



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## Key Documents

*'Working Together to Safeguard Children'*  
(DfE, March 2013)  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>

*'Keeping Children Safe in Education – Statutory Guidance'*  
and  
*'Keeping Children Safe in Education – information for all school and college staff'*  
(DfE, April 2014)  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

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## Key Documents

*'Inspecting safeguarding in maintained schools and academies'*

(Ofsted January 2015)

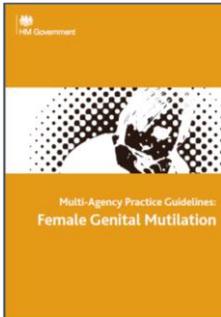
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-maintained-schools-and-academies-briefing-for-section-5-inspections>

## 'Working Together ...'

Basic Principles:-

- Promoting the welfare of children
- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

## Resources



## Resources

*'Knowing Your School Briefing Note 6 – Questions for governors to ask'*

(NGA, July 2013)

<http://www.nga.org.uk/getattachment/Can-we-help/Knowing-Your-School/Knowing-Your-School-briefing-note-6-Questions-for-heads-July-2013-FINAL.pdf.aspx>

*'Multi-Agency Practice Guidelines: Female Genital Mutilation'*

(DfE, July 2014)

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

## Knowing Your School ...

How are child protection issues monitored, do we have a child protection coordinator (name, contact details)?

- Are staff aware of the procedure that needs to be followed when they have concerns about child protection?
- Have staff and governors received appropriate child protection/safeguarding training?
- Do we run e-safety awareness training for staff, governors, pupils and parents?

## Safeguarding & Child Protection

### Definitions

#### Child Protection

- an essential part of safeguarding and promoting children's welfare
- refers to an activity that is undertaken to protect specific children who are suffering, or likely to suffer significant harm
- will be undertaken within a statutory context

#### Safeguarding

- the action we take to promote the welfare of children and protect them from harm

## Who is Responsible?

### *Is everyone's responsibility*

- Everyone who comes into contact with children and families has a role to play
- Children are best protected when professionals are clear about what is expected of them individually, and how they need to work together

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## Effective Safeguarding Systems

- **The child's needs are paramount**, and the needs and wishes of each child should come first, so that every child receives the support they need before a problem escalates
- All professionals who come into contact with children and families are alert to their needs and any risk of harm that individual abusers, or potential abusers, may pose to children
- All professionals share appropriate information in a timely way - discuss any concerns about an individual child with colleagues and LA Children's Social Care

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## Process

### Designated Safeguarding Lead (DSL)

- Governing bodies and proprietors of schools should appoint a member of staff from the Leadership team to the role of DSL.
- The DSL will provide advice and support to other staff on child welfare and child protection matters
- The role should be explicitly defined in job descriptions and sufficient time, funding, supervision and support should be given

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## Governor support to DSL

- Meet regularly & discuss:
  - safeguarding issues
  - numbers
  - trends
- Ensure sufficient time and resources are allocated to the DSL to carry out their role effectively
- Ensure all staff/governors/volunteers attend relevant training
- Support DSL and Headteacher/Principal in preparing for Ofsted and other inspections

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## Legislation

- Education Act 2002 s.175 – duty on LAs & school and college governing bodies to make arrangements with a view to safeguarding and promoting the welfare of children, and to share information with the LA Children's Social Care that may be relevant to child protection.
- Keeping Children Safe in Education April 2014
- Children Act 1989
- Working Together 2013 ( currently under consultation)

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## Keeping Children Safe in Education

### All staff should at least have read Part 1

Governing bodies should ensure that the school –

- Works in line with statutory guidance
- Provides a co-ordinated offer of help
- Contributes to inter-agency plans to provide additional support to children subject to a child protection plan
- Allows access to Children's Social Care to conduct a s.17 or s.47 assessment

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## Keeping Children Safe in Education

- Has safeguarding arrangements in place that take into account the procedures and practice of the LA and LSCB (CHSCB)
- Ensures a member of the governing body is nominated to liaise with the LA in the event of an allegation made against Headteacher

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## Barriers

- Effective working with external agencies – support for school and pupil
- Training and resources – appointment of DSL and arrangements for deputisation
- Time constraints – do not delay any referrals or consultation
- Engagement with child and family to work effectively to sustain improvements

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## Successes

Effective systems and management lead to:-

- Children feeling safe
- Staff who are knowledgeable about vulnerability of children with whom they work
- Staff are open about discussing good and poor practice – and how to address it
- Leaders modelling behaviour and expectations
- Children feeling that they are listened to, and so feel safe
- Parents feel encouraged to be involved in their child's education and feel welcomed within the setting.

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## Conclusions

- Has school completed a safeguarding audit?
- Are the relevant policies in place and accessible?
- Is the SCR (Single Central Register) up to date?
- Are children's records complete and up to date?
- Is safeguarding addressed in the curriculum?
- Training – whole school, DSL, governors – up to date?
- Do all staff know who DSL is?
- Are there robust procedures in place for managing complaints and allegations?

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## What Would I Do?

- You are contacted by the school as you are the only governor they can get hold of

A parent has alleged that the Headteacher has hit a child

What would you do?

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