**Safeguarding link governor monitoring visit template**

This template has been designed to help safeguarding link governors undertake monitoring visits, to record their visit and demonstrate the impact of effective governance. The template is set out in five sections:

* Focus of the visit
* Key questions to ask
* Answers
* Learning outcomes
* Next steps

All link governors should undertake all monitoring visits in line with the school’s agreed protocol for local governor visits.

Monitoring visits will be more effective and secure better outcomes if governors undertake some preparation in advance. This may include requesting and reading the subject area development plan, reading policies relevant to the monitoring visit, refreshing themselves with the outcomes of the previous monitoring visit, and making sure they are aware of any link to the school development plan and its intended outcomes.

A monitoring visit should be planned to balance support and challenge, and be strategic in its focus.

**Focus of visit**

To ensure that monitoring remains strategic, relevant and purposeful, the focus of the visit should always be linked with the governors’ monitoring plan. Record in this section the key purpose of the visit; for example, to discuss data, visit a lesson, discuss safeguarding or pupil premium information.

**Key questions to ask**

Part of the preparation for the visit should be to identify questions to ask during the visit. Questions should be designed to elicit the information required to meet the visit outcomes and can be shared with the staff member ahead of the visit to enable them to prepare, know what to expect and gather the information required. The responses and evidence provided can then be discussed and recorded in the next section of the form.

It is not suggested the link governor ask all of the questions suggested in the template in one visit – it would be too onerous for staff and the link governor and would prevent time being spent focussing on key areas. The link governor should choose the questions that connect to priority areas and the focus of each visit.

**Answers/information shared**

Noting down the answer received to questions asked during the visit, or from conversations with staff or pupils, is important monitoring evidence. This section can also be used to record any independent evidence identified as part of the visit used to validate information provided; for example, the outcomes of a governor’s survey or the school’s Ofsted report.

**Evidence provided to support answers/information shared**

One of the key features of robust governance and measuring impact is the triangulation of evidence: reviewing all types of information received and ensuring that each supports the other. Governors should expect and request documented evidence to corroborate verbal information shared by staff; this may include data summaries, subject development plans, pupils’ work, survey results or reports.

**Learning outcomes**

It is useful to take the opportunity to consider any lessons learnt or identify any development for individual governors or the governing board – this section can be used to record this information. It may also be that the governor monitoring plan needs to be amended as a result of information gleaned at the monitoring visit and priorities changed or additional monitoring arranged. This section can be completed at the meeting where the report is presented to governors for discussion.

**Next steps**

A monitoring visit should never take place in isolation. This section should be used to record what should happen next as an outcome of the visit or monitoring activity; this may include finding out additional information, visiting another area of school, pupil conferencing or arranging a follow up monitoring visit.

Governors can complete the monitoring visit template either electronically or by hand, and should ensure the visit is reported to the governing board to be discussed and to answer any questions other governors and trustees may have. A copy of the visit report should be kept on file as evidence of governors and trustees holding school leaders to account.

Please note highlighted rows indicate new questions added this academic year following the publication of Keeping Children Safe in Education 2023

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| **Key questions to consider** | | **Expected evidence and information to check** |
| **Autumn Term** | | |
| **Policy and monitoring** | | |
| 1 | Is safeguarding a standard agenda item for every local governing board meeting? |  |
| 2 | Does the headteacher report to governors using the DGAT Headteacher Report to Governors template? |  |
| 3 | Has the school adopted the Trust Child Protection and Safeguarding Policy? |  |
| 4 | Have all staff and volunteers signed to say they have read and understood the Child Protection and Safeguarding Policy? |  |
| 5 | Is the Child Protection and Safeguarding Policy accessible to all permanent and temporary staff, volunteers, parents and visitors? |  |
| 6 | Has the Child Protection and Safeguarding Policy been published on the school website? |  |
| 7 | Are there appropriate and sufficient resources available to implement the Child Protection and Safeguarding Policy? |  |
| 8 | Does the school have in place a [Positive](https://www.theschoolbus.net/article/physical-restraint-and-reasonable-force-policy/2708) Handling Policy that provides specific guidance for the use of reasonable force including those pupils with SEND and medical conditions? |  |
| 9 | Has the school adopted the Trust RSE and Health Education Policy? |  |
| 10 | How are governors monitoring the impact of the RSE and Health curriculum, what do pupils tell governors and leaders about their learning in RSE and Health? |  |
| 11 | Has a designated safeguarding link governor been appointed? |  |
| 12 | Has the safeguarding link governor attended the annual DGAT safeguarding governor update training? |  |
| 13 | Have all governors attended the required annual safeguarding update training and has attendance been recorded? |  |
| **Training** | | |
| 1 | Is all statutory training, including First Aid, up-to-date? |  |
| 2 | Have all staff, volunteers and governors received annual safeguarding refresher training - including online safety? |  |
| 3 | Have new governors completed the DGAT New Governor Safeguarding induction training? |  |
| 4 | Have all administration staff undertaken Trust ‘Managing the SCR’ training? |  |
| 5 | Have nominated governors booked to attend the DGAT governor SCR training? 21 February 2023 6.00 pm – 7.00 pm online |  |
| 6 | Have all staff and governors received a safeguarding update at the start of term? To include:   * DGAT Child Protection and Safeguarding Policy * DGAT Code of Conduct * Behaviour Policy * DGAT Safer Recruitment Policy * DGAT Lettings Policy * Anti-Bullying Policy |  |
| 7 | How are governors assured that the above policies are compliant with the most up-to-date version of KCSIE? |  |
| 8 | Have all staff, volunteers and governors received a safeguarding training as part of their induction? To include the Child Protection and Safeguarding Policy, Staff Code of Conduct, Behavioural Policy, details of who the DSL is and information on the response for children missing education? |  |
| 9 | What training have staff received on safer working practices, to include:   * Professional behaviour and dress * Safe practice around personal communication with pupils, including texting, social networking sites etc * Reporting situations where a pupil or parent may demonstrate an infatuation * Maintaining an awareness of situations where a pupil or parent becomes dependent on the member of staff for support * Not offering lifts to pupils outside of the requirement of their role * Appropriate social contact outside of school and school hours * The position of trust staff hold * That due to their position of power and age difference, staff are not friends with pupils |  |
| **Compliance with Keeping Children Safe in Education** | | |
| 1 | Have you seen evidence that all staff have read part one of the most up-to-date version of ‘Keeping children safe in education’ as a minimum? |  |
| 2 | Have you seen evidence that all staff have been made aware of and understand key changes to terminology used within KSCIE related to child-on-child abuse? |  |
| 3 | Have all governors received and read the most up-to-date version of ‘Keeping children safe in education’? How has this been evidenced? |  |
| 4 | Is there a process in place to check the DBS status of temporary staff, pupils and visitors where appropriate? |  |
| 5 | Have all governors completed the annual local governor DBS declaration? |  |
| 6 | Do all staff and volunteers understand the indicators of abuse, including child-on-child abuse and sexual violence and sexual harassment? |  |
| 7 | Does the school and its polices have a zero tolerance culture in relation to sexual violence and sexual harassment? |  |
| 8 | How are governors assured that all staff have a clear understanding of what zero tolerance of sexual violence and sexual harassment looks like in your school? |  |
| 9 | How are all staff and volunteers made aware of their own responsibilities for safeguarding pupils? |  |
| 10 | How do staff demonstrate an awareness that children may not always be ready to tell for various reasons, and how is professional curiosity still exercised in these cases? |  |
| 11 | What do staff understand by the term ‘professional curiosity’? |  |
| 12 | How are absence monitoring processes swiftly identifying pupils who are missing from education or persistently absent? |  |
| 13 | Do staff understand how to identify pupils at risk of radicalisation? |  |
| 14 | Do staff understand how to identify pupils at risk from Criminal Exploitation and Child Sexual Exploitation and County Lines related crime and abuse? |  |
| 15 | Do staff have a confident understanding of the definition of domestic violence? |  |
| 16 | Is there a process and policy in place to identify pupils who need early help and the provision of interventions and support provided for them? |  |
| 17 | Have governors checked if the school has reviewed its early help offer? |  |
| 18 | How does the school ensure that pupils educated away from the school are safe and that the provision is of good quality? |  |
| 19 | Do staff understand the distinction between ‘children missing education’ and ‘children absent from education’? |  |
| 20 | Is there a process for recording incidents of abuse that enables trends and patterns to be identified, e.g. child-on-child abuse, sexual violence, sexual harassment or homophobic or racial abuse? |  |
| 21 | Do staff and governors recognise the inclusion of LGBTQ+ children as a recognised vulnerable group? |  |
| 22 | Is there a procedure in place to ensure work experience providers have adequate safeguarding policies and procedures? |  |
| 23 | How does the designated teacher promote the educational achievement of LAC and previously LAC? |  |
| 24 | How does the DSL use information from the LA regarding children who need a social worker to ensure decisions are made in the best interests of the safety, welfare and educational outcomes of these children? |  |
| 25 | Are there clear systems and processes in place for identifying pupils with mental health difficulties, including routes to escalate and clear referral and accountability systems? |  |
| 26 | What do staff understand by the term ‘low-level concern’? is this consistent across the school and teaching and non-teaching staff? |  |
| 27 | Are there systems in place for the school to report low level concerns regarding supply staff and contractors to be notified to their employers? |  |
| 28 | How do school leaders reinforce to parents the importance of online safety away from school? |  |
| 29 | Have governors received a report on the school’s digital filtering and monitoring record and benchmarked progress towards compliance? |  |
| 30 | Do all school staff, including those who manage lettings and site bookings understand their responsibility in reporting allegations related to incidents that occur when an individual or organisation was using their school premises to run activities for children? |  |
| 31 | Have leaders visited alternative provision providers being accessed by children to check children attending are safe, including confirmation of safer recruitment procedures and checks? |  |
| 32 | Are appropriate risk assessments for children attending alternative provision in place? |  |
| **Spring Term** | | |
| **Training** | | |
| 1 | Have staff and volunteers, including local governors, who joined the school partway through the academic year received appropriate safeguarding training (including online safety)? |  |
| 2 | Is there a process in place to ensure that temporary staff or students have received safeguarding training appropriate to their role within the school? |  |
| 3 | Have all permanent and temporary staff, volunteers and governors undertaken Prevent training and is this training repeated every three years? |  |
| 4 | How is additional safeguarding training embedded into the school’s annual training and CPD plan? What evidence is there of this? |  |
| 5 | What additional training has the DSL/deputy DSL undertaken relevant to the context of the school community. |  |
| 6 | How is safeguarding training recorded and evidenced? How is the impact of safeguarding training evaluated? |  |
| 7 | How do governors assure themselves that all staff are aware of the allegations management process within the school’s safeguarding procedures, including allegations made against the Headteacher? |  |
| 8 | How do leaders learn from allegations made? how do leaders reflect after an allegation is made, and what is the impact of this to ensure full learning is made? |  |
| **Mental health and wellbeing** | | |
| 1 | Does the school have a mental health/wellbeing champion? |  |
| 2 | How have staff used mental health/wellbeing training to support children and staff? |  |
| 3 | Have governors seen the school’s wellbeing pyramid of support and do they understand what is in place to support the mental health and wellbeing of staff? |  |
| 4 | Do staff understand how to keep LAC and previously LAC safe and work in partnership with other agencies to do so? |  |
| **Role of the DSL** | | |
| 1 | Does the DSL and deputy DSL have an up-to-date job description in place? |  |
| 2 | Is the DSL a member of the SLT? |  |
| 3 | Has the DSL undertaken specific child protection and Prevent training? |  |
| 4 | Has the deputy DSL received the same level of training as the DSL? |  |
| 5 | Has the DSL received training to ensure they are aware of the additional risks that pupils with SEND face online? |  |
| 6 | Does the SENCO liaise with the DSL regarding any report of abuse involving children with SEND? |  |
| 7 | How do the SENCO and DSL work together regarding children with SEND? |  |
| 8 | Does the DSL report regularly to the governing board? |  |
| 9 | Is there a clear procedure in place for reporting safeguarding concerns when the DSL is not present in school? |  |
| 10 | How are safeguarding and child protection issues highlighted throughout the school? |  |
| 11 | How are staff made aware of the safeguarding referral process and who the school DSL is? |  |
| 12 | Who takes the lead on early help interventions? |  |
| 13 | Has an annual safeguarding audit (section 175 audit) been undertaken and submitted to the LA and has the safeguarding governor contributed to this? |  |
| 14 | Is there an action plan in place that details any actions required following the annual safeguarding audit? |  |
| 15 | Has the DSL reported the outcome of the annual safeguarding audit to the governing board? |  |
| 16 | How do the DSL and senior leaders maintain and develop effective partnership working and sharing of information with other agencies and professionals? |  |
| 17 | How do the DSL and senior leaders maintain and develop effective partnership, working and sharing of information with parents? |  |
| 18 | How does the DSL liaise with the DCEO and the Gloucestershire Children’s Safeguarding Board and Partners? |  |
| **Summer Term** | | |
| **Recording and managing information** | | |
| 1 | Do safeguarding records evidence the impact of safeguarding actions taken by leaders? |  |
| 2 | Are safeguarding records consistently completed? Is there evidence of using these records to review individual children on a regular basis? |  |
| 3 | Are safeguarding records…(ask to check anonymised versions)   * A clear and comprehensive summary of the concern * A record of how the concern was followed up and resolved * A record of any action taken, decisions reached and the outcome * Factual and without opinion, or anecdotal evidence. * Demonstrating a clear chronology |  |
| 4 | Has the administration team signed up for a LA safeguarding remote SCR check? |  |
| 5 | How has the outcome of the remote SCR check been shared with governors? |  |
| 6 | What system is used to ensure that all pupils’ records relating to safeguarding are up-to-date and managed within data protection requirements? Are all staff confident in using this system? Is the system effective? |  |
| 7 | Does the school follow guidance in KCSIE and Working to safeguard children when information sharing with other agencies? |  |
| 8 | Are all staff members aware of their duties in relation to sharing and withholding information, confidentiality and data protection? |  |
| 9 | How is the SCR monitored for accuracy and kept up-to-date throughout the academic year? |  |
| 10 | How are behaviour logs evaluated to monitor for emerging patterns of homophobic or racist incidents or bullying? |  |
| 11 | How are exclusion records monitored? Have any patterns been identified which show specific groups of pupils being excluded? |  |
| 12 | How is attendance monitored to identify patterns of pupils not attending school? |  |
| 13 | Have governors received an updated report on the school’s digital filtering and monitoring record and reviewed progress towards compliance? |  |
| **Pupil mobility** | | |
| 1 | How do governors know where children go to when they leave the school, including children who leave the school during the academic year? |  |
| 2 | Are governors aware of parental requests to home-school or flexi-school and the safeguarding arrangements in place for pupils? |  |
| 3 | How does the school ensure that this is regularly checked with the Gloucestershire Children’s Safeguarding Board and Partners? Have you seen evidence of this? |  |
| **The single central record** | | |
| 1 | How do you make sure the school’s SCR is compliant? |  |
| 2 | Is there a process in place to ensure that all records which relate to safeguarding and child protection are transferred securely in the event of the pupil leaving the school? |  |
| **The curriculum** | | |
| 1 | How are governors assured that when planning and delivering the curriculum for pupils, teachers ensure that at the heart of their planning they do not adopt a one size fits all approach and ensure that all pupils needs are met? |  |
| 2 | How does the curriculum ensure that pupils with SEND have consistent access across all subjects to the systems and processes in place to support them to access learning to help keep them safe? |  |
| 3 | How are British values embedded throughout the school and the curriculum? |  |
| 4 | How is online safety embedded within the curriculum and how is the impact of this monitored? |  |
| 5 | How is the curriculum planned and implemented to teach pupils to stay safe, including online? |  |
| 6 | Does curriculum planning for online safety include the 4c’s – Content, Contact, Conduct and Commerce? |  |
| 7 | How does the school ensure pupils are kept safe online, including when learning is provided remotely? |  |
| 8 | Is there a PSHE Policy in place that links to a broad and balanced curriculum? |  |
| 9 | How has the school adapted the RSE and health education curriculum to address pupils’ mental wellbeing? |  |
| 10 | How are governors assured that the schools IT filtering and monitoring systems are robust and effective? |  |
| 11 | What is the process for escalating concerns about identified concerns about inappropriate information accessed by children in school? |  |
| **Safer recruitment** | | |
| 1 | Have school leaders reviewed and updated the school’s safer recruitment procedures in line with KSCIE and the updated DGAT Safer Recruitment Policy? |  |
| 2 | Are school leaders and governors aware of and following the DGAT policy for carrying out on-line social media searches for shortlisted candidates? |  |
| 3 | Are all shortlisted candidates informed that online searches will be carried out? |  |
| 4 | Are all recruitment processes undertaken in line with safer recruitment practices and the DGAT Safer Recruitment Policy, including standalone children’s barred list check where relevant? |  |
| 5 | Is there a sufficient number of senior leaders and governors trained in safer recruitment practices? |  |
| 6 | Have section 128, prohibition for management checks been undertaken for all governors? |  |
| 7 | Does the SCR include written confirmation that an employer has undertaken all the necessary checks on supply staff? |  |
| 8 | Does the SCR include checks on volunteers and a record of any risk assessment undertaken for any volunteer? |  |
| 9 | Are the details of any individual who has left the school been removed from the SCR? |  |

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| **Further questions**  **Use this space to record any further questions you would like to ask** | |
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| **Action plan**  **Use this space to record any further actions identified** | | | | |
| **Autumn Term** | | | | |
| **Action/further information identified** | **Person responsible** | **Timescale** | **Date completed** | **Comments** |
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| **Spring Term** | | | | |
| **Action/further information identified** | **Person responsible** | **Timescale** | **Date completed** | **Comments** |
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| **Summer Term** | | | | |
| **Action/further information identified** | **Person responsible** | **Timescale** | **Date completed** | **Comments** |
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