# Safeguarding Governor Training

September 2023

Aims for this session

- To raise awareness of key safeguarding issues and changes in KCSIE 23 and the impact for you in your role as Safeguarding Governor

- To ensure that you know and understand the key changes in the Trust's Child protection and Safeguarding policy.

- To ensure that you are know and understand the key updates from the Ofsted Handbook for September 23

Key information

- '<u>Keeping children safe in education 2023</u>' (KCSIE) is statutory guidance from the DfE which schools must have regard to while carrying out their duties to safeguard and promote the welfare of children. It was published following a public consultation held in early 2023.

- This is statutory guidance. From 1 September 2023, this guidance replaces the previous version of KCSIE released in 2022. This year we are asking all staff to read Part 1 and 5 and Annex B of the guidance. Office staff and those responsible for recruitment of staff must also read Part 3. DSL and DDSL's you must read the entire document. Governors must read Part 2.

- The Trust Safeguarding policy, Code of Conduct as well as other associated documents have been updated in response to this latest guidance. As in previous years the highlighted yellow in the document has been left for leaders to ensure that they know what the changes are. A clean version needs to be updated to the website not these versions.
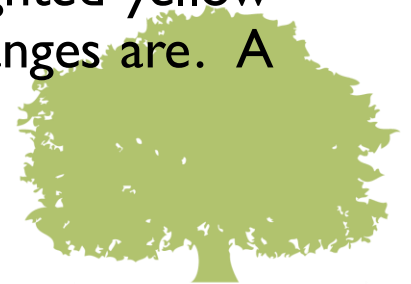
Key information

- Staff and all governors are required to sign to say that they have read and understood this at the beginning of the academic year, and this is then shared with the DCEO by the end of September 23 to ensure that across the trust all staff have read and understood this latest guidance.

- Safeguarding and promoting the welfare of children is everyone's responsibility, and Trust schools should make sure their approach to safeguarding is child-centred, meaning that they should consider, at all times, what is in the best interest of the child. Professional curiosity leading all concerns and discussions about the child.

- Reminder that the DCEO is the executive leader responsible for Safeguarding across the Trust and Charlotte Rawlings is the Trustee responsible for Safeguarding.

Key updates

Monitoring and Filtering Form

- Filtering and monitoring systems should now be reflected in training and safeguarding policies. This is an extension of the responsibilities which were strengthened last year and follow on from the release of the DFE Digital Standards earlier last academic year.

- To help you complete this form, we have ensured that all the relevant hyperlinks are provided to give you the guidance you need. Your filtering provider should have all the information you need about their system.

- You should know and understand your responsibilities with regard to filtering and monitoring and you should make sure that all your staff know and understand theirs. Section A of the form relates to this.

- You should have a clear understanding with your chosen provider about their responsibilities.

So, what does this mean for us as a Trust ?

- All leaders should review provision for filtering and monitoring at least annually. Section B of the form undertakes all the review information you should check for.
- Your filtering system should block harmful and inappropriate content without unreasonably impacting on teaching and learning. Section C relates to this - it includes hyper links to self certified provider statements as well to support this.
- Leaders should ensure that all staff know and understand what actions to take should they come across something that has slipped through the filtering system. They should know how this is to be followed up and recorded. This will be reinforced by ensuring that all staff update their cyber security training annually.
- Leaders should know and understand how to teach pupils to safeguard themselves and the actions that they should take in the event of something slipping through the net .
- Leaders should have effective monitoring strategies that meet the safeguarding needs of your school. Section D of the form.

Online Searches

What does this mean for us as a Trust ?

Schools should **inform shortlisted candidates** that online searches will be carried out.

- This has been part of our safer recruitment policy since September 2022. No change required.

- We produced a form to help schools undertake these checks. Should be undertaken by two people Ideally this should be the SBM and the Deputy DSL.

Allegations Management

So what does this mean for us as a Trust ?

Guidance in KCSIE has been added on managing allegations against organisations or individuals hiring out the school premises.

We have included the updated guidance in the Trust policy. Our guidance now says in line with KCSIE :

- When a school receives an allegation relating to an incident that occurred when an individual or organisation was using their school premises to run activities for children, they must follow the schools safeguarding processes including informing the LADO.

Forced Marriage

So what does this mean for us as a Trust ?

Forced marriage guidance has been updated to reflect legal changes in February 2023. Forced marriage can be considered to also be Honour Based Violence

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Trust policy has been updated to reflect that since February 2023 the legal age of marriage is 18.

Children absent from Education

What does this mean ?

A **distinction has been made** between 'children missing education' and 'children absent from education'

- We need to be professionally curious and not just assume pupils are ill – especially if there are repeated occasions or for prolonged periods of time. We need to consider that there is the potential for a pupil to be at risk or abuse , neglect or exploitation.

- We need to ensure that we put the right safeguards in place to check safety.

- The policy has been updated to reflect this.

Attendance Data

- Our trust data last year alongside work with PP leads led us to bid for monies to support disadvantaged pupils' attendance. This is the worst performing group across the Trust.

- Expectations this year is that to support attendance and children absent from education we have introduced a termly forum 6x per year to ensure that there is a regular opportunity for trust leads for attendance and attendance officers to meet online and to ensure that they have support and training from specialist family support workers to close gaps using effectives strategies.

- As Safeguarding Governors - you should be asking the question when attendance data is shared about vulnerable groups and what leaders are doing to close gaps.

- What is the impact of these actions ?

- Are leaders confident that these are genuine reasons for not being in school and not simply absent from education?

- Are leaders attending the Trust Attendance lead group to help improve outcomes for pupils ?

Inspections

- Look at the information from the update powerpoint sent to schools in September 23, also on Gov Hub for the clear overview of what is expected.

- Make sure you know and understand what your monitoring has told you over the last year. How does this match with your safeguarding audit from the central team in the Summer ?

- What are your key themes ?

What do they expect ?

All schools should have an open and positive culture around safeguarding that puts pupils' interests first. This means they:

- protect pupils from serious harm, both online and offline

- are vigilant, maintaining an attitude of 'it could happen here'

- are open and transparent, sharing information with others and actively seeking expert advice when required

- ensure that all those who work with pupils are trained well so that they understand their responsibilities and the systems and processes that the school operates and are empowered to 'speak out' where there may be concerns

- actively seek and listen to the views and experiences of pupils, staff and parents, taking prompt but proportionate action to address any concerns, where needed

- have appropriate child protection arrangements, which:
  - identify pupils who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming, exploitation, sexual abuse and online harm
  - secure the help that pupils need and, if required, refer in a timely way to those who have the expertise to help
  - manage safe recruitment and allegations about adults who may be a risk to pupils

- are receptive to challenge and reflective of their own practices to ensure that safeguarding policies, systems and processes are kept under continuous review.

Use of restraint

Positive environments talks about the use of restraint. While restraint is permissible, it should be used for the shortest time possible and only when there is no other alternative to help children and staff to stay safe. It should never be used routinely and must be used proportionately. Leaders should ensure staff are properly trained and only those who are should be used to restrain a child.

When considering whether a setting complies with its legal requirements, the questions you would ask are:

- Was this action legal and necessary – for example, was it taken to prevent a child from injuring themselves or someone else or causing serious harm to property or in a school to maintain good order and discipline?

- Could this action be considered 'reasonable' in this particular circumstance? Was it the minimum force necessary? Was it proportionate?

- Restraint that deliberately inflicts pain should never be used.

SCR

- KCSIE has all the key information that you need and require.

- Following request from SBM's in the summer we have shared our central team monitoring form for SCR's. Attached to the safeguarding bundle that went out in August. This has all the latest information and checks schools should be carrying out. I have linked to the bullets in KCSIE and the guidance from GCC last year.

- Best practice is to keep to the headings in KCSIE, avoid put anything else into your SCR. Should this be inspected, this will be looked at and this is where questions arise ! This is both GCC and our advice.

Safer Recruitment

Policy has been updated :

- The use of an application form as a standard recruitment tool. When shortlisting, the final page of the application form must be removed before sharing with the panel to ensure that the recruitment process is non-discriminatory and transparent. It also enables the trust to monitor its equal opportunities policy.

- Ex offender information removed, and a separate policy created.

- Following the shortlisting process, the successful candidates will be invited to complete the self-declaration of their criminal records and suitability to work with children . When this is received electronically, candidates will be asked to sign a hard copy of this completed declaration at the start of the interview process and ahead of the formal interview. Remember if there are any issues that arise within this declaration, the panel should ask about it in the formal interview.

- Application forms have been updated to ensure that there is the option for the applicants to say they would prefer not to say on the equal opportunities section of the form for both support staff and teaching staff.

New policy for recruitment of ex-offenders

- This statutory information was contained within the safer recruitment policy. This has now been referred to but treated as a separate document. This policy must be shared on your school's website.

- When recruiting for any post this policy must be shared as part of the pack.

- Reminder when short listing, the separate declaration form re criminal record or information that may make them unsuitable to work with children must be sent and completed ahead of the interview process. This should be signed at interview.

- At interview, or in a separate discussion, DGAT schools will ensure that an open and measured discussion takes place about any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought, could lead to withdrawal of an offer of employment.

- Any DBS that contains information (caution, reprimand, conviction, soft information) will be referred to Gloucestershire County Council DBS Panel for consideration.
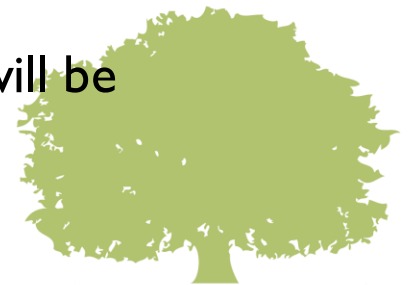
Alternative Provision

Pupils may attend alternative provision full-time or part-time, with the rest of their education taking place at their usual school. They must receive an equivalent full-time education to their peers in mainstream schools.

There are three main ways in which a child might be transferred to alternative provision:

- Permanent exclusion, where the pupil is removed from the school roll. The school no longer has any responsibility for the child.

- A managed move, where the pupil transfers to alternative provision voluntarily. This is a more consensual approach that involves the full cooperation of parents, governors and the local authority academy trust.

- A referral, where the pupil remains on the roll of their current school but receives some or all of their education off-site. (A child may attend AP on a flexi-school day)

Alternative Provision

- Leaders should ensure that they have visited and be able to demonstrate they have checked thoroughly any alternative provision they are electing to use to support the education of any pupil. You need to have your information about the checks you have undertaken to share with the inspector.

- Similarly, to other risk assessments you undertake, you will want to be assured that all the employment checks you would undertake as an employer have been carried out and you have a letter from the leaders confirming this. APS do not need to be on the school's SCR.

- Guidance from QAL shared last year reminds leaders about the checks that they should undertake. Please review this.

- Inspectors will evaluate the extent to which these placements are safe and effective in promoting pupils' progress. They will normally visit a sample of the alternative providers used and, if required, may speak to local authorities, other agencies and parents/carers to gather evidence. Inspectors will want to understand how providers ensure that pupils who attend multiple settings or part time are kept safe when they are not on site for the whole school day.

Trust safeguarding audit Summer 23 highlighted

1. More information about child-on-child abuse

2. What to do if concerned about county lines

3. Reminder about the record keeping.

Record Keeping

Records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved, and
- A note of any action taken, decisions reached and the outcome.
- DSL report should be factual recording what was said to you. It should not contain opinion, or anecdotal evidence.

School records should also show:

- The clear chronology,
- DSL's should be storing all appropriate other information such as MARF's referrals, social care reports and any other reports.

Trust created training log

Training logs are a vital way of recording the evidence that your staff have had training including update training over the course of the year.

Training logs should for best practice include brief themes that have been covered.

To support schools with this- we have created a Trust training log which was attached in the safeguarding bundle this academic year to ensure that DSL's have the key tools to meet best practice guidance. I have pre- populated this with the key themes from this years updated training. Ask leaders to show you the training over the year and how they are using this to address gaps in staff knowledge .

What's new in training this year ?

- Closer working relationship with GCC this year and the opportunity to deliver some training that schools would have had to have organised individually, centrally. Meeting our bespoke needs.

- Central training for schools for SCR and we will have SCR clinics with GCC as well.

- SBM training with GCC again through the SBM forum.

- DSL regular updates to ensure that key Trust messages are heard.

- LGB session for SCR monitoring in Spring term.

- Safeguarding Governor Network Q and A - April 24.

How does this impact your monitoring responsibilities?

Above all else..

- As with all Trust training - We remind all our staff about the imperative to remember to be professionally curious   and the importance of each individual jigsaw piece in building up the picture.