

Safeguarding: an overview for Boards

Boards have a duty to create safe environments for their children through ensuring robust safeguarding practices. This duty crosses all aspects of school life and safeguarding should be the 'golden thread' running through all the work of the board, ensuring that all children are safe.

<p>Overview</p> <p>Your board has a duty to ensure that your school or trust is a place where children are safe and can be prevented from harm.</p> <p>Information about this is set out in Keeping children safe in education (KCSiE). <i>Part 2 relates directly to boards.</i></p> <p>The board works at a strategic level to agree policies and practices that comply with the law and fulfil this duty. The school team operates the policies and processes. The board then evaluates the success of these in keeping children safe.</p> <p>Information about the inspection of safeguarding can be found here: Inspecting safeguarding in early years, education and skills settings - GOV.UK (www.gov.uk)</p> <p>Information about the Oxfordshire Safeguarding Children Board (OSCB) can be found here: Oxfordshire Safeguarding Children Board (OSCB) / Schools</p>	<p>The Board's Role</p> <p>Safeguarding policies are up to date, relevant and effective.</p> <p>The agreed child protection and behaviour policies are published on the school website.</p> <p>A lead safeguarding governor is appointed; <i>the board, however, still retains collective responsibility.</i></p> <p>Staff and governor training is up to date.</p> <p>A member of the school senior leadership team is the Designated Safeguarding Lead (DSL) for the school.</p> <p>Processes and policies specific to the school are shared, understood and followed. Children can be identified and helped.</p> <p>The curriculum actively teaches all children how to stay safe, including about online safety.</p>	<p>The Lead Safeguarding Governor</p> <p>Roles include:</p> <p>Focusing the board's attention on safeguarding at every meeting.</p> <p>Monitoring on behalf of the board and reporting back. <i>This does not prevent all governors from having a regard for safeguarding.</i></p> <p>Is up to date on new guidance and advice.</p> <p>Meets regularly with the DSL to be 'professionally curious.'</p> <p><i>Are policies fit for purpose? Are children being helped? Do we work with other agencies proactively? Is our training up to date? What difference are we making? Where do we need to improve and how do we know?</i></p>	<p>Culture</p> <p>Safeguarding should run through all the decisions, policies, processes and behaviours within the school.</p> <p><i>How do you know that adults in your school do not pose a risk to your children? Do staff know how to spot abuse, understand the systems in place and use them consistently to safeguard children? Does training make a difference? Is it understood and applied? Is the curriculum relevant to the safeguarding needs of the children? Do children feel safe in school? Have we been able to keep children from harm?</i></p> <p>How do we know? What difference have we made?</p> <p>Board Minutes</p> <p>Record all safeguarding questions in your minutes. Challenge concerns and keep children at the forefront of your work. Safeguarding should be on every agenda.</p>	<p>Training Best Practice</p> <p>All governors should complete Level 2 safeguarding training at least every three years and the Prevent training as often as the board determines.</p> <p>The lead safeguarding governor should also complete Level 3 safeguarding training every two years.</p> <p>Some governors should complete safer recruitment training every five years.</p> <p>Single Central Record (SCR)</p> <p>The board should check that all staff are recruited following safer recruitment procedures and that checks are completed on all staff, volunteers and governors.</p> <p>These checks are recorded on the SCR and the board should check that this is complete.</p>
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