Governors Safeguarding Monitoring Checklist

August 2022

See Keeping Children Safe in Education (September 2022)

Monitoring Protocols and Policy for School Visits

Before any monitoring visits take place, it is vital that the governing body have in place a policy for governor visits and that this policy is regularly reviewed**.** This should include certain school protocols, for example:

- if governors are to be involved in discussions with pupils are these to be together with a member of staff or alone? (ensure that any governors who have discussions with groups of pupils, for example, in the school Library have an enhanced DBS check). Remember that all governors in maintained schools and academies should have an enhanced DBS check.

- if governors do have discussions with groups of pupils, they should be reminded that they need to tell the children that they are looking for an overview, and children should not refer to members of staff or other children by name (instead use the phrase 'a girl in my class...' or 'one of the teachers...')

- governors also need to be made aware that if anything concerns them about what they hear, they need to refer the situation to the appropriate member of staff as soon as possible (for minor concerns) or to the headteacher/ DSL for any serious concerns

Governing bodies will often find that some of their most effective first-hand monitoring is carried out in conjunction with a member of staff from the school.

Notes for how to use this monitoring tool

It is recommended that the Governor responsible for safeguarding arranges to meet with the DSL or headteacher to discuss this monitoring tool and how to use it effectively. It is very unlikely to be possible to complete this in one visit and **it is suggested that one visit each term may be a manageable way to use it.**

The tool can be used flexibly to suit the school's priorities, but it may be a good idea to concentrate on policies during the autumn term to make sure they have been reviewed in line with any revised or new guidance. Pupil interviews on the other hand may be best carried out in the summer term when pupils can reflect on the whole academic year.

Make any necessary changes to the tool so that it best suits your individual circumstances and the areas that you actually need or want to monitor.

Governor Monitoring Visit Report

Safeguarding

Name of Governor	
Date of Visit	
Focus of Visit	Safeguarding
Staff involved	
Summary of activities e.g. talking to staff and pupils, looking at resources, policies, documents etc.	

Policies and Documents	Date last updated
Safeguarding / child protection policy	
Health and safety policy	
Behaviour policy	
Equality policy	

Other related recommended / relevant policies	Date last updated
Safer Recruitment Policy	
Induction policy	
Anti-bullying policy	
Online safety policy	
Physical intervention policy	
Whistleblowing policy	
Add further policies/procedures as necessary	

This part is not in as much detail as a health and safety visit but is intended as an overview.

Building security / risk assessments	Y/N	Comments/ dates:
Are **premises risk assessments** in place? When were they last updated? Have previous recommendations been followed up?		
Does the **school appear to be safe and secure?** Are any doors unlocked / open that could pose an unacceptable risk to security? What about boundary fences? Entrance arrangements?		
Are **procedures for signing in and out** robust? Are there procedures for visually identifying visitors once in the building? Are visitor's details being recorded for COVID contact tracing?		
Have termly **fire drills** been carried out?		
Is there a **school security and serious incident lockdown** policy/plan/procedure that is understood by staff? Has there been training? When?		
Is there an **infectious diseases** (eg COVID-19 pandemic) policy/risk assessment in place?		

Single Central Record of Recruitment and Vetting Checks (SCR) (see KCSIE section 3)

The SCR must record the following checks:
- an identity check;
- a barred list check for those in regulated activity;
- an enhanced DBS criminal record check;
- a prohibition from teaching check (including GTCE sanctions prior to its abolition);
- a section 128 check (for governors in maintained schools and all management/governance positions in independent schools - including free schools and academies);
- further checks on people who have lived and worked outside the UK (to include for teachers, a letter of professional standing issued by the professional regulating authority in the country they worked);
- a check of professional qualifications;
- a check to establish the person's right to work in the United Kingdom;

- Trainees: if employed by the school the same checks as all other staff are required. If fee-funded (eg from college PGCE etc) need written confirmation from training provider that checks have been carried out and trainee judged by the provider as suitable to work with children. (There is no requirement to record details on the SCR; must see written confirmation)
- MAT staff: every academy maintains its own SCR: MAT staff not employed by an individual academy must be on SCR for the MAT.
- MAT teaching staff: where teaching staff work in more than one academy, they should be recorded on the SCR of the main school. For the other schools they work in, there should be a reference on the SCR to the fact that their record is held at 'XX academy'
- for supply staff, written confirmation from the agency that the required checks have been undertaken (including a list of those checks), with the date of the letter recorded on the SCR (the person must be identity checked on arrival)
- checks made on volunteers
- Two satisfactory references (last employer and last time candidate worked with children, if not last employer)

In respect of these checks, the SCR must record:
- whether the check has been carried out; and
- the date on which each check was carried out, or the certificate obtained;
- name of the person who carried out the check (not a statutory requirement but considered best practice).

It would be a good idea to jointly do this SCR check with the person responsible for updating it, so that they can clarify any issues which arise.

Single Central Record	Checked
Does the SCR have up-to-date details for all staff and volunteers on site? ▪ check when last new person was added? ▪ Have those who have left been removed from the live record?	
Identity checks? (including birth certificate where available)	
Children's Barred List checked? (separate column required)	
Enhanced DBS check for all staff and relevant volunteers?	
Prohibition from teaching check (incl. GTCE sanctions)?	
Is there evidence that all **governors** have had an **enhanced DBS check and a Section 128 check?** **Note:** Governors are not eligible for a barred list check unless they are engaged in regulated activity as an unsupervised volunteer.	
Overseas criminal record check if relevant?	
Does the SCR include all others who work regularly with children, for example **volunteers** (including governors who work as volunteers) within the school?	
Does the SCR **record the date** when the DBS or Children's Barred List check was carried out (and who carried out the check) except in the case of agency staff (where the date of the letter must be recorded)?	
In a relevant school has an annual **Childcare Disqualification** disclosure been sought for relevant staff? (ie staff and managers for under 5s during the school day (Reception classes) and under 8s in before or after school clubs, ie 'childcare' arrangements). (No longer ask for information about people living with staff members)	
Does the SCR record **qualifications** – where the qualification is a requirement of the job, for example those posts where a person must have Qualified Teacher Status (QTS)? (all maintained schools and non-maintained special schools)	

Does the SCR record evidence of **'right to work'** in the United Kingdom?	

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
Who is the **designated safeguarding lead (DSL)** for child protection? Are they a member of the senior leadership team? Is it set out in their **job description**? Who undertakes this role when the DSL is not available? It is a matter for individual schools as to whether they choose to have one or more deputy DSLs.	
What DSL **cover arrangements** are in place for out of term/out of hours activities? How are staff made aware of the arrangements?	
When did the **most recent training** take place for the DSL/DDSLs? This must be within the last two years. What training has the deputy DSL had? Has the deputy DSL been trained to the same standard as the DSL? Have they completed Prevent training? In addition to formal training have the DSL's skills and knowledge been updated (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding briefings), at regular intervals, but at least annually?	
When did the **last safeguarding awareness training** for all other staff last take place? This must be within the last three years. This must include all contracted staff eg catering or cleaning staff (check records). Governors/trustees also need to receive appropriate safeguarding training on induction which is updated regularly. Do all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, **but at least annually?** Have all staff read at least **Part One of the statutory guidance 'Keeping children Safe In Education'** (or Annex A if relevant) and have staff working directly with children read the additional information contained in **Annex B** of this document? What mechanisms are in place to assist staff understand their responsibilities outlined in the guidance? How does the school ensure that nobody is missed out when safeguarding training takes place e.g. due to absence on the day of training/ part-time staff etc.? Does the school have evidence of when safeguarding training has taken place and also evidence of what the school did to ensure that staff who were absent have been trained too? Did training cover the following areas: Internet safety, FGM, CSE, CCE, Child on child abuse, up-skirting, county lines, Children Missing, Mental Health, Prevent, cyber-crime, modern slavery, domestic abuse, neglect etc?	
Are all new staff provided with a **safeguarding induction** and further training as soon as possible? Check that new staff are given, as a minimum, Part One of the statutory guidance 'Keeping children Safe In Education' (or Annex A	

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
if appropriate) and Annex B if working directly with children, a copy of the safeguarding / child protection policy, the staff behaviour code of conduct, information about the school's pupil behaviour policy, children who are missing, online safety and information about the role of the DSL and how to report an allegation or low-level concern.	
Are 'allegations' and 'low-level concerns' procedures understood and implemented? Any concerns go to the headteacher and if about the HT, to the Chair of Governors, (or in a MAT, other senior leader). Are referrals made to the LADO? Is there a low-level concerns policy as part of the safeguarding policy? Are low-level concerns about supply teachers or contractors passed on to their employers?	
Which members of the staff and governors have undertaken the **safer recruitment training**? Have sufficient members undertaken the training to ensure that safer recruitment procedures are being followed. Check that these procedures are in place regarding the take up of 2 references etc (see KCSIE part 3). Does the school now conduct an online search for all shortlisted candidates?	
Does the school's log show any incidents of **bullying and/or harassment** in the last 12 months? Is there evidence that these have been appropriately followed up? Do pupils being bullied have anything in common? Is this data presented to governors regularly? How is any bullying effectively challenged and reduced?	
Does the school keep a record of **racist incidents** and if so, does it show any incidents in the last 12 months? Is there evidence that these have been appropriately followed up?	
The school should record both minor **accidents** and more serious ones (which should be recorded in more detail on an official form). Are the procedures for recording both minor and more serious accidents sound and are the methods for contact with parents appropriate to the age of the pupils in the school? For example, in a primary school there may be 'accident notes' for pupils to take home for parents after very minor injuries. For more serious injuries such as a 'bump to the head' how does the school know that the parent or carer was informed? Is there any pattern to where or how accidents are occurring?	

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
Can the school demonstrate that actions following any **safeguarding concerns** raised about a pupil have followed correct guidelines and that the subsequent impact of any actions has been supportive to the pupil concerned? N.B. no pupils' names should be discussed with the Governor and any records shown should have the identity of the child removed, if being seen by the governor. If the Child Protection Policy gives examples of forms that staff complete when they have a concern about a child, are these being completed and procedures followed? Are records detailed and actions taken in a timely way?	
Does the DSL know summary/management information about safeguarding cases and **vulnerable students** eg number of referrals to social care, on a CP plan, CIN, looked after children, children in alternative provision or on reduced timetables, absentees etc? Any recent Elective Home Education (EHE) requests?	
Does the school appear to **work well with a range of agencies** and are all important telephone calls e.g. to social services recorded in writing? Are **records** detailed and accurate, showing timely actions? Are they securely locked away or held on a secure electronic system?	
Is the **absence** of all pupils being monitored including those 'at risk' and any accessing alternative provision? Does the school have a method for following up the absence (on the first day of absence) for any pupil in case parents are not aware of their child's absence? Does the school feel that this system is effective? If not why not and how could it be improved?	
Who is the **Designated Teacher for looked after children**? How do they work with the DSL? Do they have the skills, knowledge and understanding to keep looked after children safe? Do they liaise with the Virtual School?	
Ask about the numbers of children who have been taken **off roll** eg Elective home education (EHE,) and the reasons for this. Did the school work with the Inclusion Service to support these children?	
Ask to have a very brief **discussion with 2 or 3 staff** who have different roles in the school. Do these staff understand and follow 'routes' for concerns regarding child protection? Do they know who the DSL/DDSL is, who to talk to in their absence and what forms (if appropriate) they should complete from the child protection policy? Do they feel that the training they have received has adequately prepared them for knowing what to look out for and how to proceed if they have a concern? Are they confident to use any electronic system eg CPOMS?	

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
Evaluate the **Child Protection Policy**. Does it set out responsibilities and expectations of staff and other relevant adults clearly, particularly in identifying and reporting possible or actual instances of abuse? Does it make it clear who is the Designated Safeguarding Lead and any deputies? Does it set out a clear framework for how the staff can link in well with other policies, such as bullying or physical intervention? Does it include a **section on child on child abuse**, including the procedures to minimise this for various vulnerable groups eg girls, children with a disability, LGBT students. Do all students have adults that they feel safe to speak to about their concerns? Also, does it set out how to deal with online sharing of nudes and semi-nudes? Does it reference "up-skirting" and serious violence? Does it indicate how the policy will be implemented, monitored and evaluated? Is the Child Protection Policy updated on a regular basis to include DfE updates in safeguarding guidance? Does it indicate how parents or carers will be made aware of the policy and relevant procedures?	
How are children taught about safeguarding, including online, through teaching and learning opportunities **in the curriculum**? (Issues may include safe touching, FGM, forced marriage, county lines, CSE, healthy relationships, sexual harassment, knife crime, violence etc.) What examples does the school have of recent issues covered through PSHE and RSHE? How is the promotion of British values being addressed in the curriculum?	
How is the school fulfilling its responsibilities under the **Prevent duty**? Does the safeguarding and child protection policy specify how the school will identify pupils at risk, make appropriate interventions, and access help for vulnerable students eg channel referral? Have staff received specific training? Staff should be trained to identify those potentially at risk, and be able to challenge extreme beliefs and ideologies and know where to get additional help if necessary. How does the school decide on its programme of visiting speakers – the school should have adequate protocols in place to ensure that visiting speakers to the school are adequately selected, supervised and challenged if necessary	
Does the Designated Safeguarding Lead receive police Operation Encompass calls about Domestic Abuse/children missing etc and are appropriate staff made aware to support pupils experiencing and exposed to domestic abuse? Is the HT/DSL aware that they should not contact home as a result of receiving the call?	

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
Online safety policy – are there appropriate IT filters in place to prevent pupils from accessing inappropriate content online? Is there a well-embedded online safety curriculum? Does the school have monitoring arrangements in place? Is there a clear policy on the use of mobile technology for pupils and staff? The appropriateness of any filters and monitoring systems are a matter for individual schools. Has school considered an online safety review/award?	

Discussion with pupils (Ofsted now conduct interviews with pupils in single sex groups) Some of these questions need careful consideration and any governor undertaking such discussion should ideally be the named governor for child protection, so that they have had relevant training and understand the importance of phrasing questions correctly. It should be explained to pupils that they should not name specific members of staff or other pupils, but should refer using generic terms such as 'one of the teachers....' or 'a girl in my class...'Make sure that you seek the views not only of the pupils in the discussion group, but also ask them to answer the questions with reference to other pupils in the school.	
How well do the pupils feel that the school raises awareness regarding their personal **safety when not in school**? e.g. to help them to keep safe from strangers, when using mobile phones or the internet, when crossing busy roads, county lines, CSE, criminal exploitation etc. through stories/ films in assembly, talks from visitors, lessons, discussions in class etc.	
How safe do pupils feel in school? What makes them feel safe, if not, what concerns do they have? Do they know the feelings of other pupils in the school? Do they know of any groups or individuals who have concerns? Are there areas within the school where they feel less safe? Have they been given a plan of the school to mark areas they feel unsafe? Do girls receive sexist or misogynistic remarks or experience any forms of sexual harassment? How safe do LGBT+ students feel?	
Have you or anyone you know at the school ever been **bullied**? If yes, what sort of things happened, how was it reported and how was it stopped? (Assuming that it was, if not find out why not, or if there are current concerns).	

How safe do pupils feel **on the way to and from school?** Are they happy to stay for after school clubs, does it concern them walking home in winter perhaps when it is dark? Do they feel safe on the school bus? Is behaviour generally good to and from school? If not, what are the problems? Are these referred to a member of staff?	
Does the **School Council** have any 'safety' items on its agenda eg online safety? What are these and have they been involved with talking about any issues or making any improvements?	
Is there a **peer support/ buddy scheme** in school for new pupils or any who need help? If so how does it work? Do you feel that it's any good? Tell me why it works/ does not work.	
Do you feel that pupils adopt **safe practices** (including those with physical disabilities or special educational needs) for example in physical education or science and technology lessons? Do pupils generally follow the safety rules?	
Do pupils say that they know **who to go to if they have a problem?** Would they actually ask for help if necessary? What alternative reporting routes are there eg worry boxes, online methods, Childline? Do they feel well supported and not made to feel they have caused a problem?	
How well do pupils say the school deals with their concerns?	
Ask an age appropriate question relating to **preventing extremism and promoting British values**. What is happening in the curriculum to equip pupils and keep them safe?	

Was the information for doing this monitoring visit available, easily accessible and well organised?	

Overall, do you feel that the school is following its own policies for safeguarding albeit possibly with some attention to minor detail?	

Issues arising from monitoring visit		
Issues to discuss with	**Action arising from issues**	**Date resolved**

school safeguarding lead		
		SG1.

Comments and further recommendations

Points requiring further discussion at full governors:

Signed _____   Signed_____
                (Governor)   (Headteacher / Coordinator)