

## ***Our legal responsibility***

Everyone who works in our Trust has a legal duty to safeguard and promote the welfare of children.

The Trust will provide a Safeguarding policy that is compliant with legislation. Each school will personalise the policy to include the names of key personnel.

The Trust will maintain a Single Central Record, recording safeguarding checks carried out on all staff. This is managed day to day by each school, and overseen by the Trust board.

## ***Safeguarding***

Safeguarding and promoting the welfare of children is defined in Government guidance *Keeping Children Safe in Education* as:

**Protecting** children from maltreatment.

**Preventing** impairment of children's mental and physical 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.

### ***Two key principles:***

**Safeguarding is everyone's responsibility.**

For services to be effective each individual and organisation must play their full part.

**A child centred approach.**

For services to be effective they must be based on a clear understanding of the needs and views of children.

## ***Keeping Children Safe in Education***

Keeping Children Safe in Education (KCSiE) is the main government guidance in this area and must be adhered to.

Our job as a governor or trustee is to ensure that this is complied with throughout our schools, and this leaflet will cover the key points.

**It is mandatory that you read the government guidance.**

We ask you to declare that you have read and understood KCSiE in your Governor Hub record.

## ***Governance as assurance***

All the elements in the diagram below are the operational responsibility of the employees of the Trust.



For example, the senior leaders in designing curriculum, and the premises staff for ensuring site security.

Our governance role is to assure ourselves that the necessary elements are in place and working effectively. Ask: how do we know?

## ***Our specific responsibilities***

Governing bodies must ensure that:

- All staff have read part 1 of KCSiE, and there is support in place to aid their understanding in the event of questions.
- There is a DSL appointed, appropriately senior, and trained to the statutory standard.
- A safeguarding governor is appointed and trained. Note: all governors will have basic training, often delivered by the DSL.
- A whole-setting approach to safeguarding is in place.
- Safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum.
- The child's wishes and feelings are considered where there is a safeguarding concern.
- Appropriate record keeping is in place.

## ***Ensuring children can report concerns***

A key aspect for us to consider are these statements in KCSiE, and we should seek evidence that this is so in our school. Ask yourself "How do I know...?"

Systems in place must be:

- Well promoted.
- Easily understood.
- Easily accessible.

So that children can:

- Confidently report abuse, including bullying.
- Know their concerns will be treated seriously.
- Safely express their views and give feedback.

## **Policies**

These are the policies that we must have in place. Ask yourself how you know these are in place, implemented, and effective.

- A Child Protection policy, also referred to as the Safeguarding policy.
- A Behaviour policy.
- Staff Code of Conduct policy, including the identification and reporting of low-level concerns.
- A Safer Recruitment policy.
- Appropriate safeguarding arrangements to respond to children who go missing from education, particularly on repeat occasions.

## **The safeguarding governor or trustee**

Local Governing Bodies (LGBs) must have a safeguarding governor, preferably not the chair of the board. The Southport Learning Trust also has a safeguarding trustee at the Trust level.

These individuals must attend Safeguarding and Prevent training, and must keep their training up to date. Attending training every year would be best. Understanding GDPR is important, as concerns about data privacy must never stand in the way of safeguarding.

A safeguarding governor's key functions are to:

- Meet regularly with the DSL to review key aspects of the role.
- Support the DSL in producing and presenting annual safeguarding reports.
- Support the annual Section 157/175 Audit.
- To ensure correct policy, training, and practice are robust and operational.
- To assure the LGB and Trust board of the effectiveness of safeguarding within the school.

## **DSL's Role**

The Designated Safeguarding Lead is a critical role in the safeguarding of our children, and has lead responsibility for safeguarding across the school. We also have an appointed safeguarding lead at the Trust level. Some key obligations are:

- Ensure that all staff are aware of the indications of abuse or neglect, and know how to raise concerns within the school or with outside agencies.
- Ensure that appropriate staff from the school contribute to a multi-agency assessment of a child's needs.
- Ensures the implementation of agreed actions to meet those needs.
- Ensures that files relating to child protection are kept safely and securely, and that they are appropriately transferred at time of transition from one school to another.

## **Required and recommended reading**

All these can be found on Gov.UK. Please ensure you are using the most recent versions.

You must read, and declare that you have read.

- [Keeping Children Safe in Education](#)

Also recommended

- [Working Together to Safeguard Children](#)
- [Prevent duty guidance](#)
- [Education for a connected world framework](#)

**For any comments or questions, please contact**

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## **Website**

<https://www.southportlearningtrust.org/>



# **Enhancing Governance**

# **Governance and Safeguarding**

Thanks to Elaine Fraser-Orr and Tracy McKeating for high quality source materials.

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