

## Safeguarding Governor Model Role Description

2020





### **National Governance Association**

The National Governance Association (NGA) is the leading membership organisation for governors, trustees and clerks in state-funded schools, academies and free schools in England.

We are an independent charity that aims to improve the educational standards and wellbeing of young people by increasing the effectiveness of governing boards and promoting high standards. We do this by providing information; guidance and advice; undertaking research; delivering face-to-face training, e-learning and consultancy; and holding national conferences and regional events. We ensure the views of governors are represented at the national level and work closely with, and lobby, UK government and educational bodies.



## Safeguarding Governor/Trustee Role Description

Paragraph 55 of Keeping Children Safe in Education 2019 states:

*Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements.*

There is no established role description for a safeguarding governor / trustee and the statutory guidance does not outline the responsibilities of this member of the board. As such, governing boards do have discretion over which functions they will delegate to an individual governor. However, it is important to remember the full governing board will remain the accountable body.

The role description we have produced is only an example model and should be significantly tailored to the needs of the school or trust.

### Role and duties of the safeguarding governor / trustee

#### 1. Know and understand safeguarding requirements, policies and procedures

- Build a knowledge and understanding of the statutory guidance on safeguarding
- Keep up to date on safeguarding issues, sourcing information as appropriate
- Build a knowledge and understanding of the school or trust's safeguarding policies and procedures and ensure these comply with best practice
- Liaise with the school or trust's Designated Safeguarding Lead (DSL), building an understanding of:
  - The school or trust's context and how this influences the approach to safeguarding
  - How safeguarding policy and procedures are embedded throughout the school and curriculum

#### 2. Monitor specific requirements

- Check that senior member of staff has been appointed as the designated safeguarding lead (DSL) and that this role is incorporated into their job description
- Check that appropriate arrangements are in place for the functions of the DSL to be carried out in their absence
- Check that senior member of staff has been appointed as the designated teacher for looked after children (to be responsible for the educational achievement for children in care)
- Check inter-agency procedures are being followed where necessary
- Check system is in place and working effectively to ensure that the school or trust's Single Central Record is administered correctly, is up-to-date and compliant with the requirements of statutory guidance 'Keeping Children Safe in Education'
- Check the school or trust's recruitment policies and processes and make recommendations for approval by the governing board
- Talk to pupils and staff both formally via arranged visits or for example, in focus groups, and informally when in and out of school about how safe they feel at school and who they would go to report any concerns



### 3. Lead on the governance of safeguarding

- Liaise with chair, HT/CEO and clerk to ensure the annual review of the safeguarding policy or policies
- Liaise with the chair, HT/CEO and clerk to ensure that safeguarding is fully reported to the board each term
- Ensure the safeguarding audit is shared with the board and report progress made addressing any concerns
- Report to the board on meetings, visits and interactions with pupils and staff

### 4. Monitor safeguarding training

- Check that the DSL receives formal safeguarding training at least every two years
- Check that the designated teacher for looked after children receives appropriate and regular training every two years
- Check that all school staff induction includes formal safeguarding and child protection training
- Check that all school staff, including the DSL and the designated teacher, receive at least annual safeguarding and child protection updates
- Check that all governors/trustees receive regular, up-to-date safeguarding training
- Check that at least one member of an interview panel has undertaken safer recruitment training

### 5. Additional responsibilities in a MAT

- Ensure that a senior member of trust staff is appointed as the trust wide designated safeguarding lead and that this role is incorporated into their job description
- Ensure that the child protection policy is understood across the layers of governance and by all stakeholders:
  - i. The Child Protection Policy should be ratified at local governing body level, should the trust have them
- Ensure the trustees and local governors are trained sufficiently, and regularly:
  - i. The safeguarding trustee should act as a co-ordinator for those governing at a local level
- Meet with nominated safeguarding local governors and disseminate best practice
- Oversee the trust's Single Central Record, and ensure the proper procedures are in place for it to be administered correctly

This model description is not exhaustive and individual governing boards should consider adapting this to suit the processes, procedures and circumstance of their school or trust.