Safeguarding Governor Role Descriptor

This role descriptor outlines the requirements and specification of the ideal candidate for the role of link governor for safeguarding and child protection.

The Governing Body is responsible for ensuring that the school's safeguarding policies, procedures and training are always effective and comply with the law. The board is responsible for the strategic leadership of the school's safeguarding arrangements, ensuring that the school complies with its duties under legislation.

'[Keeping children safe in education](#)' (KCSIE) states that the Governing Body must ensure that someone at senior board level (or equivalent) takes leadership responsibility for the school's safeguarding arrangements. This responsibility is often delegated to the link governor for safeguarding and child protection. The safeguarding governor should have relevant and up-to-date knowledge and experience of safeguarding in schools or have access to the appropriate training to enable them to fulfil the role.

The safeguarding governor should develop and maintain an awareness of safeguarding policies and processes in the school on behalf of the Governing Body and be certain that all staff understand their responsibilities relating to safeguarding pupils and reporting concerns. They act as the link between the Governing Body, Headteacher and DSL, reporting back to the board on their monitoring activities and the school's compliance with KCSIE.

This role descriptor outlines the key duties associated with the role of safeguarding governor – schools may wish to add more role-specific and school-specific criteria to this role descriptor throughout.

Safeguarding Governor Role Descriptor

[Updated] General duties

- Maintain strategic oversight to ensure that appropriate systems and procedures are in place to cover all aspects of safeguarding responsibilities and requirements and that all statutory responsibilities are met.
- Champion safeguarding and child protection issues within the school.
- Ensure all other members of the Governing Body develop their understanding of the board's child protection and safeguarding responsibilities.
- **[New]** Ensure that all members of the Governing Body have the relevant safeguarding and child protection training.
- Liaise with the clerk to governors to ensure that safeguarding is a standard agenda item for every Full Governing Body meeting.

[Updated] Compliance with safeguarding guidance

- Maintain an awareness and understanding of the most up-to-date versions of KCSIE and 'Working Together to Safeguard Children'.
- Maintain an up-to-date knowledge of local and national developments in safeguarding provision and compliance requirements, including details of the local safeguarding partner arrangements.
- Monitor how the school contributes to multi-agency working to safeguard children.
- Ensure all governors have read the most up-to-date version of KCSIE in full and understand their safeguarding responsibilities.
- Ensure all staff working directly with children have read at least Part one of the most up-to-date version of KCSIE and understand their safeguarding responsibilities.
- Ensure all staff not working directly with children have read at least Annex A or Part one of the most up-to-date version of KCSIE and understand their safeguarding responsibilities.
- Ensure safeguarding-related policies are compliant with government guidance, kept up-to-date, reviewed as per the review schedule, and published on the school website where required or recommended.
- Ensure that all recruitment of staff and volunteers is undertaken in line with safer recruitment processes, including obtaining and checking references.
- **[Updated]** Ensure that an enhanced DBS check is carried out for all members of the Governing Body, including a section 128 check.
- Ensure that appropriate safeguarding training, including online safety training, for all staff, volunteers and governors is provided during induction and updated on an annual basis.
- **[New]** Ensure that this training complies with the law and statutory guidance, meeting local and national requirements.
- Ensure that where school facilities are hired by external organisations or individuals, appropriate arrangements are in place to keep children safe.

Working with the DSL

- Ensure that the school has appointed a DSL who is a member of the SLT.
- Ensure the DSL receives the time, funding, training, resources and support needed to carry out the role effectively.
- Ensure that there is an up-to-date job description in place for the DSL and, if appointed, any deputy DSLs.
- Make certain that any deputy DSLs are trained to the same standards as the DSL.
- Ensure that, as a minimum, the DSL undertakes an annual safeguarding audit, and review and monitor the outcomes and actions taken following this audit.
- Invite the DSL to report to governors following completion of the safeguarding audit to identify any actions required and advise on the next steps.
- Ensure that, as a minimum, the DSL provides the Governing Body with an annual report on the implementation of the school's safeguarding policies and procedures.
- In discussion with the DSL, monitor the implementation of the school's safeguarding policies and procedures and consider the outcomes of the school's evaluation of this provision.

Monitoring

- Visit the school on a regular basis to observe safeguarding practice in action.
- Ensure there is an up-to-date single central record (SCR) covering all staff, and that individuals' details are removed once they no longer work at the school.
- Monitor the school's risk assessment procedures to ensure that safeguarding risks are appropriately identified and all risks to pupils are addressed, e.g. radicalisation and child criminal exploitation (CCE).
- Oversee school policy to ensure the DSL leads early help support for pupils.
- Review the procedures for monitoring the safety of pupils placed with an alternative provider and pupils in homestay exchanges.
- Monitor the procedures in place for dealing with allegations of abuse and low-level concerns raised against staff, including supply staff, volunteers and contractors.

Communication

- Ensure the school communicates a culture of 'it could happen here' in relation to safeguarding issues.
- Ensure that a robust system is implemented to make certain all staff keep accurate records of all safeguarding-related concerns and activity.
- Ensure all staff are made aware of their responsibilities to safeguard pupils.
- Ensure the school has clear lines of communication and works in partnership with parents and any relevant external agencies.

- Monitor any processes used to make sure all relevant parties have up-to-date information about pupils.
- Ensure that information is only shared on a need-to-know basis and monitor systems to ensure the confidentiality of pupils and their families is secured.
- Ensure that pupils and parents are regularly surveyed to investigate their perspective on safeguarding at the school.
- Ensure that all staff understand that in all cases where they are unsure about concerns they have, they must always speak to the DSL or deputy DSL.
- Ensure that all staff are aware of the process to follow when a pupil confides that they are being abused, exploited or neglected and understand that they should only involve those who need to be involved.
- Ensure that when recruiting, the school's shortlisting and interview processes for candidates adhere to the government guidance.

APPENDIX 1)

Safeguarding link governor and monitoring template

This template has been designed to help safeguarding link governors undertake monitoring , to record their visit and demonstrate the impact of effective governance. The template is set out in five sections:

- Focus of the visit
- Key questions to ask
- Answers
- Learning outcomes
- Next steps

All link governors and trustees should undertake all monitoring visits in line with the school's Governor Visit Policy.

The 'Governance handbook' emphasises that governors and trustees should take an active and key role in safeguarding processes in schools, including child protection and safer recruitment practices.

Monitoring visits will be more effective and secure better outcomes if governors and trustees prepare in advance. This may include requesting and reading the subject area development plan, reading policies relevant to the monitoring visit, refreshing themselves with the outcomes of the previous monitoring visit, and making sure they are aware of any link to the school development plan and its intended outcomes.

A monitoring visit should be planned to balance support and challenge, and be strategic in its focus.

Key documents

A list of key documents is provided within the template for the link governor to access to prepare for their visit. It is not suggested that the link governor reads each of these documents but uses them to maintain an awareness of statutory and non-statutory guidance that determines and influences safeguarding practices in schools.

Key school policies

Schools adopt varied approaches to policy management. The list of policies provided is intended to be used by the link governor as a guide of what the school could be expected to have in place in relation to child protection and safeguarding. Some schools may have relevant information across several policies rather than standalone policies for each topic area.

Focus of visit

To ensure that monitoring remains strategic, relevant and purposeful, the focus of the visit should always be linked with the Governing Body Monitoring Plan. Record in this section the key purpose of the visit; for example, to discuss data, visit a lesson, discuss safeguarding or pupil premium information.

Key questions to ask

Part of the preparation for the visit should be to identify questions to ask during the visit. Questions should be designed to elicit the information required to meet the visit outcomes and can be shared with relevant staff members ahead of the visit to enable them to prepare. The responses and evidence provided can then be discussed and recorded in the next section of the form.

It is not suggested that the link governor asks all of the questions suggested in the template in one visit. The link governor should choose the questions that connect to priority areas and the focus of each visit.

Answers/information shared

Noting down the answer received to questions asked during the visit, or from conversations with staff or pupils, is important monitoring evidence. This section can also be used to record any independent evidence identified as part of the visit used to validate information provided; for example, the outcomes of a governor's survey or the school's Ofsted report.

Evidence provided to support answers/information shared

One of the key features of robust governance and measuring impact is the triangulation of evidence: reviewing all types of information received and ensuring that each supports the other. Governors should expect and request documented evidence to corroborate verbal information shared by staff; this may include data summaries, subject development plans, pupils' work, survey results or reports.

Learning outcomes

It is useful to take the opportunity to consider any lessons learnt or identify any development for individual governors or the Governing Body – this section can be used to record this information. It may also be that the governor monitoring plan needs to be amended as a result of information gleaned at the monitoring visit and priorities changed or additional monitoring arranged. This section can be completed at the meeting where the report is presented to governors for discussion.

Next steps

This section should be used to record what should happen next as an outcome of the visit or monitoring activity; this may include finding out additional information, visiting another area of school, pupil conferencing or arranging a follow up monitoring visit.

Governors and trustees can complete the monitoring visit template either electronically or by hand, and should ensure the visit is reported to the Governing Body to be discussed and to answer any questions other governors and trustees may have. A copy of the visit report should be kept on file as evidence of governors and trustees holding school leaders to account.

Record of link governor monitoring visit

Name of link governor: _____

Date of visit:

Name of staff visited:

Link area monitored: Safeguarding

Visit reported to: Full Governing Body

[Updated] Key documents:

- **[Updated]** Foreign and Commonwealth Office and Home Office (2023) 'Forced marriage'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- **[Updated]** DfE (2023) 'Prevent duty guidance: for England and Wales'
- **[Updated]** DfE (2024) 'Keeping children safe in education 2024'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- **[Updated]** DfE (2024) 'Working Together to Safeguard Children'
- DfE (2017) 'Child sexual exploitation'
- DfE (2020) 'Governance handbook'

[Updated] Key school policies relevant to link monitoring visit:

- Child Protection and Safeguarding Policy
- Children Missing from Education Policy
- Child Sexual Exploitation (CSE) Policy
- Online Safety Policy
- Personal Electronic Devices Policy
- Anti-bullying Policy
- LA Confidential Reporting (Whistleblowing) Policy
- Physical Intervention Policy
- Staff Bulling and Harassment Policy
- Allegations of Abuse Against Staff Policy
- Safer Recruitment Policy
- DBS Policy
- Code of Conduct for all persons on the premises
- Visitors in school Policy
- Attendance and Absence Policy
- RHE Policy
- PSHE Policy

Focus of visit

Key questions to consider	Provide evidence of answers and information shared
[Updated] Policy, statutory guidance and procedures	
Does the school have a compliant Child Protection and Safeguarding Policy in place which is up-to-date with the current version of KCSIE?	
Does the Child Protection and Safeguarding Policy include guidance on child-on-child abuse and sexual violence and harassment?	
Do the school's Child Protection and Safeguarding Policy, procedures and training follow local guidance and circumstances?	
Have all staff been given the opportunity to contribute to the development and review of the Child Protection and Safeguarding Policy?	
Have all staff and volunteers signed to say they have read and understood the Child Protection and Safeguarding Policy?	
Is the Child Protection and Safeguarding Policy accessible to all permanent and temporary staff, volunteers, parents and visitors?	
Are there appropriate and sufficient resources available to implement the Child Protection and Safeguarding Policy?	

Does the school's Child Protection and Safeguarding Policy accurately and sufficiently reflect the Governing Body's approach to specific child-on-child abuse issues, e.g. cyber-bullying, youth-produced sexual imagery and upskirting?	
Does the school have in place a Physical Intervention Policy that provides specific guidance for the use of reasonable force with pupils with SEND and medical conditions?	
Have all staff working directly with children read part one of the most recent version of 'Keeping children safe in education' as a minimum?	
Have all staff who do not work directly with children read either part one or annex A of the most recent version of 'Keeping children safe in education'?	
Have all governors received and read the most recent version of 'Keeping children safe in education'?	
Are effective procedures in place to ensure the appropriate level of DBS check has been undertaken on any temporary staff, contractors and visitors where applicable?	
Is there a policy and process in place for responding to allegations made against staff, including supply staff, and volunteers?	
Do all staff and volunteers understand the indicators of abuse, including child-on-child abuse and sexual violence and harassment?	
How are all staff and volunteers made aware of their own responsibilities for safeguarding pupils?	
Is there a process in place to identify and respond to pupils who are persistently absent or missing from education?	

Is there a risk assessment in place to identify pupils at risk of radicalisation?	
Is there a process and policy in place to identify pupils who need early help and the provision of interventions and support provided for them?	
Is the DSL (and any deputies) familiar with the local threshold document that includes the process for early help procedures?	
How does the school ensure that pupils placed with an alternative provision provider are safe and that the provision is of good quality?	
Is there a process for recording incidents of abuse that enables trends and patterns to be identified, e.g. child-on-child abuse, or homophobic or racial abuse?	
Is there a procedure in place to ensure work experience providers have adequate safeguarding policies and procedures?	
Is there a procedure in place to ensure that any homestay exchange opportunities are undertaken with due regard to the safeguarding of pupils?	
Does the designated teacher have the appropriate skills to keep LAC and PLAC safe and supported? Do they promote the educational achievement of LAC and PLAC?	
Does the DSL use information from the LA regarding pupils who need a social worker to ensure decisions are made in the best interests of the safety, welfare and educational outcomes of these pupils?	
Does the school have procedures in place to work effectively with the virtual school head?	
Are there clear systems and processes in place for identifying pupils with mental health	

difficulties, including routes to escalate and clear referral and accountability systems?	
[New] Are appropriate filtering and monitoring systems in place and are these reflected in training and safeguarding policies?	
Training and CPD	
Have all staff, volunteers and governors received safeguarding training (including online safety) as part of their induction?	
Does safeguarding induction training include the **Staff Code of Conduct**, **Behaviour Policy**, details of who the DSL is and information on the response for children missing education?	
Have all staff, volunteers and governors received annual safeguarding refresher training (including online safety)?	
Is there a process in place to ensure that temporary staff have received safeguarding training appropriate to their role within the school?	
Have all permanent and temporary staff, volunteers and governors undertaken Prevent training?	
Is additional safeguarding training embedded into the school's annual training and CPD plan?	
Do staff understand how to keep LAC and previously LAC safe and work in partnership with other agencies to do so?	
Role of the DSL	
Does the DSL and any deputies, where appointed, have an up-to-date job description in place?	
Does the DSL have the appropriate status and authority to carry out the role effectively?	

Is the DSL provided with the time, funding, training, resources, and support necessary to carry out the role effectively?	
Has the DSL undertaken specific child protection and Prevent training?	
Has the DSL received appropriate training on harmful sexual behaviour, and do they have a good understanding of it?	
Have any deputy DSLs received the same level of training as the DSL?	
Has the DSL received training to ensure they are aware of the additional risks that pupils with SEND face, including online?	
Does the DSL report regularly to the Governing Body?	
Is there a clear procedure in place for reporting safeguarding concerns when the DSL is not present in school?	
How are safeguarding and child protection issues highlighted throughout the school?	
How are staff made aware of the safeguarding referral process and who the school's DSL is?	
Does the DSL take the lead on early help interventions?	
Has an annual safeguarding audit been undertaken and submitted to the LA?	
Is there an action plan in place that details any actions required following the annual safeguarding audit?	
Has the DSL reported the outcome of the safeguarding audit to the Governing Body?	
How do senior leaders and the DSL maintain and develop effective partnership working and	

sharing of information with other agencies and professionals?	
How does the DSL and senior leaders maintain and develop effective partnership, working and sharing of information with parents?	
Does the DSL have the details of their LA personal advisor and how do they liaise and work in partnership with them?	
Managing information	
What system is used to ensure that all pupils' records relating to safeguarding are up-to-date and managed within data protection requirements?	
Is there a clear policy on sharing information within the school?	
Are all staff members aware of their duties in relation to sharing and withholding information, confidentiality and data protection?	
Are staff members aware of how to effectively handle and process information which is sensitive and personal?	
Does the school follow protocol for information sharing with other agencies?	
Is there a process in place to ensure that all records which relate to safeguarding and child protection are transferred securely in the event of the pupil leaving the school?	
Are internal records e.g. the single central record, maintained and monitored for accuracy, ensuring they are up-to-date?	
[Updated] The curriculum	
How is online safety embedded within the curriculum and how is the impact of this monitored?	

How is preventative education that promotes zero tolerance for discrimination, violence and harassment incorporated into the curriculum?	
[Updated] How is the curriculum planned and implemented to teach pupils about safeguarding, including online safety?	
Is there a PSHE Policy in place that links to a broad and balanced curriculum?	
Is there a RHE Policy in place that links to a broad and balanced curriculum?	
[Updated] Recruitment	
Is there a Safer Recruitment Policy in place?	
Are all recruitment processes undertaken in line with safer recruitment practices?	
[Updated] Are those involved in recruitment sufficiently trained in safer recruitment practices?	
[Updated] Has an enhanced DBS check been undertaken for those who engage in regulated activity?	
Have section 128 checks been undertaken for governors?	
Have all applicants to be employed in teaching work been checked to ensure they are not subject to a prohibition order issued by the Secretary of State?	
Have all individuals employed to work in Reception classes been checked to ensure they are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations?	
Have all pre-employment and identity checks been undertaken for all newly appointed staff?	

[Updated] Does the school consider online searches as part of their due diligence checks on shortlisted candidates, if so, are candidates informed of this?	
Is there a process in place to request and verify the validity and authenticity of references prior to an interview?	
Engaging with stakeholders	
How are pupils' views gained in relation to how safe they feel at school and their understanding of what to do if they have a concern about themselves or others?	
How are the views of parents gained in relation to how safe their children feel at school and how confident are they in the school's safeguarding procedures?	
How is the safety of the school site maintained to ensure a safe environment for pupils to learn?	
[Updated] Internal and external security	
Is there a Visitor Policy in place?	
Is there a Lettings Policy in place?	
Are adequate internal and external security arrangements in place across the school site?	
Does the school have clear and robust procedures for monitoring visitors on the school site during school hours?	
Are the appropriate risk assessments completed for visitors to the school?	
How are pupils kept safe online whilst maintaining appropriate and safe access to the internet to enhance their learning?	
Do governors receive a regular update on health and safety matters?	

Has the school conducted a cybersecurity risk assessment?	
Does the school have in place clear processes for preventing and handling potential data breaches?	
[New] Does the school have procedures in place for dealing with allegations relating to an incident that happened when an individual or organisation was using the premises and are these reflected in the school's safeguarding policies and procedures?	

Evidence provided to support answers and information shared

[List documents reviewed and scrutinised during the visit that evidence compliance with school policy and any statutory requirements]

Key learning outcomes

[Document any key learning outcomes identified during the visit]

Next steps and additional questions

[Record any next steps identified or any additional questions arising from the visit]

APPENDIX 2)

Hillside Primary School

Safeguarding governor task sheet

Governing Bodies and boards of trustees are responsible for ensuring their schools' safeguarding policies, procedures and training are always effective and compliant with their statutory duties. Boards are responsible for the strategic leadership of their schools' safeguarding arrangements, ensuring the schools comply with their duties under legislation.

In line with 'Keeping children safe in education' and 'Working Together to Safeguard Children', Governing Bodies of maintained schools and proprietors of independent schools, including academies, should have a senior board level (or equivalent) lead with the required knowledge, skills and expertise, or sufficient qualifications and experience, to take leadership responsibility for their school's safeguarding arrangements.

This template sets out a variety of tasks that a safeguarding governor or trustee can undertake to assist in ensuring they have effective oversight of safeguarding arrangements within the school. Please note that the list of tasks is not exhaustive. The tasks need to be amended to suit a school's specific circumstances.

Safeguarding Governor task sheet

Name of governor	
Date task sheet last reviewed	

Task	Completed	Date completed	Actions and notes
General			
Read and understand 'Keeping children safe in education'.			
Read and understand other essential safeguarding guidance, e.g. 'Working Together to Safeguard Children'.			
Ensure that safeguarding is a standard agenda item at each full Governing Body meeting and is also included in the Headteacher's report.			
Ensure the school complies with all relevant safeguarding legislation and guidance.			
Ensure appropriate arrangements are in place where the school premises is hired by external individuals or organisations.			
Report back to the Governing Body following any safeguarding monitoring visits.			
Ensure the school undertakes an annual safeguarding audit.			
Policies and procedures			
Ensure the school has the following policies in place: • Child Protection and Safeguarding Policy • Positive Behaviour Policy • Code of Conduct for all persons on the premises • Children Missing from Education Policy • Safer Recruitment Policy			

Ensure child protection files are maintained correctly.			
Ensure the school holds more than one emergency contact number for each pupil.			
Ensure there are procedures in place to manage allegations of abuse against staff, volunteers, and contractors.			
Ensure there are procedures in place to manage low-level concerns raised in relation to staff, volunteers and contractors.			
Ensure there are procedures in place to manage and prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.			
Ensure the school has policies and procedures in place to manage child-on-child abuse.			
Ensure the school has policies and procedures in place to fulfil its obligations within the Prevent Duty.			
Ensure policies and procedures recognise that some pupils are at greater risk of harm.			
Ensure policies and procedures reflect the additional barriers faced by pupils with SEND.			
Ensure the school has other relevant up-to-date and robust safeguarding policies and procedures in place that are consistent with local and national guidance.			
Monitor the compliance of the school's safeguarding policies and procedures.			
Ensure relevant policies and procedures are published on the school's website.			
Ensure measures are in place to communicate changes to policies and procedures to staff and other relevant stakeholders.			

DSL			
Ensure an appropriate senior member of staff from the SLT is appointed as the DSL.			
Ensure deputy DSLs are appointed.			
Ensure the DSL and deputies are identified with clear job descriptions in place.			
Ensure the DSL and deputies are provided with the additional time, funding, training, resources and support needed to carry out the role effectively.			
Receive termly reports from the DSL and ensure that a plan is implemented for any action points.			
[New] Multi-agency working			
Take action to be aware of and understand local safeguarding arrangements, including understanding the local criteria for action and the local protocol for assessment.			
Ensure local safeguarding arrangements are followed by the school.			
Ensure the school contributes to multi-agency working in line with 'Working Together to Safeguard Children'.			
Ensure information is supplied to local safeguarding partners as requested.			
Ensure the school's policies and procedures reflect local safeguarding arrangements.			

Information sharing			
Ensure arrangements are in place that set out processes and principles for sharing safeguarding information within the school and with other organisations and agencies.			
Take action to be aware of responsibilities under the Data Protection Act 2018 and UK GDPR.			
Ensure relevant staff understand their data protection duties.			
Training			
Ensure all staff undergo safeguarding and child protection training, including online safety, at their induction, and that this training is regularly updated.			
Ensure all staff receive regular safeguarding and child protection updates via bulletins, training, staff meetings and email, and at least annually			
Ensure that safeguarding training for staff is integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training and curriculum planning.			
Teaching about safeguarding			
Ensure pupils are taught about how to keep themselves and others safe, including online.			
Monitor how safeguarding issues are incorporated into the wider curriculum.			
Ensure the school has a planned programme of evidence-based RSHE delivered in regularly timetables lessons.			
Online safety			
Ensure online safety is part of the school's whole-school safeguarding approach.			
Ensure the school has relevant online safety policies and procedures.			

Ensure appropriate filtering and monitoring systems are in place, whilst being careful of "over blocking".			
Ensure the school carries out a review of online safety at least annually.			
Safer recruitment			
Ensure the school follows safer recruitment practices.			
Monitor the school's SCR and ensure it is compliant.			
Ensure all the appropriate checks are made on all individuals at the school, including staff, volunteers, contracts and governors.			
Ensure procedures are in place to make referrals to the DBS.			
Ensure staff taking part in recruitment have appropriate training.			