**Safeguarding link governor monitoring visit template**

This template has been designed to help safeguarding link governors undertake monitoring visits, 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 should undertake all monitoring visits in line with the school’s agreed protocol for local governor visits.

Monitoring visits will be more effective and secure better outcomes if governors undertake some preparation 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.

**Focus of visit**

To ensure that monitoring remains strategic, relevant and purposeful, the focus of the visit should always be linked with the governors’ 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 the staff member ahead of the visit to enable them to prepare, know what to expect and gather the information required. The responses and evidence provided can then be discussed and recorded in the next section of the form.

It is not suggested the link governor ask all of the questions suggested in the template in one visit – it would be too onerous for staff and the link governor and would prevent time being spent focussing on key areas. 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 board – 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**

A monitoring visit should never take place in isolation. 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 can complete the monitoring visit template either electronically or by hand, and should ensure the visit is reported to the governing board 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.

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| **Key questions to consider** | **Expected evidence and information to check** | |
| **Autumn Term** | | |
| **Policy and monitoring** | | |
| Is safeguarding a standard agenda item for every local governing board meeting? |  | |
| Does the Headteacher report to governors using the DGAT Headteacher Report to Governors template? |  | |
| Has the school adopted the Trust 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? |  | |
| Has the Child Protection and Safeguarding Policy been published on the school website? |  | |
| Are there appropriate and sufficient resources available to implement the Child Protection and Safeguarding Policy? |  | |
| Does the school have in place a [Positive](https://www.theschoolbus.net/article/physical-restraint-and-reasonable-force-policy/2708) Handling Policy that provides specific guidance for the use of reasonable force including those pupils with SEND and medical conditions? |  | |
| Has the school adopted the Trust RSE and Health Education Policy? |  | |
| Has a designated safeguarding link governor been appointed? |  | |
| **Training** | | |
| Is all statutory training, including First Aid, up-to-date? |  | |
| Have all staff, volunteers and governors received annual safeguarding refresher training - including online safety? |  | |
| Have all administration staff undertaken Trust ‘Managing the SCR’ training? |  | |
| Have all staff and governors received a safeguarding update at the start of term? To include:   * DGAT Child Protection and Safeguarding Policy * DGAT Code of Conduct * Behaviour Policy * DGAT Safer Recruitment Policy * DGAT Lettings Policy * Anti-Bullying Policy |  | |
| How are governors assured that the above policies are compliant with the most up-to-date version of KCSIE? |  | |
| Have all staff, volunteers and governors received a safeguarding training as part of their induction? To include the Child Protection and Safeguarding Policy, Staff Code of Conduct, Behavioural Policy, details of who the DSL is and information on the response for children missing education? |  | |
| **Compliance with Keeping Children Safe in Education 2021** | | |
| Have you seen evidence that all staff have read part one of the most up-to-date version of ‘Keeping children safe in education’ as a minimum? |  | |
| Have you seen evidence that all staff have been made aware of and understand key changes to terminology used within KSCIE related to Sexting /Youth produced imagery to include nudes/semi-nude images/videos? |  | |
| Have all governors received and read the most up-to-date version of ‘Keeping children safe in education’? How has this been evidenced? |  | |
| Is there a process in place to check the DBS status of temporary staff, pupils and visitors where appropriate? |  | |
| Do all staff and volunteers understand the indicators of abuse, including peer-on-peer abuse and sexual violence and harassment? |  | |
| Does the school and its polices have a zero tolerance culture in relation to sexual violence and harassment? |  | |
| How are governors assured that all staff have a clear understanding of what zero tolerance of sexual violence and sexual harassment looks like in your school? |  | |
| How are all staff and volunteers made aware of their own responsibilities for safeguarding pupils? |  | |
| How are absence monitoring processes swiftly identifying pupils who are missing from education or persistently absent? |  | |
| Do staff understand how to identify pupils at risk of radicalisation? |  | |
| Do staff understand how to identify pupils at risk from Criminal Exploitation and Child Sexual Exploitation and County Lines related crime and abuse? |  | |
| 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? |  | |
| Have governors checked if the school has reviewed it’s early help offer ? |  | |
| How does the school ensure that pupils educated away from the school 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. peer-on-peer abuse, sexual violence, sexual harassment or homophobic or racial abuse? |  | |
| Is there a procedure in place to ensure work experience providers have adequate safeguarding policies and procedures? |  | |
| How does the designated teacher promote the educational achievement of LAC and previously LAC? |  | |
| How does the DSL use information from the LA regarding children who need a social worker to ensure decisions are made in the best interests of the safety, welfare and educational outcomes of these children? |  | |
| 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? |  | |
| **Spring Term** | | |
| **Training** | | |
| Have staff and volunteers who joined the school partway through the academic year received appropriate safeguarding training (including online safety)? |  | |
| Is there a process in place to ensure that temporary staff or students have received safeguarding training appropriate to their role within the school? |  | |
| Have all permanent and temporary staff, volunteers and governors undertaken Prevent training and is this training repeated every three years? |  | |
| How is additional safeguarding training embedded into the school’s annual training and CPD plan? What evidence is there of this? |  | |
| What additional training has the DSL/deputy DSL undertaken relevant to the context of the school community. |  | |
| How is safeguarding training recorded and evidenced? How is the impact of safeguarding training evaluated? |  | |
| How do governors assure themselves that all staff are aware of the allegations management process within the school’s safeguarding procedures, including allegations made against the Headteacher? |  | |
| **Mental health and wellbeing** | | |
| Does the school have a mental health/wellbeing champion? |  | |
| How have staff used mental health/wellbeing training to support children and staff? |  | |
| Have governors seen the school’s wellbeing pyramid of support and do they understand what is in place to support the mental health and wellbeing of staff? |  | |
| 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 deputy DSL have an up-to-date job description in place? |  | |
| Is the DSL a member of the SLT? |  | |
| Has the DSL undertaken specific child protection and Prevent training? |  | |
| Has the deputy DSL 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 online? |  | |
| Does the DSL report regularly to the governing board? |  | |
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| 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 DSL is? |  | |
| Who takes the lead on early help interventions? |  | |
| Has an annual safeguarding audit (section 175 audit) been undertaken and submitted to the LA and has the safeguarding governor contributed to this? |  | |
| 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 annual safeguarding audit to the governing board? |  | |
| How do the DSL and senior leaders maintain and develop effective partnership working and sharing of information with other agencies and professionals? |  | |
| How do the DSL and senior leaders maintain and develop effective partnership, working and sharing of information with parents? |  | |
| How does the DSL liaise with the DCEO and the Gloucestershire Children’s Safeguarding Board and Partners? |  | |
| **Summer Term** | | |
| **Recording and managing information** | | |
| Do safeguarding records evidence the impact of safeguarding actions taken by leaders? | |  |
| Has the administration team signed up for a LA safeguarding remote SCR check? | |  |
| How has the outcome of the remote SCR check been shared with governors? | |  |
| What system is used to ensure that all pupils’ records relating to safeguarding are up-to-date and managed within data protection requirements? Are all staff confident in using this system? Is the system effective? | |  |
| Does the school follow guidance in KCSIE and Working to safeguard children when information sharing with other agencies? | |  |
| Are all staff members aware of their duties in relation to sharing and withholding information, confidentiality and data protection? | |  |
| How is the SCR monitored for accuracy and kept up-to-date throughout the academic year? | |  |
| How are behaviour logs evaluated to monitor for emerging patterns of homophobic or racist incidents or bullying? | |  |
| How are exclusion records monitored? Have any patterns been identified which show specific groups of pupils being excluded? | |  |
| How is attendance monitored to identify patterns of pupils not attending school? | |  |
| **Pupil mobility** | | |
| How do governors know where children go to when they leave the school, including children who leave the school during the academic year? | |  |
| Are governors aware of parental requests to home-school or flexi-school and the safeguarding arrangements in place for pupils? | |  |
| How does the school ensure that this is regularly checked with the Gloucestershire Children’s Safeguarding Board and Partners? Have you seen evidence of this? | |  |
| **The single central record** | | |
| How do you make sure the school’s SCR is compliant? | |  |
| 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? | |  |
| **The curriculum** | | |
| How are governors assured that when planning and delivering the curriculum for pupils, teachers ensure that at the heart of their planning they do not adopt a one size fits all approach and ensure that all pupils needs are met? | |  |
| How does the curriculum ensure that pupils with SEND have consistent access across all subjects to the systems and processes in place to support them to access learning to help keep them safe? | |  |
| How are British values embedded throughout the school and the curriculum? | |  |
| How is online safety embedded within the curriculum and how is the impact of this monitored? | |  |
| How is the curriculum planned and implemented to teach pupils to stay safe, including online? | |  |
| Does curriculum planning for online safety include the 4c’s – Content, Contact, Conduct and Commerce? | |  |
| How does the school ensure pupils are kept safe online, including when learning is provided remotely? | |  |
| Is there a PSHE Policy in place that links to a broad and balanced curriculum? | |  |
| How has the school adapted the RSE and health education curriculum to address pupils’ mental wellbeing? | |  |
| **Safer recruitment** | | |
| Have school leaders reviewed and updated the school’s safer recruitment procedures in line with KSCIE and the updated DGAT Safer Recruitment Policy? | |  |
| Are all recruitment processes undertaken in line with safer recruitment practices and the DGAT Safer Recruitment Policy? | |  |
| Is there a sufficient number of senior leaders and governors trained in safer recruitment practices? | |  |
| Have section 128, prohibition for management checks been undertaken for all governors? | |  |

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| **Further questions**  **Use this space to record any further questions you would like to ask** | |
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