

NSPCC

Safeguarding in education

This assessment provides a step-by-step guide to help you meet best safeguarding and child protection practices. It has been developed for use in UK schools and covers best safeguarding practice in line with the statutory safeguarding and child protection requirements set out in national legislation across the UK. It should be completed by your nominated child protection lead, working with senior leadership.

How it works

Use the tool to:

- work through a set of simple questions
- easily identify areas for development and measure your progress
- access information and resources to help improve policies and practice
- create a tailored action plan which you can save, print and share
- revisit the tool as many times as you like to update your progress.

Standards

The tool is organised into five standards:

1. **leadership and governance**
2. policies and procedures
3. recognising and responding to child protection
4. supporting children and families
5. adults working with children.

Completing your self-assessment

Work through each question and use our information, advice and resources to help you assess whether you have the necessary arrangements in place. You can use the “optional comments” box to note any actions you have taken or need to take. Do not use this box to record safeguarding concerns or personal data.

Don't forget to save your progress as you work through the questions. You can view your progress in the “saved assessment” area and save or print your action plan to see the steps you need to take.

Register [here](#) (no charge)

Safeguarding link governor/trustee role description

Purpose of role

One of the most important duties that a governing board fulfils is to ensure that their school or trust is creating safe environments for pupils through robust safeguarding practices.

Governing boards must appoint a governor or trustee to take leadership responsibility for their school or trust's safeguarding arrangements.

Where academy committees within multi academy trusts have sufficient delegated management responsibility, NGA recommends each academy committee also appoints a safeguarding lead to help maintain trust wide oversight.

The appointed governor/trustee should take the lead on safeguarding. However, the governing board retains collective responsibility for making sure that safeguarding procedures are properly followed.

Safeguarding governor/trustee duties:

1. Work with the designated safeguarding lead

The designated safeguarding lead (DSL) is a senior member of the school/trust leadership team who takes lead responsibility for safeguarding and child protection. The safeguarding governor/trustee is the board's main point of contact with the DSL and so they should:

- build an effective relationship with the DSL that allows for appropriate support and challenge
- arrange monitoring visits with the DSL to learn about the school or trust's context and how this influences the approach to safeguarding
- through discussion with the DSL (and other stakeholders within the school community), understand the school/trust's safeguarding strengths and areas for development
- meet with the DSL termly to discuss (without specific pupil details) any safeguarding incidents; conversation should be around the suitability of policies and whether any amendments are necessary
- use meetings and visits with the DSL to monitor progress on any strategic safeguarding priorities
- ensure the DSL has received the training they need and is well supported to carry out their role
- talk to the DSL about staff safeguarding training, seeking assurance that staff are up to date with policy and practice and know what steps to take if they have concerns about a pupil

2. Understand how safeguarding works in practice

The safeguarding governor/trustee should be aware of the legal duties that schools, and their governing boards, must comply with to keep pupils safe. It's also important to build an understanding of how safeguarding procedures work in practice. This should focus around:

- reading and understanding [Keeping Children Safe in Education](#) (KCSiE), the DfE's statutory safeguarding guidance (this is a requirement for all governors and trustees)
- building a knowledge and understanding of the school or trust's safeguarding policies and procedures, ensuring these are effective, regularly reviewed and updated
- observing (through arranged visits) how the culture of safeguarding is working within the school
- understanding how safeguarding is built into the school curriculum and how pupils are taught about staying safe (including online safety)
- using any safeguarding assessments or audits (sometimes conducted by local authorities) to help ascertain the robustness of safeguarding procedures and systems
- using data (often supplied within DSL safeguarding reports) to spot trends, for example, absence rates for looked-after children

We recommend that all governors and trustees undertake safeguarding training

such that everyone has the knowledge and information needed to perform their functions and understand their responsibilities.

3. Report back to the board and keep them up to date

As the board's specialist on safeguarding and child protection, the safeguarding link governor/trustee should:

- stay up to date on relevant guidance and policy (including local guidance), ensuring the board are made aware of any changes to their safeguarding responsibilities
- report to the governing board following monitoring meetings with the DSL and any visits/interactions with staff and pupils
- ensure safeguarding is given suitable coverage and prominence within the board's strategic discussions

- feed in to governing board discussions, ensuring that decision making is based on a sound understanding of both the legal requirements and the school/trust procedures and culture
- ensure that the results of safeguarding audits are shared with the board and any concerns addressed