

## 1. Q & A

### 1. Introduction

The overall responsibility for ensuring that safeguarding procedures, policies and training are in place, being effectively managed and comply with the law, lies with the Governing Board (GB) and Designated Safeguarding Lead Officers (DSL) within each school. The responsibilities of the GB are set out in the statutory guidance [Keeping Children Safe in Education](#) (KCSiE) 2024.

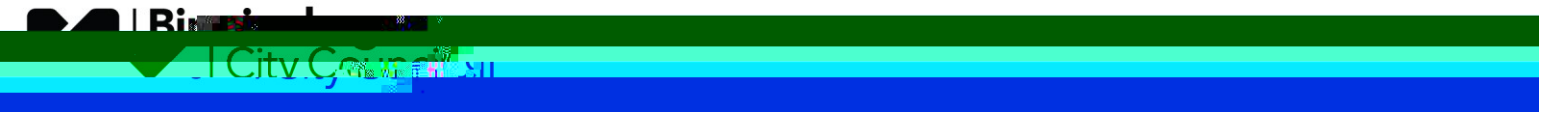
### 2. Keeping Children Safe in Education (KCSiE)

KCSiE is the DfE's statutory safeguarding guidance which is updated every September. It should be read annually and understood by all governors and trustees, paying particular regard to Part 2 which sets out the management of safeguarding (see Essential Reading, below).

Governors and trustees also need to be assured that they have read at least Part 1 of KCSiE. Governing bodies and proprietors, working with their senior leadership teams and especially their DSL, should ensure that they read either Part 1 or Annex A (a condensed version of Part 1) of KCSiE. Governors and trustees also need to be assured that staff understand their responsibilities under the guidance, that the school adopts recommended good practice across all areas of its work, and that safeguarding is monitored.

In line with KCSiE, all governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction. This training should be regularly updated and equip governors and trustees with the knowledge to provide strategic challenge to test and assure themselves that safeguarding policies and procedure are effective and support the delivery of a robust whole school approach to safeguarding. The [Governance Guide](#) for maintained schools and [Academy Trust Governance guide](#) from the DfE reiterates the importance of training to ensure that all governors and trustees have the knowledge and information needed to perform their functions, understand their responsibilities and assure themselves that their school's safeguarding arrangements are robust. Training should also reflect duties set out in [Working together to safeguard children](#) so governors and trustees understand local

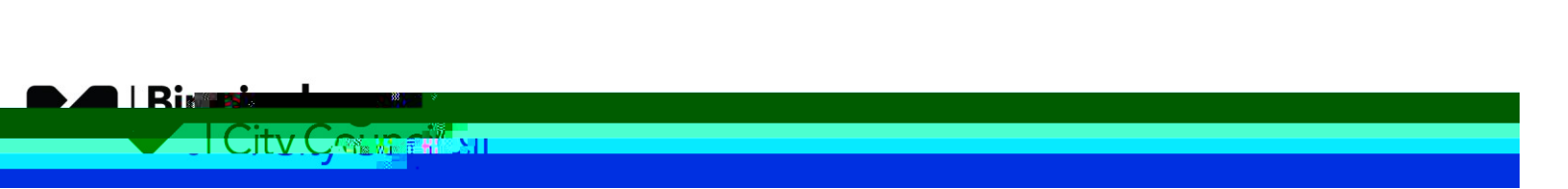




arrangements, are aware of advice and guidance provided by

- To ensure that staff have received annual training (together with regular updates as needed) on safeguarding issues, to include child protection, early help process and online safety.
- To ensure that safeguarding is integrated into a broad and balanced curriculum that teaches children about safeguarding in such a way that the pupils know how to keep themselves safe.
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- Is the Safeguarding and Child Protection Policy available publicly either via the school website or by other means?
- Does the school/GB have a checklist or inventory of all policies and procedures relating to safeguarding including dates when policies need to be reviewed?
- Have *all* staff at the school read and understood at least Part 1 of KCSiE?
- Have appropriate staff read and understood Annex A of KCSiE?
- Does the DSL have the appropriate status, authority, time, funding, training, resources and support to carry out their role effectively?
- Is the school's DSL and deputy DSL appropriately trained, when is this training due

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- How is the school meeting its statutory duties in respect of the Prevent Duty (see Useful Reading, below)?
  - Is there a proactive response to managing child absence?
  - Do we transfer children's child protection file to new schools/settings within the appropriate time frame as set out in KCSiE?
  - How do we identify children with a mental health need and what support do we offer?
  - How is safeguarding being taught in our school: does our curriculum ensure children are taught how to keep themselves and others safe, including online?
  - What additional resource/help is being provided for looked after and previously looked after children, internally or externally and how is their progress monitored?
  - How does the school ensure that relevant staff have due regard to the data protection principles in respect of sharing information for safeguarding purposes?

The Governance Safeguarding lead can also consider additional ways to fulfil the role by, for example: -

- Undertaking a pupil survey or meeting student council.
- Meeting with pastoral support staff.
- Undertaking a school visit to look at pupil behaviour.
- Meeting the PSHE lead to discuss the curriculum.

Scrutinising trends in data (numbers of referrals, types of referral, numbers and types of behaviour incidents, exclusion numbers, trends/comparison to previous years etc.) should be an ongoing and intrinsic part of the role.

A more extensive and detailed list of questions is available upon request to those schools who subscribe to S&GS.

## 6. Essential Reading

<p><a href="#">Keeping children safe in education 2024</a></p>	<p>DfE statutory guidance for schools and colleges on safeguarding children and safer recruitment.</p> <p>All governors should read and follow this guidance.</p>
<p><a href="#">Safeguarding Model Policy-Schools and Colleges 2024   Birmingham City Council</a></p>	<p>6]fa ]b [ \Ua E]`A cXY`Dc`]Wn`k \ ]Wk `WUj` be adapted by Headteachers/Principals and GBs to reflect the ethos of individual schools.</p>
<p><a href="#">BSCP website</a></p>	<p>Advice and guidance on Birmingham's multiagency working</p>
<p><a href="#">Right Help Right Time Guidance</a></p>	<p>RHRT advises what support is available whatever children's needs are and is the collective framework and practice guide on how all individuals, agencies, partners and practitioners work together an AMCID 10/Lang (e</p>

<p><a href="#">Online safety in schools and colleges: Questions from the Governing Board</a></p> <p><a href="#">The National Grid for Learning - Online Safety Audit (lgfl.net)</a></p>	<p>Examples of questions that governors and trustees can ask to help ensure school leaders are keeping children safe online.</p> <p>Free audit tool</p>
<p><a href="#">Designated teacher for looked-after and previously looked-after children</a></p>	<p>DfE statutory guidance that includes the role of the GB (see page 9: Role of the GB).</p>
<p><a href="#">Maintained schools governance guide - Guidance</a></p> <p><a href="#">Academy trust governance guide - Guidance</a></p>	<p>DfE advice and guidance outlining the roles and duties of GBs.</p>
<p><a href="#">Safeguarding and school inspection</a></p>	<p>Useful joint advice from the NGA and NAHT for GBs on safeguarding and school inspection</p>

## 8. Training and Keeping Updated

Safeguarding Children – The Role of the Safeguarding Governor/Trustee is available through [S&GS's Training Programme](#).

The Governance Safeguarding lead should keep abreast of current developments and undertake role specific training that is available to them.

We also recommend that the Governance Safeguarding lead refers to the S&GS Agenda Briefing. The Agenda Briefing is emailed direct to the Chair, HT, Clerk, Safeguarding leads of all schools and academies that subscribe to S&GS for the beginning of each term. To request a copy of the Agenda Briefing email [governors@birmingham.gov.uk](mailto:governors@birmingham.gov.uk)

School & Governor Support  
 Children and Families Directorate  
 Birmingham City Council

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