1.0   GENERAL

1.1   The purpose of this document is to set out how this governing body within its overall responsibility for safeguarding and child protection, will allocate its responsibilities to a safeguarding governor, working with a deputy.

1.2   The responsibilities of the governing body for safeguarding and child protection are set out in the school's Safeguarding and Child Protection Policy (which is reviewed annually) and are as follows:

The governing body fully recognises its responsibilities with regards to safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

Therefore, the governors for safeguarding and child protection will, on behalf of the governing body:

- Take leadership responsibility for the school's safeguarding arrangements and practice and champion safeguarding issues.
- Ensure that all governors and trustees receive appropriate governor safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.
- Ensure governors and trustees are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty and the local multi-agency safeguarding arrangements.
- Ensure an annual safeguarding report (Annual Safeguarding Monitoring Report for Governors) is made to the full governing body and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed, ratified, updated and understood and followed by all staff.
- Ensure that this Safeguarding and Child Protection policy is be published on the school website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age-appropriate filtering and monitoring systems and ensure the effectiveness is regularly reviewed.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

2.0   MEMBERSHIP

2.1   The safeguarding governor group ("Group") shall consist of a named governor with delegated powers, and one or more deputies. For 2024-25:
2.1.1   The named governor with delegated powers is: Dr Kirsty Shephard
The deputy governor is: Isabel Harrison

2.2   The group will liaise with the school's designated safeguarding lead for child protection ("DSL") and may consult such members of staff or other governors as they see fit

2.3   Other members of the governing body may attend meetings of the Group and may contribute to discussions on matters under consideration.

2.4   Only the named governor as approved by the Governing Body, shall have the right to exercise any delegated powers.

3.0   MEETINGS AND DECISION MAKING

3.1   The Group shall meet with the DSL at least once a term and ideally once every half term.

3.2   It is not necessary for all members of the Group to be present at all meetings with the DSL but the named governor must be present at any meeting at which decisions are taken.

3.3   If all members of the Group agree, discussions may take place and decisions taken by email. A single member of the Group may require a face to face meeting in relation to any issue within the work schedule.

3.4   The Group shall ensure that a schedule of meetings exists for the academic year.

3.5   In exceptional circumstances meetings may take place virtually rather than face to face.

4.0   STANDING ORDERS

4.1   The work schedule for the year (attached), as supplemented by the Group and the DSL shall govern the programme for the year.

4.2   A note of each meeting shall be circulated to the Group for comment and subsequently uploaded to Teams in draft form within two weeks after each meeting.

4.3   That report will be submitted to the next appropriate full governing body meeting for discussion

4.4   Guidance to assist in the monitoring is attached to this job description. Although this is focussed on SDP/TOP monitoring, much of the content has general application.

5.0   TERMS OF REFERENCE

5.1   The named safeguarding governors have responsibility for:

   5.1.1   Ensuring that the governing body meets its responsibilities in relation to child protection as set out in its Safeguarding and Child Protection Policy, and to follow best practice as advised by Cambridgeshire County Council.

   5.1.2   Ensuring that the governing body meets its responsibilities in relation to health and safety as set out in its Health and Safety Policy and to follow best practice as advised by Cambridgeshire County Council from time to time.

5.2   The governing body delegates to the named safeguarding governors the power to adopt the Health & Safety Policy.
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Work schedule 2024-25

Task	Notes
Autumn term	
Contact DSL to: • Agree schedule of meetings for the year • Agree Safeguarding and Child Protection Policy to go to FGB for approval in Autumn 1	This can be done by email
Autumn 1 Meet with DSL to: • Safeguarding governor job description • Annual and new starter governor safeguarding training check • My concern logs, children under social care. • Annual safeguarding planner. • Single central record review. • Risk assessments in accordance with agreed schedule (attached) • Policy review in accordance with agreed schedule. • Review safeguarding procedures, data and implementation - DV incidents, bullying logs, behaviour, prevent, pride, physical intervention log, suspensions. • RIDDOR reports and Health and Safety Walk	Alternate campus as venue for each meeting
Upload to Teams: • report of meeting	Use pro forma monitoring report for termly meetings.
Autumn 2 Meet with DSL to: • Ensure adopted Safeguarding and child protection policy is on website. • Attendance data • Filtering and monitoring data • GDPR incidents • Single central record review. • Policy review in accordance with agreed schedule. • Review safeguarding procedures, data and implementation - DV incidents, bullying logs, behaviour, prevent, pride, physical intervention log, suspensions. • Fire drills • RIDDOR reports and Health and Safety Walk	

Upload to Teams: • report of meeting	Use pro forma monitoring report for termly meetings.
Spring term	
<u>Spring 1</u> Meet with DSL to: • My concern logs, children under social care. • Annual safeguarding planner. • Single central record review. • Review safeguarding procedures, data and implementation - DV incidents, bullying logs, behaviour, prevent, pride, physical intervention log, suspensions. • RIDDOR reports and Health and Safety Walk	
Upload to Teams: • report of meeting	Use pro forma monitoring report for termly meetings.
<u>Spring 2</u> Meet with DSL to: • Attendance data • Filtering and monitoring data • GDPR incidents • Single central record review. • Policy review in accordance with agreed schedule. • Review safeguarding procedures, data and implementation - DV incidents, bullying logs, behaviour, prevent, pride, physical intervention log, suspensions. • Fire drills • RIDDOR reports and Health and Safety Walk	
Upload to Teams: • report of meeting	Use pro forma monitoring report for termly meetings.
Summer term	
<u>Summer 1</u> Meet with DSL to: • My concern logs, children under social care. • Annual safeguarding planner. • Single central record review. • Review safeguarding procedures, data and implementation - DV incidents, bullying logs, behaviour, prevent, pride, physical intervention log, suspensions.	

• RIDDOR reports and Health and Safety Walk • Review safeguarding and general safety awareness in PSHE.	
Upload to Teams: • report of meeting	Use pro forma monitoring report for termly meetings.
Summer 2 Meet with DSL to: • Attendance data • Filtering and monitoring data • GDPR incidents • Single central record review. • Review safeguarding procedures, data and implementation - DV incidents, bullying logs, behaviour, prevent, pride, physical intervention log, suspensions. • Fire drills • RIDDOR reports and Health and Safety Walk • Policy review in accordance with agreed schedule. • Review safeguarding and general safety awareness in PSHE. • Prepare paperwork for annual report to governors.	

Policy review schedule for 2024- 2025

- Safeguarding Policy
- Separated Parents Policy
- Online safety Policy
- Critical Incident Policy
- Health and Safety Policy
- Supporting pupils with medical needs Policy

Premises Risk Assessment Review Schedule 2022-25

Year		Premises
Year 1 (2022/23)	Autumn 2022	Fire safety Asbestos and Legionella,
	Spring 2023	Material storage & COSHH/ Village visits (both) Lone working / Working at height
	Summer 2023	Car Parks ICT suite and equipment
Year 2 * (2023/24)	Autumn 2023	Severe weather
	Spring 2024	Nursery classroom/kitchenette
	Summer 2024	Reception classrooms / outdoor areas
Year 3 * (2024/25)	Autumn 2024	Classroom Pond area, Wildlife area, Allotment area
	Spring 2025	Community kitchen Dining room/Midday supervisors *NEW*
	Summer 2025	Transport Playground & Break/lunchtimes

*Since Autumn 2023, all risks assessments have been reviewed in one go rather than spread across a 3 year cycle. Next review of all risk assessments is due in Autumn 2025.

Governor monitoring guidance

Introduction

Throughout all your work as a governor, keep in mind the three core functions of governors (as stated in the *Maintained Schools Governance Guide* published by the DfE):

- ensuring clarity of vision, ethos and strategic direction
- holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- overseeing the financial performance of the school and making sure its money is well spent.

These functions should focus your thoughts, planning and discussion with the school.

Focusing on these functions will also help you distinguish between your relationship with the school as a governor, and any other relationship you have with the school (e.g. as parent or staff member).

Monitoring school development

The school should continually aim to improve, and the school development plan (SDP) each year outlines which actions will be carried out to achieve this. As this has implications for all three core principles above, the monitoring of school development is a major part of governor work.

- ### The SDP and other school planning documents

This is the major planning document for each year. At H&CCPS this document is broad-brush and mainly strategic, so governors should know its contents, contribute to its preparation and refer back to it while monitoring through the year.

The actions in the SDP are organised by the school into action plans on specific areas of development and termly operational plans (TOPs). These plans include more detail, and

> **Note**
> It is essential to differentiate between what is strategic and what is operational.
> - Governors are responsible for what is strategic.
> - The school is responsible for what is operational.
> Further guidance on this can be seen in the ***Asking good questions*** section below.

are a mix of strategic and operational actions. They should include success criteria, and outline resources required (budget and staff resources).

Discussion of the SDP usually occurs at Full Governing Body (FGB) level. Monitoring of action plans and TOPs occurs at governor team level.

- ### Monitoring at governor team level

Meetings at this level may be with headteachers, school teachers, other staff or even pupils. Monitoring should focus on strategic issues or questions, though governors will need understanding of what is happening operationally in order to ask the right questions.

Prepare for meetings

- With a new action plan or TOP, check back with the SDP – do they match up? Has anything in the SDP been missed? (This may be because an action will be covered later in the year, but it's worth checking.)
- Identify the strategic issues – do these have SMART success criteria? What are the resource implications?
- Prepare the questions you will ask when you meet. These should focus on strategic issues, unless you need knowledge of operational actions in order to understand the strategic issues. (See also *Asking good questions* below.)
- Governors could consider meeting beforehand, e.g. online on Teams, to discuss questions for the school team leaders. This is helpful for new governors, and also allows governors to make sure they focus on what's most important. If appropriate, bear in mind the 'deep dive' questions that Ofsted may ask (see the most recent Ofsted Framework for Inspections) and include similar questions where there is time and they are appropriate.
- Arrange meetings with appropriate staff members in plenty of time. Ideally, try to set dates as soon as possible for the whole academic year, at times that link to when evidence for development becomes available. At the very least, make sure a time is scheduled for the following meeting each time you meet with staff. Be considerate of staff teaching and planning commitments, as well as their work/life balance. You may also be limited on suitable times for meetings, so some cooperation may be needed to find a mutually suitable time.

> SMART stands for the following (or similar):
> - specific / significant
> - measurable
> - achievable / agreed
> - realistic
> - time-bound

During meetings

There are a few obvious points that can help a meeting be effective.

- Remember you are visiting as a governor. Questions should focus on what the governing body needs to know, and not on anything of more personal interest.
- Meetings are usually time-limited, so keep to time as far as possible.
- You may wish to offer suggestions of how something might be done another way, based on experience elsewhere. If you do, bear in mind you are entering operational territory and accept that, though the school might appreciate other ideas, the final decision of operational matters is theirs.

Classroom visits / Learning walks

You may sometimes visit classrooms while pupils are learning, for example to see how a new teaching method or resource is affecting staff and pupils. This will usually be alongside a staff member for the area of development that you are monitoring. Remember that governors should not judge the quality of teaching and learning – that is an operational responsibility of the Head teachers. The purpose of a visit will be to collect evidence for evaluation of objectives.

When in the classroom, try to minimise any disruption to learning and teaching. For example, if you have questions for the class teacher, try to keep them for the end of the lesson or email them to school (via the office) for the teacher to answer when they are not teaching.

After a meeting or visit
It is usually helpful to write down brief notes (e.g. in bullet points) of what was discussed during the meeting or seen on the visit, and particularly any action points that arose from the discussions. Try to write these soon as soon as possible, at least within two weeks.

Circulate your notes to the staff team leaders and members of your governing team, to make sure they agree with what you have written. The notes should then be placed in the report folder for your monitoring group on Its Learning, and other governors alerted to this. The report may also need to be copied into the folder of the next FGB when monitoring is part of the agenda.

Asking good questions
It is generally much easier to ask operational questions (e.g. 'What are you doing?') rather than strategic ones (e.g. 'What is the aim of that?'). Obviously sometimes you need to ask operational questions, to increase knowledge. However, most governor monitoring should focus on strategic questions, with a view to evaluating the effectiveness of the commitment of resources.

So questions should focus on:

· **intent**: the strategic value of any proposed change/development (e.g. why are you doing this? how will it improve things? what impact will it have on pupils/parents/staff? why is it worth doing?)

· **implementation**: how do you know that what is intended is being done?

· **impact**: on educational performance (e.g. how will this help pupils learn better? how will this improve pupil progress/attainment?)

· **impact**: on staff performance (e.g. does this add an extra burden to staff? if so, how is it being balanced by removing burden elsewhere?)

· **impact**: on budget (e.g. what are the budgetary requirements for this? where is money being moved from to do this? is this the better way to use that money?

Structure of the year

	Termly Operational Plans	**Annual action plans**
first meeting of academic year	- check the objectives against the SDP to make sure they match and nothing is missing - for curriculum-linked areas (including EYFS) check if a pupil progress target is included (this isn't essential but should be considered) – if so check that reasonable numeric targets are given - check success criteria are given and that they are acceptably SMART	

	• agree appropriate meeting dates for rest of year	
subsequent meetings	termly to check on progress towards, or completion of, objectives in previous term's plan • check if main objectives have changed from previous term, if so - why? • consider opportunities (e.g. learning walk with staff member) to broaden operational knowledge, particularly in areas of change	at key points in year • consider opportunities (e.g. learning walk with staff member) to broaden operational knowledge, particularly in areas of change
final meeting of the year	• check evaluation of success criteria and the impact of the objectives • where pupil data are involved, remember that progress data are less affected by cohort variation than attainment data, and so can give a better picture of year-on-year comparison for evaluating the impact of activities • identify any objectives that need further development in the following academic year and any contribution to SEF	