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**Template Annual Report to Governing Body on Safeguarding Activity**

**2023-2024**

**Version 1**

**Published August 2023**

**Introduction and Guidance Notes**

This document will enable Designated Safeguarding Leads (DSLs) to work in partnership with governors to ensure best safeguarding practice, and evidence compliance with statutory legislation and requirements.

This document serves two purposes:

1. To provide a template report on safeguarding practice that enables the Governing Body to monitor compliance with the requirements of statutory guidance for schools *Keeping Children Safe in Education* (KCSIE) and Section 175 of the Education Act to identify areas for improvement.

*“Governing bodies and proprietors have a strategic leadership responsibility for their school’s or college’s safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this [KCSIE] guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.”* (KCSIE)

1. To enable the Governing Body to assure itself that the school is discharging its safeguarding responsibilities effectively whilst providing corroborative evidence for Ofsted Inspectors when safeguarding practice is being assessed under the section 5 Inspection Framework.

This document is provided as a template for schools and settings and should be adapted according to individual context. The governor with responsibility for safeguarding may also find it helpful to access the UK Council for Internet Safety’s [Online safety in schools and colleges: Questions for the governing board](https://www.gov.uk/government/publications/online-safety-in-schools-and-colleges-questions-from-the-governing-board) guidance. A copy of the completed document should be appended to the minutes of the Governing Body meeting where the safeguarding report is given.

* **Blue font** indicates that the school/college/setting DSL should insert relevant information.
* **Red font** highlights suggestions and guidance to assist governing bodies and DSLs in completing this report. This content is provided as guidance notes and should not be left in final versions.

**Disclaimer**

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Insert School Logo here

**Annual Report to Governing Body on Safeguarding Activity in (**SCHOOL NAME**)**

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| **Name of School:** School name |
| **Date completed:** DD MM YY |
| **This report is for the period:** DD MM YY **to:** DD MM YY |
| **Author:** Name and role | **Role:** |
| **Name of governor with lead responsibility for safeguarding arrangements:** Name | **Date presented to governing body:** DD MM YY |

Note: This information in this report is confidential: names and specific circumstances should not be shared more widely.

1. **Designated Safeguarding Lead (DSL) information**
* Governing bodies should ensure an appropriate senior member of staff is appointed to the role of DSL to take responsibility for safeguarding and child protection (KCSIE).
* DSLs should undertake appropriate training that is consistent with DfE, Local Authority and Kent Safeguarding Children Multi-Agency Partnership (KSCMP) guidance.
* DSLs training should be refreshed every two years. Evidence could include copies of certificates for DSL/refresher training events provided by Education Safeguarding Service.

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| **Name of Lead DSL** | **Job title** | **Date of most recent training** | **Certificates viewed by** |
|  |  |  |  |
| **Name of Deputy DSL(s)** | **Job Title** | **Date of most recent training** | **Certificates viewed by** |
|  |  |  |  |

1. **Evidence of continued professional development for DSLs throughout the year:**
* In addition to formal refresher training for DSLs every two years, there should be evidence of DSLs accessing at least annual updates. Evidence could include for example, certificates/attendance on training/events provided by the Education Safeguarding Service, KSCMP/KCC training and/or other training, e-Learning, webinars, briefings, conferences, newsletters.
1. **Report on induction of new staff in safeguarding policy and procedures:**
* All staff, including governors/trustees should receive appropriate safeguarding and child protection (including online safety) training at induction. This training should be regularly updated and be in line with advice from KSCMP.

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| **Staff group** | **Overall numbers in school during this period** | **School safeguarding induction given** (DD MM YY) | **Other safeguarding training**(DD MM YY) |
| **Teachers** |  |  |  |
| **Governors** |  |  |  |
| **Support staff** |  |  |  |
| **Other** *For example, visitors, Work Placements, Contractors* |  |  |  |

1. **Evidence of safeguarding training and/or regular updates undertaken by staff and governors:**
* KCSIE states that all governors and trustees should receive appropriate safeguarding and child protection (including online) training which equips 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. Their training should be regularly updated.
* All staff should receive regular safeguarding and child protection updates (including online safety) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively, for example whole staff training, e-Learning, email, e-bulletins, staff meetings
* Evidence could include a register of attendees at whole staff group training events and/or certificate of validation and should encompass all staff who have access to children.

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| **Staff group/member** | **Training undertaken** | **Date** (DD MM YY) | **Evidence/rationale** *(if applicable)* |
| *For example, governor training, whole staff training or individual member of staff name/groups* | *For example, Home Office Prevent e-Learning, online safety training* |  |  |
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1. **Evidence of other safeguarding training and monitoring undertaken:**
* For example:
	+ Evidence/details of senior manager and/or governor who has undertaken Safer Recruitment Training in line with DfE model. It is a requirement that any selection panel appointing staff to work with children has at least one member who has undertaken this training.
	+ Evidence of additional/other safeguarding training undertaken by Governors. Everyone on the board should have sufficient safeguarding training to ensure they are able to carry out their duties effectively.
	+ Monitoring visits undertaken by safeguarding governor.
1. **Evidence DSLs, governors and appropriately required staff have read and understood key national and local documents:**
* Including but not limited to KSCMP Procedures, ‘Working Together to Safeguard Children’, ‘Keeping Children Safe in Education’, ‘What to do if you think a child is being abused’.
	+ As a minimum, there should be evidence that all staff have read and understood part one/annex A of Keeping Children Safe in Education and all staff who have contact with children have read annex B. We recommend all governors read at least Part two and the associated annexes of KCSIE as a minimum, and the safeguarding governor and chair of governors should read KCSIE in full.
1. **Child Protection Policy**
* Schools should have an effective child protection policy which describes procedures in accordance with government guidance and refers to local agency procedures. It should be updated annually (as a minimum) and be available publicly either via the school website or by other means.
* The expertise of staff should be recognised, and opportunities should be provided for staff and other members of the community as appropriate to contribute to and shape safeguarding arrangements and the child protection policy.
* The schools safeguarding policies and procedures should be transparent, clear, and easy to understand for staff, children and parents/carers.

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| **Date child protection policy written/updated:** DD MM YY |
| **Date policy approved by governing body:** DD MM YY | **Next review date:** DD MM YY |
| **Any updates/changes made to the policy** *For example, updates to reflect national guidance, updating names of DSLs, amending local contact information* |
| **How the policy has been made available to the community** *For example, current version has been published on school website on (date), sent to all staff, parents/carers via email* |
| **How members of staff and/or other members of the community have contributed to and/or shaped the child protection policy***For example, use of staff groups, PTA groups, student councils* |

1. **Evidence the school has ensured all children have an equal voice:**
* Including but not limited to obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) and the requirement to safeguard all members of the community (staff, children, parents/carers and other family members) identified with protected characteristics within the Equality Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation).
* Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
1. **Policies and other documents relating to safeguarding:**

Please note, this list is NOT exhaustive and will need to be amended by individual schools. Some content may be captured within other or existing policies.

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| **Policies and Procedures** | **Date approved** | **Next review date** | **Evidence/Activity** |
| Anti-bullying | DD MM YY | DD MM YY |  |
| Behaviour, including physical intervention | DD MM YY | DD MM YY |  |
| Data protection policy  | DD MM YY | DD MM YY |  |
| Drugs and substance misuse | DD MM YY | DD MM YY |  |
| Emergency procedures, for example, lockdown, fire drill, evacuation  | DD MM YY | DD MM YY |  |
| Equality statement | DD MM YY | DD MM YY |  |
| Extended school/before and after school activities | DD MM YY | DD MM YY |  |
| First Aid (including management of medical conditions, intimate care) | DD MM YY | DD MM YY |  |
| Health and Safety (including school/site security) | DD MM YY | DD MM YY |  |
| Information sharing | DD MM YY | DD MM YY |  |
| Management of allegations against staff | DD MM YY | DD MM YY |  |
| Mobile and smart technology  | DD MM YY | DD MM YY |  |
| Online Safety, including Acceptable Use Policies (AUPs) and use of social media *(if not addressed elsewhere)* | DD MM YY | DD MM YY |  |
| Racial or homophobic incident monitoring | DD MM YY | DD MM YY |  |
| Recording and retention of child protection records | DD MM YY | DD MM YY |  |
| Relationship, Sex and Health Education (RSHE)/PSHE scheme of work which will empower learners to better protect themselves, including online | DD MM YY | DD MM YY |  |
| Risk assessments (including off site activity) | DD MM YY | DD MM YY |  |
| Safeguarding statement in school prospectus and on school website | DD MM YY | DD MM YY |  |
| Safer recruitment and selection | DD MM YY | DD MM YY |  |
| Searching, screening and confiscation *(if not addressed elsewhere)* | DD MM YY | DD MM YY |  |
| Single Central Record (staff vetting) \* | DD MM YY | DD MM YY |  |
| Staff behaviour policy (code of conduct) in line with Safer Working Practice Guidance  | DD MM YY | DD MM YY |  |
| Use of images and cameras | DD MM YY | DD MM YY |  |
| Whistleblowing | DD MM YY | DD MM YY |  |
| Work placement protocols | DD MM YY | DD MM YY |  |
| Work experience protocols | DD MM YY | DD MM YY |  |

\*To include audit of DBS checks undertaken, references and validation of qualifications etc as referenced in DfE and KSCMP Safe Recruitment guidance

1. **Evidence of appropriate online safety activity, including filtering and monitoring activity/decision making:**
* Governing bodies should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement. Online safety and the school’s approach to it should be reflected in the child protection policy.
	+ UKCIS has published [Online safety in schools and colleges: Questions from the governing board](https://www.gov.uk/government/publications/online-safety-in-schools-and-colleges-questions-from-the-governing-board). These questions can be used to gain a basic understanding of the current approach to keeping children safe online, learn how to improve this approach where appropriate, and find out about tools which can be used to improve the school’s approach.
	+ Technology, and risks and harms related to it, evolve, and change rapidly. KCSIE suggests that schools should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. Resources are referenced in Part Two of KCSIE or advice to Kent schools can be provided via the Education Safeguarding Service.
* Governing bodies should ensure their school has appropriate filters and monitoring systems in place and regularly review their effectiveness. The appropriateness of filtering and monitoring systems are a matter for individual schools; governing bodies should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks. Governing bodies should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
	+ The [UK Safer Internet Centre](https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring) provides information regarding appropriate filtering and monitoring which can be found in Part two of KCSIE. The UK Safer Internet Centre has also published [Filtering and monitoring - Questions for governors, proprietors and trustees](https://saferinternet.org.uk/blog/filtering-and-monitoring-questions-for-governors-proprietors-and-trustees) which will be beneficial for governors to access.
	+ The DfE have published [filtering and monitoring standards for schools and colleges](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges); governing bodies should review these standards and discuss with DSL, leaders, IT staff and service providers what more needs to be done to support their school in meeting this standard.
1. **Evidence that children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum:**
* Governing bodies should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
1. **Summary of relevant safeguarding information** (at end of summer term)

Schools may wish to add additional categories as relevant to their specific context.

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| **Category** | **Number** | **Other information** |
| Overall attendance % for academic year |  |  |
| Number of children with Special Educational Needs and Disabilities (SEND) |  |  |
| Number of children with ECHP |  |  |
| Number of children in care or previously in care |  |  |
| Number of suspensions  |  |  |
| Number of permanent exclusions  |  |  |
| Number of pupil premium children |  |  |

1. **Summary of safeguarding activity** (at end of summer term)

Disclaimer: even if there are no reported cases, abuse may still be taking place and is simply not being reported.

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| **Category** | **Number** | **Other information** |
| Number of Requests for Support made to the Front Door |  |  |
| Number of Requests for Support made to Front Door with outstanding action required  |  |  |
| Number of children open to Children’s Social Work Service |  |  |
| Number of children open to Early Help and Preventative Services  |  |  |
| Number of allegations made against staff which met the harms threshold |  |  |
| Number of low level concerns shared about staff |  |  |
| Number of reported bullying incidents |  |  |
| Number of reported racist incidents |  |  |
| Number of reported online safety incidents |  |  |
| Number of reported sexual violence/harassment incidents |  |  |
| Number of Operation Encompass notifications |  |  |

1. **Number of pupils’ subject of a Child Protection Plan** (at end of summer term)

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| **Category** | **Number** | **Number of case conferences** | **Number attended** | **Number of reports submitted** |
| Physical |  |  |  |  |
| Sexual |  |  |  |  |
| Emotional |  |  |  |  |
| Neglect |  |  |  |  |

1. **Other comments on safeguarding issues/activity**
* For example, significant incidents, opportunities for parental engagement/awareness raising, engagement with local/national safeguarding events.
1. **Action plan for next academic year** DD MM YY **to** DD MM YY

Add/amend rows/columns as appropriate.

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| **Action to be taken** | **Resources Required** | **Timescales** | **Governor/DSL responsible** |
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