

MARJORY KINNON SCHOOL
“From Good to Outstanding”
SAFEGUARDING COMMITTEE
TERMS OF REFERENCE 2021-22
GOVERNANCE ADMINISTRATION

Membership

The committee shall consist of up to 6 governors plus the Headteacher or delegate(s) and where appropriate associate members and such other persons as the committee may determine to provide specific expertise and or skills. If the GB require an expert view they will invite an appropriate person to a committee meeting to give the benefit of their wisdom.

Associate Members

The committee shall have such co-opted voting members as the governing body shall appoint. The committee may make recommendations for these appointments, which may include school staff members as the Headteacher shall determine in consultation with colleagues.

Other Attendees

Such other persons, that the Governing Body or committee determines, can attend committee meetings. The committee may exclude persons ‘in attendance’ from any part of its meeting when the business under consideration concerns an individual member of staff or pupil. Persons ‘in attendance’ will have no voting rights.

Quorum

The quorum shall be three governors. The meeting will not take place unless the Headteacher or her/his representative is present.

Meetings

The committee shall meet once a term or otherwise as required.

Restrictions on Persons Taking Part in Proceedings

Where in relation to any matter (i) there may be a conflict between the interests of a relevant person and the interests of the governing body; (ii) a fair hearing is required and there is any reasonable doubt about a relevant person's ability to act impartially, or (iii) a relevant person has a pecuniary interest, that person, if present at a meeting of the school at which the matter is the subject of consideration, must disclose his or her interest, withdraw from the meeting and not vote on the matter in question.

Staff governors must withdraw and not take part in discussions relating to (i) the appraisal or pay of any school employee (including the Headteacher) or (ii) any discussions where they have a personal interest in the outcome.

Chair of Committee

Chair and Vice-Chair to be nominated by the Committee and ratified at the first meeting of the Full Governing Body each year.

Matters of Urgency

The governing body will conduct all its business through its schedule of meetings, except where, in the Chair's opinion, a delay in exercising a function of the governing body is likely to be seriously detrimental to the interests of a) the school; b) a pupil at the school (or their parents); or, c) a person who works at the school. Cases of urgency may be dealt with by the Chair of Governors, in consultation with the Chair of the Committee and Headteacher and any action taken or decision made reported to the Full Governing Body.

The Governing Body's Responsibilities

The governing body has general responsibility for the conduct of the school with a view to promoting high standards of educational achievement. The governing body will want to ensure that in all its activities the school is enabling every child or young person to achieve his or her full potential and maximise his or her life chances, choices and opportunities. Consequently, all committees will:

1. Receive reports from members of staff about matters relating to any of the issues listed in their terms of reference.
2. Contribute to, monitor and evaluate relevant parts of the SEF, the School Development Plan and the policies allocated to them, reporting or making recommendations to the Full Governing Body.
3. Consider recommendations from relevant external reviews for example audit, Ofsted or Local Authority review, to agree the actions needed to address any issues identified and

to monitor and evaluate regularly the implementation of any plan agreed, reporting or making recommendations to the Full Governing Body.

4. Consider the views of staff, pupils and parents when making strategic decisions that will impact on them.
5. Consider the impact on equality, referencing the protected characteristics, when making recommendations and when reviewing/drafting policies. (See Annex A for information re the General Equality Duty).
6. Take appropriate action on any other relevant matter referred by the governing body.

Voting

Every question to be decided at a committee meeting must be determined by a majority of votes of those governors and associate members present and voting. If there is an equal number of votes, the chair (or the person acting as chair), provided that he or she is a governor, has a second (or casting) vote. The committee can only vote if the majority of the committee members present are governors.

Voting Rights of Associate Members on Committee

The 2013 Procedures Regulations removed the limitations on voting rights of associate members in committees. The GB has decided to exercise its option to ask associate members to withdraw when individual staff or pupils are being discussed.

STRATEGIC FOCUS OF THE SAFEGUARDING COMMITTEE

Accountability

The Safeguarding Committee will monitor and evaluate the schools safeguarding arrangements and activity to ensure that children are safe, supervised well, attend regularly and punctually and that they behave well. It will also ensure that all individuals involved with the school (i.e. staff, Governors, volunteers, contractors etc.) are checked for suitability and trained appropriately in accordance with the schools' legal requirements.

There will be a named Lead Governor for Safeguarding and at least one Deputy Governor for Safeguarding. These Governors will be responsible for systematically testing the evidence base stated by staff through a robust safeguarding audit schedule which will monitor:

- Single Central Register
- Safer recruitment, references and appointment procedures
- Website and e-Safety
- MyConcern reporting tool
- Registers, attendance monitoring procedures and action
- SMSC, British Values, Prevent

The Safeguarding Committee will report back to the governing body by submitting minutes which record decisions made, actions to be taken and/or recommendations for consideration. Governors will regularly engage with staff, pupils and parents/carers and where necessary external stakeholders to ensure the highest level of safeguarding is in place. They will submit to the school and the Chair of the committee, within seven days of a learning walk, a report on their observations. The Chair will produce a summative document, to be submitted to the school.

The Safeguarding Committee will monitor and evaluate relevant Equality Objectives and assigned sections of the SEF and linked key issues in the SDP notably:

- Keep under review pupil attendance and punctuality and the actions taken to reduce level of non-attendance, monitor holidays taken in term-time and action taken in response.
- Behaviour patterns and trends, exclusions and rewards.
- To review safeguarding and child protection systems and ensure they are robust and fit for purpose.

- To receive reports on e-safety, racist incidents and Prevent action and ensure appropriate action has been taken.
- To monitor training for all staff to ensure it is relevant and covers all statutory requirements and school/Local Authority priorities.
- Monitor the impact of safeguarding policies (see Annex B).
- Review the effectiveness of partnerships with other schools, external agencies and the community including business, to improve the quality of support offered to pupils at the school and to enhance safeguarding arrangements.

Policies

The committee will ensure the timely review and ratification of all statutory and non-statutory policies and documents, including those required by legislation or as agreed by the FGB. These responsibilities are defined within the Governance Policy Register Schedule.

The statutory and non-statutory policies and documents due for review in each academic year along with the planned agenda items for the meetings scheduled in that period will be presented to the Committee at the first meeting of each academic year.

Annex A

The General Equality Duty

A school must have **due regard to the need to:**

- a) eliminate **discrimination**, harassment, victimisation and any other conduct that is prohibited by the Act
- b) advance **equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Protected characteristics

- Age (not pupils)
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

Annex B

Safeguarding Principles & Policies

Page 25 in the September 2021 edition of Keeping Children Safe in Education has this to say about safeguarding policies:

Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare'.

~~*This should include:*~~

- ~~• *an effective child protection policy; and*~~
- ~~• *a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include – acceptable use of technologies, staff/pupil relationships and communications including the use of social media*~~
- ~~• *this is not intended to be an exhaustive list. These policies, along with Part one of this guidance (Keeping children safe in education) and information regarding the role of the designated safeguarding lead, should be provided to all staff on induction. Governing bodies and proprietors should take a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers'.*~~

~~Paras 47 and 48 In KCSiE September 2021~~

85. These policies should include individual schools and colleges having:

- an effective child protection policy which:
 - reflects the whole school/college approach to peer on peer abuse (see para 145);
 - reflects reporting systems as set out at paragraph 83;
 - should describe procedures which are in accordance with government guidance;
 - refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners;
 - includes policies as reflected elsewhere in Part two of this guidance, such as online safety (see paragraph 126), and special educational needs and disabilities (SEND) (see paragraphs 185-187);
 - where appropriate, reflects serious violence. Further advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance;

- should be reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt; and
- is available publicly either via the school or college website or by other means.
- a **behaviour policy**, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- a **staff behaviour policy** (sometimes called the code of conduct) which should, amongst other things, include: acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.
- **appropriate safeguarding arrangements** in place to respond to children who go missing from education, particularly on repeat occasions (more information at paragraph 164).

86. The above is not intended to be an exhaustive list. These policies and procedures, along with Part one (or Annex A if appropriate) of this guidance and information regarding the role and identity of the designated safeguarding lead (and deputies), should be provided to all staff on induction.

87. Governing bodies and proprietors should take a proportionate risk-based approach to the level of information that is provided to temporary staff and volunteers.

The following lists the statutory policies, documents and issues relevant to safeguarding that are statutory (in bold) and many other issues that come under the umbrella of safeguarding. Some of the non-statutory policies such as Female Genital Mutilation (FGM) and Forced Marriage will not be a significant issue for all schools, relating as they do to specific ethnic groups. Most if not all of the rest will be relevant to all contexts.

- Arrangements for site security
- **Bullying**
- Child missing from education
- Child missing from home or care
- **Child protection including Child on child sexual abuse**
- Child sexual exploitation (CSE) / trafficking - see below
- **Complaints procedure**

- **Data protection**
- **Dealing with allegations made against staff**
- Domestic violence. See below.
- Drug and substance misuse
- E-safety strongly recommended
- **Equality objectives (9 protected characteristics NB transgender and intersex pupils (See below))**
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) — see below
- Forced marriage
- Gangs and youth violence, knife crime
- Gender-based violence/violence against women and girls (VAWG)
- Harassment and discrimination
- **Health and safety including site security, fire safety, lock down procedures**
- Intimate care (where appropriate) and emotional well being
- Lock down
- Looked after children
- **Meeting the needs of pupils with medical conditions**
- Mental health
- **Performance management**
- Poor parenting particularly in relation to babies and young children
- Preventing Radicalisation. See below
- Private fostering
- Providing first aid
- **Pupil discipline and anti-bullying including cyber bullying**
- Racist incidents monitoring log
- **Register of attendance** –See Chadrack Mulo SCR
- **Risk assessments –children, staff, locations and educational visits**
- Safer recruitment policy and procedures strongly recommended
- **Sex education**
- Sexting.
- Self-harming
- **Single central record**
- **Staff code of conduct/behaviour policy**
- Teenage relationship abuse

- Use of physical intervention
- **Whistle blowing**

Many local authorities provide a lengthy model Safeguarding Policy. In some cases, much of it consists of information about an issue rather than how to deal with it. An alternative approach is to agree **Safeguarding principles that will underpin the school's approach to safeguarding.**

The following examples are taken from the Safer Recruitment Consortium's 'Guidance for safer working practices for those working with children and young people in education settings'. 2015. (Lightly edited).

1. The welfare of children is paramount. They must be able to keep themselves safe.
2. Parents and carers should understand that our first priority is always the welfare of the child.
3. Expressions of concern should always be investigated and record keeping should note details of the incident/concern, decisions made, action taken and outcomes in accordance with the school policy for keeping and maintaining records.
4. The senior designated person for safeguarding should be the initial and key source of information and support for staff in addressing any incident which may give rise to concern.
5. Staff should understand their responsibilities to safeguard and promote the welfare of pupils.
6. Those raising concerns should be kept informed about progress within the constraints of maintaining confidentiality.
7. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. They should work, and be seen to work, in an open and transparent way.
8. Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded.
9. Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern.
10. Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.
11. Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children.

12. Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL).
13. Staff and managers should continually monitor and review practice to ensure this guidance is followed.
14. Staff should be aware of and understand the schools policies and the Local Safeguarding Children Board LSCB procedures.