



Governor Visit Record

Date	27.4.2022	Governors	Karyn McMahon, Gill Finch
Objectives for			
Governing body DSLs SBM and admin support			
Links with School Development Plan 2021-22			
Leadership and management: Safeguarding, contextual safeguarding and compliance. 26 April 2022: Ofsted announced their strategy for 2022 to 2027 Headlines include: <ul style="list-style-type: none"> • A tougher stance on safeguarding and pupil welfare, including unregistered settings and harmful sexual behaviour 			
Background preparation			
Two previous visits at the end of spring term had been spent with Mick Dunn from the new safeguarding support service Clennell Education Solutions looking at a compliance checklist. This extensive document has been completed and RAG-rated. Areas for action have emerged from this process. These are progressing.			
Scope of visit / Breadth of visit Scrutiny			
Action1 was to scrutinise and sign off the Single Central Record. This was completed with Lauren Caisley (LC) and Yvonne Burns (YB). The summer term meeting scrutinises contextual safeguarding; this is an approach to safeguarding young people from harm they experience in extra-familial contexts. We used and referenced resources and toolkits from the Contextual Safeguarding Network, including: Signs of Safety and contextual safeguarding. Key messages for practice. Beyond Referrals Toolkits for Harmful Sexual Behaviour (HSB) and Extra-familial Harm (EFH) in schools. The visit aimed to follow one of the identified actions; to discuss how the Signs of Safety and Contextual Safeguarding toolkits can be used to involve members of staff to engage with safeguarding discussions and the challenges that arise in a way that engages and sets policy documents in context.			
Governor Observations and Comments			
All governors are responsible for safeguarding. Some of the new resources from CES are available to members of the governing body and there are also resources available via the school's subscription to The Key for governors. YB, KMc and GF enrolled on free face to face training from CES about the SCR (Single Central Record) in May 2022. YB demonstrated the record, the range of documentation and checks that have to			

be carried out and we discussed any gaps that are currently highlighted for documentation which may still be outstanding for new appointments. With such a large number of staff and external agencies who work in school, this is a considerable responsibility. We signed the record.

We spent the second part of the visit discussing some of the areas of safeguarding good practice we have identified as areas to further develop and evaluated the potential of Signs of Safety and the Contextual Safeguarding (CS) toolkits to strengthen this.

These included some examples we had discussed:

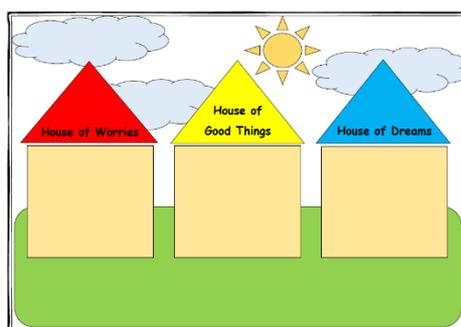
- Responding to and documenting low level concerns
- The implementation of a school and home digital safety group
- Recognising and referring children and young people vulnerable to radicalisation
- Home contacts and visits which elevate concerns regarding aspects of safety
- Communicating civil contingencies advice regarding lockdowns and other security alerts which have a low likelihood of occurring, but need a protocol all staff can recognise
- Harmful Sexual Behaviour

Signs of safety

The Signs of Safety approach was developed in the 1990s in Western Australia and is now utilised in work with children and families all over the world. Whilst originally developed for Child Protection work, SOS can be used in all levels of work with children and families. It is widely used in Northumberland Children's Services and Social Care. The language is easy to adapt for conversations where practitioners and families work together to address the questions:

- What are we worried about?
- What's working well?
- What needs to happen?
- Where would you rate things for the child on a scale of 0 to 10 where 10 means the child is safe and professionals can close the case and 0 means the situation is dangerous for the child and they very likely need to live away from their parents until things change?

Sometimes this can be simplified for children to a 'three houses' concept;



Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. The approach has been in development in the UK since 2011 following a three-year review of practice responses to cases of peer-to peer (now renamed child to child) abuse.

Combining the tools and approaches from both frameworks can help develop an integrated approach. The areas of self-assessment within the CS toolkit are:

- Systems and structures
- Prevention
- Identification
- Response and Intervention
- Cultural context

Our next steps will be to integrate these frameworks into case studies and emerging concerns to demonstrate the breadth and depth of partnership, multi-agency and asset-based approaches that are applied to each referral or process.

These can be used as a useful learning tool within the school community.

Sharing the ways in which practice is being informed and refined through safeguarding priorities in the action plan will strengthen what is already a robust culture of safeguarding in school.

A safeguarding bulletin, sharing good news and drawing parents in to participate and recognise this culture is also under development.

Issues to be raised with the Full Governing Body (if any)

Plans for Follow-up Visit

Termly Safeguarding meetings to continue

Date reviewed at FGB