



Safeguarding Link Governor Visit Record

Date	04/03/2025	Governors	Gill Finch, Karyn McMahon
Objectives for			
All staff and governors			
Links with School Development Plan			
Behaviour and Attitudes: 'positive, responsible and independent citizens'			
Personal Development: 'pupils are encouraged to develop independence and to make positive choices in support of their wellbeing'			
Leadership and Management: 'Our ethos of equality'			
Background preparation			
This report summarises 5 visits and 1 webinar attended in the Spring Term of 2025.			
The themes addressed include:			
<ol style="list-style-type: none"> 1. Supervision for the wider team of DSLs (28/01/25) 2. DfE Attendance Webinar (28/01/25) 3. Public Sector Equality Duty: Objective setting (04/02/25) 4. Attendance (05/02/24) 5. Termly safeguarding update with M Dunn, safeguarding consultant (12/02/25) 6. Termly cycle of scrutiny: The contribution of the curriculum to effective safeguarding in school. Termly check of SCR (04/03/25) 			
Scope of visit			
<p>1: Supervision; Since the expansion of the team of DSLs and the increased capacity by specialism that the distribution of responsibility has inevitably brought, we do need to be developing systems that are in place to ensure that KMc retains oversight of decision making yet has a mechanism for supporting the staff dealing with safeguarding across the school. Supervision had been discussed at a governor meeting in summer '24 and we asked Cathryn Hill whether we could visit Kyloe House to see how it works.</p> <p>It was especially useful to learn how regular supervision (for all staff at Kyloe) helps to create a space where unresolved issues or problems are given a prompt airing, similarly, issues such as not sleeping well, experiencing low mood or mental health concerns as well as Musculo-skeletal problems and the NCC protocol for referring these promptly to Occupational Health</p>			

2: Governorhub/DfE webinar on Attendance

Attended by both Gill and Karyn. Key points for governors from the training are:

- Governors need to take a data-focused approach
- There is a new version of the [Attendance Toolkit](#) to be aware of
- Persistent and overall absence are showing an improving trend nationally, whilst severe absence is creeping up.
- Children eligible for FSM and with SEND are showing a slower rate of recovery in their attendance since the pandemic (nationally, not here at CHS where attendance is an improving picture).
- In order to improve attendance, we were advised to regularly review it and to ensure that the full GB attend training on attendance.
- We were introduced to the detailed dashboards featuring daily information, and shown 'Banded data' (currently available to secondary schools only) which demonstrate how much school absent children miss.
- Governors should ask to see an attendance summary report, there is a suggested list of questions to ask to interrogate this: please see the attached sheet with responses provided by KMc.

3.PSED: Published Information and refreshed objectives: Covered in the Headteacher's Report

4. Attendance: Please see the accompanying summaries and the Clennell Governor Checklist on attendance

5. Termly update from Clennell: 2 key points Mick raised:

Numbers of Electively Home Educated (EHE) pupils have soared since the end of the pandemic. Following the tragic death of Sara Sharif, there will be an increased expectation of vigilance through the passing of The Children's Wellbeing and Schools Bill.

Mr Justice Cavanagh said the events in the case "inevitably raise questions" about whether more could have been done to prevent Sara's death and it "brings into sharp relief" the dangers of unsupervised home-schooling for vulnerable children.

The Children's Wellbeing and Schools Bill will make sure that teachers and schools are always involved in decisions around safeguarding children in their area, and that if a child's home environment is assessed as unsuitable or unsafe, local authorities have the power to intervene.

A unique identifier number will be given to children across services, like an adult's national insurance number.

Children in Alternative Education Providers (APs). It is imperative that vulnerable children be placed only in Ofsted registered provisions. CHS currently has one child attending a local provider part time (which is Ofsted registered).

6. Safeguarding through the curriculum

We met Helen Macintyre and Gail Lucas (The PSHEE subject leads).
The following themes emerged as safeguarding priorities moving forward.

- Building in regular time for PSHEE Leads to meet with DSL team for contextual information
- Check for key safeguarding aspects threaded through the curriculum
- Carrying out a parental consultation (and pupils) regarding awareness and understanding of current issues and the spheres of influence in young people's lives; themes such as AI, sextortion, online extremism, resilience, Incel culture, rejection and confusion in interpersonal relationships
- Rapid and ever-changing landscape and the challenge of effectively informing and supporting our pupils
- Virtual relationships, learning to recognise and defuse obsessive tendencies in relational contexts.
- Further consideration and training of how we teach, the approaches taken, the challenge of language and developmental levels
- Resource bank- evidence based, appropriate, accessible, story-based scenarios. Building on the success of the NSPCC Speak Out Stay Safe resources
- Use of SEND Framework and assessment

Governor Observations and Comments

It has been an incredibly busy time for Karyn as lead DSL. I appreciate the considerable amount of time she spared to be able to cover the numerous themes that needed attention this term

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

Please read and ask any questions you may have about attendance, statutory aspects of RSHE and the new equality information and objectives. All shared governor responsibilities

Plans for Follow-up Visit

Summer term

Date reviewed at FGB 25.03.25