

## Governor Monitoring Visit Record

<b>Date</b>	<b>22.01.26</b>	<b>Governors</b>	Gill Finch, Karyn McMahon, Maureen Spence
<b>Objectives</b>			
Spring Term Safeguarding Link Governor monitoring: Contextual Safeguarding Mick Dunn from CES also in attendance Charlotte Calcutt, Emma Dunn and Helen McIntyre also attended			
<b>Links with School Development Plan</b>			
Behaviour and Attendance: 'positive, responsible and independent citizens'  Personal Development & Wellbeing: 'pupils are encouraged to develop independence and to make positive choices in support of their wellbeing'  Leadership and Governance: 'Our ethos of equality'			
<b>Background preparation</b>			
<p>Prior to the meeting, I spoke to with Bethan Martin who had worked with older pupils in SEND contexts as part of the Participation Team's pupil voice consultation relating to Preparation for Adulthood.</p> <p>Some of the themes that emerged in <b>all</b> the settings were;</p> <p><b>RSHE:</b> Students felt that they didn't learn enough detail and didn't learn about some topics soon enough, Suggested that they didn't access entitlement to the 'full curriculum'. 3 topics they identified as needing more time, sensitivity and depth were:</p> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Social cues (especially in the context of intimate/romantic relationships)</li> <li>• Gillick competence ('why GPs no longer want to talk via your mam once you're 16')</li> </ul> <p><b>Digital safety:</b> Scamming, especially in the context of online gaming where a scammer 'pops up'. Young people stated that they aren't taught enough and the context of this changes rapidly. They also don't know how to recognise a safe site. They had looked together at the Local Offer web site and decided it looked like a scammers site.</p> <p>The young people felt that their parents didn't know enough to be able to scaffold their emerging independence, for example with regard to finance and being trusted to manage and have one's own money.</p> <p>Alongside this ran concepts of knowing you're vulnerable, having already been tricked by scammers, having everything done for you and not having space to try out and develop financial capability or independence.</p> <p>They articulated a need for education and support for parents to better understand the competing pressures of wanting and needing supported pathways into independence.</p>			

Community for most of the young people once they're home from school is an online community and young people reported being devastated by 'online bullying', even quite innocuous aspects of this, which led Bethan to believe that they do need to be prepared with resilience and strategies for much worse scenarios which they inevitably may face.

### **Scope of visit**

- MD introduced the concept of Contextual Safeguarding to the group and emphasised the increased vulnerability of pupils at CHS, further complicated by there being no one single community to which all students belong when they return home.
- HM and CC described opportunities through the wider curriculum to introduce and incorporate learning about concepts of safety and each of the areas articulated by the pupils who had taken part in the consultation with BM
- Resilience was widely acknowledged as an area for development with all phases and pupils.
- KMc described a research project being undertaken in school by a teacher who is researching the hypothesis that students have learned helplessness because of constant adult supervision and direction. The teacher is consciously reducing adult prompts or instruction, creating opportunities to promote autonomy and resilience by fostering independent learning
- ED spoke about the work being undertaken by Jenny to strengthen pupil voice: voting in youth elections, using the Mind of My Own App, working with the Participation Team
- ED referenced CEOP Ambassador training she has undertaken and MS spoke about the challenges we face as governors in keeping informed and aware of online challenges to safety, for example, the use of AI by both children and parents for advice on themes such as emotional health and wellbeing. CC mentioned the recent case of a child using AI for advice which ended tragically
- HM has been developing supportive parental networks and creating a culture where there are opportunities for parents and carers to echo the strategies and concepts being taught at school in the home environment.
- KMc described the journey that school has been on to ensure that the curriculum really fosters belonging through representation and fair and equal coverage of identities and communities' which children will recognise as their own and feel are relevant to their lives and lived experiences.

### **Impact/Next steps**

- Identify and undertake governor training or awareness raising (GF and MS) on themes which will enhance understanding and ways to bring challenge and support to the school's approaches to concepts such as scamming, Generative AI, healthy relationships, sextortion.
- Discussed the new Childnet service for Specialist Schools and the invitation to join the advisory board

### **Governor observations and comments**

Opportunities this term:

Safer Internet Day 10<sup>th</sup> Feb 26 Theme: [Smart Tech Safe Choices](#)

'This is my place' [Children's Mental Health Week](#): 9-15 February 2026 (Belonging)

### **Items to be raised with the Full Governing Body (if any)**

Childnet has produced a [cheat sheet on Generative AI](#) for parents and carers. It would be useful for governors to access and read. KM to arrange.

**Plans for follow-up visit**

Summer Term 2026: Safeguarding in the curriculum visit (Propose we look at the quiet classroom project and the impact that has had on safeguarding)

**Date reviewed at FGB:** 24.03.2026