



GOVERNOR LINK ROLE PROFILE
SAFEGUARDING & ATTENDANCE
AGB

THE ROLE OF AN AGB LINK GOVERNOR

A key role of the AGB is providing support and challenge to hold senior leaders to account for the performance of the school. This cannot be achieved by any one governor alone. It needs each governor on the board to have a specialist area, where they build their knowledge & understanding, and can more closely offer this support and challenge. With each governor on the board working on their specific areas we ensure each key area does have scrutiny by the Board.

As a link governor you will be required to:

- Act as the lead governor for the AGB in this area
- Monitor the performance of the subject/provision through scrutiny of board papers but also importantly through meetings with the link staff member for your area. It is recommended that you meet with them 2 or 3 times a year, face to face or via video call. Visits should have a clear focus around the improvement plan for the area. Guidance for how to arrange, complete and completing a visit form is available [here](#).
- Monitor the implementation of the school's performance and improvement strategy in your link area using information such as school data, outcomes, questioning staff and pupils etc.
- Make sure the school has suitable and relevant policies in place for your link area
- When reading papers, pay particular attention to the data relevant to your area and ask questions accordingly
- Support and challenge the member of staff who is responsible for your link area(s). To prepare for this, refer to governor questions resource and resources such as 'Governor Hub'.
- Keep the governing board informed about your link area(s), and act as a link between governors and staff
- Develop knowledge in their specialist area and take part in relevant training

Be the link to the Governing board

Your job is to act as the link between governors and staff, and to report to the board on things like:

- Subject/provision delivery
- How the subject/provision links to the school improvement plan (SIP) and contributes to pupils' learning
- Progress and challenges facing the subject/provision
- The impact of the subject/provision on pupils
- Upcoming relevant information such as activities, focus days, important deadlines, workshops etc.

What you should focus on

- Understanding the Schools current performance in your link area
- Understand the statutory requirements or Ofsted framework requirements for your area and challenge if they are sufficiently in place
- Understand and challenge any decisions made around these areas; i.e why does the school insist on language GCSE for all pupils, or why does school spend Pupil Premium money in that way
- Know the plans to improve the area/provision in the school
- Ensure your knowledge of the quality of delivery and impact for pupils in your link area

Ways to monitor

- Regular meetings with the relevant staff member(s) (this can be via teams or in person)
- Visits to the school to see subject/provision in action and culture within the school
- Review performance data from school through AGB reports, as well as reviewing information from external and internal reporting such as QA reports and Ofsted reports
- Attend meetings which give you first hand observations of the application of policies, procedures and culture within the school such as GDCs, staffing disciplinarys and complaint hearings.
- If relevant seek feedback through talking to pupils or looking at parent and staff surveys

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DUTIES & RESPONSIBILITIES

The role of a Safeguarding link governor is stipulated by the DfE, it is an important role in ensuring children are safe, looked after and heard, as well as ensuring the schools are meeting their statutory obligations.

Safeguarding & Attendance governors will:

- Ensure a Governor Safeguarding visit is completed in each school annually using the specific Safeguarding Visit form and this is circulated to Head of Safeguarding and Headteacher after.

This form is available in the Governor Resources section of the website to download and in the Gov Teams folder.

- Keep up to date with statutory guidance relating to safeguarding and child protection and any advice issued by the local safeguarding children board (LSCB)
- Ensure safeguarding training records and updates are in place for staff and governors along with DBS checks and Prevent Training, especially for new staff appointed in year
- Ensure that the schools safeguarding regime is robust for both new staff and new governors including 'in year' joiners who receive safeguarding training promptly
- The schools safeguarding policy will be written by the Trust and ratified at Trust Board level but the AGB link governor must ensure the school has updated their version on the school website and circulated to all parties.
- Ensure the school has appropriate safeguarding responses to children who go missing from education, to help identify the risk of abuse and neglect and help prevent further incidents
- Report back to the full governing board about safeguarding issues and developments in order to facilitate scrutiny and impact of safeguarding; and ensure compliance with statutory duties
- Encourage other members of the board to develop their understanding of their safeguarding responsibilities
- Make sure the school has appointed a designated safeguarding lead (DSL) and appropriate deputies
- Make sure the school has appointed a designated teacher to promote the educational achievement of looked after children, and that this person has appropriate training
- Ensure that there is a consistent approach to safeguarding and child protection across the school
- Make sure the DSL has sufficient time, resources and training to carry out their role effectively
- Establish how recording is undertaken and how records are shared when necessary
- Ensure that there is appropriate monitoring and tracking in place for vulnerable students
- Ensure that there are appropriate safeguards in place for students placed with Alternative Providers including attendance tracking and monitoring

- Ensure the curriculum covers safeguarding, including online safety
- Ensure that the governing body are kept aware of the safeguarding risks to young people in the school
- Ensure that all safeguarding checks are completed on all alternative provisions
- Monitor the compliance of the single central record (SCR) through reporting, to ensure the school carries out the appropriate recruitment checks on staff and governors.
- To understand the school's strategy and provision for mental health and wellbeing of students.
- Monitor the implementation, impact and outcomes of mental health strategies on pupils and staff
- Ensure the School Improvement Plan addresses any concern area for mental health & safeguarding
- Receive and review the termly SCR and Safer recruitment audit outcomes for each school and challenge compliance and actions
- Read the Statutory '[Working Together to Improve School Attendance](#)' and monitor school attendance ensuring the school is compliant with this statutory guidance and the TSAT attendance policy.
- In line with Governing body responsibilities set out in '[Working Together to Improve School Attendance](#)' (pg. 5), ensure the following (in meetings and Governor visit(s)):
 - Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.
 - Ensure school leaders fulfil expectations and statutory duties.
 - Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.
 - Ensure school staff receive training on attendance.

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MEETING SUPPORT

AGB Workbook/Policies:

At each AGB meeting, the Headteacher will prepare and present a workbook which covers every aspect of the school. The areas are broken down into different tabs on the excel workbook.

When reading this document, your focus should be on the areas which relate to your link Governor Role and you should come prepared with questions to ask about the information on the relevant tabs.

- **Safeguarding & Attendance relevant tabs:** Safeguarding, Attendance, Complaints, Pass Data & Behaviour

Academy Policies

It is important that each policy the AGB sign off is reviewed fully by Governors to ensure that the policy is in line with the strategy and vision for the school. Each policy should be assigned to a particular link governor so that more detailed review can be complete by that governor. Your Link governor role is specifically linked to;

- **Policies:** Safeguarding & Attendance Policy, which although are written and ratified at Trust level, you should still ensure they are on the school website and circulated to staff and governors.

Good questions to ask in Governor meetings and through Governor visits:

1. Do you have Safeguarding and Attendance Policies in place for this academic year? Have all staff and Governors received training on Safeguarding and Attendance? How is this recorded? What other updates are provided to staff and Governors throughout the year to keep them up to date?
2. What systems are in place for children to confidently report concerns/allegations/abuse? How do you know that these are understood and accessible to all children?
3. How are you establishing a vision and strategy that promotes a positive culture around safeguarding children? How are you measuring the success of this?
4. What safeguarding challenges have you experienced and how have you reflected on these to put in place any actions required to your systems and processes?
5. Are there any specific pupils/pupil cohorts that are causing you concern regarding their absence from school? Can you please explain your daily processes to follow up on student absence and identify pupils at risk of persistent absence? How do you measure the success of any actions put in place?
6. How are you developing and maintaining a whole school culture that promotes the benefits of good attendance? How are you measuring the success of this?
7. How effectively does the school (choose from below):
 - protect pupils from serious harm, both online and offline? What approaches are taken?
 - maintaining an attitude of 'it could happen here' and ensuring staff are vigilant?
 - Make sure they are open and transparent, sharing information with others and actively seeking expert advice when required and making sure all safeguarding decisions are accessible for appropriate scrutiny, being accepting of challenge to ensure the right decisions

are made, and accepting that there may be safeguarding issues in any provision at any time?
How do leaders monitor this?

- ensure that all those who work with pupils are trained well so that they understand their responsibilities and the systems and processes that the school operates and are empowered to 'speak out' where there may be concerns?
- actively seek and listen to the views and experiences of pupils, staff and parents, taking prompt but proportionate action to address any concerns, where needed?

8. Who maintains the SCR? How do leaders ensure this is kept up to date?

9. How do the school identify pupils who may need early help, and who are at risk of harm or have been harmed?

10. How do the school secure the help that pupils need and, if required, refer in a timely way to those who have the expertise to help? How do leaders check this?

11. How does the school manage allegations about adults who may be a risk to pupils? How do staff know how to report concerns? Are appropriate concerns passed on/discussed with LADO or TRA (Teacher Regulation Agency)? What checks do leaders have in place to satisfy themselves that all safeguarding incidents/allegations have been handled appropriately and they know actions taken were appropriate?

12. What checks do leaders have in place to satisfy themselves that all safeguarding incidents/allegations have been handled appropriately and they know actions taken were appropriate?

13. What is in place to ensure that the school is open to challenge of their own practices around safeguarding and that policies, processes and systems are constantly under review?

14. How do leaders make sure that the school has robust procedures in place for sharing information with relevant agencies/schools/colleges at the point of transition?

15. Where pupils are not on the school site (long term or short terms, full or part of school day – including alternative provision) how do leaders ensure that the appropriate safeguarding steps have been taken?

16. Are leaders aware of what may constitute ineffective safeguarding (listed in inspection handbook)? What evidence can you give governors to assure us safeguarding in the school is effective?

17. Share a case study of student who was persistently absent and has shown improvement as a result of school action?

18. What does the school have in place to ensure pupils feel welcome and safe in school after a period of absence (particularly for persistent and severe absence)?

19. What is in place to help pupils "catch up" after a period(s) of absence?

RESOURCES

TRAINING RESOURCES

[Video: Peer on Peer Abuse and Harmful Sexual Behaviour – Natalie Sheppard](#)

Briefing on the recent paper from Ofsted on sexual abuse in schools.

[Video: Student Matters – Mandy Gage](#)

Governors' role in SEN, safeguarding, attendance, behaviour & PP covering key terms, how to read the data and what to ask on visits.

Governors all receive annual training on safeguarding provided by the Head of Safeguarding. This is updated annually.

USEFUL RESOURCES

Essential reading:

[Keeping Children Safe in Education \(latest issue\)](#)

Schools Safeguarding Policy & Attendance Policy (available on their website)

[Working together to improve school attendance \(applies from 19 August 2024\)
\(publishing.service.gov.uk\)](#)

[Summary table of responsibilities for school attendance \(applies from 19 August 2024\)
\(publishing.service.gov.uk\)](#)

Optional reading:

[Improving school attendance: your role from the guidance | The Key Governance
\(thekeysupport.com\)](#)

[Safeguarding Link Role Training from The Key](#)

[Safeguarding compliance visit checklist](#)

[The Prevent duty: Governors role](#)

[Understand what Ofsted will want to see in your schools safeguarding arrangements](#)

[NSPCC Guidance: Helping School Governors keep students safe](#)

[Safer Recruitment guide for Governors](#)

[Governors role in monitoring the Schools Single Central Record](#)

[The responsibility of the Designated Safeguarding Lead \(DSL\)](#)

[Protecting children from radicalisation: The Prevent Duty](#)

[Online safety in schools and colleges: Questions for Governors to ask](#)