

Governor Safeguarding Training

2026-2027 Academic Year



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HILLINGDON
LONDON

Learning Outcomes:

- Provide an awareness of safeguarding and different types of abuse
- Raise awareness of the statutory role of Governors & good practice in supporting schools in safeguarding
- Increase understanding about how to create a safe culture in your school



There may be some information shared, or topics discussed, that cause you to feel uncomfortable, feel free to take a break if you need to.

Safeguarding in practice

Safeguarding children/
adults who visit your
premises or use your
services

Responding to any signs
that abuse may be
occurring outside of your
organisation

Compliance:
Safe recruitment
Code of conduct
Protection policy
Record keeping

Policies & Procedures
Training and
awareness raising
Reviewing practice
Building multi-agency
networks

DSL:
Know the law!
Understand the local
mechanisms
Confident to challenge

Statutory guidance: Keeping children safe in education 2026

Government consultation

Launch date 12 February 2026
Respond by 22 April 2026

Working Together to Safeguard Children 2026

A guide to multi-agency working
to help, protect and promote the welfare
of children

March 2026

Guidance for safer working practice for
those working with children and young people
in education settings

February 2022



Acknowledgments: Adapted and updated by the Safer Recruitment Consortium from an original IRSC / DfE document and with thanks to CAPE (Child Protection in Education) and NASS (National Association of Independent Schools and Non-Maintained Special Schools)

Keeping Children Safe in Education (KCSIE)

**5
Parts**

Pt1:
Safeguarding
Information for all
staff

Pt2:
Management of
safeguarding

Pt3:
Safe recruitment

Pt4:
Managing
allegations against
members of staff

Pt5: Child on child
sexual violence &
sexual
harassment



KCSIE 2026: Key Messages for Governors and Trustees

- Safeguarding remains a core **governing board responsibility**. Governors must provide strategic oversight and assurance that safeguarding arrangements are effective.
- **Ensure all staff read Part One of KCSIE 2026**. Annex A has been removed and can no longer be used as an alternative.
- **Strengthen oversight** of online safety, including risks from AI, deepfakes, nudification apps and other emerging technologies.
- **Ensure filtering and monitoring systems are reviewed** annually and that the review is formally recorded.
- Recognise that **attendance is a safeguarding issue** and seek assurance that persistent absence and vulnerable pupils are closely monitored.



- **Promote a culture that actively tackles** misogyny, sexual harassment, harmful sexual behaviour and serious violence.
- **Review arrangements** relating to **gender-questioning children** to ensure safeguarding policies reflect updated guidance.
- Check that **safer recruitment and volunteer procedures** have been updated to reflect changes to regulated activity and DBS requirements.
- Understand how the school supports **children with a social worker** and works with the Virtual School Head to improve outcomes.
- **Receive regular safeguarding** reports and provide effective challenge around emerging risks, trends and compliance.



Governor Takeaway

KCSIE 2026 highlights five priority areas for governing boards:

- All staff read Part One
- AI and online safety
- Annual filtering and monitoring review
- Attendance as a safeguarding indicator
- Update safer recruitment and DBS requirements



Working Together 2026: What Governors Need to Know

Key messages for governors

- Safeguarding is a **shared responsibility**, not just the role of the DSL.
- Schools must promote an **inclusive, anti-discriminatory and anti-racist culture**.
- Children may experience **multiple harms at the same time**, including domestic abuse, exploitation, online harm and abuse outside the home.
- Early help and family support should be used to identify concerns **before they escalate**.
- The voice and lived experience of the child should be central to safeguarding decisions.
- Safeguarding applies to **all children**, including children in care, kinship care, adopted children and unborn babies where there are concerns.



Working Together 2026: What Governors Need to Do

Governor oversight and challenge

- Hold school leaders and the DSL to account for the **effectiveness of safeguarding practice**.
- Ask how the school identifies and supports children who need **early help or family support**.
- Review safeguarding data to identify trends, gaps and disproportionality.
- Check that staff understand newer and complex risks, including online harm, domestic abuse, child sexual abuse and exploitation.
- Seek assurance that the school works effectively with children's social care, police, health and other agencies.
- Focus on **impact**, not just whether policies and training are in place.



Safeguarding is everybody's responsibility

A child centred approach

Safeguarding and promoting the welfare of children includes:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment
- Taking action to enable all children to have the best outcomes
- Preventing impairment to children's **mental and physical** health or development
- Ensuring children are growing up in circumstances consistent with safe and effective care
- Promoting the upbringing of children with their birth parents or their family network



Safeguarding = everyone



Child protection
= (significant) harm



What do we mean by 'harm'?

■ Ill treatment: physical abuse, emotional abuse, neglect, sexual abuse (PENS)

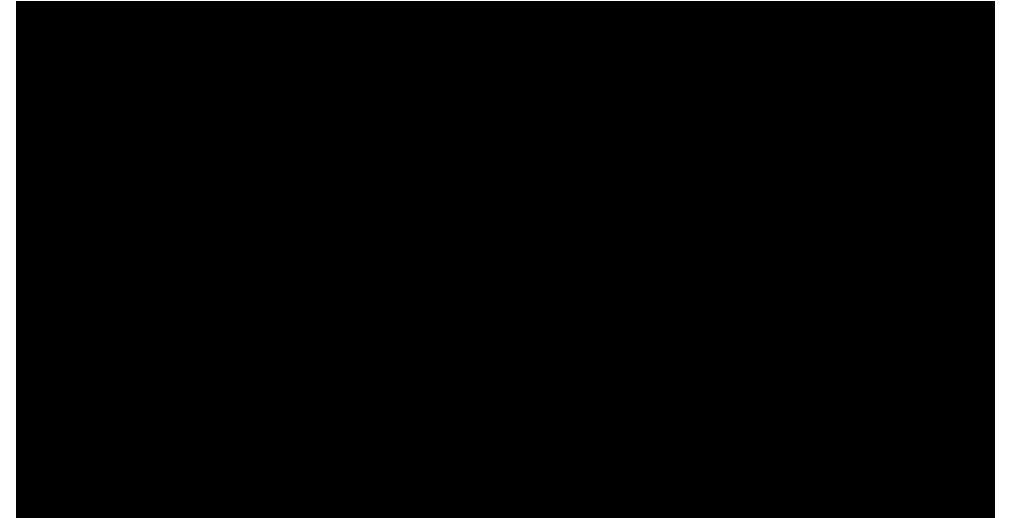
- Exploitation: sexual, criminal
- The impairment of physical, emotional or mental health
- Victim of a crime: rape; sexual assault; harassment; serious assault; domestic abuse; hate crime; robbery, systematic theft...
- Abuse of loved ones: children; vulnerable adults; parents; siblings



Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development



Physical Abuse



Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.



Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

Making a child feel they are worthless, unloved, inadequate or only have value insofar as they meet the needs of another



Seeing or hearing the ill-treatment of another

Serious bullying, including cyber bullying

Making fun of them, or silencing their views

Having unrealistic expectations

Causing them to feel frightened, or in danger

Exploiting or corrupting them

Sexual Abuse

Forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.



Online Safety

What are the risks?

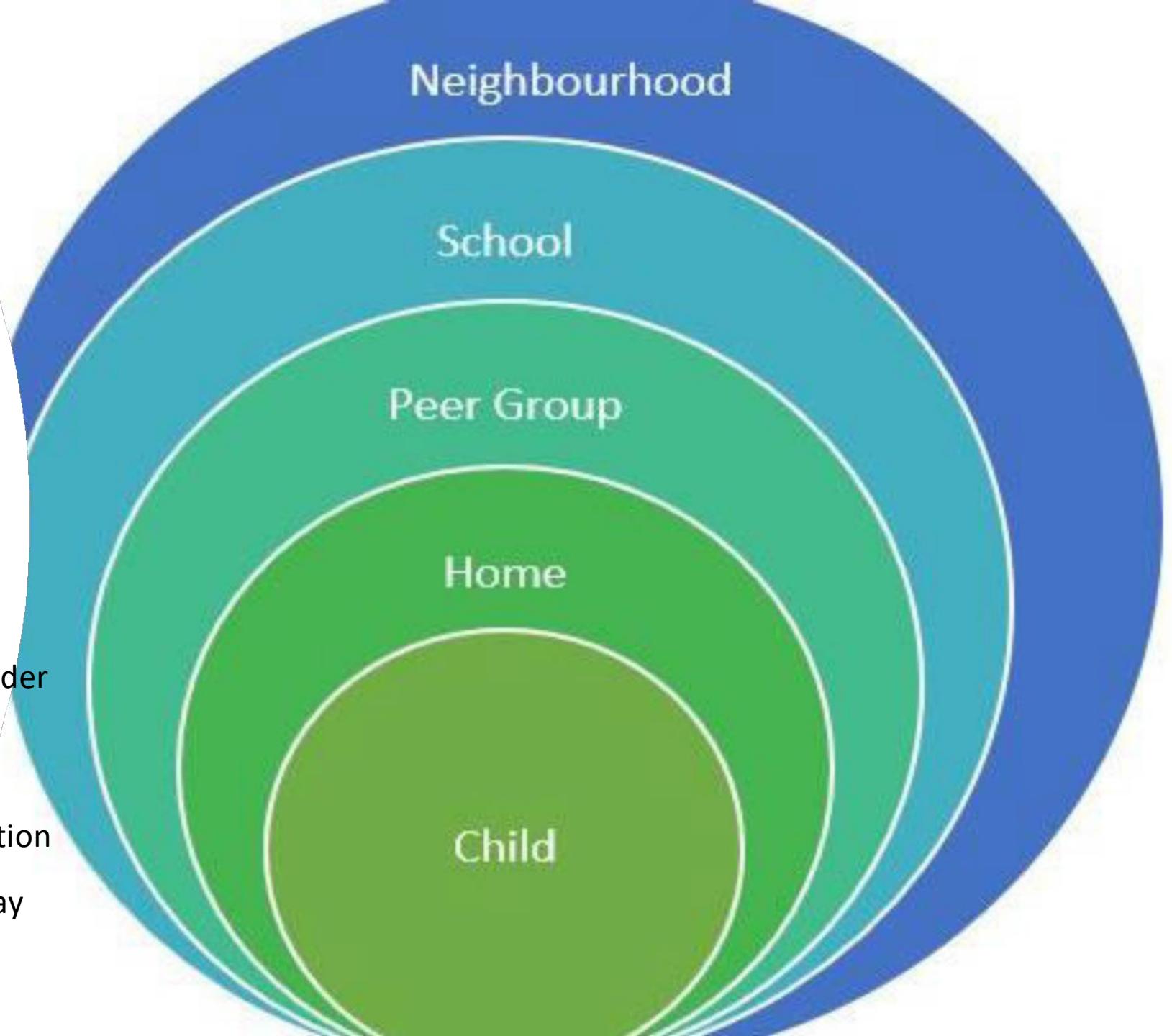
- Bullying & harassment
- Grooming & exploitation
- Sexting & sextortion
- Pornography & harmful content
- Radicalisation & extremism
- Scams, fraud & identity theft
- AI, deepfakes & nudification apps
- Online sexual harassment
- Misogynistic content & harmful influencers
- Gaming, social media & live streaming risks
- Self-harm and mental health harms
- Privacy, data protection and location-sharing risks





Contextual Safeguarding

- Young people experience harm beyond their families
- Parents have little influence over these wider contexts
- Schools are ideally placed to consider risks outside of immediate family context
- Schools need to consider the location and culture of their school and identify any risks young people may be exposed to





How well do you know your
school community & local area?





- Build relationships
- Have consistent open communication including regular meetings
- Challenging in a positive and constructive way
- Respect their expertise – question and be prepared to learn
- Be prepared to have challenging conversations
- ... but also know when to support
- Plan ahead
- Understand school policies and procedures

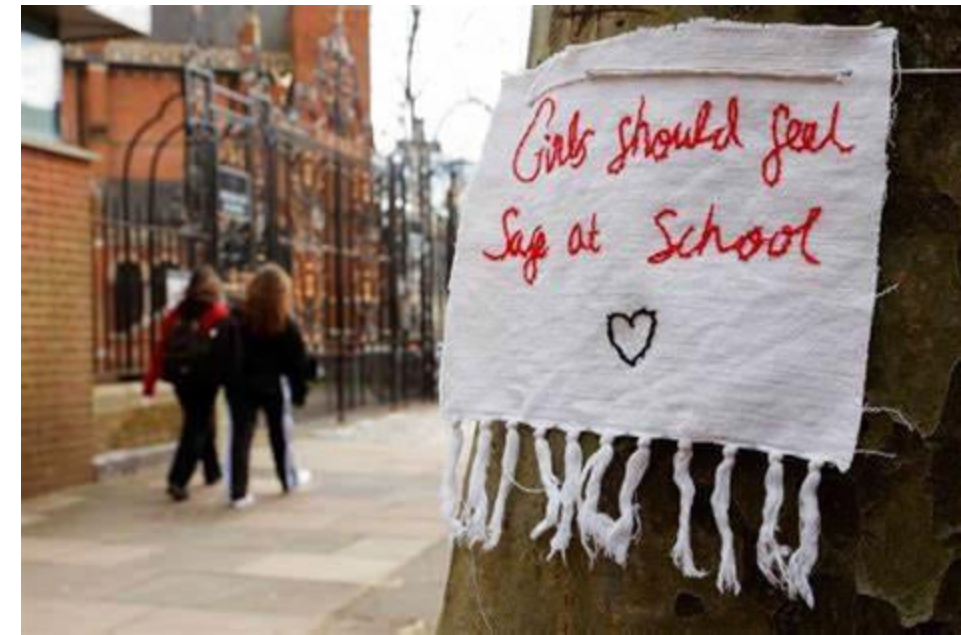


Child on Child Abuse

- Bullying (including cyber-bullying)
- Physical Abuse
- Abuse within intimate partner relationships

Harmful Sexual Behaviours

- Sexual Violence/Harassment
- Up-skirting
- Sexting
- Hazing



Radicalisation/Extremism

The Prevent Duty Guidance places a duty on schools, and child care providers, to have 'due regard to the need to prevent people from being drawn into terrorism'.

Radicalisation is usually a process not an event.

****All school staff including governors should complete the Home Office e learning module: Introduction to Prevent.** Senior Leaders and DSLs should complete the additional module around making referrals **



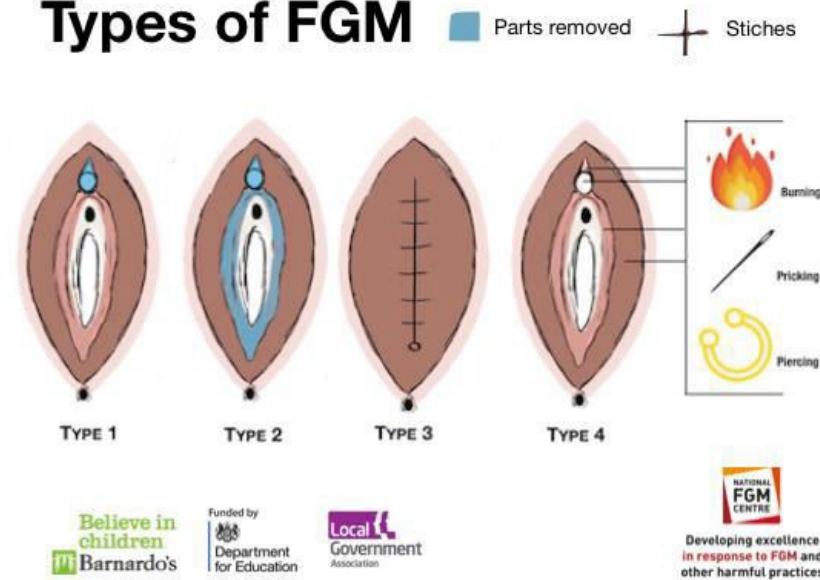
Types of Abuse

Harmful Practices

Domestic Abuse



Types of FGM



Forced Marriage

Breast
Flattening

Honour Based
Violence

Female Genital
Mutilation

FGM Home
Office E-
learning

Mandatory
reporting



Can you help?

#KnowTheSigns #CountyLines

- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Serious Youth Violence



Axis

A child is a child Not a criminal

What might be the reason
behind the behaviour?

What are we
doing to support?

How is your school
trying to change the
narrative?



Low level neglect concerns

Has a disability or additional needs

Is frequently missing / goes missing from care or home

Young Carer

Showing signs of being drawn into anti-social or criminal behaviour

Challenging family circumstances for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse

Is at risk of being radicalised or exploited

Is persistently absent from school at risk of exclusion

Has a mental health need

Privately fostered

Has a family member in prison or is effected by parental offending



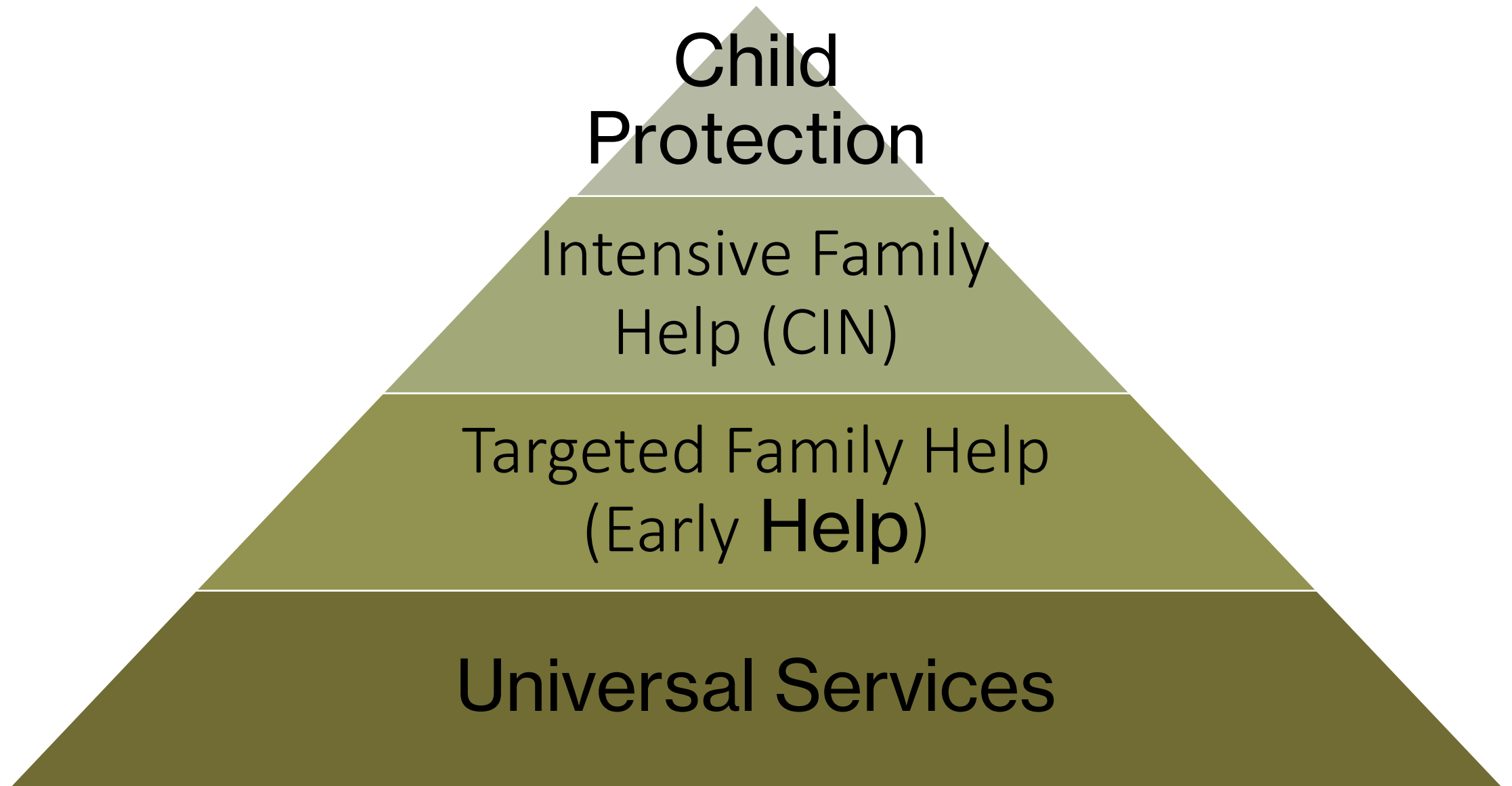
Safeguarding action may be needed to protect children and learners from:

- ☐ neglect
- ☐ physical abuse
- ☐ sexual abuse
- ☐ emotional abuse
- ☐ bullying, including online bullying and prejudice-based bullying
- ☐ racist, disability and homophobic or transphobic abuse
- ☐ gender-based violence/violence against women and girls
- ☐ radicalisation and/or extremist behaviour
- ☐ child sexual exploitation and trafficking
- ☐ the impact of new technologies on sexual behaviour, for example sexting
- relationship abuse
- mental health related issues
- child on child abuse
- ☐ substance misuse
- ☐ issues that may be specific to a local area or population, e.g. gang activity, youth violence, county lines
- ☐ domestic violence
- ☐ female genital mutilation
- ☐ forced marriage
- ☐ fabricated or induced illness
- ☐ poor parenting, particularly in relation to babies and young children
- ☐ other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Role of the Safeguarding Team

- Manage concerns
- Liaise with head teacher/ principal
- Keep accurate records
- Support and advice to staff
- Raise awareness
- Understanding the views of children

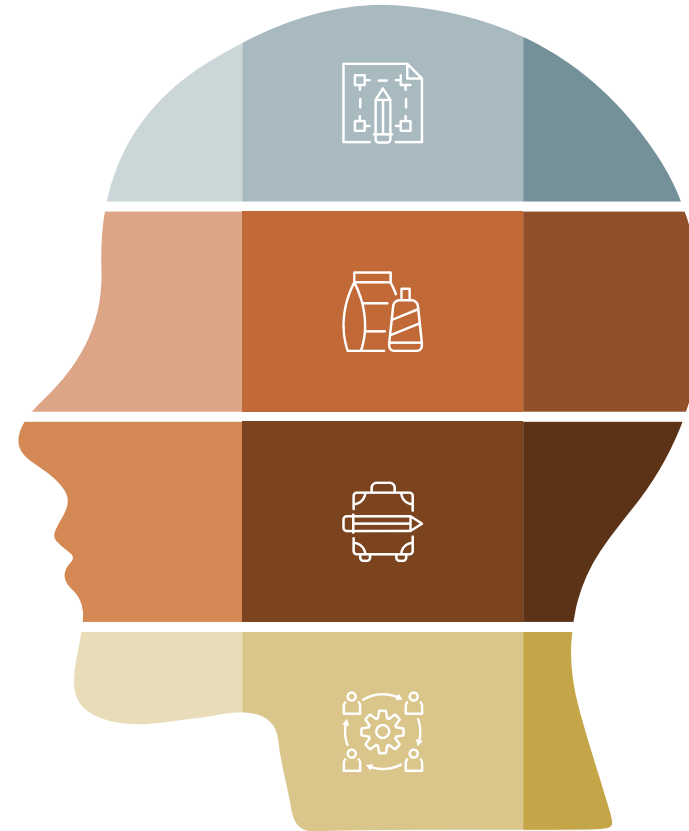






DSL Role in Practice

- 1 Confidence**
- 2 Curiosity**
- 3 Persistence**
- 4 Communication**





Role of Safeguarding Governor & all Governors

Role of the DSL

Child Protection
Policy (include child
on child abuse and
online safety)

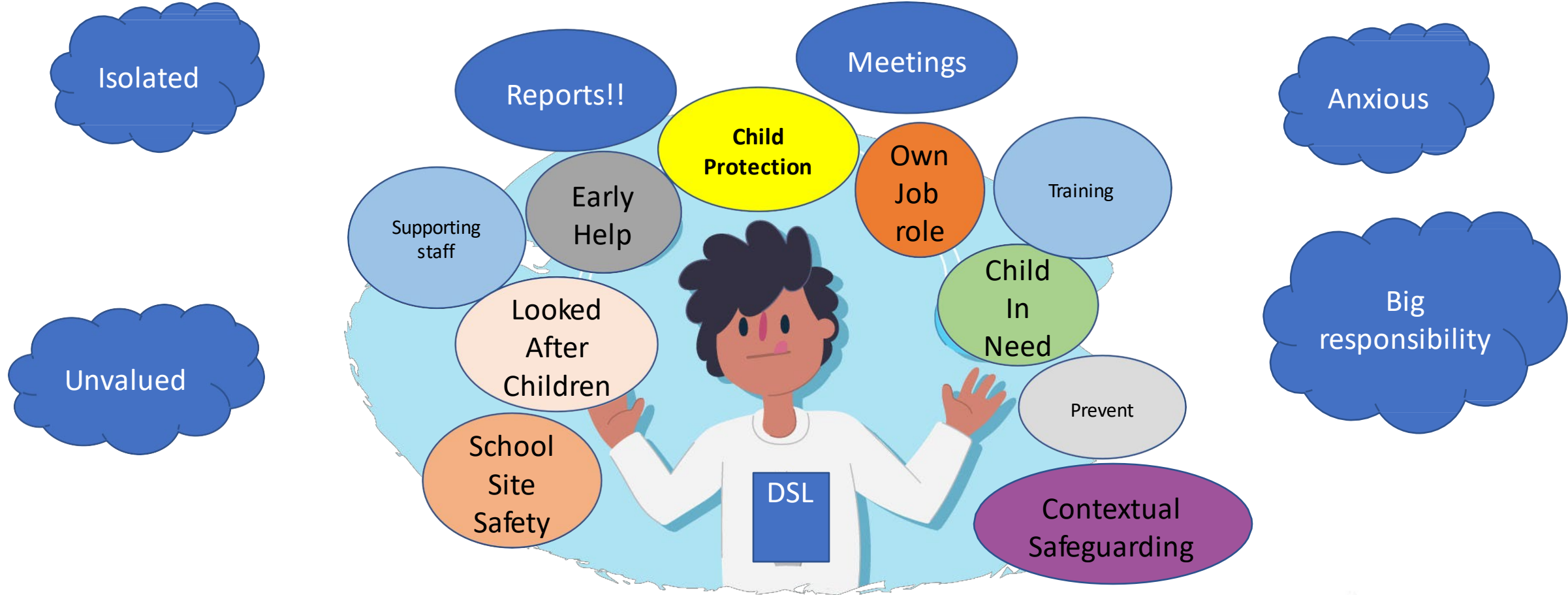
Children Missing
Education (CME)

Behaviour Policy
(include bullying
prevention)

Code of Conduct &
Acceptable Use
Policy

Policy for handling
allegations against
staff & volunteers

Governors & the DSL/SLT



HILLINGDON
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Team
Structure

Clear Job
Descriptions

Time &
resources to
do job

Training

Support from
Safeguarding
Governor

Supervision

Value



Was the DSL right?

The mother of a 14 girl asks to speak to the DSL. She tells him that she is concerned about her daughter, Jenny, and hoped he could help. Jenny told her mum that Jenny's ex-boyfriend (same age as Jenny) had sexually assaulted her. This happened when she was in year 9 but she only told her mum about it 3 weeks ago. She said Jenny didn't want to make a fuss about it but hoped she could see a counsellor or something.

The DSL consults with the headteacher. They decide to abide by the family wishes and refer Jenny to the school counsellor.





**What kind of questions
would you ask your DSL?**

Questions to ask

Leadership & Safeguarding Culture

What are the school's current safeguarding priorities?

How do you know that pupils feel safe and know who to speak to if they have concerns?

Safeguarding Concerns & Trends

What are the most common safeguarding concerns this year?

Are there any emerging risks or patterns that governors should be aware of?

Attendance & Vulnerable Pupils

Which groups of pupils are most vulnerable to persistent absence?

How are we supporting vulnerable pupils to improve attendance and engagement?

Child-on-Child Abuse

What trends are we seeing in child-on-child abuse, including sexual harassment?

How do we ensure victims are supported and perpetrators are appropriately managed?

Online Safety

What are the biggest online safety risks currently affecting our pupils?

How are we responding to AI-related risks such as deepfakes, nudification apps and online exploitation?

Staff Training & Awareness

How do we ensure all staff remain up to date with safeguarding requirements?

What additional training has been provided in response to emerging risks?

Safer Recruitment

Are all safer recruitment checks completed and recorded appropriately?

Have our volunteer and DBS processes been updated to reflect recent changes?

Questions to ask

Early Help & Multi-Agency Working

How effective are our Early Help interventions in supporting children and families?

Are external agencies responding effectively when referrals are made?

Monitoring & Compliance

What internal safeguarding audits or reviews have been completed this year?

What areas of safeguarding require further improvement?

Governor Assurance

What safeguarding issue concerns you most at the moment?

What evidence can you provide that our most vulnerable children are safe, seen, heard and supported?

Two "Golden Questions" for Governors

How do we know our safeguarding arrangements are making a positive difference to children?

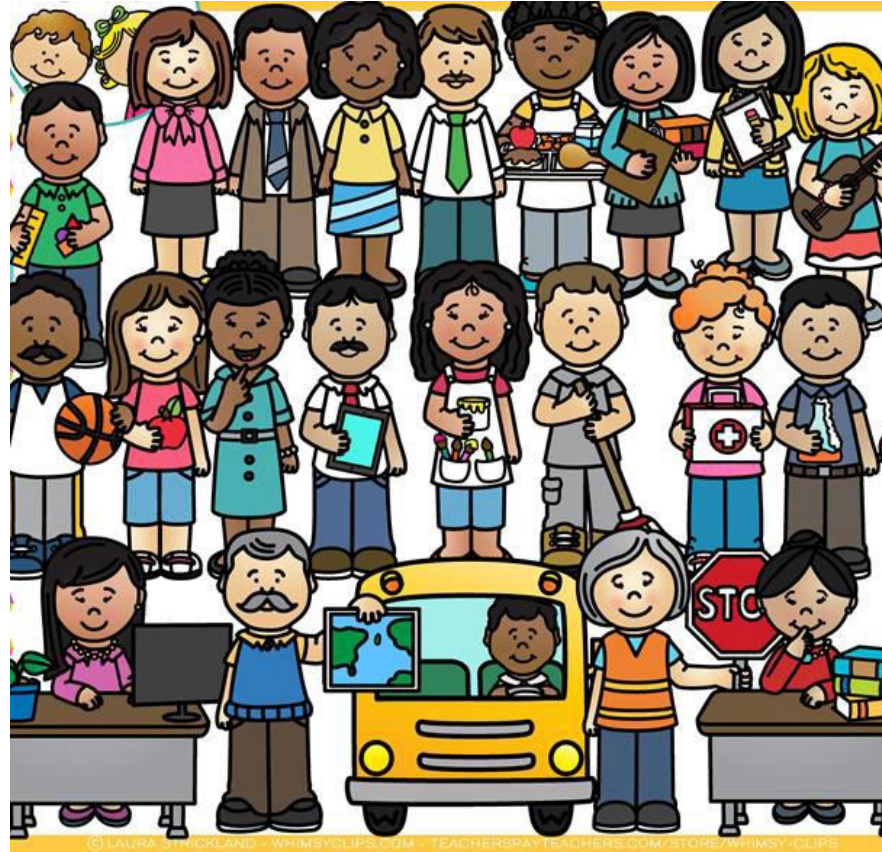
If Ofsted visited tomorrow, what would they identify as our biggest safeguarding strength and our main area for development?

Safe workforce – Starts with Safer Recruitment

Safer recruitment is one of the most important elements of safeguarding. It is the first opportunity to minimise the risk of any harm happening to children.

It is more than a criminal record check

Includes all school staff – caretakers, managers, governors, volunteers, agency workers



Perpetrators of abuse may deliberately target settings that give them access to children.

Being confident the people you are bringing into your setting are the right people and are safe people who will keep children & young people safe from harm.

Assessing candidates have the right attitudes, values and behaviours to work with children & young people

Applying a safeguarding mindset to every stage of the employment journey with an aim to deter, reject or identify people who might abuse children (KCSIE)

Local Authority Designated Officer

- Every Local Authority has a designated team/officer that deals specifically with allegations made against members of the children's workforce, whether they are staff or volunteers.
- Allegations against members of the children's workforce, in a paid or volunteering capacity, must be taken seriously – Remember 'it does happen here'
- Any concerns staff have about a colleagues' conduct must be reported to the Head Teacher. If their concern is about the headteacher they should contact the Chair of Governors
- If they remain concerned, they should follow the whistleblowing policy and can contact the LADO directly



Policies & procedures

3 cornerstones of effective practice:



Review policies

WHEN DO POLICIES FAIL?

1. They do not meet statutory guidance/Ofsted expectations
2. Poorly drafted, hard to follow
3. Ineffective dissemination
4. Staff knowledge not checked

REVIEWING POLICIES

1. Cover only what needs to be covered
2. Spin-out separate policies if needed
3. Critically assess and welcome challenge
4. Disseminate and train
5. Continuous improvement



The 3 Ps: Policies, People and Practice

Building a Culture of Vigilance

Policies

Safeguarding policies and procedures should be clear, transparent, accessible and easy to understand for staff, pupils, parents and carers.

People

All staff, governors and volunteers must understand their safeguarding responsibilities and know how to identify, report and respond to concerns.

Practice

Safeguarding systems should be well promoted, easily accessible and consistently followed so that children feel confident to report concerns.

Key Message

A culture of vigilance means every adult is alert to signs of harm, every concern is taken seriously, and every child knows they will be listened to and supported.

How do you achieve this? What does it look in your school?

- Young people input?
- EAL?
- SEND?



What Next?

Safe Culture

Demonstrating courageous leadership – attitude of '**it does happen here**' and taking action if it does not

Induction; Safeguarding Training day 1, read & understood policy's & procedures

Probation; Setting standards, probationary periods, early identification of concern

Supervision & Management; Regular supervision, Observing, managing & recording conduct and performance information

Identifying & Managing concerns; allegations, low level concerns, risk assessments, whistle-blowing

Keep safeguarding high on everyone's agenda; ongoing training, monitoring

Managing leavers and referring information; recording exit information, referring concerns, giving references

Governor Responsibilities

- Dedicated governor responsible for safeguarding
- Consider Deputy, any other link governors?
- Governors are responsible for ensuring your school has and implements safeguarding and child protection policies
- Annual training for staff
- All governors have safeguarding and online safety training at induction and receive regular updates
- Working with SLT to ensure the school promotes safeguarding – being a critical friend
- Being involved in the recruitment process

Governor Responsibilities

- Staff training and updates on safeguarding
- Safeguarding in the curriculum
- Systems for record keeping should be secure, records should be clear, where and how are they records
- Data should be analysed to look at trends and to help schools respond, i.e. attendance, bullying, child protection issues
- Safeguarding audit
- Confirms safeguarding practice is compliant with procedures
- Identifies improvements

Key Points

- It could be happening here, we must be **curious** about children's lived experiences
- School is **compliant** with safeguarding
- Procedures are **consistent** – is what is written happening in practice?
- Practice is **improving** – create a culture of learning rather than blame
- Safeguarding has **IMPACT.** – how do you know?



Hillingdon Quality Assurance process

1. Safeguarding audit tool
2. DSL clusters
3. Safeguarding Action Plan
4. Sample Visits



Safeguarding Portal (ISS)

- The ISS Portal is a **free safeguarding resource** available to all Hillingdon schools
- It provides access to a wide range of safeguarding support materials, including free training for all staff, governors and trustees
- Schools can access example policies, guidance documents, audit tools, best practice resources and safeguarding updates to help strengthen safeguarding arrangements and maintain compliance with statutory requirements
- The portal also supports schools in developing safeguarding knowledge, quality assuring practice and promoting a strong culture of safeguarding across the whole school community
- All Head teachers should have a log in- this log in can be shared across the staff community to access all the above- please check this and access the courses available for Governors

Key Contacts

Early Help and Prevention

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Axis

Axis@hillingdon.gov.uk / 01895277 177

- National Domestic Abuse 24 hour Helpline: 0808 2000 247





Any Questions?