



GOVERNOR LINK ROLE PROFILE

SAFEGUARDING & MENTAL HEALTH

RGB

THE ROLE OF A LINK GOVERNOR

The role of governors in providing support and challenge to senior leaders is more important now than it ever has been. Schools are currently facing a great deal of uncertainty and their success in navigating through this period depends on strong and informed leadership.

As a link governor you will be required to:

- Make pre-arranged visits/calls to the school, with a clear focus. Guidance for how to arrange, complete and completing a visit form is available [here](#).
- Keep the governing board informed about your link area(s), and act as a link between governors and staff
- Support and challenge the member of staff who is responsible for your link area(s). To prepare for this, refer to resources such as 'The Key' or ask the Headteacher for questions to ask. You may need to read applicable school policies which will be available on their website.
- Develop knowledge in their specialist area and take part in relevant training
- Make sure the school has relevant policies in place
- Monitor the implementation of the school's strategy in your link area using information such as school data, outcomes, questioning staff and pupils etc.

Work closely with the relevant member of staff

Set up regular meetings with the relevant staff member so you can monitor what the school's doing. These may include activities such as learning walks and meetings with students and staff.

Be the link to the 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.

How to monitor the subject/provision

We recommend you either meet your link staff member, or visit your school, at least **once a term, three times per year**. Establish a focus for each meeting or visit - these should be linked to any priorities on the schools 'SIP'. If your link area(s) are not on the SIP, work with school leaders to decide a focus for the visit based on their action plans.

What you should focus on

- Plans to improve the subject/provision
- The quality of delivery and impact for pupils
- Subject/provision uptake or student interaction
- Pupil and parent engagement
- Teacher/staff member workload and development

Ways to monitor

- Regular meetings with the relevant staff member(s)
- Visits to the school to see subject/provision in action
- Talking to pupils, parents and staff (or doing a survey)
- Reports from the relevant staff member(s)

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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 & Mental Health governors, through school visits, communication with the AAB safeguarding leads and by working with TSAT central safeguarding team will:

- Ensure a Governor Safeguarding visit is completed in each school annually. This should be completed by either the AAB Safeguarding lead or the RGB safeguarding lead.
 - Ensure the specific [safeguarding visit form](#) is used and circulated to Head of Safeguarding and Headteacher after.
 - Use the [governor safeguarding visit questions](#) to support a visit.
- 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 that safer recruitment processes are in place
- Attend training for safeguarding & mental health link governors
- Ensure the regional governing board has suitable and up-to-date policies for child protection
- 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
- 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
- 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
- Monitor the single central record (SCR) alongside the DSL to ensure the school carries out the appropriate recruitment checks on staff and trustees. Ensure there is a record of this check.
- Work with the Head of Safeguarding for the Trust to contribute and consult on safeguarding policies
- To understand the school's strategy and provision for mental health and wellbeing of students and staff.
- 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 the termly SCR and Safer recruitment audit outcomes for each school and challenge compliance and actions.

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.

[Video: Safeguarding Training for Governors – Lee Lucas](#)

USEFUL RESOURCES

Essential reading:

[Keeping Children Safe in Education 2021](#)

[TSAT Safeguarding Policy](#)

[Questions to ask on a Safeguarding visit](#)

[Safeguarding compliance visit checklist](#)

[Questions to ask about Mental Health and Wellbeing](#)

[Post Covid Questions about Mental Health and Wellbeing](#)

[The Prevent duty: Governors role](#)

Optional reading:

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

[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 \(DSL\)](#)

[Raising staff morale](#)

[How Governors can help and protect wellbeing of LGBT pupils](#)

[Promoting positive mental health in schools](#)

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

[Guide to Teaching Online Safety in Schools](#)

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