



Equality and Diversity UK

Governor Safeguarding Strategic Self-Assessment Tool

From Assurance to Impact – A Practical Framework for Governors

How to Use This Tool

Use termly as a **governance discussion framework**

RAG-rate each area:

- **Red** = Significant gaps
- **Amber** = Developing
- **Green** = Strong and embedded

Record **evidence, challenge questions, and actions**



1. Safeguarding Culture (The “Feel” of the School)

Key Question:

Do children feel safe, and how do we know?

Governors Should See:

- Pupils confidently reporting concerns
- Staff acting consistently and promptly
- A culture of openness and listening

Evidence:

- Pupil voice (surveys, forums, school council)
- Behaviour logs and responses
- Safeguarding audits

Challenge Questions:

- How do we know pupils *feel* safe not just that systems exist?
- Are there groups of pupils who feel less safe than others?

EDI Lens:

- Are ethnically diverse, SEND, or LGBTQ+ pupils equally safe?
- Are quieter or neurodivergent pupils being heard?

2. Leadership & Accountability

Key Question:

Is safeguarding a visible strategic priority?

Governors Should See:

- Regular safeguarding reports to the board
- Strong leadership from the DSL
- Clear lines of accountability

Evidence:

- Governing body minutes
- DSL reports
- Safeguarding policies

Challenge Questions:

- How are leaders held accountable for safeguarding outcomes?
- What does “good” safeguarding look like in this school?

Ofsted Link:

Ofsted expects governors to **know and challenge safeguarding practice**, not just receive information.

3. Policies into Practice

Key Question:

Are safeguarding policies lived—not just written?

Governors Should See:

- Staff confidently applying policies
- Consistency across the school
- Regular updates and training

Evidence:

- Staff training logs
- Case studies (anonymised)
- Policy review schedule

Challenge Questions:

- How do we know staff understand and apply policies?
- When was the last time we tested safeguarding systems?

4. Safer Recruitment & Staff Conduct

Key Question:

Are we ensuring the right adults are in school and behaving appropriately?

Governors Should See:

- Robust safer recruitment processes
- Up-to-date Single Central Record
- Clear staff code of conduct

Evidence:

- SCR checks
- Recruitment panel training records
- Low-level concern logs

Challenge Questions:

- How are low-level concerns recorded and monitored?
- Are patterns of concern identified and acted on?

5. Training & Staff Confidence

Key Question:

Do staff know what to do and feel confident doing it?

Governors Should See:

- Regular, up-to-date safeguarding training
- Scenario-based learning
- Staff confidence in reporting concerns

Evidence:

- Training records
- Staff surveys
- Feedback from safeguarding reviews

Challenge Questions:

- What happens if a staff member is unsure about a concern?
- How do we support staff emotionally in safeguarding roles?

6. Identifying and Supporting Vulnerable Pupils

Key Question:

Are we identifying risk early and acting quickly?

Governors Should See:

- Strong early help processes
- Timely referrals
- Multi-agency working

Evidence:

- Referral data
- Early help records
- Attendance and behaviour trends

Challenge Questions:

- Which pupils are most vulnerable and why?
- Are any children being missed?

EDI Lens:

- Are some groups overrepresented in safeguarding concerns?
- Are biases affecting identification or response?

7. Safeguarding Risks & Emerging Issues

Key Question:

Are we responding to the realities children face today?

Governors Should Understand:

- Online safety risks
- Mental health pressures
- Peer-on-peer abuse
- Contextual safeguarding (community risks)

Evidence:

- Incident reports
- Curriculum coverage (PSHE, RSE)
- External agency engagement

Challenge Questions:

- What are the top 3 safeguarding risks in our school right now?
- How are we adapting to new and emerging risks?

8. Record Keeping & Information Sharing

Key Question:

Is safeguarding information accurate, timely, and used effectively?

Governors Should See:

- Clear, secure recording systems
- Timely updates and follow-up
- Effective information sharing

Evidence:

- Safeguarding system audits
- Case tracking
- File reviews

Challenge Questions:

- How do we ensure no concern is lost or ignored?
- How do we track outcomes not just actions?

9. Pupil Voice & Lived Experience

Key Question:

Are pupils shaping safeguarding practice?

Governors Should See:

- Meaningful pupil engagement
- Feedback influencing decisions
- Safe reporting mechanisms

Evidence:

- Student surveys
- Focus groups
- Feedback from vulnerable groups

Challenge Questions:

- Whose voices are missing?
- How do we act on what pupils tell us?

10. Governance Effectiveness

Key Question:

Are we, as governors, making a difference?

Governors Should Be Able To:

- Clearly articulate safeguarding strengths and gaps
- Demonstrate challenge and support
- Evidence impact on outcomes

Evidence:

- Governor visit reports
- Meeting minutes
- Action plans

Challenge Questions:

- What has changed because of governance?
- How do we know our oversight is effective?

RAG Rating Summary Table

Area	RAG	Evidence	Key Actions
Culture			
Leadership			
Policies			
Recruitment			
Training			
Vulnerable Pupils			
Risks			
Record Keeping			
Pupil Voice			
Governance			



Final Reflection for Governors

Safeguarding is not measured by the absence of incidents.

It is measured by:

- The **speed of response**
- The **confidence of staff**
- The **voice of the child**
- The **equity of protection**

As governors, your role is not to ask:

“Are we compliant?”

But instead:

“Are we truly keeping every child safe especially the most vulnerable?”





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www.equalityanddiversity.co.uk

