Minutes of a meeting of the Governing Body of Brent Knoll Special School held at the school on Wednesday 24 September 2025 at 6:00 pm

Membership (Instrument 2.3.15) PG x 3, LA x1, Staff x1, Head x 1, Foundation x 3, Co-option x 3. Total 12	Initials	Designation	Term of Office End date	Attendance
Mr. Paul Shaw	PS	Headteacher	Ex-Officio	Present
Ms Ebony Douglas	ED	Co-opted Governor	25 06.2028	Present
Ms Gina Evans	GE	Staff Governor	20/02/2028	Present
Mr. Simon Whitlock	SW	Co-opted **(Vice Chair)**	22/05/2029	Present
Ms Catherine van Rooyen	CvR	Parent Governor	31 /10/2026	Present
Ms Cheryl Cowie	CC	Parent Governor	16/11/2025	Apologies
Ms Laura Deitz	LD	Parent Governor **(Chair)**	02/07/2027	Present
Mr Stanley Carnall	SC	Local Authority Governor	24/06/2029	Present
Mr Tom Russell	TR	Foundation Governor	26/11/2028	Present
Ms Molly O' Hanlon	MO	Foundation Governor	26/11/2028	
Ms Charlotte Levey	CL	Co-option Governor	26.03.2029	Present
Also				
Ms Salma Moolji	SM	Observer	N/A	Present
Mr. Nasim Zaman	NZ	Clerk	N/A	Present

1.0	**Welcome, Apologies for absence and any Changes to the Business of the Meeting**
1.1	**Welcome and Apologies for absence:** The Chair opened the meeting by welcoming everyone.
1.2	**Changes to the business of the meeting**: N/A
2.0	**Declaration of Interest and Register of Interests**
2.1	**Declaration of Interest:** No declaration of interest was received in any item appearing on the agenda of this meeting.
3.0	**Minutes of the last meeting and Any matters Arising** Will be discussed at next FGB
4.0	**Safeguarding training** **Led by Lucia Bernardi – Safeguarding in Education Officer – Lewisham Local Authority** Action: Lucia to share slides with BKS Governors. Started with a Quiz: 1. What is the Primary role of School Governors related to Safeguarding 2. Which legislation sets out the key safeguarding responsibilities for schools in England? 3. Which parts of the legislation are governors required to read annually? 4. Who is the designated safeguarding lead (DSL) and what are their main responsibilities? 5. If a governor becomes aware of a safeguarding concern, what should they do? 6. What is the 'Prevent Duty' and how does it relate to safeguarding? 7. How often should safeguarding policies be reviewed by the governing board?

8. What is the role of the Local Authority Designated Officer (LADO?)
9. What word was added to the phrase ‘abuse and neglect’ through KCSIE 2024?
10. Which of the following must Governors ensure is in place?
    a. Safer recruitment procedures
    b. Staff safeguarding training
    c. Filtering and monitoring systems for online safety
    d. A mechanism to be actively involved in the operational implementation of safeguarding in the school
    e. A safeguarding link governor

Overview of key legislation for Safeguarding including Section 157/175 of Education Act and Section 11 of Children’s Act.

- Every two years schools do Section 157/175 Safeguarding audit from Lewisham.

Action: PS to review

- Filtering and monitoring – DfE has audit template.

Action: PS to review

Role of Governors for Safeguarding

- Setting Policies and Procedures and making updates (check website for update)
- Ensuring compliance with policies
- Appointing a safeguarding lead
- Monitoring and accountability
- Staff training and awareness
- Safer recruitment
- Responding to concerns
- Creating a safe culture
- Reviewing serious incidents

Safeguarding link Governor:

- Read all KCSIE
- Lucia to provide examples of potential templates to use

Action: Lucia to provide

- Meet with DSL and review Single Central Record – take notes and records of these meetings, particularly any recommendations made

Role of Designated Safeguarding Lead (DSL):

- DfE have provided an audit the DSL should complete to review procedures and mechanisms at the school.

Action: PS to check

- Need a point of contact that's always available outside of school hours (in case of genuine emergencies)

Action: LD to check with PS

Alternate Provision

- Still on the role at the school. School has a duty to maintain safeguarding which includes visits to ensure the alternate placement meets the pupil's needs.

Types of Abuse

- Neglect – most common form of abuse in the UK. Failing to meet a child's most basic needs.
- Physical abuse – intentionally harming a child to cause injury or feelings of intimidation.
- Emotional abuse – ongoing emotional maltreatment of a child which can have a severe and persistent negative effect on a child's emotional health and development.
- Sexual abuse – sexual touching of any part of the body, whether the child is wearing clothes or not. Forcing or encouraging a child to take part in sexual activity.
- Contact vs. non-contact abuse
- Any child who witnesses domestic violence is a victim of child abuse. 1 in 5 children have been exposed to domestic abuse, and Lewisham has the 2nd highest number of DV incidents in London.

Children at greater risk of harm

- Children with allocated social worker
- Looked after children or previously looked after children
- Children who are absent from education – often school attendance is the first warning that something isn't right.
- Children requiring mental health support
- Children with SEN, disabilities, or health issues
- Children who are LGBTQIA+ or gender questioning.
- You can access serious case reviews published by the NSPCC

The importance of a child's voice

- Going in / speaking to children – what policies and practices are in place to actively listen to children's voices? What other measures are in place for non-verbal learners. How does the school create an environment where children provide feedback? What systems are in place to gather feedback? And how does the school adapt and respond to feedback from students?

Ofcom report review of 2024 data (ages 5-7, 8-17)

- 77% report experiencing some kind of online harm
- 19.2% of 10–15-year-olds have exchanged messages with someone they've never met. 4.4% have met someone face-to-face
- 35% of 10–15-year-olds accepted friend requests from strangers in the last year
- 9.5% of 13–15-year-olds received a sexual message in the past year, more than 75%

received multiple messages.

Demonstrating challenge when holding your school to account

- HT report
- Safeguarding link - they should look into number of safeguarding concerns, behaviour concerns, exclusions, children on Child Protection Plan. Children in Need plan, school attendance and persistent absentees, number of referrals to Family First Contact Point (MASH), number of Team Around Child meetings, number of ICPC (Child Protection Conferences) / Core Group / Child in Need meetings attended, number of Looked After Children / CLA, Number of Personal Education Plan meetings
- Do you know how children in your school are taught about safeguarding?

Action: PS to confirm

- Do you know when your school last had a safeguarding review:

Action: PS to confirm

Monitoring the Single Central Record ("SCR")

- Holds all the personal information for all those in the school (staff, volunteers, governors etc)
- Never assume a colleague or professional is "above suspicion" – safeguarding can occur in any setting, including your own.
- There have been cases in Lewisham where a school has not carried out those checks and led to a teenager being abused in a school by an abuser.
- The SCR should be reviewed every term, but ideally every half term.
- HT needs to conduct the review and the safeguarding link governor
- There is a checklist

Action: Lucia to share information about upcoming SCR training.

Local Authority Designated Officer

- Receives and reviews allegations and provides advice around adults working with children.

Family First Contact Point (MASH-multi-agency safeguarding hub)

- FFCP received referral from police, school, or other professionals. Team manager triages it and assigns a pathway
- Social worker contacts the referrer to gather further information. Social Worker then contacts the parents and shares information received. Consent is sought from parents to contact agencies for Health, Education, and Police.

Governor's Role and Actions

- Ensure school has effective early intervention processes in place
- Check staff have followed the school's safeguarding policy by reporting concerns to the DSL
- Monitor how the school supports children with emerging concerns and ensures early help is sought when needed
- If patterns of similar issues arise, review whether further training or additional support is required for staff.

5.0	**<u>Policy Review</u>** • Pay policy • Safeguarding policy Will be discussed at next FGB
6.0	**<u>Dates & Times of future meetings</u>** **FGB** 15/10 19/11 21/01 18/03 06/05 17/06 **P&R** 06/11
7.0	**<u>Any other business</u>** There were no further matters considered