

Designated Safeguarding Lead (DSL) Job Descriptions, Roles and Responsibilities

Holy Trinity CE (A) Primary School's DSLs are required to safeguard and promote the welfare of all children in school, follow school policies and the staff code of conduct. During term time, our DSLs are always available during school hours for staff in the school to discuss any safeguarding concerns. All DSLs are responsible for ensuring that child protection files are kept up to date. Information is kept confidential and stored securely. Currently, there are 4 DSLs at Holy Trinity CE Primary School – Mrs Ann MacGregor, Mrs Sally Smitherman, Mrs Emma Saunders & Mrs Lynne Howard. Mrs MacGregor is the lead DSL, supported by the three other DSLs.

The Designated Safeguarding Leads (DSL) are all senior members of staff, from the school leadership team. They have a legal responsibility for dealing for safeguarding and child protection, providing advice and support to staff, liaising with the Local Authority, liaise with children's social care and working with a range of other agencies.

Deputy DSLs support the lead DSL in ensuring the school's child protection policies are known, understood and used appropriately. All DSLs work with the governing body to ensure the school child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.

The Lead & Deputy Designated Safeguarding Leads are responsible for ensuring that child protection files are up to date, are secure, detailed, accurate records of concerns and referrals eg CPOMS.

Lead DSL & Assistant Headteacher DSLs will:

- Undertake relevant refresher DSL training every two years
- Undertake Safer Recruitment training
- Take part in strategy discussions and inter-agency meetings eg Child Protection or Child In Need meetings – and/or support Deputy DSL to do so
- Contribute to the assessment of children
- Refer to the Channel programme, where there is a radicalisation concern
- Refer cases to the Disclosure and Barring Service (DBS), in cases where a person is dismissed or leaves due to risk or harm to a child
- Refer to the police, in cases where a crime may have been committed
- Ensure a child has an appropriate adult present if a section 47 assessment or police investigation is taking place
- Report concerns or allegations to the Local Authority Designated Officer (LADO), within 24 hours, when concerns involve a staff member
- Liaise with the senior mental health lead and, where available, mental health support team – where safeguarding concerns are linked to mental health
- Liaise with staff – on matters of safety, safeguarding and welfare (including online and digital safety); when deciding whether to make a referral, by liaising with relevant agencies; and as a source of safeguarding support, advice and expertise
- Identify the impact that these issues might be having on children's attendance, engagement and achievement at school

- Promote supportive engagement with parents and carers in safeguarding and promoting children's welfare, including where families may be facing challenging circumstances.
- Updating Child Protection concerns via CPOMS & ensuring actions are included, plus child's voice
- Update separate CP file chronology for children on CIN & CP plans

Inclusion Manager DSL will:

- Take part in discussions and inter-agency meetings eg Enabling Families, Team Around the Family
- Liaise with the Early Help Team, to identify families in school, who are working with the above external services
- Contribute to the assessment of children
- Ensure a child has an appropriate adult present if a section 47 assessment or police investigation is taking place
- Report concerns or allegations to the Local Authority Designated Officer (LADO), within 24 hours, when concerns involve a staff member
- Liaise with the senior mental health lead and, where available, mental health support team – where safeguarding concerns are linked to mental health
- Liaise with staff – on matters of safety, safeguarding and welfare (including online and digital safety); when deciding whether to make a referral, by liaising with relevant agencies; and as a source of safeguarding support, advice and expertise
- Identify the impact that these issues might be having on children's attendance, engagement and achievement at school
- Promote supportive engagement with parents and carers in safeguarding and promoting children's welfare, including where families may be facing challenging circumstances.

SBOM DSL (Due to undergo DSL training in March 2024) will be responsible for:

- Review and update the Single Central Register
- Train a second office member to be able to access the SCR
- Carry out pre employment checks eg Occupational Health, online presence
- Send for two references for new staff appointments & check school has received two references
- Check disbarred list for new teacher appointments
- Check Section 128 for governors and school leaders
- Ensure DBS checks are carried out every five years
- Maintain staff files
- Ensure all staff have read child protection and other safeguarding policies eg WSCC model policy Code of Conduct

DSLs should make sure that their school's policies are known and used appropriately. This involves:

- Making sure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Working with the governing body to ensure the [child protection policy](#) is reviewed at least annually, and that safeguarding procedures are updated and reviewed regularly
- Making sure the child protection policy is publicly available and parents are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this
- Linking with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Helping to promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

At the end of DSL training, DSLs should understand:

- How to identify, understand and respond to specific needs that can increase the vulnerability of children
- Specific harms that can put children at risk
- The processes, procedures and responsibilities of other agencies, particularly LA children's social care
- The assessment process for providing early help and statutory intervention
- How LAs conduct child protection case conferences and review conferences, and be able to contribute to these
- How important their role is in providing information and support to children's social care
- The lasting impact that adversity and trauma can have, and what is needed in responding to this in promoting educational outcomes

DSLs should also:

- Be alert to the specific needs of children in need, those with special educational needs and/or disabilities (SEND) or health conditions, and young carers
- Understand the importance of information sharing, internally and externally
- Understand and support your school with the requirements of the Prevent duty
- Understand the risks associated with being online (and the additional risks faced by vulnerable pupils) and know how to keep children safe while they're online at school

DSLs should:

- Recognise the additional risks that children with SEND face online, and support them to stay safe
- Obtain access to resources and attend any relevant or refresher training courses

- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships that facilitate communication
- Encourage a culture of listening to children, taking account of their wishes and feelings
- Keep detailed, accurate and secure written records of concerns and referrals

In addition to more formal training, the DSL and deputies should refresh their knowledge at least every year to understand any developments relevant to their roles. This might be done via:

- E-bulletins
- Meeting other DSLs
- Reading up on safeguarding developments