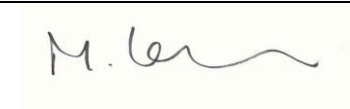




CAST Angling Projects
Cornerstone House
Tilford Road
Newstead Village
Nottingham
NG15 0BU

Designated Safeguarding Lead, Role Description

This job description is a guide and references the role of the DSL in relation to it being part of the Pastoral Manager and Designated Safeguarding Lead at CAST.

Director's Signature:	
Written by:	Mick Leivers, Director
Date Adopted:	07 August 2023
Review Date:	06 August 2023

Role description: Designated Safeguarding Lead (DSL)

CAST Angling Project is committed to creating a diverse workforce. We consider all qualified applicants for employment and internal roles without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

This role description is intended for those staff with specific and allocated DSL and DDSL roles within the organisation.

Job details

This role is detailed as an appendage to the job descriptions of the following staff who undertake the role of DSL for the organisation:

*Mick Leivers DSL

*Bec Masson DDSL

*

Main purpose

The DSL will take lead responsibility for safeguarding and child protection across CAST and its projects (including for online safety). They will take part in strategic discussions and multi-agency meetings and contribute to the assessment of children's needs against ALL safeguarding guidelines.

They will advise and support other members of staff on welfare, safeguarding and child protection matters, and liaise with relevant agencies such as Commissioners, the pupils 'on roll' school/academy, local authorities, police and social services as required.

At CAST we currently have one DSL and one Deputy DSL, so that there is always a DSL available at any given time. DSLs can work together and provide peer support and supervision for each other.

Some safeguarding activities may be delegated to Deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

Duties and responsibilities

Managing referrals

- › Refer cases of suspected abuse and neglect to the local authority children's social care
- › Refer cases to Early Help or MASH where needed
- › Support staff who make referrals to the local authority children's social care
- › Refer cases to the Channel programme where there is a radicalisation concern
- › Support staff who make referrals to the Channel programme
- › Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- › Refer cases to the police where a crime may have been committed
- › Refer cases to agencies, Early Help or MASH (Social Care) using the guidance of the Nottinghamshire Pathway to Provision
- › Refer cases to the LADO, via the online portal where there are concerns/ allegations made against staff.

Working with staff and other agencies

- › Act as a source of support, advice and expertise for all staff.
 - › Act as a point of contact with the safeguarding partners.
 - › Inform :
 1. The CAST Director with overall Safeguarding responsibility and
 2. The Headteacher /DSL of the pupils 'on roll' school/academy of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult.
 - › Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
 - › Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
 - › Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
 - › Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
 - › Work with ALL relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
 - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced.
 - Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
 - › The above includes:
 - Ensuring CAST knows which children have or have had a social worker, understanding their progress and attainment, and maintaining a culture of high aspirations for this cohort.
 - Supporting staff to provide additional support or reasonable adjustments to help these children reach their potential.
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Managing the child protection log/file

- Ensure child protection logs are kept up to date
- Keep information confidential and store it securely
- Make sure records include:
 - A clear and comprehensive summary of the concern
 - Details of how the concern was **followed up** and **resolved**
 - A note of any **action** taken, **decisions** reached and the **outcome**
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the setting (including in year transfers and return to 'on roll' setting):
 - Ensure their child protection file is securely transferred to the new/existing setting as soon as possible, and in line with the pupil's 'on roll' school/ academy and separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE.
 - Consider whether it would be appropriate to share any additional information with the new/ existing setting before the child leaves, to help them put appropriate support in place.

Raising awareness

- Ensure each member of staff has access to, and understands, CASTs safeguarding/child protection policy and procedures, especially new and part-time staff and that this is recorded.
- Work with Directors to ensure the safeguarding/child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding/child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and CASTs roll in this aspect.
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing information with staff, DSLs and the students 'on roll' school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing.
- Deliver / organise regular safeguarding updates and ensure annual training updates take place for all staff and volunteers and this is recorded.

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
 - Support staff during the referrals process
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- Support staff to consider how safeguarding, welfare and educational outcomes are linked, to inform the provision of academic and pastoral support and ensure ALL children are kept safe.

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

- Understand the importance of information sharing, both within the setting, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners. Also see Transferring File procedures.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Keep detailed, accurate, secure written records of concerns and referrals.
- Keep logs up to date. Ensure staff record incidents and regularly reinforce this expectation. Where possible log incidents/concerns online to ensure a full and comprehensive chronology for each child.
- Ensure information received for new starters is kept securely and is seen by all DSLs.
- Ensure that any new arrival has a red C n their pupil file if they have a child protection file.
- Ensure that no child protection information is kept in the child pupil file and that this is kept separate and is securely locked away in the safeguarding cupboard and online.
- Ensure that a handover form is signed to log handover and receipt of documents by any new or existing setting and for any school leavers..

Other areas of responsibility

The DSL will be required to safeguard and promote the welfare of children and young people, and follow policies and the staff code of conduct.

During term time, a DSL should always be available during school hours for staff to discuss any safeguarding concerns. Ideally this will be in person but can also be via phone.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • GCSE (or equivalent) in English and maths • DSL training within 2 years. • Other relevant Safeguarding Training
Experience	<ul style="list-style-type: none"> • Experience of managing safeguarding in a relevant organisation / educational setting including: <ul style="list-style-type: none"> ○ Building relationships with children and their parents, particularly the most vulnerable ○ Working and communicating effectively with relevant agencies ○ Implementing and encouraging good safeguarding practice throughout a large team of people • Demonstrable evidence of developing and implementing strategies to help children and their families. • Experience of handling sensitive data and upholding the principles of confidentiality
Skills and knowledge	<ul style="list-style-type: none"> • Robust knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies. • Ability to work with a range of people with the aim of ensuring the safety and welfare of children across a varied range of classroom based and practical settings. • Awareness of local and national agencies that provide support for children and their families. • Excellent record keeping skills and attention to detail, in order to produce reports, record meetings, and document safeguarding concerns. • Good IT skills, including previous use of online software recording safeguarding concerns (CPOMs or alternative) • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships with staff and other stakeholders
Personal qualities	<ul style="list-style-type: none"> • Commitment to ensuring the safety and welfare of children. • Commitment to upholding and promoting the ethos and values of the setting • Integrity, honesty and fairness • Ability to work under pressure and prioritise effectively. • Commitment to maintaining confidentiality at all times. • Commitment to equality • Commitment to our children and families and empathy in understanding the reasons behind some circumstances families may find themselves in. • Astute and observant • Analytical, reflective and able to take an objective view in emotive situations

Notes:

Last review date: 08 August 2023

Next review date: 07 August 2024 (or upon legislative/ local policy amendments)

A handwritten signature in black ink on a light yellow background. The signature appears to be "M. Ger" with a stylized flourish at the end.

Director / Line Manager's signature:

Date: 08 August 2023

Postholder's signature:

Date:
