



## **The role of the designated safeguarding leads (DSL & DDSL)**

### **The role of the DSL (Designated safeguarding lead)**

The designated safeguarding lead (DSL) takes the lead responsibility for safeguarding and child protection (including online safety).

The role includes responsibilities such as providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

### **Deputy designated safeguarding leads (DDSLs)**

Deputies will be trained to the same standard as the DSL. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the DSL, this lead responsibility cannot be delegated.

### **Availability**

During term time the DSL (or a deputy) will be available (during working hours) for staff to discuss any safeguarding concerns.

'Available' may be either in person, via a telephone call or a Teams video call.

### **Managing referrals**

The DSL is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care.
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme.
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

- where a crime may have been committed to the Police as required. [NSPCC - When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police.

### **Working with others**

The DSL is expected to:

- act as a source of support, advice and expertise for all staff.
- act as a point of contact with the safeguarding partners.
- liaise with senior managers/ Headteachers to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- as required, 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 and 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 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 the senior managers/ headteacher, 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, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

### **Information sharing and managing child protection files.**

The DSL is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should 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.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared.

Where children leave the school (including in year transfers) the DSL should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

### **Raising Awareness**

The DSL should:

- ensure each member of staff has access to, and understands, the school's child protection and safeguarding policy and procedures, especially new and part-time staff.
- ensure the school's child protection and safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the proprietors regarding this.
- ensure the child protection and safeguarding policy is available on the school website and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- 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 the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with school staff.

### **Training, knowledge and skills**

The DSL (and deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The DSL (and deputies) should undertake Prevent awareness training.

Training should provide DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- understand the importance of the role the DSL has in providing information and support to children social care in order to safeguard and promote the welfare of children.
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners. understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Providing support to staff**

Training should support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the views of children**

It is important that children feel heard and understood. Therefore, DSLs should be supported in developing knowledge and skills to:

- 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**

DSLs should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners.
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

### **Kaleidoscope Designated Safeguarding leads and contact information:**

#### **Designated Safeguarding Lead (DSL)-**

Amy Sadler-Rhodes [schoolmanager@kaleidoscopeschool.co.uk](mailto:schoolmanager@kaleidoscopeschool.co.uk) or 07990 034517

#### **Deputy Safeguarding Leads (DDSLs)-**

Sam Goodin- [headteacher@kaleidoscopeschool.co.uk](mailto:headteacher@kaleidoscopeschool.co.uk) or 07990 034535

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