



SPAGHETTI
BRIDGE

Job Description:

Designated Safeguarding Lead (DSL)

Job details

Job title: Designated safeguarding lead (DSL)

Reporting to: Head Teacher

Job summary

Spaghetti Bridge takes a proactive and integrated approach to safeguarding, meaning that we work to proactively understand the needs of our children and young people, how these are expressed, and what support can be put in place to mitigate the chance that they could put themselves or others at risk. The role of DSL plays an integral part of this process. The DSL works as part of a team leading on the school's relational approach curriculum, which both supports the way in which staff keep children and young people safe and how they learn to keep themselves safe as part of the our educational approach, as well as responding to times when children and young people are at risk, starting with the admissions process and continuing throughout their journey.

Main purpose

The DSL will take lead responsibility for safeguarding and child protection across the school. This includes the creation of a safeguarding quality assurance and quality improvement plan. They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children both as part of the admission process and once they are placed at a Spaghetti Bridge school. They will also lead on the safeguarding curriculum in line with the vision and values of Spaghetti Bridge.

They will advise and support other members of staff on child welfare, including pastoral care, and child protection matters, and liaise with relevant agencies such as the local authority and police.

The DSL will also hold responsibility for ensuring that any and all physical interventions are carried out in line with best practice and statutory requirements.

Some safeguarding activities may be delegated to deputy DSL's, who are part of the school's safeguarding team, although the DSL will retain lead responsibility for the work of deputy DSL's and will ensure it is completed to the highest standard.

The DSL is a member of the school Senior Leadership Team and therefore will work as part of this team to ensure the overall quality of the school.

Duties and responsibilities

Managing safeguarding reports, logs, and referrals

- Ensure that all safeguarding reports and logs are responded to on a daily basis
- Maintain the quality of notes and actions recorded against safeguarding logs
- Ensure that child protection files are kept up to date, kept confidential and stored securely; that records are kept in a clear and consistent manner, listing the summary of the concern, how it was followed up and resolved, any actions taken, and notifications and/or escalations made
- Feedback to staff members who log safeguarding
- Manage external welfare and safeguarding referrals
- Refer cases of suspected abuse to the local authority children's social care
- Support staff who make referrals to 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 left due to risk or harm to a child
- Refer cases where a crime may have been committed to the police
- Maintain a stance that 'it could happen here' when managing referrals and referral thresholds
- Work closely with staff to ensure that strategies to mitigate safeguarding concerns are incorporated into individual relational support plans.

PSHE and Safeguarding Curriculum

- Work with curriculum coordinators, teachers, and the senior leadership team to design and deliver a yearly safeguarding curriculum, linked to the school's PSHE cycle
- Support staff in the implementation of individual safeguarding plans for children and young people who have particular safeguarding needs

Working with staff, parents/carers and other agencies

- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new, part time and temporary staff and volunteers)
- Inform the headteacher of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations
- Act as a point of contact with safeguarding partners
- Liaise with the case manager and the local authority's designated officer for child protection concerns in all cases where a member of school staff is involved
- Liaise with staff on matters of safety (including online and digital safety), safeguarding, and when deciding whether to make a referral
- Act as a source of support, advice and expertise for staff on matters relating to safeguarding and relational support
- Understand the assessment process for providing early help and intervention
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Attend and contribute to child protection case conferences effectively when required to do so

- Support staff with ongoing 'lessons learned' and continuing professional development training activities to ensure a culture of continuous improvement
- Debrief staff after incidents, safeguarding reports and physical interventions
- Chair the weekly school safeguarding meeting
- Liaise with senior mental health lead 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 headteacher and 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, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - ensuring that the school or college 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
 - supporting 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
- 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.

Training

- Undergo regular training to develop and maintain the knowledge and skills required to carry out the role, including undertaking specialist training regarding the particular context, risks and trends present at the school
- Undergo Prevent training and be able to:
 - Support the school or college in meeting the requirements of the Prevent duty
 - Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to:
 - Provide advice and support to staff on protecting and identifying children at risk of FGM
 - Report known cases of FGM to the police (taking note of guidance regarding obligations regarding FGM reporting upon qualified teachers), and help others to do so
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role
- Obtain access to relevant resources
- Understand the importance of the role the designated safeguarding lead has in providing information and support to local authority 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 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 or college

- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from 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 or college may put in place to protect them

Raise awareness

- Ensure the school's child protection policies, other relevant policies and relevant national guidance (e.g. Keeping Children Safe in Education) are known, understood and used appropriately
- Work with the governance team to ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community
- Ensure that parents have read the safeguarding policy and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this
- Link with the school's local authority safeguarding team to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Be alert and respond promptly and effectively to the specific needs of all children in the school; those with special educational needs, those vulnerable to criminal or sexual exploitation, radicalisation and abuse / neglect generally
- Review the school's attendance data regularly, acting effectively with regard to any safeguarding concerns therein promptly and effectively, including the oversight and quality assurance of outreach and individual safety plans for low attenders-
- 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 teachers and school leadership

Holding and Sharing Information

- Understand the importance of information sharing, both within the school and with other schools and colleges 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)
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Other areas of responsibility

- Where children leave the school, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file
- Undertake safer recruitment training and support the school to follow best practice
- Monitor the single central record and ensure it complies with all relevant legislation
- Provide safeguarding reports to the governance team
- Model best practice and uphold the principles of confidentiality and data protection at all times

- Work as part of the Spaghetti Bridge safeguarding team across the groups, including participating in group meetings with colleagues from across the organisation
- Engage with group wide networking and training opportunities to ensure best practice and lessons learned are routinely discussed to aid the overall development of the group's safeguarding expertise.

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

During term time, the DSL or a member of the safeguarding team should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video calling in exceptional circumstances.

The DSL, as a member of the senior leadership team, will deputise for the head or deputy head if they are not on site, including absences.

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.

Descriptions of the role and expectations are routinely updated in 'Keeping Children Safe in Education.' Regardless of the description of role within this document, it is a requirement that the DSL will always undertake their duties as set out in the most current KCSIE (or its replacement).

| CRITERIA | QUALITIES |
|------------------------------------|---|
| Qualifications and training | Professional development in preparation for a leadership role Excellent literacy skills |
| Experience | Relevant experience in a safeguarding role/ child protection role (DDSL/DSL) within an educational environment or similar (minimum 1 year) Line management experience Experience of contributing to staff development |
| Skills and knowledge | Data analysis skills, and the ability to use data to set targets and identify weaknesses Effective communication and interpersonal skills Ability to communicate a vision and inspire others Ability to build effective working relationships with internal and external stakeholders Ability to model and coach best practice in others |
| Personal qualities | A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school Ability to work under pressure and prioritise effectively Commitment to maintaining confidentiality at all times Commitment to safeguarding and equality Ability to advocate for others within the scope of job role Ability to maintain professional boundary |

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Signed: _____

Name: _____

Dated: _____