

## Appendix 4: DSL Job Description

<b>Job description for the Designated Safeguarding Lead (DSL and DDSL)</b>	
<b>The Guardianship is committed to safeguarding and promoting the welfare of children and young people and expects all staff and host families to share this commitment</b>	
<b>Summary of the role</b>	<ul style="list-style-type: none"> <li>To take lead responsibility for safeguarding and child protection (including online safety) occurring within the Guardianship or homestays and to support all other staff in dealing with any child welfare and child protection concerns that arise</li> <li>To provide advice and support to other staff and homestays on matters of child welfare, safeguarding and child protection</li> <li>To take part in strategy discussions and inter-agency meetings</li> <li>To promote and safeguard the welfare of pupils in the Guardianship's care</li> <li>Whilst the activities of DSL can be delegated to an appropriately trained deputy (DDSL), the ultimate lead responsibility for child protection remains with the DSL. This lead responsibility cannot be delegated.</li> </ul>
<b>Main duties and responsibilities</b>	<b>Further specifics:</b>
<b>Availability</b>	<p>The DSL/DDSL are expected to:</p> <ul style="list-style-type: none"> <li>Ensure that you or a Deputy will always be available during the school terms and also holidays when pupils are staying with homestays to discuss any safeguarding concerns</li> <li>arrange adequate and appropriate cover arrangements for any out of hours/out of term holidays taken</li> </ul>
<b>Managing referrals</b>	<p>The DSL and DDSL are expected to refer cases:</p> <ul style="list-style-type: none"> <li>of suspected abuse and neglect of any pupil within our care to the local authority children's social care and support staff who make referrals to local authority children's social care (and/or the appropriate school)</li> <li>to the Channel programme where there is a radicalisation concern and support staff or host families who make referrals</li> <li>where a person is dismissed or left due to risk/harm to a child or who has committed a crime – to report this to the Police</li> </ul>
<b>Working with others</b>	<p>The DSL and DDSL are expected to:</p> <ul style="list-style-type: none"> <li>act as a source of support, advice and expertise for all staff and homestays</li> <li>act as a point of contact with the three safeguarding partners: the local authority (Bristol); the appropriate school's DSL and the police</li> <li>ensure that an 'appropriate adult' is present if a pupil is being questioned or detained by the police</li> </ul>

	<ul style="list-style-type: none"> <li>• as required, liaise with the “case manager” (as per Part 4 of KCSIE) and the designated officer (LADO) at the local authority for child-protection concerns in cases which concern a staff or host family member</li> <li>• liaise with pupil’s school and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically</li> <li>• promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances</li> <li>• work with the 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</li> </ul>
<b>Information sharing and managing the child protection files</b>	<p>The DSL and DDSL are expected to:</p> <ul style="list-style-type: none"> <li>• ensure that child protection files are kept up to date</li> <li>• ensure that information is kept confidential and stored securely</li> <li>• ensure that records include: <ul style="list-style-type: none"> <li><i>a clear and comprehensive summary of the concern</i></li> <li><i>details of how the concern was followed up and resolved</i></li> <li><i>and of any action taken, decisions reached and the outcome</i></li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• ensure that files are only accessed by those who need to see them and that where the file or content within it is shared, this happens in line with information-sharing advice, as set out in Part 1 and Part 2 of KSCIE</li> <li>• If it is considered necessary to share any safeguarding files with another guardianship organisation if the parents move to another, it is vital that a conversation of a private nature is had with the new guardianship company</li> </ul>
<b>Raising awareness</b>	<p>You are expected to:</p>

	<ul style="list-style-type: none"> <li>• ensure each member of staff has access to, and understands, the Guardianship’s safeguarding policy and procedures, especially new and part-time staff and homestay families</li> <li>• ensure the Guardianship’s safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly</li> <li>• ensure the safeguarding policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the Guardianship in this</li> <li>• 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</li> <li>• help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who</li> </ul>
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	<p>have or have had a social worker are experiencing with teachers and School leadership staff.</p>
<b>Training, knowledge and skills</b>	<p>You are expected to ensure your child protection training and that of the DDSLs is sufficient and appropriate to provide the knowledge and skills required to carry out this role. This training must be updated every two years. All members of the DSL team should also undertake Prevent awareness training.</p> <p>In addition to the formal training, the knowledge and skills of members of the DSL team should be supplemented and refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so that they:</p> <p><i>understand the assessment process for providing early help and statutory intervention, including local criteria for action and local-authority local authority children's social care referral arrangements;</i></p> <p><i>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;</i></p> <p><i>understand the importance of the role the Designated Safeguarding Lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;</i></p> <p><i>understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in response to this in promoting educational outcomes</i></p> <p><i>understand the importance of information sharing, both within the Guardianship and with the safeguarding partners, other agencies, organisations and practitioners</i></p> <p><i>understand and support the Guardianship with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation</i></p> <p><i>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 in homestays</i></p> <p><i>can recognise the additional risks that children with SEN and disabilities (SEND) face online (for example, from online bullying, grooming and radicalisation) and are confident they have the capability to support SEND children to stay safe online</i></p>
	<p><i>obtain access to resources and attend any relevant or refresher training courses</i></p> <p><i>encourage a culture among all staff of listening to pupils and taking account of their wishes and feelings, in any measures the Guardianship may put in place to protect them</i></p>
<b>Providing support to staff</b>	<ul style="list-style-type: none"> <li>• Training should support the Designated Safeguarding Lead 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: <p><i>ensure that staff are supported during the referrals processes</i></p> <p><i>support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support</i></p> </li> </ul>

<p><b>Understanding the views of children</b></p>	<p>It is important that children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:</p> <p><i>encourage a culture of listening to children and taking account of their wishes feelings, among all staff, and in any measures the Guardianship may put in place to protect them</i></p> <p><i>understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication</i></p>
<p><b>Holding and sharing information.</b></p>	<p>The critical importance of recording, holding, using and sharing information effectively is set out in Parts 1, 2 and 5 of KCSIE, and therefore members of the DSL team <i>should</i>:</p> <p><i>understand the importance of information sharing, both within the Guardianship 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;</i></p> <p><i>understand relevant data-protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;</i></p> <p><i>and</i></p> <p><i>be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping</i></p>