



AMESBURY SCHOOL
HINDHEAD

**JOB DESCRIPTION FOR THE
DESIGNATED SAFEGUARDING LEAD
AND DEPUTY DESIGNATED
SAFEGUARDING LEAD**

Job description for the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)

1. Rationale

As per our Safeguarding and Child Protection Policy, the details of the DSL and Deputy DSL job description is published on our website for members of our school community to read and refer to.

At Amesbury School the Governing body ensures that an appropriate member of staff is appointed to the role of designated safeguarding lead.

The DSL should take lead responsibility for safeguarding and child protection (including online safety). This is detailed in the role holder's job description, which follows.

2. Deputy Designated Safeguarding Leads

The Deputy DSL should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

3. Main Purpose

The DSL will take lead responsibility for safeguarding and child protection across the school. They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

They will advise and support other members of staff on child welfare and child protection matters, and liaise with relevant agencies such as the local authority and police. Some safeguarding activities may be delegated to the deputies DSLs, although the DSL will retain lead responsibility for the work of deputies and will ensure it is completed to the highest standard.

4. Duties and responsibilities

Managing 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
 - Keep detailed, accurate and secure records of concerns and referrals
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5. Working with staff and other agencies

- Act as a point of contact with the three Safeguarding partners (Reference: Working Together to Safeguard Children)
- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff)
- Share with the Deputy DSLs (vice versa) of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations
- 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, safeguarding, and when deciding whether to make a referral
- Liaise with staff (especially pastoral support staff, matron, IT Technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- Act as a source of support, advice and expertise for staff
- Attend and contribute to child protection case conferences effectively when required to do so.

6. Training

The designated safeguarding lead (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 designated safeguarding lead should undertake Prevent awareness training. The DSL and Deputy DSLs should also attend DSL meetings run by Surrey and disseminate information to each other and to staff.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments). This should be 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 they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action;
 - 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;
 - Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
 - Are alert to the specific needs of children in need, those with special educational needs
 - Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
 - Understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners.
 - Are able to keep detailed, accurate, secure written records of concerns and referrals;
 - 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;
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- 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 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;
- 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. 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, and help others to do so Raise awareness
 - Ensure the school's child protection policies are known, understood and used appropriately;
 - Work with the governing board 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 local safeguarding children board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
 - Be alert to the specific needs of children in need, those with special educational needs and young carers;
 - Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them.

7. Child Protection File

Where children leave the school the designated safeguarding lead will ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

8. Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in some circumstances availability via phone is acceptable.

9. Other areas of responsibility

- 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 governing board
- Model best practice and uphold the principles of confidentiality and data protection at all times

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. 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 post holder may be required to undertake other duties appropriate to the level of the role.
