



The Hollyfield School Job Description

Job Description for The Designated Safeguarding Lead (DSL) for children, including looked after (LAC) and previously looked after children (PLAC).

The DSL

The Governing Board of Hollyfield School has ensured that an appropriate senior member of staff is appointed to the role of DSL. The DSL is responsible for safeguarding and child protection (including online safety). This is explicit in the role holder's job description.

The DSL has the appropriate status and authority within the school to carry out the duties of the post. They are given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

The DSLs at Hollyfield School are: Ms Sonali Patel and Mrs Sophie McGeoch.

The Deputy Safeguarding Lead (DDSL)

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

The DDSL at Hollyfield School is: Mr Nicholas Buckman.

Availability

During term time the DSLs (or a deputy) will always be available (during school hours) for staff to discuss any safeguarding concerns. The aim will be to be available in person but when this is not possible alternative methods (such as via phone or Google Meets) will be offered.

Manage referrals

The DSL will refer:

- cases of suspected abuse and neglect to the local authority children's social care (SPA) and support staff who make referrals
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals
- where a person is dismissed or left due to risk/harm to a child, refer to the Disclosure and Barring Service as required
- where a crime may have been committed to the Police as required, making use of [NPCC guidance](#)

The DSL will:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher to inform her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This will include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE](#).
- 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 (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO’s), on matters of safety and safeguarding and welfare (including online and digital safety) so that children’s needs are considered holistically
- liaise with the senior mental health lead as and when appropriate
- promote supportive engagement with parents and/or carers
- work with the headteacher, taking 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 are
 - 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.

Information sharing and managing the child protection file

The DSL is responsible for ensuring that child protection files are kept up to date. Information will be kept confidential and stored securely. Records will 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.

When children leave the school (including in year transfers) the DSL will 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 will be transferred separately from the main pupil file and confirmation of receipt will be obtained. Receiving schools will ensure key staff such as DSLs and SENCO’s are aware as required.

In addition to the child protection file, the DSL will 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.

Raising awareness

The DSL will:

- ensure each member of staff has access to, and understands, the school’s child protection policy and procedures,
- ensure the school’s child protection policy is reviewed annually

- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- make sure staff are aware of any training opportunities

Training, knowledge and skills

The DSL will undergo training to provide them with the knowledge and skills required to carry out the role. This will include Level 3 SG Training, Safer Recruitment, Prevent, FGM and specific training related to current SG objectives, for example Harmful Sexualised Behaviour, Self Harm, Mental Health etc.

Training will enable the DSLs to:

- understand the assessment process for providing early help and statutory intervention,
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing
- 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,
- understand the requirements of those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.
- 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
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face, specifically online,
- 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.

Providing support to staff

The DSL will support all other staff to

- understand the referrals processes
- consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- understand the views of children

It is important that all children feel heard and understood. Therefore, DSLs will

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication