



## Deputy Designation Safeguarding Lead - Addendum to Job Description 2023/24

Employer: **University of Brighton Academies Trust**

Role: Deputy **Designated Safeguarding Lead (DDSL)**

### PURPOSE OF THE ROLE

The DDSL is appropriately trained and supports the Designation Safeguarding Lead (DSL) in leading safeguarding and child protection across the academy.

The responsibilities outlined in this addendum are those relevant to the DSL and may be delegated to the DDSL. However, the ultimate lead responsibility for child protection, remains with the DSL, this lead responsibility should not be delegated.

The DDSL may be asked to deputise for DSL when required.

### KEY RESPONSIBILITIES OF THE DSL

#### 1. Managing Referrals

- 1.1. Refer cases of suspected abuse and neglect to the local authority children's social care
- 1.2. Support staff who make referrals to the local authority children's social care
- 1.3. Refer cases to the Channel programme where there is a radicalisation concern
- 1.4. Support staff who make referrals to the Channel programme
- 1.5. Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- 1.6. Refer cases to the police where a crime may have been committed

#### 2. Working with staff and other agencies

- 2.1. Act as a source of support, advice and expertise for all staff
- 2.2. Act as a point of contact with the safeguarding partners
- 2.3. Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- 2.4. Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- 2.5. Liaise with staff on matters of safety, 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
- 2.6. Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- 2.7. Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

2.8 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
- Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school

The above includes:

- Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
- Supporting teaching staff to provide additional academic support and/or reasonable adjustments to help these children reach their potential

### **3. Managing the child protection file**

3.1 Ensure child protection files are kept up to date

3.2 Keep information confidential and store it securely

3.3 Make sure records include:

3.4 A clear and comprehensive summary of the concern

3.5 Details of how the concern was followed up and resolved

3.5 A note of any action taken, decisions reached and the outcome

3.6 Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)

3.7 Where children leave the school (including in-year transfers):

3.7 Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE

3.8 Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help it put appropriate support in place

### **4. Raising awareness**

4.1 Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff

4.2 Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly

4.3 Ensure the child protection policy is available publicly and parents and carers are aware that referrals about suspected abuse or neglect may be made and the role of the school in this

4.4 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

4.5 Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

### **5. Training**

5.1 Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C

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- 5.2 Undertake Prevent awareness training
- 5.3 Refresh knowledge and skills at regular intervals and at least annually

## **6. Providing support to staff**

- 6.1 Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- 6.2 Deliver (or facilitate) appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring
- 6.3 Support staff during the referrals process
- 6.4 Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

## **7. Understanding the views of children**

- 7.1 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
- 7.2 Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

## **8. Holding and sharing information**

- 8.1 Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- 8.2 Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- 8.3 Keep detailed, accurate, secure written records of concerns and referrals

## **9. Filtering and monitoring**

- 9.1 Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified
- 9.2 Make sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning
- 9.3 Review filtering and monitoring provision at least annually

## **10. Other areas of responsibility**

- 10.1 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.
- 10.2 During term time, the DSL 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 call in exceptional circumstances.

## **DOCUMENT INFORMATION**

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 DDSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Approval Date: **Date (DD.MM.YYYY)**

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