



Fierté Multi Academy Trust

Role of the Designated Safeguarding Lead

Reviewed in line with K.C.S.I.E 2016

2017-2018

At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Building Learning Power. Through these, we aim to put children's rights at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead. (*KCSIE 2016 guidance*)

Policy and procedure:

- Act as a champion of the school's safeguarding policy and procedures by ensuring all staff have access to and understand them.
- Induct new members of staff with regard to the school and Staffordshire safeguarding policies and procedures
- Ensure the school safeguarding policy is updated and reviewed annually
- Ensure parents see copies of the safeguarding policy to avoid potential conflict later
- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Code of Conduct

Managing referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

The designated safeguarding lead (and any 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.

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) at regular intervals, as required, but 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 intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- 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 or college'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 and young carers.
- Are able to keep detailed, accurate, secure written records of concerns and referrals;

Raise Awareness

- The designated safeguarding lead should ensure the school or college's child protection policies are known, understood and used appropriately; • Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staffs are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college 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 and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Knowledge and skills:

- Act as a source of support, advice and expertise within the school and Trust
- Have a working knowledge of how the Staffordshire Local Safeguarding Children Board operates
- Ensure that staff members are following up to date procedures in line with National and Local expectations
- Act with integrity; maintaining confidentiality at all time.

Annex C: Online safety The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation-technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

1. Content: being exposed to illegal, inappropriate or harmful material
2. Contact: being subjected to harmful online interaction with other users
3. Conduct: personal online behaviour that increases the likelihood of, or causes, harm

Filters and monitoring

The On- Line DSL, Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or colleges IT system. As part of this process governing bodies and proprietors should ensure their school has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn the On-Line DSL, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the schools IT system and the proportionality of costs Vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty and will be monitored by the On-line DSL.

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like:

- UK Safer Internet Centre: appropriate filtering and monitoring

Guidance on e-security is available from the National Education Network-NEN. Buying advice for schools is available [here](#)-buying for schools.

Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. The On- line DSL, Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Staff training

The On- line DSL, Governors and proprietors should ensure that as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 64) and the requirement to ensure children are taught about safeguarding, including online (paragraph 68), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and support

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.pshe-association.org.uk

educateagainsthate.com

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Job Specification

Experience	
1	Demonstrable experience of working effectively with vulnerable children/ young people in education
2	Experience of managing child protection cases and investigations
3	Extensive experience of working effectively with the parents /carers of children / young people
4	Experience of working effectively with a range of professionals to promote children's/young people's learning and welfare
5	Experience of working with a range of agencies to support children/young people
6	Experience of on- line systems within schools and across the Trust including filtering/ monitoring and curriculum coverage including on-line safety and cyber bullying.
Skills and Abilities	
6	Ability to write SMART action plans for pupils, maintain accurate records and write other short reports as required
7	Ability to work on one's own initiative, balance competing priorities and organise a work schedule
8	Ability to motivate children/young people by establishing empathetic and supportive working relationships
9	Ability to work as part of a team to reach agreed targets and outcomes for children/young people
10	The ability to use word processing packages and the internet, including on- line safety and cyber-bullying.
11	Experience of working with children including work within Safeguarding, CAF and Multi Agency liaison for at least three years
Equity Issues	
12	A commitment to equal opportunities and an awareness of the way in which discrimination affects the achievement and inclusion of pupils from minority ethnic communities
13	Demonstrable knowledge of the principles involved in giving advice and guidance to children/young people, including the place of confidentiality, including on- line safety.
14	Knowledge of the responsibilities of agencies towards vulnerable children such as Child Protection Procedures and intervention work
15	Demonstrable knowledge of the range of additional support/agencies which can be of assistance to vulnerable pupils and families
16	Knowledge of the "Levels of intervention" framework
17	Ability to summarise clearly and concisely and articulate concepts and proposals
18	Ability to produce concise and complex reports
Education and Training	
19	Suitable qualifications at degree level and a willingness to undertake further training
20	Evidence of relevant training including CAF and safeguarding training
20.a	Evidence of suitable / additional training in on-line safety and management of on- line safety in the curriculum
Other Requirements	
21	Ability to travel to meet work commitments
22	Ability to work flexibly and attend evening and early morning
23	Self-motivated and able to prioritise a demanding workload
24	To be professionally assertive and clear thinking, able to negotiate
25	To be able to operate as part of a team
26	A full valid driving licence and the use of a car

