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**Safeguarding Practice Audit**

**Keeping Children Safe in Education**

**Annex C Role of the Designated Safeguarding Lead DSL and Deputies DDSL**

**Name of School/Education setting:**

**Date of Audit** [Pick the date]

**Author:**

**Child Protection School Liaison Officer (if applicable):**

**Introduction and Guidance:**

[The Education Act 2002](https://www.legislation.gov.uk/ukpga/2002/32/contents)section 175 and 157,makes it a legal duty to safeguard and promote the welfare of children, [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)  sets out how schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

In preparation for this audit there are other associated statutory and local guidance’s that can be read in conjunction with the appropriate section of KCSiE.

* [Working Together to Safeguard Children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)
* [Hertfordshire Safeguarding Children Partnership’s Procedures Manual](https://hertfordshirescp.trixonline.co.uk/contents/contents)
* [Hertfordshire continuum of need](https://thegrid.org.uk/assets/continuum-of-needs-for-children-and-young-people.pdf)
* [Information sharing](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)
* [General Data Protection Regulation (UK GDPR)](https://www.gov.uk/data-protection)

**Quality Assurance**

The purpose of auditing is to ensure the quality of safeguarding arrangements and identify areas for improvement in professional development and practice. Effective safeguarding should be integrated into a school or college's management approach, embedded in its vision, ethos, and strategic direction. This 'whole school approach' is essential for creating a safe and secure environment where children and young people can learn, develop, and feel safe. This audit should evidence throughout, a whole school approach and that safeguarding is everyone’s responsibility. Staff have an important role within the safeguarding system, and they should always work in the best interest of the children.

Auditing is crucial for management and leaders to reassure stakeholders that schools and colleges meet compliance and contractual requirements for safeguarding arrangements.

The responsibility for overseeing the planning and development of this audit lies with the management and leadership team in charge of safeguarding, including the headteacher, principal, DSL, DDSL, and governance. This process should incorporate the values and perspectives of various stakeholders, such as staff, children and young people, parents and carers, volunteers and relevant partner agencies if applicable. This inclusive approach will enhance the quality of analysis and action planning at the conclusion of the audit.

If you are undertaking an audit in house (managing this independently) you can access the guidance on the CPSLO page of Hertfordshire grid for learning [Child protection: policies, procedures and forms - Hertfordshire Grid for Learning](https://thegrid.org.uk/safeguarding-and-child-protection/child-protection/policies-procedures-and-forms)

If you have a query, you can seek advice from the Child Protection School Liaison service as part of our offer to support DSLs / DDSLs with safeguarding practice. If you know who the designated CPSLO is for your school / college, you can contact them directly or contact [cpsloadmin@hertfordshire.gov.uk](mailto:cpsloadmin@hertfordshire.gov.uk)

**Rag rating**

The ‘safeguarding descriptors’ set out in column A can be used to measure if the minimum standard of safeguarding practice is met, partially met or not. The outcomes of these in columns B & D can be transferred to the action plan section on the last page.

**RED** - **Not met** - Insufficient evidence that safeguarding practice standards are being met, no examples stated in column **B**. Immediate action requiredto develop this to safer practice standard of **‘met’** rating.

**AMBER** - **Partially met** - Some evidence of good safeguarding practice standards met but not sufficiently evidenced in column **B**. Action required within one month to further development this practice standard to ‘**met’** rating.

**GREEN** - **Met** -Sufficient examples evidenced in column **B** This can be monitored to ensure continuous on-going good practice standards and date can be set to review this action.

**Annex C – Role of the DSL**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| Ref | **Safeguarding practice standard and descriptors**  Minimum statutory requirements and best practice in accordance with KCSiE and other related statutory and local guidance. | **Evidence/examples of how these duties are being met?**    DSL/DDSL / leadership / management (including Governance if applicable) can provide examples to evidence their school/college practice and decide on what RAG rate it meets. | **RAG rate** | **Notes for action planning (Action required, by whom and when.)**  This section will form part of the final action plan (see section **E** at the end of the document) |
| **1** | **Designated Safeguarding Lead**  Governing Bodies and Proprietors should ensure, |  |  |  |
| **1.01** | Has a member of the leadership team from been appointed to the role of DSL? |  |  |  |
| **1.02** | Does the DSL take lead responsibility for safeguarding and child protection (including online safety). How would you evidence this? |  |  |  |
| **1.03** | Has the school’s DSL the appropriate status and authority to carry out the duties of the post and is the role explicit in their job description (Annex C KCSiE)? |  |  |  |
| **1.04** | Has Headteacher/Principal/GB ensured that DSL/DDSL are given the time, funding, training, resources and support to carry out the role effectively? |  |  |  |
| **1.05** | How does the DSL/DDSL support staff with child welfare and child protection matters?  What support is available in the school or college and where do you signpost staff if using outside agencies? |  |  |  |
| **1.06** | Does the DSL/DDSL 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? |  |  |  |
| **1.07** | How do all staff, volunteers and contract workers know who the DSL is and the DDSLs? |  |  |  |
| **2** | **Deputy Designated Safeguarding Lead** |  |  |  |
| **2.01** | How many DDSL has the school appointed?  Have the DDSL been trained to the same standard as the DSL and is the role explicit in their job description? |  |  |  |
| **2.02** | How do you ensure that the DSL has the ultimate responsibility for child protection and is not delegated even though the DDSLs have the same training etc? |  |  |  |
| **3** | **Availability (DSL & DDSL)** |  |  |  |
| **3.01** | How do you ensure that during term time and S/C hours, the DSL/ DDSL is always available for staff to discuss any safeguarding concerns? |  |  |  |
| **4** | **Manage Referrals - (DSL & DDSL)**  *The DSL is expected to refer all concerns/ cases to appropriate agencies e.g.* |  |  |  |
| **4.01** | Does the DSL know the processes and pathways for referral to Children’s Services if it is suspected that a child/young person is at risk of abuse or disclosed they have been abused, for all CS for the LA your children may reside in? |  |  |  |
| **4.02** | Do staff know how to make a referral in exceptional cases when DSL is not available? How does the school then support any staff who have used this process? |  |  |  |
| **4.03** | Are the DSL/DDSL for the S/C clear about the referral process to the Channel programme where there are concerns about radicalisation and/or extremism? |  |  |  |
| **4.04** | Are you aware that it is the DSL/DDSL responsibility to ensure that a referral to the Disclosure and Barring Service (DBS) is made where a person is dismissed or has left due to risk/harm to a child? |  |  |  |
| **4.05** | Does the DSL/DDSLs understand how to report to the Police where a crime may have been committed and understand what to expect when working with the Police? |  |  |  |
| **5** | **Working with others (multi-agency partners)** The DSL is expected to: |  |  |  |
| **5.01** | Does the DSL/DDSL act as a source of support, advice, and expertise for all staff (volunteers, supply, and contactors)? |  |  |  |
| **5.02** | Do the DSL/DDSLs act as a point of contact with the safeguarding partner agencies?  Does the DSL/DDSLs know who are considered partner agencies in accordance with Working Together to Safeguard Children? |  |  |  |
| **5.03** | Does the DSL/DDSL liaise with the Headteacher or Principal (if they are not the DSL) to inform them of any Child Protection Concerns especially S47, including police referrals and attendance to S/C?  How would the S/C ensure there was an Appropriate Adult if needed? |  |  |  |
| **5.04** | When there are allegations regarding a member of staff and LADO are involved how is the case manager appointed and ensure that the Headteacher/Principal or Chair of Governors are informed in a timely manner as appropriate? |  |  |  |
| **5.05** | How do you ensure that all staff continue to work together, sharing information as appropriate on matters of safety, safeguarding and children’s welfare?  How does the school ensure a holistic approach when decisions made regarding referrals to CS? |  |  |  |
| **5.06** | Does the DSL/DDSL liaise with the senior mental health lead and any mental health support staff, where safeguarding concerns are linked to mental health? |  |  |  |
| **5.07** | Do DSL/DDSL engage with parents/carers with safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances? |  |  |  |
| **5.08** | Does the DSL/DDSL work with the Headteacher and relevant strategic leads 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 S/C?  Do you know which children have a social worker or have had a social worker in the last 6 years?  How so you ensure these children are supported to progress academically towards attaining their best outcomes in their education setting?  How do you support these children to achieve their aspirations?  Are staff aware of the impact of social care intervention for a child, which can be long lasting, and how do they make reasonable adjustment to help support them? |  |  |  |
| **6** | **Information sharing and managing the child protection file** |  |  |  |
| **6.01** | How does the DSL/DDSL ensure that   * child protection files are kept up to date. * information is kept confidential and stored securely? * is there a separate child protection file for each child?   Do records 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 rational for outcome.   How does the school ensure only appropriate staff have access to safeguarding files?  How does the school ensure confidentiality and information is share appropriately? |  |  |  |
| **6.02** | What is your process for safeguarding file transfer? |  |  |  |
| **6.03** | What is the criteria for sharing information with the DSL of a receiving school? |  |  |  |
| **7** | **Raising awareness**  The Designated Safeguarding Lead should: |  |  |  |
| **7.01** | Have all staff (including part-time and midyear joiners) read and signed to say they have read the S/C child protection policy and procedures?  How do know they have understood the policy and know how to carry out their roles and responsibilities? |  |  |  |
| **7.02** | Is the policy reviewed annually?  Is the policy ratified by the governors/proprietors?  Are there updates added throughout the year as needed in line with statutory guidance and shared with staff? |  |  |  |
| **7.03** | Is the child protection policy is available publicly and do parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this? |  |  |  |
| 7.04 | How do DSL/DDSL ensure they are up to date with [Hertfordshire Safeguarding Children Partnership](https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-partnership/hscp.aspx) policies and procedures?How do they share any relevant information and training with staff? |  |  |  |
| **8** | **Training, knowledge, and skills** |  |  |  |
| **8.01** | Has the DSL and all the DDSLs undergone training that has provided them with the knowledge and skills required to carry out the role?  Has this training been updated at least every two years for the DSL and any DDSLs?  In addition to the formal training the DSL and any DDSLs need to ensure their knowledge and skills are refreshed – How is this managed in your S/C?  Has the DSL access Prevent awareness training? |  |  |  |
| **8.02** | Does the DSL and DDSLs use the Continuum on Need to support their threshold thinking and assessment process?  Does the DSL and DDSLs know the referral pathways and processes for Hertfordshire and surrounding LA’s?  Have you got a member of staff trained on Hertfordshire’s Early Help Module as this is part of the local arrangements?  Does the DSL and the DDSLs have a working knowledge of how LA’s conduct child protection case conferences and child protection review conferences and be able to attend and contribute to these effectively when required to do so? |  |  |  |
| **8.03** | Does the DSL and the DDSL have a clear understand the importance of the role the DSL has in providing information and support to LA Children’s Social Care? |  |  |  |
| **8.04** | Is there a S/C understanding of the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes? |  |  |  |
| **8.05** | Are the DSL and DDSLs alert to the specific needs of children in need and those with SEND?  What training and support is in place for children with specific health conditions?  How are young carers identified, recorded and supported? |  |  |  |
| **8.06** | How is information shared within the S/C?  How is information shared with safeguarding partners and other agencies?  Is there an understanding of the importance of information sharing? |  |  |  |
| **8.07** | Does the DSL understand what Prevent Duty involves?  How does the DSL support the school or college with the Prevent duty and are they able to provide advice and support to staff on protecting children from the risk of radicalisation? |  |  |  |
| **8.08** | Can the DSL and DDSLs recognise 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 S/C? |  |  |  |
| **8.09** | How do you ensure that children withSEND and additional needs are supported to stay safe online, e.g. bullying, grooming and radicalisation? |  |  |  |
| **8.10** | How do you encourage a culture of listening to children and taking account of their wishes and feelings?  What measures do you have in S/C to ensure listening to children leads to their protecting them? |  |  |  |
| **9** | **Providing support to staff** |  |  |  |
| **9.01** | How are you DSL/DDSLs trained and developed to have the expertise to support and advise staff and help them feel confident on welfare, safeguarding and child protection matters?  How are staff supported during the referrals processes?  How are staff supported to consider how safeguarding, welfare and educational outcomes are linked, including how this informs the provision of academic and pastoral support? |  |  |  |
| **10** | **Understanding the views of children** |  |  |  |
| **10.01** | Have the DSL and DDSLs accessed training or development on the importance of children feel heard and understood.  Does the DSL and DDSLs understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication? |  |  |  |
| **11** | **Holding and sharing information** |  |  |  |
| **11.01** | Does the DSL and DDSLs understand the importance of information sharing, both within the S/C, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations, and practitioners? |  |  |  |
| **11.02** | Does the DSL and DDSLs Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK [General Data Protection Regulation (UK GDPR)](https://www.gov.uk/data-protection)? |  |  |  |
| **11.03** | Do you keep detailed, accurate, secure written records of concern and referrals and understand the purpose of this record keeping? |  |  |  |

**Action Plan- Section E**

The lead school’s auditor should transfer all the actions from the main body of audit, columns C and D (rag rate and standards of practice to be developed) to the action plan.

**Rag rating**

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NB once actions have been undertaken and implemented, change rag rate to green ‘met’.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ref no’** | **Safeguarding practice standard and descriptors** | **Rag rated** | **Action/s required to develop practice** | **By whom and when?** |
|  |  |  |  | Who:  By when: |
|  |  |  |  | Who:  By when: |
|  |  |  |  | Who:  By when: |
|  |  |  |  | Who:  By when: |

**Child Protection School Liaison Officer comments and recommendations**

***NB This section is only relevant if CPSLO service has been involved in supporting / undertaking the audit with schools’ leadership / management - If school have carried this out independently remove this section.***

**CPSLO analysis and feedback statement to schools / colleges.**

**Name of CPSLO:**

**Date:**

**The audit has identified areas that need addressing and strengths and this is evident in the action plan.**

**Areas for development:**

**Strengths:**

**Any additional comments:**