



Role of the designated safeguarding lead:

Schools should ensure an appropriate senior member of staff, ideally from the school leadership team, is appointed to the role of designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's existing job description. This person should have the appropriate status and authority within the school to be able to carry out the duties of the post and influence policy, practice, and procedure in the school. They should be given the time, training, resources necessary to carry out the expectations. (Note time allocated may be a different in different schools, depending on size etc).

Deputy designated safeguarding leads:

It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies 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.

There should be at least one DSL or deputy for each separate school site.

Expectations of the role:

Manage Concerns/referrals.

The designated safeguarding lead (and/or deputy) is expected to:

- Manage cases of suspected abuse or safeguarding concerns liaising with local authorities as required and appropriate.
- Escalate serious concerns to Principal and or Central NAE teams as required.
- Discharge their role with objectivity and sensitivity.
- Seek appropriate advice from school Principal, Head of Safeguarding and/ or legal service where required.
- Follow up on any cases where a person is dismissed or left due to risk/harm to a child to appropriate barring bodies (through the HR team).
- Be the central point of information collection for concerns raised about students and liaise with staff, where appropriate (especially pastoral support staff, school nurses, when concerned about a student).
- Act as a source of support, advice, and expertise for all staff.



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 (known in NAE as level 3 training) should be updated at least every two years and is in addition to the basic safeguarding training online.
- This training should be supplemented by more specialist training in specific areas e.g. online safety.
- In addition to the formal training set out above, knowledge and skills should be refreshed and updated on an on-going basis (this might be via e-bulletins, meeting other designated safeguarding leads, undertaking additional external safeguarding training (e.g. CIS or COBIS) or simply taking time to read and digest safeguarding developments at regular intervals, as required, to allow them to understand and keep up with any developments relevant to their role so they ensure that all staff in school undertake regular safeguarding training, including contracted staff and volunteers where they have unsupervised access to students.

General:

- Ensure that all appointments to school are carried out following safe recruitment procedures and best practice and that all background and additional checks are carried out appropriately.
- Understand any relevant local safeguarding/child protection legislation and regulations.
- Map and be aware of any external agencies with duties relating to safeguarding and child protection.
- Understand the importance of information sharing, both within the school and with the local agencies, organisations, and authorities, where required.
- keep detailed, accurate, secure records of safeguarding concerns and referrals.
- 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 students safe whilst they are online at school or home.
- 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.
- Attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, in any measures the school may put in place to protect them.
- Ensure the school's (NAE's) Safeguarding/child protection and associated safeguarding policies are known, understood, and used appropriately across school.
- Together with the school's leadership team, promote the development of an open and safe school culture.
- Support all staff in school, irrespective of the role to understand the contribution everyone makes to safeguarding students, from site security to IT.