



Tudhoe Learning Trust

Designated Safeguarding Lead

Job Description

Applicable to all Designated Safeguarding Leads at:

**Tudhoe Colliery Primary School
Acre Rigg Academy
Stephenson Way Academy and Nursery School
Victoria Lane Academy
South Hetton Primary School
Shield Row Primary School
Dene House Primary School**

&

Tudhoe Learning Trust



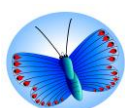
Designated Safeguarding Lead Job Description

The term “Designated Safeguarding Lead” (DSL) is used in the Keeping Children Safe in Education document and refers to the person accountable for overseeing the safety and wellbeing of the children in the care of their setting. The role of the DSL should be fulfilled by a member of the schools senior leadership team to ensure that they have appropriate authority and status to provide advice and support to other staff on child welfare and child protection matters.

Additionally the DSL will require time, funding, training and resources to fulfil the role adequately.

The safety and wellbeing of every child in the care of a school that is part of Tudhoe Learning Trust is our absolute priority. The Trust expects all of its staff, pupils, parents, governors, directors, members, visitors, contractors and third party professionals to share this view. The safeguarding and protection of children is everyone’s responsibility. The Trust engages in safer workforce and recruitment practice and will carry out robust and compliant checks prior to appointment and at five yearly intervals thereafter on all staff without exception. The Trust and its designated officers work to ensure that all adults in school are safe, fit and proper. We will make it as difficult as possible for anyone whose motives for being around children are anything other than to ensure their safety and provide appropriate care to work here and we will challenge any cause for concern.

Applicable settings and Named Lead	Tudhoe Colliery Primary School, Front Street, Tudhoe, Spennymoor, Durham, DL16 6TJ	Miss Allison Boustead Allison.boustead@tudhoecolliery.co.uk 01388 814 399
	Acre Rigg Academy, Acre Rigg Road, Peterlee, SR8 2DU	Mrs Hayleigh Bate Hayleigh.bate@acreriggacademy.co.uk 0191 586 2915
	Stephenson Way Academy & Nursery School, Stephenson Way, Newton Aycliffe, DL5 7DD	Mrs Tracy Dodds Tracy.dodds@swans.education 01325 300 324
	Victoria Lane Academy, Victoria Lane, Coundon, DL14 8NN	Miss Heather Whitfield heather.whitfield@victorianeprimary.co.uk 01388 603 588
	South Hetton Primary, Frederick Terrace, South Hetton, DH6 2TJ	Mrs Nicola Mayo Nicola.Mayo@shprimary.co.uk 0191 526 1662
	Shield Row Primary School, King Edward VIII Terrace, Stanley, DH9 0HQ	Miss Jill Cooke J.cooke@shieldrow.co.uk 01207 239 661
	Dene House Primary School, Manor Way, Peterlee, SR8 5RL	Mr Lee Blake Lee.Blake@denehouseprimary.co.uk 0191 586 2937



Main Duties and Expectations of the Designated Safeguarding Lead with Tudhoe Learning Trust Schools

This job description is not exhaustive and Lead Officer can expect to carry out duties in the interest of keeping children safe outside of this description where required. This document is to be read in line with all statutory guidance in particular: Keeping Children Safe in Education 2024 Annex C – Role of the Designated Safeguarding Lead and Working Together to Safeguard Children 2023.

The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems and processes in place). They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

They will advise and support other members of 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.

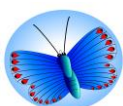
Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

Managing Referrals

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

Working with Others and other agencies

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- 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
- 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 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
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- 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 or reasonable adjustments to help these children reach their potential

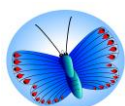


Training

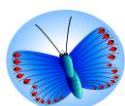
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as early help assessments;
- Have a working knowledge of how local authorities and relevant professionals conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required.
- 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
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Undertake Prevent training
- Refresh knowledge and skills at regular intervals and at least annually
- Ensure each member of staff has access to and understands the schools Child Protection / Safeguarding Policy and procedures, especially new and part time staff.
- Be able to keep detailed, accurate and secure written records of concerns and referrals.
- Be aware of 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 at school. Obtain access to resources and attend any relevant training including refresher courses.
- Encourage and enable a culture of listening to children and taking account of and their wishes and feelings among all staff in any measures that are put in place to protect them. In other words, children have a right to share their views when any decision is made that affects them.

Raising Awareness

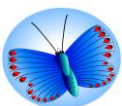
- The DSL should ensure policies are actually known, understood and used appropriately:
- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
 - Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
 - Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
 - 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
 - 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.



<p style="text-align: center;">Managing the Child Protection File</p>	<ul style="list-style-type: none"> • Ensure child protection files are kept up to date • Keep information confidential and store it securely • Make sure records include: <ul style="list-style-type: none"> • 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 • 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) • Where children leave the school (including in year transfers): <ul style="list-style-type: none"> • 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 • Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place.
<p style="text-align: center;">Availability</p>	<ul style="list-style-type: none"> • During term time the DSL (or a deputy) should always be available during school hours for staff in the school to discuss any concerns they may have. • During school's closure periods adequate and appropriate cover arrangements must be made within each setting to ensure cover for any out of hours / out of term activities.
<p style="text-align: center;">Providing support to staff</p>	<ul style="list-style-type: none"> • Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters • Support staff during the referrals process • Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support • Deliver (or facilitate) appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring



<p style="text-align: center;">Understanding the views of children</p>	<ul style="list-style-type: none"> • 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 • Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
<p style="text-align: center;">Holding and sharing information</p>	<ul style="list-style-type: none"> • Understand the importance of information sharing, both within the school, with other schools on transfer, and with the safeguarding partners, other agencies, organisations and practitioners • Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) • Keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.
<p style="text-align: center;">Filtering and monitoring</p>	<ul style="list-style-type: none"> • Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified • Make sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning • Review filtering and monitoring provision at least annually



Further Information (relevant to the DSL and to inform their obligations)

The following links are a source of contact and reference in relation to the safeguarding of children in education and the role of the DSL:

Keeping Children Safe in Education

- [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90000/keeping-children-safe-in-education-2024)

Working Together to Safeguard Children

- [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90000/working-together-to-safeguard-children-2023)

Female Genital Mutilation

- [Multi-agency statutory guidance on female genital mutilation - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/90000/multi-agency-statutory-guidance-on-female-genital-mutilation)

Childcare Disqualification

- <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>

Looked After Children & Previously Looked After Children

- <https://www.gov.uk/topic/schools-colleges-childrens-services/looked-after-children>

SEND

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Children with Medical Conditions

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf

Support and Induction of Early Careers Teachers

- [Induction for early career teachers \(England\) \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90000/induction-for-early-career-teachers)

Prevent

- [Prevent duty guidance: Guidance for specified authorities in England and Wales \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90000/prevent-duty-guidance)

Information Sharing

- <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

