

Chesham House School

Safeguarding Policy -

A guide to the role of the DSL



Chesham
HOUSE SCHOOL



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Introduction

This policy is written in line with Keeping Children Safe in Education (KCSiE) 2025 and Working Together to Safeguard Children 2023. It also incorporates the statutory Working Together to Improve School Attendance guidance 2025, recognising attendance as a core safeguarding duty.

Please refer to links below

[Keeping children safe in education 2025](#)

[Working together to safeguard children 2023: statutory guidance](#)

[Working together to improve school attendance \(applies from 19 August 2024\)](#)

This policy is also written for students over 18 years and is in line with the Care Act 2014, Mental Capacity Act 2005 and Education Act 2002. Those over the age of 18 are referred to as Students.

Wider Policies support this Policy and are outlined below.

1. Child Protection Policy
2. Child on Child Abuse Policy
3. Filtering and Monitoring Policy
4. Missing From Education
5. Absent from Education Policy
6. Schools Safer Recruitment Policy
7. Managing Contextual Risks to Children
8. Safeguarding Over 18s Policy
9. Remote Learning Policy
10. Online Safety Policy
11. Whistleblowing Policy
12. Behaviour Policy
13. PREVENT Policy
14. Physical Intervention Policy
15. SEND Policy
16. Staff Behaviour Policy/Code of Conduct
17. Absent from Education Policy

Aims of the policy

The aims of this policy are to inform staff of the role of the DSL, giving clear guidance of the DSL's role, particularly including the following:

- Managing referrals

- Working with others
- Information Sharing and managing the Child Protection File
- Raising awareness of Safeguarding issues – locally, nationally or globally
- Training, knowledge and skills
- Providing support to staff
- Understanding the views of children
- Holding and Sharing information

The Designated Safeguarding Lead (DSL)

The DSL is an appointed senior member of staff from the school leadership team. The DSL at Chesham House is Rebecca Smith, Headteacher. Governing bodies and proprietors ensure the designated safeguarding lead has the appropriate status and authority within the school or college to carry out the duties of the post. This person is not the proprietor and often carries out a dual role such as being a senior member of teaching staff whilst also undertaking DSL responsibilities.

The DSL takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). They also lead on ensuring compliance with the DfE's Generative AI guidance, safeguarding children and students from harmful AI-generated content and training staff on safe AI use.

Schools and colleges may decide to have one or more deputy designated safeguarding lead. Any deputy (or deputies) are trained to the same standard as the designated safeguarding lead. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection/safeguarding, as set out above, remains with the designated safeguarding lead, this lead responsibility is not delegated.

Their additional responsibilities include providing advice and support to other staff on child/student welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, in addition to contributing to the assessments of children and students.

There is only one DSL and depending on the size or complexity of the school, a number of deputy DSLs can be appointed to support.

DSL's are responsible for the safeguarding and protection of those over 18 years. They are provided with suitable safeguarding training to ensure they are competent and confident with safeguarding this age group.

The role of the DSL

The designated safeguarding lead (or a deputy) is always available during school hours for staff in the school to discuss any safeguarding concerns.

Whilst, generally speaking, the designated safeguarding lead (or deputy) is 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 other such media 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.

Manage referrals

The designated safeguarding lead refers cases:

- of suspected abuse and neglect to the relevant local authority social care department and LADO as required
- to the Channel programme where there is a radicalisation concern whilst supporting staff who make referrals to the Prevent team
- where a person is dismissed or left due to risk/harm caused to a child/student to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. NPCC - When to call the police¹ should help the DSL and staff to understand when to consider calling the police and what to expect when working with the police.
- Ensure that any child placed in Alternative Provision (AP) continues to have their safeguarding needs met: the school retains responsibility for commissioning quality assured AP providers and monitoring safeguarding arrangements. The DSL maintains a register of children and students placed off-site and records termly contact with the AP.

Working with others

The designated safeguarding lead:

- acts as a source of support, advice and expertise for all staff
- acts as a point of contact with the safeguarding partners
- liaises with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989, police investigations or adult safeguarding investigations. This should include being aware of the requirement for children and some adults to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

¹ [when-to-call-the-police--guidance-for-schools-and-colleges.pdf \(npcc.police.uk\)](https://www.npcc.police.uk/when-to-call-the-police-guidance-for-schools-and-colleges.pdf)

- liaises with the “case manager” and the local authority designated officer(s) (LADO) for child/adult protection concerns in cases which concern a staff member
- liaises with staff, especially teachers, pastoral support staff, school/college nurses, IT technicians, senior mental health leads, mental health support teams, special educational needs coordinators (SENCO) and named persons with oversight for SEND in a college regarding all matters concerning safeguarding and welfare (including online and digital safety)
- promotes supportive engagement with parents and/or carers in order to safeguard and promote the welfare of children/students, including where families may be facing challenging circumstances
- works with relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection/adult safeguarding issues that those in need are experiencing, or have experienced, and identifying the impact that these issues might be having on a person’s attendance, engagement and achievement at school.

This includes: ensuring the school knows who its cohort of individuals who have or have had a social worker are, understanding their academic progress and attainment, maintaining a culture of high aspirations for this cohort, supporting teaching staff to provide additional academic support, making reasonable adjustments to help individuals who have or have had a social worker reach their potential whilst recognising that even when statutory social care intervention has ended, there is still a lasting impact on the person’s educational outcomes. DSLs also liaise with Virtual School Heads on any locally agreed care provision arrangements (e.g Kinship Care) to ensure inclusion and participation in planning.

Information sharing and managing the child protection/adult safeguarding file

The designated safeguarding lead is responsible for ensuring that child protection and adult safeguarding files are kept up to date. Information is kept confidential and stored securely.

The DSL is responsible for maintaining safeguarding/child protection concerns and referrals whilst ensuring these are kept in a separate file for each individual.

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 outcome.
- Files must include flags for attendance-related risks, linking unexplained absences to potential exploitation or abuse. Using weekly attendance risk feed and escalations under the Attendance policy and related safeguarding policies to take effective action
- Add generative AI incident reports where relevant, capturing any harmful AI-generated content or misuse.

The DSL ensures the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSiE 2025.

- Where children and students leave the school (including in year transfers) the designated safeguarding lead ensures their child protection/adult safeguarding file is transferred to the new provision as soon as reasonably practicable (ideally within 5 working days). This is transferred separately from the main child/student file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving provisions should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO) or the named person with oversight for SEND in colleges, are aware as required.

Lack of information about their circumstances can impact a person's safety, welfare and educational outcomes. In addition to the child protection/adult safeguarding file, the designated safeguarding lead considers if it would be appropriate to share any additional information with the new provision in advance of the individual leaving to help them put in place the right support which would allow them to thrive in the new provision. For example, information that would allow the new school or college to continue supporting those who have had a social worker and been victims of abuse.

Raising awareness

The designated safeguarding lead:

- Ensures there is a whole school approach to safeguarding and that staff maintain an attitude of 'It could happen here'
- Promotes a culture of openness and transparency where staff feel able to share their concerns
- ensures each member of staff has access to, and understands, the school's child protection/adult safeguarding policy and procedures, especially new and part-time staff
- ensures the school's child protection/adult 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
- ensures all child protection and safeguarding policies are kept up to date and are available publicly
- ensures parents/carers know referrals about suspected abuse or neglect may be made in addition to knowing how the school or college will manage this
- links with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and

- helps promote educational outcomes by sharing information about welfare, safeguarding, and child protection/safeguarding issues that individuals who have or have had a social worker are experiencing with teachers and school leadership staff.
- incorporates the latest Children's Wellbeing and Schools Bill requirements – including mental health education and trauma-informed training – into whole-staff awareness campaigns.
- actively counters misinformation, disinformation and conspiracy theories online as part of the expanded online-safety remit.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) undergoes training to provide them with the knowledge and skills required to carry out the role including safeguarding of those aged 18 years and above. This training is updated at least every two years.

The designated safeguarding lead (and any deputies) also undertakes Prevent awareness training.

Training provides designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of individuals, as well as specific harms that can put people at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority social services departments, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority safeguarding arrangements
- have a working knowledge of how local authorities conduct a child protection/adult safeguarding case conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority social care in order to safeguard and promote the welfare of children and students
- understand the lasting impact that adversity and trauma can have on an individual's behaviour, mental health and wellbeing, in addition to what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of those in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and with the safeguarding partners, other agencies, organisations and practitioners
- 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
- are able to 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 children/students safe whilst they are online at school

- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- provide annual safeguarding training to all staff and ensure staff have read and understood Part One of KCSIE
- provide ongoing safeguarding information throughout the year – this could be in the form of a regular safeguarding email or newsletter

In addition to the formal training set out above, their knowledge and skills are 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, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

DSL's also complete group-based CSE and group grooming prevention modules, reflecting the latest National Audit findings.

The DSL also has regular supervision meetings with their manager (at least termly and ad hoc after critical incidents) which explores and provides the support they need in addition to providing opportunities to review cases and look at initiatives moving forward.

Providing support to staff

Training supports the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection/adult safeguarding matters.

This includes:

- ensuring staff are comfortable and confident to share any concerns they may have and act on these
- providing feedback to staff members once an outcome has been reached so that staff are reassured they have been listened to
- supporting staff to consider how safeguarding, welfare and educational outcomes are linked, including informing the provision of academic and pastoral support.

Understanding the views of children/students

All children should feel heard and understood. Designated safeguarding leads (and deputies) are therefore supported to develop knowledge and skills that:

- encourage a culture that listens to children/students and takes account of their wishes and feelings
- understand the difficulties that children/students may have in approaching staff about their circumstances
- promote the building of trusted relationships which facilitate communication
- use termly student surveys on safety, digital wellbeing and AI experiences to inform policy reviews.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSiE, and therefore the designated safeguarding lead is equipped to:

- understand the importance of information sharing within the school, college, with other schools and colleges upon transfer including in-year and between primary and secondary education, 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

Review History

A review will be undertaken annually as a minimum. However, subject to a significant safeguarding concern this policy and all other attached policies will be reviewed and monitored as part of a lessons learned review.

This policy was reviewed in August 2025 by Laura Dickie (Head of Policy), Jo Dunn (Director of Compliance, Quality and Regulation, Children), Lindsey Appleby-Flynn (Head of Learning & Development), Rebecca Smith (Headteacher and DSL) and agreed by the Head of the Governance Board.

Next Review – September 2026