

COURSE CONTENT OVERVIEW

Designated Safeguarding Lead (Level 3 Safeguarding Children)

The Designated Safeguarding Lead (DSL), or Deputy DSL, is responsible for ensuring that everyone in the organisation follows best safeguarding and child protection practice. They are also the first point of contact for safeguarding and child protection enquiries within their setting. Therefore, it is vital that the DSL is familiar with their responsibilities and has in-depth and up-to-date safeguarding and child protection knowledge.

This course will help those with a designated child protection role to understand more about what their role entails, including effectively creating a culture of safeguarding, raising awareness of safeguarding and child protection issues in their organisation, responding to concerns and making referrals. The course contains opportunities for learners to apply their learning, through scenarios, reflections and exercises, and provides a range of downloadable resources to help review and develop their organisation's safeguarding and child protection procedures.

Module One: Introduction to DSL

This module looks at why it's essential for professionals to take part in safeguarding and child protection children training, discusses key legislation and guidance and explores the key responsibilities of the Designated Safeguarding Lead.

- Defining child protection and safeguarding
- The importance of safeguarding training
- Child safeguarding practice reviews
- Key child protection and safeguarding legislation
- Working Together to Safeguard Children
- Responsibilities
- Your responsibilities

Module Two: Creating a Culture of Safeguarding

This module considers what makes an effective culture of safeguarding. It looks at key areas including the importance of vigilance, establishing a safe environment, promoting effective relationships and making sure the culture is underpinned by effective policies and procedures.

- What is a culture of safeguarding?
- Vigilance
- A safe environment
- Effective relationships
- Policies and procedures
- Safer recruitment processes
- Case study - William Vahey

Module Three: Raising Awareness of Child Protection and Safeguarding Issues

This module considers raising awareness within your organisation to ensure all staff are aware of safeguarding and child protection issues. It discusses the types and potential indicators of maltreatment, children with additional vulnerabilities and how children might respond to maltreatment.

- Raising awareness
- Types of maltreatment
- Other safeguarding issues
- Potential indicators of maltreatment
- Why children don't disclose information
- Children with additional vulnerabilities
- Children's responses to maltreatment
- Why adults don't take action
- Training
- Further awareness raising

Module Four: Responding to Concerns

This module looks at the key responsibility of responding to concerns. It explores how concerns might be shared, looks at using the local threshold document to inform a response and considers each of the levels of need.

- Responding to concerns
- How concerns might be raised
- Responding to a disclosure
- Responding to concerns raised
- Levels of need
- No additional needs
- Early help
- Child in need
- Child protection
- What response is needed?

Module Five: Making a Referral and the Referral Process

This module looks at the kinds of referrals a DSL might make, the referral process and your part in it, what should be included in a referral and then considers the responses that you might receive to a referral.

- Making and managing referrals
- Accessing further guidance and advice
- Making a Prevent referral
- Making a DBS referral
- Making a referral to the LADO
- Referrals to Children's Social Care
- What should you include in a referral?
- Responses from Children's Social Care
- The assessment process
- Early Help Assessments
- Child in need assessments
- Child protection concerns
- What response is needed?

Module Six: Working with Others

This module explores the importance of multi-agency working and looks at some of the people and organisations that DSLs work alongside. It highlights what should happen if there are disagreements regarding responses to concerns and your continued involvement in providing support to children and families.

- The key principles of multi-agency working
- Multi-agency working
- Resolving disagreements
- The escalation process
- Case study - Telford
- Your continued involvement
- Support for staff

Module Seven: Recording, Sharing and Holding Information

This module looks at what information regarding safeguarding or child protection should be recorded and stored, and considers the importance of secure and effective information sharing.

- Recording information
- What to record
- Why professionals don't share information
- Sharing information
- Information sharing - best practice
- Record keeping

Module Eight - DSLs in Education

This final module contains additional content for DSLs working in education. It is optional content, so those not in an education setting can choose to move straight to the last few slides of the course. The education-specific content covers additional sector-specific requirements including those relating to legislation and guidance, creating a culture of safeguarding and raising awareness in an education setting, alongside safeguarding and the curriculum. The very end of the module considers your continued development as DSL and then introduces the assessment.

- Optional Education Specific Choose Your Path Content:
 - Further sector-specific guidance
 - The DSL in education
 - Policies and procedures
 - Child on child sexual violence and harassment
 - Safeguarding and the curriculum
 - The Prevent Duty and promoting British values
 - Raising awareness
 - Children with additional vulnerabilities
 - Working with others
 - Sharing, recording and holding information
- Your continued development
- Assessment

Aims of the training

At the end of this course, learners will:

- Understand and describe their roles and responsibilities as the Designated Safeguarding Lead.
- Be clear about the difference between safeguarding and child protection.
- Establish a safeguarding culture within their setting.
- Ensure the policies and procedures in their setting sit within the legislative and statutory guidance safeguarding framework.
- Understand the need to respond to all safeguarding and child protection concerns, including low-level concerns.
- Ensure they and their setting respond appropriately to children's differing levels of need within the safeguarding framework and understand the local threshold document.
- Understand what makes a good referral.
- Understand and explain their role in any assessment process and/or interventions put in place following the assessment.
- Describe the actions they and their setting need to take if you disagree with actions or decisions made.
- Recognise when and if it is appropriate to share information and with whom, and understand how information should be recorded and stored.