

COURSE CONTENT OVERVIEW

Designated Safeguarding Lead (Level 3 Safeguarding Children)

The Designated Safeguarding Lead (DSL) takes lead responsibility for safeguarding within their setting. They are generally the first point of contact whenever there is a concern about a child, and they must be suitably skilled and equipped to implement and demonstrate the best safeguarding and child protection practices and procedures. They must have up-to-date knowledge themselves and make arrangements to ensure that all professionals and volunteers in their setting also receive appropriate training.

This course covers the role of the DSL in detail. It also outlines how to effectively create a culture of safeguarding within a setting, raise awareness of safeguarding and child protection issues, respond to concerns and work effectively with others, including making referrals. The course offers opportunities for learners to apply their learning through scenarios, reflections and exercises, and provides a range of downloadable resources to help them review and develop their setting's safeguarding and child protection procedures.

Module 1: Introduction to Designated Safeguarding Lead

This module looks at the importance of safeguarding and child protection training, discusses key legislation and guidance and explores the key responsibilities of the DSL.

- Defining safeguarding and child protection
- Key guidance and legislation
- Your responsibilities

Module 2: 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
- Professional curiosity
- A safe environment
- Healthy and positive relationships
- Policies and procedures
- Safer recruitment processes
- Safer recruitment and alternative provision (AP)

Module 3: Raising Awareness of Safeguarding and Child Protection Issues

This module considers raising awareness within your setting to ensure that all staff understand 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 professionals don't take action
- The importance of training
- Child Safeguarding Practice reviews (CSPRs)
- Prevent duty training

Module 4: Responding to Concerns

This module looks at the key responsibility of responding to concerns. It explores how concerns might be shared, examines using the local threshold guidance document to inform a response and outlines children's potential levels of need.

- How concerns might be raised
- Responding to a disclosure
- Responding to concerns raised
- The safeguarding framework
- Universal needs
- Targeted early help (including Family Help)
- Child in need
- Child protection
- What response is needed?

(continued on next page)

Module 5: Making a Referral and the Referral Process

This module looks at the kinds of referrals a DSL might make, the referral process and their 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 Disclosure and Barring Service (DBS) referral
- Making a referral to the LADO
- Referrals to children's social care
- What to include in a referral
- Responses from children's social care
- The assessment process
- Child in need assessments
- Child protection
- What response is needed?

Module 6: Working with Others

This module explores the importance of multi-agency working and examines effective information sharing. It highlights what should happen in the event of disagreements over responses to concerns, as well as the DSL's continued involvement in providing support to children and families.

- The principles of multi-agency working
- Working with parents or carers
- Resolving disagreements
- The escalation process
- DSL continued involvement
- Support for staff (and the DSL)

Module 7: Recording, Sharing and Holding Information

This module examines how to effectively share, record and store safeguarding and child protection information.

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

Module 8: Designated Safeguarding Leads in Education and the Early Years Foundation Stage (EYFS)

This final module contains optional content for DSLs working in education. The 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. There is specific, optional content within this relevant to DSLs working in the EYFS. The very end of the module considers continued development as a DSL and introduces the assessment.

- Sector-specific guidance
- The DSL in education
- Policies and procedures
- Gender questioning children
- Harmful sexual behaviour (HSB), including misogyny, sexual violence and sexual harassment
- Serious violence
- Safeguarding and the curriculum
- The Prevent duty and promoting British values
- Raising awareness
- Children with additional vulnerabilities
- Sharing, recording and holding information
- Safer recruitment in alternative provision (AP) settings
- Working with others
- Creating a culture of safeguarding
- The EYFS statutory framework
- EYFS safeguarding responsibilities
- EYFS policies and procedures
- Safer eating
- Additional risk factors and recognising maltreatment in children ages 0-5
- Continued development

Aims of the training

By the end of this course, learners will be able to:

- Understand and describe their role and responsibilities as the Designated Safeguarding Lead.
- Be clear about the difference between safeguarding and child protection.
- 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.
- 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 they disagree with actions or decisions made.
- Recognise the importance of understanding their local threshold document and how to respond appropriately to children's differing levels of need within the safeguarding framework.
- Recognise when and if it is appropriate to share information and with whom, and understand how information should be recorded and stored.