

Sharing good practice examples and advice around 3 challenges of the DSL role

We know these experiences are challenging – focus on creating solutions together!

- What have you done that's worked well?
- What tools and approaches are effective?
- What services can help in these situations?
- What do you have in place that creates a good safeguarding culture?

1. Responding to low level concerns / allegations against staff

- Review CCTV
- Keep records – using CPOMS StaffSafe helps
- Involve parents
- Induction & refresher training for staff about conduct
- Use case scenarios to explore what a low level concern actually is
- Be transparent with staff
- Partnership working between Headteachers & DSLs

NB – staff should share any concerns about colleagues directly with the Head who will report this to the LADO. If needed, staff should use their internal escalation policy if they have any concerns about the handling of such processes or disagree with outcomes. The LADO need impartiality from the subject / witnesses.

2. Engaging families in conversations about emerging safeguarding concerns (before threshold of MASH referral)

- Peer support for parents: safe spaces for them to meet e.g. coffee mornings – with focus on how to engage and amplify the voices of families that seem hard to reach, not just the ones that are already very engaged.
- Staff being at the gate everyday, rain or shine, to build relationships.
- Using Family Support Workers who have different role and therefore different relationship to families over other school staff.
- Supporting families' impressions of social care to combat reluctance around Family Early Help / Child in Need support.

3. Managing the weight of safeguarding responsibilities

- tools to fulfil the DSL role while supporting your own wellbeing

- Regular supervision (Group or 1:1)
- Sharing load with pastoral colleagues
- Vulnerable pupil meetings to come up with plans

- Time in diary allocated to specific tasks e.g. closing concerns on recording system
- Working from home
- Accepting not everything on your list can be done; prioritising (long & short term to do lists); checking priorities with a colleague to ensure not missing anything
- Select training opportunities that are relevant to needs; be present during things like webinars to be able to take learning
- Decide who in school is best fit for certain roles eg engaging family, being lead professional.
- Streamline recording eg copy & paste from MASH consultation write up into MASH referral form.