



Safeguarding Practice Audit

Keeping Children Safe in Education Annex C

Role of the Designated Safeguarding Lead and Deputies (School Copy)

Name of School/Education setting: Benington Primary School

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Introduction and Guidance

[The Education Act 2002](#) section 175 and 157, makes it a legal duty to safeguard and promote the welfare of children [Keeping Children Safe in Education \(DfE 2023\)](#) sets out how schools and colleges (S/C) must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

Annex C Role of the Designated Safeguarding Lead (DSL) sets out how governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of DSL and they should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

In preparation for this audit there are other associated statutory and local guidance that should be read in conjunction with KCSiE:

- [Working Together to Safeguard Children](#).
- [Hertfordshire Safeguarding Children Partnership](#)
- [The continuum of need](#)
- [NPCC Guidance - When to call the Police information sharing](#)
- [General Data Protection Regulation \(UK GDPR\)](#)

It is recommended that a school/college's senior managers approach auditing with a shared vision with a range of staff and governors so that the values, views, and standards of whole school approach can be captured and represented for any changes that need to be improved on. Where relevant the voice of pupils and their parents and carers would also strengthen a whole school approach.

The oversight and management of this audit tool is the responsibility of the headteacher/principal/DSL. When undertaking an audit advice and guidance can be sought from the Child Protection School Liaison Service, please refer to the attached **Audit schedule** which explains more the scope of the CPSLO role in supporting S/C with auditing safeguarding. To contact the CPSLO for your district email admin at cpsloadmin@hertfordshire.gov.uk

NB the CPSLO can provide support and guidance and cannot indicate a judgement whether safeguarding is effective or not, this can only be made by Ofsted or ISI.

RAG Ratings:

RED - Not met - insufficient evidence that the required standard for safeguarding record keeping and is not being met.

AMBER - Partially met - Some evidence and examples of good practice but further development required.

GREEN - Met - Clear evidence and examples that minimum safeguarding standard for record keeping is met.

Quality Assurance

It is recommended that the audit involves a range of staff within the Senior Leadership Team (SLT) and DSL Teams working together to approach auditing with a shared vision so that the values, views, and standards of the whole school approach can be captured and represented in any areas that need to be improved on. This will also increase the quality of the analysis and actions plan to ensure they are current, realistic, and measurable. Where relevant, the voice of pupils and their parents and carers would also strengthen a whole school approach.

The oversight and management of the audit is the responsibility of the SLT/DSL and therefore may be undertaken independently. It is recommended that settings observe the guidance produced by the CPSLO Service [Pupil Safeguarding Records for Educational Establishments](#) (Chapter 7) and also use the resources on the Grid at [Safeguarding records - Hertfordshire Grid for Learning \(thegrid.org.uk\)](#).






If a setting would like support and guidance through the audit process, the DSL should contact their link CPSLO ([CPSLO Handbook Chapter 2 Contact Details](#)) to arrange. The scope and role of a CPSLO during the audit process is to offer advice and guidance to help identify evidence of good practice as well as areas that require improving.













It is the responsibility of the setting to ensure that the final analysis of the audit and any accompanying action plan correctly reflect the setting's view of their safeguarding arrangements. Where assistance has been provided by the CPSLO, they will provide comments and any additional advice to the final draft of the audit, but it will remain the responsibility of the setting to implement and review their action plan at proportionate timescales to ensure there is sufficient progress being made. The CPSLO's view does not provide a judgement as to whether safeguarding arrangements are effective but rather an overview of where there is evidence of good practice and plans to maintain progress in preparation for inspection. The formal grading is the responsibility of Ofsted/ISI.













Annex C – Role of the DSL






	Column A Safeguarding practice standard and descriptors	Column B Evidence/examples of how these duties are being met?	C RAG rate	Column D
	Minimum statutory requirements and best practice in accordance with KCSiE and other related statutory and local guidance.	This column where DSL/DDSL team can provide examples to evidence their S/C practice and decide on what RAG rate it meets.		Use this column to outline initial action plan and timescales . It would be good practice to ensure updates are made to these at regular intervals to ensure there is a live overview of progress of individual actions/single elements of an action that requires multiple stages. Alternatively, this information can be transferred into the action plan table at the end of the audit.
1	Designated Safeguarding Lead Governing bodies and proprietors should ensure:	Evidence/examples		Action required and by when
A	Has a senior member of staff from the school or college (S/C) leadership team been appointed to the role of DSL.	<i>Yes, head teacher</i>	<div style="display: flex; flex-direction: column; align-items: center; gap: 5px;"> <div style="width: 15px; height: 15px; background-color: red; border: 1px solid black;"></div> <div style="width: 15px; height: 15px; background-color: yellow; border: 1px solid black;"></div> <div style="width: 15px; height: 15px; background-color: green; border: 1px solid black; display: flex; align-items: center; justify-content: center;"> ☒ </div> </div>	
B	Does the DSL take lead responsibility for safeguarding and child protection (including online safety) if so how?	<i>Yes, attending updates and cascading information</i>	<div style="display: flex; flex-direction: column; align-items: center; gap: 5px;"> <div style="width: 15px; height: 15px; background-color: red; border: 1px solid black;"></div> <div style="width: 15px; height: 15px; background-color: yellow; border: 1px solid black;"></div> <div style="width: 15px; height: 15px; background-color: green; border: 1px solid black; display: flex; align-items: center; justify-content: center;"> ☒ </div> </div>	
C	Has the school's DSL the appropriate status and authority to carry out the duties of the post as set out in their job description in Annex C KCSiE?	Yes, up to date training held	<div style="display: flex; flex-direction: column; align-items: center; gap: 5px;"> <div style="width: 15px; height: 15px; background-color: red; border: 1px solid black;"></div> <div style="width: 15px; height: 15px; background-color: yellow; border: 1px solid black;"></div> <div style="width: 15px; height: 15px; background-color: green; border: 1px solid black; display: flex; align-items: center; justify-content: center;"> ☒ </div> </div>	
D	Has Headteacher/Principal/GB ensured that DSL/DDSL are given the time, funding, training, resources and support to carry out the role effectively?	Head teacher is DSL	<div style="display: flex; flex-direction: column; align-items: center; gap: 5px;"> <div style="width: 15px; height: 15px; background-color: red; border: 1px solid black;"></div> <div style="width: 15px; height: 15px; background-color: yellow; border: 1px solid black;"></div> <div style="width: 15px; height: 15px; background-color: green; border: 1px solid black; display: flex; align-items: center; justify-content: center;"> ☒ </div> </div>	





E	DSL/DDSL additional responsibilities include providing support to other staff on child welfare and child protection matters.	See staff meeting updates		
F	Does the DSL/DDSL take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.	Yes, multi agency meetings are attended where required		
G	Has it been made explicit to all S/C community who is the DSL and the DDSL.	Yes, signs are around the school both inside and outside. This is part of our PSHE curriculum too		
2	Deputy Designated Safeguarding Lead	Evidence/examples		Action required and by when
A	How many DDSL has the school appointed. DDSL should be trained to the same standard as the DSL and the role should be explicit in their job description.	1 as we are a small school		
B	Whilst the activities of the DSL can be delegated and shared with trained DDSL, the DSL has the ultimate responsibility for child protection and should not be delegated.	No delegation happens		
3	Availability (DSL & DDSL)	Evidence/examples		Action required and by when
A	During term time and S/C hours, the DSL/ DDSL should always be available for staff to discuss any safeguarding concerns.	Staff have contact numbers for DDSL and DSL		
4	Manage Referrals - (DSL & DDSL) <i>The DSL is expected to refer all concerns/ cases to appropriate agencies e.g.</i>	Evidence/examples		Action required and by when
A	Children's Social Care. When is it suspected that a child/young person (CYP) is at risk of abuse or disclosed they have been abused.	<i>This is covered in training</i>		

	The DSL/DDSL team know the process and pathways of HCC Gateway (the front door) to make a safeguarding referral to Children's Services. Report concerns about a child or request support Hertfordshire County Council			
B	Staff are given support if they have to make a referral in exceptional cases when DSL is not available.	<i>This is part of the induction process</i>		
C	Channel Program. DSL/DDSL are clear about the referral process to the Channel programme where there are concerns about radicalisation and/or extremism. Making a referral to Prevent - GOV.UK (www.gov.uk)	<i>Head has completed train the trainer training</i>		
D	DBS. Referring to the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child as required?	<i>This would happen if required</i>		
E	Concerns and Allegations. DSL/DDSL understand S/C procedures for dealing with concerns and allegations against staff/ volunteers as set out in Part Four KCSiE and also 5.1.5 Managing Allegations Against Adults Who Work With Children and Young People (proceduresonline.com) Keeping Children Safe in Education (DfE 2023)	<i>This is completed as part of our September updates where we look at the KCISE updates</i>		
F	Low-level concerns policy. The S/C have a Low-Level Concern policy, does the team of SLT understand your S/C remit to take seriously concerns raised how low-level they are.			













	If S/C subscribes to HFL education school and/or wants to take advice, then they can contact hrrservices@hfleducation.org 01438 544463.			
G	Reporting to Police. DSL must understand how to report to the Police where a crime may have been committed and understand what to expect when working with the Police. NPCC Guidance - When to call the Police	<i>This is covered in training and updates</i>	  	
5	Working with others (multi-agency partners) The DSL is expected to:	Evidence/examples		Action required and by when
A	DSL/DDSL act as a source of support, advice, and expertise for all staff (volunteers, supply, and contactors).		  	
B	DSL/DDSL act as a point of contact with the safeguarding partner agencies. Who are considered partner agencies in accordance with Working Together to Safeguard Children 2018 (publishing.service.gov.uk) ?		  	
C	DSL/DDSL liaise with the Headteacher or Principal (if you are not in this role as a DSL) to inform this person of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and Police investigations. This should include being aware of the requirement for children to have an Appropriate Adult as per statutory guidance - PACE Code C 2019 - GOV.UK (www.gov.uk) .	<i>Head is DSL and Deputy is DDSL</i>	  	



D	DSL/DDSL liaise with the “ case manager ” (Headteacher/Principal or Chair of Governors) as part of the role and function of HCC Local Authority Designated Officer – LADO (when there are child protection concerns relating to all staff/volunteers, including allegations against Headteacher/Principal).	<i>As above</i>	  	
E	DSL/DDSL liaise with staff especially: <ul style="list-style-type: none"> • teachers • pastoral support staff • school nurses • IT technicians • senior mental health leads • special educational needs coordinators (SENCO's), or • the named person with oversight for SEND in a college and senior mental health leads on matters of safety and 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.	As a small staff communication works especially effectively	  	
F	DSL/DDSL liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.	<i>DSL is Senior mental health lead</i>	  	
G	DSL/DDSL promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.	<i>See newsletters and emails signposting parents to support</i>	  	

H	<p>DSL/DDSL 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, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at S/C.</p> <p>This includes:</p> <ul style="list-style-type: none"> ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes. 	As a small staff communication works especially effectively	  	
6	Information sharing and managing the child protection file	Evidence/examples		Action required and by when
A	The DSL/DDSL is responsible for ensuring that	<i>All external audits have found safeguarding effective</i>	 	










	<ul style="list-style-type: none"> • child protection files are kept up to date • information should be kept confidential and stored securely • it is good practice to keep concerns and referrals in a separate child protection file for each child. <p>Records should include:</p> <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. <p>Need to know/confidentiality. They should ensure 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 this guidance and also information sharing guidance.</p>			
<p>B</p>	<p>Transferring child's safeguarding file to another setting. Where children leave the S/C (including in-year transfers) the DSL/ DDSL should ensure their CP file is transferred to the new S/C as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.</p>	<p>We have a robust system for transferring data</p>	  	

	<p>It should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.</p> <p>Receiving S/C should ensure key staff such as the DSL and SENCO's or the named person with oversight for SEND in colleges, are aware as required.</p> <p>Lack of information about their circumstances can impact on the child's safety, welfare, and educational outcomes.</p>			
C	<p>In addition to the CP file, the DSL should also consider if it would be appropriate to share any additional information with the new S/C in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the new S/C.</p> <p>For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.</p>	<i>All information sharing with appropriate adults is recorded in the CP file</i>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
7	<p>Raising awareness The Designated Safeguarding Lead should:</p>	Evidence/examples		Action required and by when
A	DSL/DDSL ensure each member of staff has access to, and understands, the S/C child protection policy and procedures, especially new and part-time staff.	This is done as part of September update/induction process	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
B	DSL/DDSL ensure the S/C child protection policy is reviewed annually (as a minimum) and the procedures and implementation are	See website and audit information	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

	updated and reviewed regularly, and work with governing bodies or proprietors regarding this.			
C	DSL/DDSL ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this.	See website	  	
D	DSL/DDSL link with the Hertfordshire Safeguarding Children Partnership to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.	DSL attends regular updates through head's updates etc	  	
E	DSL/DDSL help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.		  	
8	Training, knowledge, and skills	Evidence/examples		Action required and by when
A	<p>DSL/DDSL should undergo training to provide them with the knowledge and skills required to carry out the role.</p> <p>This training should be updated at least every two years. The DSL/DDSL should also undertake:</p> <p>to obtain access to resources and attend any relevant or refresher training courses, and</p> <p>in addition to the formal training their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or taking time to read and digest</p>	All training is kept up to date	  	

	<p>safeguarding developments at regular intervals, and at least annually, to allow them to understand and keep up with any developments relevant to their role.</p> <p>Prevent awareness training.</p> <p>Training should provide DSL/DDSL with a good understanding of</p> <ul style="list-style-type: none"> • their own role • how to identify, understand and respond to specific needs that can increase the vulnerability of children • as well as specific harms that can put children at risk • the processes, procedures and responsibilities of other agencies, particularly Local Authority Children’s Social Care, so they, <i>see B - J below</i>. 			
B	<p>Understand the assessment process for providing early help and statutory intervention, including local criteria for action and Local Authority (LA) Children’s Social Care referral arrangements; Have a working knowledge of how LA’s conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.</p>			
C	<p>Understand the importance of the role the DSL has in providing information and support to LA Children’s Social Care in order</p>			

	to safeguard and promote the welfare of children.			
D	Understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing , and what is needed in responding to this in promoting educational outcomes.	Staff have completed trauma training	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
E	Are alert to the specific needs of children in need , those with SEND , those with relevant health conditions and young carers .	We have a central record of health needs in the office	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
F	Understand the importance of information sharing , both within the S/C, and with the safeguarding partners, other agencies, organisations and practitioners.		<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
G	Understand and support the school or college with the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.	All staff and governors complete PREVENT training. Head has completed full training	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
H	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 safe whilst they are online at S/C.	Computing curriculum ensures all children learn about online safety	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
I	Can recognise the additional risks that children with SEND face online, e.g. bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.		<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	

J	Encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, in any measures the school or college may put in place to protect them.		  	
9	Providing support to staff	Evidence/examples		Action required and by when
A	Training should support the DSL/DDSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to: <ul style="list-style-type: none"> • ensure that staff are supported during the referrals processes, and • support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support. 		  	
10	Understanding the views of children	Evidence/examples		Action required and by when
A	It is important that all children feel heard and understood. Therefore, DSL/DDSL should be supported in developing knowledge and skills to: <ul style="list-style-type: none"> • encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, and in any measures the S/C may put in place to protect them, and, 	Pupil voice is used regularly to gather children's views.	  	

	<ul style="list-style-type: none"> understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication 			
11	Holding and sharing information	Evidence/examples		Action required and by when
A	<p>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 DSL/DDSL should be equipped to:</p> <p>Understand the importance of information sharing, both within the S/C, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations, and practitioners information sharing</p>			
B	<p>Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and</p>	We have a trained DPO officer		
C	<p>Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record keeping.</p>	Records are audited several times a year		

NO ACTION NEEDED AT PRESENT