DSL Day – 13th October 2023

**Session 1: Creating a safeguarding culture**

**The 3 Ps: Policies, People, Practice are at the heart of developing a culture of vigilance.**

* *The school’s or college’s safeguarding policies and procedures should be transparent, clear, and easy to understand for staff, pupils, students, parents, and carers.*

*Systems should be in place and they should be well promoted, easily understood and easily accessible for children to confidently report, any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.*

*Para 97. KCSIE 2023*

How do you achieve this? What does it look in your school?

* How does your school connect the Child Protection policy staff read, the training staff are given and how do you check that staff are applying this knowledge in practice?
* How are children involved in the creation of your child protection policy?
* How do you support EAL families to access the child protection policy and understand it?
* How do you support families who have learning needs or disabilities to access your child protection policy?

**Session 2: Governance, leadership & management of safeguarding**

* How have you ensured that all governors understand safeguarding & child protection, your processes, record keeping and other aspects of the role?
* How do you ensure governors can provide support and challenge to you and effectively review your processes? What tools do you provide them (if any)?
* What is the vision and culture that you have tried to create with staff, pupils and parents regarding safeguarding? What are some of the risks/barriers to achieving this and how have you addressed it?
* How do you go about strategically assessing safeguarding risks/ threats in the local area?
* What risks or threats have you identified?
* How do you analyse trends and share these with staff, governors and other stakeholders?
* What safeguarding priorities have you identified and areas for development? Do you have a safeguarding development plan?
* Do you have an annual safeguarding timetable for CPD, key meetings or actions/reports during the year? What does this look like?
* Who checks the Single Central Record is up-to-date? How often is it checked? What system do you use? What online checks do you do?

**Session 3: How do you do it? Walk about sessions:**

**Contextual safeguarding:**

* How do check staff’s understanding/learning of contextual safeguarding and what this can look like?
* How are children able to report their worries about abuse outside the home?
* How do make this issue visible in the school?
* Where are the risky places in your school grounds?
* Where are the known hotspots in your local area?
* What resources have you found most useful to address this?

**LGBTQ+:**

* How do you provide a safe space for children who want to discuss LGBTQ+ issues/concerns?
* How is feedback gained from children on this topic? How is this fed back into practice (examples)?
* What resources do you provide to children and their parents/carers? How do you do this?

**Online Safety:**

* How have you managed or improved your online filtering and monitoring systems?
* How do you train your staff in online safety and how do test their knowledge?
* How do you train your CYP in online safety?
* How do you overcome barriers between online safety at school vs online safety at home?
* Do you have any particular resources that you feel support your staff to identify the signs and indicators of online abuse?

**Domestic Abuse**:

* How are you as a school ensuring that domestic abuse is part of your safeguarding responsibilities?
* What advice would you give other DSLs in dealing with or referring suspected domestic abuse?
* What tools (if any) do you use to help assess risk?
* How do you support CYP who may be victims of DA?

**FGM:**

* What work are you doing to ensure that staff understand that FGM is under reported and therefore conversations are needed.
* What resources do you use to check learning and understanding of this topic.
* How are you supporting staff to have conversations with parents/carers about FGM?

**Stronger families’ hub referrals:**

* How do you gain consent from parents/carers to make a referral.
* How often do you make a referral with the parent/carer present and if this is rare how can you overcome this barrier? What other barriers and solutions may there be?
* Can you give examples of what you might say to parents/ carers when having difficult conversations and to get their consent?
* How do check that the referral is of good quality – what do you include?

**DSL supervision:**

* What does supervision for DSLs and DDSLs look like in your school?
* Creative ways to introduce supervision?
* Who are you using (if anyone) to do this?

**Child missing from Education:**

* What resources do you use to manage children missing from education.
* Do you have any creative or best practice you can share to manage this area effectively?

**Managing allegations:**

* What process do you have in managing allegations against governors?
* How do create a culture to help staff in their duty to report misconduct from colleagues?
* How are raising concerns promoted and how are staff supported to share these concerns?
* How do you tackle whistleblowing, so it is a clear and effective process? How do ensure that staff are confident to whistle blow if needed.

**Raising awareness and building resilience:**

* In what ways do you raise awareness with children of safeguarding issues?
* What feedback have children or young people given you about safeguarding?
* How has this informed your practice?

**What more do you DSL and your Deputies need in terms of support?**

**Session 4:** **Child on Child Sexual Violence/Sexual Harm:**

* How is sexual harm and harassment awareness and learning built into your curriculum?
* How does your setting collect data on the occurrence of allegations on SHSV?
* What barriers have you considered children and families may face in reporting child on child abuse? What have you done to problem solve these barriers?
* What are the different ways children and families can report child on child sexual harm?
* Which tools do you use to support children, families and yourselves when dealing with disclosures of harmful sexual behaviour?
* How do you ensure that you capture the voice of children in this process?
* How does your school promote the message – it can happen here (and probably does)?
* What training do staff have – who and what level?