

# Quality Improvement Framework

## Section 1 – Safeguarding

### Subsection: Role of the Designated Safeguarding Lead (DSL)

Guidance Notes	Reflective Questions	Resources	Your Evidence
<p>“A practitioner must be designated to take lead responsibility for safeguarding children in every setting. Childminders must take the lead responsibility themselves. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSCB. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect (as described at paragraph 3.6)“.</p> <p style="text-align: right;">EYFS Statutory Framework 2017</p> <p>The Designated Safeguarding Lead (DSL) is the identified member of staff, with allocated responsibility for safeguarding within the setting. There should be a deputy DSL identified, to take lead in the absence of the DSL.</p> <p>The DSL should take lead responsibility for supporting staff on child welfare and child protection matters, making appropriate assessments of children's needs in order to make accurate and timely referrals.</p> <p>As DSL they should be confident and competent to take part in strategy discussions and other inter agency meetings, liaising with other agencies in line with Working Together to Safeguarding Children 2018 and LLR LSCB Procedures Online.</p>	<ul style="list-style-type: none"> <li>• Is there a designated safeguarding lead identified within the setting?</li> <li>• Do all staff know who the identified DSL is and what their role entails?</li> <li>• Is the DSL the manager of the provision? If not, how do they work alongside the manager/leader to ensure that staff are well informed regarding safeguarding and that safeguarding practice is effectively monitored?</li> <li>• Is there an identified deputy DSL that will take lead responsibility in the absence of the DSL? If so, how well established is this role?</li> <li>• Has the DSL attended an appropriate child protection course as detailed in the EYFS statutory framework? If so, how has this training been embedded?</li> <li>• Has the DSL/Deputy DSL attended any specific DSL training? If so, how has this been embedded into practice?</li> <li>• How does the DSL ensure that they are kept up to date with changes to national policies and legislation?</li> <li>• What processes are in place for the DSL to effectively cascade safeguarding updates to the team?</li> </ul>	<p><b>Q Cards</b></p> <p>Safeguarding Q Card section – all.</p> <p>CPD opportunities</p> <p>Effective communication</p> <p>Recruitment procedures</p> <p>Staff Induction</p> <p><b>Training</b></p> <p><a href="#">LLR LSCB</a></p> <p><a href="#">Leicestershire County Council</a></p> <p><b>Useful Links</b></p> <p><a href="#">LLR LSCB Safeguarding Competency Framework</a></p> <p><a href="#">Working together to Safeguarding Children 2018</a></p> <p><a href="#">EYFS Statutory Framework</a></p> <p><a href="#">Inspecting Safeguarding in Early Years</a></p> <p><a href="#">LLR LSCB Online Procedure</a></p>	<p>Guidance note: Remember to date your evidence to allow you to revisit and review relevance.</p>

<p>The DSL should take the lead on ensuring that the settings safeguarding, and child protection policies and procedures are reviewed and up dated annually with staff and parent involvement.</p> <p>They should ensure that all staff, volunteers, students and committee members have a copy of safeguarding policies and procedures and monitor that these are both understood and practised by all.</p> <p>The DSL should take lead on supporting and monitoring effective implementation of the LLR LSCB Safeguarding Competency Framework.</p>	<ul style="list-style-type: none"><li>• What opportunities are available for practitioners to discuss any concerns they may have with their DSL?</li><li>• Is the DSL confident in their role and clear about the action they should take should a safeguarding concern be raised?</li><li>• Is the DSL familiar with local services and teams that are accessible should they need to report a concern? If so, review whether contact details are up to date and readily available.</li><li>• Does the DSL feel confident in challenging safeguarding practice and highlighting areas identified as requiring improvement? If so, how is this achieved?</li><li>• How does the DSL support staff in identifying appropriate safeguarding CPD opportunities tailored to their training needs?</li></ul>		
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