**DSL year planner**

|  |  |
| --- | --- |
| **Half term** | **Tasks** |
| **Before the start of term** | * Ensure safeguarding policy is updated by 1 September to reflect [latest KCSIE](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2). * Review all policies that link with the safeguarding and child protection policy, such as staff code of conduct, online safety etc. * Make sure all members of staff have had appropriate [safeguarding training](https://my.optimus-education.com/training/safeguarding-whole-school-programme-group-study) to reflect [their responsibilities to students](https://my.optimus-education.com/safeguarding-essentials-advice-and-resources-staff), any new legislation and other school priorities, for example, online safety, school context and community and current identified issues. * Ensure there is an updated record of attendance for safeguarding training and evidence that safeguarding training has been understood. [Safeguarding surveys/quizzes](https://my.optimus-education.com/child-protection-and-safeguarding-model-policy) can effectively evidence for this. * Establish a process for monitoring and evaluating the effectiveness of safeguarding training programmes, including feedback from staff and students. * Create resources and materials to raise awareness among staff about signs of potential safeguarding concerns, including indicators of child abuse, neglect and exploitation. * Liaise with governors to ensure they decide which staff should read the full version of KCSIE Part One and which staff should read the condensed version. * Arrange a meeting with the safeguarding governor and agree a clear timetable throughout the year of engaging with them in addition to standard governing body meetings. * Support the [induction of new staff](https://my.optimus-education.com/induction-checklist-new-members-staff) to ensure they have a good understanding of the school’s safeguarding policies and practice. Prepare safeguarding sessions for any staff who join the school throughout the year and ensure all relevant departments are aware of their responsibilities in this area. * Ensure student voice is gained throughout the year at regular intervals through a variety of ways, for example, student survey, student meetings, whole year group feedback and individual discussions. * Participate in inset days for staff at the start of term, including KCSIE updates. * Ensure that the school PHSE programme conforms to [RSE legislation](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) and includes a focus on safeguarding training/teaching for the students as part of the scheme of work. * Ensure all staff and students are clear about the correct terminology to use in relation to safeguarding, for example, ‘nude’ and ‘semi-nude’ images. * Establish a process for vetting external speakers. * Establish a (at least annual) review of the effectiveness of filtering and monitoring systems. * Update acceptable use policies to include details of filtering and monitoring. * Ensure that the online safety policy includes reference to AI-assisted and deepfake technology. |
| **Autumn**  **Half term 1** | * Check DSL and DDSLs have all received up-to-date training on local authority thresholds and have access to the thresholds document, and resolution and escalation procedure * Ensure that all [safeguarding files for students](https://my.optimus-education.com/record-keeping-child-protection-files) leaving the school below Year 13 are passed securely to their new schools. * Ensure that all safeguarding files for students starting at your school have been received and the DSL has access to previous history for the student and taken action as required. * Upload any information to the electronic recordkeeping software for any new students or check the migration from another school system onto your own system. * Make contact with key professionals for students joining your school that are open to CP, CIN, EH, LAC or other. * Meet with the SENCO to discuss significant SEND issues. Arrange regular meetings to ensure ongoing sharing of information and support for SEND students. * Meet with the designated teacher for looked-after children (LAC) to discuss specific LAC and the relationship between the safeguarding team and the designated teacher. * Meet with the head of school trips to ensure that there is a clear system of passing on relevant pastoral/safeguarding information to trip leaders throughout the year. * Ensure the safeguarding report for governors’ safeguarding committee is completed and attend governors’ safeguarding meeting. * Check updates to the [Ofsted education inspection framework (EIF)](https://www.gov.uk/government/publications/education-inspection-framework) relevant to safeguarding and check that you have the [relevant evidence](https://my.optimus-education.com/dsl-ofsted-inspection-checklist) to hand in the case of an inspection. * Arrange regular meetings with other members of the safeguarding team/heads of year/form tutors/ class teacher etc. and pay particular attention to new students and discuss these in detail with the relevant staff. It is good practice to make meetings part of a supervision programme or to arrange regular [supervision](https://my.optimus-education.com/importance-supervision-self-care) by another member of staff or someone externally. * Discuss and plan any relevant safeguarding CPD for the year ahead with the pastoral/safeguarding team. * Ensure that relevant inspection records are up to date, for example, a list of students with safeguarding concerns and referred to external agencies, as well as a list of bullying concerns and any incidents of sexual abuse in school. * Ensure records allow for specific recording of incidents and disclosures in relation to [sexual harassment and sexual assault](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges). * Ensure that new members of staff have had their [safeguarding training](https://my.optimus-education.com/training/safeguarding-whole-school-programme-group-study) and induction and follow up with ensuring no one has missed this training and you are also able to evidence their learning and understanding. |
| **Autumn**  **Half term 2** | * Continue to ensure that students with pastoral issues are being supported and plan intervention strategies, particularly for students taking mock examinations. * Review the evidence of the learning and understanding of safeguarding training and identify any gaps in knowledge and further training requirements. * Prepare for [World Mental Health Day](https://www.mentalhealth.org.uk/campaigns/world-mental-health-day) in October and [Anti-Bullying Week](https://anti-bullyingalliance.org.uk/anti-bullying-week) in November. * Ensure that new members of staff have had their [safeguarding training](https://my.optimus-education.com/training/safeguarding-whole-school-programme-group-study) and induction. * Engage with parents and guardians through regular communication channels, providing updates on safeguarding policies, practices and resources. |
| **Spring**  **Half term 3** | * Lead relevant safeguarding/pastoral elements of start-of-term inset. * Attend beginning-of-term meeting for the safeguarding/pastoral team. * Examine drafts/consultation safeguarding documents and plan how this will affect safeguarding/pastoral policy for next year. * Review vulnerable cases with specific focus on the potential lack of oversight during the festive break. * Prepare termly safeguarding/pastoral report for governors and attend the governors’ safeguarding meeting. * Continue to monitor progress of all students with significant pastoral/safeguarding needs, especially for those getting support either in school or with external agencies. * Conduct [appraisal observations](https://my.optimus-education.com/appraisal-conversations-advice-appraisers) and discussions with members of staff who you line manage. * Work with the rest of the senior team on the school strategic plan where it relates to safeguarding/pastoral concerns (ongoing). * (This half term or next) Look for student/parental voice consultation in the school development strategy by group discussion or survey. * Review the plan for disseminating updates to families regularly about safeguarding, for example, online safety. * Consider what information is available for students in relation to self-help and accessing support independently with barriers to disclosure in mind. * Ensure that relevant inspection records are up to date, for example, a list of students with safeguarding concerns and referred to external agencies, as well as a list of bullying concerns and any incidents of sexual abuse in school. * Ensure that new members of staff (not just teaching staff) have had their [safeguarding training](https://my.optimus-education.com/training/safeguarding-whole-school-programme-group-study) and induction. * Ensure records allow for specific recording of incidents and disclosures in relation to [sexual harassment and sexual assault](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges). |
| **Spring**  **Half term 4** | * Start planning for the next academic year and where relevant, to the safeguarding/pastoral team, [support the headteacher with recruitment](https://my.optimus-education.com/internal-promotion-slt-interview-and-selection-process)/staffing structure for delivery. * Work with the headteacher on interviews for internal job promotions, where relevant. * Continue to deliver/monitor pastoral support for students. * Continue to conduct [appraisal observations](https://my.optimus-education.com/appraisal-conversations-advice-appraisers) and discussions. * Ensure that relevant inspection records are up to date, for example, a list of students with safeguarding concerns and referred to external agencies, as well as a list of bullying concerns and any incidents of sexual abuse in school. * Ensure that any members of staff (not just teaching staff) have had their [safeguarding training](https://my.optimus-education.com/training/safeguarding-whole-school-programme-group-study) and induction. * Review safeguarding training and information for exam invigilators ahead of the upcoming exam period. * Take proactive steps for students who have mental health difficulties to support them through the exam period. |
| **Summer**  **Half term 5** | * Lead relevant elements of start-of-term inset. * Prepare a termly safeguarding/pastoral report for governors and attend the governors’ safeguarding meeting. * Attend a beginning-of-term pastoral meeting with heads of year/form tutors. * Implement final/revised pastoral intervention strategies for the summer term. * Contribute to transition days/evenings for new students joining the school at the start of next year and their families, as well as relevant handbooks/documents to send out to new families. * Ensure that relevant inspection records are up to date, for example, a list of students with safeguarding concerns and referred to external agencies, as well as a list of bullying concerns and any incidents of sexual abuse in school. * Ensure that new members of staff (not just teaching staff) have had their [safeguarding training](https://my.optimus-education.com/training/safeguarding-whole-school-programme-group-study) and induction. |
| **Summer**  **Half term 6** | * Along with the rest of the senior team, finalise school development priorities for the new year and present relevant elements to the governors. * Work with the data manager to transfer end-of-year data and ‘roll over’ the year regarding pastoral/safeguarding information. * Participate in new student transition days. * Once tutor groups/classes are allocated, ensure key staff have the necessary information relating to their class/form. * Prepare for the next [appraisal target setting and review cycle](https://my.optimus-education.com/performance-management-and-appraisal-strategies-and-guidance) for the pastoral/safeguarding team in September. * Provide pre-September training for new pastoral/safeguarding middle leaders where necessary. * Ensure that relevant inspection records are up to date, for example, a list of students with safeguarding concerns and referred to external agencies, as well as a list of bullying concerns and any incidents of sexual abuse in school. * Review safeguarding education and information shared with families ahead of the summer break, for example, forced marriage, FGM, online safety, festival safety and sun and water safety. * Review safeguarding data to understand patterns and trends that have been identified throughout the year. * Ensure that new members of staff (not just teaching staff) have had their [safeguarding training](https://my.optimus-education.com/training/safeguarding-whole-school-programme-group-study) and induction. * Provide families with significant safeguarding/pastoral issues with a contact number or email address to use (if necessary) during the summer break. * Stay informed about new legislation, research and guidance related to safeguarding and integrate relevant updates into the school's policies and practices. |