**To note, we have made the following changes to this document on 9 September:**

* **We have updated the specification to ensure that it is more consistent in its references to schools and colleges.**
* **We have also set out that principal(s) will need to be included in the user research group**

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| **Designated Safeguarding Lead Online Resource** |
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| **Introduction/Requirement background** |
| **Overview**  To support Designated Safeguarding Leads (DSLs) with the complexities and challenges of their role, the DfE is looking to procure a Contractor to develop a set of online resources to support DSLs. Further details are set out in the ‘Detailed Requirements’ section.  The resources will also need to address how DSLs can promote the educational outcomes of children who have or have had a social worker and the type of additional support children with a social worker need. This includes improving the visibility of this group and supporting staff to improve their engagement with learning. These changes to the DSL role are grounded in the findings of the [Children in Need Review](https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need).  The toolkit will be hosted on existing DfE content pages on .GOV.UK. It will reflect the information provided in Annex C: Role of the Designated Safeguarding Lead of the [Keeping Children Safe in Education (KCSIE)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) statutory guidance. The resources are intended to complement rather than replace existing training and support that DSLs already receive.  Suppliers will be expected to have expertise in child protection and safeguarding as well as established links with DSLs, education settings, including both schools and colleges, and children’s social care.  **Background**  KCSIE sets out that all schools and colleges should have a DSL. The DSL has lead responsibility for safeguarding and protecting all children in their school or college. They also play a critical role in the lives of children who have or have had a social worker, by safeguarding them, and by supporting their wider welfare, including promoting their educational outcomes.  The role of the DSL carries a significant level of responsibility. KCSIE sets out that the DSL should be a senior member of the school or college’s senior leadership team.  These responsibilities are set out in more detail within **‘Annex C: Role of the designated safeguarding lead’** of KCSIE. However, in summary the role includes:   * providing advice and support to other staff on child welfare, safeguarding and child protection matters; * taking part in strategy discussions and other inter-agency meetings, and or supporting other staff to do so; and * managing referrals to LA social services, the police, and other agencies such as the Disclosure and Barring Service and, or the Teacher Regulation Agency.   The DSL is also expected to:   * promote 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 school or college. * act as a point of contact with the safeguarding partners i.e. the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area any part of which falls within the local authority area. * liaise with the headteacher or principal to inform him or her of issues (especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations). * promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.   DSLs are expected to undergo training to provide them with the knowledge and skills required to carry out their role effectively. This training should be updated at least every two years and their knowledge and skills should be refreshed regularly via e-bulletins, meeting other DSLs, and taking time to read and digest safeguarding developments at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role. |
| **Detailed requirements (THE SERVICES)** |
| The Contractor’s role will be to:     * Create online resources/ materials, which meet policy objectives and the diverse needs of users, in order to give appropriate support to DSLs.   The Indicative Content for the online resource is set out on **pages 3-5** below. This list outlines the expected set of practice areas that the online resource will cover however this list may to be added to in the early stages of the project, following further user engagement. The Contractor will need to demonstrate flexibility in responding to additional user needs.  **Indicative Content for DSL Online Resource:**   * Resources will need to: * align with and reference [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2), [Working Together to Safeguard Children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2), [Relationships and Sex Education and Health Education](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) statutory guidance as well as other relevant statutory guidance and legislation; * reflect relevant content detailed in the RSHE teacher training modules on .GOV.UK [Teaching about relationships, sex and health - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#train-teachers-on-relationships-sex-and-health-education); * meet the diverse needs of DSLs and wider school and college staff; and * address the diverse needs of children and young people in relation to safeguarding and child protection. In particular, resources will need to support DSLs to respond to the particular safeguarding risks and barriers that children with SEND, mental health issues and different protected characteristics may experience.  |  |  |  | | --- | --- | --- | | **Theme** | **Detail** | **Types of content to include** | | Specific forms of abuse and safeguarding issues including:   * Child criminal exploitation * Domestic abuse * Emotional abuse * Homelessness * ‘Honour’ based abuse including FGM and forced marriage * Issues relating to witchcraft, religion and implications for the effective safeguarding of children * Missing from home or education * Modern slavery and trafficking * Neglect * Online abuse/harassment * Parental mental health * Physical abuse * Radicalisation and extremism * Serious violence/knife crime * Sexual harassment in public places * Stalking * Substance abuse (drug and alcohol) – child and parental   Resources on child sexual abuse will be included in the online resource for DSLs however these will be developed separately. These resources will include information on:   * Harmful sexual behaviours; * Peer-on-peer abuse; * Child sexual exploitation. | * Definition of different types of abuse or safeguarding issues * Signs/indicators of different types of abuse or safeguarding issues * Working with parents/carers * Communicating with children and young people with diverse needs * Whole school/college approaches to preventing abuse/identifying abuse/encourage reporting of abuse/responding to reports of abuse and supporting victims and perpetrators of abuse. | * Links to relevant statutory guidance and legislation * Key messages from research * Resources for DSLs and staff e.g. handouts and toolkits * Good practice case studies * List of relevant webpages for further information | | Barriers to children and young people reporting concerns to staff and the DSL | * Speaking to children and young people with diverse needs about concerns * Common barriers to reporting concerns * Strategies for overcoming this | * Links to relevant statutory guidance and legislation * Key messages from research * Resources for DSLs and staff * Good practice case studies * List of relevant webpages for further information | | Barriers to staff reporting concerns about children and young people | * Common barriers to reporting concerns * Strategies for overcoming this | * Links to relevant statutory guidance and legislation * Key messages from research * Resources for DSLs and staff * Good practice/examples on reporting concerns and drafting effective reports/referrals * List of relevant webpages for further information | | Allegations made against/concerns raised in relation to teachers | * Understanding allegations that meet the harms threshold and the role of the LADO * Understanding what a low-level concern is and having effective mechanisms to report these | * Links to relevant statutory guidance and legislation * Resources for DSLs and staff * Good practice case studies * List of relevant webpages for further information | | Working effectively with safeguarding partners | * Understanding the role of different safeguarding partners * Strategies for effective engagement | * Links to relevant statutory guidance and legislation * Resources for DSLs and staff * Key messages from research * Good practice case studies * List of relevant webpages for further information | | Promoting the educational outcomes of children with a social worker | * Understanding the impact that issues such as adversity and trauma can have on children who have or have had a social worker * Common issues that children with a social worker may be experiencing at home * Communicating the needs of children with a social worker to school and college staff, and ensuring that they are visible * Promoting high aspirations for children with a social worker * Supporting children with a social worker to reach their potential | * Links to relevant statutory guidance and legislation * Key messages from research including the Children in Need Review * Resources for DSLs and staff * Good practice case studies * List of relevant webpages for further information |   **Proposal:** Establish a user research group of DSLs, headteachers/principals and other relevant child welfare/safeguarding professionals who will be involved in co-producing and testing prototypes of the resource; develop a user research plan;Develop resources in partnership with users, subject-matter experts, policy officials and the DSL Online Resource steering group (to be established) which are iterated following user testing and stakeholder engagement;Identify existing research and good practice examples including from relevant Government publications, e.g. the Children in Need Review, and translate them into user-friendly resources;Develop a quality assurance process for good practice examples/case studies, working with the Department and the steering group;Design resources that achieve WCAG 2.1 level AA standards as part of meeting the [government accessibility requirements](https://www.gov.uk/service-manual/helping-people-to-use-your-service/making-your-service-accessible-an-introduction#meeting-government-accessibility-requirements);Work with the Department’s policy and digital teams to structure the content in a way that ensures users can find what they need easily and give them a good user experience. **Administration** Production of a detailed project delivery plan for the length of the contract, within the first two weeks of the contract;Production of an Exit Plan for the contract’s end detailing how the service will be wound down.   **Reporting and information** Attend weekly meetings with the DfE project manager to monitor and review progress;Monthly Show & Tells to share key findings from user research/testing and progress on content development; frequency may increase to fortnightly for final months of project (January-March);Provide monthly reports on progress against KPIs;Support DfE to respond in a timely manner to relevant correspondence or parliamentary questions related to the project on an ad-hoc basis. **Key Performance Indicators (KPIs)**     * The contractor will be expected to develop a set of online resources, in line with the indicative content on pages 3-5 of the Service Specification. * The final set of resources produced will need to be approved by: * The user group, established by the Contractor; * The DSL Online Resource steering group, established by the DfE, and comprising subject experts, policy officials and relevant practitioners; * The DfE digital team.   Final approval will rest with the DfE contract management team.   * The table below sets out in more detail the key KPIs for the duration of the project:  |  |  |  |  |  | | --- | --- | --- | --- | --- | | KPI | Measurement Period | Performance Measure | Service Period (6 months, October 2021 to March 2022) | Monitoring method | | Satisfaction of steering group with the resources developed | Monthly | 90% | Ongoing until 31 March 2022 | Monthly contract meeting | | Satisfaction of user research group with the resources developed | Monthly | 90% | Ongoing until 31 March 2022 | Monthly contract meeting | | Presentations for Show & Tells and steering group meetings shared 3 business days in advance | Monthly | 90% | Ongoing until 31 March 2022 | Monthly contract meeting | | Monthly progress reports received by DfE within a week of month ending | Monthly | 100% | Ongoing until 31 March 2022 | Monthly contract meeting | | Production of a delivery plan for the length of the contract, within 2 weeks of contract start date | Monthly | 100% | Ongoing until 30 November 2021 | In 1st monthly contract meeting | | Agreed delivery milestones achieved within 5 working days of original date | Monthly | 100% | Ongoing until 31March 2022 | Monthly contract meeting |   The Contractor will produce a short, monthly report on progress against KPIs.  **Project timescales**  We expect that the work will begin in late October/early November and be completed by March 2022. The below table sets out draft timescales for key activity.   |  |  | | --- | --- | | **Month** | **Key activity** | | November | * First meeting with steering group * User research plan developed * User research group established * Indicative content (see pages 3-5) for online resource tested with users; any additional themes identified * Existing resources identified and compiled * Case studies identified | | December | * Monthly meeting with steering group * New resources drafted * Existing resources, research, case studies turned into user-friendly resources * Ongoing user testing | | January | * Ongoing user testing * Resources re-drafted following testing | | February | * Resources finalised * Final drafts shared with user group and steering group | | March | * Resources signed-off * .GOV.UK page designed with DfE content designers * Online resource launched | |
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| **Mandatory and desirable skills and requirements (THE BIDDER)** |
| The successful Contractor must demonstrate the following **mandatory** requirements:   * Good knowledge and understanding of the role of the DSL, school and college safeguarding, children’s social care and the educational outcomes of children with a social worker. * Good knowledge and understanding of the diverse needs of children and young people in relation to safeguarding and child protection and the impact that SEND, mental health issues and different protected characteristics may have on this. * Expertise in child protection and safeguarding including links with relevant subject-matter experts. This expertise should cover the issues outlined in the Indicative Content section   (p.3-5).   * Established links with DSLs as well as education settings, including both schools and colleges, and children’s social care stakeholders. * Experience of shaping guidance and resources that help support safeguarding and promote educational outcomes, especially for vulnerable groups including children who have or have had a social worker. * The skills and experience to work with the diversity of users of government services and to involve them in appropriate research activities. * The skills and experience to develop high-quality resources - creating, updating and reviewing content that meets user needs, making information and guidance clear and easy for users to understand. * The skills to carry out user research activity including behavioural insights and turn user research data into clear findings that inform decisions. * The skills to implement user-centred design practices and embed them into an agile workflow to deliver timely findings. * The skills to design user-focused services and a consistent, end-to-end user experience. * The skills to work with Government digital platforms and comply with Government accessibility requirements. * A highly organised and efficient approach to project management, with the skills to deliver outputs on budget and to challenging timescales. * A good understanding of the objectives of the Public Sector Equality Duty, under s149 of the Equality Act 2010, and its relevance to the role of the DSL. The Contractor will need to work with the Department to ensure that these objectives are considered and implemented in the development of the resources. * A good general understanding of data handling in the context of Data Protection legislation and its relevance to the role of the DSL.   The following requirements are considered **desirable:**   * good understanding of Departmental strategy and objectives. * experience of delivering a government project that has been built in accordance with GDS guidelines to deliver digital content for .GOV.UK and/or a digital service.   We would expect the service team to include: subject and policy expert(s), user researcher(s), a project manager and content designer(s). The content designer(s) will be supported by content design resource within DfE who will be responsible for the .GOV.UK page content and format decisions. The service team will work closely with DfE policy and digital colleagues throughout the duration of the project. |